EXAMINING CLASSROOM TEACHERS PERCEPTIONS OF

STUDENT SUPPORT SERVICES

(Psychologists, Resource Teachers and Speech Pathologists)

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ABSTRACT

Elementary classroom teachers' perceptions of support from
School Psychologists, Resource Teachers and Speech Pathologists
were examined. The present study included all elementary classroom
teachers in the Western Sub System, Halifax County Bedford District
School Board, Nova Scotia. The survey was distributed to one
hundred two teachers. The response rate was 56%. The survey
attempted to discover classroom teachers' perceptions of what other
support they felt they needed. There were twenty scale questions
and five open-ended questions.

There were no significant differences between grade level
responses (level 1 - P-3 & level 2 - 4-6). An analysis of
variance produced a significant difference between job types
(psychologist, resource teacher and speech pathologist). In most
cases, classroom teachers viewed the role of speech pathologist
differently than the role of resource teachers and psychologists,
in the referral and assessment process.

The results showed that over half the respondents didn't think
that the classroom teacher was primarily responsible for all
students. The majority wanted to be involved with decision making
regarding new policies and their implementation. The issue of time
for necessary discussion between support and classroom teachers was
stressed by the respondents.

The majority of classroom teachers felt that their knowledge of the child was an important part of the assessment process and that assessment and subsequent recommendations should be ongoing. Assessment recommendations were considered useful only if they were related to classroom practice.

The responses concerning whether the classroom teacher and the support person needed to have the same philosophy of learning indicated that many teachers do not have a clear understanding of what a learning philosophy is, often confusing it with a method or practice. Approximately half of the respondents suggested that when circumstances were appropriate, teachers and support staff could work together, even if they have different philosophies.

The majority of teachers agreed that support staff should be involved with instruction in the regular classroom.

A surprising result was that not one respondent mentioned natural development when asked what they took into consideration when planning for and evaluating a student.

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Chapter 1

INTRODUCTION

The purpose of this study was to examine how classroom teachers felt about the support they received from student services support personnel and to try and discover the classroom teachers' perception of what other support they felt they needed. The method of data collecting was a survey of classroom teachers.

Having worked as a resource teacher for six years and more recently, a graduate student in School Psychology doing an Internship in the schools, I have had an opportunity to observe how educational changes are affecting school staff. There have been many educational changes during the past ten years. These have had an impact on student services support personnel as well as classroom teachers. Many of these changes appear to be a cause for stress in the teaching profession. This stress can not help but affect the students. Some of these educational changes include:

- implementation of holistic learning philosophy

- integration of special needs students in the classroom

- different models of remediation

- budget restrictions

- a shift to more collaborative working relationships

Chapter 2

REVIEW OF RELATED LITERATURE

In order to obtain information regarding the questions I have about classroom teachers' perceptions of student support services, I looked at literature on educational change, learning philosophies, remediation models, consultation, assessment, cognitive development and the role of the principal.

2.1. EDUCATIONAL CHANGE

Teachers are being asked to make a significant number of changes because of the implementation of such things as holistic learning philosophy, the integration of students with special needs in the regular classroom and other proposed public school changes. It appears appropriate, therefore, to begin this investigation by examining the process of educational change through the investigation of the role of student services support personnel and the classroom teachers' perceptions of these support services.

According to MacKay (1990) when individuals are asked to adopt an innovation, it may require a change in one's knowledge base, behaviour, beliefs, attitude or some combination of these factors. A person's past experience with change and their beliefs impact on the acceptance or rejection of it. Innovations are not neutral in

their benefits and there are many reasons, other than educational merit, that influence decisions to change (Fullen & Stiegelbauer, 1990). We should neither accept nor reject any changes without analyzing them. Growth and progress in Western thought have led us to assume that change is development (Nesbet,1990). It is productive for people to question change. Are the innovations clearly defined? Will implementation be well-planned with activities that respond to the needs of the users? Will implementations focus on people or innovations (MacKay, 1990)? The judgement of whether a change is an improvement rests in the mind of the beholder.

Change can be equated to a loss (Lieberman,1990). Change produces loss and loss creates grief. Holmes & Masuda (1974) link change to physical illness. Lieberman (1990) feels that although change creates a deep sense of personal and/or collective loss, the resulting feelings are unconscious. Explicit discussions about change and loss often allow people to realize that what they are experiencing is natural. This is, in many cases, enough to allow people to break through their denial and allow the change to have a chance. This is a very important consideration for educational change. As MacKay (1990) stated, the people are important and not just the innovation. Without the people, the change process is meaningless.

The Rand study of 1978 which was completed under the sponsorship of the United States Office of Education is cited by

Lieberman (1990). The Rand study presented a fundamentally different view of educational innovations from that typically found in the literature. The study suggests that in terms of knowledge of educational change, teachers often represent the best clinical expertise available. The instrumental value of involving classroom teachers in identifying problems and solutions is clearly expressed in the Rand study. Outside consultants had a difficult time in meeting the learning needs of staff with proposed changes.

Another assumption communicated by the Rand study is that professional learning is a long-term, non-linear process. In the study, innovations took one or several years to achieve full implementation. Teachers needed to learn what the innovation ought to look like in their particular school setting. In the Rand study, the process of adoption of a specific innovation helped define the program improvement goal for teachers. It was important that professional learning about an innovation was related to ongoing classroom activities. Activities undertaken in isolation from teachers' daily responsibilities seldom had much impact. In the Rand study, professional development became part of a program improvement process where many role groups needed new skills. Classroom teachers were not the only ones involved.

Fullen and Stiegelbauer (1990) suggest the implementation of educational change involves "change in practice". Any educational change is not a single entity. Innovation is multidimensional consisting of at least three components. These include:

- the possible use of new or revised materials

- the possible use of new teaching approaches or strategies

- the possible alteration of beliefs

Fullen and Stiegelbauer say that educational change has to occur in practice along these three dimensions in order for it to have a chance of affecting the outcome.

Mainstreaming provides an example of the misunderstood complexities and multiple components of change (Sarason and Doris, 1979). Sarason and Doris recognize the problem in their chapter on mainstreaming.

> The speed with which mainstreaming as a concept, value and public policy has emerged in our society is little short of amazing. Indeed, the change has come about so fast and with such apparent general approbation as to raise a question about what people understand about mainstreaming and its implications for schools.... Because we may think mainstreaming is desirable is no excuse for assuming that institutional realities will accommodate our hopes.(p.355)

Some of the philosophical, role change and materials consequences both inside and outside the classroom are evident in the following excerpts from Sarason and Doris:

For effective mainstreaming, regular classroom teachers must

have the strong and coordinated backing of special education teachers and support personnel (p.372).

Mainstreaming is one of the current more complex educational changes which demonstrates the dimensions of educational change- valuing new beliefs; cognitively understanding the interrelationship between the philosophical principles and concrete diagnosis and treatment; changing the roles and role relationships between regular classroom teachers and support teachers, between school personnel and community members and professionals outside the school (Fullen & Stiegelbauer, 1990).

The focus of the role of the principal has been changing from manager to instructional leader (Moorthy, 1992). To be considered an instructional leader assumes curriculum planning skills, knowledge of bodies of curriculum related literature and maintaining an up to date understanding of innovations in curriculum and related strategies (Griffen, 1988). This job description appears to be an unrealistic one for any human being. The levels of expertise required across the multiple components of the school, as a complex organization, cannot be located in every principal in every school.

Change is only one small part of the forces competing for the principal's attention and, usually, not the most compelling one. Yet, some principals are actively engaged as initiators of continuous improvements in their schools (Lieberman, 1990).

Lieberman says that one of the greatest pressures a principal feels is to bring about some major transformation in the school. However, because of other external and internal pressures, principals often feel pressure to do just the opposite - maintain stability.

Even with the complex day the principal experiences, there are organizational methods the principal can employ to promote classroom teachers' understanding of educational innovations and developments. There are time and schedule dimensions of school life that principals can orchestrate to allow time and space opportunities for consultation and decision making (Lieberman, 1990). Principals can arrange for teachers' daily professional preparation periods to coincide for certain groups so that opportunities to engage together, about curriculum developments and/or particular students, become possible.

2.2   ASSESSMENT

The objectives for the assessment process for children in schools can be stated in the following ways:

- to determine the nature of the learning or behaviour problem
- to determine the child's strengths and weaknesses in abilities related to learning
- to evaluate the behaviour problem
- to develop an educational plan that takes into account the child's abilities and personality, the teacher, and the family
- to assess the child's response to innovation efforts
- to recommend modifications in programs and class placements (Sattler, 1992, p. 426)

Sattler says that formal assessments should be supplemented with visits to the child's classroom. Besides seeing how the child manages in the classroom throughout a variety of activities, the support person has an opportunity to establish a rapport with the classroom teacher. This appears crucial if the support person is going to be effective in consulting with the classroom teacher, about a child, in a meaningful way. Sattler also indicated that although every effort should be made to reduce the teacher's anxiety about the support person's visit, teachers must understand that their behaviour may be part of the problem and that changes in their behaviour may be part of the solution. The child's and

teacher's behaviours are so intermingled that it is difficult to examine one without the other.

Sattler indicated that the assessment should enable the support person to describe the positive qualities of the child's functioning, the difficulties he or she faces and the quality and style of his or her intellectual and social functioning. It is important to keep in mind that test results will not likely provide the precise causes of a child's school failure. It is important that the assessment should include strengths that the child may be able to use to manage tasks and allows the support person to establish a base for developing intervention. Although suggestions for intervention are difficult, the support person should always work with the classroom teacher to establish a set of instructional objectives that the teacher can utilize.

Sattler strongly advises that assessment recommendations are not meant to be the final solutions to a child's learning or behavioral difficulties. Assessment should be a continuous activity with modifications when the child's needs change or when the plans do not work effectively. Effective consultation requires continuous monitoring of short term follow up contacts.

In May, 1993, a committee composed of representatives from Student Services, Halifax County Bedford District School Board, developed guidelines regarding assessment in student services.
A partial list of their beliefs and recommendations includes:

    - Assessment is on-going

- A knowledge of child and adolescent development is essential

- Parental knowledge of their child is essential in assessment

- The classroom teacher has the primary responsibility in meeting the needs of the students

- Support personnel need to work in collaboration with the classroom teacher

- Assessment should be both process and product oriented

- Assessment should take into account a wide variety of factors affecting the whole child

- Assessment may lead to changes in program, materials, strategies and evaluation

- Assessment should include the strengths and interests of the student

These statements were elaborated upon in the report.

2.3. CONSULTATION

Consultation with the classroom teacher and the child's parents is a focal stage of the assessment process. Many studies have demonstrated the effectiveness of consultation and collaboration within the school setting (West & Idol,1990). They contend that consultation is an interactive process where people with different areas of expertise can generate solutions to mutually defined solutions. Consultation implies a shared responsibility. With existing pressures on classroom teachers, this shared responsibility may help them feel better supported.

West and Idol also indicated that there is a need to establish "legitimate" time to consult (regularly scheduled time). Some of their suggestions for this consultation time include:

- regularly bringing large groups of students together for special types of school experiences with fewer staff supervising
- having the principal or other support staff teach a period a day on a regularly scheduled basis
- when students are working on the same independent assignment or study activity, arranging for them to be clustered together in large groups
- hiring a permanently floating substitute
- utilizing aides or volunteers to guide or supervise groups

of students at class changing time, lunch or recess
- the principal assigning specific time each week for the
  purpose of consultation
- altering the school day to provide time without students
- utilizing student teachers

Idol (1989) suggests the support teacher acts as a consultation teacher for part of each day. This person could offer assistance for large group management problems occurring in settings such as the classroom, playground, cafeterias and hallways. Another form of consultation is to offer inservice training workshops to classroom teachers. The consultative support person could also implement and manage peer tutors and volunteer programs.

Consultation with parents is an important function of the support person. If accomplished in an effective manner, good communication may lead to productive collaboration on behalf of the child (Thomas & Grimes, 1990). It is important to consider how the child's difficulties affect the entire family. The family's, as well as the child's, attitudes, feelings and reactions will have an impact on how the child copes with his or her difficulties (Sattler, 1992). As with the classroom teacher, it is good to help the parents see the child's strengths as well as their areas of difficulty. Sattler says the parent and the child should have an active role in coping with the difficulty.

The relationship between the parent and the support person should be one of collaboration and problem solving . For the communication to be effective, there must be flow in both directions (Thomas & Grimes, 1990). Information from parents and support staff should result in information about the student and the student's difficulties that either could not have arrived at separately. Thomas and Grimes also point out the fact that it is important not to use jargon with the parents. This can be intimidating to parents and leave them with a less than accurate impression of the difficulty their child is experiencing. Thomas & Grimes also indicate the benefits of the classroom teacher meeting with the parents as well as the support person. Usually the rapport with the parents has already been established with the classroom teacher and the parents would feel non-threatened in this situation. Parents should be involved in all decision making regarding their child.

Support personnel are considered the experts in the school regarding the educational and emotional needs of students; therefore, they are expected to provide a range of services to assist students directly in actualizing their potential and indirectly through interactions with teachers and parents (Fairchild, 1982). Teachers want more information about students than just test scores. They want help in designing instructional programs for children in regular as well as special needs situations. They want behaviour management and social skills

programs for individuals as well as groups. They want inservice
training that will help them be more effective in their dealings
with the academic and behavioral needs of their students. A study
of teacher development and colleague consultation, (Wilson, 1989),
concluded that a candidate for the resource consulting role
has many qualities which include:

- a desire to give away ideas rather than become the resident
  expert
- respect as a teacher and program leader from colleagues
- a willingness to abandon the advantages of a traditional
  teaching role in order to become redeployed as an adult
  educator

2.4.   REMEDIATION MODELS

Remediation models are an important consideration when planning intervention. Whether the traditional pull-out model, in-class support or a combination of the two are being used, depends on a variety of factors.   When there are differences in the classroom teacher and the resource teacher's philosophy , the in-class support model is not reported to be effective (O'Brien, 1991).   There could be different impressions of whether or not a particular material would be appropriate for a particular child. Assignments may not be agreed upon or teaching strategies may be in opposition.   O'Brien found that most resource teachers were reluctant to discuss the effects of different philosophies as they perceived themselves as guests in the teacher's classroom.

In a study of support for handicapped children in the regular classroom, Glomb & Morgan (1991) questioned whether intervention outside the classroom would be generalizable to the classroom. They found their results particularly distressing because of the large numbers of students with mild and moderate handicaps being supported in the pull-out model of intervention.   They found an obvious need to bridge the gap between the support room and the regular classroom.

An interesting study was conducted to try and discern student's preferences for service delivery (Jenkins & Heinen, 1989).   There were 686 special, remedial and regular elementary

students in the study. The majority of children preferred to receive help from their teacher. The consultative role of the support person is enhanced in light of this information.

In a study of public school and university staff perceptions of the role of the resource teacher, it was stated that the inadequate relationship between regular and special educators appears to be a constant recurring theme (Dugoff, Ives & Shotel, 1985). It was suggested that one of the main reasons for the ineffectiveness of special education programs may be the way in which regular educators relate to special educators in schools.

2.5. DEVELOPMENT

When trying to define "normal" expected behaviours and academic achievement in children, the literature has various explanations of what "normal" is. The Learning Disabilities Manual for Alberta Special Education Services indicates that "normal" is more than conforming with an accepted standard, model or pattern especially corresponding to the average of a large group. The Manual says that we seem to want to quicken the pace of learning in childhood and push the child to early readiness, thereby accentuating any learning difficulties. If normalcy is to be determined, there must be cooperation among professionals. We need the observations of the neurologist, ophthalmologist, paediatrician, speech and hearing specialist, psychiatrist, social worker and psychologist. The Alberta Manual says that there is probably no such thing as absolute normalcy. It depends on the situation one is placed in and the values the social group holds. It should not be assumed that all children of a certain age should achieve a certain standard, because there is a great range of development and abilities at any given age.

The process of providing contextual support is now being more recognized (Alberta Education, 1987). For young children it is easy to see that interaction with the environment is necessary for learning. The importance of this interactive context for learning is often underestimated by teachers.

Dudley-Marling (1990), discusses the importance of allowing children the opportunity to learn at their own rate, depending on their cognitive development. He points out that most people accept the fact that children learn to walk and talk at different ages and are comfortable with these kinds of developmental differences. We realize that variation is a normal part of human development and that these differences are not necessarily permanent. Dudley-Marling question why we expect these differences to disappear when children enter school. Developmental differences which are considered normal in two year olds become intolerable in eight year olds. In school, developmental differences are seen as deficiencies rather than instances of normal variation.

Chapter 3

METHOD

3.1. SUBJECTS

Classroom teachers from the elementary schools in the Western Subsystem of Halifax County Bedford District School Board were asked to participate in the present study. It was decided to limit the population to the Western Subsystem classroom teachers. The sample size was 102 elementary classroom teachers. The survey did not include junior or senior high teachers as it is my belief that this populations' perceptions of support services are very different than those of elementary teachers. It is recognized that the results of this study will pertain only to the teachers in the Western Subsystem as the other Subsystems were not included in this study.

3.2. SURVEY INSTRUMENT

Data for this study was collected by a survey questionnaire. The survey was developed by first determining the basic research questions to be addressed by the study. Items were written and shared with the Thesis Advisor and the Committee members, discussed and re-written.

A pilot study was conducted which lead to more changes in the survey instrument.

3.2.1. PILOT STUDY

A pilot study was carried out in three small elementary schools in the Western Subsystem, Halifax County Bedford District School Board. The schools involved in the Pilot Study included:

- Shatford Memorial Elementary School
- Boutilier's Point Elementary School
- Head St. Margaret's Elementary School

These teachers were not included in the actual survey. The pilot study included thirteen elementary classroom teachers. A discussion was conducted with each questionnaire participant for the purpose of verifying clarity of questions. Each pilot participant was also asked if there were any other areas, regarding

student services, which they felt should be included in the study. Their suggestions were incorporated in the final revision of the survey instrument (See Appendix A).

3.3. PROCEDURE

Halifax County Bedford District School Board was approached to support this research study. This School Board is divided into four Subsystems. Elementary classroom teachers from the Western Subsystem were included in this study. The schools involved in the study included:

- Tantallon Elementary School

- East Saint Margaret's Elementary School

- Beechville - Lakeside - Timberlea - Elementary School

- Sambro - Harrietsfield Elementary School

- William King Elementary School

- Atlantic Memorial Elementary School

- Prospect Road Elementary School

Each principal was notified by the Subsystem Supervisor, Mr. George Doucet, that a survey package would be delivered to each school on a particular day. The principals were asked to encourage their staffs to participate in the study. Each survey was in a separate envelope to ensure confidentiality. Participants were asked to complete the survey within ten days and to deposit their sealed envelope in a master envelope located in each staffroom. The surveys were picked up ten days after delivering them. The survey took place between May 2 and May 11, 1994.

3.4. DATA ANALYSIS

Data analysis for this investigation consisted of descriptive statistics in the form of frequencies and percentages. From these frequencies, means and standard deviations were determined.

A two way analysis of variance was performed on question one to seven. Duncan's multiple comparison procedure was then used on these seven questions to verify which jobs were different.

A one way analysis of variance was conducted on questions eight to twenty to see if there was a significant difference between grade level responses.

Chapter 4

RESULTS AND DISCUSSION

4.1.   RESPONSE RATE

One hundred two (102) surveys were distributed to Elementary Schools in the Western Subsystem, Halifax County Bedford District School Board, on May 9, 1994 and were picked up on May 18, 1994, yielding a response rate of 56% It is recognized that the fairly low response rate may be partially due to the fact that a vote for a teachers' strike was to be held on May 19, 1994.

4.2.   EDUCATIONAL CHANGE

Questions 12, 13, 18, 19, 20 and open-ended question D
explore teachers' perceptions of educational change.   The
responses to question 12, " It is important when, the classroom
teacher has the Primary responsibility in meeting the needs of
all students", were quite varied.   Eighteen teachers (31%)
disagreed with the statement; nine of them strongly disagreeing.
Thirty-five teachers (60%) agreed with the statement; eighteen
(31%) of them strongly agreeing.   There was not a significant
difference between grade level responses.   (See Table 1)

According to the results of this study, many teachers did
not feel that they should have the prime responsibility for all
students in their class.   They appear to feel that with certain
special needs children, support personnel have the
responsibility.   This is not consistent with this school board's
philosophy.   Obviously, this message has not been clarified with
all teachers.   Since the advent of integration, it is assumed
that the classroom teacher is primarily responsible for all the
students in a class.

Question 13, "It is important when support personnel make
inservice presentations regarding the needs of special students",
showed support for this concept.   Forty-four (76%) teachers
agreed with this statement; 19 (33%) of them strongly agreeing.

Only three(5%) teachers disagreed with this statement. There was
not a significant difference between grade level responses. (See
Table 2)

The notion of having "experts" from the field come into
schools for the purpose of inservicing does not happen as much as
it once did. It appears to be more effective to have support
staff carry on this function. They are familiar with board
policy and they know the schools and, most often, know the staff
involved. They are aware of the special needs of some of the
children in the schools. In order to make this possible,
flexibility of scheduling for support staff is essential.
Principals can play an important part in the facilitation of this
flexibility.

The responses to question 18, "It is important when there is
a new policy in support services, classroom teachers should be
involved with the decisions regarding implementation of the
policy", were strongly in favour of teachers being part of the
decision making. Forty-six (80%) teachers agreed with this;
twenty-seven (47%) strongly agreeing. Only two (4%) teachers
disagreed with this. There was not a significant difference in
grade level responses. (See Table 3)

It is difficult to imagine why anyone would respond in
disagreement with this statement. When a classroom teacher is
part of the decision making and understands the rationale behind

a change, they feel a sense of ownership in the change and, usually, the change has a better chance of being effective. Their sense of professionalism is also enhanced. When people feel good about themselves and what they do, it can't help but have a positive impact on the children in their class.

Question 19, "It is important when there is a change in service delivery, the rationale behind the change is explained", had results similar to item 18. Forty-nine (84%) teachers agreed with the statement; thirty-five (60%) teachers strongly agreeing. Five (8%) teachers disagreed that the rationale behind a change in service delivery should be explained to them. There was not a significant difference between grade levels. (See Table 4)

Question 20, "It is important when changes in support are introduced, there should be ample time before the implementation is expected to occur", had fifty-four (93%) teachers in agreement; thirty-three (57%) of them in strong agreement. There was not a significant difference between grade level responses. (See Table 5)

Time is needed in order to facilitate understanding of a change. The majority of respondents agreed with the importance of this. Unfortunately, there often is not ample time before implementation of a change is expected to occur. Integration of special needs students in the regular classroom is an example.

This feeling of unpreparedness by so many teachers is a major cause of stress. Program assistants were brought into classrooms without a clear description of their responsibilities. This has led to much tension in many classrooms. Even the concept of support personnel working in the classroom did not always have adequate time before it was imposed. When time is not allowed, in order to facilitate exploration of the ramifications of a change, it is often doomed.

Question D. Do you feel supported with integration of special needs children in the regular classroom? What would help you feel more supported?

Thirteen P-3 and seven 4-6 teachers responded with a firm "No" when asked if they felt supported with integration of special needs children in the regular classroom. Four teachers said that the case loads were too heavy to give much support to the classroom teacher and two responded by saying that they did not agree with integration. Clearly, the majority of respondents do not feel supported when dealing with special needs children in the regular classroom.

Ten teachers were somewhat more optimistic by reporting that they sometimes felt supported while ten teachers said that they did feel supported. It is not legitimate to presume that all respondents have had the same experiences with special needs

children. The teachers who said that they did feel supported may not have had the same severity of particular situations to deal with as the respondents who said "No". The climate of the school would have a lot to do with teachers feelings as well. In schools where there is much parental support, a principal with strong leadership abilities and support personnel who have had the experience and training to work with "special" children, integration may be successful. When all or any of these aspects are missing, it is not surprising that classroom teachers do not feel supported.

When responding to the question of what would make a classroom teacher feel more supported, the majority of teachers said that more meeting time with support personnel was essential. Twelve P-3 and five 4-6 teachers responded in this way. This is a very real problem. With caseloads ever increasing and classes becoming larger, it is becoming more and more difficult for support personnel to have ample time to collaborate with classroom teachers. This time must somehow be built into the regular schedule. Flexibility of support roles is essential in order to accomplish this. Support of the principal and understanding of the whole staff are necessary for this to develop.

Nine teachers stated that more support personnel were needed. Of course, this is a wonderful suggestion but impossible

considering economics. Instead of more support personnel, it appears quite likely that there will be fewer support personnel.

Similarly, seven respondents felt that there should be more program assistants.

Only four teachers suggested that there should be more inservicing regarding special needs students. This seems to indicate that most teachers feel the responsibility for special needs students rests with support staff and not with them. Until classroom teachers accept the fact that they are primarily responsible for all the children in their class, this non-involvement with exceptionalities will remain all too common.

TABLE-1-EDUCATIONAL CHANGE

Question 12 - The classroom teacher has the primary
                responsibility in meeting the needs of all
                students.

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	4	12	5	15	3	9	12	35	10	29	3.56	1.37
4-6	5	21	4	17	2	8	5	21	8	33	3.29	1.60
TOTAL	9	16	9	16	5	9	17	29	18	31		

TABLE-2-EDUCATIONAL CHANGE

Question 13 - Support personnel make inservice presentations
                regarding the needs of "special" students.

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	1	3	0	0	5	15	19	56	9	27	4.06	0.81
4-6	0	0	2	8	6	25	6	25	10	42	4.00	1.02
TOTAL	1	2	2	3	11	19	25	43	19	33		

Responses - P-3 34, 4-6 24, total 58.

(RESP.-1=STRONGLY DISAGREE, 2=DISAGREE, 3=NEITHER AGREE NOR
            DISAGREE, 4=AGREE, 5=STRONGLY AGREE)

TABLE-3-EDUCATIONAL CHANGE

Question 18 - When there is a new policy in support services,
             classroom teachers should be involved with
             decisions regarding implementation of the policy.

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	0	0	0	0	7	21	11	32	16	47	4.26	0.79
4-6	1	4	1	4	3	13	8	33	11	46	4.12	1.08
TOTAL	1	2	1	2	10	17	19	33	27	47		

TABLE-4-EDUCATIONAL CHANGE

Question 19 - When there is a change in service delivery, the
             rationale behind the change is explained.

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	1	3	1	3	1	3	11	32	20	59	4.41	0.92
4-6	1	4	2	8	3	13	3	13	15	63	4.20	1.22
TOTAL	2	3	3	5	4	7	14	24	35	60		

Responses - P-3 34, 4-6 24, total 58.

(RESP.-1=STRONGLY DISAGREE, 2=DISAGREE, 3=NEITHER AGREE NOR
             DISAGREE, 4=AGREE, 5=STRONGLY AGREE)

TABLE-5-EDUCATIONAL CHANGE

Question 20 - When changes in support are introduced, there
             should be ample time before the implementation is
             expected to occur.

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	0	0	0	0	2	6	12	35	20	59	4.53	0.61
4-6	1	4	1	4	0	0	9	38	13	54	4.33	1.01
TOTAL	1	2	1	2	2	3	21	36	33	57		

Responses - P-3 34, 4-6 24, total 58.

(RESP.-1=STRONGLY DISAGREE, 2=DISAGREE, 3=NEITHER AGREE NOR
          DISAGREE, 4=AGREE, 5=STRONGLY AGREE)

4.3. ASSESSMENT

Questions 1, 3, 4, 7, 16 and 17 explore teacher's perceptions of support regarding the assessment process. Item 1, "It is important when student services support personnel observe the referred student in their classroom environment", contained three response categories. Respondents indicated how they felt about the statement with regard to psychologists, resource teachers and speech pathologists.

There was a significant difference between job types. Duncan's multiple range test was conducted to see where the difference was. There was not a significant difference between responses regarding resource teachers and psychologists. There was a significant difference for responses regarding speech pathologists.

With regard to psychologists and resource teachers, approximately 87% were in agreement with approximately 63% in strong agreement. There was not a significant difference in grade level responses.

With regard to speech pathologists, forty-two (73%) teachers agreed to classroom observation with twenty-five (43%) of those being in strong agreement.   There was not a significant difference between grade level responses. (SEE TABLE 6)

In order to understand how a student is managing, it is
essential to see them actively engaged in classroom activities,
across a variety of subject areas. The importance of this
observation should be the same for any support referral, even
though the respondents in this survey did not agree that this was
as important for speech pathologists as it was for resource
teachers and psychologists.

Question 3, "It is important when the classroom teacher's
knowledge of the child is part of the assessment process", had
varying results both according to grade level responses and job
type.

There was a significant difference between job types
according to Duncan's Multiple Range Test. There was a
significant difference in responses regarding speech
pathologists.   There was also an interaction between level and
job type with responses regarding speech pathologists from grades
4 - 6.   (See Figure 1)

With regard to psychologists, fifty-seven (99%) teachers
felt that their knowledge of the child should be part of the
assessment process, with forty-five (45%) in strong agreement.

With regard to resource teachers, 57 (99%) teachers were in
agreement with their knowledge being part of the assessment

process, with forty-eight (83%) being in strong agreement.

With regard to speech pathologist, 53 (91%) teachers were in agreement with their knowledge being part of the assessment process, with thirty-nine (67%) being in strong agreement. (See Table 7)

The classroom teacher's knowledge of the child far surpasses the knowledge a support person can gain in a few visits. Except for perhaps the child's parents, no one knows the student more than the classroom teacher. This knowledge should be shared with all support personnel.

Question 4 also had different categories for teachers perceptions of the statement, "It is important when a student's assessment from a support person is an ongoing process", for psychologists, resource teachers and speech pathologists.

There was a significant difference between job types. According to Duncan's Multiple Range Test, there was a significant difference between responses regarding resource teachers and psychologists but not a significant difference between responses regarding these two jobs and speech pathologists.

With regard to psychologists, fifty-three (91%) teachers

indicated agreement with assessment support being ongoing, with
thirty-nine (67%) of these teachers being in strong agreement.

With regard to resource teachers, fifty-six (97%) teachers
were in agreement that assessment support should be ongoing, with
forty-five (78%) of these teachers being in strong agreement.

With regard to speech pathologists, fifty-five (95%)
teachers were in agreement that assessment support should be
ongoing, with forty (69%) of those teachers being in strong
agreement.   (See Table 8)

When any type of a support assessment is conducted, it is
important to remember that the recommendations concerning the
child are based on an assessment during a specific time period.
These recommendations may become outdated in a relatively short
period of time if a support assessment is not ongoing.
Respondents in this survey were in agreement with this.

Question 7, "It is important when assessment is both process
and product orientated", also had separate categories for
responses concerning psychologists, resource teachers and speech
pathologists.   Responses varied according to both grade level and
job type.

There was a significant difference between job types.
According to Duncan's Multiple Range Test, there was a

significant difference between responses regarding psychologists and speech pathologists and responses regarding resource teachers. There was also an interaction between level and job type. With grades 4 - 6, the significant difference was in responses regarding resource teachers. (See Figure 2)

With regard to psychologists, fifty-one (88%) teachers were in agreement that both process and product were important, with thirty (52%) of these teachers in strong agreement.

With regard to resource teachers, fifty-five (95%) teachers were in agreement, with thirty-three (57%) of these teachers in strong agreement.

With regard to speech pathologists, fifty (87%) teachers agreed that process and product should be part of the assessment process, with thirty (52%) being in strong agreement. (See Table 9)

Much information can be gained by investigating how the child goes about solving problems and how they attempt tasks. Their organizational capabilities also become apparent when the process is also taken into consideration.

Question 16, "It is important when support personnel relate assessment information to classroom practice", indicated that the

majority of respondents were in favour of this. Forty-six (80%) teachers responded in agreement, with twenty-five (43%) of these teachers being in strong agreement. There was not a significant difference between grade level responses. (See Table 10)

The student spends most of their day within the classroom environment. More and more, even remedial intervention is conducted within the classroom. Once an assessment is completed, recommendations have little credibility if they aren't able to be carried out in the classroom. Some recommendations, of course, could also be undertaken at home or in a pull-out model but all recommendations must be able to make sense in the classroom environment.

Question 17, " It is important when support personnel show teachers what tests are used in an assessment, what the tests are testing and how they are interpreted", drew similar responses as item 16. Fifty (86%) teachers agreed, with thirty (52%) of those teachers in strong agreement. There was not a significant difference between grade level responses. (See Table 11)

Discussion about an assessment appears to be a very efficient way of collaborating between a classroom teacher and a support person. It also takes away the mystery that seems to be associated with the role of support personnel. A genuine sharing of information may be expedited by this discussion of the

assessment, allowing everyone's knowledge to be built upon.

Again, this takes time. Flexibility in scheduling can promote

this discussion time.

TABLE-6-ASSESSMENT

Question 1 - Student services support personnel observe the
referred student in their classroom environment.
(Responses P-3 34, 4-6 24, total 58)

PSYCHOLOGIST

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	0	0	0	0	2	6	9	26	23	68	4.62	0.60
4-6	1	4	1	4	2	8	8	34	12	50	4.20	1.06
TOTAL	1	2	1	2	4	7	17	29	35	60		

RESOURCE TEACHER

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	0	0	1	3	2	6	9	26	22	65	4.53	0.75
4-6	0	0	1	4	4	17	3	12	16	67	4.40	0.92
TOTAL	0	0	2	3	6	10	12	21	38	66		

SPEECH PATHOLOGIST

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	0	0	4	12	5	15	9	26	16	47	4.10	1.10
4-6	0	0	2	8	5	21	8	33	9	38	4.00	0.98
TOTAL	0	0	6	10	10	17	17	30	25	43		

(RESP.-1=STRONGLY DISAGREE, 2=DISAGREE, 3=NEITHER AGREE NOR
DISAGREE, 4=AGREE, 5=STRONGLY AGREE)

TABLE-7-ASSESSMENT

Question 3 - The classroom teacher's knowledge of the child is
            part of the assessment process.
            (Responses- P-3 34, 4-6 24, total 58)

PSYCHOLOGIST

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	0	0	0	0	0	0	8	23	26	77	4.76	0.43
4-6	1	4	0	0	0	0	4	17	19	79	4.67	0.87
TOTAL	1	2	0	0	0	0	12	21	45	78		

RESOURCE TEACHER

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	0	0	0	0	0	0	7	21	27	79	4.79	0.41
4-6	1	4	0	0	0	0	2	8	21	88	4.70	0.86
TOTAL	1	2	0	0	0	0	9	16	48	83		

SPEECH PATHOLOGIST

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	0	0	0	0	0	0	10	29	24	24	4.71	0.46
4-6	1	4	0	0	4	17	4	17	15	15	4.33	0.86
TOTAL	1	2	0	0	4	7	14	24	39	67		

(RESP.-1=STRONGLY DISAGREE, 2=DISAGREE, 3=NEITHER AGREE NOR
            DISAGREE, 4=AGREE, 5=STRONGLY AGREE)

TABLE-8-ASSESSMENT

Question 4 - A student's assessment from a support person is an
ongoing process.
(Responses- P-3 34, 4-6 24, total 58)

PSYCHOLOGIST

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	0	0	2	6	1	3	10	29	21	62	4.48	0.83
4-6	1	4	0	0	1	4	4	17	18	75	4.58	0.93
TOTAL	1	2	2	3	2	3	14	24	39	67		

RESOURCE TEACHER

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	0	0	0	0	1	3	9	27	24	71	4.86	0.53
4-6	1	4	0	0	0	0	2	8	21	88	4.75	0.85
TOTAL	1	2	0	0	1	2	11	19	45	78		

SPEECH PATHOLOGIST

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	0	0	0	0	2	6	11	32	21	62	4.56	0.61
4-6	1	4	0	0	0	0	4	17	19	79	4.67	0.87
TOTAL	1	2	0	0	2	3	15	26	40	69		

(RESP.-1=STRONGLY DISAGREE, 2=DISAGREE, 3=NEITHER AGREE NOR
DISAGREE, 4=AGREE, 5=STRONGLY AGREE)

TABLE-9-ASSESSMENT

Question 7 - Assessment is both process and product orientated.
(Responses- P-3 34, 4-6 24, total 5)

PSYCHOLOGIST

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	0	0	1	3	2	6	14	41	17	50	4.35	0.81
4-6	0	0	1	4	3	13	7	29	13	54	4.33	0.87
TOTAL	0	0	2	3	5	9	21	36	30	52		

RESOURCE TEACHER

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	0	0	0	0	2	6	15	44	17	50	4.41	0.70
4-6	0	0	1	4	0	0	7	29	16	67	4.59	0.72
TOTAL	0	0	1	2	2	3	22	38	33	57		

SPEECH PATHOLOGIST

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	0	0	0	0	3	9	13	28	18	53	4.41	0.74
4-6	0	0	2	8	3	13	7	29	12	50	4.21	0.98
TOTAL	0	0	2	3	6	10	20	35	30	52		

(RESP.-1=STRONGLY DISAGREE, 2=DISAGREE, 3=NEITHER AGREE NOR
DISAGREE, 4=AGREE, 5=STRONGLY AGREE)

TABLE-10-ASSESSMENT

Question 16 - Support personnel relate assessment information to classroom practice.

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	1	3	1	3	6	18	13	38	13	38	4.03	1.00
4-6	0	0	1	4	3	13	8	33	12	50	4.29	0.86
TOTAL	1	2	2	3	9	16	21	36	25	43		

TABLE-11-ASSESSMENT

Question 17 - Support personnel show teachers what tests are used in an assessment, what the tests are testing and how they are interpreted.

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	1	3	0	0	4	12	12	35	17	50	4.32	0.91
4-6	1	4	2	8	0	0	8	33	13	54	4.25	1.11
TOTAL	2	3	2	3	4	7	20	34	30	52		

Responses - P-3 34, 4-6 24, total 58.

(RESP.-1=STRONGLY DISAGREE, 2=DISAGREE, 3=NEITHER AGREE NOR DISAGREE, 4=AGREE, 5=STRONGLY AGREE)

FIGURE 1 - ASSESSMENT

Question 3 - The classroom teacher's knowledge of the child is
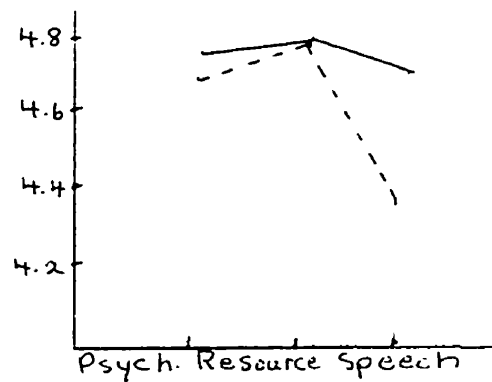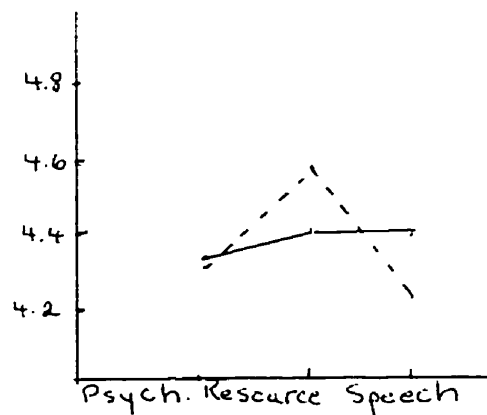part of the assessment process.

FIGURE 2 - ASSESSMENT

Question 7 - Assessment is both process and product orientated.

P - 3 _____

4 - 6 _____

4.4.   CONSULTATION

Questions 2, 5, 6, 10, 11, 14 and B explore teacher's perceptions of support regarding the consultation process. Question 2, "It is important when referral for support services includes a discussion between the classroom teacher and the support person", was categorized for teachers perception of this statement regarding psychologists, resource teachers and speech pathologists.   There was no significant difference with regard to all three job types.   Approximately 91% of the respondents agreed that discussion was part of the referral process with approximately 73% being in strong agreement.   (See Table 12)

It is important, because of increasing caseloads, that referrals go through some type of a screening process.   It would be beneficial to have a referral discussion for more reasons than caseload size.   It allows another avenue for support people and classroom teachers to collaborate.   More worthwhile information is shared in this non-threatening way than would normally be possible.

Question 5 also has three categories for teachers' responses regarding psychologists, resource teachers and speech pathologists.   The statement, "It is important when student services' reports to parents are written in conjunction with the classroom teacher", produced significantly different responses

between job types. According to Duncan's Multiple Range Test, all three job types were significantly different from each other. The greatest agreement with the statement regarded resource teachers, then psychologists and, finally, speech pathologists.

With regard to psychologists, 42 (72%) teachers agreed that reports should be jointly written, with 21 (36%) in strong agreement.

With regard to resource teachers, 46 (79%) teachers agreed that reports are jointly written, with twenty-four (41%) strongly agreeing.

With regard to speech pathologists, thirty-four (59%) teachers agreed, with sixteen (28%) being in strong agreement. (See Table 13)

There are several advantages in the support person writing their reports in conjunction with the classroom teacher. It is one way to ensure that the parents don't receive conflicting messages form the school staff. Meetings as well as reports should be jointly conducted. It is also another occasion for classroom teachers and support staff to engage in collaboration. The student must feel a sense of cohesiveness between the classroom teacher and the support person when they work together.

Question 6 also has categories for teachers perceptions of the statement, "It is important when student services' personnel meet parents with the classroom teacher", with regard to

psychologists, resource teachers and speech pathologists. There
was a significant difference between job responses. According to
Duncan's Multiple Range Test, there was not a significant
difference in responses regarding psychologists and resource
teachers. Responses regarding resource teachers and
psychologists received the most agreement.

With regard to psychologists and resource teachers,
approximately 90% agreed that there should be joint meetings with
approximately 64% in strong agreement.

With regard to speech pathologists, 77% of teachers agreed
that meetings be held jointly, with 55% in strong agreement. (See
Table 14)

The implications for this question are similar to those in
question 5.

Question 10, "It is important when support personnel are
involved with planning social skills programs", resulted in no
significant difference in grade level responses. Forty-six (80%)
teachers agreed, with nineteen (33%) strongly agreeing. (See
Table 15)

A very important aspect of educating children is in the
social domain. Many classroom teachers have not had the training
or experience necessary to plan either small group or whole
class social skills lessons. Social skills training is a
prerequisite to learning conflict resolution strategies.

Question 11, "It is important when support personnel are involved with implementing social skills programs", produced responses similar to item 10. Forty-six (80%) teachers agreed, with nineteen (33%) in strong agreement. There was no significant difference between grade level responses.

The discussion of this question is similar to item 10.

Question 14, "It is important that support personnel should have ongoing contact with the classroom teacher regarding program planning for special needs students", indicated that most teachers were positive about this kind of collaborative support. Fifty-six (96%) teachers agreed, with forty-three (74%) in strong agreement. There was not a significant difference between grade level responses. (See Table 17)

As in planning for any student, it must be flexible enough to allow for changes. Whether more time or less time is needed on a particular area must be closely monitored. With a special needs student who may or may not have an individual education plan, the student must be closely monitored in their classroom to see if plans remain appropriate. The consultation between support personnel and the classroom is invaluable at this time.

Question B. Please comment on whether or not you always know which student support person to go to regarding concern you have about a student's particular problem?

The responses to question B were all within five main categories. The question was part of the survey because it appeared that teachers were very often unsure of who to go to for help with a student. In fact, in the schools that I have been involved in, many teachers have commented that there seemed to be an overlap of roles. Many of the respondents in this survey did not appear to feel that way. More than half of them said that they knew which support person to go to for help. Fourteen P-3 teachers and 13 teachers from 4-6 responded " Yes".

Eight P-3 teachers and 2 teachers from 4-6 indicated that they always went to the resource teacher first. I suspect this is at least partially because resource teachers are usually in the school on a regular basis.

Five P-3 and 2 teachers from 4-6 said that they were not always sure who to go to, initially, with a concern about a student. Six teachers said that they would discuss it with the principal if they were uncertain who to contact.

Five teachers from P-3 and one from 4-6 stated that it would help if support roles were clearly defined.

As previously mentioned, over half of the respondents in this survey did not have a problem with knowledge of the various support disciplines. It would depend greatly on the school, the principal and the support people themselves. If support personnel see their role as consultants and helpers and openly discuss issues with teachers as opposed to setting themselves up

as experts to fix everything, the teachers would definitely have

a clearer understanding of the function of the support roles.

TABLE-12-CONSULTATION

Question 2 - Referral for support services includes a discussion
between the classroom teacher and the support person
(Responses- P-3 34, 4-6 24, total 58)

PSYCHOLOGIST

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	0	0	1	3	1	3	6	18	26	77	4.68	0.68
4-6	1	4	0	0	0	0	8	33	15	63	4.50	0.88
TOTAL	1	2	1	2	1	2	14	24	41	71		

RESOURCE TEACHER

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	0	0	0	0	1	3	7	21	26	77	4.74	0.51
4-6	1	4	0	0	0	0	5	21	18	75	4.63	0.88
TOTAL	1	2	0	0	1	2	12	21	44	76		

SPEECH PATHOLOGIST

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	0	0	0	0	0	0	9	27	25	73	4.73	0.44
4-6	1	4	0	0	1	4	5	20	17	71	4.50	0.93
TOTAL	1	2	0	0	1	2	14	14	42	72		

(RESP.-1=STRONGLY DISAGREE, 2=DISAGREE, 3=NEITHER AGREE NOR
DISAGREE, 4=AGREE, 5=STRONGLY AGREE)

TABLE-13-CONSULTATION

Question 5 - Student services' reports to parents are written in
conjunction with the classroom teacher. ·
(Responses- P-3 34, 4-6 24, total 58)

PSYCHOLOGIST

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	3	9	4	12	3	9	15	44	9	27	3.68	1.25
4-6	1	4	2	8	3	13	6	25	12	50	3.94	1.22
TOTAL	4	7	6	11	6	10	21	36	21	36		

RESOURCE TEACHER

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	1	3	3	9	4	12	16	47	10	30	3.89	1.25
4-6	1	4	1	4	2	8	6	25	14	58	4.29	1.08
TOTAL	2	3	4	7	6	11	22	38	24	41		

SPEECH PATHOLOGIST

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	4	12	4	12	7	21	11	32	8	24	3.44	1.31
4-6	1	4	3	13	5	21	7	29	8	33	3.75	1.19
TOTAL	5	9	7	12	12	21	18	31	16	28		

(RESP.-1=STRONGLY DISAGREE, 2=DISAGREE, 3=NEITHER AGREE NOR
DISAGREE, 4=AGREE, 5=STRONGLY AGREE)

TABLE-14-CONSULTATION

Question 6 - Student services' personel meet parents with the
classroom teacher.
(Responses- P-3 34, 4-6 34, total 58)

PSYCHOLOGIST

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	0	0	0	0	2	6	12	35	20	59	4.53	0.71
4-6	0	0	2	8	1	4	2	8	19	79	4.58	0.93
TOTAL	0	0	2	3	3	5	14	24	39	67		

RESOURCE TEACHER

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	0	0	2	6	2	6	12	35	18	53	4.35	0.92
4-6	0	0	1	4	1	4	4	17	18	75	4.63	0.77
TOTAL	0	0	3	5	3	5	16	28	36	62		

SPEECH PATHOLOGIST

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	1	3	1	3	5	15	11	32	16	47	4.14	1.05
4-6	0	0	2	8	4	17	2	8	16	67	4.33	1.05
TOTAL	1	2	3	5	9	16	13	22	32	55		

(RESP.-1=STRONGLY DISAGREE, 2=DISAGREE, 3=NEITHER AGREE NOR
DISAGREE, 4=AGREE, 5=STRONGLY AGREE)

TABLE-15-CONSULTATION

Question 10 - Support personnel are involved with planning social
skills programs.

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	1	3	1	3	5	15	18	53	9	27	3.98	0.90
4-6	0	0	1	4	4	17	9	37	10	42	4.17	0.87
TOTAL	1	2	2	3	9	16	27	47	19	33		

TABLE-16-CONSULTATION

Question 11 - Support personnel are involved with implementing
social skills programs.

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	1	3	1	3	4	12	20	59	8	24	3.94	0 89
4-6	0	0	1	4	5	21	7	29	11	4	4.17	0.92
TOTAL	1	2	2	3	9	16	27	47	19	33		

Responses - P-3 34, 4-6 24, total 58.

(RESP.-1=STRONGLY DISAGREE, 2=DISAGREE, 3=NEITHER AGREE NOR
DISAGREE, 4=AGREE, 5=STRONGLY AGREE)

TABLE-17-CONSULTATION

Question 14 - Support personnel should have ongoing contact with
the classroom teacher regarding program planning
for special needs students.

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	0	0	0	0	1	3	10	29	23	68	4.62	0.60
4-6	0	0	1	4	0	0	3	13	20	83	4.75	0.68
TOTAL	0	0	1	2	1	2	13	22	43	74		

Responses - P-3 34, 4-6 24, total 58.

(RESP.-1=STRONGLY DISAGREE, 2=DISAGREE, 3=NEITHER AGREE NOR
DISAGREE, 4=AGREE, 5=STRONGLY AGREE)

4.5. REMEDIATION MODELS

Questions 8, 9, A and C explore classroom teachers'
perceptions of support regarding remediation models. Question 8,
"It is important when support personnel set up peer tutoring and
volunteer programs", is an important area often overlooked by
support personnel. Forty-four (76%) teachers agreed that this
was an important function of support staff, with seventeen (29%)
in strong agreement. There was not a significant difference
between grade level responses. (See Table 18)

The concept of support staff setting up volunteer programs
has, as its greatest advantage, supplying extra support for a
classroom teacher and one or more children. The support person
can facilitate training sessions for these people to work with
children with particular needs. Support staff usually know most
of the children in a school so are best able to appropriately
coordinate peer tutoring combinations as well. The classroom
teacher neither has the time nor the total view of the school
body to do this as effectively as a support person. As an added
bonus, this is a great way to introduce parents and other
community members to educational changes. Those involved in the
process will be less likely to criticize individual teachers
and/or school boards.

Question 9, "It is important when support personnel monitor
peer tutoring and volunteer programs" is very much like item 8 in

both composition and responses. Forty-seven (82%) teachers agreed that support personnel monitor peer tutoring and volunteer programs, with twenty (35%) in strong agreement. Seven (12%) teachers neither agreed nor disagreed. There was no significant difference between grade level responses. (See Table 19)

The discussion of item 8 applies to this question. Also, it makes sense that the person who sets up a program is the one to monitor it. The support person has already established a rapport with a volunteer or a peer tutor. It may be advantageous to add that the classroom teacher should also be involved with the monitoring of the program.

Question 15, "It is important that remedial activities should coincide with what is going on in the classroom", got fairly strong support from classroom teachers. Forty-five (78%) teachers agreed, with twenty-six (45%) in strong agreement. There was not a significant difference between grade level responses. (See Table 20)

When it is not appropriate or possible for remedial support to occur in the regular classroom setting, then it is important for remedial and classroom activities to coincide. Usually the child is "behind" in their work anyway. How terrible it must feel to them to leave the classroom only to get further behind. With careful planning, it is usually possible to coordinate the two environments in some way.

Question A.   Is it important that support personnel have the same philosophy of learning as the classroom teacher?   When philosophies are different, how does it affect your professional relationship?   How does this affect planning for the student?

The responses to question Aa, regarding the classroom teacher and the support person having the same philosophy of learning, varied greatly.   The range included responses from "Yes-absolutely" to a response indicating the school should "set a philosophy for all staff".   The most frequent response indicated that the teacher and the support person should have the same learning philosophy.   Thirty responded in this manner·, of which 18 were teachers from Primary to Three.   These teachers clearly believe that support is not effective if the support person's learning beliefs are not the same as theirs.   This number represents over half of all respondents.   This is a very serious concern.   With these teachers, when differences exist, the possibility of legitimate support for a student could be negated.   Another concern that surfaces is the realization that many don't understand what a learning philosophy is and appear to be confusing it with a method or program.   Both concerns need to be addressed with support staff as well as classroom teachers.

Seven responded that it wasn't necessary that philosophies be the same but didn't elaborate.

Nine teachers felt that it may be beneficial to have different viewpoints as long as they had a common goal and had

ample time for discussion. It is my belief that the eight
teachers who mentioned the need for compromise also felt that
differences may be beneficial as long as a clear understanding of
what was best for the particular student was the objective.

The responses to question Ab, exploring differing
philosophies and how they impact on a classroom teacher's and a
support person's professional relationship, were also quite
varied. The responses ranged from, "It depends on the attitude
of both parties" to " It is frustrating for the teacher when
expectations are unrealistic for the classroom".

Eight suggested that it shouldn't affect the professional
relationship but didn't elaborate as to why. Eleven teachers
demonstrated an awareness that attitude and ability to compromise
were important. Eight also indicated that if there were enough
time for discussion, a problem may not result. Only two
respondents mentioned trust. Trust is crucial but understandably
difficult in certain situations. All these responses connoted
some willingness to suggest that with appropriate circumstances,
the professional relationship does not have to suffer.

Seven teachers said that no gains are made with the child
when the professional relationship suffers. This is, indeed, sad
but true. In so many situations, once the professional
relationship is either non-existent or breaks down, it is humanly
difficult to effectively plan for children in need.

The responses to question Ac were consistent with the first

two parts of question A. The question investigated how planning

for the child is affected with different philosophies creating an

effect on the teacher's and support person's professional

relationship. Responses ranged from "Planning would be

inconsistent" to "It's hard to feel responsible for a plan when

you've had no input or been given any rationale". Thirty of the

respondents indicated negative feelings about this. This is

significant as this was more than half of the teachers. Seven

said that it would be difficult and confusing. Nine said that

there would be inconsistent planning. Four felt that classroom

teacher's philosophies should prevail.

Fifteen teachers appeared to have a more positive feeling

about the impact on the child. These responses included reaching

compromises, keeping goals in mind and the idea that a team

approach would be more beneficial than an individual approach.

All three parts of this question raised some serious issues.

As mentioned, many teachers don't appear to have an understanding

of what a learning philosophy is as opposed to a methodology or

practice. This, in itself, may be causing some of the

misunderstanding and resulting difficulties. The indication from

many is that with different philosophies, support is not

effective. The idea of having ample time to talk was mentioned

many times as well.

Question C. Should student services support personnel be

involved with instruction in the regular classroom? In what circumstances would this work? When does this not work?

The majority of subjects in this survey responded in favour of student services support personnel being involved with instruction in the regular classroom. Eighteen P-3 teachers and 12 teachers from grades 4-6 responded "Yes". This is a very positive, though somewhat surprising, discovery. It is interesting to find so much support for this holistic model because of difficulties such as opposing philosophies and the fact that many classroom teachers are uncomfortable with another person in the classroom.

Twelve teachers responded with another positive feeling. They felt it would be beneficial as long as the classroom teacher agrees. Some of these teachers may be ones who see the benefits but don't feel totally comfortable with the concept, yet. Likewise, five responded that sometimes the pull-out model is better. This, in fact, may be a more appropriate way to approach remediation models. In any educational situation, it appears ineffective to have a non-flexible rule especially when dealing with children who are experiencing difficulties with the regular program.

Nine teachers, five from P-3 and the remainder from 4-6, felt strongly that it is disruptive to have support personnel in the classroom. Perhaps these teachers have had a negative

experience regarding in class support. This may have resulted

from support personnel being requested to work in the classroom

before understanding the role of consultation and before

appropriate inservicing for both classroom teachers and support

staff had been undertaken. As a matter of fact, the Board has

not yet addressed this crucial matter. It was expected just to

happen.

When asked in what circumstances would in class support

work, the respondents reactions were quite diverse. Ten

teachers, an equal number from each of the grade levels, stated

that both the classroom teacher and the support person must work

together. Three teachers also stated that in class support works

when you don't have personality problems. Compromise and

understanding appeared to be the essence of these responses.

Six P-3 and two 4-6 teachers said that in class support

would work only with small group instruction in the regular

classroom. This appears to be the way that most in class support

functions. Children at risk are given extra attention while

regular classroom activities are happening. This is an important

aspect of this type of support but not the only one. In certain

circumstances, it may be beneficial for the support person to

team teach with the classroom teacher or to demonstrate specific

strategies to the classroom teacher by doing the teaching of the

whole class.

Seven teachers felt that instruction in the regular classroom only works with the resource teacher. Perhaps this is because the resource teacher is usually school based and is the most familiar support person. However, there could be many situations when it would be beneficial for psychologists and speech pathologists to be involved with instruction in the regular classroom as well. A psychologist may be instrumental in bringing about a desired behaviour change more naturally in the classroom setting. The psychologist could interact with many of the children while being able to draw attention to specific things with a particular student. Also, appropriate social skills instruction could be beneficial to a whole class. Some of the students could reinforce desired skills to the students who truly need the assistance by the sheer fact that the whole classroom body had been part of it. It is necessary to have more than one to interact. The speech pathologist could also work effectively in the classroom setting for many of their desired goals, recognizing, as was previously mentioned, that in certain situations, the pull-out model is preferential.

Three P-3 teachers felt that in class instruction works only for children experiencing language difficulties. Perhaps these teachers have only had this experience and haven't been familiar with the other possible types of support. Five teachers said

that in class support should only take the form of observation.
Other responses included in class support being effective only in
very special occasions when a teacher really needs help and only
effective if it is regularly scheduled.

Surprisingly, only one teacher mentioned that in class
support is beneficial when the child does not want to leave the
classroom for support. The stigma associated with the pull-out
model is a very real issue. One of the most affective ways of
combating this stigma is to be working with a variety of children
in a given classroom providing support in a less threatening and
less directed manner.

The responses concerning the question of when in class
support does not work were also quite varied. The statement
mentioned the most dealt with the fact that support personnel
don't have the time to be effective working in the classroom.
Ten P-3 and three 4-6 teachers responded in this way. The
present economic times dictate that there are not enough support
people but it is hard to understand why so many teachers feel
that limited time affects work with a student in the classroom as
opposed to individual time outside the classroom. Perhaps these
teachers feel this way because they expect that the traditional
support work (pull-out model) needs to happen as well as the work
in the classroom.

Five teachers felt that in class support does not work for

certain types of remediation. As mentioned, in some situations it is more advantageous to work with a student outside the classroom. Four teachers were concerned about in class support working when subject scheduling doesn't correspond with the support needed. This appears to be a legitimate concern but could be overcome by open discussions and compromise.

Three P-3 and one 4-6 teacher said that in class support does not work when a child is too disruptive. When the child who is the focus of the support is too disruptive in the class setting, it is often counter-productive to offer support in the classroom. It could affect the rest of the class as well as not being effective for the particular student. Again, flexibility of remediation models is essential.

Four teachers stated that in class support would not be effective when the classroom teacher is uncomfortable. In most cases, if the support person and the classroom teacher have open communication, and if the support person is actively involved with children in the classroom as opposed to sitting and watching, a more comfortable environment can be nurtured.

TABLE-18-REMEDIATION MODELS

Question 8 - Support personnel set up peer tutoring and volunteer
            programs.

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	1	3	2	6	5	15	17	50	9	26	3.86	0.96
4-6	1	4	2	8	3	13	10	42	8	33	3.91	1.10
TOTAL	2	3	4	7	8	14	27	47	17	29		

TABLE-19-REMEDIATION MODELS

Question 9 - Support personnel monitor peer tutoring and
            volunteer programs.

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	1	3	1	3	3	9	18	53	11	32	4.09	0.90
4-6	1	4	1	4	4	17	9	37	9	37	4.00	1.06
TOTAL	2	3	2	3	7	12	27	47	20	35		

Responses- P-3 34, 4-6 24, total 58.

(RESP.-1=STRONGLY DISAGREE, 2=DISAGREE, 3=NEITHER AGREE NOR
            DISAGREE, 4=AGREE, 5=STRONGLY AGREE)

TABLE-20-REMEDIATION MODELS

Question 15 - Remedial activities should coincide with what is
going on in the classroom.

RESP.	1		2		3		4		5			
GRADE	No	%	No	%	No	%	No	%	No	%	Mean	StDev
P-3	0	0	0	0	9	27	11	32	14	41	4.18	0.80
4-6	0	0	1	4	3	13	8	33	12	50	4.29	0.86
TOTAL	0	0	1	2	12	21	19	33	26	45		

Responses - P-3 34, 4-6 24, total 58.

(RESP.-1=STRONGLY DISAGREE, 2=DISAGREE, 3=NEITHER AGREE NOR
DISAGREE, 4=AGREE, 5=STRONGLY AGREE)

4.6. DEVELOPMENT

Question E. What factors do you take into consideration when planning and evaluating for a student?

It is important to mention that the reason this question appeared in the survey was to try and discern if and how classroom teachers viewed cognitive development when planning for and evaluating a student. Unfortunately, not a single respondent mentioned natural development. This has tremendous impact on children and on support personnel. When a child in one of the early grades is not able to academically or physically manage what most of the class is able to, they usually get referred for support. Their parents get the message that they are not able to keep up with the other children and the children, themselves, get the message that there is something wrong with them. If a referred child has been allowed to progress at their own rate, without intervention, they so often "catch up" to their peers. There is no personal loss of dignity and their parents don't have to go through the emotional trial. Understandably, at about seven years of age, if the child continues to experience difficulties, an assessment and possible intervention becomes appropriate. With fewer support personnel and increased caseload size, this has great impact on support personnel. Without so much questionable time being spent with early elementary

children, support staff can become more effective with other children and classroom teachers.

Eighteen P-3 and nine 4-6 teachers stated that academic capabilities was the most important factor that they take into consideration when planning for and evaluating students.

Nine teachers said that they considered parental support. No respondent clarified this statement so it is difficult to understand the reason for that response. Perhaps they were referring to retention being or not being considered depending on parental support.

Eight teachers said that they compared the student to the rest of the class when planning for and evaluating a student. This negates all possible differences, including cultural, developmental and, even, the personality of individual students.

Nine respondents mentioned behavior problems as being a factor to consider when planning and evaluating. Three teachers also considered self-esteem a factor. Two teachers said that the Provincial Curriculum Guide was the most important factor to take into consideration when planning and evaluating. (See Appendix D)

Planning and evaluation is an integral part of education. It is concerning that all the respondents don't appear to be looking at individual children when dealing with this concept. Children seem only to be compared with their peers.

Chapter 5

SUMMARY

5.1. OVERVIEW OF SURVEY

The present study has explored elementary classroom teachers' perceptions of student support services including psychologists, resource teachers and speech pathologists.

One hundred two surveys were distributed to elementary classroom teachers in schools in the Western Subsystem, Halifax County Bedford District School Board. The response rate was 56%.

Descriptive statistics, in the form of frequencies and percentages, were used. Analysis of variance was used to see if there was a significant difference between grade levels and job types. Duncan's multiple comparison procedure was used to see which jobs were different.

There was no significant difference between level 1 (P-3) and level 2 (4-6). In questions one to seven, there was a significant difference between job types and there was an interaction between job and level in questions three and seven.

There were twenty scale questions and five open ended questions.

In the section on educational change, almost half of the respondents indicated that they did not think the classroom teacher has the primary responsibility for all students in the class. This is a serious issue which needs to be addressed by

the board. Approximately 80% of respondents felt that they should be involved with implementation of a new policy. This is the greatest way to ensure successful implementation. Unfortunately, this does not usually happen.

The issue of time for discussion appeared in many areas of the section on educational change. When asked if they felt supported with integration of special needs students, the majority of respondents indicated that they didn't feel supported. When asked how they would feel more supported, most of the teachers indicated that more meeting time was essential. Principals can be very instrumental in orchestrating situations which will ensure this necessary consultation time. (See Appendix D)

In the section on assessment, teachers indicated that observation of the referred student in the classroom setting was more important for psychologists and resource teachers than for speech pathologists. It would appear important for a referred student to be observed in her/his classroom environment by any support person. The majority of teachers felt that their knowledge of the child was an important part of the assessment process. In the school setting, the teacher probably knows the child the best. When asked if a student's assessment from a support person should be ongoing, teachers overwhelming agreed with this concept. Recommendations should change as there is a change in the student. Monitoring is essential to ensure

recommendations continue to be appropriate.

Assessment recommendations were indicated to be useful, only, if the information is related to classroom practice and if the teachers understand the tests that were used in an assessment. Unfortunately, this situation does not always occur.

In the section dealing with consultation, the majority of respondents indicated agreement that the referral process include a discussion between the support person and the classroom teacher. This is important because the discussion could accomplish two things. Often recommendations can be given to the teacher and an assessment may not be necessary. It is also a legitimate time to promote collaboration.

When asked if reports should be jointly written, about three quarters of the respondents were in agreement regarding psychologists and resource teachers. However, less than a third of respondents agreed with this with regard to speech pathologists. The results were similar when respondents were asked if meetings should be jointly held. Besides the valuable collaboration time, parents would also be less likely to receive mixed messages from the various school staff members.

Over 80% of respondents agreed that social skills planning and implementation should be part of the role of support staff. The realization that this social aspect of education is so important is a very positive statement. The academic curriculum, especially in elementary school, is not the only area that needs

to be nurtured. Unfortunately, not all schools have access to
social skills training.

In the section regarding remediation models, three quarters
of the respondents felt it was important for support staff to set
up and monitor peer-tutoring and volunteer programs. This allows
additional support for the classroom teachers and some of the
children in the class. The support person can train the
volunteer or peer tutor and furnish appropriate materials. This
could occur in every school. Time is required, initially, but
time well spent.

Approximately three quarters of the respondents agreed that
remedial activities should coincide with classroom activities.

When asked if support personnel should have the same
philosophy of learning as the classroom teacher, the majority of
respondents agreed. Many of the responses indicated a lack of
understanding of what a learning philosophy is and confused it
with a practice or method. There was more of a rigidity found
concerning this area than was expected.

About half of the respondents suggested some willingness to
work together if the circumstances were appropriate. Many were
concerned that different philosophies would have a negative
impact on the support for the child. Again, ample time to talk
was cited as being very important especially when philosophies
are different.

The majority of teachers were in favor of support staff

being involved with instruction in the regular classroom. Many said that it should occur, only, when the classroom teacher agrees. Some suggested that sometimes the pull-out is more appropriate. This appears to be a sensible way of looking at this situation. Although there are many benefits with support staff being involved in the classroom, it is not always appropriate. Principals should recognize this and not force this situation when it is not in the best interests of the child at that particular time. Compromise and understanding appeared to be the key components mentioned by teachers in agreement.

Many teachers did not appear to understand that it could be beneficial for all support staff to sometimes work in the classroom. There could be many benefits from speech pathologists and psychologists as well as resource teachers. (See Appendix D)

Surprisingly, when asked what factors are taken into consideration when planning and evaluating, not one teacher mentioned the role of development. Most indicated that they judged the student's performance according to his peers academic capabilities. The literature suggests that cognitive development should be taken into consideration, especially in the early grades.

5.1.1.   IMPLICATIONS

It was surprising to discover, from this survey, that a

large number of teachers didn't appear to understand the difference between a learning philosophy and a method or practice. In my opinion, this cannot be addressed by inservicing classroom teachers. If support personnel are made aware of classroom teachers' perceptions of support, as indicated in this study, the support staff could be instrumental in facilitating an understanding of this important area.

With appropriate support and ample time for open discussions, perhaps classroom teachers will not be reticent to accept responsibility for all students in their class. Perhaps the classroom teacher will feel less alone.

Support staff need to feel equipped to support.

5.2.   LIMITATIONS OF THE STUDY

One limitation of the present study is that the findings of this investigation are not generalizable to the population because of the small sample size.

Another limitation of this study is the fact that only elementary teachers from one subsystem were included.

5.3. DIRECTIONS FOR FUTURE RESEARCH

This investigation generated much information regarding how teachers feel supported. Unfortunately, it was only a small sample of elementary teachers from one subsystem. It may be valuable to extend the survey to all teachers , P-12, in the Halifax County Bedford District School Board.

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APPENDIX A

P.O. Box 121
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April 19, 1994

Dr.Donald Trider
Curriculum Supervisor
Halifax County Bedford District School Board
P.O. Box 1000
Lower Sackville, Nova Scotia
B4C 3Z5

Dear Dr. Trider,

I began a short term study leave from our Board in January

for the purpose of completing a Master of Arts in School

Psychology. I have completed the required course work and am now

finishing the last few weeks of the Internship, working in

schools in the Sackville Subsystem.

My Thesis involves a survey of classroom teachers regarding

their perceptions of student support services as they now exist.

I am planning to submit the survey to all elementary teachers in

the Western Subsystem in the next week or so. I have discussed

this and received permission from George Doucet. He said he

would discuss it with you. I thought you would like to see a

copy of the survey and I look forward to sharing the results with

you if you wish.

I have been working as a Resource Teacher in the Western

Subsystem for six years and look forward to being able to apply this knowledge with Psychology in order to help support our students and teachers.

Thank you for your attention.

Sincerely,

_____

Catherine Johnson, MEd.

APPENDIX B

Dear Classroom Teacher,

I am writing to request your participation in a survey to explore the classroom teacher's view of student support services, as they now exist. These services include the Psychologist, Resource Teacher and the Speech-Language Pathologist.

As we are all aware, there are been many changes in education during the last several years. Integration of special needs students in the regular classroom and the implementation of holistic learning philosophy are but two of these changes. With budget restrictions a very real issue in education, changes will most certainly continue to occur.

I have worked as a classroom teacher, a resource teacher and, most recently, a school psychologist (graduate student M.A. School Psychology). I have many questions regarding the perception of student services support by classroom teachers.

Our ultimate goal is to educate the children we are responsible for. Classroom teachers have the expertise to evaluate what works and what does not. Perhaps your responses

and suggestions will effect a change that may allow you, in your role, to feel more supported.

This study is being undertaken for a masters degree in School Psychology at Mount Saint Vincent University. Committee members include: Dr. M. O'Brien and Dr. N. Uhl, both of Mount Saint Vincent and Susan Church, Supervisor of Student Services, Halifax County Bedford District School Board.

All information will be kept confidential. Individual schools will not be identified in this Thesis. When you have completed your survey, please seal it in the envelope and deposit it in the master envelope located in your staff room.

I thank you for your time and interest in completing this survey.

If you have any questions regarding this study, please contact Catherine Johnson at 857-3800.

Sincerely,

_____
Catherine Johnson, M.Ed.

APPENDIX C

EXAMINING CLASSROOM TEACHERS' PERCEPTIONS OF
STUDENT SUPPORT SERVICES
(PSYCHOLOGISTS, RESOURCE TEACHERS AND SPEECH PATHOLOGISTS)

GRADE LEVEL: P - 3 _____   4 - 6 _____

PLEASE INDICATE YOUR LEVEL OF AGREEMENT WITH EACH OF THE
FOLLOWING STATEMENTS, BY CIRCLING THE APPROPRIATE NUMBER.

(1=STRONGLY DISAGREE, 2=DISAGREE, 3=NEITHER AGREE NOR DISAGREE,
4=AGREE, 5= STRONGLY AGREE)

SCALE EXAMPLE: DISAGREE   AGREE
                    1   2   3   4   5

STATEMENTS 1 THROUGH 7 ARE ASKED TO BE RESPONDED TO FOR EACH OF
THE THREE SUPPORT ROLES.

AS A CLASSROOM TEACHER, I BELIEVE IT IS IMPORTANT WHEN:

1. Student services support personnel observe
    the referred student in their classroom
    environment
        A. Psychologist   1   2   3   4   5
        B. Resource Teacher   1   2   3   4   5
        C. Speech Pathologist   1   2   3   4   5

2. Referral for support services includes a
    discussion between the classroom teacher
    and the support person
        A. Psychologist   1   2   3   4   5
        B. Resource Teacher   1   2   3   4   5
        C. Speech Pathologist   1   2   3   4   5

3. The classroom teacher's knowledge of
    the child is part of the assessment
    process
        A. Psychologist   1   2   3   4   5
        B. Resource Teacher   1   2   3   4   5
        C. Speech Pathologist   1   2   3   4   5

4. A student's assessment from a support

person is an on-going process
A. Psychologist   1 2 3 4 5
B. Resource Teacher   1 2 3 4 5
C. Speech Pathologist   1 2 3 4 5

5. Student services' reports to parents
   are written in conjunction with the
   classroom teacher
   A. Psychologist   1 2 3 4 5
   B. Resource Teacher   1 2 3 4 5
   C. Speech Pathologist 1 2 3 4 5

6. Student services personnel meet parents
   with the classroom teacher
   A. Psychologist   1 2 3 4 5
   B. Resource Teacher   1 2 3 4 5
   C. Speech Pathologist 1 2 3 4 5

7. Assessment is both process and
   product oriented.
   A. Psychologist   1 2 3 4 5
   B. Resource Teacher   1 2 3 4 5
   C. Speech Pathologist 1 2 3 4 5

8. Support personnel set up peer tutoring
   and volunteer programs   1 2 3 4 5

9. Support personnel monitor peer tutoring
   and volunteer programs   1 2 3 4 5

10. Support personnel are involved with
    planning social skills programs   1 2 3 4 5

11. Support personnel are involved with
    implementing social skills programs   1 2 3 4 5

12. The classroom teacher has the primary
    responsibility in meeting the needs of
    all students   1 2 3 4 5

13. Support personnel make inservice pre-
    sentations regarding the needs of
    "special" students   1 2 3 4 5

14. Support personnel should have on-
    going contact with the classroom teacher
    regarding program planning for special
    needs students   1 2 3 4 5

15. Remedial activities should coincide with

what is going on in the classroom   1   2   3   4   5

16. Support personnel relate assessment
    information to classroom practice

                                           1   2   3   4   5

17. Support personnel show teachers what tests
    are used in an assessment, what the tests
    are testing and how they are interpreted   1   2   3   4   5

18. When there is a new policy in support
    services, classroom teachers should be
    involved with decisions regarding
    implementation of the policy   1   2   3   4   5

19. When there is a change in service
    delivery, the rationale behind the
    change is explained   1   2   3   4   5

20. When changes in support are intro-
    duced, there should be ample time
    before the implementation is
    expected to occur   1   2   3   4   5

A. Is it important that support personnel have the same
   philosophy of learning as the classroom teacher?

   _____

   _____

   When philosophies are different, how does it affect your
   professional relationship?

   _____

   _____

   How does this affect planning for the student?

   _____

   _____

   _____

B. Please comment on whether or not you always know which
   student support person to go to regarding concern you

have about a student's particular problem.

_____

_____

_____

C. Should student services support personnel be involved with
    instruction in the regular classroom?

_____

In what circumstances would this work?

_____

_____

_____

When does this not work?

_____

_____

_____

D. Do you feel supported with integration of special needs
    children in the regular classroom?

_____

_____

What would help you feel more supported?

_____

_____

_____

E. What factors do you take into consideration when planning
    and evaluating for a student?

_____

_____

What factors lead you to refer a student to support services?

_____
_____
_____

F. Other comments

_____
_____

THANK YOU VERY MUCH FOR TAKING THE TIME TO COMPLETE THIS SURVEY

APPENDIX D

OPEN ENDED QUESTIONS

Aa. Is it important that support personnel have the same
philosophy of learning as the classroom teacher?

RESPONSES

- Yes, absolutely.	P-3 (15), 4-6 (9)
- Not necessarily.	P-3 (3) , 4-6 (4)
- You must be able to compromise.	P-3 (6) , 4-6 (2)
- It's important that both have a clear understanding of their philosophies.	P-3 (4) , 4-6 (1)
- If both agree on goals, they can work to those goals in different ways.	P-3 (2) , 4-6 (2)
- To work together effectively, the philosophies should be close.	P-3 (2) , 4-6 (0)
- Yes, because I often disagree with the resource teacher's plans.	P-3 (2) , 4-6 (0)
- That would be an optimum situation but not always realistic.	P-3 (1) , 4-6 (0)
- A school should set a philosophy for all staff.	P-3 (1) , 4-6 (1)

Ab. When philosophies are different, how does it affect your
professional relationship?

RESPONSES

- It depends on the attitudes of both.	P-3 (6) , 4-6 (5)
- It shouldn't affect the relationship.	P-3 (3) , 4-6 (5)
- If there is no time to talk, the differences can be a problem.	P-3 (5) , 4-6 (3)
- No gains are made with the child.	P-3 (4) , 4-6 (3)
- If different, it can be stressful.	P-3 (4) , 4-6 (1)
- It's harder to reach an agreement.	P-3 (3) , 4-6 (0)
- It's O.K. if goals are the same.	P-3 (3) , 4-6 (0)
- Greatly. The level of effectiveness in my role can be changed drastically.	P-3 (2) , 4-6 (0)
- There must be trust, even though philosophies may be different.	P-3 (2) , 4-6 (0)
- Children receive mixed messages.	P-3 (2) , 4-6 (1)
- It is frustrating for the teacher when expectations are unrealistic	

for the classroom.   P-3 (1) , 4-6 (0)

Ac. How does this affect planning for the student?

RESPONSES

- Planning would not be consistent.   P-3 (4) , 4-6 (5)
- It would make it confusing.   P-3 (5) , 4-6 (2)
- Goals and compromise should be
  kept in mind.   P-3 (4) , 4-6 (1)
- The classroom teacher's philosophy
  should prevail.   P-3 (1) , 4-6 (3)
- Expectations are often beyond the
  teacher's realm of expertise.   P-3 (4) , 4-6 (0)
- It shouldn't affect the child.   P-3 (0) , 4-6 (4)
- More communication is necessary.   P-3 (2) , 4-6 (1)
- Teams are more efficient.   P-3 (2) , 4-6 (1)
- Agreement may not be reached.   P-3 (2) , 4-6 (0)
- The children may not be getting the
  proper support or consistency.   P-3 (1) , 4-6 (0)
- When philosophies are different, it
  doesn't help the teacher in the class.   P-3 (1) , 4-6 (0)
- If it affects the student, a third
  party should intervene.   P-3 (1) , 4-6 (0)
- It's hard to feel responsible for a
  plan when you've had no input or been
  given any rationale.   P-3 (1) , 4-6 (0)

B. Please comment on whether or not you always know ehich
student support person to go to regarding concern you have about
a student's particular problem.

RESPONSES

- Yes.   P-3 (14), 4-6 (13)
- I usually begin with resource because
  I don't always know.   P-3 (8) , 4-6 (2)
- I am not always sure.   P-3 (5) , 4-6 (2)
- It would help if their roles
  were clearly defined.   P-3 (5) , 4-6 (1)
- If I am uncertain, I discuss it
  with the principal.   P-3 (4) , 4-6 (2)
- Speech seems to reach into the
  domain of others.   P-3 (0) , 4-6 (1)

Ca. Should student services support personnel be involved with instruction in the regular classroom?

RESPONSES

- Yes.	P-3 (18), 4-6 (12)
- If it is agreed upon.	P-3 (6) , 4-6 (6)
- No. It's disruptive.	P-3 (5) , 4-6 (4)
- The pull-out model is sometimes better.	P-3 (4) , 4-6 (1)
- It's better to help with programming.	P-3 (0) , 4-6 (5)

Cb. In what circumstances would this work?

RESPONSES

- Both sides must work together.	P-3 (5) , 4-6 (5)
- Only with small group instruction in the class.	P-3 (6) , 4-6 (2)
- This only works for resource.	P-3 (4) , 4-6 (3)
- They should only be there to observe.	P-3 (3) , 4-6 (2)
- Works best if student is easily distracted.	P-3 (4) , 4-6 (1)
- This only works for children with language problems.	P-3 (3) , 4-6 (0)
- This works when there is no personality conflict.	P-3 (2) , 4-6 (1)
- This only works in very special circumstances when the teacher really needs help.	P-3 (0) , 4-6 (1)
- It's only effective when it's regularly scheduled.	P-3 (0) , 4-6 (1)
- This works when the child does not want to leave the classroom.	P-3 (0) , 4-6 (1)

Cc. When does this not work?

RESPONSES

- Support people don't have enough time to be effective.	P-3 (10), 4-6 (3)
- This doesn't work with conflicting philosophies.	P-3 (4) , 4-6 (2)
- This doesn't work for some kinds of remediation.	P-3 (2) , 4-6 (3)
- This doesn't work when subject scheduling doesn't correspond with	

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    type of support needed.              P-3 (2) , 4-6 (2)
  - This doesn't work when the child
    is too disruptive.                   P-3 (3) , 4-6 (1)
  - This doesn't work when the classroom
    teacher is uncomfortable.            P-3 (1) , 4-6 (3)
  - This wouldn't work for speech or psych. P-3 (2) , 4-6 (1)
  - This wouldn't work for the student who
    doesn't like being singled out.      P-3 (1) , 4-6 (0)
  - This is harmful because the student
    becomes too dependent on the support
    person.                              P-3 (1) , 4-6 (0)
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Da. Do you feel supported with integration of special needs
children in the regular classroom?

RESPONSES

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  - No.                                  P-3 (13), 4-6 (7)
  - Yes.                                 P-3 (5) , 4-6 (5)
  - Sometimes.                           P-3 (6) , 4-6 (4)
  - The caseloads are too heavy.         P-3 (1) , 4-6 (3)
  - I do not agree with integration.     P-3 (2) , 4-6 (0)
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Db. What would help you feel more supported?

RESPONSES

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  - There should be more meeting time
    with support people.                 P-3 (12), 4-6 (5)
  - There should be more personnel.      P-3 (5) , 4-6 (4)
  - There should be more program assistants. P-3 (4) , 4-6 (3)
  - More inservicing is required for
    special needs children.              P-3 (2) , 4-6 (2)
  - More parental involvement is necessary. P-3 (0) , 4-6 (2)
  - More materials need to be provided.  P-3 (1) , 4-6 (0)
  - Physical changes to schools are needed. P-3 (0) , 4-6 (1)
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Ea. What factors do you take into consideration when planning
and evaluating for a student?

RESPONSES

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  - Academic abilities.                  P-3 (18), 4-6 (9)
  - Parental support.                    P-3 (5) , 4-6 (4)
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- Behaviour.   P-3 (6) , 4-6 (3)
- I compare the student to the rest
  of the class.   P-3 (3) , 4-6 (5)
- Self-esteem.   P-3 (3) , 4-6 (0)
- Personality.   P-3 (2) , 4-6 (1)
- When they are working below grade level.   P-3 (2) , 4-6 (0)
- Provincial curriculum guidelines.   P-3 (0) , 4-6 (2)
- Ability to follow directions.   P-3 (1) , 4-6 (0)
- Ability to complete tasks.   P-3 (1) , 4-6 (0)
- General knowledge.   P-3 (1) , 4-6 (0)
- Attention span.   P-3 (1) , 4-6 (0)
- Personal interests.   P-3 (0) , 4-6 (1)
- Participation.   P-3 (0) , 4-6 (1)
- Portfolio of work throughout the year.   P-3 (0) , 4-6 (1)
- Effort.   P-3 (0) , 4-6 (1)
- Everything.   P-3 (0) , 4-6 (1)

Eb. What factors lead you to refer a student to support services?

RESPONSES

- I refer when they are having difficulty
  with the regular classroom work.   P-3 (20) , 4-6 (16)
- Social or emotional problems.   P-3 (7) , 4-6 (6)
- Behavioral problems.   P-3 (7) , 4-6 (1)
- Language difficulties.   P-3 (4) , 4-6 (1)
- Performing below grade level.   P-3 (3) , 4-6 (0)
- Inability of teacher to fully assess.   P-3 (1) , 4-6 (1)
- I refer when a child has difficulty
  following directions.   P-3 (1) , 4-6 (0)
- When you are at wits end!   P-3 (0) , 4-6 (1)
- I refer when there are hearing
  or visual problems.   P-3 (0) , 4-6 (1)