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LA THÈSE A ÉTÉ  
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THE EVALUATION OF THE SPECIAL EDUCATION PROGRAMS OF TWO SCHOOL SYSTEMS  
IN THE COUNTY OF YARMOUTH, NOVA SCOTIA, CANADA

by

Gloria Rose Mauro

M. A. (Psych.) Acadia University, 1972

A dissertation

submitted in partial fulfillment

of the requirements for the degree of

Doctor of Philosophy

for the Atlantic Institute of Education

at Dalhousie University

June, 1984

To those exceptional students who,  
accepting my advice,  
continued to strive and hope  
only to find that the striving was in vain.

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## ABSTRACT

The purpose of this study was to determine the degree of congruence between the procedures followed in Special Education and Adjusted Programs in two school systems, one urban and one rural, in Yarmouth County, Nova Scotia, Canada and the Nova Scotia Department of Education directives and guidelines governing such programs, as a first step in bringing about constructive program change. The study, primarily a context evaluation, was carried out in the 1981-82 school year by one evaluator. Department of Education officials, administrators and personnel of the two school systems and parents of children in programs were surveyed by means of interviews and questionnaires. Special education classroom observations were conducted and students' records were examined.

The study results indicated that statements of policy and procedural structure for special education at the school system level were limited. Procedures such as those related to diagnostic assessment, periodic re-assessment, parent consultation, parental consent for student placement in Special Education and Adjusted Programs, administration of medication to students, periodic evaluation of TMH students, teachers and curriculum, and student record-keeping did not appear to be congruent with the directives and guidelines. It was found that thirty percent of Junior High School Adjusted Program students had left school on completion of grade nine with no training or employment.

Study results raised questions related to the adequacy of provincial directives and guidelines, school system policy and administrative procedures, communication between schools and parents of children with special needs and special education programming beyond junior high school. A series of recommendations were made related to each of these issues.

## ABBREVIATIONS

The meanings of abbreviations of terms used in the study follow

Adj.	- Adjusted
Adj. Pr., Adj. Prog.	- Adjusted Program
Assess.	- Assessment
Aud. Impaired	- Auditorily Impaired
Cum. Card	- Cumulative Record Card, Student's
D M Y	- Day - Month - Year
Elem.	- Elementary
EMH	- Educable Mentally Handicapped
Fed. Funded Tut.	- Federally-funded Tutoring Program
Gr.	- Grade
I. E. P., IEP	- Individualized Education Program
Mos.	- Months
No.	- Number
Occup. Explor. Inter. Indus. Program	- Occupational Exploratory Intermediate Industrial Program
Pr.	- Principal
Rem. Rdg.	- Remedial Reading
Rdg. Sp.	- Reading Specialist
Schl.	- School
Sp. Ed.	- Special Education
Sup.	- Superintendent
Sy., Sys.	- System
Tchr.(s)	- Teachers

TMH	- Trainable Mentally Handicapped
Tut.	- Tutoring
Voc.	- Vocational
Yrs.	- Years

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G. R. M.

## Chapter 1

### THEORETICAL FRAMEWORK OF THE STUDY

#### Introduction

The Special Education Programs of the School Systems of the Town of Yarmouth and the Municipality of the District of Yarmouth were developed in accordance with the newly developed requirements of the Education Act of the Province of Nova Scotia. Consequently, the programming for special education was still in the early stages of implementation.

In view of this, it was considered timely to gather such data as was accessible regarding the Yarmouth Town and District School Systems' Special Education Programs for Grades Primary to Grade 9 inclusive thus far in their operation.

The study was intended to learn the extent to which the systems' existing Special Education Programs met the legal requirements under which they functioned and to what extent, if any, they failed to follow stated guidelines. If there were variances from intended procedures and objectives, the consequences would be examined and recommendations made. It was judged that such a study, which was primarily a context evaluation, could contribute to improvement of short and long-term programming through identification of possible areas of weakness in the guidelines or in administrative or other procedures.

The provision of special education programming involves the educational administrator in such tasks as identification of needs, provision of appropriate facilities and adequate teaching skills.

Program evaluation provides a means of ensuring that the needs of exceptional students are being identified and suitable remediation programs provided. For purposes of provision of special education, exceptional children, whether categorized as learning disabled, behaviourally or emotionally disturbed, educable, trainable or multi-handicapped present the common characteristic of being learning disordered in varying degrees of severity.

The criteria and methods used in special education for the purpose of identifying students' learning disorders, assessing their needs, and developing programs of remediation are based on various theoretical approaches which will be discussed in this chapter. Also relevant program evaluation literature will be reviewed and definitions of significant terms used in the study will be presented.

#### Theoretical Approaches to Learning Disorders

Visual perceptual approaches. Each theorist who proposes or espouses a particular definition of the problems of children with learning disorders reflects a certain kind of approach to the remediation of the disturbances.

Strauss and Lehtinen (1947), Strauss and Kephart (1955) emphasized the visual-perceptual orientation. Also stressing perceptual processes, Cruickshank et al (1961) argued that structuring and intensification of the stimulus are critical to improvement in learning of the child with perceptual disturbances. Dunsing and Kephart (1965) emphasized "ocular" features, spatial orientation, and motor patterns for developing visual perceptual abilities.



Getman et al (1964) developed a visual-motor model for the treatment of learning problems. Getman and his associates developed a "physiology of readiness" program based on visual-motor stimulation. Their program of visuo-motor training is based on the principle that visual perception is learned, that is, visual perception has its basis in developmental sequences of physiological actions, and stems from actions of the entire organism. This method emphasizes body balance and control, form recognition, and visual memory. Getman proposed a visuo-motor complex model to demonstrate development of perceptual skills and to provide a guideline for training the child toward maximum cognitive growth. With his associates, he developed six programs for developing perception--practices in general co-ordination, balance, eye-hand co-ordination, eye movements, form recognition, and visual memory (imagery).

Frostig and Horne (1964) also took a visual-perceptual approach. Frostig's orientation derived from the developmental theories of Piaget (1969) and Werner (1957), from learning theories, and from psychoanalysis. Her Developmental Test of Visual Perception (1964) resulted from observation of children with learning problems in a clinical setting. Deficits identified by the test provide a possible basis for treatment using training materials for the improvement of visual perception as designed and developed by Frostig. The Frostig method involves evaluation in six main areas of development: sensory-motor, perceptual and perceptual-motor, language, higher thought processes, emotional development, and social development. The initial diagnosis

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is based on four standardized test instruments. Marianne Frostig's Developmental Test of Visual Perception (1964), the Wepman Auditory Discrimination Test (1973), the Wechsler Intelligence Scale for Children (1974), and the Illinois Test of Psycholinguistic Abilities (1968). Frostig also developed a comprehensive program for the development of gross motor skills. The aim of the Frostig procedure is (1) to ameliorate specific developmental lags through specific practise activities, (2) to reduce impulsivity and distractibility through techniques of classroom management, (3) to teach subject matter and skills, and (4) to enhance social and emotional development.

Motor deficit approaches. Among theorists who perceive learning disorders as being due primarily to motor deficits, is Barsch (1965, 1967, 1968), who proposed the movigenic theory of learning disturbances. Barsch held that human learning is closely related to motor efficiency. Consequently, a remedial program for children with learning disorders would have as its goal to correct whatever perceptual impediments stand in the way of the child's taking full advantage of the regular curriculum. According to Barsch, perception is movement and movement is perception. In the curriculum Barsch has designed, the child with a learning difficulty is given opportunities to explore and experience himself in space and to integrate his experiences into increasingly more complex relationships.

Another motor-based theoretical position is that of Doman and Delacato, Delacato (1963, 1966). Doman and Delacato developed the "patterning" theory of neurological organization which presented a neurological reorganizational model. The method aims to establish

in the impaired child the neurological developmental stages observed in normal children. With this approach, after diagnosis, the neurological stages found to be under-developed are remediated by engaging the child in activities intended to develop those particular levels of neurological growth. The stages towards attainment of mobility are: 1) rolling over, 2) crawling in a circle or backwards, 3) crawling with a pattern, 4) crawling homologous, 5) crawling homolaterally, 6) crawling cross-pattern, 7) creeping without pattern, 8) creeping homologous, 9) creeping homolaterally, 10) creeping cross-pattern, 11) cruising (walking, holding), 12) walking without pattern, and 13) walking cross-pattern.

Multi-sensory input approaches. Fernald (1943) applied tactual techniques to alleviate learning disorders. This method involves simultaneous stimulation of all input modalities to reinforce learning. Thus, in order to learn to read a word, the eyes, ears, touch and motor avenues would be simultaneously involved as well as speech (i.e. in spelling) in order to effect learning. Fernald drew attention to the link-up of emotional and learning disturbances and suggested four conditions to help to alleviate the problem. She cautioned teachers not to call attention to emotionally-loaded situations, to discard methods by which the individual cannot learn, to avoid subjecting a child to conditions which cause him to feel conspicuous or embarrassed, and to try to direct the child's attention to his progress rather than to what he cannot do. In the Fernald method of teaching beginning arithmetic, emphasis is placed on learning number combinations, use of

concrete objects in the teaching of facts, and a grasp of meaning rather than rote memorization.

Psycholinguistic approaches. Bateman (1965) took a psycholinguistic approach based on a psycholinguistic diagnosis as determined by means of the Illinois Test of Psycholinguistic Abilities (1968).

Bateman proposed a series of stages in the diagnostic remedial process.


Bateman argued for giving priority to the child's weaknesses in the remedial process. According to Bateman, the primary focus should be on teaching the child to do what he cannot presently do, and using those techniques which assist in eliciting and strengthening those behaviours. She perceived two possible sources of difficulty in allowing the child to more fully develop his already relatively strong abilities (1) by so doing, we increase the discrepancies among his own levels of development and (2) the day or the task may come when the disability areas can no longer be circumvented or compensated for (p. 237).

Emotional disorder approaches. Some theoretical orientations are centered on psychodynamic development, personality structure and ego functioning, all of which bear on how a child will approach a learning task and the degree of learning which will occur. Amongst those theorists who have taken a psychodynamic view of the learning disordered child are Bettelheim (1955), Rappaport (1966), Eisenberg (1969), Giffin (1968), and Harris (1970).

Bettelheim (1955) noted that the blocking that prevents learning is closely related to the impairment of intelligence by emotional disturbance (p. 497). Bettelheim's children were classed

as disturbed, but the close relationship between learning disturbances and emotional disturbances has been noted by others, Gordon (1970), Griffin (1971), Rosenthal (1973), Silver (1974), Deshler (1978).

Rappaport (1966) expressed the view that ego functions in the learning disordered child are adversely affected because the central nervous system is not maturing in a normal manner. If the motor and perceptual functions are disturbed, the child's efforts to master age-appropriate tasks tend to be unsuccessful and as a consequence the child experiences feelings of frustration and diminished self-esteem. His efforts do not elicit the reward of parental pride in him. Instead, his behaviours tend to cause parental anxiety and frustrations which in turn lead to rejection or over-protection of the child. Thus the child's contacts with the environment are unrewarding and lead to feelings of insecurity and withdrawal since he is not receiving affection or praise for achievement. The school experience then becomes increasingly destructive to the personality. With repeated lack of success in daily efforts, the child's self-concept cannot develop adequately. Since children with learning disturbances frequently tend to show erratic school performance, their successful efforts tend to be misleading to the teacher who might conclude that the child is capable of performing at a consistently higher level. Consequently, the learning-disordered child might be chastised because of his occasional successes. Since such a child could become the recipient of many impatient remarks from the teacher regarding his poor behaviour and attitude, the child's personality could suffer additional damage.



Eisenberg (1969) noted that if the teacher displays increasing impatience and indicates to the child that it is the child's poor attitude to learning that causes his classroom difficulties, the teacher will only elevate the levels of anxiety, frustration and confusion in the child.

Giffin (1968) suggested that many of the learning disturbances that become evident when the child enters the school system probably began to display themselves in less severe form in the preschool period. The only reason for their not having been noted in the earlier period is that the home is a more tolerant, accepting environment than the school. He argued that the school makes no allowance for the child's shortcomings and frequently the teacher simply does not understand the child's difficulties.

The forms of emotional disturbance related to problems of learning tend to vary depending on the individual child's unique way of responding to the environment and the nature of the environment, that is, whether it is supportive or hostile. Harris (1970) reported a variety of emotional problems associated with learning disturbances conscious refusal to learn, overt hostility, negative conditioning to learning, displacement of hostility, resistance to pressure, clinging to dependency, quick discouragement, the attitude that success is dangerous, extreme distractibility or restlessness, and absorption in a private world.

Aylward (1971) expressed the view that it serves no useful purpose to attempt to determine whether the learning disturbance caused the emotional disturbance or if the reverse is the case. He stressed

that the immediate concern is to provide the child with appropriate academic support in order that experiences of success could result which will contribute to the child's improved self-esteem and feelings of worth.

Patten (1983) concluded from her statistical investigation that the integration of academic and emotional remediation programs is appropriate for young learning-disordered students.

Behaviour modification approaches. McCarthy and McCarthy (1969) noted that in the field of special education and learning disorders, behavioural modification techniques in remediation and assessment are being used increasingly. The behaviour modification approach developed out of early behavioural theory as presented by Skinner (1963). The concept of operant conditioning involves the technique of causing a desired behaviour to persist in a subject by the provision of positive reinforcement immediately following the display of the desired behaviour. Such techniques have been used to modify and shape human behaviour, particularly in relation to unacceptable social behaviours. In the application of behaviour modification to learning problems, the teacher determines the antecedent event or stimulus, behaviour of interest or desired behaviour, and subsequent event or reinforcement. The strongest effects are obtained by immediate, positive scheduled reinforcements. The teacher sets out specific behavioural goals for the child and, for each such goal, it should be possible to observe that the desired learning occurs. Underlying causes are not the concern of the practitioner of behaviour modification. Instead, the behaviours which interfere with learning are identified. Then the technique is

determined whereby the environment of the child can be manipulated so as to eliminate the undesired responses and elicit the desired responses from the child. To eliminate the undesirable behaviour, a negative reinforcement is introduced. Extinction of the undesirable behaviour occurs when positive reinforcement is eliminated for that behaviour and only negative reinforcement is experienced. Schedules of reinforcement set out the plan for conditions under which reinforcement will occur. The desired behaviour is shaped through a set of orderly tasks.

Premack (1959) stated that preferred activities could be used to reinforce less preferred activities. This notion is involved in contingency management (i.e. if a child prefers to read a story book rather than complete a math task, the story book would be contingent upon his completing the math task).

Behaviour modification techniques provide a practitioner with a method of assessment and remediation which does not involve assumptions as to etiology (Lovitt, 1967, Trieber and Lahey, 1983). The goal in behaviour modification is to gradually reduce the need for reinforcers. Hewett (1967, 1968) proposed a seven-level hierarchy of behaviour which demonstrates this gradual independence from reinforcers (1) primary level--desired behaviour is displayed only for the purpose of receiving immediate reward, (2) acceptance level--teacher communicates complete acceptance of the child, the child works without reward on a one-to-one basis with the teacher, (3) order level--the child accepts the specified conditions for learning such as structure,



routine, and the set limits of the learning situation, (4) exploratory level--the child is ready to investigate the environment through motor, sensory and perceptual exploration, (5) relationship level--the child perceives the teacher's approval and recognition as social reinforcers, (6) mastery level--the child is now ready for academic learning and learns the basic skills of reading, writing and arithmetic, and (7) achievement level--the child is now self-motivating through his own behaviours, achieving and eager for new learning experiences without outside reinforcers.

Educational strategies/approaches. Precision teaching developed out of behaviour modification. Precision teaching offers a standardized system of monitoring behaviour and charting daily improvement and change (Bates and Bates, 1971). According to Bradfield (1971) there are four components of precision teaching (1) a specific system of recording and charting data using a standardized six-cycle daily behaviour chart, (2) a precise definition of behaviours to be changed, (3) an emphasis on the total learning process rather than on reinforcements, and (4) an organized attempt to collect and distribute projects that have used the precision teaching system. In precision teaching, improvement is considered to be the increased frequency of the desired behaviour.

Moyer and Dardig (1978) reported that a behavioural approach is particularly helpful in teaching severely handicapped children. They noted that task analysis serves two purposes, both as a diagnostic function in helping to pinpoint the student's specific functioning level on the target skill, and in providing a basis for sequential

instructional programs through which the learner could move at a pace appropriate to the individual.

Social-cultural approaches.. The ecological orientation to remediation of learning disorders is socially or culturally oriented. Theorists who developed this approach consider the child only in the context of the ecosystem in which he operates, that is, the culture in which he functions. The ecological approach is based mainly on the work of Rhodes, (1970) and aims to restructure the interactions which occur between the child and his culture. In this technique much attention is given to identifying the nature of social sanctions and inhibitions, cultural ideals, and the sub-units within the child's ecosystem (in some instances possibly interaction with one other person).

In applying this approach, teachers use various specific techniques similar to other approaches, such as behaviour management programs, group activities and individual goal-setting behaviour. The school carries out two functions according to Rhodes, attending to the cognitive development of the child and his mastery of skills, and becoming familiar with and communicating with the child's ecosystem, (his environment), in order to make modifications to that environment when necessary.

A successful program using the ecological approach, Project Re-Ed, was developed by Hobbs (1969). Hobbs listed twelve important principles of the ecological approach. Amongst these are involvement of the student in purposeful activities with high success probability,

maintenance of family contact, establishment of mutual trust, encouragement of emotional expression and emphasis on physical activities and group relationships (p. 230, 231).

Johnson and Morasky (1977) noted that the environmental-ecological approach differs from the behaviour modification and educational strategies approaches primarily in that the ecological approach puts strong emphasis on social interaction and group structure for the purpose of helping the child to become a successful participant in his culture. Therefore, the important reinforcers applied are likely to be of a social nature rather than material or personal.

Psychosocial approaches. The psychosocial approaches tend to contrast with the traditional views and approaches to the problems of the learning-disordered child. Theorists who have adopted a psychosocial approach have tended to question, not only the diagnostic techniques and remedial methods developed and used widely, but also the very definition of the problem as some form of learning disorder. These theorists, in general, express alarm regarding the increasing numbers of children labelled as learning disordered or mentally retarded, the increased use of tests, the questionable competence of diagnostic personnel, the doubtful value of remedial techniques, and the possibly detrimental effect of the current wide-ranging system of identification and treatment on the future well-being of today's children. Among these theorists are Schrag and Divoky (1975) who questioned the practises in special education, suggesting that techniques used are primarily a means of controlling and managing

children, and of reshaping their personalities for the convenience of institutions (p. 225).

Schrag and Divoky (1975) advocated strong parental involvement in order to ensure that the individual rights of the child are recognized, to limit or eliminate undesirable screening and testing, to avoid special class placement, and to prevent improper labelling of the child. They suggest to parents certain techniques and resources (1) parents should question procedures that authorities plan to follow with regard to their child, (2) parents should not allow themselves to feel awe of the community or school authorities, (3) parents should demand written statements of intent and records of testing and interviews, etc. regarding their child, (4) parents should seek support of community groups when dealing with schools, welfare or police authorities, (5) parents should not relax their suspicion of authorities even if first experiences with them indicate genuineness, (6) parents should act first letting the school know on initial enrolment of their child that they will be checking frequently, "every few months," on his record, and that no testing is to be carried out without parental written approval in each individual instance, (7) parents, not the school, should choose the specialist who will examine their child if such a procedure proves necessary, (8) parents should seek legal advice in all formal disciplinary confrontations with institutional representatives, (9) parents should familiarize themselves with all local statutes, regulations, and local practices which may affect their child in school placement or

disciplinary issues and (10) parents should make every effort to act to prevent any formal legal action rather than allow it to occur and then attempt to plead the injustice of the decision since court actions tend to result in limited restitution for the family.

Schrag and Divoky (1975) spoke out against the political implications of the remarkable rise in incidence of learning disorders, of labelling of children, of special class placement, of high incidence amongst lower socio-economic groups, of drug use for treatment, of the helplessness of parents against authorities, and of the pressure groups' involvement in the increase in incidence, labelling and placement.

Also questioning the techniques of testing, evaluating and treatment, Rubin and Balow (1978) noted that classroom teachers acting on their own judgement as to what constitutes problem behaviour are the most frequent initiators of referrals for special services. They argued that, if the teacher sees the child as a problem, for that school year all interaction between the teacher and the child will probably be affected by that interpretation with negative consequences for the child. They suggested that the common belief of teachers that children are problems, as indicated by their study, might partially explain Morse's (1963) finding that children's self-esteem drops sharply from Grade 3 to Grade 11. Balow (1971) also questioned the efficacy of perceptual-motor activities in the treatment of severe learning disabilities. He pointed out that the benefit of such treatment is not indicated by research in the field. Balow, in fact, advocated careful research of techniques now in use in special

education, of diagnostic methods, and of recognition that there is no substitute for good teaching of skills. Balow, like Schrag and Divoky, directed attention to the fact that a large portion of serious cases of learning disorders come from the economically and socially underprivileged sections of the total population. He suggested, therefore, that any techniques which tend to ensure control of groups which might otherwise disrupt the status quo of established power groups must always be questioned carefully to ensure the integrity and validity of their practices and stated goals.

Coles (1978) was highly critical of the methods of identification of the learning disordered population by the use of the generally-accepted standardized test battery. He quoted extensive research which tended to indicate mixed findings for the validity of such test instruments as the Wechsler Intelligence Scale for Children - Revised (WISC-R) (1974), the Illinois Test of Psycholinguistic Abilities, (ITPA) (1968), the Weepman Auditory Discrimination Test (1973), the Bender Visual-Motor Gestalt Test (BVMG) (1946), the Graham & Kendall Memory-for-Designs Test (MFD) (1968), and others, as discriminating instruments for identification of learning disorders. He questioned, not only the test battery, but also neurological tests for soft signs and the EEG. None, he argued, appear to be good identifiers of learning disorders. Coles held that the motivation for the traditional approach is, in part, political. The real direction to be followed as indicated by the problems, in his view, is the modification of the general educational process, institutions and social conditions

affecting the child, and the appropriation of more resources for social use.

Coles suggested that another motivating factor for administration of the test battery is to allow for the prescription of such drugs as Ritalin, the use of which, he noted, had reached alarming proportions (i.e. in 1977, 463,000 prescriptions of Ritalin were filled by pharmacists in the United States, according to IMS America as quoted by Coles). Coles also held that educators may seek to enhance their profession by aligning themselves with the medical profession.

The questioning of the underlying motives of the traditional orientations to the problem of the learning disordered child emerged as a trend in the 1970's and continues. In general, attention was being directed to social factors as the real underlying causal conditions. Careful scrutiny of the environment, as represented by the family, the social sub-group, socio-economic status of the family, and comparison of the smaller group standards with the main social group standards were recommended as techniques to elicit the most pertinent data for remediation of the child's difficulties. Ames (1983) argued that the label of learning disability is too often applied when the problem is one of immaturity and unreadiness.

In the case of minority children, Schrag and Divoky (1975) pointed out that studies indicate that a significantly larger number of minority-group children appear in the classifications of borderline retarded and delinquent. They drew attention to a need for improvement of education for minority-group children, arguing that existing educational offerings tend to point up the differences and negative

characteristics of minority-group children, that is, those characteristics which tend to be different from the accepted behaviours of the larger population of children.

Child advocacy approaches. Since the 1970's, there has been an increase in court actions which have been brought by parents and parent groups in the United States against the school systems for perceived injustices in the meeting of the educational needs of their children. (Brown, 1979, Townsend and Mattson, 1981; Bateman, 1982, Bersoff et al, 1982, Strickland, 1982). The introduction in the United States of Bill 94-142 (The Education of all Handicapped Children Act, United States, 1975) and in Canada the Report of the Commission on Emotional and Learning Disorders in Children, One Million Children, (CELDIC Report, 1970) resulted from the growing public concern as to the possible unmet needs of exceptional children in the schools. As a consequence, new legislation has been introduced in the United States and in some provinces in Canada. In the United States the educational systems must now provide appropriate testing for bilingual children in both their primary and secondary languages, and test instruments which are not predominantly verbal. In addition, the minority group children in special classes must be re-evaluated to determine if they have been correctly placed. The reasons for high minority group populations in special classes must be questioned and investigated. Test norms for minority group populations must be specially developed and special transitional programs developed in order to return improperly placed minority group children to the regular classroom. Parental participation in educational decision-making for their handicapped children



has been legally recognized while the development of appropriate community services to improve special education is another aspect of children's rights which has come before the courts.

Mainstreaming approaches. Out of legislation in U.S. Bill 94-142 which stated in part that the child should be provided with the least restrictive educational environment, the model of service delivery termed 'mainstreaming' has developed. The term 'mainstreaming' refers to the process of adoption and assimilation of the special education student into the regular education classroom. Those advocating mainstreaming argue that 1) categorizing children by gross-diagnostic labels is counter-productive, 2) evaluating children's strengths and weaknesses should be more related to specific instructional objectives than to academic skills, 3) grouping children should be carried out according to defined needs rather than diagnostic classification, 4) involving specialists and consultants in the child's remediation program should only be allowed where direct student need was demonstrated so that whenever possible diagnostic, prescriptive and remedial activities should involve common personnel and 5) segregating severely handicapped children should only occur when necessary because of performance ability criteria not their handicap classifications (Johnson and Morasky, 1977, p. 127).

Dunn (1973) defined four classes of exceptional children in relation to integrated special education strategies 1) the most integrated--those enrolled in the regular grades and provided only needed special instructional materials, equipment and consultative services, 2) the next most integrated--students receive all or,

at least, part of their academic instruction in the mainstream but their instruction is supplemented with special education tutors who serve as helpers to the regular instructors or who are resource room or special class teachers, 3) the quite segregated--students attend self-contained special day schools and classes and 4) the most segregated--students are in boarding schools, hospitals and/or receive homebound instruction (p. 57).

Integrating exceptional children into the mainstream requires that teachers be flexible, knowledgeable regarding exceptional children's problems and aware of the alternative solutions available for their resolution. Heron (1978) described resources available to the schools: 1) personalize the learning environment so that individual learning style or behaviour are accommodated (provide a model, increase teacher-student communication by seating arrangement, provide peer tutoring), 2) reteach basic or prerequisite skills if necessary, 3) if academic and/or social problems are still resistant, implement behaviour modification techniques, 4) if techniques are still ineffective, ensure that 'normal' classmates are understanding of individual differences in their exceptional classmates by integrating the exceptional student in working groups, 5) reinforce appropriate social interaction by classmates towards the exceptional student through class or individual student rewards (i.e. free time).

Heron noted that teacher behaviour can be a factor in successful mainstreaming. To enhance the quality of teacher-student effect, teaching should demonstrate productive rather than reactive teaching behaviour. Therefore, teachers need to be provided with feedback or

cues from supervisors, principals, parents or volunteers in order to change. Teachers need the opportunity also to model on skilled teachers and to perform the teaching task under the model's observation in order to obtain feedback regarding their performance. Lastly, teachers also need in-service to provide them with specific functional teaching skills in order to meet the needs of a heterogeneous classroom student population.

Salend (1984) outlined six factors which he perceived as contributing to development of successful mainstreaming. 1) developing criteria for mainstreaming, 2) preparing handicapped students for integration, 3) preparing non-handicapped students, 4) promoting communication among educators, 5) evaluating student progress and 6) providing in-service training.

Current approaches. More precise knowledge of the function of the brain has led to development of a neuropsychological approach to learning disorders (Obrzut and Hynd, 1983) and to assessment techniques which provide a basis for individualized education programs (Hartlage and Telzrow, 1983).

Another emerging development resulting from the rapid technological advances of our times is the application of micro-computers to the field of special education. These devices are seen to have applications which would improve many aspects of special education such as administration, assessment, instruction, related services and staff development (Bennett, 1982). One computer application suggested by Bennett is to provide accurate and timely program information for the administrator.

### Discussion of the Various Approaches

The various theoretical approaches to learning disorders have resulted in strategies for remediation to be used by school systems.

Lerner (1976) noted that Dunsing and Kephart's (1965) perceptual-motor theory of learning disorders falls short in that it concentrates on perceptual and motor development and gives insufficient attention to the transition from that stage of development to academic and cognitive development. This framework tends to lack adequate guidelines to carry the child across the stages. At the same time, speech and language are not emphasized in the Dunsing and Kephart method. Moreover, the studies as reported by Hammill and Wiederholt (1973), Hammill and Larsen (1974), Hammill, Goodman, and Wiederholt (1974), indicate that motor training procedures do not demonstrate that the techniques significantly improve readiness skills, intelligence, academic achievement, or perceptual-motor performance, although motor development is an important aspect of the total development of the child and should form a part of any program intended to foster the child's general improvement.

The remedial approaches of Barsch (1965, 1967, 1968) and Dunsing and Kephart (1965) have been criticised for the limited role of language and auditory skills. McCarthy and McCarthy (1969) remarked that Barsch's motogenic approach would probably be appropriate for some children but not at all effective with others, because of the different causes of their poor school performance (p. 41). This comment highlights the need to recognize that each child is unique with a particular

complex of needs which must be evaluated carefully in order to bring about beneficial change.

Doman and Delacato's (Delacato, 1966) patterning theory has been criticized by medical, health and educational authorities (Cruickshank, 1968). Robbins' (1966) study cast doubt as to the efficacy of the method.

Getman's (1965) visuomotor theory has been subjected to the same type of criticism as have the other motor-based theories, i.e. the theory lacks emphasis upon other aspects of learning, and over-emphasizes the role of visual perception. Getman's model does not clearly indicate how the child moves from motor development to the cognitive stage of learning. Moreover, the role of feedback in providing information, thus learning, to the child is not included. Empirical evidence for the support of the concept tends to be lacking (Johnson and Morasky, 1977).

The visual perceptual approach as proposed by Frostig and Horne (1965) and others has also been criticised (Olson, 1968, Hammill, 1972, Balow, 1971, Schrag and Divoky, 1975, and Kavale, 1983). Research data, on the whole, indicates that the Frostig Test does not correlate highly with reading achievement and that the Frostig training program does not improve reading skills (Vellutino, 1977). Lerner (1976) also noted that there tends to be a lack of evidence for direct transfer or linkage between the programs and school skills, in particular, to reading skill. However, including such programs, as noted by Balow (1971), does not result in direct transfer and consequently could not be readily measured in a typical experimental

situation. In spite of the lack of positive indicators to favour the use of perceptual and motor training techniques, the need for and the benefit to be derived from such programs within the total training programs for children should not be ignored. Balow (1971) suggested that motor perceptual programs should generally be added to the curriculum for all primary grade pupils and pupils of any grade, who have serious deficiencies in school skills, because of the enjoyment and developmental appropriateness, the personal recognition of success that can come from perceptual activities, the accompanying positive attention from significant adults, the opportunity provided to the child to improve visual and motor skills and ability to follow directions (p. 524).

Successful integration of exceptional children into the regular classroom is dependent upon a number of factors, but the importance of the regular classroom teacher as a facilitator in integration was emphasized by Nesbit and Karagianis (1981) who saw peer acceptance as the most crucial concern in the process of integration. The teacher who demonstrates an attitude of acceptance of the exceptional student is providing a model for the student's classmates.

Cruickshank (1983) deplored the dismantling of self-contained special education in favour of mainstreaming. He expressed doubt that the programs of preparation of the regular general elementary or secondary teachers or administrators have equipped them to understand the true nature of the problems of exceptional children or the strategies which should be employed towards their remediation.

The need for improved preparation programs for general school administrators was noted by Raske (1979) while Johnson and Morasky (1977) pointed to the need for continuing and in-service training for the regular classroom teacher to compensate for preservice programs which lacked adequate content related to special education.

#### Program Evaluation

There is an ever-increasing demand in our modern society for accountability at all levels of organization. At the decision-making levels, accountability means that, unless programs in which professionals are involved can be proven to be effective, there is always the possibility that programs will be cancelled because of the influence of pressure groups, economic or physical constraints, alternative programs of equal or greater current popularity, or because of perceived future conditions. Accountability, then, has resulted in the demand for closer scrutiny of institutional activities such as the provision of educational services. Planned scrutiny in the form of evaluation is a process of comparison of clearly specified objectives with data regarding performance.

Methods of evaluation. Evaluation has been defined in various terms. M. C. Alkin (1969) defined evaluation as "...the process of ascertaining the decision areas of concern, selecting appropriate information, and collecting and analysing information in order to report summary data useful to decision-makers in selecting among alternatives." (p. 150). According to L. J. Cronback (1963), evaluation is "...collection and use of information to make decisions about an educational program." (p. 44). Malcolm Provus (1969) stressed

the use of evaluation as the decision-maker's tool with which to determine whether to improve, maintain or terminate a program. He described evaluation as "...the process of (a) agreeing upon program standards, (b) determining whether a discrepancy exists between some aspect of the program and the standards governing that aspect of the program, and (c) using discrepancy information to identify the weaknesses of the program." (p. 172).

The role of evaluation was stressed by Michael Scriven (1967) who referred to the formative role, when a new program is being evaluated, and the summative role when the information gained will determine if the program in its modified and finished form is worthy of retention or should be terminated.

Robert E. Stake (1967) argued that evaluation reports can only be fully understood if a full description of the educational program is included. Only then could the decision-makers make sound judgments. According to Stake, "For evaluation of curricula, attention to individual differences among students should give way to attention to the contingencies among background conditions, classroom activities, and scholastic outcomes." (p. 108).

The decision-management oriented approach to evaluation is represented by the CIPP (Context, Input, Process, Product) evaluation model of Daniel L. Stufflebeam (1971). He held that an evaluation should present information useful to decision-makers. Therefore, evaluation is, necessarily, a cyclic, continuing process which has three main steps of delineating, obtaining and providing. These three steps form the basis for a methodology of evaluation.



The delineating and providing steps are interface activities requiring collaboration between the evaluator and the decision-maker, while the obtaining step is mainly a technical activity executed primarily by the evaluator.

Worthen & Sanders (1973) described the evaluation approaches of Cronbach (1963), Stake (1967) and Scriven (1967) as comprehensive and objective. Although Stake's model is useful in developing an organizational framework for an evaluation study, it is not an evaluation recipe (p. 125). It does not provide adequate methodology. Cronbach provided early guidelines but not an evaluation model.

Scriven (1967) pointed out that, although evaluation can play many roles, it has one functional goal - to determine the worth or merit of something. In its formative form it serves to improve a program while it is still fluid by providing feedback to the developer. However, Scriven's methodology has not been clearly stated so that it is difficult to develop practical applications of Scriven's model (Worthen & Sanders, 1973). Moreover, amongst the limitations of the model are the requirement for wholistic program evaluation, the use of scientific investigations, and the lack of methodology for assessing the validity of judgements (p. 212 - 215).

Saylor and Alexander (1974) identified Stake's congruence-contingency model, Stufflebeam's CIPP model and Provus' Discrepancy Evaluation model as the best approaches for curriculum evaluation (p. 304).

The evaluation model presented by Provus (1969) provides for ongoing evaluation of a program for which standards have been

established. Evidence of performance is then obtained. The data gathered is then compared with the standard (Saylór and Alexander, 1974, p. 300).

The Provus model demands a lengthy time commitment and could be costly. This model provides inadequate methodology for establishing standards, requires a large, complex staff and is intended for complete program evaluation (Worthen & Sanders, p. 214).

Alkin (1969) presented a decision-management approach to evaluation and tended to focus on provision of information on educational systems to decision-makers. The evaluation domain is determined by the decision-maker. The evaluation process may be costly and complex (Worthen & Sanders, 1973, p. 214, 215).

Stufflebeam and his associates (1971) provide a clearly-defined model. Stufflebeam's (1971) CIPP model is also a decision-management process. Again, the methodology is undefined and, as in the Alkin model, not all activities are clearly evaluative (Worthen & Sanders, 1973). If the entire process were followed, it too would be costly and complex. However, the model allows for evaluation to take place at any stage of the program. Strict experimental design is not applicable (Worthen & Sanders, 1973).

Stufflebeam (1971) in discussing his evaluation model referred to four types of educational decision-making planning - to determine objectives, structuring - to design procedures, implementing - to utilize, control and refine procedures and recycling - to judge and react to attainments. Corresponding to the four decision types, in the CIPP model are the four types of evaluation - context, input,

process and product. Stufflebeam argued that the CIPP model was a total evaluation model which would provide the regular evaluative information requirements of the system and could respond to emergent needs for idiosyncratic data. He described the context evaluation as a continuous, systematic mechanism which delineates, obtains and provides information to the planning body of a system to make decisions either to change the system or to continue with existing procedures because they are judged effective and efficient in meeting important objectives. However, if the context evaluation indicated deficiency or identified unused opportunities for improvement, "...a rational decision-making body would probably decide to bring about changes." (p. 141). If the changes decided upon were large and there was an initial low level of information grasp on the part of relevant program personnel, then an input evaluation study would be done to evaluate strategies and procedures to effect the desired changes. Structuring decisions would follow which could lead to a trial or pilot phase or to installation of change procedures in the overall system. Process and product evaluation would follow to aid in decisions related to the trial phase. If, as a result of the process and product evaluation studies simultaneously conducted throughout the trial, recycling decisions are made which lead to installation of the innovation in the total system, then the context evaluation mechanism would be adjusted to allow systematic monitoring of the new element in the total system to determine its impact.

In carrying out a context evaluation of an existing program, the evaluator would describe the program, identify the problems or

needs, identify and state the objectives which, if attained, would satisfy the needs. An input evaluation would assess the potential utility of several alternative strategies for attaining objectives to determine which would be most effective. Input and process evaluation would necessitate developing a system for providing continual feedback about the effectiveness of the instructional strategies. Product evaluation would involve delineating program outcomes, identifying the information needed for each outcome, the sources of this information, the method of data collection, those persons influenced by or influencing the program, and then collecting, organizing, analysing and reporting the data.

Evaluation using the CIPP model. A first stage evaluation would be for the purpose of determining the extent to which the system's existing special education programming meets the legal requirements under which it functions and to what extent, if any, it fails to follow stated guidelines. If there are variances from intended procedures, and objectives, the consequences should be examined and recommendations made. This is a context evaluation which D. L. Stufflebeam (1971) describes as the most basic kind of evaluation "... it defines the relevant environment, describes the desired and actual conditions pertaining to that environment, identifies unmet needs and unused opportunities, and diagnoses the problems that prevent needs from being met and opportunities from being used. The diagnosis of problems provides an essential basis for developing objectives whose achievement will result in program improvement." (p. 136).

A second stage evaluation would examine the effectiveness of the existing program and make appropriate recommendations for improvements and modifications to meet the long-term needs (i.e. vocational program integration). This is input evaluation which would provide information with which to determine the most effective use of resources to achieve project objectives.

After the modifications are in place, a third stage evaluation might then examine the new program periodically to provide feedback to those responsible for program planning and implementation such as data regarding the effectiveness, or otherwise, of special education teacher training to meet specific needs in pre-vocational curriculum presentation, or data regarding the correlation between program innovations and student outcomes. This is process evaluation which has as its objectives to detect or predict defects in procedural design or implementation, to provide information for programmed decisions and to maintain a record of the procedure as it occurs (Stufflebeam, 1971).

The CIPP model was judged most appropriate for this study for the following reasons 1) It is a decision-management model intended to provide data to administrators and decision-makers charged with conduct of a program. The goal of this study was primarily to provide information to decision-makers charged with the conduct of special education. 2) The CIPP model allows for evaluation to take place at any stage of the program. The programs being examined in this study were underway, but transitional. 3) The CIPP model allows for focusing the study on certain aspects of the overall program depending on the types of decision for which the evaluation was intended

to provide information. In this study the focus is on context, that is description of the program, identification of problems or needs that exist in the program and articulation of the objectives which, if achieved, would solve the problems or satisfy the needs.

### Definitions

Significant terms, as defined for the study, follow in alphabetical order.

**Adjusted Program** - ...an alternative program to meet the needs of some students for whom the usual range of junior-senior high school offerings do not provide a complete program of suitable courses.

**Behaviourally-disordered children** - children who are emotionally maladjusted and/or socially maladjusted.

**Context Evaluation** - defines the relevant environment, describes the desired and actual conditions pertaining to that environment, identifies unmet needs and unused opportunities, and diagnoses the problems that prevent needs from being met and opportunities from being used. Diagnosis of problems provides an essential basis for developing objectives intended to lead to program improvement (Stufflebeam, 1971, in Worthen & Sanders, 1973, p. 136).

**Criterion-referenced testing** - a form of testing, generally based on the principle of identifying operationally-defined tasks in a sequential-skills hierarchy within the subject area.

Drop-out - student who fails to continue and complete the program for reasons other than the following (1) physical disability, (2) alternative training (item 2 does not include casual employment as unskilled labour).

Educable mentally handicapped child - ...one with a low score on an individual intelligence test, who is also generally impaired in adaptive behaviour.

Exceptional pupil - One whose deviating physical or behavioural characteristics are of such a nature as to manifest a significant learning disorder and for whom it has been determined that there would be better adjustment and scholastic progress with direct or indirect special education services than with only a typical regular school program.

Identifying characteristics - of the student - the student profile which provides a description of learning style, rate of learning, strengths and weaknesses, etc.

Individual assessment - a diagnostic evaluation of the student based on the student's performance of skills sampled by standardized tests which are administered in a one-to-one situation.

Individualized education program - by examining information gathered in an assessment, a team which includes the parent, student when appropriate, teacher and school principal or his or her designate, and any other person as determined by the school system, will develop a blueprint for an instructional program and identify curriculum activities, materials and resources. (Nova Scotia Department of Education, Supplementary Document No. 34, 1981, p. 3).

Input Evaluation - provides information for deciding whether outside assistance should be sought for achieving objectives, what strategies should be employed and what design or procedural plans should be employed for implementing the selected strategy, by describing and analysing available human and material resources, solution strategies and procedural designs for relevance, feasibility and economy in the course of action to be taken. (Stufflebeam, 1971, in Worthen & Sanders, 1973, p. 137, 139).

Learning disabilities - ...a disorder in one or more of the processes involved in understanding or using symbols or spoken language resulting in a discrepancy between academic achievement and assessed intellectual ability.

Mentally handicapped children - include two subgroups

- (1) trainable mentally handicapped, and
- (2) educable mentally handicapped children.

Multi-handicapped children - children with a combination of handicapping conditions such as severe visual, auditory or motor impairment and significant intellectual deficit.

Needs assessment - every child referred for special education in the province of Nova Scotia should have an appropriate diagnostic assessment by a qualified examiner. The individual assessment should include a standard measure of general intelligence, diagnostic educational measurements, measurements of perception and motor functioning, the classroom teacher(s) assessment(s) of the child's needs, information gained from



parents during interviews, all significant information in a school history (e.g., successes, failures, interests, social and emotional factors, intellectual functioning and adaptive behaviour, medical factors, parents' wishes), medical evaluation of any significant physical problem, assessment of any hearing or vision defects suspected, or known, and report of any medical problem or conditions which cause stress, discomfort or fatigue, or which may require emergency action by teachers or principals. (Nova Scotia Department of Education, Supplementary Document No. 24, 1980, p. 7).

Physically-handicapped children - children with imperfect speech, hearing, or vision, as well as orthopedically-handicapped children and those with special health problems.

Process Evaluation - provides project decision-makers with information needed for anticipating and overcoming procedural difficulties, for making preprogrammed decisions and for interpreting outcomes, by monitoring the activity's potential procedural barriers and remaining alert to unanticipated ones, by obtaining specified information for programmed decisions and describing the actual process. (Stufflebeam, 1971, in Worthen & Sanders, Educational Evaluation: Theory and Practice, 1973, p. 138, 139).

Product Evaluation - provides information for deciding to continue, terminate, modify or refocus a change activity and for linking the activity to other phases of the change process, by defining operationally and measuring criteria associated

with the objectives, by comparing the measurements with predetermined or comparative bases and by interpreting the outcomes in terms of recorded context, input and process information. (Stufflebeam, 1971, in Worthen & Sanders, Educational Evaluation Theory and Practice, 1973, p. 138, 139).

Sensory impaired children - visually handicapped or hearing handicapped children.

Special education - ...educational programs and/or services designed to meet the particular needs of children and youth who differ from the norm in any school system to such an extent that they require additional and/or different school methodology, curriculum, and/or services.

Trainable mentally handicapped children - have a full scale intelligence quotient of below 50 ( $\pm 5$ ) on a standardized intelligence test, display deficiencies in adaptive behaviour and may exhibit one or several of the following characteristics. significant delays in developmental milestones in terms of locomotion, motor co-ordination, speech and language.

## Chapter 2

### STUDY OBJECTIVES, DESIGN AND PROCEDURES

#### Introduction

In this chapter, the context within which this study was carried out will be described. The aspects of the Special Education Programs which were examined and the procedures followed in order to gather data will be presented.

#### Statment of the Problem

The general purpose of the present study was to evaluate the Special Education Programs in the Town of Yarmouth and the Municipality of the District of Yarmouth School Systems.

The Special Education Programs of the two school systems were developed in accordance with the requirements of Regulation 7c of the Education Act of the Province of Nova Scotia. Regulation 7c came into effect in 1973. However, directives for programs and guidelines for special education were of more recent development (i.e. 1980 and 1981). Therefore, the school systems' Special Education Programs were in a transitional state and it was decided to collect such data as were accessible regarding the Yarmouth Town and District School Systems' Special Education Programs for Grades Primary to 9, inclusive at that point in their operation.

For purposes of this study, the evaluation model used was the CIPP model (Stufflebeam, 1971), since it provided a structure for program evaluation at all stages on an on-going basis. A complete program evaluation using this model would include evaluation of the

context (educational context), input (human and material resources), process (curriculum design and procedures) and product (educational outcomes).

The study was primarily a systematic context evaluation.

There was also some analysis of input, process and product, but in a less detailed manner. More specifically, the study evaluated the extent to which the Town of Yarmouth and the Municipality of the District of Yarmouth School Systems were responding to the demands of special education in the areas of

1. organizational structure,
2. assessment of needs of exceptional students,
3. use of community resources,
4. nature of special educational classroom activities,
5. students' records and documentation,
6. individualized educational programming,
7. periodic re-assessment of special education students,
8. special education teachers' characteristics,
9. the numbers of students successfully completing the special education Elementary and Junior High School programs and the disposition of students on completion of the Grade 9 Adjusted Program,
10. parental authorization, consultation and involvement,
11. administrator's responsibilities, and
12. allocation of special education funds.

In relation to these areas of interest, the study was designed to determine the following

1. Were the programs fulfilling the basic requirements set forth under governmental legislation for special education in each of the areas?
2. What were the local school systems' interpretation of governmental guidelines? Where differences occurred between local practices and government guidelines, what reasons were given at the local level for these differences?
3. To what extent did the school system function within the budgetary limitations set by government?
4. On the basis of study findings, what recommendations could be made regarding program changes?

#### Major Evaluative Questions

1. To what extent do locally-formulated goals, aims, policies and procedures correspond to provincial Department of Education directives and guidelines?
2. To what extent are the following program procedures, as outlined in the provincial guidelines, followed in the local systems?
  - (1) diagnosis and needs assessment of the children, (2) provision of counselling services, (3) utilization of community resources outside the school system, and (4) establishment of review committees to advise on placement of children in the program?
3. How do classroom activities as observed in special education classrooms compare with suggested activities as contained in the provincial directives and guidelines?
4. To what extent is the documentation as outlined in the provincial and local directives and guidelines maintained on each student served by the program?

5. Are individualized programs prepared for each child placed in a Special Education Program as outlined in the provincial guidelines?
6. Is regular re-assessment of children in Special Education Programs being carried out by qualified personnel in order that programming for each child is continually up-dated as outlined in the provincial directives and guidelines?
7. What are the characteristics which both regular classroom teachers and special education teachers used to identify students considered to be in need of placement in Special Education Programs in the Town and Municipality of Yarmouth school systems? To what extent are these the same characteristics as described in the provincial guidelines?
8. To what extent did Grade 9 students completing the Adjusted Program during the past two school years fall within the categories of opportunities listed for such students in Teaching Guides No.s 53, 63 and 65, namely
  - (1) entered an intermediate industrial program within a vocational school,
  - (2) undertook an occupational exploratory/intermediate industrial program in a regular secondary school,
  - (3) entered the general program (possibly modified and with further support),
  - (4) sought employment rather than continue in full-time school attendance, or
  - (5) none of the above.

In addition, what was the drop-out rate of students in Grades 6,

7, 8 and 9 during the past two school years and the current year to January 1st?

9. With regard to parents or guardians, to what extent do the local school systems carry out the following procedures as outlined in the provincial guidelines

- (1) obtain parental authorization for placement of children in programs,
- (2) hold regular consultation with parents, and
- (3) arrange parental involvement in students' learning activities?

10. To what extent do the school administrators carry out the procedures outlined in the provincial and local directives and guidelines related to the following specific situations

- (1) children requiring oral medication during school hours,
- (2) informing parents regarding children's assessments,
- (3) teacher allocation and class size in the Adjusted Programs,
- (4) continuous evaluation and year-end reports on all TMH students, and
- (5) supervision and evaluation of TMH teachers?

11. How are provincial funds for Special Education Programs allocated in the Town and Municipality of Yarmouth School Systems?

#### Sources of Information

In order to provide a comprehensive view of both government directives and the local school system, data were gathered from documents deriving from government agencies as well as the local school systems' records. Significant persons in provision of services and significant documents and records were examined as follows

1. Government Documents. -

Regulations under the Education Act of the Province of Nova Scotia,  
 Program and Course Descriptions and Guidelines for Special  
 Education Programming,  
 Guidelines for the Adjusted Program.

2. Local Programs. -

School systems' students records  
 Classroom observation of special education classes  
 Interviews of special education staff  
 Interviews of Principals  
 Interviews of Superintendents  
 Interviews of School Board members  
 Questionnaires to all parents of children in special education  
 programs  
 Questionnaires to all classroom teachers in the elementary schools.

3. Funding of special education. -

Budget statements  
 Interviews of Principals, Superintendents and the Assistant  
 Director of Curriculum Development (Special Education).

All questionnaires and other data-gathering forms used in the study were designed by the evaluator and all interviews were carried out by the one evaluator. Appendices 2 to 14 inclusive are examples of all forms designed for the study by the evaluator.

Community and Instructional Context of the Program

The Town of Yarmouth and the Yarmouth Municipal School Systems served the town and municipal regions in southwestern Nova Scotia.



There were ten schools within these systems staffed and serving a student population as shown in Figure 1.

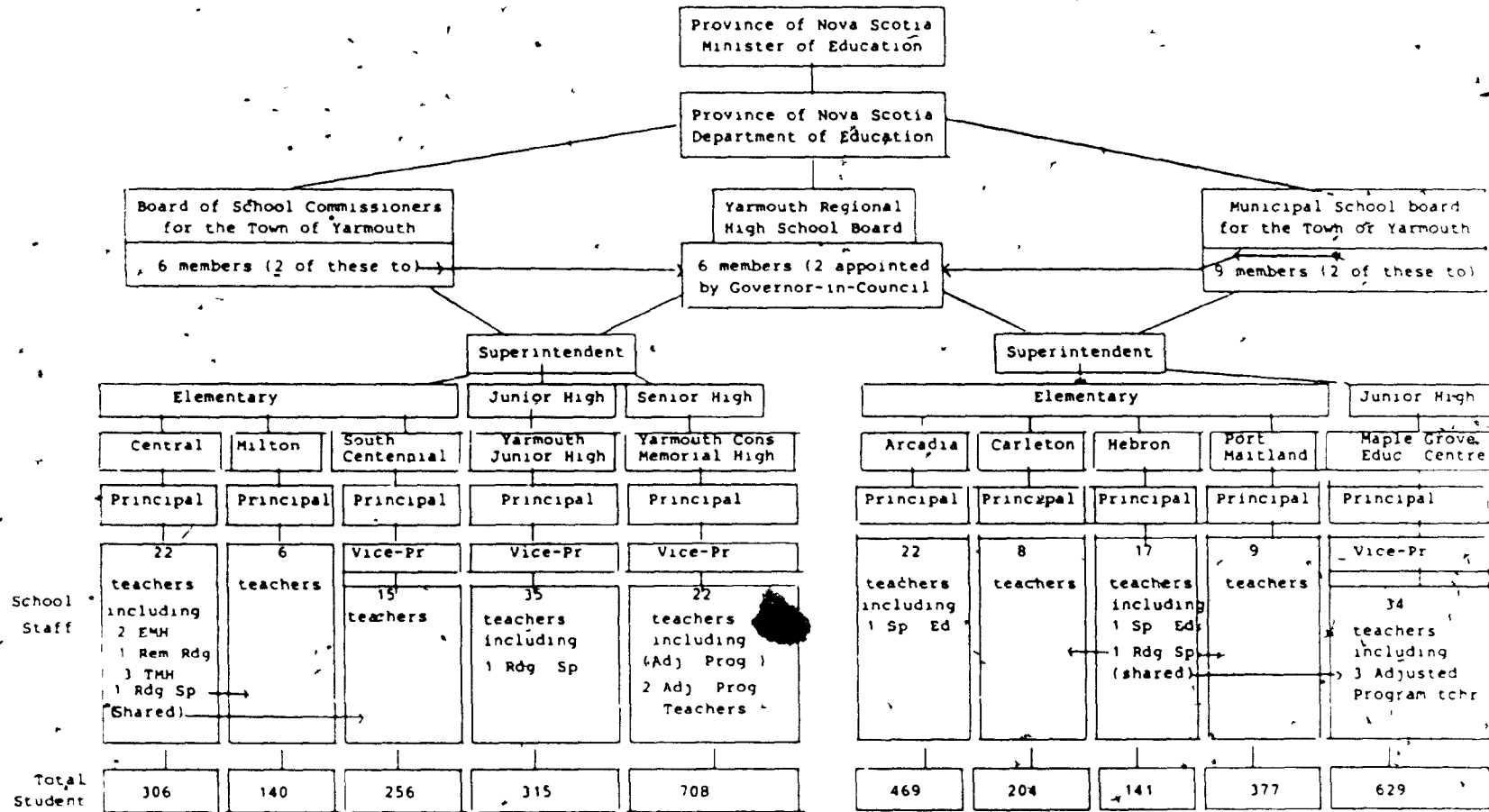
The systems functioned under provincial jurisdiction of the Nova Scotia Department of Education. Special Education Programs were under the jurisdiction of the Curriculum Development section of the Department of Education. Within this section, there was an Assistant Director of Curriculum Development, whose specialty was special education,

The office of the Assistant Director assisted the provincial government in development of policies, provided guidance to school boards as to how to implement those policies and could provide monitoring, investigative and evaluative facilities through its inspectors. The Assistant Director's office was responsible for the development of curriculum aspects of the programs. Directives from this authority told, in general terms, what should be done and the guidelines amplified such directives.

At the local level, the senior administrative bodies were the three boards, namely, the Board of School Commissioners for the Town of Yarmouth, composed of six members, and responsible for Grades Primary through 9 in the schools within the town of Yarmouth; the Yarmouth Regional High School Board, composed of six members, which was responsible for Grades 10 to 12 inclusive in the high school (the six members of the Regional High School Board were made up as follows: two were from the municipal board and two were members appointed by the Governor-in-Council) and the Municipal School Board for the District of Yarmouth, composed of nine members, which was responsible for Grades Primary through nine inclusive in the municipality.

Figure 1

Schematic Representation of the Two School Systems in Yarmouth County, Nova Scotia, Canada, 1981-82  
Showing the Levels of Administrative Authority, and the Numbers of Teaching Staff and  
Student Populations in Each of the Ten Schools in the Study



Population 1981-82

Note The Yarmouth Regional High School provides the senior high school program to students of both the Yarmouth Junior High School and Maple Grove Education Centre

There was a special allocation of funds for special education programming with no specific directive for allocation to particular programs within this general area. The programs considered to fall within the special education area for budget purposes were resource rooms, auxiliary and special education classrooms; which accommodated the learning/behaviourally disordered students in the elementary schools as well as the EMH and TMH students. The Adjusted Programs were under review by a special committee which was reporting to the Minister of Education as to the appropriateness of inclusion of the adjusted Grade 7 to 9 programs within the special education section. The Adjusted Programs in both the Yarmouth Junior High School and in Maple Grove Educational Centre functioned as a departmentalized system. There was one Junior and one Senior TMH class for the area, one Junior EMH class, and four special education (resource room) classes. Two Superintendents, one responsible for the town elementary, junior high and high schools and Maple Grove Educational Centre, supervised the functions of the schools under the authority of the local boards. There was also an Inspector of Schools appointed by the provincial Department of Education.

The documents which comprised the regulations, directives and guidelines under which the schools' Special Education and Adjusted Programs functioned are listed in Appendix 1.

#### Procedure

Pilot study - December, 1981. A pilot study was undertaken in the Kings County School System in order to determine the suitability or otherwise of the questionnaires designed for the study. It was concluded that, with minor revisions, the questionnaires and student

nominal list forms to be completed by school staffs appeared appropriate. However, there was evidence that school principals might not be comfortable completing a special education student nominal list. The school principals stated that if principals were to complete the lists, they would have to seek assistance from their special education teachers. They also indicated that completion of the forms would be time-consuming. Nevertheless, it was decided to retain this procedure for the perceived advantages of more complete data gathering and for triangulating opportunities thus provided, that is, the evaluator was attempting to tap three sources of information about each exceptional student (i.e. principal, teacher and parent) for cross checking of data.

A further study was carried out at Sandy Point Elementary School with the co-operation of the Principal and the special education teacher in order to test the suitability of the classroom observation record form. The study disclosed that there could be wide variance in the observed teacher behaviour recorded by two or more observers within a time interval of one minute of observation. As a consequence, it was decided that the observation portion of each minute should be predetermined to ensure greater reliability of data from more than one observer (i.e. teacher behaviour would be observed within a specified 5 second interval within each minute).

Main study. The main study was conducted during the period 1 August, 1981 to 30 June, 1982.

On 6 August, 1981, the investigator met with Mrs. Grace Beuree, Assistant Director of Curriculum Development (Special Education) to obtain data regarding regulations and funding. The Inspector of Schools

for the two school systems also provided information regarding current regulations and funding for special education.

An introductory meeting of the evaluator with school staff members involved with Special Education and Adjusted Programs was arranged for Wednesday, 2 September, 1981. This meeting allowed the evaluator to provide school staffs with an overview of the general evaluation plan and gave the evaluator an opportunity to seek the teachers' assistance on a voluntary basis. It should be noted that as a result of the introductory meeting, virtually every principal and every teacher in the school system knew that some form of evaluation of the Special Education Program would be carried out. It is difficult to know to what extent changes in program procedures carried out in the schools since that date were due to knowledge of the evaluation itself.

Superintendents of the two systems to be evaluated were interviewed in March, 1982. The two Superintendents acted as co-interviewers of each other to provide a reliability check of the evaluator's interview procedure.

Interviews of school staffs and classroom observations began in the same month. Reliability checks of interview procedures for principals and special education teachers were carried out with the assistance of principals and a secretary in one of the school systems. Comparison of the data from the two sources indicated that the primary differences were in length of recorded response. Although the content of both interviewers' records were the same, the word count was greater in the evaluator's report, the evaluator's being more a verbatim response record. (The evaluator is a shorthand writer.)

The reliability check of the Special Education Classroom Observation Form was carried out in two special education classrooms in System 2 schools with the assistance of the Principals of the two schools. As can be seen in Appendix 29, the analysis of the data rendered a Spearman rank correlation of 0.9507 and 0.9892 respectively, for the two observations checked, significant at the .001 level. Further checking of the form was not possible due to time restrictions.

Questionnaires for classroom teachers were left at each school on the first visit. Whenever it was possible to arrange to meet with classroom teachers to discuss the questionnaires before distributing them, this procedure was followed. Otherwise, the forms were left with the principals for distribution. All questionnaires had a brief set of definitions appended and each set of covering envelope, questionnaire, nominal list form and return envelope was numerically coded for purposes of determining lost or non-returned materials.

As soon as nominal lists had been obtained from all staff providing input from a school, arrangements were made with the approval of the Principal to return to the school to examine student records. This procedure continued until the end of the month of June, 1982.

During the remainder of the year 1982, questionnaires were sent to parents of all children who were shown in nominal lists as having received help which was funded through the Department of Education of the Province of Nova Scotia. Students who were receiving help through the federally-funded tutoring program were included in some aspects of the study, but their parents were not approached.

In November, 1982, three members of system school boards were approached to be interviewed. The evaluator interviewed two. The third was unable to provide time for an interview, but requested a copy of the interview questionnaire to which response would be made in writing. The completed questionnaire was, evidently, lost in the mails.

As soon as school visits were started, the help of a clerk-typist was engaged by the evaluator in order to begin setting up a cardex system for collating the data and to prepare parent questionnaires for mailing. In this way, by the fall of 1982, data were sorted by questionnaire question and student nominal list item. In early 1983, the task of tabulating the data by student began. Appendix 15 is a tabulation of the numbers of contacts made for data collection.

#### Limitations of the Study

As the intent of the study was to examine and describe the existing programs, to identify and describe, if possible, existing problems or needs in the program and to identify and describe suitable objectives to meet the stated needs, the study was limited to a context evaluation. No attempt was made to assess the potential of alternative techniques for achieving program objectives (input evaluation). Nor was it intended to evaluate the processes followed through a periodic feedback procedure (process evaluation) nor to measure and compare against standards the achievements of the processes during and at the end of the program (product evaluation).

All evaluation studies are comparative in nature in that descriptive data are compared with either absolute or relative standards (Worthen & Sanders, 1973, p. 126).

No relative standards were used in the study, that is, no attempt was made to arrive at judgements as to the worth of the existing programs by comparison of any aspect of the programs with regular school or other Special Education Programs.

In this study, the Nova Scotia Department of Education regulations, directives and guidelines were used as absolute standards in the sense that these documents provided opinions or judgements related to special education against which the Special Education Programs studied could be compared. The use of the Nova Scotia Department of Education documents as standards does not imply that the evaluator considered the provincial Department of Education regulations, directives and guidelines to be perfect standards for comparison. However, these documents did provide a complete and available model.



## Chapter 3

### RESULTS

#### Introduction

Study results as related to demographic data and to each of the eleven evaluative questions are presented in this chapter. For each of the evaluative questions, the following will be reported applicable references, method of data collection, study results, and discussion of results.

#### Students

Results. Total student enrolment as reported by Superintendents and Principals are shown in Table 1.

The Superintendents' data regarding exceptional children, by category, in the two systems for the year 1981-82 are shown in Table 2. When Tables 1 and 2 were compared, it was found that in System 1, 5.37% of the total student enrolment were categorized as exceptional students, while in System 2, between 7.22% and 11.98% of the total student enrolment were categorized as exceptional students. These data are reported in Table 3. The total numbers of children receiving help of some kind in the schools as reported by Principals are shown in Table 4, and the total student enrolment as reported by them are shown in Table 1. When data in Tables 4 and 1 were compared, it was found that in System 1, 13.31% of students were receiving help, while in System 2, 11.45% were receiving special programming of some kind. These data are reported in Table 5.

Table 1

Total Student Enrolment in School Systems, 1 and 2  
in Yarmouth County, Nova Scotia, Canada  
1981-82

S y s t e m	Grades	As Reported by Super- intendents (as at Sept. 30/81)	As reported by Principals					Total System Enrolment
			Pr.1	Pr.2	Pr.3	Pr.4	Pr.5	
1	Pre-School	0	0	0	0	0	0	0
	1 to 6	1,192	469	377	141	204	0	1,191
	7 to 9	596	0	0	0	0	629	629
	10 to 12	0	0	0	0	0	0	0
	Totals all Grades	1,788						1,820
2	Pre-School	0	0	0	0	0	0	0
	1 to 6	723	256	306	140	0	0	702
	7 to 9	356 25(Adj)	0	0	0	315	0	315
	10 to 12*	683	0	0	0	0	708	708
	Totals all Grades	1,787						1,725

\*. NOTE: System 2 Adjusted added to Grades 10 to 12 Group by Superintendent.

Table 2

Exceptional Students - By Category - in School Systems 1 and 2,  
Yarmouth County, Nova Scotia, Canada, 1981-82  
Superintendents' Responses to Question 23

Children in School System in the Following Categories	Superintendent 1 **	Superintendent 2	Remarks
(a) mentally handicapped	32	50-85*	* estimated
(b) emotionally disturbed	8	7*	**"there never has been a total to my knowledge"
(c) learning disabilities	40	50-100*	*estimated
(d) speech impaired	11	25	
(e) visually impaired	2	3	
(f) physically handicapped	2	1	
(g) multi-handicapped (i.e. blind & deaf, mentally retarded & deaf)	1	1*	* same boy as noted in (f) above

\*\* Note. School System 1 Superintendent reported the above numbers of students distributed to EMH and TMH Categories as follows:

	EMH	TMH
a)	22	10
b)	7	1
c)	40	-
d)	3	8
e)	1	1
f)	1	1
g)	-	1

Table 3

Exceptional Students by Category 1981-82 - Percentage  
of Total Student Enrolment Represented,  
as Reported by Superintendents in School Systems 1 and  
Yarmouth County, Nova Scotia Canada

System	Total Enrolment	Category	No. of Students	Total All Types %
1	1,788	Mentally Handicapped	32	5.37
		Emotionally Handicapped	8	
		Learning Disabled	40	
		Speech Impaired	11	
		Visually Impaired	2	
		Physically Handicapped	2	
		Multi-Handicapped	1	
		Total	96	
2	1,787	Mentally Handicapped	50-85	7.22-11.98
		Emotionally Handicapped	?	
		Learning Disabled	50-100	
		Speech Impaired	25	
		Visually Impaired	3	
		Physically Handicapped	1	
		Multi-Handicapped	(1)	
		Total	129-214	

Table 4

Number of Students in Special Education, Adjusted Programs, etc.,  
1981-82, as Reported by Principals in School Systems 1 and 2,  
Yarmouth County, Nova Scotia, Canada

S y s t e m	S c h o o l	Regular Classroom- needing special materials/ or equip- ment	Part- time Special Ed.	Full time EMH	Full time TMH	Adjusted Program	Remarks
1	1	1*	53**	1	1	0	* vision impaired ** Sp. Ed. 23, Schl., Tut. 11, Fed. Funded Tut. 19
1	2	0	60*	0	0	0	* 15-Sp. Ed., 20-Rdg. Sp., 25-Fed. Funded Tut. Prog.
1	3	1*	13**	0	0	0	* aud. impaired ** Fed. Funded Tut. Prog.
1	4	0	20*	0	0	0	* number varies (18-20) Rdg. Sp.
1	5	2*	56*	0	0	34***	* 1 in wheelchair, 1 aud. impaired, ** 31 Rem. Rdg., 25 Fed. Funded Tut. Prog.
System 1 Totals		4	202	1	1	34	*** as at Sept./81 (Gr.7- 12; Gr.8-12, Gr.9-10)
2	1	0	54	7	0	0	
2	2	0	?	9	13	0	? Could not provide
2	3	0	23*	0	0	0	* Fed. Funded Tut. (No. of Rem. Rdg.-uncertain)
2	4	0	32*	0	0	0	*30-Rem. Rdg. (at some 'time' 2-Fed. Funded Tut.
2	5	0	0	0	0	26	
System 2 Totals		0	109	16	13	26	
System 1&2 Totals		4	311	17	14	60	

Table 5

Students Receiving Help - All kinds (i.e. Special Education, Adjusted Program, Teacher's Aide, Federally-Funded Tutoring, etc.) - Percentage of Total Student Enrolment 1981-82

as Reported by Principals in School Systems 1 and 2

Yarmouth County, Nova Scotia, Canada

System	Regular Classroom Requiring Special Materials	Special Education			Adjusted Program	Total Student Enrolment
		Part Time	Full Time			
			EMH	TMH		
1	4	202	1	1	34	1,820
Percentage of Total Enrolment		0.22	11.10	0.06	0.06	1.87
Total Percentage All Types		13.31				
2	--	109	16	13	26	1,725
Percentage of Total Enrolment		0.00	6.32	0.93	0.75	1.51
Total Percentage All Types		9.51				
Systems 1 & 2	4	311	17	14	60	3,545
Percentage of Total Enrolment		0.11	8.77	0.48	0.40	1.69
Total Percentage Systems 1 & 2 :		11.45				

Note. The data for Special Education include federally-funded tutoring program, teacher's aide and reading specialist.

Discussion. It was discovered that the student counts provided by Superintendents, Principals, Special Education and Adjusted Program teachers tended not to agree. The actual student listings again resulted in a different count from any of the above.

It was assumed that although Superintendents and Principals were asked to provide data as at 1 September, 1981, adjusted counts were provided by Principals, while teachers were providing data as at the date of interview (Teachers' data are shown in Tables 6 and 7).

The total number of students for whom the evaluator attempted to examine student records were those whose names appeared on the student listings which were provided by regular as well as special class teachers and in some instances Principals. The count of students for each school was produced from these listings and these numbers were used as the total number of students in the study. These data are shown in Table 8.

As can be seen by Table 8, the number of children actually identified as receiving help in school-system-funded programs based on the student listings represented 6.15% of the total student enrolment in System 1 and 8.41% of the total student enrolment in System 2.

#### Evaluative Question No. 1

To what extent do locally-formulated goals, aims, policies and procedures correspond to provincial Department of Education directives and guidelines?

References. Appendix 1 - List of Province of Nova Scotia Department of Education and Yarmouth Town and Municipality documents governing Special Education.

Table 6

Student Enrolment in Special Education Classrooms - 1981-82  
as Reported by Special Education Teachers, in School  
Systems 1 and 2, Yarmouth County, Nova Scotia, Canada

Reported By			Part Time Special Education	EMH	TMH	Remedial Reading	Remarks
Sys- tem	School	Special Education Teacher					
1		Remedial Reading	-	-	-	30*	*Not available - totals from reports: 12 to 30
1	1	1	30*	2	-	-	*Total (varying) Approx. 30--as many as 20 daily
1	2	1	14*	-	-	-	*Gr.5 - 3, Gr.4 - 2 Gr.3 - 5, Gr.2 - 4
System 1 Total			44	2	-	30	
2	1	1	-	7	-	-	3 girls - 4 boys
2	2	1	1	4	-	-	
2	2	2	-	-	-	16	By two's or indi- vidually as a rule - mainstreamed
2	2	3	-	5	-	-	
2	2	4	-	-	4	-	
2	2	5	-	-	6	-	
2	2	6	-	-	3	-	
System 2 Totals			1	16	13	16	
Systems 1 & 2 Totals			45	18	13	46	

Total Population of Students - In Special Education Programs - 1981-82  
all types - both systems - 122



Table 7

Student Enrolment (as at September, 1981) - Adjusted Classes  
as Reported by Adjusted Class Teachers in School Systems 1 and 2  
Yarmouth County, Nova Scotia, Canada  
1981-82

System	School	Adjusted Class Teacher No.	No. of Students
1	5	1	17
		2	11
		3	11
System 1 Total No. of Students			33
	5	1	8
		2	10
System 2 Total No. of Students			18
System 1 and 2 Total Adjusted Enrolment			51

Table 8

Percentage of Total Student Enrolment, 1981-82 Receiving Help  
in Programs Funded by School Systems 1 and 2  
Yarmouth County, Nova Scotia, Canada

System	Total Student Enrolment	EMH	TMH	Part-time Special Education and Reading Specialist	Teacher's Aide	Adjusted Program	Total all types of help
1	1,820	1	1	70	11	29	112
Percentage of Total Enrolment System 1		0.06	0.06	3.85	0.60	1.59	6.15
2	1,725	16	13	91	--	25	145
Percentage of Total Enrolment System 2		0.93	0.78	5.28	0.00	1.45	8.41
Totals Systems 1 and 2	3,545	17	14	161	11	54	257
Percentage of Total Enrolment Systems 1 and 2		0.48	0.40	4.54	0.31	1.52	7.25

Method. Members of School Boards, the Superintendents of the two systems and the Principals of the schools in the systems were interviewed individually in order to establish what, if any, local statements had been set out.

Question 7 of the School Board Member's Interview Questionnaire, Appendix 2, read as follows. "Has the Board approved any locally-formulated statements of philosophy, aims, goals and/or procedures regarding any aspect of Special Education?"

Questions 4 and 5 in the Superintendent's and Principal's Interview Questionnaires, Appendices 3 and 4, read

4. Are there any locally-formulated statements of aims, goals, policy and/or procedures governing Special Education programs in general or some aspect of Special Education programming in particular?
5. If you answered "Yes", could copies of the documents be made available for examination, please?

Results. Analysis of responses to the above questions indicated that there was a statement of policies and procedures covering classes for trainable mentally handicapped as listed in Appendix 1. In conjunction with this statement, there was an Admission Form to be completed for TMH students, Appendix 16.

In addition, there was a statement of criteria and procedures for admission of pupils to the Adjusted Program (Appendix 17) and related to this statement, a set of forms had been developed to facilitate the procedure (1) recommendations for the Adjusted Program (Appendix 18), (2) covering letter to parents with consent forms (Appendix 19) and (3) the parental consent form (Appendix 20).

In some of the elementary schools the Registration Form, Appendix 21, completed at the commencement of each school year included data regarding the student's current health status which were considered to be relevant to significant health considerations in the case of exceptional students.

Discussion. The procedures covered by the local statements served to provide the school administrators with clarification of requirements and some structure for intake of students in two specific categories (i.e. TMH and Adjusted Programs). In addition, in the case of the TMH students, the statement of policy and procedures also set out criteria for shared costing for the program, the composition and function of the TMH advisory committee, the maintenance of the student's personal file, the enrolment authority and application of provincial regulations in relation to class attendance, class hours, supervision and evaluation of TMH teachers, programs and students.

It was noted, however, that there were no local statements of policy or procedures covering special education programming in general, educationally handicapped students, or students in part-time Special Education Programs.

#### Evaluative Question No. 2

To what extent are the following program procedures, as outlined in the provincial guidelines, followed in the local systems:

- (1) diagnosis and needs assessment of the children,
- (2) provision of counselling services,
- (3) utilization of community resources outside the school system, and

- (4) establishment of review committees to advise on placement of children in the programs?

References. Applicable sections of documents are shown in Appendix 22.

Method. Superintendents and Principals were questioned in interview regarding each of items 1 to 4 inclusive of this question.

Superintendents were questioned regarding review committee procedures for Special Education Program placement in general, (Superintendent's Interview Questions No. 17 and 18), while Principals of the two schools with Adjusted Junior High School Programs were queried regarding review committee procedures for Adjusted Program students (Principal's Interview Questions No. 17 (a) (b) (c) and (d)).

In order to determine the extent to which the children identified as having a need for special help had been provided with special help, Principals, regular classroom teachers, special education teachers and reading specialists were asked (Principal's Question 10, Regular Classroom Teacher's Question 2, and Special Education Teacher's Question 6) to complete record sheets listing all students identified as needing help and to indicate also whether needs assessments had been carried out, if the students had been placed in programs and the kind of program. Samples of the record sheets which were to be completed are shown as Appendices 5, 8, and 11.

Using the student lists provided by each school's staff, the investigator developed a nominal list of students for each school to ensure that the same student reported by two teachers, or a teacher and a Principal, would not be counted twice.

Results. (1) Diagnosis and needs assessments of the children

Superintendents' responses to Interview Question No. 14 indicated that the procedure followed for diagnosing problems and assessing needs tended to be non-structured and that a variety of diagnostic procedures were being used.

Principals' responses to Interview Question No. 14 tended to be consistent with the Superintendents' statements, that is, a variety of methods were used. In some instances, there was some question as to the understanding or interpretation of terms such as "diagnosis" and "needs assessment."

(2) Provision of counselling services Superintendents' responses to Interview Question No. 15 indicated use of a variety of services which was consistent with the directives of Public School Programs 1980/81, 1981/82, p. 6.

(3) Utilization of community resources outside the school system Superintendents' responses to Interview Question No. 16 indicated that the schools were availing themselves of a variety of community resources such as YMCA facilities, service organizations and museums. In addition, they indicated that they were using social and health agencies' diagnostic and counselling services.

(4) Establishment of review committees to advise on placement of children: Although responses by Superintendents appeared to indicate that two different procedures were being followed, it was later confirmed by the Superintendent of School System 2 that, in his

response to Question 18, he was referring to TMH students only, for which the procedures of a committee for placement was set out in the local statement of policy and procedures.

The Principals' responses to Principals' Interview Question No. 17(a), (b), (c) and (d) indicated that the System 2 School had an established procedure whereby formal meetings of a committee composed of the Guidance Counsellor, Adjusted Program teachers and the Administrator were held twice yearly, and informally on a once-a-week basis. The System 1 School Principal stated that the composition of the committee, which met informally as the need arose throughout the year, was approximately the same as for System 2. However, once annually, at the end of the year, this committee met, as a promotion committee, supplemented by all teachers who had teaching input to the Adjusted Program students, to decide on each student's status for the up-coming year.

The Adjusted Program review committee met for purposes of re-assessing students' progress and setting educational and vocational goals and appeared to be consistent with the intent of the guidelines.

In analysing the data contained in these records, it appeared in a few instances that the respondent had not understood the meaning of the term "needs assessment" in spite of verbal and written definitions (Appendix 10). Consequently, the term was possibly interpreted as "this student will need an assessment on \_\_\_\_\_ and a future date inserted." Future date notations were interpreted by the evaluator as - "no needs assessment completed."

In some cases, students reported as receiving tutoring help were reported as having had a needs assessment, but the assessment referred to was indicated to have been completed by the tutor. The tutoring program used an instructional technique called the Andover method. This program had an assessment method as part of the published material which was administered by the personnel in the program. As the assessment was not considered to be within the meaning of the term "needs assessment" and the test administrators' qualifications were uncertain, it was decided by the evaluator to classify such cases as "no needs assessment completed."

The responses of school Principals to Question 10 were limited with only five of ten Principals completing the forms. The primary reason given for not completing the form was that, in order to fill it out, the Principal would consult his regular and special class teachers to obtain the information thereby making his report a mere duplication of their submissions.

Analysis of data by system and school is shown in Table 9. "Part-time Help", as shown in Table 9, groups together children who received part-time help from an EMH teacher, a special education teacher, a remedial reading teacher or from a reading specialist.

The total of six hearing-impaired children included in the total count of children identified and in the "Miscellaneous" section of "Other Programs" are partially integrated in the regular school program, but the class is under the jurisdiction of the Atlantic Provinces Resource Centre for Hearing Handicapped, Amherst, N. S.



Table 9

Number of Students Identified as Needing Help and Their Status as to Assessment of Need and Program Placement - (By System and School  
 (as reported by Principals, Regular Classroom Teachers, Special Education Teachers, Reading Specialists, and Adjusted Program Teachers)  
 In School Systems 1 and 2, Yarmouth County, Nova Scotia  
 1981-82

System	School	Total No. of Students Identified	No. for Whom Needs Assess- ment Completed	Special Education		Part- time Help	Adjusted Program	Other Programs			No Program	Remarks
				Full time	EMH			Federally Funded Tutoring	Teacher's Aide	Misc		
1	1	73	47	-	2	36	-	17	11	-	7	
1	2	35	14	-	-	17	-	13	-	-	5	
1	3	18	12	-	-	4	-	11	-	1*	2	*Health facility therapist
1	4	20	8	-	-	13	-	-	-	-	7	
1	5	39	18	-	-	-	29	7	-	-	3	
		185	94	-	2	70	29	48	11	1	24	
2	1	52	34	-	7	41	-	31	-	-	3	
2	2	77	45	13	9	28	-	13	-	6*	8	*Hearing Impaired Class
2	3	23	4	-	-	9	-	12	-	1*	7	*Speech Therapist
2	4	52	37	-	-	43*	-	9	-	-	-	*Reading Specialist
2	5	25	2	-	-	-	25	-	-	-	-	
		229	122	13	16	91	25	65	-	7	12	

A comparison of the number of children identified as requiring help with the number of children placed in programs as shown in Table 10 indicated that approximately 7.5% were in full-time TMH or EMH Programs, approximately 39% were in part-time Special Education Programs or receiving help from reading specialists, approximately 2.5% were being helped by teacher's aides and approximately 13% were in the Adjusted Program. Thus, approximately 62% of children, identified as needing help in the 1981-82 school year, received help funded and under the jurisdiction of the school systems. Of the remaining approximately 38%, approximately 27% received help from a federally-funded tutoring program not under the jurisdiction of the provincial Department of Education, and approximately 2% were receiving other provincially funded help (i.e. the class for the hearing impaired, a speech therapist, or a health facility therapist). Approximately 9% of children listed as identified by teachers as needing help were not receiving help of any kind. It should be noted that the percentage of children not yet receiving help was approximately 36% if the federally-funded program was disregarded.

The number of students placed in programs, as reported in Tables 9 and 10 were compared with the number for whom needs assessments were carried out as reported in Table 9 and the percentage relationships are shown in Table 11. Approximately 58%, or slightly more than half of the total number of students receiving help (from all sources), in System 1 Schools were reported as having had a needs assessment completed. In System 2, much the same picture appeared with approximately 56% of the children receiving help of one kind or

Table 10

Total Numbers of Children Identified as Needing Help Compared with Number of Children in Programs by System, School and Kind of Program,  
In School Systems 1 and 2, Yarmouth County, Nova Scotia  
1981-82

System	School	Number of Children Identified	Full Time Special Education		% of Identified	Part Time Special Education or Reading Specialist	% of Identified	Adjusted Program	% of Identified	Teacher Aides	% of Identified	Federal Funded Tutoring Program	% of Identified	Other Help	% of Identified	No Program	% of Identified	Remarks
			TMH	EMH														
1	1	73	-	2	2.74	36	49.32	-	-	11	15.07	17	23.29	-	-	7	9.59	
1	2	35	-	-	-	17	48.57	-	-	-	-	13	37.14	-	-	3	8.57	
1	3	18	-	-	-	4	22.22	-	-	-	-	11	61.11	1*	5.56	2	11.11	*Hospital Psychologist
1	4	20	-	-	-	13	65.00	-	-	-	-	-	-	-	-	7	35.00	
1	5	39	-	-	-	-	-	29	74.36	-	-	7	17.95	-	-	3	7.69	
System 1 Totals		185	-	2	1.08	70	37.84	29	15.68	11	5.95	48	25.95	1	0.54	24	12.97	
2	1	52	-	7	13.46	11	21.15	-	-	-	-	31	59.62	-	-	13	25.00	
2	2	77	13	-	16.88	28	36.36	-	-	-	-	13	16.88	6*	7.79	8	10.39	*Hearing-Impaired Class
2	3	23	-	-	-	9	39.13	-	-	-	-	12	52.17	1*	4.35	1	4.35	*Speech Therapist
2	4	52	-	-	-	43*	82.69	-	-	-	-	9	17.31	-	-	-	-	*Reading Specialist
2	5	25	-	-	-	-	-	25	100.00	-	-	-	-	-	-	-	-	
System 2 Totals		229	13	-	5.68	91	39.74	25	10.92	-	-	65	28.38	7	3.06	12	5.24	

# Systems 1 & 2 Totals

Total Student Enrollment Systems 1 & 2 as at 30 September 1981 3 545

Children Identified as needing help 414 (11.68% of total student enrollment as at 30 September 81 (estimated))

## % of total number of students identified as needing help in Systems 1 and 2

Children in Full-time Special Education - TMH Program	13	3.14
- EMH Program	18	4.35
Children in part-time Special Education or receiving Reading Specialist Help	161	38.89
Children in Adjusted Programs	54	13.04
Children receiving help from Teacher's Aides	11	2.66
Children in Federally-funded Tutoring Program	113	27.29
Children receiving other help	8	1.93
Children not yet receiving help from any program	36	8.70
		<u>100.00</u>

Table 11

70

Number of Students Placed in Programs Compared with Number  
for Whom Assessments of Needs were Completed - in School  
Systems 1 and 2, Yarmouth County, Nova Scotia  
Canada, 1981-82

System	School	Numbers of Students in Programs (all types) or receiving help (all types)	Number Reported for Whom Needs Assessment Completed	Percentage of, Number in Programs
1	1	66	47	71.21
	2	30	14	46.67
	3	16	12	75.00
	4	13	3	25.00
	5	36	18	50.00
Totals - System 1		161	94	58.39
2	1	49	34	69.39
	2	69	45	65.22
	3	22	4	18.18
	4	52	37	71.15
	5	25	2	8.00
Totals - System 2		217	122	56.22

System 1 and 2 Totals:-

Number of Students in Programs (all types): 378

Number Reported for Whom Needs Assessment Completed: 216

Percentage of Total in Programs: 57.14%

another having been reported as having had a needs assessment completed.

The percentage relationship of number for whom needs assessment completed to number of students in programs or receiving help - all types - was approximately 57%, slightly more than half the total number identified as needing help and receiving it.

Evaluative Question No. 3

How do classroom activities as observed in special education classrooms compare with suggested activities as contained in the provincial directives and guidelines?

References Applicable references are shown in Appendix 23.

Method. A classroom observation record form (Appendix 13) was developed for minute-interval observations of special education classroom teachers and remedial reading teachers. Fourteen categories of teacher activities were developed by the evaluator based on the implications of the Department of Education references presented in Appendix 23 and content of a teacher evaluation check-off list as presented by Gipson (1979). Through pilot-studying the use of the form, it was decided that the first five seconds of every minute of observation would be used to check the category of activity of the teacher during that minute. The remainder of each minute served to record particulars regarding student group composition, materials, subject matter, teacher activities and movement, general method of presentation and, when possible, the teacher's description of subject matter and activities for the period observed.

Eight special education teachers, which included 2 EMH and 3 TMH classrooms, 2 resource room teachers and 1 remedial reading teacher were observed for one morning each by the evaluator. Reading specialists were also observed for varying periods of time but these data were not included as they were not classified as 'special education teachers.'

The distributions of special education teachers' time across the fourteen categories of activities as observed during the periods of observation were analysed and are shown in Table 12, and the percentage of each teacher's total time devoted to each activity was then calculated and tabulated in Table 13.

Results As can be seen from Table 13, teachers' approaches tended to vary markedly. For example, teachers' time allocation to category 1, lecturing to the whole class varied from a minimum of 0% (resource room teacher) to 16.24% in the case of an EMH classroom teacher. Teachers of EMH or TMH classrooms in which student populations did not change significantly throughout the observation period were observed to spend a minimum of 3% to a maximum of 16% approximately and an average of 6.73% of their time in lecturing to the whole class.

A minimum of approximately 11% and a maximum of approximately 47% of teacher time was spent in one-to-one instruction, category 4, and analysis of time distribution to this item suggests that at least two of the teachers devoted almost half of their time to one-to-one instruction, while 8 of 9 teachers spent 20% or more of their time in this activity. Categories 6, 7 and 8 which involved attending to students and clarifying their ideas and feelings showed a more limited range of

Table 12  
Special Education Classroom Teacher Observation Analysis  
1981-82 School Systems 1 and 2,  
Yarmouth County Nova Scotia (Canada)

Teacher Identifier Number			1 Lecturing to whole class - giving facts opinions about content, procedures express- ing ideas asking rhetorical questions 2 Asking a question - to class as whole - about content or procedures expressed that student answer 3 Instructing Small Group - remainder of class at various activities 4 Introducing - one-to-one - remainder of class at various activities 5 Giving directions commands or orders to class as whole 6 Attending to talk by students (class as a whole) responding to teacher - initiated contact 7 Clarifying building or developing ideas suggested by student 8 Accepting and clarifying feelings of student action or behaviour (i.e. affirm- ative nod of head, go on, "yes", etc.) 9 Praising or encouraging student action or behaviour (i.e. affirmative nod of head to sharpen pencil leave room etc.) 10 Attending to talk initiated by student non-acceptable behaviour (a) before whole class (b) in small group (c) in individual (code check (a) (b) or (c) in minute space) 11 Justifying his/her (teacher a) own actions 12 Silence or Confusion - pauses short periods of silence or confusion with no directed activity under way 13 Silence - Planned organized activity under way (teacher may be observing) 14 Total Observation Time in Minutes														
System	School	Special Education Teacher															
1	1	1	9	1	36	23	8	3	4	4	9	2	1	0	0	2	98
	2	1	0	0	29	56	3	0	8	2	3	3	5	0	0	11	120
2	1	1	19	4	20	31	9	4	1	0	4	2	1	0	0	22	117
	2	1	1	1	12	49	3	0	4	2	15	8	4	0	1	17	117
	2	2	6	6	0	20	5	7	12	1	21	3	0	0	3	12	96
	2	3	7	11	4	27	3	14	16	2	8	1	1	0	0	12	106
	2	4	4	29	0	13	17	19	3	4	22	0	5	0	0	4	120
	2	5	7	4	7	20	6	18	4	5	18	1	3	0	1	1	95
	2	6	7	10	1	26	15	7	9	7	16	1	12	0	0	6	117

Table 13

Classroom Observations of Special Education Teacher, 1981-82, in  
Schools Systems 1 and 2, Yarmouth County, Nova Scotia, Canada

Percentage of Total Time of Observation

for Each Category of Activity

Teacher Identifier Number																	
System	School	Special Education Teacher	1 Lecturing to whole class - giving facts, opinions about content, procedures, expressing ideas, asking rhetorical questions about content or procedures with intent that student answer	2 Instructing small group - remainder of class at various activities	3 Instructing one-to-one - remainder of class at various activities	4 Giving directions, commands, or orders to class as whole	5 Attending to talk by students (class as whole) responding to teacher - initiated contact	6 Clarifying, building or developing ideas suggested by student	7 Accepting and clarifying feelings of student action or behaviour (i.e. affirm, "go on", "yes", etc.)	8 Praising or encouraging student action or behaviour (i.e. affirm, "yes", etc.)	9 Attending to talk initiated by student (code check (a), (b) or (c) in minute space)	10 Justifying this/their (teacher as) own actions	11 Silence or confusion - pauses short directed activity or confusion under way	12 Silence - planned, organized activity under way - (teacher may be observing minor preparatory work)	13 Percentage of Total Observation Time		
1	1	1	5 10	1.02	36 74	23 47	8 16	3 06	4 08	4 08	9 18	2 04	1 02	0 00	0 00	2 04	99 99
	2	1	0 00	0 00	24 17	46 87	2 50	0 00	6 67	1 67	2 50	2 50	4 17	0 00	0 00	9 16	100 01
2	1	1	16 24	3 42	17 09	26 50	7 69	3 42	0 86	0 00	3 42	1 71	0 86	0 00	0 00	18 80	100 01
	2	1	0 86	0 86	10 26	41 88	2 56	0 00	3 42	1 71	12 82	6 84	3 42	0 00	0 86	14 53	100 02
	2	2	6 25	6 25	0 00	20 83	5 21	7 29	12 50	1 04	21 88	3 13	0 00	0 00	3 13	12 50	100 01
	2	3	6 60	10 38	3 77	25 47	2 83	13 21	15 09	1 89	7 55	0 94	0 94	0 00	0 00	11 32	99 99
	2	4	3 33	24 17	0 00	10 83	14 17	15 83	2 50	3 33	18 33	0 00	4 17	0 00	0 00	3 33	99 99
	2	5	7 37	4 21	7 37	21 05	6 32	18 95	4 21	5 26	18 95	1 05	3 16	0 00	1 05	1 05	100 00
	2	6	5 98	8 55	0 86	22 22	12 82	5 98	7 69	5 98	13 68	0 86	10 26	0 00	0 00	5 13	100 01



between 0% to 19% approximately of teacher time being devoted to these activities. Praising or encouraging, category 9, was observed to occupy a minimum of 3% to a maximum of 22% of teacher-time, the latter (i.e. 22%) being observed in the case of a remedial reading teacher.

A limited time range was noted for category 10 which might indicate that classes were well structured so that little time needed to be spent in incidental student requests. (Range 0% to 7% approximately).

Analysis of category 11 disclosed that the time spent in criticizing or reprimanding ranged from 0% to a maximum of 10% approximately of a teacher's total observed time. Further analysis indicated that collectively those teachers who criticized or reprimanded students for non-acceptable behaviours did so 78% of the time. (approximately) before the whole class, 13% of the time (approximately) to the student individually and approximately 9% of the time in a small group setting. No teacher was observed to spend time in justifying his or her own actions (category 12). In observations of six of the nine teachers, there were no observations of periods of silence or confusion with no directed activity under way (category 13). The highest incidence (approximately 3% of teacher time) was judged to be related to the remedial reading teacher's student groups' turnover times. Periods of silence with planned organized activity under way (category 14) occupied a minimum of 1% to a maximum of 19% approximately of teacher time.

Data were interpreted to suggest that generally the emphasis was on one-to-one instruction, that student talk was not extensive

and that programs tended to be strongly structured.

It was also noted that in general, during periods of observations, subject matter covered ranged from readiness skills (colours, geometric shapes, numbers, alphabet, weather, days of the week, etc.) to reading, language, spelling, mathematics, social studies, personal awareness and life skills such as personal grooming, simple food preparation, table setting and clean-up tasks.

In presentation, the teachers' methods included lecturing, chalkboard presentation, use of small models or actual objects, flash cards, skill-building games, pictures, posters, snack foods and eating utensils.

Students were observed to engage in listening to teacher or tapes, responding verbally, completing written assignments, oral reading, independently reading or game playing, drawing, colouring, cutting, gluing, sorting, assembling parts, action singing, reciting, model building (group activity), mural painting (group activity), preparation of snacks, table setting and serving, clean-up activities and personal grooming.

#### Evaluative Question No. 4

To what extent is the documentation as outlined in the provincial and local directives and guidelines maintained on each student served by the programs?

References: References applicable to Evaluative Question No. 4 are discussed or quoted in Appendix 24.

Method: The subject of documentation was raised in interviews of Superintendents, Principals, special education teachers,

and reading specialists, and questions relevant to this subject were contained in questionnaires completed by regular classroom teachers and parents.

Check of Documentation in Student Records. For the purpose of checking each school's documentation on a student, a student record check-off list was prepared as shown in Appendix 14. Student records checking was carried out by the evaluator between 1 June, and 31 July, 1982.

The evaluator followed the same procedure for obtaining access to student records in each of the ten schools. The Principal, in each instance, was presented with a copy of the nominal list prepared by the evaluator on the basis of listings provided by staff of the school on forms provided by the evaluator. Student files as provided by the Principal, or staff under the Principal's instructions, were then examined. If files were not provided for all students listed, the discrepancy was drawn to the attention of the Principal or his delegated staff. If the file could not then be located, the fact was noted. In several instances, when students were in transit between schools, missing files were located at other system schools. Under no circumstances did the evaluator approach an individual teacher for a student's records. Records of students which could not be accessed through the Principal's or school's main administrative office following the procedure indicated above were judged to be not available to the evaluator.

Files were scrutinized in the same manner for all students, that is, all items in the file, cumulative record card, reports, correspondence or examples of work, were noted.

The data obtained from examination of students' files were recorded on the check-off list in detail as to nature of material, (i.e. cumulative card record only, term report, progress report, etc.).

Table 16 shows the data for the two systems as analysed and compared with that documentation considered to be significant in relation to children in need of special help as described in the directives and guidelines.

Results: Nature of Documents as Indicated by Questionnaire

Responses Superintendents' responses to Questions 24, 25, 26 and 27 indicated that a pre-school assessment was carried out in most cases. However, in the case of School System 2, it was indicated that a child could be admitted without the pre-school assessment. In System 1, it was noted that the assessment had previously been the responsibility of the Public Health Nurse, but in 1981 had been assumed by the Primary Grade teacher. The System 1 response indicated that the pre-school assessment was intended to pick up only gross deficiencies and was administered in May or June. In System 2, the Primary Grade teachers, Public Health Nurse and secretaries were involved in carrying out the assessment which was intended to determine the readiness of the child for school entry.

As to the documents covering the initial referral of the TMH students for Special Education Programs as noted in Reference No. 7 of Appendix 24, the indication was that the documents were held by the school responsible for the TMH program presentation in System 2, although the System 1 Superintendent indicated that he held documents for students of System 1.

Further questioning in relation to children in Special Education Programs, in general, disclosed that System 1 Superintendent maintained demographic data only, as did the Superintendent of System 2. In addition, System 2 Superintendent held copies of minutes of TMA meetings.

In response to Question 12, "What records do you keep on each child?", a variety of responses was received from Principals of Schools. Responses ranged from "no records, personally," to cumulative record cards, progress reports (term), report cards and a record of the teacher(s) who are seeing the child, results of formal testing, notes teachers may have written, samples of work, all correspondence, reading test results, standardized test results, tutoring record, etc.

As written directives from parent or doctor to Principal and/or Principal to teacher would, presumably, be filed in the student's main record file, the responses to Principal's Question No. 14 were examined. Again the responses varied.

To inform teachers regarding students for whom there is a risk of medical emergency and the action which must be taken should the emergency arise, Principals' responses indicated that Principals in System 1 tended to rely largely on the annual registration form for information from parent as to any significant medical condition. In some instances, it was indicated in the Principals' responses, that such information was recorded on the cumulative record card. In no instance was written direction from Principal to teacher indicated as the procedure. Instead, most responses indicated that the Principal would pass such information to the teacher verbally. There were no indications of a formalized procedure with any specific written

record form other than annual registration or note on cumulative record card.

In relation to children who must receive oral medication during the school day, again procedures varied from requiring a doctor's letter and Public Health Nurse assistance, to parents' written or verbal notification. Supervision of medication also varied from control of medication by Principals under lock in refrigerator, to being kept in the teacher's desk or, presumably, student's personal responsibility. Again, there appeared to be no general system procedure with established format for recording and passing such information from parent and/or doctor through Principal to teacher.

Analysis of special education teachers' responses to Question 7 of Appendix 7 suggested that with the exception of two responses, the indications were that observations of students were formally recorded. In the other two instances, one teacher used a book and the other indicated an informal method. Seven of the ten teachers interviewed stated that criterion-referenced tests were used, all ten stated that teacher-made tests were administered and four indicated the use of standardized tests periodically. Responses to Question 7, in general, suggested that special education class student files should contain a variety of test data.

Responses to Question 7 were of interest in relation to consultation records. When responses to 7(c) were analyzed, it was found that all indicated some consultation in some of the special education student files.

Responses to Question 14 of Appendix 7 indicated that all special education teachers were maintaining records, with one indicating recording in a book and another referring to "just personal records devised by myself." However, responses in general, again indicated that student files should reflect the on-going assessments which the special education teachers stated that they were completing.

Regular classroom teachers' responses to Question 4 of Appendix 9 indicated that, amongst many other records kept, many teachers retained the cumulative record card which was judged to imply that the variety of records described by them should, for the most part, be retained in, or at least by the end of each school year, find their way into the students' main files along with the cumulative record card.

The reading specialists' responses to Question 13 of Appendix 7 also indicated maintenance of extensive records which included daily records for each child.

The Adjusted Program teachers' responses to Questions 7, 8 and 14 of Appendix 7 indicated that, with the exception of one, all Adjusted Program teachers used recorded teacher observations, criterion-referenced tests, teacher-made tests as well as curriculum-based tests and the records of these evaluations would, presumably, be recorded or filed in the student's file.

Question 8 responses by Adjusted Program teachers suggested that there were, in three instances at least, parent consultations which should be recorded in student files. Only three of five Adjusted Program teachers responded to Question 14. These indicated that only limited records were kept by two (i.e. day book), while the other kept

fairly extensive on-going progress records both academic and social.

The extent to which such records, as described in Question 14 responses, would find their way into the student's main file, appeared unclear.

Parents' responses to Question No. 4 of the Parents' Questionnaire, Appendix No. 12, were analysed by system, school and kind of help which student received and are shown in Table 14. The data indicated that, of the parents who responded by returning completed questionnaires, that is, of 45 parents in System 1 who responded, 60% of those whose children received part-time special education, approximately 50% of those whose children received help from the reading specialist and 75% of those whose children were placed in the Adjusted Program indicated that they had given written consent. In System 2, of the 48 parents who responded, 40% of those whose children were in EMH classes, approximately 10% of those whose children were in TMH classes, 60% of those whose children were in part-time special education, approximately 37% of those whose children were receiving help from the reading specialist and 50% of those whose children were placed in the Adjusted Program indicated that they had given written consent.

As shown in Table 15, analysis of parents' responses to Question No. 6 indicated that, of the 45 parents who responded in System 1, the schools' staffs had initiated contacts with 60% of parents of children receiving part-time special education help, 100% of parents whose children had help from a teacher's aide, approximately 39% of parents of children who had help from a reading specialist and 50% of parents



Table 14

Parents' Responses to Parents' Questionnaire, Question 4 - Written Consent  
 Special Education Study - School Systems 1 and 2  
 Yarmouth County, Nova Scotia, Canada, 1981-82

NOTE: Only returned & completed questionnaires included.  
 DK = Uncertain, don't know, do not remember, no entry.

System	School	Kind of Help Student Received																	
		Full-time Special Education						Part-Time Special Education			Part-time Teacher's Aide			Reading Specialist			Adjusted Program		
		FPM			TMM			Yes No DK			Yes No DK			Yes No DK			Yes No DK		
		Yes	No	DK	Yes	No	DK	Yes	No	DK	Yes	No	DK	Yes	No	DK	Yes	No	DK
1	1	-	-	-	-	-	-	8	3	2	2	1	-	3	-	1	-	-	-
	2	-	-	-	-	-	-	1	1	-	-	-	-	5	-	1	-	-	-
	3	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-
	4	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-
	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	1	1
System 1 Totals		-	-	1	-	-	-	9	4	2	2	1	-	9	7	2	6	1	1
Percentage of Totals (by Kind of Help) for System 1		-	-	100.00	-	-	-	60.00	28.57	13.33	66.67	33.33	-	50.00	38.89	11.11	75.00	12.50	12.50
2	1	-	2	-	-	-	-	1	1	-	-	-	-	2	-	2	-	-	-
	2	2	-	1	1	8	1	5	2	1	-	-	-	-	-	-	-	-	-
	3	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	-	-	-
	4	-	-	-	-	-	-	-	-	-	-	-	-	4	8	1	-	-	-
	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	2	-
System 2 Totals		2	2	1	1	8	1	6	3	3	-	-	-	7	8	4	2	2	-
Percentage of Totals (by Kind of Help) for System 2		40.00	40.00	20.00	10.00	80.00	10.00	60.00	30.00	10.00	-	-	-	36.84	42.11	21.05	50.00	50.00	-

Table 15

Responses to Parents' Questionnaire: Question 6 - Categories of Contacts

Analysed by System: School and Kind of Help - Special Education Study

School Systems 1 and 2 - Yarmouth County, Nova Scotia, Canada, 1981-82

NOTE: (1) School-Initiated Contact - A response was counted as one in this category if specific dates, specific no. of contacts or yes type non-specific statement was indicated in parent's response.

(2) Parent-Initiated Only - A response was counted as one in this category when contacts reported were initiated by parent(s).

(3) No - A response was counted as one in this category when parent noted "cannot remember" term or class report only, "parent-teacher nights only", "none", "never" or "no entry".

		Kind of Help Student Received																	
S Y S T E M	S C H O O L	Full-Time Special Education						Part-Time Special Education			Part Time Teacher's Aide			Reading Specialist			Adjusted Program		
		EMH			TMH			School Initiated Contact	Parent Initiated Only	NO	School Initiated Contact	Parent Initiated Only	NO	School Initiated Contact	Parent Initiated Only	NO	School Initiated Contact	Parent Initiated Only	NO
		School Initiated Contact	Parent Initiated Only	NO	School Initiated Contact	Parent Initiated Only	NO												
1	1	-	1	-	-	-	-	8	1	4	3	-	-	1	1	3	-	-	-
	2	-	-	-	-	-	-	1	1	-	-	-	-	4	-	4	-	-	-
	3	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-
	4	-	-	-	-	-	-	-	-	-	-	-	-	-	1	2	-	-	-
	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	-	3
System 1 Totals		-	1	-	-	-	-	9	2	4	3	-	-	7	2	9	4	-	4
Percentages for Each Kind of Help		-	100.00	-	-	-	-	60.00	13.33	26.67	100.00	-	-	38.89	11.11	50.00	50.00	-	50.00
2	1	-	-	2	-	-	-	-	-	2	-	-	-	-	-	4	-	-	-
	2	3	-	-	6	1	3	4	-	4	-	-	-	-	-	-	-	-	-
	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-
	4	-	-	-	-	-	-	-	-	-	-	-	-	4	-	9	-	-	-
	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	3
System 2 Totals		3	-	2	6	1	3	4	-	6	-	-	-	4	-	15	1	-	3
Percentages for Each Kind of Help		60.00	-	40.00	60.00	10.00	30.00	40.00	-	60.00	-	-	-	1.00	-	75.00	10.00	-	10.00

whose children were in the Adjusted Program. The numbers of contacts varied widely from once or twice a year to weekly contacts.

In System 2, the analysis indicated that, in relation to the 48 parents who replied, the schools' staffs had initiated contacts with 60% of parents with children in TMH programs, 40% of parents whose children received part-time special education help, approximately 21% of parents whose children had help from a reading specialist and 25% of parents whose children were in the Adjusted Program.

Since the proportions of parents contacted, as indicated by parents' responses, varied to such an extent on the basis of parent responses, it could be assumed that schools' documentations of parent contacts would also be varied.

Of 185 students identified as needing help or receiving help in the 1981-82 school year in System 1 schools, the student files were examined for 168 (approximately 91%). Records were not available for examination and could not be located within the time set aside by the evaluator for the record check for the remaining 17, or approximately 9% of the students. Of the 168 students, 5 (or approximately 3%) were EMH students, 70 (approximately 42%) were receiving part-time special education or reading specialist help, 29 (approximately 17%) were in the Adjusted Program, 7 (approximately 4%) were being helped by teachers' aides, 50 (approximately 30%) were receiving help in the federally-funded tutoring program only, and 7 (approximately 4%) were not receiving help (Data are shown in Table 16).

Of 225 students in System 2 schools who were listed by school staffs as needing help or receiving help of some kind, student files

Table 16

Student Documentation - Records Check Analysis - By System, School, Category of Help and  
Category of Documentation, School Systems 1 and 2,  
Yarmouth County, Nova Scotia, Canada, 1981-82

Documentation Required by Regulations and Guidelines for																																							
SCHOOL	No of Students Identified as Receiving Help or Receiving Help	No of Students for whom Records Not Available	Total No of Students for whom Records were Examined	Number of Students for whom Records were Examined Distributed by kind of help received																Special Education										T = 8									
												Diagnostic Assessment		Yearly Program Plans		Methods Attempted Success/Failure Rate		Personnel Involved & Functions in Development of Student		Bated Summations of Parent Interviews		Copies of Correspondence		Reports of Specialist Services		Profile Graphs on which to Record Educational Growth		Medical and/or Clinical Data		Speech Hearing & Visual Defects Medical Reports		Report from Community Health Nurse		Abstract of Interview Information from Cum Card(s)		Completed Admission Form Signed by Parents			
				a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z	aa	ab	ac	ad	ae	af	ag	ah		
1	73	4	69	5	0	26	0	4	22	2	16	32	21	5	64	1	60	11	50	4	75	24	45	7	62	1	60	45	17	7									
2	35	2	33	0	0	37	0	0	13	3	6	22	4	0	33	3	20	4	29	1	37	24	9	1	26	-	33	25	6	4									
3	18	1	17	0	0	0	0	0	7	2	-	5	12	-	17	2	13	1	16	1	16	12	5	6	11	1	16	4	3	10									
4	28	8	12	0	0	7	0	3	2	0	-	7	5	-	12	0	0	12		12	10	2	5	7		12	7		5										
5	39	3	37	0	0	3	29	0	6	0	1	10	26	-	37	13	24	9	38	4	33	37		19	16		37	16	8	13									
Syst 1 Totals		185	17	168	5	0	70	29	7	50	7	23	77	60	5	163	23	145	25	143	10	150	107	61	40	128	2	160	97	32	39								
Syst 1 Percentage of Students whose records were sighted 9 1% 90 51 2 50 0 00 41 47 17 26 4 17 29 76 4 17 13 09 45 52 46 00 2 90 97 22 73 09 36 21 14 00 85 32 6 95 94 05 43 66 36 31 23 01 76 10 1 19 90 81 57 74 10 05 23 21																																							
2	82		82	7	0	20	0	0	25	0	14	21	17	-	52	0	43	9	43	-	92	8	40	7	45		52	36	16										
3	73	10	62	9	12	26	0	0	0	6	21	10	23	-	62	5	37	5	37	1	61	6	50	3	59		62	32	20	4	2	11		13		13			
4	23	2	21	0	0	10	0	0	11	0	0	2	11	-	21	0	13	0	13	-	23	-	21	3	10		21	10	11										
5	53	2	51	0	9	43	0	0	0	0	1	20	22	-	51		51	34	17		51	6	45	9	50		51	14	30	3									
6	25	-	25	0	0	0	25	0	0	0	4	5	16	-	25	4	21	3	22	-	25	15	10	0	17		20	7	17	1									
Syst 2 Totals		225	14	211	16	12	90	25	0	52	6	40	70	89	-	211	26	105	50	152	1	210	29	102	22	100	-	211	96	111	4	2	11		13		13		
Syst 2 Percentage of students whose records were sighted 6 22 93 78 7 54 6 16 44 93 11 05 0 00 24 45 3 04 22 75 35 47 42 10 0 00 100 00 12 32 37 00 72 00 27 90 0 43 99 53 13 74 06 24 10 43 39 57 0 00 100 00 50 50 2 41 1 90 15 30 84 62 0 00 0 00 100 00 0 00 100 00 0 00 100 00																																							
System 1 & 2 Totals		410	31	379	21	12	160	54	7	102	13	71	151	157	5	374	49	310	84	295	11	360	136	243	62	177	2	371	193	143	43	2	11		13		13		
Percentages		7 50	92 44	5 54	3 43	94 99	14 25	1 05	26 91	3 43	10 73	30 84	41 43	3 32	90 40	12 33	87 07	82 14	77 04	2 90	97 10	35 00	34 12	16 36	83 64	0 51	99 45	50 92	37 73	11 13	15 14	84 67	0 00	0 00	100 00	0 00	100 00	0 00	100 00

Table 16

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Legend

Kind of Help Received (Students for whom Records were Examined)

- a - EMH
- b - TMH
- c - Part-time Special Education or Reading Specialist
- d - Adjusted Program
- e - Teacher's Aide
- f - Federally-funded Tutoring Program
- g - No help received as yet

Diagnostic Assessment

- 0 - none in student's file or noted on cumulative card in any school year up to June, 1982
- 1 - group or routine academic testing in any school year up to June, 1982 (i.e. Reading Level Testing, "group" - I.Q. and/or general achievement testing)
- 2 - individual diagnostic assessment in any school year up to June, 1982 even if only record sighted was on cumulative card

Yearly Program Plans

- Yes - A specific statement or IEP covering program for student,
- No - Cumulative card notation only or no record,

Methods attempted - Success/Failure Rate

- Yes - Specific summary or statement on methods attempted & success/failure rate (Reading Specialist report, special education teacher's report)
- No - Term or progress reports only, cumulative card notation only or no record

Personnel Involved and Functions in Development of Student

Specific listing of or reports from such personnel

Dated Summation of Parent Interviews

Any separate report or record of parent interviews

Copies of Correspondence

To or from parents or agencies regarding student

Report of Specialist Services

"Specialist" interpreted as outside the school system and including medical, psychological, speech/hearing, social agency, etc. reports

Profile Graphs on Which to Record Educational Growth

A specific profile - not the cumulative card record.

Medical and/or Clinical Data

- 0 - none
- 1 - cumulative card notation only
- 2 - separate record or report including Public Health pre-school assessment

Speech, Hearing & Visual Defects - Medical Reports

- 0 - nothing
- 1 - cumulative card notation
- 2 - separate report by medical authority

Report from Community Health Nurse

Separate report by Community Health Nurse - not a cumulative card notation

Abstract of Relevant Information from Cumulative Card(s)

Any summary or photocopy of cumulative card data

Completed Admission Form Signed by Parents

Any form of written parental authorization for TMH class placement

were examined for 213 students (approximately 95%). The remaining 14 files (approximately 5%) were not available within the evaluator's scheduled checking time. Of the 213 students of System 2 schools, whose records were checked, 16 (approximately 8%) were in EMH classes, 13 (approximately 6%) were TMH students, 99 (approximately 47%) were receiving part-time help in special education or from the reading specialist, 25 (approximately 12%) were in the Adjusted Program, 52 (approximately 25%) were receiving help from the federally-funded tutoring program only and 6 (approximately 3%) were receiving no-help.

Diagnostic Assessment Provided that some kind of record was found of administration of an individual I.Q. test, with or without additional tests (i.e. tests of perception, academic achievement or visual-motor coordination,) this was counted as evidence of individual testing of the student to determine his or her specific educational needs.

All records of testing which would have been group-administered or formed part of general testing programs such as Primary level I.Q. tests or (Large Thorndike Intelligence Tests, Metropolitan Achievement Tests, Differential Aptitude Tests,) were counted as group or routine academic testing if record form or cumulative card notation was found in the student file. Records showing only Reading and/or other skill level testing which formed part of a particular published program in that skill were not considered as falling within the meaning of the term "diagnostic needs assessment."

A file was recorded as having no evidence of diagnostic assessment when no record was found of general intelligence and

general achievement testing in the form of test record forms or cumulative card notation.

Data indicated that, in System 1, of the 168 children whose records were examined, 68 (approximately 40%) had had some form of individual diagnostic assessment at some point within their school years from Grade Primary to the 1981-82 school year, 77 (approximately 46%) had been tested in a group-testing procedure once or more since beginning school and 23 (approximately 14%) appeared to have received no diagnostic assessment of any kind as defined on the evidence of the records which were made available.

The System 2 data on the 211 students whose records were examined indicated that 89 (approximately 42%) had had individual diagnostic assessments of some kind carried out at some time, 74 (approximately 35%) had been assessed once or more by means of standardized group-testing instruments and 48 (approximately 23%) appeared not to have received diagnostic needs assessment of any kind.

Yearly Program Plans: Yearly program plans in the form of a separate and specific summary of the student's status at some point in his school career with a statement of goals for that or subsequent academic years was found in 5 records (approximately 3%) of System 1 school records. No evidence was found in any student record examined in System 2 schools.

Methods Attempted-Success/Failure Rate. The guidelines were interpreted to mean a specific statement in the form of an anecdotal report of the methods attempted by the classroom and/or special class.

or specialist teachers itemizing procedures followed in attempting to guide the child in skill development with a record of the success or failure rate in application of those methods. Any separate report of a classroom or special class or specialist teacher of the nature indicated was counted as falling within this category. Very brief cumulative card notations were not considered to do so. However, in the case of records of a group of junior high students who had received reading specialist help only, it appeared that the cumulative card anecdotal comments by the reading teacher were the only record on file of the teacher's assessment. Consequently, these were counted as falling within the meaning of the guidelines.

The standard term report or interim progress report completed on every student in the systems at regular intervals was not judged to fall within the meaning of the guidelines for special records for the child needing help beyond that provided in the regular classroom.

Data indicated that, in 23 (approximately 14%) of the records checked in System 1 schools, there was some form of record of the methods attempted, while 26 files (approximately 12%) of the System 2 records contained some evidence of such record-keeping.

#### Personnel Involved and Functions in Development of the

Student: A specific summarized list or tabulation form was found in no instance. Cumulative card records also did not appear to



provide an essential structure which was to be followed of necessity for maintenance of complete records of all personnel involved in the development of the student. Therefore, for purposes of the study, it was judged that, if the evaluator found in the student's record file a specific report which had been completed by a specialist teacher or other specialist, whose function could be clearly defined through the nature of the report, the record would be counted as falling within the meaning of the guidelines.

In System 1 schools, 25 (approximately 15%) of records were judged to meet this requirement, while 59 (approximately 28%) of System 2 schools' student records were judged to contain clear evidence of the personnel involved in the student's development

Dated Summations of Parent Interviews Any separate report or clear record of parent interviews which was contained within the file or on the cumulative record card was judged to fall within the meaning of the guidelines.

In System 1 files, 10 records (approximately 6% of the records checked) contained such records or reports, while in System 2 files, 1 (approximately 0.47% of the records checked) contained such evidence.

Copies of Correspondence Any correspondence in the student's file, whether of a routine, demographic nature or relevant to an academic or behavioural problem, current or otherwise, was considered to meet the requirements although, if the directives were more specific

it was assumed that some correspondence such as form letters telling parents and students to read school directives governing student regulations would not be within the intent of the directives.

Using the broad interpretation, however, 107 files (approximately 64%) of System 1 records contained correspondence, while 29 files (approximately 14%) of System 2 records contained correspondence.

Reports of Specialist Services The term "specialist" for purposes of the record check was interpreted as meaning a person with special skills whose help was sought or provided from outside the school system. School system staff such as special education teachers, reading specialists or guidance counsellors were not considered to be within the meaning of "specialist" in this context.

In System 1 records, 40 student files (approximately 24%) were found to contain specialist reports as defined, while in System 2 records, 22 files (approximately 10%) were found to contain specialist reports.

Profile Graphs on Which to Record Educational Growth. The "profile graph" as referred to in the guidelines was judged to be a specific graphic profile form of the student's academic record. This would display his or her competency levels over time to provide staff responsible for the child at any given time with a rapid-scan record of the student's skill development particularly in the specific sub-skill areas in which progress and development should be charted. The cumulative card record was not judged to be within the meaning of the reference.

In System 1 records, two files (approximately 1%) were judged to contain a record which met most of the criteria as noted above, while in System 2 records, no profile graphs were found.

Medical and/or Clinical Data Medical or clinical data within the file was judged to fall within two categories, (1) an actual medical or clinical report or note from the parent regarding a medical concern in relation to their child dated any time during the student's school years and including the Public Health Pre-school Assessment and (2) cumulative card notation only regarding the child's physical status made any time during the child's school years.

In System 1 records, 39 files (approximately 23%) contained category (1) records and 32 files (approximately 19%) contained category (2) records, while in System 2 records, 4 (approximately 2%) contained category (1) records and 111 (approximately 53%) contained category (2) records.

TMH - Speech, Hearing and Visual Defects - Medical Reports

In the System 2 TMH student records, no actual speech, hearing, visual or other form of medical record was found in a student file. However, 11 of the 13 TMH files examined (approximately 85%) had cumulative card notations regarding the child's physical status.

TMH - Report from Community Health Nurse None of the 13 TMH files examined in System 2 contained community health nurse reports.

TMH - Abstract of Relevant Information from Cumulative Cards None of the 13 files examined contained abstracted information.

TMH - Completed Admission Form Signed by Parents None of the 13 files checked contained a completed admission form.

Combined Systems 1 and 2 Analysis In the following summary of

the combined two-system data, all percentages are approximate. Overall in combined System 1 and 2 school student records, 92% of the records of the 410 students identified as needing or receiving help of some kind in the 1981-82 school year were examined. Of these, 42% were found to contain some record of some form of individual diagnostic assessment while approximately 40% had been assessed at some time in a standardized group-testing procedure.

Only 1% of files contained yearly program plans, 13% contained a record of methods attempted with success/failure rate, 22% contained adequate evidence of personnel involved and their functions in the development of the students, 3% contained dated summations of parent interviews, 36% contained copies of correspondence, 16% contained reports of specialist services, less than 1% contained profile graphs on which to record the student's educational growth, 11% contained actual medical or clinical reports as defined by the evaluator and 38% contained cumulative card notations regarding the student's physical status. Information relevant to TMH students of both systems combined has been discussed under the System 2 analysis.

Evaluative Question No. 5

Are individualized programs prepared for each child placed in a special education program, as outlined in the provincial guidelines?

References Supplementary Document No. 24 (1980) stated

Program

Regardless of the methods selected for delivering services to a child, each child receiving special education and services

should be placed on an individualized program for remediation and/or development. The level and nature of this program should be based on the information gained in the assessment and should begin at the child's present level of functioning. The program should be designed to incorporate appropriate sequential steps to move the child continually toward regular class programs, and should be based on appropriate educational objectives consistent with those enunciated in the Nova Scotia Public School Programs document. (p. 9)

The reference states that the yearly program plans with other relevant information such as personnel involved in the child's development and methods used in presenting the program should be included in the student's records.

Method All special education teachers were requested to complete a Record of Children in Special Education Classes. In this tabulation, they were to list, amongst particulars related to each child in their class, whether or not the child was on an individualized education program. Table 17 is an analysis of the data reported for this item. These data were then compared with the documents recorded in the Students' Records Check-off Lists by the evaluator for evidence of Yearly Program Plans, Methods Attempted, Success/Failure Rate, Personnel Involved and their functions in the development of the student and the results are tabulated in Table 18.

Results The comparison indicated that, on the basis of definitions of documentation presented in Evaluative Question 4, 6 students (approximately 17%) of the 36 students in special education

Table 17

Tabulation of Special Education Teachers' Responses to Interview  
 Question No. 6 - Re Record of Children in Special Education/Adjusted Classes  
 Special Education Study, School Systems 1 and 2  
 Yarmouth County Nova Scotia, Canada, 1981-82

System	School	Special Education Teacher	Student	I. E/ P.	
				Yes	No or No Entry
1	1	1	3		1
		1	4		1
		1	6	1	
		1	70	1	
		1	14		1
		1	16	1	
		1	18	1	
		1	17		1
		1	20		1
		1	24		1
		1	25		1
		1	26		1
		1	31		1
		1	40		1
		1	44		1
		1	45		1
		1	46	1	
		1	48		1
		1	49	1	
		1	51		1
2	1	1	17	1	
		1	20	1	
		1	23	1	
		1	24	1	
		1	25	1	
		1	30	1	
		1	34	1	
2	2	1	3	1	
		1	21	1	
		1	49	1	
		1	32	1	
2	2	2	4	1	
		2	6	1	
		2	13	1	
		2	16	1	
		2	18	1	
		2	20	1	
		2	28	1	
		2	34	1	
		2	36	1	
		2	44	1	
		2	45	1	
		2	46	1	
		2	48	1	
		2	52	1	
		2	56	1	
2	2	3	1	1	
		3	8	1	
		3	27	1	
		3	35	1	
		3	47	1	
2	2	4	5	1	
		4	24	1	
		4	58	1	
		4	69	1	
2	2	5	9	1	
		5	10	1	
		5	22	1	
		5	43		1
		5	50	1	
2	2	6	57	1	
		6	19	1	
		6	25	1	
		6	67	1	

Table 18

Comparison of Number of Students for Whom Individualized Education Programs have been Prepared as Reported by Special Education Teachers With Actual Documentation Sighted by the Evaluator in Student's Records in School Systems 1 and 2  
Yarmouth County, Nova Scotia, Canada

1981-82

S Y S T E M	S C H O O L	No. of Students by Program			No. of Students Reported by Special Education Teachers as having IEP's	No. for Whom Records of IEP sighted by Evaluator in Student Records		
		EMH	TMH	Part-Time Special Education (Note Students receiving help from Rdg. Spec not included)		Yearly Prog. Plans	Methods Attempted Success/Failure Rate	Personnel Involved & Functions in dev. of Student
1	1	1	1	-	3	3	1	2
				28	3	1	-	5
	2	-	-	4	-	-	1	3
	3	-	-	-	-	-	-	-
	4	-	-	-	-	-	-	-
	5	-	-	2	-	-	1	-
System 1 Totals		1	1	34	6	4	2	10
2	1	7	-	-	7	1*	1	-
	2	9	-	-	9	-	-	-
	2	-	13	-	12	-	-	-
	2	-	-	21**	16	-	-	-
	3	-	-	-	-	-	-	-
	4	-	-	-	-	-	-	-
System 2 Totals		16	13	21	44	1	1	-
System 1 Total in Special Education Programs				36	% for Whom IEP's Reported		% for Whom There was any Record Verified	
					16.67		11.11	
System 2 Total in Special Ed Programs				50	88.00		2.00	
System 1 & 2 Total in Special Ed Programs				86	58.14		3.49	

\* - 1980 Yearly Program Plan Prepared by Out-of-Province School

\*\* - No record available for 6 of these students when evaluator did record check.

\*\*\* - dev --- Abbreviation for Development

programs in System 1 schools were reported by special education teachers to have individualized education programs (IEPs), while the records check indicated that documentation was in the students' records for Yearly Program Plans for 4 (11%), some record of methods attempted with success/failure rate for 2 (approximately 6%) and some record of personnel involved for 10 (approximately 28%).

In System 2, special education teachers reported that IEPs had been prepared for 44 (88%) of the 50 students in special education programs while the records check carried out by the evaluator indicated 1 (2%) of the files which contained a yearly program plan (this plan was for the year 1980 and completed by an out-of-province school), 1 file (2%) which had a record of methods attempted with success/failure rate and no files which had a record of personnel involved and their functions in development of the student.

It should be noted that student records were not available for 6 (12%) of the students in part-time special education programs in System 2 schools when the evaluator was completing the records check.

For the combined total of 86 children in specifically designated special education programs, full or part-time, in both systems, the special education teachers reported that IEPs had been prepared for 50 (approximately 59%) while the records check disclosed documentation for 5 (approximately 6%) yearly program plans, 3 (3%) methods attempted with success/failure rate and 10 (approximately 12%) record of personnel involved and their function in the development of the student.



Evaluative Question No. 6

Is regular re-assessment of children in special education programs being carried out by qualified personnel in order that programming for each child is continually up-dated as outlined in the provincial directives and guidelines?

References Supplementary Document No. 24 (1980) stated,

Every child referred for special education in the province of Nova Scotia should have an appropriate diagnostic assessment by a qualified examiner. The individual assessment should include a standard measure of general intelligence, diagnostic educational measurements, as well as measurements of perception and motor functioning, depending on the child's needs.

In addition to the above-listed psychoeducational evaluation, each child's needs should be assessed by his or her classroom teacher(s) and also through information gained from parents during an interview (p. 7).

All children placed in special education programs should have his or her condition reassessed within a two-year period of being placed in the program and every two years thereafter until his or her re-entry into the regular school program....

As in the initial assessment, the reassessment should be carried out by a qualified examiner and should include data which can be appropriately compared to that which was gathered in the initial assessment. Following reassessment,

the school should again discuss the results of this assessment in full detail with the parents and, in light of the new information, a decision should be made as to whether the child will remain at the same placement, given an alternative placement, or be returned to the regular school program (p. 9).

Needs assessments and re-assessments requirements were assumed to mean thorough diagnostic evaluation which would include measures of intelligence as well as visual motor, visual and auditory perceptual skills, specific abilities and achievement measures. Comparable re-assessment would then be required in order that values could be compared with the original needs assessment for evidence of the degree of change which had occurred in the student over time.

Method In the Record of Children in Need of/or in Special Education Programs in Regular Classroom (Appendix 11), regular classroom teachers were requested to indicate for each child listed, the dates of needs assessments and the date on which each child was placed in the program. Principals were requested to report for each child listed on the Record of Students in Special Education/Adjusted Class (Appendix 5) the dates of needs assessments and the time in Program (years, months). Special education teachers were requested to report on the Record of Students in Special Education/Adjusted Class (Appendix 8), the dates on which needs assessments had been carried out.

These data were then tabulated and compared with the Students' Records Check data related to needs assessment for each of the students

listed in Special Education Programs in order to determine whether

- (1) diagnostic assessments and achievement records were current and
- (2) if, for those students who had been in programs for two or more years, re-assessment every two years had been carried out. Problems arose in analysis of these data because of the evaluation format, the limited completion of student listings (Appendix 5) by school Principals and characteristics of the Students' Record Check.

In the evaluation format, the evaluator had omitted from the form to be completed by the special education teachers a requirement to report either the length of time the student had been in the program or, alternatively, the date of entry of the student into the program. The deliberate omission of this item from the format would not have presented a problem had all of the school Principals, of schools with special education students, completed the student listings. However, of the four schools in the two systems with designated Special Education Programs, only one Principal completed a student listing. As a consequence, for a number of students, in particular many of those in full-time Special Education Programs as well as some in part-time Special Education Programs, it was not possible to determine whether or not the students had been in the programs for two or more years. Consequently, a judgement could not be made as to whether or not they had or had not had their needs and progress re-assessed periodically. Another factor which contributed to weakening these data was the non-availability of some students' records or the limited contents of some students' record files. These weaknesses are indicated in the analysis (Table 19) in the category - In Program 2 Years or More -

Table 19

Analysis of Needs Assessment and Periodic Re-Evaluation Data by System, School  
and Type of Special Education Program in School Systems 1 and 2  
Yarmouth County, Nova Scotia, Canada

1981-82

Special Education Type	S Y S T E M	S C H O O L	Total No of Students	Diagnostic Assessment and Achievement Record - Present			In Program 2 Years or More - Re-assessed every 2 Years			In Program Less than 2 Years	Insufficient Information	Data Base a - Reports of School Staff b - Evaluator's Students Record Check c - Both		
				Yes	No	(?)	Yes	No	(?)			a	b	c
Educable Mentally Handicapped	1	1	1	1	-	-	-	-	1	-	1	-	-	1
Trainable Mentally Handicapped	1	1	1	1	-	-	-	-	1	-	1	-	-	1
Part-time Special Education	1	1	28	12	16	-	-	-	3	25	3	3	1	24
Part-time Special Education	1	2	4	-	4	-	-	-	1	3	1	-	-	4
Part-time Special Education	1	5	2	-	2	-	-	-	-	2	-	-	-	2
Educable Mentally Handicapped	2	1	7	3	4	-	-	3	-	4	-	-	-	7
Educable Mentally Handicapped	2	2	9	2	7	-	-	-	9	-	9	-	-	9
Trainable Mentally Handicapped	2	2	13	8	5	-	-	-	13	-	13	13	-	-
Part-time Special Education	2	2	21	13	3	5	1	1	8	11	15	10	-	11
System 1 Totals			36	14	22	-	-	-	6	30	6	3	1	32
System 2 Totals			50	26	19	5	1	4	30	15	37	23	-	27
System 1 & 2 Totals			86	40	41	5	1	4	36	45	43	26	1	59
Percentages of Total Special Education Student Populations														
System 1				38.89	61.11	-	-	-	16.67	83.33	16.67	8.33	2.78	88.89
System 2				52.00	38.00	10.00	20.00	80.00	60.00	30.00	78.00	46.00	-	54.00
System 1 & 2				46.51	47.67	5.81	20.00	80.00	41.86	52.33	50.00	30.23	1.16	68.61

NOTE: Only 5 confirmed in Program 2 years or more

Re-assessed Every 2 Years, by the students counted under the column headed 'question mark' (?), as well as the student counts in the column: 'Insufficient Information'.

The data also disclosed that, for several students, a WISC-R had been administered within the past two years. The judgement was made by the evaluator that the WISC-R alone did not meet the intent of the guidelines for adequate re-assessment. Consequently, where there was a record of WISC-R only having been administered, adequate needs re-assessment was judged not to have been carried out. Group tests of a comprehensive nature such as a combination of the Lorge-Thorndike Intelligence Test together with a Metropolitan Achievement Test (MAT) were judged to be satisfactory.

Results The summary of data shown in Table 19 indicated that, in System 1, approximately 39%, 14 of the 36 students in some form of Special Education Program, were reported by school staffs and/or confirmed by the evaluator's check of the students' records as having diagnostic assessments and achievement records which were current while 61% approximately (22 of the 36 students) did not. Of the 36 students, the reported data indicated that 30 (83% approximately) had been in the program less than two years. For 6 (17% approximately) there were insufficient data to make a judgement about length of time in program. Determinations as to whether or not requirements had been met were based, for 3 students (8% approximately) on data provided solely by the school staffs, (that is, the evaluator's record check did not disclose confirmatory data); for 1 student, (3% approximately)

solely on data obtained through the evaluator's check of the student's records, and for 32 students (89% approximately) on the combined data from school staffs' listings and the evaluator's check of student records.

In System 2, data were judged to indicate that 26 of the 50 students (52%) had diagnostic assessments and achievement records which were current. Limited data prevented a decision being made on 5 students (10%). Data indicated that 15 students (30%) had been in programs less than 2 years, while for 30 students (60%) it was not possible to confirm time in programs. Of the 5 students for whom the data were complete enough to indicate length of time in programs, 1 (20%) had been adequately re-assessed while 4 (80%) had not. In System 2, for 37 students (74%) there was insufficient information. Determinations as to whether or not requirements had been met were based, for 23 students (46%) on data provided solely by the school staffs and for 27 students (54%) on the combined data from school staffs' listings and the evaluator's records check.

The combined data for both Systems 1 and 2 indicated that of 86 students in Special Education Programs, approximately 47% (40 students) had diagnostic assessments and achievement records which were current. Data indicated that of the 86 students in the two systems, 45 (approximately 52%) had been in the programs less than 2 years. For only 5 of the remaining 41 students was the data base strong enough to determine whether or not adequate re-assessment procedures had been followed. Of these, 1 (20%) was judged to have been adequately re-assessed.

There was insufficient information to make satisfactory determinations regarding 43 students (86%). Determinations were based on data received solely from the school staffs listings for 26 students (approximately 30%), on data obtained from only the evaluator's records check for 1 student (approximately 1%) and on a combination of both sources for 59 students (approximately 69%).

Evaluative Question No. 7

What are the characteristics which both regular classroom teachers and special education teachers used to identify students considered to be in need of placement in Special Education Programs in the Town and Municipality of Yarmouth School Systems? To what extent are these the same characteristics as described in the provincial guidelines?

References: References applicable to Evaluative Question No. 7 are shown in Appendix 25.

Method: The regular classroom teachers were requested to include in the listings of students requiring special education help, (Question No. 2 of the Regular Classroom Teacher's Questionnaire) those characteristics which identified the student as requiring help. Special education class teachers, adjusted program teachers (Question No. 6 of the Interview Questionnaire) and Principals (Questionnaire Question No. 10) were also requested to provide these data. However, the Principals of schools with Special Education Programs or Adjusted Programs either did not complete the item or did not provide a student listing.

A broad set of deficit areas which would cover the identifying characteristics of students needing special help was developed by the evaluator for purposes of sorting the response data and is shown on page 108. The deficit areas selected were based on the directives and guidelines. When the teachers' responses were examined, it was evident that terminology and quality of response varied. Consequently, it was necessary to make decisions as to the meaning or intent of the responses.

Representative responses distributed to the categories of deficit areas are shown in Appendix 26.

Results As can be seen from Table 20, in System 1, 26% of responses related identification to reading problems, with another 16% each being related to language deficits and mathematics deficits. Almost 8% were identified because of psychiatric and emotional disorders. Only 5% of responses indicated that general intellectual functioning level was an identifying factor.

In System 2 responses also, only 4% referred to general intellectual functioning level as a criterion for identification. In System 2, the largest number of responses, unfortunately, fell into the category of "no entry". Attention-related deficits were identifiers for 11%. Because of the TMH population, almost 19% indicated physical and medical problems as identifiers and another 10% of responses indicated psychological and emotional disorders as identifiers. Reading deficits were identifiers for another 10% approximately. Language deficits were identifiers for 8% while another 8% indicated behaviour problems. Almost 10% referred to general achievement as identifiers.



Table 20

Identifying Characteristics - Deficit Areas Reported by Special Education Teachers

Adjusted Program Teachers and Principals in

School Systems 1 and 2, Yarmouth County, Nova Scotia - Canada 1981-82

Analysed by System, School and Educational Category

Analysed by System, School and Educational Category																							
S Y S T E M	S C H O O L	No of Stu- dents	Educational Category	Gen Intel- lect Funct Level	Motor		Phys & Med Abnor- malities	Psychi- atric & Emotion Disor- ders	Atten- tion	Mem- ory	Per- cep- tual Motor	Perceptual		Language			Read- ing	Math	Pre- vious Acad Hist	Beha- viour	Gen Achieve- ment	No Entry	
					Gross	Fine						Vis- ual	Audi- tory	Gen- eral	Recep- tive	Expre- sive							
1	1	1	TMH	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	1	1	EMH	1	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-
	1	28	Pt-time Sp Ed	2	-	5	-	5	1	-	3	1	-	13	-	13	31	22	7	2	3	-	-
	2	4	Pt-time Sp Ed	-	-	-	-	-	1	-	-	-	-	-	-	-	2	2	-	-	3	-	-
	5	2	Pt-time Sp Ed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2
	5	29	Adj Prog	3	-	-	4	8	1	2	3	1	2	1	-	-	12	4	-	7	1	1	1
Totals Syst 1		65		7	-	5	4	13	3	2	6	2	2	14	-	14	45	28	7	9	7	3	3
			Percentage of Total Responses	4 09	-	2 92	2 34	7 60	1 75	1 17	3 51	1 17	1 17	8 19	-	8 19	26 52	16 37	4 09	5 26	4 09	1 75	
2	1	7	EMH	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7	-
	2	13	TMH	2	3	-	8	-	-	-	-	-	-	-	-	1	-	-	-	1	-	2	-
	2	9	EMH	-	-	-	-	3	3	-	-	-	-	1	-	-	-	1	-	2	2	-	-
	2	21	Pt-time Sp Ed	2	-	-	1	4	7	5	-	-	-	-	2	4	9	-	6	3	2	-	-
	5	25	Adj Prog	1	-	-	3	6	4	2	-	2	1	-	1	1	3	-	-	4	8	-	-
Totals Syst 2		75		5	3	-	12	13	14	7	-	2	1	1	3	6	12	1	6	10	12	16	16
			Percentage of Total Responses	4 00	2 40	-	9 60	10 40	11 20	5 60	-	2 40	0 80	0 80	4 80	4 80	9 60	0 80	4 80	8 00	9 60	12 80	
Totals Syst 1 & 2		140	(All Sp Ed & Adj Prog)	12	3	5	16	26	17	9	6	5	3	15	3	20	57	29	13	19	19	19	19
			Percentage of Total Responses	4 05	1 01	1 68	5 41	8 78	5 74	3 04	2 03	1 68	1 01	5 07	1 01	6 76	19 26	9 80	4 39	6 42	6 42	6 42	

Total Number of Responses Categorized      System 1    171  
    System 2    125  
    Systems 1 & 2    296

Overall for the two systems combined for the 140 students identified as being in Special Education and Adjusted Programs the identifying characteristics in descending order of percentage incidence were

<u>Identifying Characteristics or Problem Areas</u>	<u>%</u>
Reading	19.26
Language (Expressive, General, Receptive)	12.84
Mathematics	9.80
Psychiatric and Emotional Disorders	8.78
Behaviour )	6.42
General Achievement ) - Equal Values	6.42
Attention	5.74
Physical and Medical Abnormalities	5.41
Previous Academic History	4.39
General Intellectual Functioning	4.05
Memory	3.04
Perceptual-Motor	2.03
Visual Perception )	1.68
Fine Motor ) - Equal Values	1.68
Auditory Perception )	1.01
Gross Motor ) - Equal Values	1.01

The data were judged to indicate that, on the average, children were being identified by those characteristics which were most readily discernible (i.e. academic weakness in a subject area, behaviour which set them apart from others and physical anomalies). It also appeared that teachers were less likely to have identified students as needing

special education on the basis of thorough diagnostic assessment results.

Evaluative Question No. 8

To what extent did Grade 9 students completing the Adjusted Program during the past two school years fall within the categories of opportunities listed for such students in Teaching Guides No.'s 53, 63 and 65, namely

- (1) entered an intermediate industrial program within a vocational school,
- (2) undertook an occupational exploratory/intermediate industrial program in a regular secondary school,
- (3) entered the general program (possibly modified and with further support),
- (4) sought employment rather than continue in full-time school attendance, or
- (5) none of the above.

In addition, what was the drop-out rate of students in Grades 6, 7, 8 and 9 during the past two school years and the current year to January 1st?

References Province of Nova Scotia, Department of Education,

Teaching Guides No.'s 53, 63 and 65 (1980) (p. 1, 2) of General

Definition

Method In the interview questionnaire for Principals,

Appendix 4, Questions 17 (a) (b) (c) (d) (e) (f) (k) and 18 referred to Adjusted Program student disposition and drop-outs.

Data related to the disposition of Adjusted Program students on completion of Grade 9 or the final year of the 3 year program were reported by the two schools, which had Adjusted Programs, on the report forms Record of Adjusted Grade Nine Students - Year 19, Appendix 6, for the years 1979-80 and 1980-81.

Results / Responses to Question 17 indicated that the System 1 school had an informal review committee for re-assessing Adjusted Program students' progress and setting educational and vocational goals for them. This committee consisted of all teachers teaching the students as well as the Principal and Guidance Counsellor and met at the end of each academic year (within the last two or three days of school closing) to decide what should be done for each student in the next year. The timing of the year-end committee meeting was set but the committee met throughout the year on other occasions as the need arose. On the Adjusted student's completion of Grade 9, the decision as to his or her future placement was considered to rest with the student and parent. There was little likelihood of an Adjusted Program student being accepted into Vocational School programs. Therefore, the student could seek employment or repeat Grade 9 for another year to improve reading skills. This latter was not considered to be a very satisfactory choice but if the student insisted on coming back, she or he would be accommodated. It was the practice to provide students for the Adjusted Program in System 1 with written notification that the program was a terminal one.

The Principal of the System 1 school which had the Adjusted Program was interviewed on 26 May, 1982. At that date, he reported

that the total number of students in the Adjusted Program was, for the September, 1981 census, 12 in Grade 7, 12 in Grade 8 and 10 in Grade 9. He indicated that there had been some drop-outs. The actual number of students listed on the lists of students provided by the Adjusted Program teachers was 29.

In System 2, the Principal responding regarding the Adjusted Program indicated that the review committee consisted of the Guidance Counsellor, Adjusted Program teachers and administration staff. The committee met formally twice a year and, informally, probably once a week. He explained that final decision-making regarding future placement of Adjusted Program students on completion of Grade 9 was the responsibility of the review committee together with the students' parents. When interviewed on 18 May, 1982, the Principal stated that the September, 1981 enrolment of Adjusted Program students was 10 in first year, 8 in second year and 8 in third year. The actual number of students listed on the lists of students provided by the Adjusted Program teachers was 25.

Analysis of the data as shown in Table 21 disclosed that, for the two school-years period examined, for a total of 40 Grade 9 students in the Adjusted Programs in both systems, 7 (17.5%) entered a program within a vocational school. Of the 7, three were still continuing in the vocational program in June, 1982, while four had dropped out.

None of the 40 students had been "....adequately prepared to enter the general program with possible arrangements for modification and further supportive assistance...." (Teaching Guides 53, 63 and 65,, p.2). However, one student transferred to the regular Grade 9 but later dropped out.

Table 21.

Percentage Analysis of Disposition of Adjusted Program Students 1979-80, 1980-81 by System and School, in School Systems 1 and 2, Yarmouth County, Nova Scotia, Canada

S Y S T E M	School Year	No. of Students	Final Disposition					
			Vocational School	Sr. High School Grade 10	Occupational Exploratory Intermediate Industrial Program	Left School on Comple- tion of Grade 9		Did not Complete Program
						Employed	Other	
1	1979-80	11	2	-	-	5	3	1
	1980-81	14	2	-	-	1	6	5
	1979-81	25	4	-	-	6	9	6
	%		16.00	0.00	0.00	24.00	36.00	24.00
2	1979-80	7	2	-	-	3	-	2
	1980-81	8	1	-	-	4	-	3
	1979-81	15	3	-	-	7	-	5
	%		20.00	0.00	0.00	46.67	0.00	33.33
1 & 2	1979-81	40	7	-	-	13	9	11
	%		17.50	0.00	0.00	32.50	22.50	27.50

On completion of the Grade 9 program, 22 students (55%) left school. Of these, 13 (32.5%) found employment (at least for a period of time) and of the remaining nine (22.5%) some were unemployed. Some girl students had married. For other students the status was uncertain.

The remaining 11 of the 40 students (27.5%) had dropped out of school.

It is noted that two of the forty students (5%) had been expelled, four (10%) had been involved in delinquency which had brought them before the courts, three (7.5%) were single-mothers, two girls (5%) had married and two girls (5%) were reported as planning to marry.

In all, data indicated that seven of the forty students had continued in a program provided by an educational institution. Of these only three (7.5%) were still in the programs as of June, 1982. Therefore, 92.5% of the Adjusted Program Grade 9 students, who exited the program between June, 1980 and June, 1981 left formal education and training with limited potential and no significant job-related skill development after a minimum of ten years in school.

Interview Question 18 of Appendix 4 was revised to omit reference to the current school year, 1981-82 and instead requested "drop-out" data for the school years 1979-80 and 1980-81. As can be seen from Table 22, neither system reported drop-outs in Grade 6 for school years 1979-80 or 1980-81.

System 1 reported 34 drop-outs from Grades 7, 8 and 9 in 1979-80 and 31 drop-outs in Grades 7, 8 and 9 in the school year 1980-81. The latter figure included seven Adjusted Program students.

Table 22

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## Number of Students who Dropped Out in the School Years

1979-80, 1980-81 -- Grades 6, 7 and 8

As reported by Principals in School Systems 1 and 2

Yarmouth County, Nova Scotia, Canada

1981-82

System	School	Grade	1979-80	1980-81	
1	1	6	-	-	Schools 1 to 4 inclusive reported no drop-outs in Grade 6 in either year.
	2	6	-	-	
	3	6	-	-	
	4	6	-	-	
	5	7		?	3 grades combined for '79/80, Grade 7 not available for '80/81.
	5	8	34	13	
	5	9		11	
2	1	6	-	-	School 1 to 3 inclusive reported no drop-outs in Grade 6 in either year.
	2	6	-	-	
	3	6	-	-	
	4	7	→	→	2 years--4 or 5
	4	8	→	→	2 years--15 or 16
	5	7 Adj	Not Available		Could only Estimate
	5	8 Adj	Not Available		
					Not available from Principal



System 2 reported only an estimated number for Grades 7 and 8, regular programs (i.e. not Adjusted Program) - for the combined 1979-80 and 1980-81 periods - Grade 7, 4 or 5, Grade 8, 15 or 16. The Principal did not have the figures readily available for the Adjusted Program and it was not possible for the evaluator to pursue this query later.

Since the numbers of drop-outs for System 2 as reported were incomplete, analysis of the data in a meaningful way was not possible.

#### Evaluative Question No. 9

With regard to parents or guardians, to what extent do the local school systems carry out the following procedures as outlined in the provincial guidelines

- (1) obtain parental authorization for placement of children in programs,
- (2) hold regular consultation with parents, and
- (3) arrange parental involvement in students' learning activities?

References. 1. Province of Nova Scotia, Department of Education Documents.

(a) Curriculum Development Supplementary Document No. 24 (1980)  
(p. 9)

(b) Nova Scotia School Programs 80/81, 81/82 (p. 8)

(c) Teaching Guide No. 60 (1980) (p. 5 and 7)

(d) Teaching Guide No. 45 (1979) (p. 5 and 7)

(e) Teaching Guides No.'s 53, 63 and 65 (1980) General Definition  
(p. 9)

2. Policy and Procedures Governing the Town and Municipality and District of Argyle Classes for TMH (30.10.79) (p. 2 item 3.VI).

Method Principals' interview responses to Question 11 of Appendix 4 and special education and adjusted program teachers' interview responses to Question 8 of Appendix 7 were analysed.

(1) Using the Student Record Check-off List, Appendix 14, the evaluator checked the student record files for a document, signed by the students' parents or guardians, which authorized placement of the student in a Special Education Program or Adjusted Program. Parents' or guardians' responses to Question 4 of the Parent's or Guardian's Questionnaire, Appendix 12, and Principals' student lists, Appendix 5, entries under "Date of Parental Consent for Placement" were analysed.

In addition, parents' or guardians' responses to Questions 1, 2 and 3 of Appendix 12 were tabulated.

(2) Teachers (regular classroom teachers, special education teachers and Adjusted Program teachers) and Principals' entries on their respective student lists regarding dates of parental consultation were noted. Parents' or guardians' responses to Question 6 of Appendix 12 were tabulated and students' records were checked for evidence of parental consultation.

From interviews of school staffs, the evaluator had gained the impression that some staff interpreted parental consultation as including term or progress reports, any routine contacts such as warning notices, completion of forms related to demographic data and regular parent/teacher nights. Consequently, all student records of any such contacts were recorded.

(3) Parents' responses to Questions 7 and 8 of Appendix 12 were tabulated.

Results The numbers of parents who responded by completing and returning a questionnaire were compared with the total number of students in each of the educational categories and are shown in Table 23. It was noted that approximately 37% of the parents of students in Special Education or Adjusted Programs in System 1 schools and approximately 31% in System 2 completed questionnaires. The combined total of 47 parents of students in Systems 1 and 2 schools who completed questionnaires represented approximately 34% of parents of the 140 students in both systems in the special educational categories referred to above.

It should be noted that only one of the Principals of schools with Special Education or Adjusted Programs completed a student listing. Consequently, there were minimal data from this source for comparison purposes.

(1) In interview, Principals' responses to Question 11(c), regarding procedures followed for placement of children in Special Education or Adjusted Programs indicated, in general, a non-structured approach with no set procedure adhered to in all instances.

Analysis of data in relation to whether or not administrators obtained parental consent before placement of students in Special Education or Adjusted Programs disclosed that, on the evidence of the record files of one school, authorization forms signed by parents were undated. Consequently, it was impossible to verify whether or not consent had been obtained prior to placement or subsequently.

As can be seen from Table 24, data from the students' records indicated that, if the qualification "obtained prior to placement"

Table 23

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Comparison of Number of Students in Each Educational Category  
with the Number of Parents who Completed Questionnaires  
for School Systems 1 and 2  
Yarmouth County, Nova Scotia, Canada  
1981-82

System	School	Educational Category	No. of Students	No. of Parents Responding	Percentage Response of Total Number Surveyed
	1	Trainable Mentally Handicapped	1		0.00
	1	Educable Mentally Handicapped	1	1	100.00
	1	Part-time Special Education	28	13	46.43
	2	Part-time Special Education	4	2	50.00
	5	Part-time Special Education	2		0.00
	5	Adjusted Program	29	8	27.59
System 1 Totals			65	24	36.92
	1	Educable Mentally Handicapped	7	2	28.57
	2	Trainable Mentally Handicapped	13	10	76.92
	2	Educable Mentally Handicapped	9	3	33.33
	2	Part-time Special Education	21	4	19.05
	5	Adjusted Program	25	4	16.00
System 2 Totals			75	23	30.67
Totals, Systems 1 & 2			140	47	33.57



was ignored, there was evidence of signed authorization for placement in 41 (approximately 29%) of the students' records in the two systems combined.

Approximately 49% (23 of 47 responses) of the parents who responded indicated that they had given their consent to placement. However, as only 47 parents responded, it was not possible to make a comparison. It is of interest to note that for TMH students, approximately 77% of parents responded. For this group, the records check disclosed no signed authorization for placement and only 1 of the 10 parents who responded (10%) gave a "Yes" response indicating that they had consented to placement.

Of the 47 parents who responded, 38 (approximately 81%) stated that they had been informed that their child was receiving special instruction or was being placed in a special class. Principals' interview responses to Question 11 had indicated that they did consult with parents about placement of children either by letter, telephone or personal interview.

Of the 47 parents who responded 5 (approximately 11%) stated that they had been informed by the Superintendent, 10 (approximately 21%) had been informed by the Principal, 25 (approximately 53%) by the teacher and the remaining 7 (approximately 15%) had been informed through some other agency or did not respond to the question.

(2) Responses to Question 11(d) of the Principal's Interview Questionnaire, and the Student Listings completed by Principals, special education, regular classroom teachers and adjusted program

teachers provided data related to consultation with parents regarding the student's progress.

The Principals' interview responses indicated that there was no set procedure for consultations. The scheduled parent-teacher nights, and periodic reports were referred to. Otherwise, it was indicated that the staff would determine when it was necessary to contact a parent.

As shown in Table 25, comparison of data provided on the student listings by school staffs with data collected from parent responses and the evaluator's findings from examination of student records disclosed that, for the two systems combined, although teachers reported more than one consultation with parents for approximately 54% of children in Special Education and Adjusted Programs during the 1981-82 school year, Appendix 27, the record check indicated no records of meetings in the student files. Approximately 29% of the students' records had evidence of some form of notice, warning letter or other correspondence with the parents during the year while the approximately 71% remaining had either term or progress reports only, or no record of any reports, or the records were not available to examine.

Of the 47 parents of the 140 students who responded, approximately 49% indicated more than one consultation, approximately 2% indicated one contact, approximately 11% indicated parent-teacher night or parent-initiated contacts only, almost 9% indicated class report communications only and almost 30% indicated no contacts or left this item blank on the questionnaire.

Table 25  
 Parent Consultations - Data Comparison -- Special Education Study  
 School Systems 1 and 2, Yarmouth County, Nova Scotia  
 1981-82

System	School	Educational Category	No of Students	No. for Whom Evidence of Parent Consultations Sighted in Students' Records			Teachers' Reports of Parent Consultations 1981-82			Parents' Responses to Consultations 1981-1982					Total Responses
				Meetings	Letter	Term or Prog Reports Only or No Records	More than Once	Once	No or No Entry	a	b	c	d	e	
1	1	Trainable Mentally Handicapped	1	-	-	1	1	-	-	-	-	-	-	-	0
	1	Educable Mentally Handicapped	1	-	-	1	1	-	-	-	-	1	-	-	1
	1	Part-time Special Education	28	-	6	22	17	10	1	8	-	1	2	2	13
	2	Part-time Special Education	4	-	-	4	2	-	2	1	-	1	-	-	2
	5	Part-time Special Education	2	-	2	-	-	2	-	-	-	-	-	-	0
	5	Adjusted Program	29	-	29	-	24	2	3	3	1	-	-	4	8
System 1 Totals			65	-	37	28	45	14	6	12	1	3	2	6	24
Percentages			100 00	-	56 92	43 08	69 23	21 54	9 23	50 00	4 17	12 50	8 33	25 00	100 00
2	1	Educable Mentally Handicapped	7	-	-	7	1	2	4	-	-	-	-	2	2
	2	Trainable Mentally Handicapped	13	-	-	13	11	1	1	6	-	1	1	2	10
	2	Educable Mentally Handicapped	9	-	-	9	9	-	-	3	-	-	-	-	3
	2	Part-time Special Education	21	-	1	20	4	4	13	1	-	-	1	1	4
	5	Adjusted Program	25	-	3	22	6	4	15	1	-	-	-	3	4
System 2 Totals			75	-	4	71	31	11	33	11	-	2	2	8	23
Percentages			100 00	-	5 33	94 67	41 33	14 67	44 00	47 83	0 00	8 70	8 70	34 78	100 00
System 1 & 2 Totals			140	-	41	99	76	25	39	23	1	5	4	14	47
Percentages			100 00	-	29 29	70 71	54 29	17 86	27 86	48 94	2 13	10 64	8 57	29 79	100 00

a - reported dates or "more than once" implied  
 b - once  
 c - parent-teacher nights or parent-initiated only  
 d - class reports only  
 e - "none" or no entry



(3) Analysis of teachers' responses to interview question No. 8 indicated that, of fourteen teachers interviewed, only three stated that any parents were involved in support tutoring in the home under the teachers' guidance. None of the fourteen indicated that parents were involved in classroom tutoring. All indicated that at least one or more student's parents were not involved beyond periodic consultations. Responses varied from "not applicable" to "most" for no involvement of parents in any way. The Adjusted Program teachers, in particular, appeared to categorize more parents to this group.

As shown in Table 26, analysis of parent responses to questionnaire items 7 and 8 indicated that approximately 62% of those who responded stated that they were advised by the teachers as to what they could do to help their children at home.

However, approximately 17% only indicated that they were involved in any way in the educational programs for their children which were being carried out at the school.

It was noteworthy that only approximately 22% of the parents of Adjusted Program students responded. Of those who did respond, only 25% indicated any involvement in their children's educational process.

#### Evaluative Question No. 10

To what extent do the school administrators carry out the procedures outlined in the provincial and local directives and guidelines related to the following specific situations.

- (1) children requiring oral medication during school hours,
- (2) informing parents regarding children's assessments,

Table 26

Analysis of Parent Responses re Parental Involvement  
in Students' Learning Activities  
in School Systems 1 and 2, Yarmouth County  
Nova Scotia, Canada, 1981-82

S Y S T E M	S C H O O L	Educa- tional Category	No of Students	PARENTS' RESPONSES				Total No of Re- sponses
				Advised how to Help Students at Home		Involved in Edu- cation Program in School		
				Yes	No	Yes	No	
1	1	TMH	1	-	-	-	-	0
	1	EMH	1	1	-	1	-	1
	1	Part-time Spec. Ed	28	11	2	3	10	13
	2	Part-time Spec Ed	4	2	-	2	-	2
	5	Part-time Spec Ed	2	-	-	-	-	0
	5	Adjusted Program	29	3	5	-	8	8
System 1 Totals			65	17	7	6	18	24
Percentage of Parent Responses				70 83	29 17	25 00	75 00	100 00
2	1	EMH	7	-	2	-	2	2
	2	TMH	13	8	2	2	8	10
	2	EMH	9	1	2	-	3	3
	2	Part-time Spec Ed	21	3	1	-	4	4
	5	Adjusted Program	25	-	4	-	4	4
System 2 Totals			75	12	11	2	21	23
Percentage of Parent Responses				52 17	47 83	8 70	91 30	100 00
Combined Systems 1 & 2 Totals			140	29	18	8	39	47
Percentage of Parent Responses				61 70	38 30	17 02	82 98	100 00
Total Adjusted Program Students			54	3	9	-	12	12
Percentage				25 00	75 00	1	100 00	100 00

22 22% of total Adjusted Students' parents  
responded

- (3) teacher allocation and class size in the Adjusted Programs,
- (4) continuous evaluation and year-end reports on all TMH students, and
- (5) supervision and evaluation of TMH teachers.

References - Nova Scotia Department of Education Documents

- (1) and (2) - Supplementary Document, No. 24 (1980) (p. 8 and 10)
- (3) - Teaching Guides No.'s 53, 63 and 65 (1980) (p. 10)
- (4) and (5) - Policy and Procedures covering the Town and Municipality and District of Argyle Classes for TMH (30.10.79)  
(p. 3 item 6.c).

Method In interview, Principals were queried with regard to children requiring oral medication (Question 14 (b)), consulting parents regarding children's needs assessments (Question 11 (b)), teacher allocation and class size in the Adjusted Programs (Question 17 (f) (g) and (h)), year end reports on all TMH students (Question 14 (b)) and evaluation of TMH teachers (Question 14 (a)).

In completing the records check of students' files, evidence was sought for any directives such as a separate memorandum or a cumulative card notation regarding medication requirements for the student. The check-off list item 4 read "Written authorizations (c) administration of oral medication."

Results: (1) Principals' responses to Question 14 (a) and (b) indicated that there appeared to be a limited awareness of guidelines as stated in reference (1 a). There did not appear to be any set procedure followed on a system-wide basis or any procedures set out in writing for individual schools. School student registration forms were used to ascertain if there were medical problems and verbal

communication of information regarding possible medical emergencies and administration of medication did not appear uncommon.

Evidence was sighted in the students' records of notations regarding some problems which might result in a medical emergency or which seemed severe. Frequently, these appeared to be isolated notes with no subsequent notation to indicate whether the condition still existed or had been overcome. Cumulative card notations were found relating to a student's being asthmatic or epileptic, etc. or on medication, but no specific current instructions from a doctor, countersigned by the parent indicating the procedures to be followed in case of a medical emergency or for administration of oral medication were identified.

(2) The Principals' responses to Interview Question 11 indicated that, in general, procedures followed involved consultation with parents either before carrying out a needs assessment or after, or both. There appeared to be, in some instances, the judgement that, if the student was to be assessed by the Reading Specialist, there was no need to inform the parents that this action was being taken. The parent would be consulted after the testing was completed if some specific action was to be taken which would involve the parents' consenting to such action.

(3) Principals' responses to Interview Question 17 (f) (g) (h) and (i) and adjusted program teachers' responses to Questions 9, 10, 12 and 13, as analysed in Appendix 28, indicated that the numbers of teachers involved in the program with primary responsibility for adjusted program students was three and two respectively for

Systems 1 and 2. However, the Reading Specialist and Guidance Counsellor were more closely associated with the program in System 1, the Guidance Counsellor being involved as work program officer.

Because the home room teachers presented academic subjects only to the students, the regular high school staff also became involved in the students' programs so that in System 1, a student might be interacting with as many as ten staff members while in System 2, the number with whom the student might interact, was, as reported, four. Class sizes were small as reported - twelve or less - which appeared to be in keeping with the guidelines.

Teachers' periods of service in the program also appeared to be in keeping with the intent of the guidelines, that is, three of the five teachers had been in the program two years or more.

The team approach appeared to be practised with some sharing of responsibilities for all students by team members.

(4) In response to Question 15 (b), the Principal responsible for the TMH program stated that a year-end report to the Advisory Committee on all TMH students had not been completed for the school year 1980-81 because the policy and procedures paper was not passed as law until October or November. However, a review of the references and evaluation records indicated that the evaluator had been provided with a copy of the policy and procedures statement for the local school systems governing TMH classes by the Superintendent of the system concerned in 1980. The effective date of the paper was stated to be 30 October, 1979. Therefore, on the basis of the local directive, it appeared that year-end reports on all TMH students should have been

completed for the years 1979-80 and 1980-81 and reports should continue to be completed as long as the original directive or its revisions so instructed.

(5) The Principal stated that of the three TMH teachers, an evaluation had been completed on one on 5 March, 1982. Evaluations had not yet been completed on the other two.

The most recent evaluation of the curriculum at all levels had been completed on 23 October, 1981.

#### Evaluative Question No. 11

How are provincial funds for Special Education Programs allocated in the Town and Municipality of Yarmouth School Systems?

Method The provincial Department of Education representative, members of school boards, Superintendents of the two systems and Principals were queried regarding funding for special education.

Results It was pointed out to the evaluator that the financial year for school boards is the calendar year, not a school year.

Provincial Department of Education Data The Inspector of Schools stated that the maximum funds available for special education for the two systems for the period 1 January to 30 June, 1982 amounted to \$397,925.00. However, the actual funds allocated amounted to \$336,254.00.

System 1 The System 1 School Board member stated that the funding for special education for 1981-82 school year amounted to \$160,000.00. This included costs for two special education teachers,

three adjusted program teachers and the System's share of the TMH class costs. The latter included their share for the renovations needed to set up the new TMH class.

The System 1 Superintendent stated that approximately \$54,000.00 was used for salaries for two teachers (EMH) plus \$1,000.00 for a teacher's aide. In addition, the System paid its portion of the costs for the TMH program which amounted to \$63,000.00. The TMH costs are shared between the Town of Yarmouth, the Municipality of Argyle and Yarmouth County. There was only the one para-professional, the teacher's aide, who received remuneration. There was also in System 1 a parent volunteer organization which provided teacher's aides at no cost.

System 2 The System 2 School Board member stated that from January to July 31, 1982 funding for special education amounted to \$110,884.00. This was distributed to pay TMH teachers' salaries in the amount of \$31,363.82 and for testing and salaries for EMH teachers Elementary (\$76,807.00) and Junior High (\$2,713.00).

Expenses identified by the Town Clerk as being paid for the period September to December 1981 related to the TMH program and amounted to \$37,345.28. However, this amount would not have been paid out of the Town funds only. Instead expenses were cost-shared with the Municipality of Argyle paying 4/13 or \$11,490.86, the Municipality of Yarmouth paying 8/13 or \$22,981.71 and the Town of Yarmouth paying 1/13 or \$2,872.71. This division of costs was based on the distribution of students to the three different areas. There was a total of 13 TMH students. Funding for the above expenditures, as reported

by the Town Clerk, for the period September to December, 1981 was

	<u>District Board</u>	<u>Non District Board</u>
Amount Eligible	\$20,833.00	\$18,750.00
Total	\$39,583.00	

The Town Clerk stated that in August, 1981 the Board of School Commissioners, Town of Yarmouth, thought that the EMH classes would come under the new special education formula.

System 2 Superintendent stated that the Town of Yarmouth received from the Province under the Foundation Program an amount of \$1,350,032.00 for the 1981 calendar year. All special education costs for September to December, 1981 came out of this amount.

System 2 Superintendent stated that System 2 expenditures for September to December, 1981 included instructional supplies of \$2,262.00, of which approximately one-third was allocated to the EMH program and two-thirds to the TMH program.

The School Principal who was responsible for the TMH class and whose staff included all but one of the special education teachers employed with EMH students in the system, and the one remedial reading teacher, identified funds received for classroom needs for special education in the 1981-82 period as amounting to \$24,600.00. This consisted of \$24,000.00 for supplies and furnishings for the rooms for the TMH class, \$200.00 per classroom for each of two EMH classes and one remedial reading classroom, for a total of \$24,600.00. Expenditures from this funding were identified as \$18,600.00 towards renovation of the spaces to be used by the TMH class, other expenditures totalling \$4,906.98 and outstanding bills in the amount of \$295.44.



Renovations, other expenditures plus the outstanding bills made a total of \$23,802.42. However, he stated that the actual funds available for the expenditures were

For supplies	\$4,900.00
For moving sink	200.00
Total	<u>\$5,100.00</u>

Since the total expenditures amounted to (\$4,906.98 + \$295.44) or \$5,202.42, there was a deficit in this "Expense Account" of \$102.42.

There were no EMH teachers in the Junior High School until September, 1982. It was, therefore, assumed that the allocation of funds to the Junior High School, as reported by the System 2 School Board member, must have been for testing purposes.

The cost of three EMH and one remedial reading teachers' salaries for September to December, 1981 for System 2 was not provided. Moreover, the Superintendent's figures for System 1 for teachers' salaries, etc. were approximations.

## Chapter 4

### CONCLUSIONS AND RECOMMENDATIONS

Evaluative Question No. 1: Conclusions. Study findings related to students who might require or were receiving help other than that provided in the regular classroom programs indicated a significant lack at the local level of clearly-stated policy and procedures.

Although provincial guidelines and regulations covered the various categories of exceptional children, at the school system level, a statement of policy and procedures for the TMH program only had been developed. The lack of clearly-stated local policy interpreting the provincial directives was considered to be a significant shortcoming. It was concluded that the absence of procedural structure including timetables, forms and precise working manuals probably contributed to lack of awareness of the provincial regulations and guidelines and limited understanding of educators' responsibilities in relation to exceptional children.

In some instances, it was concluded that the descriptions and definitions in the provincial directives and guidelines tended to lack clarity such as in the case of needs assessment, identifying characteristics, parent consultation and individualized education program development as well as certain record requirements (i.e. student profile, record of personnel involved in the student's training). Consequently, the lack of clarity could contribute to staffs at the systems level interpreting already existing general procedures as adequate for exceptional children.

Policy and procedure with regard to the 107 children (3.02% of the total student enrolment 1981-82) who received special help in the federally-funded tutoring program were not clearly set down. Some students who received special education and/or reading specialist help might have attended as many as eighty tutoring sessions during school hours in 1981-82, yet students placed in the tutoring program were not considered to be in special education and, consequently, the special education requirements related to assessment, parent consent, etc. did not have to be followed. It was concluded that the loose structure in relation to this program (i.e. categories of children assigned, assessment of children, program staffing, program evaluation) contributed to further clouding the issue of system accountability for children with special needs.

School Board members' responses to Questions 12 and 13 of Appendix 2 indicated that there was no Board policy related to standards of qualifications of special education teachers. One referred to the difficulty experienced by administration in attempting to find properly trained staff in the local area. In response to Question 20 of Appendix 3, Superintendents' responses indicated that the two EMH teachers in System 1 had undergraduate degrees with special training in special education. However, none of the System 2 EMH teachers, remedial reading teacher, or the three TMH teachers had undergraduate degrees. It was stated that their training had come mainly through experience. It was concluded, therefore, that higher-level training was limited amongst special education staff particularly in System 2.

Recommendations. It is recommended that.

1. at the provincial level, procedures, described in the directives and guidelines, which are to be carried out at the system and school level for students in special education be reviewed to determine if these are practicable.
2. all such procedures which imply additional record keeping, more precise assessment or other techniques which are not considered to be adequately covered by the general procedures normally followed at the system-level for students, be clearly defined and described.
3. when provincial directives and guidelines are received at the school system level, the Superintendent designate a committee, composed of staff concerned with the education of exceptional children and consultants as necessary, to review the documents and develop or revise working manuals and related procedural formats.
4. timetables for completion of student needs assessments, student, teacher and curriculum evaluations and year-end reports be developed and review committee procedures for students in special education be set out.
5. local policy and procedure for special education cover such programs as the federally-funded tutoring program to which large numbers of students were assigned for special help throughout the school year and in the summer months and that local directives indicate the criteria for assignment of children to such a program, the procedures to be followed for initial needs assessment and for on-going student progress and program evaluation.
6. since the extent of formal training in special education was limited, it should not be assumed by system administrators that school staffs

have a clear understanding of terminology or requirements specific to special education. Consequently, in-service sessions for staff, particularly those most closely involved with children with special needs, be conducted to ensure that local policy is understood and that procedures as set down will be followed.

Evaluative Question No. 2. Conclusions. (1) A review of student records indicated that, in some of the schools, there appeared to be a policy with regard to carrying out regular periodic group intelligence and achievement testing. However, there was evidence of only rather minimal consistency amongst the schools in relation to thorough individual needs assessment of children assigned to special help programs. Some data suggested that, at the classroom teacher level, the problem was as fundamental as a lack of understanding of the term "needs assessment." There was no evidence of in-service training to familiarize staff with a clear definition of a "needs assessment," the procedures to be followed in arranging to have a student's needs assessed and the sources available to carry out assessment and follow-up when necessary.

(2) It was judged, however, that the data did indicate that the systems were using the services of the various agencies for diagnosis and counselling.

(3) Data also suggested that a wide range of community resources was used to enrich the programs offered by the schools to elementary level exceptional children.

(4) Review committees for both TMH and Adjusted Program students

appeared to be functioning properly. However, there appeared to be less clearly defined procedures for EMH and part-time special education students' placement and progress.

There appeared to be a number of students who were leaving the classroom for special help which did not fall within the special education categories of help (i.e. approximately 28% of the children in the study). Students in these categories could conceivably be absent from their regular program for purposes of obtaining special help as much as a student in the part-time Special Education Program. A particular concern, in relation to this group, was the lack of any formal requirements for needs assessment prior to commencement of the special help programs.

Recommendations. It is recommended that

1. at the provincial level, local system procedures and documentation be reviewed to ensure that, on a province-wide basis, there is quality control of services offered to exceptional students.
2. at the school system level procedures and related documentation be developed to be used by school staff in obtaining individual needs assessment of children identified as probably requiring special help, or already receiving help and needing periodic re-assessment.
3. in addition, regular in-service be provided to ensure that school staffs understand the regulations, in relation to needs assessment and periodic re-assessment of children in special education, are aware of the procedures to be followed, and documentation to be completed for students with special needs.
4. at the school system level, regularly-updated listings of agencies,

together with services and facilities available for assessment and counselling, in relation to exceptional children be promulgated to all schools:

5. the wider use of community facilities for enrichment of the Adjusted Program be considered. As emerging young adults, community service as an area of familiarization and personal involvement, to the extent possible, should be explored.
6. committees to monitor placement of TMH and Adjusted Program students also consider placement of students in other forms of special help, and if necessary, such committees be expanded or supplemented in order that all students' needs are properly identified and services are more equitably and rationally distributed across the range of students with special needs.

Evaluative Question No. 3. Conclusions. From observation of special education classroom activities, there appeared to be adequate structure. Observations suggested, however, that group presentation and discussion tended to be limited with little emphasis placed on opportunities to draw out student feedback. Hands-on types of group activities can provide evidence of real learning through the demonstration of the quality of actual task performance by the student and through facilitation of oral student feedback. However, during the periods of classroom observation, this kind of activity was observed in one EMH class (model building and mural painting) and housekeeping procedures in the TMH classes.

Recommendation. It is recommended that in-service programs for teachers of exceptional children focus on techniques to obtain the

maximum feedback from students through task performance within a group context as well as verbal feedback of opinions, feelings and general knowledge in group discussion. Through such techniques the teacher could gain greater awareness and understanding of the students' real long-term learning.

Evaluative Question No. 4: Conclusions. (1) The provincial guidelines for documentation in special education indicated that a student's records should contain a series of specific records and documents. The review of students' records disclosed almost a total absence of such records. From the study findings, it was concluded that either the school staffs were unaware of the provincial guidelines or, alternatively, were unable to or did not follow the guidelines in this respect.

(2) The study findings indicated the apparent unfamiliarity of some school staff with terminology (i.e. identifying characteristics, needs assessment, individualized education program). From this, it was concluded that teachers were not generally as aware as they should be of their responsibilities with regard to children with special needs and how they should carry out those responsibilities.

(3) There appeared to be no clear directive in provincial documents to ensure that all records of a permanent nature such as, cumulative card, term reports, psychological assessments, etc. must be maintained in the administrative office files and their removal from such files must be carefully controlled. As a consequence, from the records check findings, it was judged that some records did not necessarily remain in the students' files or the students' files were lost.



(4) Data indicated that some students, even in special education classrooms, were leaving the classroom to receive help from the reading specialist and from a tutor in the tutoring program. It was concluded that, in some instances, there were frequent absences involving much student movement to obtain help from a variety of sources with little evidence in the student's records of coordinated planning and goal-setting as the basis for the student's movement in and out of the classroom.

Recommendations. It is recommended that

1. at the provincial level, the guidelines in relation to documentation for special education students be reviewed to determine if the requirements are realistic and the nature of each item of documentation be clearly defined.
2. if practicable, appropriate forms for each item of documentation be developed at the provincial level to be used in all schools of Nova Scotia for students with special needs.
3. at the local level, in-service programs be scheduled to ensure that school staffs are not only familiar with the guidelines regarding students with special needs, but also have been instructed on the procedures to be followed to ensure that files/records of students with special needs are complete, and documentation regularly up-dated as described in the guidelines.
4. in-service programs stress definition and discussion of terminology, such as "identifying characteristics" or "needs assessment" for example, in order to ensure that such terms are clearly understood by staff.
5. at provincial and local levels, clear directives be promulgated to

ensure that all required documentation on a student is maintained in one file and that file adequately controlled and maintained by the school administrative office.

6. clear statements of students' needs, and how such needs will be met by the special help be required before student movement out of the regular, special education or adjusted classrooms for special help is authorized. Moreover, continuous monitoring of the special help and co-ordination of special help with the student's classroom program is judged to be essential in order that the help be effective in achieving goals.

Evaluative Question No. 5: Conclusions. It was concluded from interview and other data that not every teacher involved in special education in the systems' schools clearly understood what was involved in developing and providing an individualized education program.

Recommendation. It is recommended that workshops be provided to give special education teachers the opportunity to familiarize themselves with the need for individualized education programs for students with special needs and how such programs should be developed and presented.

Evaluative Question No. 6: Conclusions. From the data, it was concluded that there was no consistency in the systems' schools in obtaining comprehensive individual assessments and re-assessments of children in need of, or receiving, special help. It was also concluded, as a result of the records check, that individual assessment reports were not always maintained in the student's record file and, presumably, might be held by a classroom teacher.

Recommendations. It is recommended that, at the local level, a clear directive be promulgated regarding the requirement to obtain comprehensive individual assessments, and re-assessments as necessary, of all children identified as needing special help or receiving special help and that such directive stress that the assessment reports, because of their nature, remain in the student's record which should, in turn, be maintained and controlled in the administrative office of the school.

Evaluative Question No. 7 Conclusions. From study data, it was concluded that school staffs were not sufficiently aware of the meaning of such terms as individual assessment and educational assessment, nor did they appear to be aware of the use of thorough individualized assessment as a more objective, and provincially recommended, method of identifying the student in need of special help.

Recommendations. It is recommended that procedural manuals and workshops to familiarize staffs with the school's role in providing special education services include clear definition of terminology related to the assessment and re-assessment of needs and the minimum requirements of identification of needs through thorough individual assessment of the student by qualified personnel be emphasized.

Evaluative Question No. 8. Conclusions. From the data regarding student disposition on completion of the Adjusted Program, it was concluded that programming for children with special needs does not provide satisfactory opportunities for occupational fulfilment. Many of those children who must, by reason of their skill limitations remain in a special education setting throughout their school years,

leave school without prospects of training or employment even though they might be motivated to continue if there were appropriate programs available.

There is, no doubt, a problem of low employment levels in rural/urban areas of the province such as that in which the study was conducted. It is recognized that limited employment opportunities for the job-seeking population due to economic conditions which are general throughout the country and evident in the area of the study contribute to the exceptional students' difficulties in finding employment. Nevertheless, for those job opportunities which are available, exceptional students are not competitive with their age mates who are able to acquire job-related skills with greater facility and have a background of greater academic success. Moreover there is the danger that, from the population of learning disordered students, alienated from their more competent peers and lacking hope of achieving economic independence, that a portion, if not the greater part, of our delinquent adult population may develop (Graubard, 1973, Kunzweiler et al, 1977, Lane, 1980, Wilgosh, 1982).

Recommendations. It is recommended that.

1. the Adjusted Program or any Junior High School level special help program be reviewed and properly sequenced with the Special Education Program in the elementary schools.
2. where necessary, the elementary school Special Education Program curriculum be modified to introduce more subject matter, particularly in Language and Mathematics, integrated with hands-on types of activities to provide a degree of lead-in to vocational

type programming which is recommended for introduction in the Junior High School special help program.

3. the Adjusted Program be extended to be a five-year program. The increased length of the program could provide vocational training of a limited level and range in areas which are likely to equip the student with a salable vocational skill. It is suggested that such vocational areas as building construction, fishing, building maintenance, housekeeping, child care, food preparation, etc. be explored to develop five-year programs, on successful completion of which, the student would receive a certificate or diploma which would be recognised in the various trades. In order to develop such a curriculum it would, no doubt, be necessary for the Department of Education to work in conjunction with the Department of Manpower in order to establish the legitimacy of the curriculum and certification.

It is suggested that a joint federal-provincial planning and development organization would be required in order to consider the present and foreseeable need for manpower in the region based on existing and projected industrial requirements. On the industrial need basis, job descriptions for limited skill personnel should be developed to fill some of those manpower needs. Training programs to develop skill levels to satisfy the job descriptions should then be developed and jointly financed by the federal and provincial governments specifically to train persons with the limitations of exceptional students. The training programs so developed should be recognized by the federal manpower office and

successful completion of such a program should result in federal manpower office certification. Certification should be linked to established pay scales for the job classification. It is further recommended that such programs of training should be open only to exceptional persons in order to protect their occupational future.

\* It is suggested that existing vocational facilities have adequate space and equipment to provide the training. However, it is judged important that the teaching staff be trained particularly for teaching vocational skills to exceptional students.

It is considered that such a program would not only provide students who are presently not receiving appropriate training with improved opportunity for job-training, but would also provide to the labour market a level of limited-skill workers who are needed and should be available at a lower pay rate than the usual skilled tradesman. Moreover, it is suggested that the prospect of increased potentiality for employment would improve the motivation of students to continue in the program. This, in turn, could lead to a reduced incidence of delinquency amongst the exceptional student population.

In order to provide vocational training for learning disordered students special educators and vocational instructors would need to work co-operatively to share information about the student's learning and social characteristics, to develop IEPs, review student progress and modify instructional plans as necessary (Greenan, 1982). Teacher training and attitude are important if vocational programs for exceptional students are to succeed. -For example, a teacher of students in a program for carpenter's helpers,

must not only be a skilled carpenter, but must know the proper procedure for small step presentation of instruction with adequate practise time at each step or level in the curriculum. Such teachers must also be aware of the nature and learning characteristics of special students and be eager to work with such students.

Evaluative Question No. 9 Conclusions. From the data, it

was concluded that there was limited contact with parents in relation to the placement and progress of students with special needs.

Teachers' responses of "Left school" to questions regarding parent consultation appeared to suggest a lack of properly structured procedure for parent consultation or, alternatively, an ignorance of the need to follow proper procedure. If procedures existed and were followed, it is assumed that teaching staff would maintain in the student record a record of all contacts with parents or attempts to contact which were unsuccessful. Such ambiguous remarks as "Left school" are not judged to dispense with the responsibility of the school staff to contact parents to determine why a student has absented himself or herself from school.

It was also concluded that parental involvement in the educational process was probably not being exploited to the best advantage of students, parents and school. There are, no doubt, those parents whose ineptness and attitudes towards education are such that they could provide little benefit to the student. Nevertheless, it is considered that it remains the responsibility of the school, not parents, to ensure that parents are involved in the student's learning experience.

There was a marked lack of evidence in student records that a proper structure existed for obtaining parental consent, or where evidence of consent was found, that consent had been obtained before placement of students in special programs. Moreover, since many of the consents were obtained in 1980 and later, there was some question as to whether or not this process was activated as a result of the schools' knowledge that the evaluation was to take place, or was taking place.

The quality of record keeping in relation to parental consultation appeared to be poor. Staffs' reliance on parent-teacher nights and term reports for consulting with parents of children with special needs appeared to be common and was judged to result in a further weakening of the educational process for such children by failing to involve parents in and informing them adequately about the student's development and progress.

Recommendations. It is recommended that:

1. the Department of Education provide guidelines indicating the preferred methods of parent contact, the frequency of contact recommended and the method of record keeping of such contacts, or of failed attempts to make contact.
2. as much as possible, parents be involved in the educational process. Parent involvement could take a variety of forms from general supervision of the homework process or tutoring at home, to involvement in the classroom. In all these procedures, the emphasis should be on recognition of the benefit to be gained by the student through parental support of the educational process. It is suggested that



parental support is far more likely to be developed through the school's helping the parents to perceive themselves as effective teacher's helpers, if only in some limited aspect of the student's educational training.

3. with regard to parental consent, parents be informed as soon as possible after the decision is made in the school that a student requires extra help. It is at this point, it is recommended, that parents should be interviewed and their consent obtained for testing and special help. At such interview, parents should be informed of the nature of the help to be provided. Parental consent should be obtained before removing any student from the regular classroom program for purposes of providing any special help by anyone other than the regular classroom teacher. It is recommended that a proper procedure to obtain such consent should be developed and promulgated by means of local directive to all schools in the system. It is recommended that, in all instances, a dated consent in writing be obtained by the school.

Evaluative Question No. 10: Conclusions. (1) From data obtained in the study, it was concluded that there were no statements of procedure to cover administration of oral medication and no formal control of oral medication administration within the schools. Often the only record of medical problems was a brief notation on a cumulative record card. There were also instances of potentially serious medical conditions, or a recommendation for medical investigation of suspected problems (i.e. auditory investigation). Yet there was no evidence in the student's file that the possible medical problem

had been ruled out or the recommendation for medical investigation acted upon. Records regarding medical problems were judged to be inadequate.

(2) It was concluded that there was a lack of consistency in procedures followed in informing parents regarding children's assessments.

(3) The data collected in relation to number of staff involved in the education of Adjusted Program students indicated that in System 1, there appeared to be more staff involved in the students' education than might be desirable to ensure a good student-teacher relationship as recommended in Curriculum Development Teaching Guides No.'s 53, 63 and 65, 1980, p. 10. There appeared to be an awareness of and an effort made to retain teachers of the Adjusted Program in their positions for a sufficient time in order to develop skill and to develop closer team and teacher-student relationships.

(4) From the data obtained on the TMH students, it was concluded that records on these students appeared to be seriously inadequate. The existing procedures regarding year-end reports did not appear to have been followed.

(5) It was presumed that, as stated in interview, evaluation of teachers and program had been completed, although such evaluations were not made available to the evaluator. Although there appeared to be a local directive stating the need for specific reports on TMH students, teachers and programs, in actual practice there may be some lack of clarity as to time for completion.

Recommendations. It is recommended that:

1. with reference to Nova Scotia Department of Education Supplementary

Document No. 24 (1980) p. 8, provincial authorities issue directives to school administrators indicating that responsibility for administration of medication is not to be assumed by school personnel.

2. alternatively, if schools are to continue to assume such responsibility, at the system level, clearly-stated directives be promulgated regarding the procedures to be followed in each school in relation to administration of oral medication. Such directives should cover -

- (a) the need for instruction and authorization in writing from a doctor,
- (b) the proper maintenance of medication within the school, and
- (c) record keeping of the administration of the medication.  
(i.e. date, time, amount, person administering).

3. directives be promulgated by the provincial Department of Education regarding the maintenance of a separate document recording any medical problems of the student, such document to be maintained in the student file. It is suggested that a distinctive colour might draw attention to the document. It is further recommended that clear directives be issued as to who should be responsible for starting and up-dating the record and when such a document should be commenced on a student, such as: -

- (a) on enrolment, covering existing medical problem(s),
- (b) during time in school, when a problem arises,
- (c) during time in school, when investigation of suspected medical problem(s) is recommended.

4. at the system level, annual reviews of staff involved in teaching

exceptional students' programs at the Junior High School level be conducted to ensure that the numbers of staff be kept at a level such that the staff members interacting with exceptional students have sufficient contact with the students to develop knowledge and understanding of them.

5. a procedure be instituted in the office of the Superintendent to send to Principals of schools requests for reports on students, staffs, and programs for special children, one month (or more if deemed appropriate) in advance of the due date of the required report.

Evaluative Question No. 11: Conclusions. From the data gathered, it was concluded that it would be difficult to compile an accurate statement of total funds received and total expenditures made for provision of special education services in the two systems for the 1981-82 year.

If the costs of services for the school year were estimated based on the figures provided by the Inspector of Schools, which represented the funds allocated to special education for the period 1 January to 30 June, 1982, namely, \$336,254.00, the average per month allocation was  $(\$336,254.00 \div 6)$  or \$56,042.33. Over a ten-month period, at the January to June, 1982 rate, the total allocation of provincial funds would have been  $(\$56,042.33 \times 10)$  or \$560,423.30. However, System 2 Superintendent indicated that such an estimation would result in an unrealistically high estimate of total funding received from the province for the 1981-82 period for special education, since there was a sharp increase in funding in 1982.

Alternatively, if only the January to June, 1982 period is considered, the number of students in Special Education Programs (part and full time and the Adjusted Program) in the 1981-82 school year, as provided by the Principals (Table 4) was

Systems )	Special Education (all type programs)	123
)		
1 and 2 )	Adjusted Program	60
		<hr/>
	Total Special Education & Adjusted	183
		<hr/>

Based on the provincial fund allocation only, the cost of services per student was  $(\$336,254.00 \div 183)$  or \$1,837.45 for the six-month period. However, data indicated that in addition to provincial funds there were funds provided through the town, municipality and district. If the \$336,254.00 was used mainly for teachers' salaries, (the Inspector of Schools stated that basically 99.9% was allocated to teachers' salaries), the cost for the six-month period in 1982 was estimated at  $(\$336,254.00 \div 13)$  (Adjusted Program and Special Education teachers) or \$25,865.69 per teacher for six months' service in 1982. On the basis of information provided by the Inspector of Schools, a small portion of this amount was used for materials. Thus, the corrected estimated cost of teachers' services to Special Education and Adjusted Programs in the six-month period in 1982 from January to June, inclusive was  $(\$336,254.00 - \$2,000.00 \text{ for materials})$  or \$334,254.00. It was concluded that for the six-month period, each of the 13 teachers' salaries was estimated to have cost the Department of Education  $(334,254.00 \div 13)$  or \$25,711.85. This represented a sum of \$4,285.00 per month approximately per teacher.

In view of the study findings in relation to program limitations and the extensive use of the federally-funded tutoring program, it was concluded that the costs of operating the program in the two systems appeared to be high with fund allocation unclear.

Recommendations. It is recommended that:

1. a more accurate accounting of funding and expenditures for special programs be instituted.
2. if as pervasive a program as the federally-funded tutoring program were continued, it be taken into account as
  - (a) additional funds received in the systems for provision of special help and
  - (b) a program for which the systems must acknowledge their accountability for both its quality and effectiveness along with the special education and other special help programs which are provincially funded.

## General Conclusions and Recommendations

### Learning Deficits and Special Education

Conclusions. Study results were judged to indicate that the provision of help to children with special needs tended to be fragmented. This was considered to be due, in part at least, to the categorization of learning deficits into special categories with labels. Thus if a child could be classified as Trainable Mentally Handicapped, there was a fairly clear program for such a person from school age through to adulthood in a protected environment, whereas, for the children labelled as educable mentally handicapped, learning disabled or slow learners, the educational program was considerably less clearly structured. Their academic futures being less certain appeared, in turn, to lead to greater uncertainty in vocational/social adjustment.

Recommendations. It is recommended that:

1. less emphasis be placed on categorizing the student's deficit as a slow learner, or learning disability, etc. Instead, more attention should be directed to the identification of the nature of the deficit area(s) (i.e. the specific receptive or expressive language weakness, arithmetic deficit, inadequate visual-motor fine muscle co-ordination, etc.), by means of thorough diagnosis, and to development of teaching staff and programs which meet the needs of a varied student population.
2. all special help programs be categorized as special education for funding, program development and accountability.

Implementation of Directives or Guidelines

Conclusions. It was concluded that non-implementation of provincial directives, or widely divergent forms of interpretation of directives might be due to one of the following reasons

- (a) the directives or guidelines are impracticable,
- (b) the meaning of the directives or guidelines is unclear or contradictory,
- (c) the directives or guidelines are so written that more than one interpretation of intent is possible,
- (d) the providers of services have not familiarized themselves with the guidelines,
- (e) constraints of one kind or another (i.e. manpower, financial) prevent implementation, or
- (f) the providers of services do not consider it mandatory to follow the directives or guidelines.

Recommendations. It is recommended that when a directive or guideline is published, the new document or amendment be examined immediately upon receipt by those members of the staffs of each school system who will be responsible for implementation and a written report forwarded to the provincial office. To increase the efficiency of such a procedure, it is recommended that a standard form for reporting the critical comments be developed at the provincial level and forwarded along with the document or revision at the time of publication.

This procedure would not only provide feedback regarding possible non-workable or unclear regulations or guidelines, but also



would ensure that those immediately concerned with implementation at the school level would be obliged to familiarize themselves with the content of directives, guidelines and amendments thereto which relate to their areas of responsibility.

#### Evaluation in Special Education

Conclusions. It was concluded that, in order to provide effective special education services, on-going evaluation of the services is essential. Evaluation is required of all aspects of the programs. However, it is judged imperative that continuous evaluation of the congruence of procedures at the school system level with the procedures set out in provincial directives and guidelines be mandatory.

It was further concluded that evaluation should be carried out, as much as possible, from within the department and the local system. It is judged that such a procedure would reduce the degree of apprehension which evaluation tends to create in staff, would permit increased accessibility to data and greater freedom of movement of the evaluation personnel within school system facilities. Moreover, the involvement of system staff in the evaluation process would provide an opportunity for staff who are responsible for delivery of service to better understand the meaning of and need for the accountability of providers of services.

#### Recommendations. It is recommended that

1. in order to provide effective evaluation of the congruence of special education procedures at the system level, the provincial Department of Education investigate the feasibility of developing a

standardized report and document system related to all aspects of record keeping for special students. With the application of computer technology to the documentation and record keeping process, it should be possible to develop time- and manpower-efficient procedures which would provide precise records, timetabling of procedures and adequate feedback at all service delivery levels. The purpose of such a documentation system would be to institute at the school level, throughout the province, an efficient documentation and control procedure which would be commenced on each student when first designated for special help. With such a system of documentation, a record of each student so designated would automatically be passed to the Superintendent's office so that a continuously up-dated and precise record of the students being provided with help could be maintained. It is considered that cost effectiveness of the programs provided by special education cannot be determined without an accurate continuous accounting of the students actually being served.

2. a provincially developed method of record keeping be followed on each student to ensure that proper records are maintained. Clearly specified records would facilitate the institution of regular periodic evaluation of student records of exceptional students by system staff. Such evaluation is recommended in order to:-

- (a) increase school system efficiency by making the providers of special education services in the systems aware of their accountability, and
- (b) provide a measure of the extent to which the school systems

are able to carry out the procedures for exceptional students as directed in the provincial directives and guidelines. Such information is judged to be essential for effective decision-making and policy development at the local and provincial levels.

#### Evaluation as Basis for Effective Program Change

Conclusions. From study results, it was concluded that, in general, before changes in any programs are undertaken, it is essential to examine the extent to which providers of services are implementing existing programs. Context evaluation provides important data as to the areas of organization, administration and communication which will benefit from improved clarity and precision of direction, the practicality of procedures, as well as the need for improved methodology and staff education. As a consequence, evaluation findings can result in program changes which are more likely to be effective in improving delivery of services.

#### Recommendations. It is recommended that

1. context evaluation form part of an on-going evaluation procedure which should be carried out by the staff of the system as much as possible.
2. to the extent possible, when a program or modification of a program is designed, an evaluation procedure be designed into the program and, to the extent possible, the evaluation procedure be designed to be carried out by staff of the unit being evaluated. Such a procedure, it is considered, would be cost-efficient, would tend to improve staff

competency through involvement in the evaluation process and would be less threatening to those being evaluated.

### Evaluation Models and Real Life Situations

Conclusions. Evaluation models such as the CIPP model of Stufflebeam (1971) indicate clearly defined stages in evaluation (i.e. context, input, process and product). In reality, in undertaking evaluation of a program, there tends to be, of necessity, some overlap in evaluation stages so that elements of more than a single stage of evaluation are carried out concurrently.

Recommendations. It is recommended that in planning evaluations of programs, planners be aware of the artificial qualities of the evaluation models and the need to embrace within the planned evaluation elements of other aspects of the program which might not be their primary focus but must be examined to some degree in the real-life situation in which evaluation is carried out.

### Implications of Results of the Study

Conclusions. From this study of special education in two school systems, certain conclusions were reached regarding possible shortcomings in areas such as regulations and guidelines governing the delivery of services, school system structures and procedures, inter-agency communication and funding.

Recommendations. It is recommended that further studies similar to the Yarmouth study be carried out in order to provide additional relevant data to those administrators responsible for instituting change in special education.

Appendix 1

List of Province of Nova Scotia and Yarmouth Town and Municipality Documents - Regulations, Directives and Guidelines Related to Special Education and the Adjusted Program.

N. S. Department of Education. The Education Act, The Education Assistance Act, The School Boards Membership Act. Halifax: Queen's Printer for Nova Scotia, 1979 (revised to 1981).

N. S. Department of Education. Regulations Under the Education Act. Halifax: Queen's Printer for Nova Scotia, 1980.

N. S. Department of Education. Administrative Handbook Special Education, Curriculum Development Supplementary Document No. 24, Halifax: Queen's Printer for Nova Scotia, 1980.

N. S. Department of Education. Special Education Curriculum Guide for Trainable Mentally Handicapped Students, Curriculum Development Teaching Guide No. 45, Halifax: Queen's Printer for Nova Scotia, 1979 (Rev. to Jan. 1980).

N. S. Department of Education. Adjusted Program (Academic) Guide, Introduction Science Mathematics, Curriculum Development Teaching Guide No. 53, Halifax: Queen's Printer for Nova Scotia, 1980.

N. S. Department of Education. Learning Disabilities, Curriculum Development Supplementary Document No. 34, Halifax: Queen's Printer for Nova Scotia, 1981.

N. S. Department of Education. Special Education Curriculum Guide for Teachers of Educable Mentally Handicapped Students Ages 5-21, Curriculum Development Teaching Guide No. 60, Halifax: Queen's Printer for Nova Scotia, 1980.

N. S. Department of Education. Adjusted Program (Academic) Guide - Introduction - Social Studies, Curriculum Development Teaching Guide No. 63, Halifax: Queen's Printer for Nova Scotia, 1980.

## Appendix 1 (continued)

N. S. Department of Education. Adjusted Program (Academic)  
Guide - Introduction - English Language Arts, Curriculum Development  
Teaching Guide No. 65, Halifax: Queen's Printer for Nova Scotia, 1980.

N. S. Department of Education. Public School Programs 1980/81;  
1981/82, Aims and Policies, Program and Course Descriptions, Procedures,  
Services, Publications, Halifax: Queen's Printer for Nova Scotia, 1979.

Policies and Procedures Covering Town and Municipal and District  
of Argyle Classes for Trainable Mentally Handicapped, Board of School  
Comm. for District of Yarmouth, Municipal Board for District of Argyle,  
Municipal School Board for District of Yarmouth, 1980.

Appendix 2INTERVIEW QUESTIONNAIRE - School Board Members

1. Name
2. Nature of Membership (i.e. Executive of Board)
3. Name of Board
4. Date of Interview
5. Have you, as a member of the Board, any particular responsibility related to Special Education programming in the school system?
6. If "Yes", please describe.
7. Has the Board approved any locally formulated statements of philosophy, aims, goals and/or procedures regarding any aspect of Special Education?
9. Have any significant changes or formalizing of procedures related to Special Ed. programming in the system been carried out during this school year?
9. Are you aware of any contemplated changes in Special Ed. programming in the system in the future?
10. What was the total funding for Special Ed. in the system's schools for the school year, 1981-82?
11. How were these funds distributed?
12. Is there a specific Board policy related to standards of qualifications of Special Education Teachers employed in the system?
13. If "Yes", please describe.
14. (a) How many children were provided with Special Ed. services in system's schools during the 1981-82 school year?  
(b) Does this number include the number of children in the tutoring program?

## Appendix 2 (continued)

15. What is the nature of the tutoring program being carried out in the schools (i.e. is it considered a part of the Special Education program)?
16. How is the tutoring program funded?
17. How is the tutoring program administered?
18. How is the tutoring program evaluated (i.e. is its overall supervision under the N. S. Department of Education, the School Board, Superintendent, individual principals) or, alternatively, is there no educational supervision?
19. How are children selected for the tutoring program?
20. How is their progress evaluated?
21. Have you any further comments?



Appendix 8SUPERINTENDENT'S QUESTIONNAIRE (for interview purposes only)

1. Name of Superintendent:
2. Name of School System
3. Date of Interview:
4. Are there any locally-formulated statements of aims, goals, policy and/or procedures governing Special Education programs in general or some aspect of Special Education programming in particular?
5. If you answered "Yes", could copies of the documents be made available for examination, please?
6. How many students are enrolled in your school system during 1981-82 in grades (a) Preschool, (b) 1 to 6, (c) 7 to 9, (d) 10 to 12?
7. How much money did you receive from the Province of Nova Scotia for Special Education for the year 1981-82?
8. Did this represent your total Special Education budget?
9. If funding was received from other sources, please specify the source and the amount.
10. Please indicate how your Special Education budget was distributed to the various Special Education programs.
11. How many professionals and para-professionals were employed and paid for through the Special Education budget and in what programs were they employed (i.e. duties, EMH, TMH, Adjusted, Reading Specialist, etc.)?
12. Have you done any formal evaluation of your Special Education programs to date?
13. If "Yes", could a copy of the evaluation report be made available?

## Appendix 3 (continued)

14. What procedures are followed in your school system to diagnose the problems and assess the needs of a student identified as needing Special Education?
15. What counselling services are provided for children served by the Special Education programs in your school system?
16. What community resources outside the school system are available to children served by the Special Education program in your school system?
17. Is there a review committee procedure in your school system to advise on Special Education program placement?
18. If "Yes", please indicate the membership and their positions.
19. How many Special Education teachers do you have in the school system?
20. How many Special Education teachers have an undergraduate major or post-graduate preparation in Special Education?
21. How many Special Education classes do you have in the system? (Kind and Number).
22. Did any of your staff participate in in-service education this year in the Special Education field?
23. How many children do you have in the school system in the following categories: (a) mentally handicapped, (b) emotionally disturbed, (c) learning disabilities, (d) speech impaired, (e) visually impaired, (f) physically handicapped, (g) multiply-handicapped (i.e. blind and deaf, mentally retarded and deaf)?
24. Are children entering your school system required to have any pre-

## Appendix 3 (continued)

entry examination?

25. If "Yes", please describe.
26. Are documents available for inspection in your office covering the initial referral of all TMH students for Special Education Programs?
27. What documents or records are maintained by your office on children in Special Education Programs?

Appendix 4.PRINCIPAL'S QUESTIONNAIRE (for interview purposes only)

1. Name of Principal.
2. Name of School;
3. Date of Interview;
4. Are there any locally-formulated statements of aims, goals, policy and/or procedures governing Special Education programs in general or some aspect of Special Education programming in particular?  
(Yes or No)
5. If "Yes", could copies of the documents be made available for examination, please?
6. What was the total student population of your school as at 30 September, 1981?
7. How many of the above students are in Special Education programs in the following categories?  
(a) regular classrooms but requiring special materials or equipment, (b) part-time in special classes, (c) full-time in special classes (1) EMH (2) TMH (3) Adjusted.
8. How many of the students listed in Item No. 7 were identified as requiring placement or requiring special materials or equipment during the current school year? (a), (b), (c) (1), (2), (3).
9. How many students, identified as requiring placement in Special Education programs during the current school year, have not yet been placed in appropriate programs? (a), (b), (c) (1), (2), (3).
10. On the attached form, please list the children now in Special Education programs in your school and details relevant to each

## Appendix 4 (continued)

student as indicated.

11. With regard to children in Special Education in your school, what procedures are followed for parental consultation, regarding (a) Identification, (b) Needs Assessment, (c) Placement, and (d) Progress of their children?

(NOTE: Following should be determined: manner of communicating data--notification in writing, personal interview with Principal and teacher, teacher only, telephone call only, may or may not be informed, written consent obtained in case of placement.)

12. What records do YOU keep on each child?

13. What form of needs assessment is carried out for children identified as requiring placement in Special Education programs?

(NOTE: (a) standardized procedure and documentation (details), (b) no standardized procedure, (c) assessed by school staff - specialist, (d) assessed by outside consultants - one source, various, (e) regularized procedure for re-assessment.)

14. In the case of children in Special Education programs for whom particular medical considerations must be recognized, what procedures are followed to inform teachers regarding (a) the nature of the condition and action to be taken for children for whom there is a risk of medical emergency, and (b) children who must receive oral medication during the school day?

(TMH CLASSES ONLY)

15. (a) On what dates were the most recent evaluations of the following completed: (1) TMH teachers (names and dates), and (2)

## Appendix 4 (continued)

curriculum (level and dates)?

- (b) Could a copy of the year-end report (for the school year 1980-81) to the Advisory Committee on all TMH students be made available for examination?

16. What funds were allocated to Special Education programming during the year 1981 and how were these distributed or allocated?

(ADJUSTED PROGRAM ONLY)

17. (a) Is there a review committee for reassessing students' progress and setting educational and vocational goals for Adjusted Program students?
- (b) If "Yes", please indicate the membership of the committee. (i.e. Principal, Special Education teacher, consultant, etc.).
- (c) How frequently does the committee meet?
- (d) If answer to (a) was "No", how is periodic re-assessment and goal-setting carried out?
- (e) Who is responsible for final decision-making regarding Adjusted Program students' future placement on completion of the Grade Nine Program?
- (f) How many students are in each Adjusted Class in this school year?
- (g) Is the Adjusted Program in your school functioning as a departmentalized system (where several teachers meet each Adjusted class)?
- (h) If "Yes", how many teachers have an assignment which includes some Adjusted Program?

## Appendix 4 (continued)

- (i) How long have each of the teachers in the program been involved with teaching the Adjusted Program in your school?
  - (j) What procedures have you followed during this school year to ensure that all of your staff have a good understanding of the aims and objectives of the Adjusted Program?
  - (k) On the Record of Adjusted Grade 9 Students 1979-80, 1980-81, please list all Adjusted Grade 9 students for each of the two years and their final disposition on completion of the program.
18. Please indicate the number of student drop-outs in the school years 1979-80, 1980-81 for the following grades: (a) Grade 6, (b) Grade 7, and (c) Grade 8.

(NOTE: "Drop-outs" - students who fail to continue and complete the program for reasons other than the following:

- (1) physical disability, (2) alternative training (item (2) does not include casual employment as unskilled labour).

Appendix 5

RECORD OF STUDENTS' IN SPECIAL EDUCATION/ADJUSTED PROGRAMS

PRINCIPAL'S REPORT

Page No \_\_\_\_\_ of \_\_\_\_\_

School		Completed by		School Year		Date Completed															
Name of Student		Identifying Characteristics	Needs Assess Completed		Special Education Program				Time in Program		Date of Parental Consent for Placement	If in Prog 2 or more years Dates of Re-evaluation	Dates of Parental Consultation	Outside Consultants Present for Consult			Source of Data				
Surname	Given Name(s)		Yes	No	Part Time	Full Time			Other Explain	No Prog				Yrs	Mos	Date		Area of Expertise	Who Attended		
			D	M		Y	EMH	TMH											Adj	Pr	Tchr (s)

SIGNATURE \_\_\_\_\_



## Appendix 6

RECORD OF ADJUSTED GRADE NINE STUDENTS - YEAR: 19

Student's Name		Year in which Grade 9 was Completed	Final Disposition: (a) Voc. School (b) Gr.10,Sr.High Schl (c) Occup.Explor.Inter. Indust. Program (d) Employment (e) Other
Surname	Given Names		

Appendix 7SPECIAL EDUCATION TEACHER'S QUESTIONNAIRE

(for interview purposes only)

1. Name of Teacher:
2. Name of School:
3. Kind of Class (EMH, TMH, Adjusted, Other - explain)
4. Date of Interview:
5. How many children are in your class?
6. On the Record of Children in Special Education/Adjusted Classes, please list the particulars requested for each child in your class.  
(Interviewer should review the headings and provide explanation as needed.)
7. What methods of on-going evaluation of student progress are used for your students: (a) recorded teacher observation of student performance, (b) criterion-referenced tests, (c) teacher-made tests, (d) other - please explain briefly?
8. In what ways are parents actively involved in the students' educational process: (a) support tutoring in the home under the teacher's guidance, (b) classroom tutoring, (c) not involved beyond periodic consultation, (d) not involved?
9. How long have you been employed as a Special Education teacher?
10. What background of teacher training did you have when you assumed your duties as a Special Education teacher?
11. What further training have you had since assuming your duties, which is directly related to improvement of your skills as a Special Education teacher?

## Appendix 7 (continued)

12. How long have you been employed in your present teaching situation in Special Education?

## ADJUSTED PROGRAM ONLY

13. (a) Are you part of a team of teachers responsible for the adjusted program?
- (b) If "Yes", please indicate the names of the team members, their duties, and the length of time each has been in his or her present teaching situation.

## ALL SPECIAL EDUCATION TEACHERS

- \*14. What records do YOU keep on each student?

(NOTE: This form used for interviewing Reading Specialists, modified as necessary for different responsibility.)

Appendix 8

RECORD OF STUDENTS IN SPECIAL EDUCATION/ADJUSTED CLASS

SPECIAL EDUCATION/ADJUSTED CLASS TEACHER'S REPORT

School		School Year:				DATE COMPLETED									
Name of Student		Identifying Character- istics	Needs Assess- ment		Indivi- dualized Education Program		Parental Consul- tation	Student's Progress in 1981-82 based on Criterion-referenced tests					Source of Data, Cum Cards Superintendent's, Principal's or Teacher's Records		
Surname	Given Names		Yes	No	Yes	No	Dates	Excellent	Good	Fair	Poor	Date	Subjects		
			D	M	Y			D	M	Y			D	M	Y

Signature:

Appendix 9.REGULAR CLASSROOM TEACHER'S QUESTIONNAIRE

Teacher's Name: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_ Subject(s) Taught \_\_\_\_\_

Date: \_\_\_\_\_

1. How many children have you identified as requiring Special Education placement during this school year? \_\_\_\_\_
2. Please list on the attached form all students in your class who are receiving part-time Special Education programming and the particulars as indicated with respect to each student.
3. How many children in your class have physical handicaps requiring special equipment in order that the child can receive educational training in the regular classroom? \_\_\_\_\_
4. What records do you keep on each student?

PLEASE RETURN ALL MATERIALS.

Appendix 10Special Education Program Evaluation - 1982Definitions

Students - The students in your class in this academic year whom you (or a previous teacher) have identified as requiring Special Education services.

Special Education Services - special equipment in the regular classroom, special class placement, remedial classes part-time, special tutoring.

Needs Assessment - proper, thorough assessment by means of diagnostic testing of the student in order to determine the student's specific educational needs.

Placed in Program - date the student was actually transferred to special class, or the date part-time placement (or remedial program) commenced.

Kind of Program - kind of Special Education service as indicated above.

Student Progress - based on test results - excellent, good, fair or poor.

Parent Consultations - all occasions during this school year.

Source of Data - from what files or records did you obtain the information needed to complete this report?

Appendix 11

REGULAR CLASSROOM TEACHER'S REPORT

Year.                      RECORD OF STUDENTS IN NEED OF/OR IN SPECIAL EDUCATION PROGRAMS IN REGULAR CLASSROOM

Names of Students		Identifying Characteristics	Needs Assessment			Placed in Program			Kind of Program	Student Progress	Parent Consultation			Source of Data
Surname	Given Names		Yes (Date)	No	Yes (Date)	No	Part-time, Adjusted EMH, TMH Other Explain	Based on Criterion ref'd tests (Subject-Ex, Gd, Fr, Pr)			Dates			
			D M Y		D M Y						D M Y			
<div>Completed by: _____</div> <div>School: _____</div>														<div>Grade and/or Subject Taught: _____</div> <div>Date: _____</div>

Appendix 12

G. R. MAURO, M.A. (Psych.)

Registered Psychologist

Province of Nova Scotia

58 Grand Street

Yarmouth, N. S., B5A 2Z9

Dear \_\_\_\_\_

I am carrying out a study into special education services in Nova Scotia schools as my doctoral research.

As a part of this study, I am requesting the help of all parents of children receiving special education services in the schools of the Town and Municipality of Yarmouth.

Would you be kind enough to complete the attached questionnaire and return it to me in the enclosed stamped, self-addressed envelope.

Please be assured that my research has the approval of the School Board and the Superintendent of Schools. All information which I receive will be treated as strictly CONFIDENTIAL.

Yours sincerely,

(Miss) G. R. Mauro, M.A. (Psych.)



Appendix 12aPARENT'S OR GUARDIAN'S QUESTIONNAIRE

Names of Parents: \_\_\_\_\_

Name of Student: \_\_\_\_\_

School attended by Student: \_\_\_\_\_

PLEASE NOTE. These questions apply to the past school year (from September 1981 to June, 1982) not to the current school year now in progress.

1. Were you informed that your son/daughter was:  
(a) receiving part-time special instruction Yes \_\_\_\_\_ No \_\_\_\_\_  
(b) being placed in the EMH \_\_\_\_\_ TMH \_\_\_\_\_ Adjusted Yes \_\_\_\_\_ No \_\_\_\_\_  
Program \_\_\_\_\_
2. If you answered "Yes", who informed you?  
Teacher \_\_\_\_\_ Principal \_\_\_\_\_ Superintendent \_\_\_\_\_
3. How were you informed? Telephone \_\_\_\_\_, Letter \_\_\_\_\_,  
Personal Interview \_\_\_\_\_
4. Did you give written consent to placement of your child in the  
special education program? Yes \_\_\_\_\_ No \_\_\_\_\_
5. On the basis of progress reports received from the school, has your  
son/daughter benefitted and improved in their general progress as  
a result of special instruction or special placement? Yes \_\_\_\_\_ No \_\_\_\_\_
6. How many times were you contacted by either the teacher or principal  
during the school year (1981-82) regarding your son's/daughter's  
progress? (If possible, please provide the dates.)  
\_\_\_\_\_

## Appendix 12a (continued)

6. \_\_\_\_\_  
\_\_\_\_\_

7. Were you advised by the teacher(s) as to what you could do to help your son/daughter, at home? Yes \_\_\_\_\_ No \_\_\_\_\_

8. Were you involved in any way in the education program for your son/daughter, which was being carried out at the school? Yes \_\_\_\_\_ No \_\_\_\_\_  
(If "Yes", please explain in what way(s).)  
\_\_\_\_\_  
\_\_\_\_\_

9. As you understand it, why did your son/daughter require special instruction?  
\_\_\_\_\_  
\_\_\_\_\_

10. Your additional comments regarding children with special needs and special education programming are welcomed  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Please use the reverse side of this questionnaire for any additional comments you wish to make.)

## CLASSROOM OBSERVATION RECORD FORM

[illegible]

Students	Attended to teacher/verbally responded to teacher/completed written	drawing or colouring work/engaged in manipulative activities (cutting	gluing	mixing,
molding)				
				Observer's Signature

Observer's Signature \_\_\_\_\_

Appendix 14

SPECIAL EDUCATION PROGRAM EVALUATION - 1982

School.		Student Record Check-off List			Date Records Checked / /			Pages:	
Name:		Student Number.	Parents or Guardian:		Home Address			Phone No.	
Student No.		DESCRIPTION	Date			Names of Professionals Involved	System Staff	Outside Consultant	
ITEM			D	M	Y				
1	Needs Assessment								
2	Periodic Needs Re-Assessment								
3	Parent Consultations: (a) Needs Identification (b) Needs Assessment (c) Placement (d) Progress (e) Other								
4	Written Authorizations: (a) Assessment (b) Placement (c) Administration of Oral Medication (d) Other								
5	Record of significant medical problems and written promulgation of info to classroom teacher								
6	Other Records								

Appendix 15

Special Education Study of School Systems 1 and 2,

Yarmouth County, Nova Scotia, Canada - 1981-82

Number of Contacts for Data Collection

1. Interviews:

Provincial Dept. of Education - Assistant Director

of Curriculum Development 1

- Inspector of Schools 1

System 1 - School Board Members 1

- Superintendents 1

- Principals 5

- Adjusted Program Teachers 3

- Special Education Teachers 2

- Reading Specialists 1

System 2 - School Board Members 1

- Superintendents 1

- Principals 5

- Adjusted Program Teachers 2

- Special Education Teachers 6

- Reading Specialists 2

Total Number of Interviews:

32

## Appendix 15 (continued)

2. Written Responses to Questionnaires

Regular Classroom Teachers. System 1 - School 1 . . . . . 16

2 . . . . . 6

3 . . . . . 6

4 . . . . . 4

5 . . . . . 5

System 2 - School 1 . . . . . 11

2 . . . . . 12

3 . . . . . 6

4 . . . . . 0

5 . . . . . 0

Total Number of Responses from Regular Classroom Teachers. 663. Student Nominal Lists Completed:

<u>System</u>	<u>School</u>	<u>Pr.</u>	<u>SET</u>	<u>Rdg Sp.</u>	<u>RCT</u>	<u>Adj.Prog.Tchrs.</u>
1	1	-	1	-	16	N/A
	2	-	-	1	6	N/A
	3	1	N/A (See Above)		6	N/A
	4	1	N/A (See Above)		4	N/A
	5	1	N/A	N/A	5	3
2	1	1	1	1	11	N/A
	2	-	6 (See Above)		11	N/A
	3	1	N/A (See Above)		6	N/A
	4	1	N/A	1	-	N/A
	5	1	N/A	N/A	-	2
Totals Received		7	8	3	65	5

## Appendix 15 (continued)

4. Parent Questionnaires Mailed and Returned

<u>System</u>	<u>School</u>	<u>Mailed</u>	<u>Returned</u>	<u>Returned Undelivered</u>
1	1	47	23	-
	2	10	7	1
	3	17	2	-
	4	7	3	-
	5	25	8	-
2	1	22	8	4
	2	41	22	3
	3	9	2	1
	4	40	13	2
	5	20	4	1
Totals.		238	92	12

5. Number of Student Records Checked

<u>System</u>	<u>School</u>	<u>No. of Records Checked</u>	<u>No. of Records Not Available</u>
1	1	69	4
	2	33	2
	3	17	1
	4	12	8
	5	37	2
2	1	52	-
	2	62	10
	3	23	2
	4	51	2
	5	25	- *
Total No. of Records		381	31

\* Cumulative record cards missing from two student files.

## Appendix 15 (continued)

6. Classroom Observations completed by Evaluator

<u>System</u>	<u>School</u>	<u>TMH</u>	<u>EMH</u>	<u>Rem. Rdg.</u>	<u>Rdg. Sp.</u>
1	1	-	1	-	-
	2	-	1	-	1
	3	-	-	-	-
	4	-	-	-	-
	5	-	-	-	-
2	1	-	1	-	-
	2	3	2	1	1
	3	-	-	-	-
	4	-	-	-	-
	5	-	-	-	-
Total Classroom Observations.		3	5	1	2

NOTE For the purpose of this tabulation, the following abbreviations were used

Adj. Prog. Tchrs.	Adjusted Program Teachers
EMH	Educable Mentally Handicapped (Classroom)
N/A	Not Applicable
Pr..	Principal
RCT	Regular Classroom Teacher
Rem. Rdg.	Remedial Reading (Classroom)
Rdg. Sp..	Reading Specialist (Classroom)
SET	Special Education Teacher
TMH	Trainable Mentally Handicapped (Classroom)



## Appendix 16

## Admissions Form for T.M.H. Students

Pupil's Name \_\_\_\_\_

Surname	First	Middle
---------	-------	--------

Address: Name of Village: .

Mailing Address:

Brnth Date: \_\_\_\_\_  
 Year                      Month                      Day

Father's Name: PHONE: Home Work

Mother's Name: \_\_\_\_\_ PHONE: Home \_\_\_\_\_ Work \_\_\_\_\_

In case of an emergency, if you cannot be reached, please state whom we may contact and where.

Name: \_\_\_\_\_ Telephone: \_\_\_\_\_

Name of Family Doctor \_\_\_\_\_

The following information is attached to this application form. Check one.

A. Complete medical history of child from Family Doctor

B. Medical report on speech, hearing and vision

C. Psychological and/or psychiatric report

D. Previous School history (if applicable)

E. Report from the community health nurse

F. Are there any medications being administered to this applicant?

G. Are there any medical problems not mentioned elsewhere of which the school should be aware? Allergies, etc.

\_\_\_\_\_

## Appendix 16 (continued)

Referring Agency (if applicable) \_\_\_\_\_

Superintendent \_\_\_\_\_

Date of Application \_\_\_\_\_

Date of Admission \_\_\_\_\_

I hereby apply for admission of \_\_\_\_\_ into  
the class for Trainable Mentally Handicapped.

\_\_\_\_\_  
Parent/Guardian

Appendix 17

## Memorandum

To. Members of School Board

From. Superintendent of Schools

Re. Criteria & Procedures for Admission of Pupils to Adjusted Program

1. ORIGIN & BACKGROUND

Up to the end of the current academic year, Municipal pupils in the Adjusted Program have been housed in, and under the control of, the (name of School). The criteria and procedures used for admission of candidates were in the past worked out cooperatively amongst the two superintendents and the principals concerned.

Beginning September, 1978, Municipal candidates for Adjusted classes will be housed in the (Name of School) and be under this Board's jurisdiction. It is necessary, therefore, to establish policy with respect to the criteria for admission of our pupils requiring such a program and procedures for the Principals and Superintendent to follow.

The criteria and procedures outlined below are essentially the same as those used in the past which have worked reasonably well.

2. PROPOSED CRITERIA & PROCEDURES

(a) Criteria for Admission of Pupils to Adjusted Classes

1. Any candidate should be 13 years of age or older;

2. He (She) will have failed and/or repeated at least two (2) years of school;

3. He (She) will have a generally poor over-all academic achievement;

## Appendix 17 (continued)

4. He (She) will have low scholastic ability (i.e. below that required for success in regular academic subjects, but above the level that would indicate TMH class placement).

(b) Placement Procedures

1. No later than April 30 in any school year, each principal will submit to the Superintendent and to the Principal of (Name of School), a list of proposed candidates, in order of priority, also showing age, grade, achievement and scholastic ability evaluation,
2. Each principal will also submit an anecdotal assessment on each candidate,
3. The Superintendent and the Principal of (School) (in consultation with the other principals where required) will act as a screening and placement committee. They will provide each feeder school principal concerned with a list of candidates who are to be considered for placement,
4. Each principal will make initial contact with the parents of pupils who are recommended for A.C. placement and advise the Superintendent as to the parents' reaction (acceptance or refusal);
5. In cases where the parents' reaction is positive, the Principal of (School) will forward to said parents the necessary parental consent forms for signature,
6. Provided that additional accommodation is available, the above procedures may be followed at any time during the

## Appendix 17 (continued)

academic year,, if such placement is deemed to be in the best interests of the pupil and the parents either request or agree to such placement. In any such instance, the Principal of (School)' must approve the placement.

3. RECOMMENDATION

It is the recommendation' of the Superintendent and all principals that the above Criteria & Procedures be approved by the Board as official policy.

June 8, 1978

Appendix 18

(Name of School)

1981 - 1982

RECOMMENDATIONS FOR ADJUSTED PROGRAM

School \_\_\_\_\_

Student's Full Name \_\_\_\_\_ D.O.B. \_\_\_\_\_

Parents or Guardians \_\_\_\_\_

Address \_\_\_\_\_ Telephone \_\_\_\_\_

Present Grade \_\_\_\_\_ Grade (s) Repeated \_\_\_\_\_

Appraisal of Work this year Math \_\_\_\_\_ Science \_\_\_\_\_

English \_\_\_\_\_ French \_\_\_\_\_

Social Studies \_\_\_\_\_ Ind.Arts/Home Ec. \_\_\_\_\_

Details of Standardized Tests \_\_\_\_\_

Please indicate type of test \_\_\_\_\_

Norm, year administered, etc. \_\_\_\_\_

Principal's personal assessment of this candidate: (Please comment on  
attendance and any other items that may be of interest.)

---

---

---

---

---

---

Please return by Friday, June 5 to: (Principal)

(School)

(Address)

Appendix 19

(Name of School)

(Address)

Dear

Mr. \_\_\_\_\_, principal of \_\_\_\_\_ has recommended that your son/daughter who is now in Grade \_\_\_\_ in that school, should be advised to continue his/her education in the Adjusted Program in the (Name of School).

We realize that you will want to know more about this program, so I will attempt to cover, in the following paragraphs, some of the more important features of the Adjusted Program. However, \_\_\_\_\_ will not be placed into the program without your permission.

The Adjusted Program is designed for students who have experienced difficulties with their regular subjects up to the Grade VII level. As a result of this, they are a year or more older than their classmates. Very often these students are reading below their grade level and are having difficulty in mathematics. Sometimes such students become frustrated and discouraged in the regular academic work.

In the course that we are recommending for \_\_\_\_\_, the subjects are adjusted so that they are more meaningful and practical. Two half days per week are devoted to Industrial Arts or Home Economics. There will be a maximum of fifteen students in each class, thus there should be considerable opportunity for individual help.

It is important to note that this is a three-year program, ending at the end of the third year. A "Work Experience" program is carried on at the school whereby an attempt is made by the staff to find suitable

## Appendix 19 (continued)

full or part time employment for the students in their third and final year of the Adjusted Program.

A constant evaluation is done on each student to determine any special abilities he/she might have, as well as his work habits. From these evaluations, the students are advised as to future options. Students usually go out to work after completing the three year program.

In summary then, the general aims of the program are:

1. To bring each student as close as possible to his potential in reading, writing and arithmetic.
2. To help each student to become a worthwhile person and a productive member of his community.
3. To help each student to develop the attitude and skills necessary to find and hold a job.
4. To help each pupil develop the understanding and attitudes necessary to establish and maintain a home.

If you would like more information on this program before completing the attached form, please do not hesitate to call me at (Phone Number).

Sincerely,

(Principal's Name)

(School's Name)



Appendix 20

Parents are asked to complete and return this form at their earliest convenience to

(Principal's Name)

(Name of School)

(Address)

---

This is to certify that I have read the attached letter. I understand that this is a three year program and that. (please check one of the following).

(1) I am hereby giving my permission for \_\_\_\_\_  
(Student's Name )  
to be enrolled in this program. ☐

(2) I do not wish my son/daughter to be enrolled in  
this program. ☐

(3) I would like to discuss the matter further  
before giving my decision. ☐

\_\_\_\_\_  
Telephone

\_\_\_\_\_  
(Parent's Signature)

\_\_\_\_\_  
Address

Appendix 21

(NAME OF SCHOOL BOARD)

(Name of School)

(Address)

OFFICE OF THE PRINCIPAL

(Telephone Number)

Registration Form

1. Date \_\_\_\_\_
2. Grade \_\_\_\_\_
3. Name \_\_\_\_\_  
(first) (second) (third)  
Circle name most commonly used.
4. Date of birth \_\_\_\_\_  
(day) (month) (year)
5. Age \_\_\_\_\_  
(years) (months)
6. Father's Name \_\_\_\_\_
7. Mother's Name \_\_\_\_\_  
or Guardian \_\_\_\_\_
8. Home Address \_\_\_\_\_
9. Home Community \_\_\_\_\_
10. Home Phone Number \_\_\_\_\_
11. Have you had a serious illness or physical condition that your teacher should know about?  
Yes \_\_\_\_\_ No \_\_\_\_\_ Please state condition: \_\_\_\_\_  
\_\_\_\_\_
12. Family Doctor \_\_\_\_\_

## Appendix 21 (continued)

13. Former School \_\_\_\_\_

(School last attended)

14. Number of brothers \_\_\_\_\_

NamesAges

15. Number of sisters \_\_\_\_\_

Appendix 22

## Sections of Provincial and/or Local Documents

## Applicable to Evaluative Question 2

Department of Education References. Public School Programs 1980/81, 1981/82 states

Guidance services should be concerned with:

- helping students to acquire an understanding of the career choices available to them and a realistic appreciation of the personal and educational qualifications required for the successful pursuit of those careers,
- assisting students to develop skills of decision-making and problem-solving,
- helping students achieve more effective levels of personal planning and decision-making within the context of their abilities, interests and personalities and the educational and occupational options open to them,
- assisting students in developing and understanding of themselves and their relationship to others,
- helping the students to profit from the instructional activities of the school. (p. 6)

Supplementary document No. 24, Administrative Handbook - Special Education (1980) identified the classes of children in need of Special Education and noted that, for such children, special attention was needed in

## Appendix 22 (continued)

....diagnosis and assessment of needs, remediation opportunities and/or curriculum changes; counselling service to parents and children; co-ordination and acquisition of community resources; and regular evaluation of student progress. (p.2).

Educational assessment in order to identify student needs was described as follows.

Every child referred for special education in the province of Nova Scotia should have an appropriate diagnostic assessment by a qualified examiner. The individual assessments should include a standard measure of general intelligence, diagnostic educational measurements, as well as measurements of perception and motor functioning, depending on the child's needs.

In addition to the above-listed psychoeducational evaluation, each child's needs should be assessed by his or her classroom teacher(s) and also through information gained from parents during an interview.

It is also helpful to include all significant information in a school history, e.g. successes, failures, interests, social and emotional factors, intellectual functioning and adaptive behaviour, medical factors, parents' wishes. In cases where the child has been under the care of a physician for a significant problem, the medical evaluation should be included in the overall assessment.

#### Medical Assessment

It is desirable for children to be tested for any hearing or vision defects which could depress the results of any aspects of the

## Appendix 22 (continued)

educational assessment or inhibit the child's educational development.

In addition, any medical problem or condition should be made known to the school authorities. Conditions which cause stress, discomfort or fatigue, or which may require emergency action by teachers or principals must be identified to allow for suitable planning. (p. 7, 8)

It was noted that the "level and nature of the (child's) individualized program should be based on the information gained in the assessment and should begin at the child's present level of functioning. (p.7)"

The review committee as part of admission procedures for special programs was described as follows:

Review Committee

When special programs for children are considered necessary, a committee should be established consisting of:

- chief education officer or delegate,
- psychological assessment personnel, and
- other pertinent school community personnel.

This committee should consider the assembled data for each student, advise on special program placements, and develop a preliminary program design. All options should be carefully considered before settling on a particular recommended program. (p. 8,9)

Teaching Guide No. 60, "Special Education Curriculum Guide for Teachers of Educable Mentally Handicapped Students Ages 5 - 21, Nova

## Appendix 22 (continued)

Scotia Department of Education (1980) describes criteria for placement of EMH students as follows:

Educable mentally handicapped children can be identified through:

- (1) individual intelligence tests,
- (2) adaptive behaviour ratings,
- (3) evaluation of perceptual motor skills,
- (4) evaluation of visual and auditory skills,
- (5) assessment of speech and language skills,
- (6) academic history.

As these tests do not measure particular talents or personal motivation, considerable care must be taken when placing a child in a program of instruction so the development of these talents is not limited.

It is recommended that the progress of all children in such a program should be re-assessed at least every two years to determine whether the program and instructional techniques are appropriate for academic, personal, and social development. (p.2)

Teaching Guide No. 45, Special Education Curriculum Guide for Trainable Mentally Handicapped Students, Nova Scotia Department of Education (1979) stated:

**Assessment**

Individual evaluations should be performed by a qualified team assessing intellectual functioning, adaptive behaviour and medical factors.

The level of intellectual functioning should be assessed by the administration of a standardized individual intelligence test appropriate to the child's cultural and linguistic background.

## Appendix 22 (continued)

This assessment should be done only by a qualified and experienced examiner. Nonverbal or checklist type tests may be administered and the obtained scores correlated to more frequently used norms. Consideration must be given to the possible negative influence on the test results of factors such as medication effects, motivation and emotional disorders, and to the possibility of depressed I.Q. scores.

The level of adaptive behaviour must also be determined before a diagnosis of retardation can be made. Commercially available tests designed to measure levels of adaptive behaviour may be used in observation of the child in his natural environment.

A thorough medical examination is strongly recommended, in conjunction with the above tests, for initial placement of trainable mentally handicapped children.

#### Ongoing Evaluation

Because of the changing needs of any child, ongoing evaluation is a necessary part of programming and the determination of the continuing appropriateness of initial placement. Every two years, or more frequently if required, the trainable mentally handicapped child should be formally re-assessed. (p. 3)

Teaching Guides No. 53, 63 and 65, Adjusted Program (Academic) Guides, Nova Scotia Department of Education (1980) described some basic principles in relation to assessment policies as follows:

Continuous assessment is extremely important. The teacher and student should see assessment as including accurate diagnoses as



## Appendix 22 (continued)

well as measures of achievement, progress and mastery at each step.

(p.8)

Supplementary Document No. 34, Learning Disabilities, a Supplementary Document for Teachers and Administrators, Nova Scotia Department of Education (1980) lists identification and assessment as a necessary service to provide satisfactory educational programs for learning disabled students and described identification and assessment as follows.

This is a psychoeducational diagnostic service which develops a description of the student's learning style and rate of learning, and a profile of learning behaviour including strengths and weaknesses.

Nova Scotia has developed this type of service either through its school boards, regional mental health clinics, a variety of community and provincial hospitals, regional public health and social services units, or some combination of these. Such a service calls for the use of interdisciplinary teams which provide expertise in the areas of academic, personal and social assessment, psychology, social work, speech therapy and audiology.

As well, linkages with medical specialties are an important aid to the service team. These specialties include, pediatrics, ophthalmology, neurology, psychiatry, occupational and physiotherapy.

(p.3)

Appendix 23

## Sections of Provincial and/or Local Documents

## Applicable to Evaluative Question 3

Department of Education references: Public School Programs 1980/81, 1981/82 states:

An appropriate program for a child in a special class will depend upon the ability of the teacher to innovate and develop materials and methods so that the child can acquire the skills which he or she needs. (p.8)

Curriculum Development Teaching Guide No. 60 refers to the teacher of EMH students as having to design a program which "....should blend or fuse several disciplines around topics or units to allow for the co-development of life skills and academics" (p.5) which will create opportunities "for reinforcement and practice of skills and concepts" (p. 6). The specific skill objectives are directed by the needs of individual students in the classroom.

Activities will therefore be designed within the context of interest and ability grouping. This does not mean that students will be given many individual work packages to be completed without interaction with other students. It does mean that they will frequently participate in appropriately designed group activities which consider individual's strengths and weaknesses. (p. 6)

Activities of EMH classrooms "....are related to the students' interests and abilities and respect their learning styles...."(p. 8)

## Appendix 23 (continued)

In describing EMH students, it is noted that -

Educable mentally handicapped students seem to learn best by working in concrete and semi-abstract situations. They must be given hands-on activities which allow them to do, to act out, to describe, as well as to sequence and organize and transfer knowledge to a variety of situations.

It further states that a successful activity should do most, if not all, of the following. -

- (a) permit children to make informed choices in carrying out the activity and reflect on the consequences of their choices;
- (b) assign to students active roles in the learning situation rather than passive ones;
- (c) ask students to engage in inquiry into ideas and the application of ideas, or current problems, either personal or social;
- (d) involve children with realia;
- (e) allow successful accomplishment by children at several different levels of ability;
- (f) ask students to examine an idea in a new setting, an application of an intellectual process, or a current problem which has been previously studied;
- (g) require students to examine topics of issues that citizens in our society do not normally examine - and that are typically ignored by the major communication media in

## Appendix 23 (continued)

the nation,

(h) involve students in "risk" taking - not a risk of life or limb, but a risk of success or failure,

(i) require students to rewrite, rehearse, or polish their initial efforts;

(j) involve students in the application and mastery of meaningful rules, standards, or disciplines,

(k) give students a chance to share the planning, the carrying out of a plan, or the results of an activity with others;

(l) be relevant to the expressed purposes of the students (p. 9).

Curriculum Development Teaching Guide No. 45 noted that -

The teacher's attitudes and behaviour are critical in transmitting to the student, high, yet realistic expectations. Given appropriate goals, firm, consistent performance demands can be placed upon students without fear of causing undue stress. If expectations are too low, high achievement is unlikely. (p. 5)

The goals of the TMH program were identified as development and use of skills in the areas of self-help, personal-social adjustment, body awareness and movement, communication and academics. It was noted that classroom activities should be designed to use the strengths of individual children as models and provide examples for specific behaviours and skill attainment. (p.3)

Curriculum Development Supplementary Document No. 34 noted that

## Appendix 23 (continued)

the resource teacher contributes to the learning disabled student's program by taking specific measures to motivate students.

Good motivational techniques include self-checking and graphing, displaying the results of work, offering rewards or incentives, positive competition, and the use of interesting and relevant materials. Instructional strategies should reflect principles of learning, these may include active student involvement in the selection of tasks, applications that proceed from the concrete to the semi-abstract to the abstract, and the establishment of goals that are self-directing. Lessons should be well-planned, appropriately sequenced, and should offer students the skills needed to be successful and efficient in the classroom. (p. 26)

In the general teaching consideration recommended in order to encourage sound effective development in learning disabled students, it is noted. "All these students need caring, consistency, and individualized learning if they are to learn to trust others and be successful." (p. 20),

Teachers who provide the best learning conditions for children with learning disabilities are well-informed about the learning characteristics of each student, consistent in their expectations, predictable in their positive attitude towards their students, and yet able to express disapproval when necessary by differentiating between the student and the student's actions. Comments like "You're lazy," "You're not trying,"

## Appendix 23 (continued)

or "You're a bad boy" are non-specific and can be devastating.

The key to developing an anxiety-free classroom lies in teaching that is student-based, individualized, consultative, and criterion-referenced. In this way the student is centrally involved in decision-making concerning the student's school work. Everything is discussed and shared on the basis of each student's cognitive and affective needs. This approach should in turn encourage such things as peer teaching. It is well established that students can learn as much from each other as they can from adults, so it makes sense for teachers to get this powerful influence working in the classroom on a carefully planned and organized basis. (p.21)

To improve motivation, the use of extrinsic rewards (verbal praise, tokens, stars, stamps, treats, etc.) was recommended as a means of fostering intrinsic motivation (the student's good feeling at the completion of a task).

To develop favourable self-images in students, teachers should provide the learning disabled student with -

- security
- affection
- consistent and reasonable management
- opportunities for success in tasks
- assurance and support in difficulties
- encouragement in self-reliance
- involvement in decision-making commensurate with each student's level of development

## Appendix 23 (continued)

- opportunities for being responsible and for understanding one's own role and the roles of others
- opportunities for co-operation with and contribution to others.

(p. 22, 23)

Examples of appropriate interventions for the hyperactive learner were offered, such as rewarding students when they are attending, co-operating, and working, avoiding reinforcing undesirable activities by drawing attention to them and reducing the stimuli that trigger off-task activity (p. 24). Withdrawn children should be involved in the activities of the classroom and helped to become more outgoing by the teacher by establishing a co-operative classroom atmosphere, giving encouragement, being sensitive to the student's needs and interests and using appropriate media to help the student express the student's feelings (p. 25).

### Appendix 24

#### Sections of Provincial and/or Local Documents

#### Applicable to Evaluative Question 4

#### Provincial Department of Education and local references

1. Supplementary Document No. 24 (1980) noted that every child referred for special education should have an appropriate diagnostic assessment by a qualified examiner. The individual assessments should include a standard measure of general intelligence, diagnostic educational measurements and measures of perception and motor functioning depending on the child's needs. These should be supplemented by classroom teacher(s)' assessments and interview data obtained from parents (p. 7). The child's records should include yearly program plans, personnel involved and their functions in the development of the student, methods attempted and success/failure rate, copies of correspondence, dated summation of parent interviews and reports of specialist services (p. 9).

2. Teaching Guide No. 60 (1980) noted that, for the EMH student, traditional cumulative record cards are appropriate to register personal data, initial assessment information and general statements of achievement - all relevant and valuable - but, nevertheless, an inadequate description of the child's learning aptitude or potential for educational development. Therefore, the cumulative file should also contain

- (1) medical and/or clinical data
- (2) educational assessment data and recommendations
- (3) outline of proposed curriculum for the school term
- (4) profile graphs on which to record educational growth (p. 7).

3. Teaching Guide No. 45 (1979) noted, as did the preceding docu-



## Appendix 24 (continued)

ment, that the cumulative record card was an inadequate description of the TMH child's aptitudes and potentials. The document stated that educational growth and development records must be continually up-dated. Development of a recording system which allowed for cumulative recordings of the child's growth was suggested. "The cumulative file should contain medical and/or clinical data, educational assessment data and recommendations, and outline of individual pupil plan for the school year" (p.6)

4. Curriculum Development Supplementary Document No. 34. (1981) noted that the teacher of the learning disabled student should maintain appropriate records. In such records. -

There should be clear statement of the problem, identification of the aims and objectives to be developed, the methods, materials, resources to be used, evaluation methods and approximate review date. Such records are not only valuable to the teacher, but assist when working with educational teams.

The teacher may wish to collect work over a period of time. This work should be dated and have attached a copy of the objectives and expectations in terms of student performance.

Different academic, personal, and social performances must be noted to determine where the student responds positively and where there is difficulty. These statements must be factual and descriptive with behaviour and academic trends recorded over a period of time. In addition, the teacher should make a synopsis of tests and reports in the cumulative card record file noting known medical anomalies. There should

## Appendix 24 (continued)

be a statement of specific concerns and expectations of the child in the classroom. (p. 13,14)

The resource teacher also contributes to the cumulative record of the student. "Progress reports of the student's support program should be summarized regularly. Any interviews with parents or other support personnel and agencies that are conducted by the resource teacher should be recorded." (p.27)

5. Public School Programs, 1980/81, 1981/82 (1979) stated that the "responsibility for initiating and maintaining a system of student records rests with the administrative head of a school or system."

The data contained on the records must be verifiable and objective and should be recorded only in order to provide information which will be helpful in placing students in a suitable learning environment. (p.6)

This document notes in relation to placement of children in special classes.

No child should be placed in a special class without the consent of his or her parents or guardians. The recommendation for such a program should be documented and the parents' wish recorded.

If placement in a special class is considered, then provision should be made for:

- (a) a medical evaluation,
- (b) regularly scheduled re-assessment plans,

## Appendix 24 (continued)

(c) individual psychological and diagnostic assessment,

(d) consultation with the parents (p. 8).

6. Teaching Guide No. 53 (1980) noted that, for students in the Adjusted Program, continuous assessment is extremely important. Assessment should include accurate diagnoses as well as measures of achievement, progress and mastery at each step. Reference is made to the use of the following in program planning.

(1) standardized test data found on record cards,

(2) additional testing as needed,

(3) records of materials used, or student performance and indicated continuing deficits from previous year,

(4) individual student profiles, and

(5) student-teacher analysis of student's needs, interests and strengths.

"Teachers must keep careful records of skills taught and results of tests. The student should have access to records showing progress made, and often may take part in preparing and up-dating them." (p.9)

7. Policies and Procedures Covering Town and Municipality and District of Argyle Classes for Trainable Mentally Handicapped (1979) item 3b stated.

The Superintendent, should have at least the following current information in written form:

I. Complete medical history of the child,

II. A report from a qualified medical examiner on speech, hearing and vision defects,

III. A report of an examination by a psychologist or an examiner deemed to be competent for this purpose by

## Appendix 24 (continued)

the Superintendent concerned,

- IV. A copy of, or abstract of, relevant information from the pupil's cumulative record card(s).
- V. A report from the community health nurse including references to prosthetic appliances and related matters, e.g. toilet training, etc.
- VI. A completed admission form signed by the parents.
- VII. If the child is admitted, all of the above shall be kept in the child's permanent file.

Appendix 25

## Sections of Provincial and/or Local Documents

## Applicable to Evaluative Question 7

1. Supplementary Document No. 24 (1980) provided the following general categories of children who could be identified as sometimes requiring special education services:

## Mentally Handicapped

(a) Trainable Mentally Handicapped

(b) Educable Mentally Handicapped

## Learning Disabled

## Physically Disabled

(a) Orthopedically Impaired

(b) Disabled by Other Medical Conditions

## Behaviour Disordered

(a) Emotionally Maladjusted

(b) Socially Maladjusted

## Sensory Impaired

(a) Visually Handicapped

(b) Hearing Handicapped

## Communication Disordered

(a) Speech Disordered

(b) Language Disordered

## Multi-Handicapped. (p. 2)

2. Teaching Guide No. 45 (1979) provided the definition of a TMH child and the following explanation of characteristics by which

## Appendix 25 (continued)

they are identifiable apart from specific I.Q. testing.

The Trainable Mentally Handicapped child may exhibit one or several of the following characteristics:

significant delays in developmental milestones in terms of locomotion, motor co-ordination, speech and language. The child may have accompanying physical and medical abnormalities, be emotionally labile, demonstrate a low level of conceptualization ability, and have an increased dependency period. A high percentage of children in the trainable mentally handicapped group are multi-handicapped in some of the following ways, and these secondary conditions must be considered in terms of placement and/or program.

- impairment of particular senses, convulsive disorders, psychiatric or emotional disorders, motor dysfunctions, speech, language and expressive disorders, other specified debilitating medical conditions. (p. 2)

3. Teaching Guide No. 60 (1980) noted that the EMH child is one with:

a low score on an individual intelligence test who is also generally impaired in adaptive behaviour. Such students are generally capable of learning basic academic skills and attitudes which enable them to live independently or semi-independently as adults within the community. (p. 1)

It was noted that such children could be identified through:

(1) individual intelligence tests, (2) adaptive behaviour ratings, (3) evaluation of perceptual motor skills, (4)

## Appendix 25 (continued)

evaluation of visual and auditory skills, (5) assessment of speech and language skills, (6) academic history. (p.2)

4. Supplementary Document No. 34 (1981) described the learning disabled student as follows:

Students with learning disabilities demonstrate a disorder in one or more of the processes involved in understanding or using symbols or spoken language. As a result there is a significant discrepancy between academic achievement and assessed intellectual ability.

This discrepancy cannot be explained easily. In fact, these children appear to have none of the usual handicapping conditions such as mental retardation, impairment of vision or hearing, motor development problems, primary emotional disturbance, or disadvantages related to environmental, cultural, or economic factors.

The discrepancy, however, is frequently identified through observation of deficits in the areas of: receptive language (i.e. listening, reading); language processing (i.e. thinking, conceptualizing, integrating); expressive language (i.e., talking, spelling, writing); and mathematical computations. These deficits may be evident in both academic and social situations. (p. 2)

This document also provided a comprehensive discussion of the "individual patterns of performance" which might identify such students through careful observation of students by the classroom teachers (P. 9,10,11).

## Appendix 25 (continued)

5. Teaching Guides No.'s 53, 63 and 65 (1980) provided guidelines for identification of candidates for the Adjusted Program:

Following are some of the characteristics, attitudes and problems to be considered in identifying a student who may be placed in an adjusted program:

1. Lacks a number of the minimum core of skills and understanding needed to advance in the usual range of junior high courses.
2. Possesses only partially acquired skills which are not adequate to promise success in reaching the demands and objectives of more advanced courses.
3. Is perhaps one, two or more years overage for the grade level.
4. Has a short attention span for academic courses.
5. Seems to work best in concrete, tangible learning situations which require less abstract thinking.
6. Either reacts more slowly than other students or more impulsively.
7. Demonstrates at times behaviour problems or defiance of class or school routines and rules as a result of the cumulative effects of failure.
8. Demonstrates reluctance to co-operate in group activities for fear of peers' assessment.
9. Is especially unco-operative if activities emphasize an inability to read, speak or write fluently or correctly.



## Appendix 25 (continued)

10. Has difficulty in some self-directed activities.
11. Lacks a realistic self-understanding, self-belief or self-confidence. (p. 3,4)

Appendix 26

## Samples of Teachers' Responses Distributed to Deficit Areas

<u>Deficit Areas</u>	<u>Sample Responses</u>
General Intellectual Functioning Level	<ul style="list-style-type: none"> <li>- development</li> <li>- total developmental delay</li> <li>- problem with abstract thinking</li> <li>- general knowledge</li> <li>- low I.Q.</li> </ul>
Motor - Fine - Gross	<ul style="list-style-type: none"> <li>- dexterity</li> <li>- cerebral palsy</li> <li>- deformed on left side (hand &amp; leg)</li> <li>- spine defect</li> </ul>
Physical & Medical Abnormalities	<ul style="list-style-type: none"> <li>- mongoloid</li> <li>- cerebral palsy</li> <li>- deformed on left side (hand &amp; leg)</li> <li>- microcephaly</li> <li>- spine defect</li> <li>- Down's syndrome</li> <li>- visual problems</li> <li>- hearing problems</li> <li>- missed a lot of school due to illness</li> </ul>
Psychiatric and Emotional Disorders	<ul style="list-style-type: none"> <li>- very defensive</li> <li>- anti-social behaviour</li> <li>- social adaptation</li> </ul>

## Appendix 26 (continued)

<u>Deficit Areas</u>	<u>Sample Responses</u>
Psychiatric and Emotional Disorders	<ul style="list-style-type: none"><li>- immature behavior in groups</li><li>- confidence</li><li>- immature</li><li>- lacks confidence</li><li>- shy</li><li>- insecure with new work</li><li>- has little self-confidence</li><li>- poor self-esteem</li><li>- gives up easily</li><li>- often calls self retarded</li><li>- temper</li></ul>
Attention	<ul style="list-style-type: none"><li>- hurries</li><li>- restless</li><li>- poor concentration</li><li>- hyperactivity</li><li>- lacks ability to concentrate</li><li>- tends to stray off subject at times</li><li>- unable to work independently</li></ul>
Memory	<ul style="list-style-type: none"><li>- poor retention</li><li>- poor memory</li></ul>
Perceptual - Motor	<ul style="list-style-type: none"><li>- hand-eye coordination</li><li>- could be neater in work</li><li>- not very neat</li></ul>

## Appendix 26 (continued)

<u>Deficit Areas</u>	<u>Sample Responses</u>
Perceptual - Visual	- weak eyesight
	- visual problems
- Auditory	- problems with ears
	- hearing problems
Language - General	- Language Arts
	- Language delay
- Receptive	- weakness in vowel sounds
	- phonetic skills
- Expressive	- speech
	- spelling
	- sentence structure
	- sequence
	- written language skills
	- vocabulary
Reading	- decoding
	- reading difficulties
	- weak in reading
	- comprehension (unexplained)
Math	- weak in math
	- has trouble with math
Previous Academic History	- was in special education
	- recommended by Grade 1 teacher

<u>Deficit Areas</u>	<u>Sample Responses</u>
Behaviour	<ul style="list-style-type: none"><li>- daydreamer</li><li>- bored</li><li>- overt behaviour</li><li>- aggressive behaviour</li><li>- disruptive behaviour</li><li>- outspoken above the rest of the class in Math and English</li><li>- lacks effort but not ability</li><li>- a behaviour problem</li><li>- reluctant to work</li><li>- very loud in talking</li><li>- poor work habits</li><li>- lacks motivation</li><li>- unhygienic</li><li>- disorganized</li></ul>
General Achievement	<ul style="list-style-type: none"><li>- slow learner</li><li>- cannot cope with regular program</li><li>- very slow</li><li>- general academic weakness</li><li>- lack of basic facts</li><li>- unable to cope in most work</li><li>- not progressing satisfactorily</li></ul>

Deficit AreasSample Responses

No Entry

- (No remarks entered under the heading "Identifying Characteristics")
- irrelevant remarks such as.
  - special tutoring
  - neat writer
  - co-operative in class
  - left school
  - verbal 84, non-verbal 84
  - misplaced student
  - male

Analysis of Special Education and Adjusted Program Teachers Responses  
Regarding Parents Active Involvement in the Students Education Process

System	School	Teacher	Support Tutoring in the Home Under Teacher's Guidance	Classroom Tutoring	Not Involved Beyond Periodic Consultation	Not Involved
1	1	Special Education Teacher	Yes several (Parents) Two children are using behavioural charts at home	Has had some parents in classroom but not parents of students in classroom (1 parent volunteers)	About one-third of parents	Possibly 2 from whom there is very little response
		Special Education Teacher	None	None	Most	Not really applicable even supervising home work is not always done well
	5	Adjusted 1	None	None	Some	Most - many parents are not capable
		Adjusted 2	None	None	All	None
		Adjusted 3	None	None	All except 1 Grade 9 student	One
2	1	Special Education Teacher	No	No	Yes	Yes (some)
	2	Trainable Mentally Handicapped Special Education Teacher 4	None	None	3 are not involved	One
		Trainable Mentally Handicapped Special Education Teacher 5	Yes - four	None	Yes	Not Applicable
		Trainable Mentally Handicapped Special Education Teacher 6	2 parents have responded well a third is doubtful	None	Yes	Does not apply
		Educable Mentally Handicapped Special Education Teacher 1	None	None	One	For the majority, parents are not involved. It is not due to teacher discouraging. Due to unsettled home situations
		Educable Mentally Handicapped Special Education Teacher 3	None	None	For some kids	Poor response to written requests for parental help with home drills
		Remedial Reading Special Education Teacher	None	None	In some cases	Do not respond to invitations
	5	Adjusted 1	None	None	Some	Some
		Adjusted 2	None	None	Some	Parents less interested no phones, no replies to mail

Appendix 28

Adjusted Program - Teacher Allocation and Class Size

S Y S T E M	S C H O O L	Principal's Responses							Adjusted Program Teachers Responses					
		No. of students in Class			Adjusted Program Departmentalized		No. of Teachers who have assignments which include some Adjusted Programs	Adjusted Program Teachers - Length of time teaching in Adjusted Program	Adjusted Program Teacher	Period Employed as Adjusted Program Teacher	Period in present position	Part of Team of Teachers Responsible for Adjusted Program		Other Members of Team
		Gr 7	Gr 8	Gr 9	Yes	No						YES	NO	
						Remarks								
1	5	12	12	10	X	(3 home room teachers) Have tried to keep no. of teachers to fewer than regular classes.	Gym teachers-2 Home Economics-2 Industrial Arts-2 Music, Art Science Gr 7 one extra each for Social Studies and Health plus home room teacher Gr 9 as for Gr 7	Four years generally, except one for whom this is the first year. Including all the departments referred to most have been involved since we opened but one has been in 3 years two in first year and one in third year remainder in fourth year	Adjusted 1	4 years	4 years	X	-	Adjusted-3 Adjusted-2 Reading Specialist Guidance Counsellor 1 full-time tutor
									Adjusted 2	1 year	1st year	X	-	Adjusted - 1 Reading Specialist Guidance Counsellor
									Adjusted 3	3 years	5 years	X	-	Adjusted 1 Reading Specialist Guidance Counsellor
2	5	10	8	8	X	Two teachers responsible for academic Physical Education Industrial Arts and Home Economics taught by regular High School teachers for those subject areas	4 teachers but not always the same ones from the High School staff - change for each half year	One--7 years one--1 year Industrial Arts - Average--4 years Home Economics - Average--4 years Physical Education - Average--4 years	Adjusted 1	1st year	1st year	X	-	Adjusted - 2 plus staff of Junior and Senior High Schools
									Adjusted 2	2 years Special Education out-of-province 7 years Adjusted Program	7 years	X	-	Adjusted - 1 certain staff of Junior and Senior High Schools



Appendix 29

Summary of Correlation Between School Principals' and Study Investigator's Distributions of Observed Teachers' Activities to Fourteen Activity Categories during Simultaneous Observations of Two Special Education Classrooms in Yarmouth County, Nova Scotia, Canada.

1981-82

Teacher Observed	Minutes Observed	a	b	c	d
		N	$r_s$	t	p
Sy2Sc1 SET 1	55	14	0.9507	10.6181	.001
Sy2Sc2 SET 1	57	14	0.9892	23.3699	.001

<sup>a</sup> Number of categories

<sup>b</sup> The Spearman Rank Correlation coefficient

<sup>c</sup> Student' t, df=12

<sup>d</sup> Probability level

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