

379
N816
NO. 404

A COMPARISON OF KNOWLEDGE/SKILLS STATEMENTS NEEDED BY
TEACHERS OF STUDENTS WITH EMOTIONAL AND
BEHAVIORAL DISORDERS AND TEACHERS
IN JUVENILE CORRECTIONAL
SPECIAL EDUCATION
SETTINGS

DISSERTATION

Presented to the Graduate Council of the
University of North Texas in Partial
Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

By

Patrick L. McArthur, B.S., M.Ed.

Denton, Texas

December, 1994

379
N816
NO. 404

A COMPARISON OF KNOWLEDGE/SKILLS STATEMENTS NEEDED BY
TEACHERS OF STUDENTS WITH EMOTIONAL AND
BEHAVIORAL DISORDERS AND TEACHERS
IN JUVENILE CORRECTIONAL
SPECIAL EDUCATION
SETTINGS

DISSERTATION

Presented to the Graduate Council of the
University of North Texas in Partial
Fulfillment of the Requirements

For the Degree of

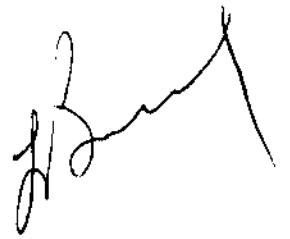
DOCTOR OF PHILOSOPHY

By

Patrick L. McArthur, B.S., M.Ed.

Denton, Texas

December, 1994



McArthur, Patrick L., A Comparison of Knowledge/Skill Statements Needed by Teachers of Students With Emotional/Behavioral Disorders and Teachers in Juvenile Correctional Special Education Settings. Doctor of Philosophy (Special Education), December, 1994, 92 pp., 14 tables, references, 54 titles.

This study had a two-fold purpose. The first purpose was to compare the rankings of a set of knowledge/skills statements as reported by teachers of students with emotional behavioral disorders and teachers in juvenile correctional special education settings. A survey instrument designed to measure the importance, proficiency, and frequency of use of clusters of knowledge/skills statements was administered to 123 teachers in juvenile correctional special education settings in state institutions. Mann Whitney U analyses were calculated to compare the mean rankings of the two groups of teachers.

The findings indicated that teachers in juvenile correctional special education settings and teachers of students with emotional and behavioral disorders were very similar as to which knowledge/skills clusters were important to their job performance, which clusters they were most proficient at using, and which clusters they utilized most frequently.

The second purpose was to compare the teachers in juvenile correctional special education settings and to determine whether their mean rankings of the knowledge/skills clusters varied when analyzed by differing categories of age, type of certification held, years of teaching experience, and level of the teachers' education. Analysis of variance revealed no significant difference in the mean rankings in any of the comparison groups. Therefore teacher age, level of education, type of certification held, or years of teaching experience yielded no significant differences on the mean rankings of the knowledge/skills clusters.

ACKNOWLEDGEMENTS

Love and appreciation to my wife, Tanya, for her constant support encouragement, and understanding. Special respect and thank you to my major professor, Dr. Lyndal M. Bullock, for his support and constant patience. Thank you to the students who have revealed so much of themselves to me. I hope to teach them at least as much as they have taught me.

TABLE OF CONTENTS

	Page
LIST OF TABLES	vi
Chapter	
1. INTRODUCTION TO THE STUDY	1
Background	
Purpose	
Limitations	
Definitions of Terms	
2. REVIEW OF THE LITERATURE	9
Essential Teaching Skills for All	
Educators	
Competencies for Teachers of Students	
with Emotional and Behavioral	
Disorders	
Skills Needed in a Juvenile Correctional	
Education Setting	
3. METHODOLOGIES AND PROCEDURES	20
Research Questions	
Subject Selection	
Instrumentation	
Data Analysis	
4. RESULTS AND DISCUSSION	34
Research Questions	
5. SUMMARY AND RECOMMENDATIONS	50
Summary	
Recommendations	
APPENDIX	58
A. Summary of Findings From Bullock, Ellis and	
Wilson's Study	58

B. Facilities, Number of Pre-Survey Mailouts Mailed to Each Facility, and Number of Surveys Returned	65
C. Pre-Survey Mailout	70
D. The Survey	74
E. Validation of Bullock, Ellis, and Wilson's Study with Teachers of Students with Emotional and Behavioral Disorders	82
REFERENCES	86

LIST OF TABLES

Table		Page
1.	Type of Certification Held by Study Participants	25
2.	Years of Experience of Study Participants	25
3.	Level of Education of Study Participants	26
4.	Type of Community in Which Participants' School is Located	26
5.	Age of Study Participants	27
6.	Gender of Study Participants	27
7.	Delineation of Clusters' Subject Matter and Representative Questions	30
8.	Mean Rankings of Knowledge/Skills Clusters by Importance as Ranked by Teachers in Juvenile Correctional Special Education Settings	36
9.	Mean Rankings of Knowledge/Skills Clusters by Proficiency as Ranked by Teachers in Juvenile Correctional Special Education Settings	37
10.	Mean Rankings of Knowledge/Skills Clusters by Frequency of Use as Ranked by Teachers in Juvenile Correctional Special Education Settings	38
11.	Mann Whitney Values for Mean Rankings in Importance as Ranked by Teachers in Juvenile Correctional Special Education Settings as Compared to Teachers of Students with Emotional and Behavioral Disorders	41

12. Mann Whitney Values for Mean Rankings in Proficiency as Ranked by Teachers in Juvenile Correctional Special Education Settings as Compared to Teachers of Students with Emotional and Behavioral Disorders	43
13. Mann Whitney Values for Mean Rankings in Frequency of Use as Ranked by Teachers in Juvenile Correctional Special Education Settings as Compared to Teachers of Students with Emotional and Behavioral Disorders	45
14. Facilities and Number of Pre-Survey Mailouts Mailed to Each Facility	65

CHAPTER 1

INTRODUCTION TO THE STUDY

Background

The number of juvenile delinquents served by correctional institutions in the United States grows with each passing year. In 1 year alone (1989-1990), the number of institutionalized juveniles grew from 53,994 to 59,789 which is an increase of approximately 10% (Casey & Keilitz, 1990). Added to the institutional concern of a growing population of juvenile delinquents is the educational dilemma that youth with disabilities are greatly overrepresented in juvenile corrections and, therefore, present a tremendous need for qualified special education personnel to work with students in juvenile corrections facilities (Morgan, 1986; Murphy, 1979; Nelson, Rutherford, & Wolford, 1987).

Many researchers, in their attempt to examine the percentage of students with disabilities in juvenile corrections, have found that different states use different definitions for specific disabling conditions and that some states do not have readily-available information about their juvenile corrections special education populations (Morgan, 1986; Murphy, 1979; Nelson et al. 1987). One of the first national studies to examine the percentage of students with

disabilities assigned to juvenile correction facilities was by Murphy (1979). From interviews with administrators of state juvenile facilities, he found approximately 42% of the juvenile population to had a type of disability identified by the Education for All Handicapped Children Act (1975) and then reaffirmed by the Individuals with Disabilities Act (1990), cited in Bullock (1992).

Another study which analyzed the number of special education students contained in the juvenile corrections population was done by Rutherford, Nelson, and Wolford (1985). In a survey of state directors of special education and state directors of correctional education they found approximately 28% of the total juvenile population had some type of disability.

In 1986, Morgan compared the reports of many different researchers to determine if there were differences in the percentage of juvenile offenders with disabilities and the percentage of students within the general population with disabilities. Figures taken from various researchers who studied the occurrence of mental retardation showed about 2% of the general population to be identified as mentally retarded. In comparing the results of 10 studies focused on the juvenile population, Morgan found an average of 9.4% of juvenile delinquents were mentally retarded. Similar differences become evident when the other disability groups

are examined. For example, research has revealed an average of 4% to 5% of the general population have learning disabilities, whereas a range of 12% to 72% of juvenile delinquents have learning disorders.

In the area of emotional disturbances, Morgan (1986) found the general population to have an incidence range of .9% to 2%, whereas the juvenile corrections population has a range of 16% to 50%. Researchers in the field of juvenile corrections and special education believe that youth with disabilities are greatly overrepresented within the juvenile corrections population (e.g., Bullock & McArthur, 1994; Bullock & Reilly, 1979; Coffey, 1984; Leone, 1994; Nelson et al., 1987). With the passing of the Education for All Handicapped Children Act (1975) and its subsequent amendments (cited in Bullock, 1992), the same standards for the education of students with disabilities apply to all settings containing youth with disabilities, including correctional settings (Rutherford et al., 1985).

The large number of juveniles with disabilities in correctional settings have implications for educators, because of federal and state mandates to ensure this population receives free and appropriate education, just as if they were not incarcerated. By researching the knowledge/skills needed to teach within a given setting, it may be possible to improve the quality of teacher

preparation programs. In cases where a large proportion of incarcerated youth have disabilities, it is feasible that the knowledge/skills utilized in teaching students of a similar nature in a public school setting might also apply to teaching students with disabilities in an incarcerated setting.

Purpose

The purpose of the study was two-fold. The first purpose was to survey teachers working in juvenile correctional special education settings to determine how they would rate a set of knowledge/skills statements regarding the importance each of the statements to their teaching assignment, how frequently they use the knowledge/skills referenced, and how proficient they believe they are in using the knowledge/skills referenced. The second purpose was to analyze the results of the survey and compare the data with the results of a previous nationally validated project using teachers of students with emotional and behavioral disorders (Bullock, Ellis, & Wilson, 1994).

Significance

The present study provides a delineation of which knowledge/skills statements are most important to teachers in the performance of their jobs in juvenile correctional special education settings. By examining a definitive set

of knowledge/skills statements for teachers in the targeted population, the resulting information can be incorporated into the requirements for teacher preparation programs.

The set of knowledge/skills statements can be used by leadership personnel in juvenile correctional facilities to screen potential applicants for teaching positions. The results of this study also reveal whether the knowledge/skills statements identified for working with students with emotional and behavioral disorders were relevant for teachers working with juvenile delinquents in special education.

Limitations

There were at least five limitations to the present study, all of which are directly related to the nature of survey research (Kerlinger, 1986). The first limitation is related to the lack of a standardized administration of the survey instrument. Variations in the settings in which the survey was completed; the time allowed for each participant to complete the survey; a lack of opportunity to answer questions from each participant, and a lack of uniform definitions, which can vary from region to region can all prevent a survey administration from being standardized. The second limitation is related to the possible generalization of results. Because mailed surveys lack

standardized administration, complete generalization of results might not be possible. The third limitation of the study is related to the targeted number of respondents and the eventual return rate for the survey instrument. The population of special education teachers working in juvenile correction settings is relatively small compared to the number working in public schools. The fourth limitation of the survey is related to the return rate of the survey forms and the manner in which that return rate is considered and reported. A total of 255 respondents were asked to participate in the study. Of the 255 possible participants identified, only 124 agreed to participate, if selected. The remaining 131 respondents in the targeted population eliminated themselves by not responding. Only the 124 participants who agreed to participate received the survey instrument. Because survey research incorporates the responses from a group of participants who have agreed to participate rather than from an entire population. It is possible that the information from the participants might not be completely representative of the entire population. In addition, survey research usually does not result in a 100% return rate.

Definition of Terms

The following definitions are provided for the understanding of the reader.

Adjudicated youth is a person under the age of 18 years who has been sentenced by a court to a juvenile correctional facility because he has been adjudged to be in violation of the law (Nelson et al., 1987).

Knowledge/skills cluster is a group of knowledge/skills statements which are grouped together based on their similar functions or definitions (Bullock et al., 1994).

Emotional and behavioral disorders describes a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree: (a) the inability to learn which cannot be explained by intellectual, sensory, or health factors; (b) the inability to build or maintain satisfactory interpersonal relationships with peers or teachers; (c) inappropriate types of behaviors or feelings under normal circumstances; (d) a general pervasive mood of unhappiness or depression; or (e) a tendency to develop physical symptoms or fears associated with school or personal problems (Regulations Implementing Education for All Handicapped Children Act of 1975: Public Law 94-142, 1977, p. 42478).

Exceptional student are school-age individuals whose differences warrant special education or some type of

related service, such as physical therapy or counseling
(Bullock, 1992).

CHAPTER 2

REVIEW OF THE LITERATURE

A review of the literature from the years 1957 through 1994 was conducted. Sources reviewed included the Educational Resources Information Catalogue (ERIC), which contains references to journal articles and ERIC documents, Dissertation Abstracts International (DAI), published texts and monographs. Major topics reviewed included behavior disorders, emotional disturbances, learning disabled, mental retardation, teacher competencies, juvenile delinquents, special education, corrections, adjudicated youth, teacher skills, teacher training, teacher education, teacher characteristics, personnel preparation, and teacher responsibilities.

Essential Teaching Skills for All Educators

In a review of several preservice teacher preparation programs, Evertson, Hawley, and Zlotnick (1984) found five core teaching skills which they described as essential to good teaching in any student population. They found that teachers (a) should be able to maximize learning time by providing many opportunities for students to learn and cover academic content; (b) should manage and organize the

classroom by arranging physical space, plan rules and procedures, provide consequences and rewards for behaviors, monitor the work of students, plan lessons, and appropriately group students; (c) should use interactive teaching strategies within lessons by presenting information, developing concepts through lecture and demonstration, and providing feedback for students' work; (d) should be expected to communicate high expectations for performance to students of all ability levels; and (e) should reinforce behaviors and acknowledge students' efforts. After a review of Evertson et al.'s (1984) research, Rizzo and Zabel (1988) determined that although Evertson et al.'s (1984) research focused on regular education, many of the same ideas carried over to special education, especially to teachers of students with emotional and behavioral disorders.

Competencies for Teachers of Students With Emotional and Behavioral Disorders

In early study of special education teaching competencies, Mackie, Kravaceus, and Williams (1957) reported six competencies based on a survey of superior teachers who rated the importance of skills for teachers. They found that teachers (a) must have the knowledge and ability to establish and operate stimulating and flexible,

tension-free classrooms which meet the individual needs of children; (b) must possess the ability to use several different diagnoses and have the knowledge to interpret psychological tests, reports, and case histories; (c) must know how to counsel students about their attitudes and problems; (d) must have the ability to manage children's individual social behaviors and to develop self-control within students; (e) must understand the causes of behavior problems and the psychological needs of the students; and (f) must be able to work with many different types of professional groups.

The most important conclusion of Mackie et al. (1957) was that teacher's should provide a flexible school program which allows students to adjust and develop individually and provide experiences that allow students to be successful. They also stated that teachers of students with behavioral disorders should be mature, flexible, well-adjusted, warm, and caring. Mackie et al.'s study was replicated by Bullock and Whelan (1971) with almost identical results, lending much credence to the theory that these competencies were indeed needed by teachers at that time.

In 1967, Hewett listed seven teacher competencies based largely on his experiences. He described the most important competency as the ability to be objective when dealing with students and their problems. Hewett believed that

flexibility in working with behaviorally disordered students was an important goal. He found that when teachers were flexible in solving students' crises and managing the classroom, the students gained because of that talent. He noted that teachers should provide structure to the classroom environment so that students understand what was expected of them. Hewett also encouraged teachers to be resourceful and to create new ways to stimulate students and to keep their attention. He also emphasized the importance of having the ability to provide ways of socially reinforcing the things students learn in the classroom. He stated that teachers should have the knowledge and expertise to discern the desired curriculum for special students in the classroom. With individual students having educational needs which might differ from those of the other students, it is important to realize those needs and satisfy them. Hewett's seventh competency was the need to have and follow an intellectual model and to teach with certain outcomes in mind.

Feinberg and Wood (1978) also attempted to define goals for teachers under the guise of competencies. Their study was based on field procedures that were the pattern for a teacher training program. Feinberg and Wood believed that teachers should be able to use assessment techniques within the classroom to better augment information already gathered

on students. Students should be assisted in describing their goals for their own education and their preferred behavioral objectives. The teachers should be able to work in an appropriate and constructive manner with parents to further their children's education. Teachers should be able to write and understand individual education plans for students who are emotionally disturbed or behavioral disordered. Teachers should possess positive interaction skills with both students and other educational professionals. Teachers should be able to design and implement plans for teaching expected social behaviors, to conduct group discussions, and develop contracts with students. The teacher should possess a variety of preventative steps for intervening in student behavior problems. Lastly, teachers should know a variety of crisis management techniques in order to control and redirect students' behaviors. The competencies described by Feinberg and Wood are broad ranged in nature and require much more from a teacher than a basic education. Teachers are expected to be able to work well with a diverse group of persons and be effective in assessment, design, and intervention, as well as teaching academics.

Polsgrove and Reith (1978) submitted more than 130 competency statements to special education teachers working in the field and asked them to rate the competencies on the

basis of frequency of use and importance to the teacher. The result was a listing of 38 highly needed competencies divided into seven content areas: assessment, behavioral management, communication and consultation, personal, instructional, administrative, and cognitive.

Taking the research of personal characteristics of teachers one step farther, Cullinan, Epstein, and Schultz (1987) studied which traits were most important for teachers. They found that teachers must model social-emotional, intellectual, and achievement skills. Teachers must show fairness, sensitivity, empathy, and persistence in their dealings with students with emotional and behavioral disorders. Teachers must be able to express joy and enthusiasm in appropriate settings. Teachers must remain calm in times of stress and crisis. Teachers must be able to establish and maintain relationships with a variety of education professionals. Lastly, Cullinan et al. found that teachers must conduct all of their professional activities in an ethical manner.

Based on the findings from a recent nationwide validation study using teachers of students with emotional and behavioral disorders, Bullock et al. (1994) arranged 201 knowledge/skills statements into 11 knowledge/skills clusters and rated them. The knowledge/skills clusters were defined as (a) knowledge of foundation information, (b)

general knowledge of both education and special education, (c) knowledge of educational theory, (d) assessment and screening abilities, (e) capability to manage behavior of students, (f) classroom programming capabilities, (g) field experience and practice teaching, (h) dealing with parents, (i) evaluation and research capability, and updating through technology, (j) consultation and collaboration, and (k) finding and utilizing resources. A summary of the Bullock et al. (1994) findings are provided in Appendix A.

As in the field of special education, researchers in juvenile correctional education have delineated some of the desired skills necessary to work with students with disabilities. It is important to note that while some teacher skills have been examined in juvenile corrections, little definitive work has been done to define specific skills needed by this group of teachers.

Skills Needed in a Juvenile Correctional Education Setting

Research on the knowledge and skills needed to work within juvenile correctional education settings is varied and is directed primarily at the identification of general personality traits rather than individual skills. This review of previous research of teacher knowledge and skills in juvenile correctional special education begins with

studies detailing only more general teacher characteristics and then provides a discussion of the few studies directly related to special education.

The personality traits needed to work in correctional education settings include maturity, creativity, self-awareness, flexibility, sincerity, and the ability to tolerate a high level of stress (Gehring, 1985, 1988; Pasternack, Portillos, & Henry, 1988; Pecht, 1983; Rider-Hankins, 1992). Teachers who wish to be effective must be student-centered and have a strong interest in both their students' and also their own personal growth (Farmer, 1990; Refflett, 1983; Sedlak, & Karcz, 1990). They must be sensitive to the unique situations of each student (Forbes, 1991), work on building self-esteem in students (Dolman, 1985; Eggleston, 1990; Roush, 1983; Van Nagel, Foley, Dixon, & Kauffman, 1986), and expect some students will project their problems upon the teacher (R. Brown, 1990). Respect and humor are two of the most effective coping strategies used for dealing with discipline problems in the correctional educational classroom (Bartollas & Sieverdes, 1983; Garfunkel, 1986).

In addition to specific personality traits that are needed to work in a correctional special education setting, programming skills are needed to provide appropriate services to adjudicated youth. Critical skill areas which

have been identified with programming include selection of teaching material (Bailey, Lillie, & Paul, 1981), focusing academic work toward vocational and community functioning (S. Brown, 1985), management of classroom behavior and discipline (Bullock & Reilly, 1979; Leone, 1984; McKeen, 1983; Wood, 1979), and group programming and classroom structure (Lakin & Reynolds, 1983).

Researchers have examined teaching practices in correctional education from the viewpoint that teachers need different skills than do public school teachers. In 1973, Valletutti and Mopsik suggested that teachers working in a correctional setting should be able to provide experiences in remedial, therapeutic, vocational, academic, and enrichment areas to students. While their ideas may worthy of respect, however, their recommendations were not a result of field-based research of needed teacher knowledge and skills.

Arguably, the most definitive work in teacher knowledge and skills for juvenile correctional special education has been that of Leone (cited in Nelson et al., 1987). At a national conference of state directors and consultants in both special and correctional education, Leone conducted a survey to determine preservice and in-service training competencies for special educators working with adjudicated youth. These administrators were asked to rank the

information, knowledge and skills necessary to work in both special education and correctional education and to identify pre-service and in-service topics. The responses of the two surveys proved to be similar in nature. Leone later worked on the development of a more specific set of the teacher competencies needed to work in a correctional special education setting. His research was focused on three general categories of teacher competencies: streetwise skills, professional competencies, and political skills.

In 1986, Roberts asked correctional educators, state directors of youth corrections, facility directors, and university faculty to rank 244 knowledge and skill statements. He focused on the areas of the juvenile justice system, correctional education, assessment, educational programming, curriculum, instruction, classroom management, vocational preparation, professional development, communication, working with others, and in-service.

Researchers in the field of juvenile correctional education generally agree that security, not education, is the primary focus of juvenile detention facilities (Nelson et al., 1987; Pecht, 1983; Rider-Hankins, 1992). This fact alone may contribute to the lack of extensive research of teacher knowledge and skills needed to work in this challenging field.

The knowledge and skills necessary for teachers to work with students with emotional and behavioral disorders is lengthy compared to those delineated in juvenile correctional special education. Yet, literature reviews of the two fields suggest that both special education and juvenile correctional education require many of the same skills and talents. By examining these researched skills within a corrections setting for juveniles, it was possible to determine the degree to which the knowledge and skills clusters for the two settings match.

The present study had a two-fold purpose. The first purpose was to survey a group of teachers working in juvenile correctional special education settings to determine how they rate a set of knowledge/skills statements as to how important each of the statements is to their teaching assignment, how frequently they use the knowledge/skills referenced, and how proficient they believe they are in using the knowledge/skills referenced. The second purpose was to analyze the results of the survey and compare the data with the results of a previous national validation project using teachers of students with emotional and behavioral disorders (Bullock et al., 1994).

CHAPTER 3

METHODOLOGY AND PROCEDURES

A set of knowledge/skills statements which had been validated with a group of special education teachers specialized in emotional and behavioral disorders were utilized for this study. The knowledge/skills statements were submitted to a group of teachers who worked in juvenile correctional special education settings. The methodology for the present study, which is described in this chapter, is arranged in the following order: (a) research questions, (b) subject selection, (c) instrumentation, (d) data collection, and (e) data analysis.

Research Questions

As evident from the review of literature, there appears to be considerable similarity between the demands of knowledge/skills for teachers of students with emotional and behavioral disorders and teachers in juvenile correctional special education classrooms. The following research questions were developed to direct this investigation:

1. What is the mean ranking of each cluster of knowledge/skills statements of juvenile correctional special

educators based on importance, proficiency, and frequency of use?

2. How do the mean rankings of knowledge/skills statements of correctional special educators compare with those of teachers of students with emotional and behavioral disorders within the respective categories of importance, proficiency, and frequency of use?

3. Do the mean rankings of knowledge/skills clusters for the categories of importance, proficiency , and frequency of use for juvenile correctional special educators vary with respect to teachers' number of years of teaching experience?

4. Do the mean rankings of knowledge/skills clusters for the categories of importance, proficiency, and frequency of use for juvenile correctional special educators vary with respect to the teachers' level of education?

5. Do the mean rankings of knowledge/skills clusters for the categories of importance, proficiency, and frequency of use for juvenile correctional special educators vary with respect to the age range of the teachers?

6. Do the mean rankings of knowledge/skills clusters for the categories of importance, proficiency, and frequency of use for juvenile correctional special educators vary with respect to the type of certification held by teachers?

Subject Selection

The present survey was accomplished by contacting teachers working in juvenile correctional facilities with students with disabilities. Facilities were located through the national directory of the American Correctional Association. (See Appendix B for a listing of the facilities contacted and the number of pre-survey mailouts sent to each facility.) The initial pool of teachers was identified by telephone conversations with the principals of state juvenile correctional facilities in the United States with an enrollment of students. The principal of the school program in each facility was asked to provide a list of special education teachers to which a pre-survey questionnaire could be sent in order to find participants for the study. The accuracy of the principals' recommendations was not known because all those teachers contacted did not respond to the request for participation. Therefore some of the teachers contacted through the initial pre-survey mailout may have self-eliminated themselves as not being qualified to participate in the survey. (See Appendix B for a listing of study participants by state.) The population size of 75 students was chosen because several national studies place the percentages of special education students within juvenile correctional facilities at an average of 20% to 50% of the total juvenile

correctional population (Bullock & McArthur, 1994; Bullock & Reilly, 1979; Coffey, 1984; Morgan, 1986; Murphy, 1979; Nelson et al., 1987). Schools with enrollment of 75 students were considered more likely to have at least one class taught by a special education teacher.

In order to attain the highest possible rate of return for the surveys and to assure proper subject selection, the subjects were contacted by mail prior to their receiving the actual survey form. Included in the initial inquiry mailout was a letter asking the teachers if they were willing to participate in the survey and requesting that they complete a demographic form to determine their educational background and years of experience working with students with disabilities and with juvenile delinquents (See Appendix C.)

Predetermined criteria for participants were that they be special education teachers who were working in a juvenile correctional facility. Teachers who were not fully certified were considered to be acceptable respondents if their job was to teach students with disabilities. Respondents who held positions other than that of special education teachers were not accepted as part of the survey pool. Initially, 255 demographic forms were mailed to state juvenile facilities to ask teachers if they were willing to participate. Of the original 255 demographic forms mailed to potential study participants, 131 teachers self-

eliminated themselves by not returning the demographic forms, leaving a total of 124 possible participants. It is not known whether those contacted were qualified to participate in the survey or if they simply chose not to participate. Of the 124 respondents who returned the pre-survey mailouts and agreed to participate in the survey if selected, one did not meet the criteria because she was an educational diagnostician. Therefore, 123 special education teachers were willing to participate in the survey. The demographics of the participants completing the survey form ($N = 90$) are represented in Tables 1 through 7.

One of the main considerations when examining the characteristics of the population of the present study was the percentage of respondents who had obtained a Masters' degree. A total of 65% of the respondents who participated in this study had a Masters' degree, compared to 100% of the teachers of students with emotional and behavioral disorders in the previous study. Although teachers in the previous study had a higher level of education, the present study revealed that respondents' level of education had no significant impact on the responses of the study participants.

Once responses were received from those who expressed a willingness to participate and who met predetermined

Table 1

Type of Certification Held by Study Participants

	Type of Certification		
	Provisional	Special Education	Other than Special Education
Number of Respondents	4	65	15

Table 2

Years of Experience of Study Participants

	Years of Experience				
	0 to 5 years	6 to 10 years	11 to 15 years	16 to 20 years	over 20 years
Total Teaching	12	17	17	25	18
Juvenile Corrections	35	22	14	12	6
Teaching Special Education	29	19	19	15	7
Teaching Special Education in Juvenile Corrections	45	15	14	11	4

Table 3

Level of Education of Study Participants

	Level of Education				
	Associate Degree	B.S. or B.A.	Masters' Degree	Taken Graduate Courses	Doctoral Degree
Number of Respondents	2	7	22	55	3

Table 4

Type of Community in Which Participants' School is Located

	Type of Community		
	Urban	Suburban	Rural
Number of Respondents	22	25	42

Table 5

Age of Study Participants

	Age of Participants				
	20 to 29 years	30 to 39 years	40 to 49 years	50 to 59 years	over 60 years
Number of Respondents	8	17	45	17	2

Table 6

Gender of Study Participants

	Gender of Participants	
	Female	Male
Number of Respondents	60	30

criteria for inclusion in the study, a copy of the survey instrument was mailed to 123 teachers. They were asked to rate each of the items using a five-point scale, with 1 being high and 5 being low, on (a) how important they thought the item was to them as teachers, (b) how proficient

they felt they were in using the particular item, and (c) how frequently they used each item.

The participants were asked to complete the survey and to return it within 1 week. After 2 weeks, a postcard was mailed to the participants who had not returned the survey, reminding them to do so. After 4 weeks from the initial mailout, telephone calls were made in an attempt to raise the return rate. Kerlinger (1986) warned that researchers utilizing mail surveys must often be satisfied with a 50 to 60% return rate. In order to generalize the findings of the present survey, the goal for the percentage of survey returned was set at 70%.

A total of 90 participants returned completed survey forms. There are two methods for calculating the return rate of the surveys. In the first method, all of the original pre-mailout demographic forms ($N = 255$) are included. However, a total of 131 of the possible participants self-eliminated themselves by not responding to the pre-survey mailout. It is not known whether these respondents were not qualified to be participants or if they simply did not wish to participate in the study for another reason. Therefore, the first method of calculating the return rate -- including all of the original 255 inquiries sent out -- yields a total of 90, or 35%, of the respondents who returned their completed surveys.

The second method of calculating the return rate of the surveys involves only the number of teachers who actually received the survey instrument. Of the initial 255 teachers contacted, only 123 qualified as proper respondents and agreed to participate. Of the 123 respondents who received the survey instrument, 90, or 73%, returned the completed survey form. Regardless of which method is used to calculate the return rate, 90 completed surveys were returned and were used in the analysis. (See Appendix B for a listing of surveys mailed out and received, by state.)

Instrumentation

The instrument used in the study was developed by Bullock, Ellis, and Wilson (1994) (See Appendix D.) Fifty-three questions were arranged into 11 knowledge/skills clusters. Each cluster contains 4 or 5 questions which relate to a specific area of interest. A list of the 11 clusters of knowledge/skills and a description of the clusters is provided in Table 7. (For a complete review of the survey instrument, see Appendix D.)

Development and validation of the previous study used with teachers of students with emotional and behavioral disorders (Bullock et al., 1994) are detailed in Appendix E.

Table 7

Delineation of Clusters' Subject Matter and Representative Questions

Cluster	Subject Matter
Foundation Information .	focuses on terminology, classification, procedures and historical development of special education systems
General Knowledge . . .	focuses on unique applications of the special education core of knowledge and skills
Theory & Knowledge . . .	focuses on the examination of theories as they relate to the etiology of exceptionalities and designing intervention systems
Assessment/Screening . .	focuses on the development of a knowledge base of appropriate assessment and screening practices as they relate specifically to the exceptional population
Behavior Management . .	focuses on the examination of systems which may be applied/utilized to facilitate social/emotional growth of students with exceptionalities
Programming	focuses on the examination of classroom organization, instructional management and individualized curricular applications
Field Experience/ Practice	focuses on opportunities for students in training to participate in hands-on experiences with students with exceptionalities
Parents	focuses on increasing a student's understanding of parent's needs and how to effectively communicate with parents

- Evaluation, Research,
and Technology focuses on techniques
and procedures available to
classroom teachers to assist in
student and program evaluation
- Consultation and
Collaboration focuses on the consultative
and/or collaborative role of the
special educator in reintegration
of students with exceptionalities
- Resources focuses on the techniques which
teachers of students with
exceptionalities can utilize in
working with a wide variety of
school and community-based
resources

Data Analysis

When the surveys were returned, several analyses were completed to compare the findings. The first analysis was made to acquire a mean for both individual items and clusters in each of the three response categories: importance, proficiency, and frequency of use. Computer analysis was completed using through the Statistical Package for Social Sciences statistical package.

The means from teachers' rankings for items and clusters were computed and rank ordered from highest to lowest for each of the three areas of concentration: importance, proficiency, and frequency of use. Each of the statements was then ranked within each category by the mean associated with that particular statement.

Once the means for both individual statements and clusters were computed and ranked, a Mann-Whitney U Test (Gravetter & Wallnau, 1988; Hinkle, Wiersma, & Jurs, 1988) was used to compare the results of the present survey with the results of the Bullock et al. (1994) study. Using SPSS, a comparison was made of both the individual and cluster means of both surveys to determine how each survey population ranked the various items and clusters of knowledge/skills statements.

A correlational analysis provided information as to how teachers in the original study rated each knowledge/skills item, both as an individual item and as a grouped cluster, compared to the ratings of teachers in a juvenile correctional special education setting. By utilizing both sets of knowledge/skills statements, it was possible to compare each set of the teachers' perceptions of their needed job components.

The mean rankings of the knowledge/skills clusters were also ranked in order of importance by number of years of teaching experience, teachers' level of training, age range of the teachers, and by type of certification held by the teachers. An analysis of the between-group variance was then completed on each group of teachers as they differed by experience, education, age, and certification, again utilizing the Mann-Whitney U Test. By ranking the means of

the various categories of teacher characteristics, it was possible to compare the knowledge/skills statements that the two groups of teachers believed were important to their job.

CHAPTER 4

RESULTS AND DISCUSSION

The purpose of this study was two-fold in nature. The first purpose was to ask teachers working in juvenile correctional special education settings to rate a set of knowledge/skill statements as to how important each of the statements was to their teaching assignment, how frequently they used the knowledge/skill referenced, and how proficient they believed they were in using the knowledge/skills referenced. The second purpose was to analyze the results of the survey and compare the data with the results of a previously validated national project using teachers of students with emotional and behavioral disorders (Bullock, Ellis, & Wilson, 1994).

Surveys were mailed to 123 special education teachers working in juvenile correctional settings. A total of 90 completed surveys and demographic forms were returned and used in this study. A detailed demographic description of the study participants is provided in Tables 1 through 7.

Research Questions

Six research questions were developed to guide this study. Each of the six questions is addressed individually

in the following section, along with the statistical procedure used to determine the outcome of each question and a discussion of the results.

Research Question 1

What is the mean ranking of each cluster of knowledge/skills statements of juvenile correctional special educators based on importance, proficiency, and frequency of use?

The 53 individual questions were grouped within the survey instrument into eleven knowledge/skills clusters. (See Appendix D.) Participants ranked each of the questions on a scale of 1 to 5, with 1 being the highest and 5 being the lowest. The resultant means for each category are shown in Table 8 for all eleven knowledge/skills clusters in the areas of importance.

The cluster of knowledge/skills statements containing questions about behavior management was ranked as most important to job performance by juvenile correctional special educators. Clusters containing questions on educational programming, assessment and screening, and field experience were ranked second, third, and fourth, respectively, in importance to teachers in juvenile correctional special education settings.

Table 8

Mean Rankings for Knowledge/Skill Clusters by Importance as
Rated by Teachers in Juvenile Correctional Special Education
Settings

Mean Rank	Mean	Cluster Description
1	1.14	Behavior management
1	1.14	Programming
3	1.26	Assessment and screening
4	1.31	Field experience
5	1.37	General knowledge
6	1.41	Foundation information
7	1.56	Parents
8	1.63	Consultation and collaboration
9	1.81	Theory and knowledge
10	1.89	Evaluation, research and technology
11	1.92	Resources

The mean rankings of each cluster of knowledge/skills statements by proficiency are shown in Table 9. Teachers working in juvenile correctional special educational settings ranked the cluster of knowledge/skills statements about behavior management as being the cluster they felt the most proficient in using in their job performance. Clusters containing knowledge/skills statements about programming,

Table 9

Mean Rankings of Knowledge/Skill Clusters by Proficiency as
Rated by Teachers in Juvenile Correctional Special Education
Settings

Mean Ranking	Mean	Cluster Description
1	1.36	Behavior management
2	1.39	Programming
3	1.49	General knowledge
4	1.50	Assessment and screening
5	1.56	Field experience
6	1.63	Parents
7	1.64	Foundation information
8	1.86	Consultation and collaboration
9	2.10	Theory and knowledge
10	2.21	Evaluation, research and technology
11	2.30	Resources

general knowledge, and assessment and screening were ranked second, third, and fourth, respectively, in proficiency by juvenile correctional special educators.

The resultant means for each cluster of knowledge/skills statements as ranked by teachers in juvenile correctional special education settings in the area of frequency of use are shown in Table 10. Behavior management was ranked as the cluster of knowledge/skills

Table 10

Mean Rankings of Knowledge/Skills Clusters by Frequency of Use as Rated by Teachers in Juvenile Correctional Special Education Settings

Mean Ranking	Mean	Cluster Description
1	1.09	Behavior management
2	1.13	Programming
3	1.58	Field experience
4	1.62	Assessment and screening
5	1.76	Foundation knowledge
6	1.92	General knowledge
7	2.46	Theory and knowledge
8	2.56	Parents
9	2.66	Consultation and collaboration
10	2.84	Evaluation, research and technology
11	3.35	Resources

statements used most frequently by juvenile correctional special educators. Programming, field experience, and Assessment and screening were ranked second, third, and fourth, respectively, as the most frequently used clusters of the knowledge/skills statements.

In the mean ranking of each cluster, teachers working in juvenile correctional special education settings ranked behavior management and programming as the most important

clusters across all the categories of importance, proficiency, and frequency of use. The clusters describing assessment and screening and field experience were grouped in the top five rankings across all three areas of importance, proficiency, and frequency of use. Teachers working in juvenile correctional special education settings consider behavior management the most important of all of the 11 competency clusters presented in the survey instrument. Ranked second through fourth were the clusters which included knowledge/skills statements about educational programming for students, the ability to do educational assessment and screening of students in the classroom, and field experience.

Research Question 2

How do the mean rankings of knowledge/skills statements of juvenile correctional special educators compare with those of teachers of students with emotional and behavioral disorders within the respective categories of importance, proficiency, and frequency of use?

The Mann Whitney U Test was used to determine how the mean rankings of juvenile correctional special education teachers differed from the mean rankings of teachers of students with emotional and behavioral disorders. The mean rankings of the teachers of students with emotional

and behavioral disorders and juvenile correctional special educators, as well as the U values, and significance values, are provided in Table 11. The Mann Whitney U, which is used to evaluate whether two independent samples have the same distribution, is one of the most powerful of the nonparametric tests.

Teachers of students with emotional and behavioral disorders and juvenile correctional special educators differed significantly in the importance to which they attributed to a cluster of knowledge/skills statements on eight clusters. foundation information, general knowledge, behavior management, field experience, parents, evaluation, research and technology, consultation and collaboration, and resources all differed significantly at the .05 level. The cluster containing questions regarding behavior management was ranked as having the knowledge/skill statements most important to teachers working in juvenile correctional special education settings (See Table 2.) While teachers in juvenile correctional special education settings ranked behavior management as most important to their job, teachers of students with emotionally and behavioral disorders still ranked the cluster of behavior management as being significantly more important to their job performance. teachers of students with emotional and behavioral disorders ranked all of the clusters in the category of importance as

Table 11

Mann-Whitney Values for the Mean Rankings in Importance as
Ranked By Teachers in Juvenile Correctional Special
Education Settings Compared to Teachers of Students with
E/BD

Cluster	Mean Rank	U Value	Signif.	Cluster Description
I-1	85.49(2) * 105.46(3) **	3514.0	.009***	Foundation information
I-2	77.33(2) 114.47(3)	2702.5	.000***	General knowledge
I-3	97.92(2) 92.73(3)	4165.5	.437	Theory and knowledge
I-4	89.05(2) 101.60(3)	3961.0	.083	Assessment and screening
I-5	84.90(2) 106.11(3)	3455.0	.000***	Behavior management
I-6	90.87(2) 99.54(3)	4046.5	.198	Programming
I-7	79.78(2) 111.73(3)	2949.5	.000***	Field experience
I-8	81.99(2) 109.31(3)	3167.0	.000***	Parents
I-9	84.30(2) 106.77(3)	3396.0	.004***	Evaluation, research, and technology
I-10	83.74(2) 107.39(3)	3340.0	.002***	Consultation and collaboration
I-11	81.78(2) 109.54(3)	3146.5	.000***	Resources

Note. *(2) Teachers of students with emotional and behavioral disorders
 **(3) Teachers in juvenile correctional special education settings
 ***Significant at .05

more important to their job than did teachers in juvenile correctional special education settings.

Teachers of students with emotional and behavioral disorders and juvenile correctional special educators differed significantly in the importance to which they

attributed to a cluster of knowledge/skills statements on eight clusters. foundation information, general knowledge, behavior management, field experience, parents, evaluation, research and technology, consultation and collaboration, and resources all differed significantly at the .05 level. The cluster containing questions regarding behavior management was ranked as having the knowledge/skill statements most important to teachers working in juvenile correctional special education settings (See Table 2.) While teachers in juvenile correctional special education settings ranked behavior management as most important to their job, teachers of students with emotionally and behavioral disorders still ranked the cluster of behavior management as being significantly more important to their job performance. Teachers of students with emotional and behavioral disorders ranked all of the clusters in the category of importance as more important to their job than did teachers in juvenile correctional special education settings. The mean rankings in the area of proficiency of the teachers of students with emotional and behavioral disorders and juvenile correctional special educators, as well as U values, and significance values are shown in Table 12.

The rank given several clusters of knowledge/skills statements varied significantly in the area of proficiency between teachers of students with emotional and behavioral

Table 12

Mann Whitney Values for the Mean Rankings in Proficiency as
Ranked by Teachers in Juvenile Correctional Special
Education Settings Compared to Teachers of Students with
Emotional and Behavioral Disorders

Cluster	Mean Rank	U Value	Signif.	Cluster Description
P-1	85.42(2)* 105.42(3)**	3506.5	.010***	Foundation information
P-2	79.90(2) 111.61(3)	2960.5	.000***	General knowledge
P-3	94.05(2) 96.04(3)	4361.0	.802	Theory and knowledge
P-4	84.23(2) 106.85(3)	3338.5	.003***	Assessment and screening
P-5	80.58(2) 110.86(3)	3027.5	.000***	Behavior management
P-6	84.54(2) 106.51(3)	3419.0	.003***	Programming
P-7	78.43(2) 113.23(3)	2814.5	.000***	Field experience
P-8	84.76(2) 106.26(3)	3441.5	.006***	Parents
P-9	86.06(2) 104.83(3)	3570.0	.017***	Evaluation, research, and technology
P-10	85.16(2) 105.83(3)	3480.5	.008***	Consultation and collaboration
P-11	91.74(2) 109.59(3)	3142.0	.000***	Resources

Note. *(2) Teachers of students with emotional and behavioral disorders
 **(3) Teachers in juvenile correctional special education settings
 *** Significant at .05

disorders and teachers in juvenile correctional special education settings. Teachers of students with emotional and behavioral disorders ranked themselves as significantly different in the clusters of foundation information, general knowledge, assessment and screening, behavior management,

programming, field experience, parents, evaluation, research, and technology, consultation and collaboration, and resources at the .05 level. The only cluster which was not ranked as significantly different was the cluster of theory and knowledge. This finding could be attributable to the fact that the teachers of students with emotional and behavioral disorders perceived themselves as more proficient in these areas, or that the juvenile correctional special educators were actually less proficient in these areas.

This finding could point to deficiencies that teachers in juvenile correctional special education settings have in their professional training. Another possible consideration is the seemingly unsuccessful nature of juvenile detention schools. Many teachers working in this setting do not see great numbers of their students succeeding after they leave their classroom. Teachers in juvenile correctional special education settings may have rated themselves as less proficient in the knowledge/skills clusters because of the environment of their education program and their relatively small success rate in teaching these students.

The mean rankings of the teachers of students with emotional and behavioral disorders and juvenile correctional special educators, as well as U values and significance values, are presented in Table 13. According to Table 13, in the category of frequency of use, the clusters containing questions about theory & knowledge, assessment/screening,

Table 13

Mann Whitney Values for Mean Rankings in Frequency of Use as
Ranked by Teachers in Juvenile Correctional Special
Education Settings as Compared to Teachers of Students with
Emotional and Behavioral Disorders

Cluster	Mean Ranking	U Value	Signif.	Cluster Description
F-1	99.68(2)* 89.65(3)**	3991.5	.214	Foundation information
F-2	92.45(2) 100.61(3)	4004.5	.228	General knowledge
F-3	103.99(2) 85.11(3)	3565.0	.017***	Theory and knowledge
F-4	112.80(2) 85.11(3)	2692.5	.000***	Assessment and screening
F-5	94.80(2) 95.22(3)	4435.0	.941	Behavior management
F-6	103.12(2) 86.07(3)	3651.5	.014***	Programming
F-7	84.51(2) 106.54(3)	3416.0	.004***	Field experience
F-8	81.16(2) 110.22(3)	3085.0	.000***	Parents
F-9	96.19(2) 93.69(3)	4337.0	.752	Evaluation, research, and technology
F-10	88.28(2) 102.39(3)	3790.0	.076	Consultation and collaboration
F-11	85.81(2) 105.11(3)	3545.5	.015***	Resources

Note * (2) Teachers of students with E/BD
 ** (3) Teachers in juvenile correctional special education settings
 *** Significant at .05

programming, field experience, parents, and resources were ranked significantly different at the .05 level. Juvenile correctional special educators rated the frequency of using assessment/screening and programming to be significantly greater than did teachers of students with emotional and behavioral disorders. This could be due to the lack of availability of diagnostic personnel to assist in the complete assessment and

educational programming for students in juvenile correctional special education settings. Therefore teachers working in these settings must rely much more frequently on their own skills in this area, hence the higher rating for frequency of use in these clusters. On the other end of the spectrum, teachers of students with emotional and behavioral disorders reported they dealt with parents much more often than did juvenile correctional special educators. Most juvenile correctional education personnel have little or no contact with parents of their students. Many of the students are incarcerated many miles from home and are wards of the state, making parental contact much less necessary or possible than in public school settings. In public school teachers of students with emotional and behavioral disorders are constantly working with parents in dealing with behavior and academic concerns.

Teachers working in juvenile correctional special education settings also ranked the clusters of field experience, and resources significantly different in the frequency in which they utilized those knowledge/skills. As shown in Table 3, teachers in juvenile correctional special education settings ranked these as two of the least important clusters, hence, the lower ranking in the frequency of use table. The teachers in juvenile correctional special education settings simply utilize these knowledge/skills much less than do teachers of students with emotional and behavioral disorders.

Research Question 3

Do the mean rankings of knowledge/skill clusters for the categories of importance, proficiency, and frequency of use vary with respect to the teachers' number of years of teaching experience?

Participants in the study were categorized by the number of years of teaching experience and placed into one of five groups: 0 to 5 years of experience, 6 to 10 years, 11 to 15 years, 16 to 20 years, and more than 20 years of experience. Using a one-way analysis of variance, no two groups' responses were found to differ significantly at the 0.05 level of significance. Therefore, their number of years of teaching experience did not have an effect on the mean rankings of juvenile correctional special educators in the categories of importance, proficiency, and frequency of use.

Research Question 4

Do the mean rankings of knowledge/skills clusters for the categories of importance, proficiency, and frequency of use for teachers in juvenile correctional special education settings vary with respect to the teachers' level of education?

Participants in the study were categorized according to the level of education they had attained: associate's degree, bachelor's degree, graduate courses, master's degree, or doctoral degree. Using a one-way analysis of variance, no two groups' responses were found to differ significantly at the 0.05 level of

significance. Therefore, the level of education did not have an effect on the mean rankings of the juvenile correctional special educators in the categories of importance, proficiency and frequency of use.

Research Question 5

Do the mean rankings of knowledge/skills clusters for the categories of importance, proficiency, and frequency of use for juvenile correctional special educators vary with respect to the age range of the teachers?

Participants in the study were categorized into one of five age ranges: 20 to 29 years, 30 to 39 years, 40 to 49 years, 50 to 59 years, or more than 60 years of age. Using a one-way analysis of variance, no two groups' responses were found to differ significantly at the 0.05 level of significance. Therefore, the age range of the participants did not have an effect on the mean rankings of the juvenile correctional special educators in the categories of importance, proficiency and frequency of use.

Research Question 6

Do the mean rankings of knowledge/skills clusters for the categories of importance, proficiency, and frequency of use for the teachers in juvenile correctional special education settings vary with respect to the type of certification held by the teachers?

Participants in the study were categorized into three groups

according to their certification: provisional certification, special education certification, and certification other than special education. Using a one-way analysis of variance, no two groups' responses were found to differ significantly at the 0.05 level of significance. Therefore, the certification held by participants did not have an effect on the mean rankings of the juvenile correctional special educators in the categories of importance, proficiency and frequency of use.

CHAPTER 5

SUMMARY

In the present study the rankings of knowledge/skill statements of teachers in juvenile correctional special education settings were compared with teachers of students with emotional and behavioral disorders. The responses of the teachers of students with emotional and behavioral disorders were from a previous study by Bullock, Ellis, and Wilson (1994). (See Appendix E.) The availability of a readily comparable data set for special education teachers prompted the use of the knowledge/skills statements used by teachers of students with emotional and behavioral disorders for comparison with teachers working in juvenile correctional special education settings.

Teachers working in juvenile correctional special education settings ranked behavior management, programming, assessment/screening, and field experience as being the most important knowledge skill clusters to their profession. Teachers in this educational setting often work with difficult students without the benefit of sufficient outside support. Because juvenile correctional special educators are forced to be independent and resourceful, it is especially important that they have the ability to manage the behavior of their students well and to design education

plans for students through their own assessment, screening, and programming skills. The nature of the institution forces teachers to excel in these areas.

In a similar manner, juvenile correctional special educators also ranked behavior management, programming, and assessment/screening as the clusters in which they were most proficient and which they used with the most frequency. Since they believe these to be the most important demands of their jobs, it indicates that they believe they are competent in these areas.

The cluster rankings of the teachers of students with emotional and behavioral disorders and those of the juvenile correctional special educators differed significantly in the importance attributed to several of the clusters of knowledge/skills statements. The rankings of general knowledge, behavior management, field experience, parents, and resources all differed significantly at the .05 level. The teachers of students with emotional and behavioral disorders ranked all 11 of the clusters in the category of importance as being more important to their job than did the teachers in juvenile correctional special education settings.

Teachers in juvenile correctional special education settings have limited opportunities to work with parents; therefore, knowledge/skills statements concerning parents

are not likely to be as important to them as to teachers of students with emotional and behavioral disorders. The cluster rankings of teachers of students with emotional and behavioral disorders for the cluster containing knowledge/skills statements about resources statistically different from those of teachers in a juvenile correctional special education setting. This may be due to the fact that teachers of students with emotional and behavioral disorders have all the resources needed to do their job. They often have a wide variety of services available to them (e.g., social workers, psychologists) which are not as readily available to teachers of students in a juvenile correctional special education setting. Therefore, teachers in this setting naturally describe these knowledge/skill statements as less important to their job, because they are not available to them.

All but one of the clusters of knowledge/skills statements varied significantly in the area of proficiency between teachers of students with emotional and behavioral disorders and teachers in juvenile correctional special education settings. Teachers' rankings of the clusters of foundation information, general knowledge, assessment/screening, behavior management, programming, field experience, parents, evaluation, research, and technology, consultation and collaboration, and resources were significantly different at the .05 level. Teachers of

students with emotional and behavioral disorders ranked themselves as more proficient in all of the clusters. This may be attributable to the fact that teachers of students with emotional and behavioral disorders simply ranked themselves as more proficient in these areas. It could be reasoned that the teachers in the juvenile correctional special education setting missed some part of their professional preparation which would have afforded them greater proficiency in these areas.

The teachers working in juvenile correctional special education settings may also have perceived themselves as being less proficient because of the difficulty inherent in working with the difficult students they teach and the limitations placed upon them by their institutions. The fact that many students who leave juvenile correctional facilities return to the system may explain the teachers' tendency to perceive themselves as failures and as being educationally unsuccessful. More emphasis is placed on security than on education in juvenile correctional facilities. This lack of focus on educational issues may lead to lower morale in teachers in juvenile correctional facilities, and thus lead teachers working there to believe they are less proficient than their public school counterparts.

Teachers in this environment may also suffer from a lack of general knowledge regarding the characteristics of

special education students. Because research has shown a large percentage of the juvenile correctional population needs special education services, teachers in these settings may not identify all of the students who need special education; perhaps only the most severely affected students stand out as needing educational intervention.

In the category of frequency of use, the clusters containing questions about theory and knowledge, assessment and screening, programming, field experience, parents, and resources were ranked significantly different by the two groups. The juvenile correctional special educators rated the frequency of using assessment and screening and programming significantly higher than did teachers of students with emotional and behavioral disorders. It is also possible that teachers in juvenile correctional special education settings have limited diagnostic services available to them and therefore, are required to rely on their own skills much more than are the teachers of students with emotional and behavioral disorders.

On the other end of the spectrum, the teachers of students with emotional and behavioral disorders rated the frequency of dealing with parents, field experience, and resources much higher than did the juvenile correctional special educators. Teachers in juvenile correctional special educational facilities rarely have the opportunity to work with parents of students. The fact that many

students in juvenile correctional facilities are wards of the state and their parents live long distances from the institutions, keep parents and juvenile correctional special educators apart. The teachers working in juvenile correctional special education settings also ranked the frequency of field experience and resources much lower, as shown in Table 5. Because they infrequently utilized these clusters of knowledge/skill statements, it seems reasonable that they ranked them significantly different than did the teachers of students with emotional and behavioral disorders.

When juvenile correctional special educators' responses were compared by number of years of teaching experience, age range of teachers, level of education, and type of certification held by teachers, no significant differences were found. Therefore, it seems reasonable that when examined by these categories, the teachers working in juvenile correctional special education settings in many states across the country had similar beliefs as to what competency areas were necessary for their job. Furthermore, if no significant difference is evident, based on levels of education and experience, any available person might be qualified to fill a teaching position, without consideration of education or experience. While this concept may seem very unfortunate, the shortage of qualified personnel in juvenile correctional facilities is well known.

Administrators are often forced to find teachers to fill positions for security concerns more than providing real educational purpose. The rankings of teachers in this setting may give credence to the suggestion that the system of juvenile corrections has an enormous need for improvement, both in the education of its' students and in the training of its' teachers.

Many of the mean rankings by teachers of students with emotional and behavioral disorders and juvenile correctional special educators for the knowledge/skills clusters were somewhat similar in nature. Only a few categories were ranked differently by the two populations. With a few exceptions, teachers working in both of settings can benefit from similar training.

Recommendations

The following areas of future research are recommended.

1. Because of the limited information available in the literature, a carefully detailed job analysis of what teachers in juvenile correctional special education settings actually do as part of their job is recommended. Research is needed to determine what skills do they use most and least.

2. Because the quality of teachers in juvenile correctional settings may be somewhat attributed to the selection of teachers by the administrators of the

facilities, administrators should be assessed to determine what skills they desire teachers to possess.

3. A set of knowledge/skills statements common to juvenile correctional settings should be designed and submitted to (a) juvenile corrections administrators, (b) juvenile correctional special education teachers, and (c) administrators of teacher preparation programs in juvenile corrections and comparisons of the answers from all three groups.

4. A correlational study is recommended to determine whether the rankings in the areas of importance are highly correlated with rankings in the area of proficiency.

5. A study is recommended to compare the time-on-task of students in public school special education settings and the time-on-task of students in juvenile correctional special education settings.

6. A study is recommended to further examine the concept that level of education, certification, and experience are not significant to the teachers' rankings of the knowledge/skills necessary to teach in juvenile correctional special education settings.

7. A study of the ratings of teachers in juvenile correctional special education settings self-ratings versus the ratings of teachers' supervisors to find out if there are differences between the perceptions of the two groups is recommended.

APPENDIX A
SUMMARY OF FINDINGS FROM
BULLOCK, ELLIS AND WILSON'S STUDY

In the area of foundation information, teachers need to have the ability to plan and implement an individual education plan which is appropriate for students with emotional and behavioral disorders. The ability to identify early intervention strategies which are effective as interventions for students with emotional and behavioral disorders is important. Teachers need to understand the characteristics which are specific to students with emotional and behavioral disorders, as well as the implications for the education of those students. Teachers need to understand a student's cognitive development as it relates to emotional and behavioral development and behavioral performance within an educational setting (Bullock et al., 1994).

The second knowledge/skills cluster researched was the area of general knowledge concerning education. Bullock et al. (1994) found that teachers must possess the ability to develop an appropriate individual education plan by considering assessment and the analysis, and input from other professionals, parents, and other interagency sources. Teachers must have the ability to exhibit the skills necessary to work and communicate within an interdisciplinary team. Teachers must be able to function as members of a team for planning social and educational interventions for the students in their classrooms.

Teachers must also have an understanding and respect for professional ethics in the field of special education. Teachers of students with emotional and behavioral disorders must have an understanding of the relationship between regular education and special education.

Within the knowledge/skills cluster of educational theory and knowledge, teachers must have the ability to defend and also describe the personal orientation by which they work with children and youth and therefore base their own educational practice. Teachers of emotionally and behavioral disturbed students need the ability to model programs which have been effective elsewhere in the management of similar students. Teachers need to understand the various theories of delinquency and the processes involving students in the juvenile correctional system. Teachers must understand the underlying theories, structure, and programming needs of vocational education as they relate to students with emotional, affective, and behavioral needs. Finally, teachers must possess the ability to apply teaching interventions based on the traditional theories of psychopathology (Bullock et al., 1994).

The fourth area of competencies researched was in the area of assessment. Bullock et al. (1994) found that teachers thought it was important to understand the use of informal assessment practices such as observation and

teacher-made criterion tests for the individualization of instruction. Teachers should be able to determine the ability and achievement level of students by testing for very specific deficits and strengths. Teachers should have the ability to determine the social, emotional, behavioral, and educational needs of the students in their classroom. Teachers should also be able to interpret the information contained in the case files of students such, as psychological reports, psychiatric, and social worker reports, and to utilize the information to plan appropriate intervention strategies. Finally, teachers must have the ability to translate assessment data into educational recommendations for implementation.

One of the most important areas of expertise for teachers of behavioral and emotionally disturbed students is behavior management. The teachers reported that the ability to use many intervention techniques which were nonaversive and effective was of great importance to the management students' behavior. Teachers need to be able to capture and maintain student attention and present reinforcement to correct or redirect students' responses. Teachers must have the knowledge to develop and implement a set of classroom rules and procedures and some manner in which to effectively carry out adherence to that set of rules. Teachers must understand the principles of behavior which can increase or

decrease the occurrence of behaviors of students. The final issue in the area of behavior management is the teachers' ability to develop and maintain a consistent, fair classroom routine.

The programming content of the survey found that the ability to plan and organize classroom instruction was an important skill for teachers of students with emotional and behavioral disorders. Teachers need to evaluate the social and affective behaviors of students within the classroom in order to identify sources of stress and conflict. The last issue related to programming competencies is the ability to manage behaviors which are part of the normal ongoing routine of working with students with emotional and behavioral disorders.

Field experience should provide an understanding of how to conduct the classroom in a manner which helps to encourage desired interaction between students and the teacher. Teachers should know how to direct individual and group instruction with students who have vastly differing needs. Teachers should know how to teach academics in a way that coincides with students' needs. The last issue in the area of field experience is that teachers must be able to actively participate in parent conferences, interdisciplinary conferences, and planning and placement committee meetings.

In the knowledge/skills cluster defined as being necessary to work with parents, teachers need to project a professional attitude which reflects the policies and standards of the school system. Teachers need to communicate with all the members of a variety of planning committees, and able to communicate with regular education teachers concerning issues and procedures of education. It is important that teachers be able to communicate with those outside the field of special education, parents who do not speak English, and paraprofessionals. The last issue in the area of communication is that teachers must understand the needs of the parents of emotionally and behavioral disordered students and work toward the education of their children (Bullock et al., 1994).

Another knowledge/skills cluster examined research, evaluation, and technology. Teachers need to be able to evaluate an educational program on the basis of student improvement and performance. Teachers need have the knowledge of how to use a computer to assist in the education of exceptional students, should have a well-rounded knowledge of current research within special education, as well as the ability to apply relevant research to the classroom. Teachers should know how student evaluation takes place through the guises of standardized testing, academic grades, and permanent records.

Bullock et al. (1994) found that important competencies were contained in the area of consultation and collaboration. Teachers must understand the collaborative process which takes place between regular education and special education. Teachers need to know the role of collaboration and consultation in the process of reintegrating students with emotional and behavioral disorders into the regular classroom. Teachers must understand the manner in which teachers and administrators are consulted concerning special education. Teachers need to understand the use and value of mental and physical health specialists to the students in special education.

The last knowledge/skills cluster concerns educational resources for students and teachers. Teachers need to understand the importance that professional groups and referral agencies play in the educational process of special education students. Teachers need to know how to access resources available to students with emotional and behavioral disorders. Teachers need to be able to help in the development of other staff personnel. The last issue in the resource area is the teachers' need to be able to explain the responsibilities of and the need for other educational professionals, such as nurses, psychologists, diagnosticians and other adaptive therapists (Bullock et al., 1994).

APPENDIX B
FACILITIES, NUMBER OF PRE-SURVEY MAILOUTS MAILED
TO EACH FACILITY, AND NUMBER OF
SURVEYS RETURNED

TABLE 14

Facilities and Number of Pre-Survey Mailouts Mailed to Each Facility

STATE	Number of Pre-Surveys Mailed	Number Who Agreed to Parti- cipate	Number of Returned Surveys
ALABAMA Chalkville Campus P.O. Box 9486 Birmingham, AL 35215 Mount Meigs Campus P.O. Box 66 Mount Meigs, AL 36057 Vadca Campus 8950 Roebuck Blvd Birmingham, AL 35206	13	6	4
ARIZONA Adobe Mountain School 2800 West Pinnacle Peak Road Phoenix, AZ 85027 Catalina Mountain School 14500 North Oracle Road Tucson, AZ 85738	3	0	0
CALIFORNIA DeWitt Nelson Training Center P.O. Box 213003 Stockton, CA 95213 Karl Holton School P.O. Box 213002 Stockton, CA 95213 N. A. Chaderjian P.O. Box 213014 Stockton, CA 95213 Preston School of Industry 201 Waterman Road Ione, CA 95640 Ventura School 3100 Wright Road Camarillo, CA 93010	31	9	7
CONNECTICUT Long Lane School P.O. Box 882 Middletown, CT 06457	24	8	5
DISTRICT of COLUMBIA Oak Hill Youth Center 3201 Oak Hill Drive Laurel, MD 20707	1	0	0

<p>FLORIDA</p> <p>Arthur Dozier School P.O. Box 490 4111 South Street Marianna, FL 32446</p>	7	3	2
<p>GEORGIA</p> <p>Youth Development Center - Atlanta 4625 Baker's Ferry Road, SW Atlanta, GA 30331</p> <p>Youth Development Center - Macon P.O. Box 4395 Macon, GA 31297</p> <p>Youth Development Center P.O. Drawer 0 Milledgeville, GA 31061</p>	5	5	3
<p>IDAHO</p> <p>Youth Services Center Box 40 St. Anthony, ID 83445</p>	1	0	0
<p>ILLINOIS</p> <p>Illinois Youth Center - Valley View 34W826 Villa Maria Road St. Charles, IL 60174</p> <p>Illinois Youth Center - Warrenville P.O. Box 550 Warrenville, IL 60555</p>	7	3	2
<p>INDIANA</p> <p>Indiana Boys' School 501 West Main Plainfield, IN 46168</p> <p>Indiana Girls' School 2596 Girls' School Road Indianapolis, IN 46214</p>	8	7	6
<p>KANSAS</p> <p>Youth Center at Topeka 1440 NW 25th Street Topeka, KS 66618</p>	8	5	5
<p>LOUISIANA</p> <p>Louisiana Training Institute P.O. Box 97527 Baton Rouge, LA 70804</p> <p>Louisiana Training Institute SSD# 1 3225 River Road Bridge City, LA 70094</p>	5	3	1
<p>MARYLAND</p> <p>Victor Cullen Academy 6000 Cullen Road Sabillasville, MD 21780</p>	3	2	1
<p>MICHIGAN</p> <p>Adrian Training School P.O. Box 218 Adrian, MI 49221</p>	14	8	8

MISSISSIPPI Columbia Campus 1750 Highway 44 Columbia, MS 39429 Oakley Campus 2360 Oakley Road Raymond, MS 39154	8	2	2
MONTANA Pine Hills School P.O. Box 1058 Miles City, MT 59301	3	3	3
NEBRASKA Youth Development Center 3802 39th Avenue Kearney, NE 68847	19	8	6
NEW MEXICO NM Boys' School P.O. Box 38 Springer, NM 87747	5	1	1
NEW YORK Highland Residential Center Box 970, North Chodikee Road Highland, NY 12528 Industry School Rt 251 Industry, NY 14474 Lansing Residential Center Box A Lansing, NY 14882 Louis Gossett Jr. Res. Center 250 Auburn Road Lansing, NY 14882	11	3	1
SOUTH CAROLINA Birchwood High School 5000 Broad River Road Columbia, SC 29210 Willow Lane Middle School 4650 Broad River Road Columbia, SC 29210	6	2	2
SOUTH DAKOTA South Dakota Training School P.O. Box 70 Plankinton, SD 57368	3	1	1
TENNESSEE Mountain View Youth Dev. Center 809 Peal Lane Dandridge, TN 37725 Wilder Youth Development Center P.O. Box 139 Somerville, TN 38068	7	2	1

<p>TEXAS</p> <p>Brownwood State School P.O. Box 1267 Brownwood, TX 76804</p> <p>Corsicana State Home P.O. Box 610 Corsicana, TX 75151</p> <p>Crockett State School Route 4 Box 66 Crockett, TX 75835</p> <p>Gainesville State School 4701 East Farm Road 678 Gainesville, TX 76240</p> <p>Giddings State Home and School P.O. Box 600 Giddings, TX 76940</p> <p>West Texas Childrens' Home P.O. Box 415 Byzco, TX 79777</p>	25	17	13
<p>VIRGINIA</p> <p>Beaumont P.O. Box 491 Beaumont, VA 23014</p> <p>Bon Air 1900 Chatsworth Avenue Bon Air, VA 23235</p>	12	8	4
<p>WASHINGTON</p> <p>Maple Lane School Route 1 Box 300 Centralia, WA 98351</p> <p>Naselle Youth Camp P.O. Box 45 Naselle, WA 98368</p>	2	2	2
<p>WISCONSIN</p> <p>Ethan Allan School Box 900 Wales, WI 53193</p> <p>Lincoln Hills School W4380 Copper Lake Road Irma, WI 54442</p>	24	15	10
TOTAL	255	123	90

APPENDIX C
PRE-SURVEY MAILOUT

Dear Fellow Teacher,

I am a doctoral student at the University of North Texas in Denton. My dissertation research is designed to focus on the knowledge/skills necessary to teach students with disabilities in a juvenile correctional setting. In order to complete the research study being proposed, it is necessary that I identify and obtain the assistance of special education teachers working in juvenile correctional settings.

The purpose of this communication is to ascertain your willingness to participate in the study by completing a survey form. The survey instrument consists of 53 knowledge/skill statements to which you will respond using a five-point scale as to (a) how important you believe the knowledge/skill statement to be in your job, (b) how proficient you believe you are in the knowledge/skill statement and, (c) how frequently you use the skill in your job. It will likely take you about thirty minutes to complete the survey. All information received from the survey will be kept strictly confidential. The only results reported from the study will be regarding the results of the entire group involved in the survey.

Enclosed, you will find a demographic request form. Please indicate whether or not you will be willing to assist me in this research effort if you are selected to do so, and complete the demographic survey. Once you have completed the demographic, please return it to me in the self-addressed, prepaid envelope. If you volunteer to participate and are selected, you should receive your survey form within two weeks.

We hope that you will be willing to assist in what we believe to be a significant research effort. Should you have further questions, please feel free to contact me at (817) 565-2169, or you may contact my major professor, Dr. Lyndal M. Bullock, at (817) 565-3583.

I look forward to receiving your materials via return mail.

Sincerely,

Patrick McArthur
Doctoral Candidate
University of North Texas

Demographic Data Form

Please indicate your willingness to participate in the survey.

___ Yes, I would like to participate in the survey, if selected.

___ No, I am not interested in participating in the survey.

Please check the appropriate answer.

1. What type of educational certification do you now possess?

- (1) ___ No present certification
- (2) ___ Provisional certification
- (3) ___ Subject matter certification; In what subjects _____
- (4) ___ Secondary certification _____
- (5) ___ Elementary certification
- (6) ___ Special education certification
- (7) ___ Correctional education certification
- (8) ___ Administration certification
- (9) ___ Other certification _____

2. How many years of total teaching experience do you have?

- (10) ___ 0 to 5
- (11) ___ 6 to 10
- (12) ___ 11 to 15
- (13) ___ 16 to 20
- (14) ___ 20+

3. How many years of experience do you have in juvenile corrections?

- (15) ___ 0 to 5
- (16) ___ 6 to 10
- (17) ___ 11 to 15
- (18) ___ 16 to 20
- (19) ___ 20+

4. How many years of experience do you have in special education?

- (20) ___ 0 to 5
- (21) ___ 6 to 10
- (22) ___ 11 to 15
- (23) ___ 16 to 20
- (24) ___ 20+

5. How many years of experience do you have teaching special education in a juvenile correctional setting?

- (25) ☐ 0 to 5
(26) ☐ 6 to 10
(27) ☐ 11 to 15
(28) ☐ 16 to 20
(29) ☐ 20+

6. What level of education do you have? (Check highest attained)

- (30) ☐ High school
(31) ☐ Associate's degree, in which subject _____
(32) ☐ Bachelor's degree, in which subject _____
(33) ☐ Taken graduate courses, but no graduate degree
(34) ☐ Master's degree, in which subject _____
(35) ☐ Doctoral degree, in which subject _____

8. In what type of community do you teach?

- (36) ☐ Urban
(37) ☐ Suburban
(38) ☐ Rural

9. How old are you?

- (39) ☐ 20-29
(40) ☐ 30-39
(41) ☐ 40-49
(42) ☐ 50-59
(43) ☐ 60+

10. What is your sex?

- (44) ☐ Female
(45) ☐ Male

Please provide your best mailing address and telephone number.

Name _____
Address _____
City _____ State _____ Zip Code _____
Phone (O) _____ (H) _____

APPENDIX D
THE SURVEY

Survey To Identify Critical Knowledge/Skills Needed To Teach Exceptional Students In Juvenile Correctional Settings

This survey is designed to obtain your responses, as a teacher of students with exceptionalities, as to the importance, your proficiency, and frequency of use for a comprehensive set of knowledge/skill statements.

In order to gain a better understanding of current perspectives, we ask that you consider skills from three perspectives: Importance, Proficiency, and Frequency of Use. We know that some knowledge/skills are essential to the teaching process, but may not be used on a daily basis; in contrast, some acts routinely performed by teachers may not be very significant.

We recognize that looking at a knowledge/skill from three vantage points increases the time required to complete the survey, but we also believe this will assist us in generating a more accurate picture than if we relied on only one or two sides of the knowledge/skill question.

DIRECTIONS

IMPORTANCE. In this column circle the number which best describes how important it is for teachers of students with exceptionalities have that particular skill. Use the following codes:

- 1 = Very Important
- 2 = Somewhat Important
- 3 = Undecided
- 4 = Somewhat Unimportant
- 5 = Very Unimportant

PROFICIENCY. In this column circle the number which best describes how you rate your personal ability/proficiency in each of the items. Use the following codes:

- 1 = Very Skilled
- 2 = Somewhat Skilled
- 3 = Undecided
- 4 = Somewhat Unskilled
- 5 = Very Unskilled

FREQUENCY OF USE. In this column circle the letter which best describes the frequency with which you use each of the items. Use the following codes:

- D = Daily
- W = Weekly
- M = Monthly
- A = Annually
- N = Never

We sincerely appreciate you taking the time necessary to complete this survey. Once the data has been analyzed, we believe it will make a significant contribution to programs preparing teachers to work with students with exceptionalities.

SURVEY TO IDENTIFY
CRITICAL KNOWLEDGE/SKILLS NEEDED
TO TEACH EXCEPTIONAL STUDENTS
IN JUVENILE CORRECTIONAL SETTINGS

FOUNDATION INFORMATION			
focuses on terminology, classification, procedures and historical development of juvenile correction systems.			
Importance		Proficiency	Frequency of Use
1 2 3 4 5	1. ability to plan, organize, and implement an individual education plan (IEP) appropriate to the cognitive and affective needs of the student with exceptionalities	1 2 3 4 5	D W M A N
1 2 3 4 5	2. ability to identify procedures related to the education of students with exceptionalities	1 2 3 4 5	D W M A N
1 2 3 4 5	3. ability to identify early intervention strategies used with students with exceptionalities	1 2 3 4 5	D W M A N
1 2 3 4 5	4. understanding of characteristics of exceptionalities and indications for education and treatment of populations with exceptionalities	1 2 3 4 5	D W M A N
1 2 3 4 5	5. understanding of cognitive development as it relates to emotional/behavioral development and behavior performance	1 2 3 4 5	D W M A N
GENERAL KNOWLEDGE			
focuses on unique applications of the special education core of knowledge and skills.			
1 2 3 4 5	6. ability to develop an appropriate IEP, considering assessment analysis, input from other professionals, input from parents, and input from interagency sources	1 2 3 4 5	D W M A N
1 2 3 4 5	7. ability to exhibit skills needed for interdisciplinary communication and team functioning	1 2 3 4 5	D W M A N
1 2 3 4 5	8. ability to function as a member of a team to plan social and educational interventions for students	1 2 3 4 5	D W M A N
1 2 3 4 5	9. understanding of professional ethics in the field of special education	1 2 3 4 5	D W M A N
1 2 3 4 5	10. understanding of the relationship of special education to general education	1 2 3 4 5	D W M A N

THEORY & KNOWLEDGE
focuses on the examination of theories as
they relate to the etiology of exceptionalities
and designing intervention systems.

<u>Importance</u> 1 2 3 4 5		<u>Proficiency</u> 1 2 3 4 5	<u>Frequency of Use</u> D W M A N
	11. ability to describe and defend a personal orientation for dealing with children/youth and translate into educational practice		
1 2 3 4 5	12. ability to model programs that have been effective in managing students with exceptionalities	1 2 3 4 5	D W M A N
1 2 3 4 5	13. understanding of theories of delinquent behavior and the processes of the correctional system	1 2 3 4 5	D W M A N
1 2 3 4 5	14. understanding of theories, structure, and programming parameters of career/vocational education as they relate to students with affective/behavioral needs	1 2 3 4 5	D W M A N
1 2 3 4 5	15. ability to apply knowledge of teaching interventions based on traditional theories of psychopathology	1 2 3 4 5	D W M A N

ASSESSMENT/SCREENING
focuses on the development of a knowledge-
base of appropriate assessment and screening
practices as they relate specifically to the
exceptional population.

1 2 3 4 5	16. understanding of the use of informal assessment (e.g., observation and conferences, teacher-made tests) in individualizing instruction for students with exceptionalities	1 2 3 4 5	D W M A N
1 2 3 4 5	17. ability to determine the education performance level of a specific child by "pinpointing" deficits, weaknesses, and strengths	1 2 3 4 5	D W M A N
1 2 3 4 5	18. ability to interpret and use information from case records (e.g., reports from psychiatrist, psychologist, psychiatric social worker) for planning intervention strategies	1 2 3 4 5	D W M A N
1 2 3 4 5	19. ability to determine the social, emotional, and behavioral needs of students.	1 2 3 4 5	D W M A N
1 2 3 4 5	20. ability to translate assessment data into recommendations for educational programming	1 2 3 4 5	D W M A N

BEHAVIOR MANAGEMENT
 focuses on the examination of systems/
 procedures which may be applied/utilized
 facilitate social/emotional growth of
 students with exceptionalities

<u>Importance</u> 1 2 3 4 5		<u>Proficiency</u> 1 2 3 4 5	<u>Frequency of Use</u> D W M A N
	21. ability to use a variety of nonaversive techniques (e.g., voice modulation, facial expressions, planned ignoring, proximity control, tension release)		
1 2 3 4 5	22. ability to establish and maintain pupil attention, and present reinforcement and/or correct pupil responses	1 2 3 4 5	D W M A N
1 2 3 4 5	23. ability to develop and/or implement appropriate classroom rules and a means for enforcing these rules	1 2 3 4 5	D W M A N
1 2 3 4 5	24. understanding of behavioral principles for increasing and decreasing behaviors and implementation of individualized behavior management plans with rules and positive/negative consequences to modify deviant behaviors and increase appropriate behaviors of students with exceptionalities	1 2 3 4 5	D W M A N
1 2 3 4 5	25. ability to develop and/or implement a consistent classroom routine	1 2 3 4 5	D W M A N

PROGRAMMING
 focuses on the examination of classroom
 organization, instructional management and
 individualized curricular applications

1 2 3 4 5	26. ability to plan and organize classroom instruction	1 2 3 4 5	D W M A N
1 2 3 4 5	27. ability to establish a consistent classroom routine	1 2 3 4 5	D W M A N
1 2 3 4 5	28. ability to establish classroom rules as well as a means for enforcing these rules	1 2 3 4 5	D W M A N
1 2 3 4 5	29. ability to evaluate social/affective behavior in the classroom (e.g., identifying possible sources of conflict, stress signals, etc.)	1 2 3 4 5	D W M A N
1 2 3 4 5	30. ability to demonstrate appropriate with a spontaneous management problem	1 2 3 4 5	D W M A N

FIELD EXPERIENCE/PRACTICE
 focuses on opportunities for students in
 training to participate in hands-on experiences
 with students with exceptionalities

1 2 3 4 5	31. ability to conduct class activities in a way that encourages appropriate interaction between students	1 2 3 4 5	D W M A N
-----------	---	-----------	-----------

<u>Importance</u> 1 2 3 4 5		<u>Proficiency</u> 1 2 3 4 5	<u>Frequency of Use</u> D W M A N
1 2 3 4 5	32. ability to provide effective individual, small, and large group instruction		
1 2 3 4 5	33. ability to work with groups of children and individuals within groups who have different educational needs	1 2 3 4 5	D W M A N
1 2 3 4 5	34. ability to teach academics that relate directly to a student's functional needs	1 2 3 4 5	D W M A N
1 2 3 4 5	35. ability to actively participate in teacher/parent conferences including multidisciplinary conferences, individualized educational (IEP) meetings, and placement conferences	1 2 3 4 5	D W M A N
PARENTS focuses on increasing a student's understanding of parent's needs and how to effectively communicate with parents.			
1 2 3 4 5	36. ability to communicate effectively with other members on the IEP/IFSP/ITP planning team	1 2 3 4 5	D W M A N
1 2 3 4 5	37. ability to demonstrate a professional attitude that reflects school policy and standards	1 2 3 4 5	D W M A N
1 2 3 4 5	38. understanding of the need to adapt communication to the levels and needs of the listener (e.g., parents, parents with disabilities, non-English speaking parents, volunteers, paraprofessionals, professionals outside the field of special education)	1 2 3 4 5	D W M A N
1 2 3 4 5	39. understanding of issues and procedures involved in communicating and cooperating with regular classroom teachers	1 2 3 4 5	D W M A N
1 2 3 4 5	40. understanding of parent needs and ability to communicate and work with parents/guardians	1 2 3 4 5	D W M A N
EVALUATION, RESEARCH, & TECHNOLOGY focuses on techniques and procedures available to classroom teachers to assist in student and program evaluation			
1 2 3 4 5	41. ability to evaluate the effects of the program upon individual pupil performance and use the evaluation to determine total program effectiveness	1 2 3 4 5	D W M A N
1 2 3 4 5	42. ability to use the computer in instructional programs to special education students	1 2 3 4 5	D W M A N
1 2 3 4 5	43. understanding of current research, trends, and legal issues in the field of special education	1 2 3 4 5	D W M A N

<u>Importance</u>						<u>Proficiency</u>					<u>Frequency of Use</u>					
1	2	3	4	5		1	2	3	4	5	D	W	M	A	N	
					44. understanding of current research on exceptionalities and appropriate ways to apply research findings in the classroom											
1	2	3	4	5	45. ability to describe the following evaluation procedures employed by the school: academic grading systems, standardized tests, and permanent records	1	2	3	4	5		D	W	M	A	N
CONSULTATION AND COLLABORATION focuses on the consultative and/or collaborative role of the special educator in reintegration of students with exceptionalities																
1	2	3	4	5	46. understanding of the collaborative relationship of special education and regular education	1	2	3	4	5		D	W	M	A	N
1	2	3	4	5	47. understanding of collaborative and/or consultative role of special educator in reintegration of students with exceptionalities	1	2	3	4	5		D	W	M	A	N
1	2	3	4	5	48. understanding of principles and/or procedures for consulting with teachers and administrators about the special education program	1	2	3	4	5		D	W	M	A	N
1	2	3	4	5	49. understanding of use of professionals (e.g., mental and physical health specialists) as consultants to the special education program	1	2	3	4	5		D	W	M	A	N
RESOURCES focuses on the techniques which teachers of students with exceptionalities can utilize in working with a wide variety of school and community-based professionals																
1	2	3	4	5	50. understanding of functions of professional groups and referral agencies which provide services to children with exceptionalities	1	2	3	4	5		D	W	M	A	N
1	2	3	4	5	51. understanding of ways of identifying and accessing resources relevant to persons with disabilities	1	2	3	4	5		D	W	M	A	N
1	2	3	4	5	52. ability to participate in the staff development of other personnel (e.g., able to identify, clarify, and report needs for staff development; able to plan staff development activity; able to use effective instructional techniques for implementation)	1	2	3	4	5		D	W	M	A	N

<u>Importance</u>						<u>Proficiency</u>					<u>Frequency of Use</u>				
1	2	3	4	5		1	2	3	4	5	D	W	M	A	N
					S3.	ability to explain the major responsibilities of ancillary personnel (e.g., school psychologist, school nurse, educational diagnostician, social worker, counselor, occupational therapist, adapted physical education specialist) and how their services might be utilized by special education teachers									

Please return the completed survey in the self-addressed, prepaid envelope.
 Thank you for your time and effort.
 Patrick McArthur

APPENDIX E
VALIDATION OF BULLOCK, ELLIS, AND WILSON'S STUDY
WITH TEACHERS OF STUDENTS WITH EMOTIONAL
AND BEHAVIORAL DISORDERS

Development of the study was done by soliciting lists of knowledge and skills from teacher preparation programs across the nation. After the aggregate list of statements was organized by category as to type of particular knowledge or skill, the statements were then compared for duplicate answers. After all of the statements were checked for duplicities, 209 statements in 11 categories remained. Ten graduate students in emotional and behavioral disorders then independently reviewed each of the categories and statements for validity of categorical placement; therefore, the process was considered reliable through inter-rater reliability.

Once all of the items were placed in within a category, four doctoral level teacher trainers and experts in the field of emotional and behavioral disorders were given the lists of statements. They were asked to validate the lists of statements and make recommendations as to (a) the accuracy and clarity, and readability of the items, (b) agreement as to the categorical placement of the individual items, and (c) whether any additional items were needed. If two or more of the experts agreed on a recommendation, the recommendation was then incorporated into the final list of statements.

Validation of the survey was accomplished by contacting teachers of students with emotional and behavioral disorders through the Council for Exceptional Children's data bank. Along with a letter asking if the teacher would like to participate in the survey, a demographic request was also sent in order to find out educational background and years of experience working with students with emotional and behavioral disorders. Once responses were received from those who expressed a willingness to participate and met established criteria for teaching experience and education, a random sample was selected to validate the study.

The survey was mailed to a total of 128 teachers of students with emotional and behavioral disorders for validation purposes. Participants were asked to rate each of the items, using a five point scale with 1 being high and 5 being low, on (a) how important they thought the item was to them as teachers, (b) how proficient they felt they were in using that particular item, and (c) how frequently they used each item. Complete packets were returned from 102 (80%) of the respondents from 32 states.

The participants ranged in age from 20 to 60 or more years. Ninety-two were female and 10 were male. The participants worked in suburban (44), urban (33), and rural (25) areas. All of the participants were either fully ($N = 94$) or partially certified ($N = 8$) to teach students with

emotional and behavioral disorders, according to their state standards. Participants' education degrees ranged from bachelor's (26), master's (66), specialists (7), to doctoral (3). The participants' total number of years of teaching experience ranged from less than 1 to more than 15 years. The total number of years at their present teaching position ranged from less than 1 year to more than 15 years.

Once the surveys were returned, several types of analysis were done to compare the findings. The first analysis was done to rank which of the items within each category the teachers felt were the most important, which items they used the most often, and the items in which they felt most proficient. Computer analysis was done using a Statistical Package for Social Sciences computer program. The means from each teacher's rankings for each individual item were then computed and ordered from highest to lowest for each of the three areas of concentration, importance, frequency, and proficiency of use. Each of the statements were then ranked within each category by mean importance and then each associated value of proficiency and frequency was then delineated beside the mean value for importance.

REFERENCES

- Bailey, D., Lillie, D., & Paul, J. (1981). Field-based degree training in special education. In D. Steadman & J. Paul (Eds.). Professional preparation for teachers of exceptional children. p. 147-162. San Francisco, CA: Jossey-Bass.
- Bartollas, C., & Sieverdes, C. (1983). Institutional games played by confined juveniles. Adolescence, 8(71), 609-617.
- Brown, R. (1990). Prison education: Long-term aims. The yearbook of correctional education. p. 97-103.
- Brown, S. (1985). Yesterday, today, and tomorrow: Correctional special education, five years later. Paper submitted to the Correctional/Special Education Training Project, Tempe, AZ.
- Bullock, L. M. (1992). Appropriate education for students with disabilities. (3rd ed). Minneapolis: Belwether Press.
- Bullock, L. M. (1992). Exceptionalities in children and youth. Boston, MA: Allyn & Bacon.
- Bullock, L. M., Ellis, L.L., & Wilson, M. J. (1994). Knowledge/skills needed by teachers who work with students with students with severe emotional/behavioral disorders: A revisitation. Behavioral Disorders, 19(2), 108-125.
- Bullock, L. M., & McArthur, P. (1994). Correctional special education: Disability prevalence estimates and teacher preparation programs. Education and Treatment of Children, 17(4), 74-78.
- Bullock, L. M., & Reilly, T. (1979). A descriptive profile of the adjudicated adolescent: A status report. In R. Rutherford & A. Prieto (Eds.). Monograph in behavioral disorders, (Vol 2), 153-161.

- Bullock, L. M., & Whelan, R. J. (1971). Competencies needed by teachers of the emotionally disturbed and socially maladjusted: A comparison. Exceptional Children, 37(7), 485-489.
- Casey, P., & Keilitz, I. (1990). Estimating the prevalence of mentally disabled and handicapped juvenile offenders. In P. Leone (Ed.), Understanding troubled and troubling youth: Multidisciplinary perspectives. pp. 82-101. Newbury Park, CA: Sage.
- Coffey, O. (1984). Meeting the needs of youth from a corrections viewpoint. In S. Braaten, R. Rutherford, & C. Kardash (Eds.). Programming for adolescents with behavioral disorders. (Vol. 1, pp. 79-84) Reston, VA: Council for Exceptional Children.
- Cullinan, D., Epstein, M. H., & Schultz, R. M. (1987). Important SED teacher competencies to residential, local, and university authorities. Teacher Education and Special Education, 9(1), 63-70.
- Dolman, G. L. (1985). Application of the Delphi technique to the identification of effective educational programming for youth in corrections. Seattle, WA: Seattle University. (ERIC Document Reproduction Service No. ED 259743)
- Education for all handicapped children act, P.L. 94-142 (1975, August 5). Federal Register, pp.42474-42518.
- Eggleston, C. (1990). Curriculum issues for the incarcerated handicapped learner. The yearbook of correctional education, p. 129-137.
- Evertson, C., Hawley, W., & Zlotnick, M. (1984). The characteristics of effective teacher preparation programs: A review of research. Nashville, TN: Vanderbilt University, Peabody Center for Effective Thinking.
- Farmer, J. (1990). Juvenile exploitation of correctional workers: A content analysis. Journal of Correctional Education, 41(3).

- Feinberg, F. C., & Wood F. H. (1978). Goals for teachers of seriously emotionally disturbed children. In F. H. Wood (Ed.), Preparing teachers to develop and maintain therapeutic educational environments. Minneapolis, MN: Department of Psychological Studies, University of Minnesota.
- Forbes, M. (1991). Special education in juvenile correctional facilities: A literature Review. Journal of Correctional Education, 42(1), 31-35.
- Garfunkel, F. (1986). The conditions of correctional education. Journal of Correctional Education, 34(4), 157-160.
- Gehring, T. (1985). The correctional education/prison reform link: Part 1, 1840-1900. Journal of Correctional Education, 36(4), 140-146.
- Gehring, T. (1988). Five principles of correctional education. Journal of Correctional Education, 39(4), 164-169.
- Gravetter, F. J., & Wallnau, L. B. (1988). Statistics for the behavioral sciences (2nd ed.). St. Paul, MN:West.
- Hewett, F. M. (1967). A hierarchy of competencies for teachers of emotionally handicapped children. Exceptional Children, 33(4), 459-467.
- Hinkle, D. E., Wiersma, W., & Jurs, S. G. (1988). Applied statistics for the behavioral sciences (2nd ed.). Boston, MA: Houghton Mifflin.
- Individuals With Disabilities Act: P.L. 101-476, (1990, August 27). Federal Register, pp. 34652-34689.
- Kerlinger, F. N. (1986). Foundations of behavioral research, (3rd. ed). Fort Worth, TX: Holt, Rinehart, and Winston.
- Lakin, K., & Reynolds, M. (1983). Curricular implications of Public Law 94-142 for teacher education. Journal of Teacher Education, 34(2), 13-18.
- Leone, P. (1984). Preservice and inservice training for teachers of incarcerated handicapped youth. Paper presented at Correctional/Special Education Training Conference, Arlington, VA.

- Leone, P. (1986). Teacher training in corrections and special education. Remedial and Special Education, 7(3), 41-47.
- Leone, P. (1994). Education services for youth with disabilities in a state-operated juvenile correctional system: Case study and analysis. Journal of Special Education, 28(1), 43-58.
- Mackie, R., Kvaraceus, W., & Williams, H. (1957). Teachers of children who are socially and emotionally handicapped. Washington, DC: Government Printing Office.
- Maily, B. L. (1975). School liaison and field services. In M. M. Wood (Ed.), Developmental therapy. pp. 26-43. Baltimore, MD: University Park Press.
- McKeen, R., (1983). Inservice training and staff development for correctional educators. Journal of Correctional Education, 34(1), 12-14.
- Morgan, D. J. (1986). Prevalence and types of handicapping conditions found in juvenile correctional institutions: A national survey. Journal of Special Education, 13(2), 283-295.
- Murphy, D. M. (1979). The prevalence of handicapping conditions among juvenile delinquents. Remedial and Special Education, 7(1), 7-17.
- Nelson, C. M., Rutherford, R. B., & Wolford, B. I. (Eds.). (1987). Special education in the criminal justice system. Boston: Merrill.
- Pasternack, R, Portillos, R. & Henry, H. (1988). Providing an appropriate education to the adjudicated and incarcerated juvenile delinquents: The challenge to our correctional education administrators. Journal of Correctional Education, 34(3), 154-159.
- Pecht, H. (1983). The emergent CE profession: Special problems require tested criteria for the selection of effective teachers. Journal of Correctional Education, 34(2), 85-87.

- Polsgrove, L., & Reith, H. J. (1978). A new look at competencies required by teachers of emotionally disturbed and behavioral disordered children and youth. In F. H. Wood, (Ed.), Teachers for secondary schools students with serious emotional disturbances: Content of programs. Minneapolis, MN: Department of Psychological Studies, University of Minnesota.
- Refflett, S. (1983). The correctional school and the public mind. Journal of Correctional Education, 34(2), 40-43.
- Regulations Implementing Education for All Handicapped Children Act of 1975: Public Law 94-142. (1977, August 23). Federal Register, pp. 42474-42518.
- Rider-Hankins, P. (1992). Review of the research: The educational process in juvenile correctional schools. American Bar Association; Special Committee on Youth Education for Citizenship. (ERIC Document Reproduction Service, No. 349436)
- Rizzo, J. V., & Zabel, R. H. (1988). Educating children and adolescents with behavioral disorders: An integrative approach. Boston: Allyn & Bacon.
- Roberts, A. R. (Ed). (1973). Readings in prison education. Springfield IL: Charles C. Thomas.
- Roberts, D. F., (1986). An analysis of critical skills used by correctional education personnel. Denton, TX: University of North Texas.
- Roush, D. (1983). Content and process of prison education. Journal of Offender Counseling, Services, and Rehabilitation. 3/4, 21-36.
- Rutherford, R. B., Nelson, C. M., & Wolford, B. I. (1985). Special education in the most restrictive environment: Correctional/special education. The Journal of Special Education, 19(1), 59-71.
- Rutherford, R. B., & Prieto, A. (Eds.). (1979). Monograph in behavioral disorders, (Vol 2), Reston, VA: Council for Exceptional Children.
- Sedlak, R., & Karcz, S. (1990). Descriptive study of teaching practices and the efficacy of correctional education. The yearbook of correctional education, 325-341.

- Steadman, D., & Paul, J. (Eds.). (1981). Professional preparation for teachers of exceptional children. San Francisco, CA: Jossey-Bass.
- Valletutti, P., & Mopsik, S. I. (1973). A conceptual model for correctional education programs: A special education perspective. In A. R. Roberts (Ed). Readings in prison education, pp. 98-123. Springfield, IL: Charles C. Thomas.
- Van Nagel, C, Foley, L., Dixon, M., & Kauffman, J. (1986). A review of the treatment methods for the rehabilitation of juvenile delinquents. Journal of Correctional Education, 37(4), 140-145.
- Wood, F. (1979). Issues in training teachers for the severely emotionally disturbed. In R. Rutherford, & A. Prieto (Eds.). Monograph in Behavioral Disorders, (Vol 2), 1-13.