Role of the teacher in programming individualized instruction for the educationally handicapped

Mary Norine Truax
THE ROLE OF THE TEACHER IN PROGRAMMING
INDIVIDUALIZED INSTRUCTION FOR THE
EDUCATIONALLY HANDICAPPED

by
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This research paper has been approved for the Graduate Committee of the Cardinal Stritch College by

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CHAPTER I
THE PROBLEM
Introduction

For years the researcher has been seeking to find solutions to those problems which involve the individual needs of children who have learning difficulties and have been searching for the right answers which concern effective teaching procedures. The individualized instructional program is one alternative that could resolve some problems which are evident in today's educational system.

With the increasing emphasis upon individualization of instruction, it becomes feasible for a single facility to provide for the atypical learner as well as the more typical learner. It may well become a common practice to have many special programs for all learners which are concerned more with diagnosis and prescription based on educational attainments and potentials of individuals rather than on group attributes of physical or mental handicap.1

One of the most important links in the chain of progress toward an individualized program is the teacher, and yet one finds very little research about the instructional role in any phase of special education. Winschel states: "...there does seem to be something lifeless and devoid of spirit about that preponderance of current research which daily breaks upon the educational scene only to wither for lack of translation into practice."2

Statement of the Problem

We as educators believe that designing the curriculum for the individual is one solution for each child with a learning problem but very little


has been accomplished to aid special educators in realistically attaining this goal.

The purpose of this paper is to analyze the teacher's role in the programming of individualized instruction for the educationally handicapped. Some problems the writer is concerned with are: 1) What competencies are vital to the special education teacher and also how important are teacher style and flexibility in regard to pupil achievement? 2) What diagnostic procedures will the teacher need to be familiar with in order to describe and remediate the learning problem?

Justification of the Study

A special education teacher is similar to the teacher in the regular class because there are common characteristics and functions that are universal to all in the teaching profession. But there are certain competencies that are very special to an individualized program. Therefore, competency in the special educator requires special abilities in analyzing educational procedures. He needs an understanding of the exceptional child, a thorough knowledge of the curriculum and an awareness of the parental problem. As a teacher he needs great faith in God, in himself, and in all concerned with the learning problems of special children.

The present study will investigate ways of challenging children's learning needs by using the individualized approach together with teacher competencies related to planning, implementing, and evaluating instruction for the educationally handicapped child.

Definitions of Terms

Individualized Instruction: The individualized teaching movement is a plea for more expertness, insight, and skill on the part of the teacher and for

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**Competency:** In a special educator, competency is manifested by special abilities in applying appropriate pedagogical procedures, understanding the exceptional child, developing a functional curriculum and having knowledge of the diagnostic and remedial procedures.\footnote{Ignacy I. Goldberg, "Multidimensional Pose of Special Education Teachers," \textit{Rehabilitation in Australia}, VI,(May, 1969), p.4.}

**In Service Training:** This includes faculty orientation with follow-up faculty meeting presentations by the special teacher; discussions and case conferences with the teachers, psychologists, and others involved with special pupils.\footnote{Robert E. Valett, \textit{Programming Learning Disabilities}, (Palo Alto, California: Fearon Publications, 1969), p.61.}

**Summary**

According to Jordan "no one method of instruction, no one curriculum and no one classroom can be expected to meet the needs of all children equally well."\footnote{Laura Jordan, "Reading and the Young Mentally Retarded Child," \textit{Mental Retardation}, 1, (February, 1963), pp. 26-27.} Consequently, the teacher who is programming for an individualized learning program will become quite involved with new responsibilities which will be a challenge for the seventies.
CHAPTER II
REVIEW OF LITERATURE
Introduction

This paper is a study of the teacher's role in programming individualized instruction for the educationally handicapped. The present chapter will include teacher competency projects which are being promoted to aid school districts and institutions of learning in specifying desired competencies for teachers who are in training and in service. This chapter will also include studies concerning the planning and implementing of individualized instruction for the educationally handicapped child. Lastly, the study will involve assessment and evaluation procedures, which are extremely necessary in an individualized instructional program for slow learners.

Competency: Its Definition

Competency in a teacher makes her aware of many problems and aids in determining the proper outcome for the advancement of her students.

Competency in a special educator is manifested by special abilities in applying appropriate pedagogical procedures, understanding the exceptional child, developing a functional curriculum and having knowledge of the diagnostic and remedial procedures.1

Theodore E. Andrews began the first report on teacher certification in the State of Washington in August, 1970. His case study and progress report on the revolutionary changes in teacher preparation is another step forward in the field of competence-based certification.

In his manuscript New Directions in Certification Theodore E. Andrews relates the Washington proposals and the strong trend toward the development

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of teacher education programs based on performance criteria. He states that "to a great extent the changing certification pattern in Washington is a result of the efforts of Wendell C. Allen, assistant superintendent for teacher education and certification."

In the December, 1971 issue of Inside Education, published by the New York State Education Department, the statement is made that teachers should not be certified until they demonstrate their competency in the classroom. As a result of this statement the State Education Department sponsored twelve pilot projects across the State to develop locally based teacher training and certification. Under the department "new style of certification" the pilot school districts have formed policy boards or consortia with representatives of the district. The boards decide what evidence they will accept for demonstrating teacher competency in the classroom and on what basis they will accept new teachers for certification.

The local projects are working to identify objectives for the individual school systems and the appropriate teacher competencies needed. Involved are twelve combinations of schools, colleges, and representatives of both teacher and citizen groups in Buffalo, Rochester, Watertown, Oswego, Utica, Elmira, Westchester County, and Long Island areas. Each will be devoted to study a particular certification area.

New York State will share information on competence-based teacher training programs with eight other states under a three-year $300,000 project which was recently funded by the United States Office of Education.

Another project concerning teacher competencies was brought into focus by the Florida State University. From their analysis of Teacher Education,

\[\text{Theodore E. Andrews, New Directions in Certification, published by Association of Teacher Education, 1971, p.6.}\]

\[\text{"Teacher Training is Changing," Inside Education, published by the New York State Education Department, (June, 1972), p.4.}\]
program documents, a catalog of Teacher. Competencies was printed and an
index system for classifying teacher competencies was developed to aid school
districts and institutions in specifying desired competencies for teachers in
training. The director of this study was Norman D. Doll. This document
is in the developmental stage and is currently available only on a controlled
distribution basis.

In view of the preceding studies it is evident that many educators are
aware "that the many requirements for graduation, accreditation and certification
which have a time or clock base will not suffice. Instead, accountability as it affects the training institutions will have to be in terms of demonstrated teacher competency."\(^5\)

**Competency in Planning**

One of the greatest attributes a special educator should possess is the
competency of planning for individualized instruction. This aspect would
include the selection of goals, aims, and objectives; choosing instructional
strategies; developing materials and collaborating with others in planning
instruction.

Stahl and Anzalone describe this type of planning thus:

To truly individualize instruction we would probably have to provide each
child with a unique set of learning experiences. We might also find it
necessary to provide each student with a unique set of teachers—teachers
who are expert in recognizing and developing the many facets of that
learner’s potential. Differentiating instruction is a realistic step
toward the ideal of individualized instruction. You differentiate when
you recognize and accept the different learning needs within the class and modify your methods to meet some of those needs.\(^6\)

The Experimental Systems Research has been established to help teachers
develop a program similar to the individualized instructional program. The

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following outline structures a sequence of direct steps which a local system may pursue in developing a program for treating learning disabilities.

1. Establishment of a basic institutional structure for the review and guidance of innovative programs.
2. Identification of major program issues and renewal priorities.
4. Design of a comprehensive operational system to effectively resolve the crucial institutional problem.
5. Coordination of the innovative program.
6. Establishment of consultative resources.
8. Detailed planning for institutionalization.
9. Provising for "spin-off" research emerging from the basic operational program.

A case study exemplifying the direct system approach to the problem of treating learning disabilities in a local school system is as follows:

The Setting.
During the past decade retentions at the primary level increased from year to year until approximately fifteen per cent of the children in the entering class in 1966 had been retained by the end of the third grade. It was anticipated that the primary retention rates of later entering classes would rapidly climb beyond twenty per cent.

Identification of the Basic Issue.
The district's organization provides for an innovative screening council whose function is to review and endorse key programs for institutional change. In 1967 this group identified the problem of rising retentions as a major programming issue.

Definition of the Key Operational problem.
It was the conclusion of innovator-researchers working together with

the review council that the invention and implementation of an intensively structured, developmentally-based extended readiness program at the primary level was the most immediately effective and ultimately far-reaching means of reducing the phenomena of school failure.

The broad goals or Guidelines for this innovative program designated as PROJECT CHILD were twofold:

1. To provide the academically vulnerable child with a successful education through the continuous provision of instructional challenges that would be in accordance with his level of development.

2. To intensify the learning process of the vulnerable child at the primary level, insofar as possible, by establishing a thorough readiness base before the introduction of academic skills.

The primary level retention rate for children entering the system in 1967 was reduced to 4.7 per cent. Moreover, when retention does occur, it no longer implies a failure experience. Children are maintained at their proper instructional level with prospects of entering the mainstream at a later time.

It has been reported that this approach is being adapted successfully in several potentially exemplary operations in Delaware, including an inner city type setting, two rural systems, a hospital for the mentally retarded and a school for the orthopedically handicapped.7

Costello and Martin express competency in teacher planning by stating on-the-spot teaching is an indispensible tool for learning. A competent teacher is always conscious of the learning situation, and therefore must be ready to captivate her students for advancement in intellectual growth.

In a case study which was carried out in conjunction with Yale University Costello describes an individualized learning experience.

7 Ibid., p.223.
Identification of Problem

One was to compare the classroom behavior of children who had individual sessions with the classroom behavior of children who did not have individual sessions. Our second purpose was to observe and study (through a one-way mirror) the children's responses to a selected sequence of materials and activities as they played and worked alone with a teacher. This took place over a two-week period, eight thirty-minute play sessions.

Conclusions

Although the sessions lasted only two weeks there were positive changes in the children's behavior. All the children seemed more open, more trustful and more willing to try new things.

Costello also expresses very well the necessity of individualized planning for the handicapped when he describes the following:

For the teacher, the individualized teaching experience increases her understanding of teaching and learning. It is easier to notice differences in children and to gain insight about them in a private situation that has well-defined properties. A child's strengths and problem areas become apparent when a teacher is alone with him. Subtle behavioral cues that would be lost in a classroom are easily perceived in a one-to-one situation.

Therefore an individualized program is developed according to the needs of each individual student, whether he be in a special class, open classroom, self-contained classroom, or non-graded program.

Individualization, which is a basic instructional approach, may be used successfully in every organizational pattern but is more easily introduced when differentiated staff patterns (teachers, assistants, para-professionals, student-teachers, parents, older students, resource persons, etc.) and extensive media are available.

When individualizing through multi-media the role of the teacher will alter from that of "transmitter of knowledge" to: (a) diagnostician of individuals, (b) prescriber of curriculum and (c) guide in the learning process.

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8 Ibid., p.77.
10 Ibid., p.63
A very integral part of any instructional program is the division of in-service training for the educational advancement of its teachers. Harvey Stevens has voiced his opinion on this subject: "In order to develop and conduct an effective, efficient, and economical in-service training program, it is necessary to secure competent instructional personnel." 12

According to Mildred Stevens of London College, present training programs aim to introduce an enlightened attitude toward a developmental approach to child-centered education. They aim to encourage positive attitudes toward the provision of materials and equipment, to enable students to investigate a wide variety of activities, they emphasize a continuing need for careful observation and recording of each child's behavior, demonstrate the need for close teacher-home cooperation and develop flexible, creative, spontaneous students. 13

In a more recent study, Michael Langenbach, University of State of Oklahoma, concluded that in-service programs develop more positive attitudes among teachers. The purpose of the study was twofold: (1) to construct an instrument that discriminated between teachers with positive and negative attitudes toward curriculum use and planning; and (2) to determine if teachers in an in-service situation with curriculum planning experience have more positive attitudes toward curriculum use and planning than those teachers in service without such experience.

The conclusion drawn from the first part of the study was that teachers could be differentiated on the basis of their attitudes toward curriculum use and planning by means of the Curriculum Attitude Inventory.

In the second phase, all but two of the null hypotheses were accepted at the .05 level, indicating a significant difference in attitude toward curriculum use and in planning between teachers who participated in curriculum planning during in-service programs and those who did not. 14

Implementing Individualized Instruction

The strategies used for implementing instruction for the educationally handicapped should vary according to the modalities of learning.

Norma Boekel in writing about the teacher's influence on the mentally retarded says:

Teachers' expectations should be translated into behavior that will result in maximum pupil growth. The most successful teachers possess an optimistic outlook, and have confidence in themselves and in their students. Teacher strategies that promote self-concept and educational growth include: rewarding attempts at self-expression, considering the appropriateness of the activities, planning activities that will insure success, and exposing pupils to humor. 15

Research is opening many new avenues for learning in regard to individualized instruction for the handicapped. It is up to the modern educator to seek new ways for implementing these strategies and developing them for successful remediation of learning problems.

According to Engelman a great deal of research evidence, gathered over the past two decades, has cast serious doubt on the traditional view of the slow learner. Experimental programs have demonstrated that the can be changed and that the achievement of slow learning children can be substantially increased. Observers have noted that a large proportion of the slow learners and school failures come from home environments in which little is taught. However, little has been done to help the slow-learning child

catch up instead of merely becoming a happy slow-learner.\textsuperscript{16}

Choosing instructional strategies is a prime factor in special education. Stahl states: "How will we plan an instructional program which will accommodate the differences we find among the students in our classrooms? As educators we must feel an obligation to provide the best possible learning opportunities for each child."\textsuperscript{17}

In a communiqué printed by the Buffalo Diocesan School Department, this researcher found the following information which answers Stahl's questions:

**Philosophy and Advantages of Individualized Instruction**

1. A child learns best at his or her ability level where work is challenging but not frustrating.
   a. No child should be called upon to learn that which is beyond his capabilities.
   b. No child should be delayed when he or she is ready for more mature material.

2. Each child is different and has his or her own rate and pattern of physical, mental, social, and emotional growth. These differences once recognized should be translated into the organization of the school.

3. A feeling of success is essential to motivate further growth. If this begins at the primary level, it helps to develop in a child a wholesome attitude towards his or her entire school life.

4. Each child is given the opportunity for moving ahead as an individual through the Primary Program without repeating or omitting any part.\textsuperscript{18}

Thus, we arrive at a characteristic which is similar to both the special educator and the teacher of normal children. The competency to discern each student as an individual and to implement teaching techniques in order to promote learning progress in all children, whether gifted or handicapped.

In the realm of special education there are many new procedures which could aid the teacher in programming individualized instruction. In order to


\textsuperscript{18}Diocesan School Communiqué, "Individualized Instruction." XXXII, October, 1971.
reach the individual learner's potential, competency of awareness of these educational programs is a great asset for both the teacher and the pupil.

One recent program is Barsch's Physiologic Curriculum, better known as Movigenics. This is the study of the origin and development of those movement patterns leading to learning efficiency. Eight major constructs form the core of the theory and through a planned program of activity, a child with a problem in learning receives an opportunity to explore and experience himself in space and is helped to integrate his experiences into a progressively more complex relationship.19

One of the few existing studies done by Painter in 1963 utilized this curriculum with twenty normal kindergarten children who represented the lower fifty per cent of a class of forty on the basis of Goodenough mental age. The ten experimental children were given twenty-one half-hour sessions over a period of seven weeks while the ten control children received no special training. Significant differences which favored the experimental group were reported in various sensory-motor skills and in linguistic behavior. "One suspects that a movigenics approach might work well with some children and not at all with others, depending on the cause of their inept school performance."20

Among the many types of educational curriculum for the slow learners, the Continuous Progress Program seems to be very promising for teachers of the seventies. The program paves the way for organizing classes in school without using grade or age designations. Within any room children of various ages participate in a group that offers intellectual challenge for both the educationally handicapped and the gifted. A child may be moved from one group to another at any time that he is considered to be ready. He is never passed or

20 Ibid., p.41.
failed but moves forward continuously at his optimal rate.\footnote{21}

In several schools in the Buffalo area, the Continuous Progress Program (CPP) is being used but it is still in the experimental stages. "The basic Philosophy of the Continuous Progress Program is to better adjust the curriculum and teaching of the fundamental skills of learning to the varying degree of growth and development of children."\footnote{22}

According to their philosophy the CPP was established to help teachers to identify, to teach, to evaluate and to keep careful records of individual differences of learning, development, and achievement.

Progress for all children is recognized and pupils move ahead continuously with no critical times associated with passing and failing and no repeating or skipping of what may be learned. This plan provides for a large block of time in which children will progress by levels of learning at their own rate without any predetermined time limit for the completion of any one level.

Although sufficient research has not been established in regard to the success of CPP, it is a prospective challenge for the teacher who is trying to meet the individual needs of slow learners. Each child works at his own pace in a level and with materials especially planned to meet his particular needs. As he becomes successful in the skills outlined for his level, he progresses to the next level. Movement from level to level or from class to class may take place at any time. Such change is determined by the classroom teacher and the coordinator. An individual flexible learning time is thus provided for each child.

Stolarow has recommended a specific device which could aid the competent special education teacher in implementing the Continuous Progress Program, or any other modern individualized program. This device is a

\footnote{22} \textit{Continuous Progress Education}, edited by Board of Education, Buffalo, New York, 1970, p.4.
\footnote{23} \textit{Ibid.}, p. 4.
teaching machine which interacts directly with an individual learner in a programmed and reproducible manner. This program consists of a set of materials that is organized so as to build one step of mastery at a time in an integrated and deliberate manner.\(^{24}\)

Time becomes a problem in many classroom situations, therefore, the teaching machine could serve as an aide and "will simply lead to a rede-definition of some of the teacher's tasks and in doing so will make the job less clerical and less routine."\(^{25}\)

Special education is knowing the entire child then teaching him. It is teaching the child subject matter rather than teaching subject matter to the child. It is tailoring good general education to fit the needs and capacities of the child. It is talking to the child rather than about him with every curious or interested individual or agency. It is not merely a knowledge of mental hygiene, abnormal or clinical psychology, tests and measurement, screening, counseling and guidance. It is good stimulative teaching based on individual differences and a knowledge and appreciation of all these things.\(^{26}\)


\(^{25}\)Ibid., p.9.

Assessment and Evaluation

One of the major recommendations of Sub Task Force II of the Presidential Panel on Mental Retardation was the establishment of comprehensive instructional material centers in various regions of the country, in order to aid the special education teachers in their evaluation and selection of instructional materials.

Such a center was established at the University of Wisconsin in June 1964. "The Special Education Instructional Materials Center not only collects and loans Special Education materials but it attempts to evaluate such materials." 27

Through this center one may search and find the answer to many of the question concerning the evaluation of special education materials. "This new service facility will assist the dynamic, enterprising, special class teacher in developing a creative curriculum for the retarded children in her charge." 28

The Center develops field test instruments; they have conducted field research studies; they write and disseminate position papers, and they develop a checklist of specific behavioral objectives, against which the teachers rate materials. They have often found that materials receiving poor ratings may be used successfully by some teachers while materials receiving good ratings could be unsuccessful in many cases. The time of the day or the weather may play some role in the success or the failure of a material and that success with materials varies according to the ability of the teacher to use them creatively. "Criteria for the selection of curricular content should be based on an understanding of the retarded,

27 James McCarthy, "The Special Education Instructional Materials Center," The Winnower, University of Wisconsin, 1965, p.4
provided through research findings and observation. 29

The range of individual differences, the core curriculum and the financial status of each school will have an influence on the evaluation of these materials. Together with these aspects, the teacher is the best criteria for choosing materials because of individual differences.

The teacher needs to create, modify, and revise materials to meet the needs of his own classroom. Through the Instructional Center, he will be encouraged in his own research undertakings. The essence of special education is the matching of educational materials to the learning characteristics of the child.

Which materials are most efficient and effective? Which materials are consistent with the educational goals and the objectives of the mentally retarded? To answer these questions, all special educators need to respond and aid researchers in their work toward improving the instructional materials for special classes. 30

Another phase of evaluation is the knowledge of a variety of tests. McCarthy states in New Directions in Special Education:

The individual omnibus type test like the Binet and Wechsler Scale has been and is now being used extensively in the assessment of general intellectual levels of children. But psychologists have become increasingly dissatisfied with the use of the general intelligence test as a diagnostic instrument. 31

These intelligence tests tend to classify and label a pupil rather than to diagnose. "Unless the examiner can assess a child in a way that

29 Robert L. Erdman, "Educable Retarded Children in Elementary Schools" A.C.S. Publication, 1961, p.17


leads to specific treatment or remediation, the assessment cannot be considered a diagnosis."  

After many years of research to find such a tool of assessment, Kirk and McCarthey have constructed the Illinois Test of Psycholinguistic Abilities which could be very beneficial to special teachers. This test was created for the purpose of diagnosis and remediation. It measures different linguistic abilities, and yields functional discrepancies which could be an asset for those teachers who are seeking solutions for individual learning problems.

The test is presented as a diagnostic instrument which leads to clues for remediation of deficits in various psycholinguistic functions found particularly among cerebral paralyzed, brain-damaged and more emotionally disturbed children.

In Rice's and Doughtie's comparative study of the ITPA, they verify the conclusion that the ITPA is an educationally diagnostic instrument. The case study depicts a typical child as slow, quiet, shy, fearful and having an IQ of 69 according to the Stanford Binet Scale. The ITPA upon being administered revealed a language quotient of 98.

"While not a precise transformation, the significance of a 29 point differential cannot be dismissed."  

Three major contributions were drawn up: (1) It has tended to cast doubt upon the empirical validity of measured intelligence; (2) The ITPA has pointed up the vulnerability of the measured intelligence quotient; (3) It is a diagnostic device.

The report concluded with the comment that the child was by no means

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32Ibid., p. 103.
33Ibid., p. 121
mentally retarded and that he should be retested before the school year has terminated. Four months after this statement was declared, the child was retested on the Stanford-Binet Scale and was found to have an IQ of 98. From these studies it is evident that evaluation and assessment play a major role in the individualized program for the educationally handicapped children.

At the C E C Convention in 1967 Kliebhan made the following statement in regard to diagnosis and evaluation:

Evaluation does not cease when the diagnosis is reached and remediation is begun. Evaluation must be an on-going part of the entire remedial process. The competent diagnostic teacher will be alert to read the behavioral symptoms and will be sufficiently flexible to alter her course of action as time and conditions dictate. Means, methods, and materials will be made to serve her one objective --- namely, pupil progress.

SUMMARY

In this Chapter related research was examined with emphasis on competency in planning, implementing and diagnosing individualized instruction. The writer stressed the Continuous Progress Program as an individualized approach to teaching and the ITVA as a diagnostic tool for those who have learning problems. The final emphasis was the importance of evaluation in the individualized instructional program.

CHAPTER III
SUMMARY AND CONCLUSIONS

Purpose

The purpose of this paper is to analyze the role of the teacher in the programming of individualized instruction for the educationally handicapped. Some problems the writer was concerned with were: (1) What competencies are vital to the special education teacher, and also how important are teacher style and flexibility in regard to pupil achievement? (2) What diagnostic procedures will the teacher need to be familiar with in order to describe and remediate the learning problems?

Implications

The conclusions of this study has made the researcher more aware of the many new techniques which are offered in the special education field of the seventies. Competency is a modern term which appears in many selections about teacher preparation and certification. In order to investigate the real meaning of competency the writer has narrowed her findings to planning, implementing and evaluating. One conclusion about competency brought this possibility to the mind of the writer: Will the Competent-Based certification curtail the profession of special education teachers?

Many studies have been made on the qualifications and preparation of teachers and much good has come from the analysis of these reports but much more remains to be done.

From the research done on individualized teaching, a very promising implication is the fact that many in the field of special education are aware of the necessity to accept each pupil as he is and to meet
individual needs as they appear in the learning process. Teachers who are aware of this need must in turn be flexible in order to meet the innovations in curriculum planning and to use the wealth of media available to educators.

In regard to assessment and evaluation, the researcher realized that there are many excellent diagnostic tools which are available to special education teachers but the fact remains they are not being used to full advantage. Perhaps the reasons are valid, or perhaps it is a lack of knowledge of the ITPA and other similar tests. Even though limited to certain avenues of learning, the ITPA is not well-known in many of the educational circles and in school districts. This writer would like to see many more teachers become involved with this diagnostic tool which has revealed many specific disabilities in students with learning problems and has paved the way for remediation and success. Therefore, educators who are aware of its effectiveness should encourage other educators to use the ITPA when assessing and diagnosing individual learning problems.

Suggestions for Further Study

This study was involved with the teacher's role in an individualized program. Some suggestions for further study are:

1. A comparison of the Continuous Progress Program with the traditional structured classroom in reference to individualized teaching.
2. A study to investigate how many special education teachers are aware of the ITPA.
3. A comparison of Competency-Based Certification Teachers with those who are not certified.

Concluding Remarks

This study has been done in order that this writer might become more familiar with individualized instructional techniques, and research concerning the teacher's role. Only by many repeated efforts on the part of the teacher, will the educationally handicapped grow and develop to their fullest potential.
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