

TEACHERS *of* CHILDREN
who are SOCIALLY AND
EMOTIONALLY
MALADJUSTED

A Report Based on Findings from the Study "Qualification
and Preparation of Teachers of Exceptional Children"

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Conducted by the Office of Education, and made possible by the cooperation of many agencies and individuals, and with the special help of the Association for the Aid of Crippled Children, New York City.

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FOREWORD

THIS publication is one of a series resulting from the broad study, *Qualification and Preparation of Teachers of Exceptional Children*, conducted by the Office of Education in cooperation with many leaders in the education of exceptional children and youth throughout the United States. In all, more than 2,000 persons have contributed to the study.

This bulletin is a timely one in view of the nationwide interest in children who have serious social and emotional problems. The school, which is responsible for many hours of the child's time, has a rich opportunity to find and assist boys and girls who are emotionally disturbed, or who have persistent social problems. The school also has the opportunity to aid many of those children who are already branded by society as "delinquent."

It is hoped that the information presented here will bring about an improved understanding of the competencies that contribute to successful teaching of socially maladjusted children and youth. It is also hoped that the information contained in this publication will serve not only as an instrument for self-evaluation for teachers, but also as a guide for future planning of State and local standards for teachers, and for colleges and universities offering professional preparation for the teachers of these children.

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The members of the Committee on Competencies who prepared the statement on competencies which form a major part of this publication.

The participants in the work conference in October 1954 who assisted in many ways in preparing a first draft of this publication: GERTRUDE BARBER, JERRY W. CARTER, JR., BOYD R. McCANDLESS, and ERNST H. SUERKEN.

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THE TEACHER AND THE MALADJUSTED CHILD: BACKGROUND TO THE STUDY

EVERYWHERE today there is a growing awareness of the problems of socially and emotionally maladjusted children. Interest is increasing especially in the early discovery and prevention of these conditions. These considerations lead inevitably to a renewed interest in community provisions for these problems, for that is where the children are when their personal and social difficulties first develop.

Except for the family doctor, or the pediatrician, and perhaps the public health nurse, the school is usually the first professional agency to reach all the children. Attendance laws also require that the schools maintain close and continued contact with the children.

One of the major aims of the schools is to develop well integrated and socially adjusted citizens. When personal-social difficulties arise, the schools frequently are called upon to cooperate in programs of prevention and habilitation. The schools, therefore, can and should occupy a critically important position in this as well as in other programs for exceptional children.

This is the essential reasoning back of the present publication. It attempts, in an exploratory and preliminary way, to give serious consideration to the appropriate role of the teacher in a program for the socially and emotionally maladjusted, primarily through an analysis of the specific and distinctive competencies that will be required to do a good job in this area. Some of the experiences in teacher preparation that might be helpful are also given consideration.

Opinions on competencies and experiences were collected as part of the

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broad study, *Qualification and Preparation of Teachers of Exceptional Children*. The general approach of this study was the identification and evaluation of competencies required of teachers in the various areas of exceptionality, together with preliminary exploration and evaluation of various professional experiences which might be of value in teacher preparation. That part of the broad general study which deals with the qualification and preparation of teachers of children who are socially and emotionally maladjusted is presented in this report.

There is no simple yardstick or definition of social and emotional deviation. Among all the areas of exceptionality, the socially maladjusted and the emotionally disturbed child are the least amenable to precise or neat definition. As in the other areas, the problem is also one of degree. The concern here is primarily for the more extreme deviate who is most in need of special help.

While a more complete definition of the socially and emotionally maladjusted child will be presented later in the report of a special committee on competencies required of teachers of these children, a brief introductory statement is offered here.

In general, socially and emotionally maladjusted children are those who have unusual difficulty in maintaining satisfactory inter-personal relationships. Included in these two general groups would be all those children who are unable to express their feelings and needs without creating serious difficulties for themselves or others.

Sometimes the maladjustment takes the form of "acting out" responses to frustration. In such cases the child is generally regarded as "socially maladjusted"—one who is trying to solve his problems through adjustment techniques which bring him in conflict with the value system held by dominant society, at the expense of the rights and needs of others. Truancy and aggressive antisocial behaviors of various kinds are examples.

Other children, however, may express their reaction to frustration differently. For example, a child may develop a tendency to withdraw within himself and express his maladjustment through undue anxiety, or symptoms such as irrational fears. Such children are usually called "emotionally maladjusted" or "disturbed."

While unfortunate, it is true that at our present state of psychological and educational sophistication, our definition of social and emotional maladjustment remains primarily an action one, as implied in the preceding paragraphs. The child who presents problems sufficiently severe that some responsible adult, whether parent or teacher, takes action to do something about him becomes, therefore, the "socially or emotionally disturbed child."

The needs of this group of children are extremely varied. They range from problems that can be alleviated by relatively simple readjustments in

the regular classroom to problems that may require extensive residential care, clinical therapy or even hospitalization. Many cases are complicated by the fact that the child already has reached the juvenile court as a dependent or delinquent. For those children who have the most serious problems, teachers are needed who can function in a wide range of settings. Patterns which have already been established include: (1) teacher-counselor serving individual maladjusted children and youth, making home visits, and serving as a consultant to regular teachers; (2) classroom teacher in a special day school solely for socially maladjusted children and youth; (3) classroom teacher of socially maladjusted children in special classes in a regular day school; (4) classroom teacher in a residential school; and (5) classroom teacher in a psychiatric hospital. It is also recognized that the regular classroom teacher can do much for disturbed children if he is adequately prepared and resourceful in using school and community facilities.

Although the principle of special educational services for socially maladjusted children has been in operation in residential schools and in some community school systems for many years, the actual number of special community educational programs is still rather small, according to a recent study by Birch.¹ It is well recognized that such classes play an important role in educational provisions for maladjusted children and evidence exists that they are on the increase. A study of reports from a number of cities also indicates that provisions for the socially maladjusted are somewhat more numerous than those for emotionally disturbed children without overt antisocial behavior. There appears, however, to be a substantial growth in interest in the latter group.

The establishment of community-type services for socially and emotionally maladjusted children, regardless of the pattern of school organization, will have the effect of developing somewhat greater responsibility on the part of the teacher. This will tend to increase the importance of adequate teacher preparation as time goes on. As these programs develop, it will become obvious, too, that serious attention will have to be given to the working conditions within the school situation itself, and to relationships with other agencies, if these teachers are to function effectively.

THE ROLE OF THE TEACHER IN A PROGRAM FOR MALADJUSTED CHILDREN

The role of the teacher in a program for the socially or emotionally

¹ Birch, Jack. *Special Classes and Schools for Maladjusted Children*, *Exceptional Children*. 22: 332-337, May 1956.

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maladjusted child differs in some respects from his role in other areas of exceptionality. In this rapidly developing field the patterns of administration of services are more complex and less clearly drawn than is the case in most of the other areas. Many non-educational agencies are already active in certain aspects of the program. Other professions, especially medicine, psychology, and social work, now have a clearly established place in these activities. In many cases, as with the delinquent, there are legal involvements which are more complex than in the other areas.

Recently, too, there has been a great increase of interest in improvement of services to this group of children early in life and in their own home communities, in addition to residential facilities of various types. As a result, the important service that education and the schools can render is only now becoming generally recognized. These changes have had the effect of raising the issues of more effective teacher preparation and of cooperation between education and the agencies in the community, to a level of crucial importance.

The timeliness of the present publication is, therefore, quite as much related to these major social developments as it is to the subject of teacher preparation in its narrower sense. While most of the data in this report deal with teacher preparation, the reader should bear in mind the fact that the discussions of competencies represent an attempt to think clearly regarding the role of the teacher in this complex cooperative enterprise.

PLAN OF THE PRESENT REPORT

This report includes three major sections. The first consists of a report by a national committee on the competencies, skills, knowledges and abilities, needed for success in teaching socially and emotionally maladjusted children. The second major section includes ratings of importance for teaching success of a list of 88 competencies, independently derived, but overlapping in part with the competencies described by the committee. These ratings were made by 75 teachers nominated by State departments of education as representative of superior teachers of socially and emotionally maladjusted children.² In this section will be found also a comparison between the teachers' ratings of importance and their own self-rating of proficiency on these 88 competencies.

The third major section deals with some practical aspects of preparation of teachers of socially and emotionally maladjusted children. The following topics are included: (1) ratings by the teachers of the importance of a list of practical teacher-preparation experiences; (2) ratings by State and

² For further information about the teachers who participated and the procedure used to obtain this sample see Appendix B, page 65.

local supervisory personnel of their satisfaction with certain proficiencies of recently trained teachers of maladjusted children; (3) evaluations by all three groups of the amount of regular classroom experience needed by this group of teachers; (4) evaluations by all groups of the amount of supervised student teaching of socially and emotionally disturbed children that should be required; and (5) evaluations by all groups of several general patterns of preparation for work in this field.

With the exception of the committee report, all the information in this study was gathered by means of inquiry forms. As a part of the overall study, *Qualification and Preparation of Teachers of Exceptional Children*, thirteen inquiry forms were prepared by the study staff collaborating with a number of specialists in the education of exceptional children. One of these questionnaires³ was prepared especially for teachers of children who are severely socially maladjusted and/or emotionally disturbed. A preliminary inquiry form was submitted to the National Advisory Committee for review.⁴ The resulting questionnaire, together with all other inquiry forms, was further refined by a national conference which was held in September of 1952. The revised material for the maladjusted was then pretested in one center on the West Coast. The resulting inquiry form was then sent to the sample of superior teachers.

Sections from inquiry forms sent to State and local directors and supervisors of special education dealt with certain aspects of preparation and proficiency of teachers of the socially-emotionally maladjusted. Similar opinions were also sought from college personnel. However, there were too few college staff members with major responsibility in this area to warrant statistical treatment of the results.

After the data had been compiled from the teachers' responses to the inquiry form, and the competency committee had prepared its report, a work conference was held, during which the findings were reviewed critically.

³ Excerpts from inquiry forms used to gather data for this publication are reproduced as Appendix D of this report. See pages 81 to 92.

⁴ Committees and consultants for the study are listed on pages ii to iv.

COMPETENCIES IDENTIFIED AND DESCRIBED BY A COMMITTEE

A committee to study the competencies needed by teachers of children who are socially and emotionally maladjusted was nominated by the National Advisory Committee. Certain criteria, such as teaching in this area, supervision or administration, and experience in teacher-education were used as the basis of selection.

Three suggestions for delimiting the task of the Competency Committee, were made: (1) it was not necessary for the committee to define basic qualifications or competencies needed by all teachers; (2) specialized competencies needed by teachers of children who are maladjusted were to be defined as specifically as possible; and (3) identification and description of the competencies should be done without reference to any existing standards. It was further agreed that the thinking of this committee should probably center around such questions as: What are the distinctive qualifications required by teachers of the socially maladjusted over and above those of a regular classroom teacher? What specialized knowledges and particular skills are necessary for the teacher in this area? What should such a teacher know about related fields? The committee's major efforts were to be spent in answering these questions.

The committee was regarded as autonomous and changes in their report were to be made only by the chairman with the advice of the committee members. The members of the committee were:

Ernst H. Suerken, *Chairman*¹

Malcolm J. Freeborn

Hazel Gabbard

Barney Rabinow

Harley Smith

Wilda Rosebrook

Edward H. Stullken

¹ Titles of the committee members are shown on page iv.

THE COMMITTEE REPORT

The task of this committee is to define those distinctive competencies needed by teachers of seriously socially maladjusted and seriously emotionally disturbed children. All children in their growth to maturity continuously face new problems, for which they have not previously acquired appropriate responses. The well adjusted child is receptive to learning, and his perception, thinking, feeling, and behavior change to meet more maturely the challenges of life. On occasion, the well adjusted child may require special help or emotional support to find a socially acceptable response to a particularly difficult situation; the maladjusted or non-adjusted child requires such help almost constantly, for he faces many situations with which he cannot cope.

Children who are socially maladjusted do not differ in any basic way qualitatively from normal children. Their problems are usually greater only in degree. The persistence and the nature of deviant attitudes and behavior and of disturbed perceiving and thinking, indicate the degree and depth of disturbance.

The regular classroom teacher, well grounded in child growth and development, may be able to guide many children through their periods of difficult adjustment. More seriously maladjusted children, however, may require at some time or other, specialized school placement and instruction. The teacher may be aided in this work by specialists in human relations, such as the psychiatrist, the psychologist, and the school social worker. These workers should be an integral part of the school organization or closely related to it.

The committee thinks of seriously maladjusted children as those who cannot behave within the range of the "culturally permissible," either at home, in the school or in the community. The following, in varying combinations, are some examples of behavior and of attitudes that may help to identify the seriously maladjusted child.

At home he may be unmanageable; he may run away from his family; he may be abusive to his parents and his siblings; he may steal from the home or elsewhere; he may set fires; he may otherwise destroy property; he may be excessively jealous and competitive with other children; he may spend his days in bed; he may be enuretic; he may overeat or have strong food fads.

In school his attendance is likely to be irregular; he is likely to be retarded in educational achievement and socially immature; he may be unmanageable or extremely withdrawn and uncommunicative; he may destroy books and materials; he may steal from other students and teachers. He may be disinterested in school work or he may be overzealous in only one school subject or activity.

His perception of the materials of learning may be distorted; he is likely to be less capable of making abstractions or using concepts. The level of his educational aspiration may be very low and there is apt to be a large spread between his verbal and performance intelligence. He may be preoccupied with sex; he may introduce gambling to others; he may smoke at an early age.

In the community he may associate with undesirable companions, or he may be completely friendless; he is apt to be disrespectful of the property and rights of others; he may be assaultive; he may be a fire setter; he may engage in sexual perversions; he may sell or use narcotics.

As a person, the maladjusted child feels unloved and unwanted; he lacks confidence in his own capacities or grossly exaggerates his ability and achievement; he may be extremely sensitive to any deviation in body structure; he may be without feeling regarding the pain of others and the results of his own depredations, or he may be so sensitive that he "shatters" under the slightest pressure.

Many of the children who have or show some of the above qualities or behavior are not necessarily in need of special school placement. The following criteria may be used as a guide for those socially maladjusted or emotionally disturbed children who might profit from a special education program:

1. A child who, because of his serious emotional problem cannot be helped adequately by his regular teacher, but needs the assistance of a specially qualified instructor who can give him individual attention and assistance, preferably in a small class.
2. A child whose behavior is a destructive influence on other children, and who requires disproportionate attention, thus depriving the other children of their educational opportunities.
3. A child whose home is so disorganized and otherwise inadequate that he requires a change from the home environment in order to have constructive learning and living experiences under a teacher who is prepared to take on some educational responsibility which might otherwise be considered the home-rearing function.
4. The child who is severely disturbed and unresponsive to wholesome educational opportunities and ordinary psychotherapy; and who needs residential treatment which provides: (a) regulated living experience derived from an understanding of the psychic needs of the child; (b) therapeutic education and tutoring in which methods and materials are contrived to counteract and re-educate distortions of perception, idiosyncratic thinking processes and inappropriate emotional responses to learning situations; and (c) deeper psychotherapy.

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Various types of special educational facilities are required to meet the needs of maladjusted children whose behavior runs the gamut from excessive aggressiveness to excessive withdrawal. Some children may be fully served in a special class in a regular school or within a special school in a local school system. Others may need the more specialized facilities of a residential school with a more controlled environment. Still others may require the diagnostic study and services of a residential treatment center. The foregoing are the most frequently used types of school organization in which these children are currently being educated.

The committee agrees that the qualities of teachers for both day schools and residential schools are basically the same, but that there might be some differentiation in accordance with type of school organization and the school population.

TEACHER COMPETENCIES

Regardless of whether the environment is the day school or the residential school, teachers working with seriously socially maladjusted and emotionally disturbed children need competencies beyond those required for teachers of well adjusted children. While the competencies needed by teachers in adjustment classes in the regular community schools and those needed by teachers in residential training schools differ somewhat, they overlap considerably. The list of competencies has, therefore, been divided into two sections: (1) a list primarily for teachers in adjustment classes in the regular community day school and in the special day school for the unadjusted; and (2) a supplementary list for teachers in residential training schools for the socially maladjusted, and residential study and treatment centers for the emotionally disturbed. Although competencies overlap, the committee believes this distinction is valid and that there are noteworthy differences. It is likely that all facilities in which teachers are currently serving disturbed children would be classified under one of these subdivisions.

The committee considered competencies of two kinds: first, those which were thought of as *knowledges, understandings, and concepts*; second, those which *implied action or the ability to do or to use skills and techniques*. The knowledges and understandings which the committee identified and described as essential for these teachers were related to: (1) growth, development, and emotional disturbances; (2) learning problems and disabilities; (3) social and cultural factors; and (4) agencies and legal framework. The second type of competency was concerned with the abilities, skills and techniques which enable the teacher to work with colleagues, parents, and directly with children.

Understanding of Growth, Development, and Emotional Disturbances

The teacher should understand the underlying motives of manifest behavior, and not merely judge the behavior. He should recognize behavior as a symptom of underlying conditions and the result of the sequence of events in the lives of the children.

He should understand and be able to apply modern concepts of social maladjustments and emotional disturbances.

The teacher will need more special understanding and acceptance of the principles of mental health than is usually possessed by the regular classroom teacher. The teacher should have a knowledge of children's physical, emotional, and mental growth and development in order to be able to collaborate with the medical, psychiatric, psychological, and social work professions.

The teacher needs to be sensitive to positive and negative environmental factors which have contributed, or may be contributing, to maladjustment. These include physical conditions such as illness, accidents, handicaps, prenatal conditions; emotional factors such as defects in family relationship, rejection, unusual emotional stresses and tensions; educational factors such as academic disabilities, excessive school failure, inability to do abstract thinking.

Understanding Learning Problems and Disabilities

The teacher should understand the significance and causes of the failure to learn, the meaning of a learning disability to the child, and how to give help to the child having trouble.

Understanding of Social and Cultural Factors

He should understand the difference between maladjustments which reflect economic deprivations and cultural dictations and those maladjustments which result from inadequate interpersonal experiences and poor mental hygiene.

The teacher should be aware of any special values inherent in the contemporary child and adolescent culture as they relate to his particular work.

He should know the methods of child rearing in several different cultures and understand the relationship between this factor and personality formation.

Knowledge of Agencies and Legal Framework

The teacher should know the legal framework within which provisions are made for educating these children. This includes regulations govern-

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ing school attendance, transfer to special schools, welfare services, the functioning of courts, and other enforcement agencies.

The teacher should know the nature and function of child guidance clinics and child study centers so that, in the event the child attends the community day school while undergoing study, the teacher can work more closely with the therapeutic team. He should also be familiar with programs of youth organizations.

Self-Understanding

5. *The teacher should know what his limits are, what he can do, and what he cannot do.* He should be able to accept his own limits, and to refer to others, without feelings of guilt, those problems he cannot solve.

He should be able to define and maintain his role as a teacher.

Ability to Work with Colleagues

The teacher should have the ability to use the information received from psychological and psychiatric sources as a basis for guiding learning experience.

He should be able to read and make educational interpretations from case records.

He should be able to write anecdotal records.

He should be able to interpret the meaning of educational experiences to workers in other professions.

Ability and Skill in Working with Parents

The teacher should have skill in working with parents without becoming too involved personally. The response to parents should be neither morbid nor over-sentimental, but a professional response to the total problem.

Skill in Working Directly with Children

The teacher needs to be competent in social techniques which make it possible to provide individual freedom while maintaining social control. Such social techniques should be the means of gaining insight into needs and desires and at the same time "feeling out" the concerns which are of greatest importance to the members of the group.

The teacher needs ingenuity in order to provide opportunities for personal and social adjustments within the group.

He needs to be consistent, to be able to maintain continuous contact, and be willing to follow through with the problems of each child.

He should be able to help children transform imposed discipline to self-discipline.

He should have training in the areas of guidance, testing and measurement, interpreting case histories and anecdotal records, and using diagnostic and remedial techniques. The teacher should utilize this knowledge in guiding the learning experiences of the maladjusted child.

A teacher of socially maladjusted children should be able to accept negative, hostile behavior. He needs to be free of a driving need to be liked by all of his students.

The teacher of the socially maladjusted child should have the ability to develop an individualized curriculum which grows out of the needs and everyday problems of these boys and girls. Since there will be less emphasis on assigning particular activities to certain grades, the teacher's role will be similar to that of a tutor, planning for each child within the group. A knowledge of the total educational program is needed so that the teacher can select the content which should receive major emphasis. The program for these children must be adapted to the ability of the brightest and the dullest, and yet be in keeping with the maturity and interest of each child.

Since these children often have serious emotional blocks to their learning, the occupational point of view gains in importance along with aspects of homemaking and manual arts skills which are carried out on a practical level. The classroom should provide opportunities for forming friendships, for engaging in legitimate adventures, for service to others, and for acquiring skills which have direct bearing on the immediate needs of youth.

Teachers of maladjusted children should be competent in the social techniques and in diagnostic and remedial work in school subjects. They should be capable of teaching these in terms of the individuality of the child, his development, and the meaning of the disability to him. These techniques should be applied, not in terms of what the teacher would like the child to achieve, but in terms of the child's own aspirations and abilities. The competent teacher of the socially maladjusted will be able to distinguish between the child and his behavior. He will be able to reject behavior without rejecting the child.

Personal Qualities of the Teacher

The personal qualities of the teachers of socially maladjusted or emotionally disturbed children are as important as their competencies. Children always learn more by example than by precept. They should be people of good judgment, possess a sense of humor, have the ability to place people and events in proper perspective, have adaptability and flexibility of

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mind, be conscious of their own limitations and idiosyncrasies, and have a normal range of human contacts outside the daily task of working with problem children.

COMPETENCIES ESPECIALLY IMPORTANT FOR TEACHERS IN RESIDENTIAL SCHOOLS AND TREATMENT CENTERS

The goals, philosophy, understanding, and professional standards of residential schools and treatment centers vary from one institution to another. Residential schools, study and treatment institutions have student populations with varying degrees of disturbance. Most serve either boys or girls only. The age ranges of their students differ. Some may have a majority of mildly maladjusted students who could be treated in their local communities if the facilities existed, while others have severely disturbed children who have been exposed to intensive treatment over a long period of time in the community before placement. While the committee feels there is a great deal of overlapping, it believes that the factors just mentioned justify a supplementary treatment of competencies needed by teachers who work in residential situations.

Understanding Growth, Development, and Emotional Disturbance

It is desirable that the teacher be able to understand the psychological dynamics of various diagnostic categories, such as character disorders, neuroses, schizophrenia and have knowledge of transference behavior and similar behavior mechanisms.

The teacher should understand resident treatment and such concepts as milieu therapy, spot therapy, psychotherapy, environmental therapy, and group therapy. He should have a treatment point of view with an understanding of the processes by which mental health is restored to disturbed children. The teacher should not be expected to be a skilled psychotherapist, but should have the knowledge and understanding which will enable him to cooperate and work with a skilled psychotherapist.

He should understand the treatment potential of the learning-teaching situation, and the manner in which the situation may contribute to treatment.

The teacher should understand the complex etiological factors and view the present maladjustment as purposeful, need-fulfilling anxiety-avoiding behavior.

Understanding Learning Problems and Disabilities

The teacher should understand learning failures as a response to the emotional disturbance.

He should know the factors in learning avoidance and the types of functional distortions in perception and cognition which reflect emotional problems.

He should understand the bases of various clinical tests which are aids in diagnosing patterns of defect in thinking, perception and learning.

He should understand the processes involved in critical thinking; the continuum between concrete sensory experiences and abstract conceptual knowledge.

The teacher should understand the concept of readiness for learning in the normal as well as the disturbed child.

Understanding of Social and Cultural Factors

He should understand the special emotional problems of minority groups with whom he works.

He should know the problems of interaction among maladjusted children, and should understand the characteristics of an aggregate, a group, and a mob.

Knowledge of Community Agencies and Legal Framework

The teacher should know the function of child guidance clinics, detention centers, training schools, psychiatric facilities for children; the history of child care and protective agencies.

He needs to understand his legal status and his relation to the institution or agency.

He should understand the problems of children who are adopted, who are in foster homes, and who have had early life institutional experiences.

He should understand the function and work of the clinical psychologist, psychiatrist, psychiatric case worker, family counselor, social group worker, cottage parent, vocational counselor.

He should understand the communication problems in integrating the various professional services.

Self-Understanding

The teacher should understand the variety of roles he may need to assume in response to the treatment needs of children. At the same time, he should be able to define and maintain his role as a teacher.

Ability to Work with Colleagues

The teacher should be able to participate in the treatment program in collaboration with clinical and cottage personnel.

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He should be able to make sensitive and perceptive observations and communicate these to other colleagues.

He should be able to write individual as well as group reports.

He should continue to function as a member of a treatment team, even though he will have certain unique relationships in the inter-personal life of the disturbed child.

Ability and Skill in Working with Parents

The teacher's relationship to the parents of the child should be on a planned basis determined by clinical conferences.

When approached by parents, the teacher should be able to meet the situation in the manner prescribed by the clinical conferences.

Skill in Working Directly with Children

The teacher needs to tailor methods, materials, time schedules, space arrangements, his role, and grouping in accordance with the nature and needs of the child as determined by clinical study.

He should be able to use a wide variety of media and to find that appropriate medium which is significant to the child, and which allows for a sublimation of energies and a growing sense of achievement.

He should have the ability to appeal to the healthy aspirations of the child while accepting him as he is.

He should have skill in therapeutic tutoring.

He should be competent to give realistically oriented counseling around adjustment problems while avoiding psychotherapy, unless this has been planned in conference.

He needs to be capable of absorbing all of the negative hostile behavior of the student population.

He should be competent in utilizing the entire environment to channel the release of the child's energy in positive acts. For this reason, it is important that the teacher understand the many facets of the institution's organization.

The teacher should be competent in coordinating classroom practices and instruction with the general organizational structure including cottage parents, recreation leaders, and plant supervisors. It is imperative that each fulfill a role in the child's training — with the classroom an integral part of the whole program.

Personal Qualities of the Teacher

✓ These personal qualities are listed by the committee in addition to, or in greater degree than, those previously described: unusual vitality, a high degree of enthusiasm, ability to absorb strain, emotional energy and resiliency,

high frustration threshold, and good physical health and endurance; resourcefulness, creativity; empathy with difficult types of personality; absence of vicarious satisfaction through the anti-social feelings and behavior of others; maturity, freedom from distorted satisfactions, sense of proportion, lack of authoritarianism or need to be loved by all; stability, freedom from unreasonable anxieties, sensitiveness without irritability, toughness without callousness; faith in the ability of children to change.

The committee recognizes that not all of these competencies and personal qualities are to be found in adequate degree in any one teacher of the socially maladjusted or emotionally disturbed. Many of these competencies, however, are characteristic of successful teachers of these children.

OTHER GENERAL CONSIDERATIONS

The teacher of socially maladjusted or emotionally disturbed children, in either the day or residential school, should have experiences with normal children before undertaking to teach the maladjusted. This experience should be of both a formal and an informal nature. Work in camps, institutions, community centers, and leadership of youth groups are as important as previous teaching experience.

The training of teachers of the socially maladjusted and emotionally disturbed should include a carefully supervised internship supplemented by workshops and seminars with other interns similarly engaged.

Since much of the education of the disturbed child involves feelings and attitudes, the environment in which it occurs is as important as the competencies of teachers. Therefore, it is appropriate to note that the local administration, colleagues, and supporting community should promote the feeling tone essential for a class or school serving maladjusted children.

While worthwhile knowledge of teacher competencies may be derived from the collective thinking of educators who have had extensive experience in the field, and by the evaluation of competencies by teachers who have been evaluated as superior with disturbed children, one further — and perhaps more difficult — step is required. Extensive research is needed in (a) the emotionally disturbed child as a learner, and (b) the effectiveness of different materials and teaching methods with disturbed children. Teacher competencies should imply knowing how to regulate the situation for disturbed children to promote learning with greatest effectiveness and economy. Such knowledge depends on understanding the special learning problems of these children. Although the wisdom of experienced educators and the opinions of successful teachers may make important contributions to defining teacher competencies, the scientific study of these children as learners will give us a still firmer base.

(End of Committee Report)

TEACHERS' EVALUATION OF COMPETENCIES

AS part of the plan for this study, a list of 88 competencies thought valuable for success in teaching socially-emotionally maladjusted children was drawn up by the study staff. This was reviewed by other specialists in the area and pretested on a group of teachers. The final list was then included in the inquiry form which was sent to the teachers. The teachers were asked to check whether they thought each competency was "very important," "important," "less important," or "not important," in their present position as a teacher of maladjusted children. They were also asked to estimate their own proficiency in each item by checking "good," "fair," or "not prepared."

The design of the study called for participation by "superior" teachers — that is, well-qualified teachers of demonstrated ability who would take time to complete the inquiry form carefully and be able to evaluate professional preparation and standards for teachers. In drawing the sample, the Research and Statistical Standards Branch of the U. S. Office of Education helped determine the quota of teachers for each State. Among the factors considered were child population, number of students enrolled in special education, and number of programs for children who are severely emotionally disturbed or socially maladjusted. (See Appendix B, page 65.)

In each State, the director or supervisor responsible for the special education program was asked to fill the designated quota for that State by submitting a list of "superior" teachers. Only those who had received specialized preparation were to be included, and nominations were made, wherever possible, from (1) urban and rural centers, (2) public and private schools, (3) residential and day schools, and (4) home and hospital instruction programs.

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Inquiry forms were mailed to 147 persons. Completed forms were returned by 89; 75 of these have been included in the Study. The apparently low response rate may be ascribed to a special situation in this area. Special day classes and residential schools for the socially maladjusted are few, and as a result, an adequate mailing list of qualified teachers was difficult to obtain. Inquiry forms from 11 non-teaching respondents were rejected, and 3 were received too late to be included.

These 75 teachers of the socially maladjusted were working in 15 different States. Of the 75 teachers, 39 were working as classroom teachers in day school programs, 17 were teacher-counselors, 15 were classroom teachers in a residential school, and 4 were classroom teachers in a psychiatric hospital.

The foregoing information indicates that these data must be used cautiously. They should be regarded as suggestive and preliminary. In reviewing the results, however, it should be remembered that the respondents were effective teachers currently working with emotionally and socially maladjusted children, even though their number was small, their backgrounds diverse, and their work-settings somewhat different.

WHAT THE TEACHERS SAID

In table 1 is reported the rank order derived¹ from the combined ratings of the teachers on each competency. The competencies are grouped according to whether they received average evaluations of "very important," "important," "less important," or "not important."

The actual wording of the question on the inquiry form was: "In your present position as a teacher of socially and emotionally maladjusted children, how important is it that you have the following competencies?" Since these teachers were working in different settings, a spot check was made by comparing results from the 52 percent of the group who were working full-time in day school classrooms with the 48 percent working in other settings. This at least should give an indication of whether the point of view of classroom teachers in day schools differed materially from that of the other groups. Twenty-one items were chosen at random for the spot check. The significance of the difference was then computed for each of this sample of items.² Of the twenty-one competencies, not one showed a significant difference at the probability level of 0.01 or less. Since the question here concerns the presence of any systematic difference between the groups, it can be concluded that where differences of opinion occur they are probably not related to whether or not the teacher was in a day school program.

¹ The statistical procedures are given in Appendix C, page 70.

² See Appendix C, page 71 for the statistical procedures used.

Table 1.—Relative Importance Which Teachers of Maladjusted Children Placed on a list of Competencies

Rank order of importance ¹	Competencies	Rank order of proficiency ²
Competencies rated VERY IMPORTANT ³ (Items 1–20)		
	A knowledge or understanding of —	
1	techniques adaptable to classroom situations for relieving tensions and promoting good mental health	11 ^{sd} ⁴
2	the advantages of providing experiences in which pupils can be successful	7 ^{sd}
3	the advantages of flexibility of school programs and schedules to permit individual adjustment and development	5
	The ability —	
4	to differentiate between maladjustment and mental retardation	1
5	to counsel maladjusted pupils regarding their personal attitudes	4
6	to develop a pupil-centered rather than a subject-centered curriculum, based on individual interests, abilities, and needs	12
7	A knowledge or understanding of the basic human physical and psychological needs	2
	The ability —	
8	to foster the social responsibility of maladjusted pupils by promoting wholesome social participation and relations	9
9	to develop self-imposed social control within the pupils	23
10	to counsel maladjusted pupils regarding their social problems	14
11	to make interpretations from case records and histories	3
12	A knowledge or understanding of causes of such behavior as temper tantrums, stealing, enuresis, and nail biting	21
	The ability —	
13	to avoid identical, stereotyped, demands of maladjusted pupils	22
14	to make interpretations from psychological reports	37
15	to direct pupils to healthy leisure-time activities	32
16	to interpret the symptomatic behavior in terms of physical, psychological, and environmental factors	42
17	A knowledge or understanding of behavior which is symptomatic of delinquency	15
18	The ability to establish and maintain good working relationships with other professional workers, such as social workers and psychological personnel	6
19	A knowledge or understanding of the contribution that can be made to good personality development by an informal classroom atmosphere in which pupils have their interests reflected through their own handiwork and pets	44
20	The ability to use the interpreted results of tests of mental ability	13

See footnotes at end of table.

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Table 1.—(continued)

Rank order of importance 1	Competencies	Rank order of proficiency 2
Competencies rated IMPORTANT (Items 21–86)		
21	The ability to provide experience for maladjusted pupils in physical education	63 rd
22	A knowledge of understanding of – differences between normal and abnormal behavior at various age levels	19
23	the effects of socio-economic status and home and community conditions on the maladjusted pupil's attitudes and behavior	8
24	The ability – to identify informally special talents and interests	35
25	to use the interpreted results of individual diagnostic tests of arithmetic and reading disability	29
26	A knowledge or understanding of the education and psychology of various types of exceptional children	38
27	The ability – to make interpretations from medical (including psychiatric) reports	55
28	to tolerate anti-social behavior particularly when it is directed toward authority	16
29	A knowledge or understanding of causes of truancy, such as unsuitable curriculum, home, and community factors	10 th
30	The ability – to make interpretations from reports of social workers	20
31	to establish "limits" of social control (neither over-restrictive nor over-protective)	25
32	to use a broad range of community resources (people, places, things) in teaching the maladjusted	28
33	A knowledge or understanding of causes, incidence, characteristics, and treatment of juvenile delinquency	36
34	The ability to help parents get factual information from clinics and agencies, so that they can better face the social and emotional problems arising from having a maladjusted child in the family	58
35	A knowledge or understanding of adjustment (defense) mechanisms, such as projection, rationalization, compensation, introjection, conversion, and displacement	43
36	The ability – to provide experience for maladjusted pupils in health education	34
37	to interpret special educational programs for, and the problems of, maladjusted pupils to the general public, regular school personnel, and non-professional school workers	33

See footnotes at end of table.

Table 1.—(continued)

Rank order of importance 1	Competencies	Rank order of proficiency 2
Competencies rated IMPORTANT (continued)		
38	A knowledge or understanding of different types of programs, (regular class, special class, teacher-counselor, residential school) for the education of the maladjusted, and their strengths and weaknesses	53
39	The ability to counsel maladjusted pupils regarding their vocational problems and life goals	41
40	A knowledge or understanding of sources of, and services offered by, non-school organizations, such as child guidance clinics, courts, churches, recreational clubs, police, and welfare agencies	39
41	The ability to use the interpreted results of projective tests	75sd
	A knowledge or understanding of —	
42	sources of procurement and methods of adapting and using educational materials, including audio-visual aids, for increasing teaching efficiency and appeal	49
43	curriculum and methods of teaching the mentally retarded pupil	54
44	The ability to counsel maladjusted pupils regarding their educational problems	17sd
45	A knowledge or understanding of provisions for the severely socially maladjusted under existing Federal, State, and local laws and regulations pertaining to juvenile delinquency and probation	57
46	The ability to make anecdotal reports	27
47	A knowledge or understanding of —	
	research related to need frustration and resultant behavior	50
48	provisions for the severely socially maladjusted under existing Federal, State, and local laws and regulations pertaining to the education of these children	61
	The ability —	
49	to develop and use cumulative educational records on individual maladjusted pupils	40
50	to provide experience for maladjusted pupils in music	81sd
51	to provide experience for maladjusted pupils in arts and crafts	70sd
52	to provide experience for maladjusted pupils in industrial arts	85sd
53	to exert external social control when necessary	30sd
54	to teach remedial reading	52
55	to contribute to community leadership in establishing an educational program for maladjusted pupils	64
56	A knowledge or understanding of curriculum and methods of teaching at the elementary level only	26sd

See footnotes at end of table.

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Table 1.—(continued)

Rank order of importance 1	Competencies	Rank order of proficiency 2
Competencies rated IMPORTANT (continued)		
57.....	The ability to cooperate with vocational rehabilitation agencies in helping the maladjusted youth toward occupational adjustment	.....74sd
	A knowledge or understanding of —	
58.....	the general plan of procedure used in individual counseling, such as psychoanalysis, play therapy, and psychodrama	.....72
59.....	curriculum and methods of teaching the normal pupil	.....24sd
	The ability —	
60.....	to provide experience for maladjusted pupils in fine arts	.....69
61.....	to administer to maladjusted pupils individual diagnostic tests of arithmetic and reading disability	.....45
62.....	A knowledge or understanding of research related to why pupils "like" and "dislike" teachers	.....47sd
63.....	The ability to accept the role of parent-figure	.....18sd
	A knowledge or understanding of —	
64.....	reference materials and professional literature on the education and care of the maladjusted	.....59
65.....	provisions for the severely socially maladjusted under existing Federal, State, and local laws and regulations pertaining to vocational training programs	.....82sd
	The ability —	
66.....	to work with normal children in helping them accept the maladjusted	.....46
67.....	to provide experience for maladjusted pupils in dramatic arts	.....71
68.....	A knowledge or understanding of curriculum and methods of teaching throughout both elementary and secondary levels	.....66
69.....	The ability to provide experience for maladjusted pupils in domestic arts	.....86sd
	A knowledge or understanding of —	
70.....	psychoneurotic behavior disorders, such as neurasthenia, hysteria, anxiety neurosis, and hypochondria	.....68
71.....	research related to causes of "drop-outs" from school	.....56sd
72.....	methods and practices of occupational placement and post-school follow-up	.....84sd
	The ability —	
73.....	to operate amplifiers, record players, film-strip projectors, and other audio-visual aids	.....51sd
74.....	to give intensive therapeutic counseling	.....83
75.....	to administer to maladjusted pupils standardized group achievement tests	.....31sd
76.....	to devise informal tests of achievement	.....60sd

See footnotes at end of table.

Table 1.—(continued)

Rank order of importance ¹	Competencies	Rank order of proficiency ²
Competencies rated IMPORTANT (continued)		
77.....	A knowledge or understanding of — the purposes, services, and locations of national organiza- tions concerned with the education or general welfare of the maladjusted, such as the International Council for Exceptional Children and the National Association of School Social Workers	.....76
78.....	the psychoses, such as schizophrenia, paranoia, and manic- depressive	.....79
79.....	mores and modes of living of different social and cultural groups in the United States	.....67 ^{sd}
The ability to administer to maladjusted pupils —		
80.....	social maturity scales	.....77
81.....	sociometric tests including sociograms and "guess-who" tests	.....78
82.....	group interest and special aptitude tests	.....62 ^{sd}
83.....	individual verbal and performance tests of mental ability, Revised Stanford-Binet, Grace Arthur Point Scale	.....80
84.....	group tests of personality, and social and emotional adjustment	.....65
85.....	group intelligence tests	.....48 ^{sd}
86.....	projective tests, such as Rorschach, Szondi, and Thematic Apperception Test	.....88
Competencies rated LESS IMPORTANT (Items 87-88)		
A knowledge or understanding of —		
87.....	curriculum and methods of teaching at the secondary level only	.....73 ^{sd}
88.....	the cultural patterns of other societies — findings of Mead, Malinowski and Benedict	.....87 ^{sd}
Competencies rated NOT IMPORTANT — (None)		

¹ Rank order of the items was arrived at by averaging the importance ratings made by the teachers. The rank of each item was determined by the average rating it received. See Appendix C, page 70, for statistical procedures used.

² When the inquiry form was sent to teachers, they were also requested to rate their own proficiency in each of the items, on a scale of "good," "fair," and "not prepared." The rank of each item was determined by the average rating it received. On the average, teachers rated themselves "good" on items indicated by proficiency rank order numbers 1-38, "fair" on 39-87, and "not prepared" on number 88.

³ Items were classified into the 4 groups of importance according to their average ratings: "very important," "important," "less important," and "not important." See Appendix C, page 70.

⁴ sd — denotes "significant difference." For all items marked with this symbol, analysis showed a statistically significant difference between the average rating of importance and the average rating of proficiency. A discussion of these differences may be found on page 31. See Appendix C, page 73, for statistical procedures employed to determine significant difference.

From an examination of the 20 competencies receiving average ratings of "very important" in Table 1, it can be seen that the teachers' replies add up to a rather clearly drawn portrait of a person who is basically a team worker, who is operating in a classroom, but who has gone quite a distance beyond ordinary teacher preparation in special study of the dynamics of behavior, resourcefulness in individualization of instruction, and skill in working with parents and others.

Outstanding agreement appears on several items. The teacher of the socially maladjusted, above all, should have knowledge of teaching techniques which will help the child in his personal adjustment, relieving tensions, and promoting good mental health (1).⁸ Of prime importance among these techniques, the teachers said, are providing a flexible school program to permit individual adjustment and development (3), and providing experiences in which pupils can be successful (2).

Competencies of High Value

The knowledges and skills which will be discussed here relate to: (1) understanding the child's deviation from the normal; (2) the teacher as a counselor; and (3) special teaching techniques, including methods and materials.

An understanding of the child who has a severe emotional disturbance or social maladjustment requires specific technical competency. The teachers stressed the importance of such understanding when they rated the ability to differentiate between maladjustment and mental retardation (4) and the causes of such behavior as temper tantrums and stealing (12) as "very important." This need for thorough understanding of the child was again pointed out in the high priority rating given to the ability to interpret the various records and reports of other professional workers interested in the treatment and care of the socially maladjusted (11, 14, 27, 30).

The teacher's awareness of the child's problems and the understanding of his behavior were items of major concern to those rating the competencies. However, they were inclined to feel a greater responsibility toward children whose atypical behavior is indicative of anti-social tendencies or delinquency (e.g. 12, 17, 28, 29, 33) than toward those with gross psychiatric disorders such as schizophrenia or hysteria (70, 78). This difference might have been less pronounced if a higher proportion of teachers had been working in psychiatric hospitals rather than in day schools. A thorough knowledge of the more serious mental disorders would be considerably more important to the teachers working in hospitals

⁸ In each case the number in parenthesis refers to the rank order of importance in Table 1.

than to teachers employed in either residential or day schools. Also, the teacher in the classroom may be well aware of his inadequacies for dealing with cases of extreme behavior distortion.

The teachers also felt it was much more important to know and understand the children in their immediate programs than to have a knowledge of the broader social and cultural implications of social maladjustment. This was revealed when the participating teachers ranked a knowledge of the effects of socio-economic status in home and community conditions on the maladjusted pupils' attitude and behavior (23) with the more important competencies for the teacher. On the other hand a knowledge of the various mores and modes of living of different social groups and knowledge of the cultural patterns of other societies (79, 88) was of less importance to them. Even within these last two items, less emphasis was put on the understanding of the cultural patterns in other societies. This was found generally in the investigation, and may well be a matter for further thought on the part of those preparing teachers.

Not only should teachers of socially maladjusted children understand such children, but according to the respondents they should have a good knowledge of what might be considered more normal behavior. For example, a knowledge or understanding of the basic human physical and psychological needs (7) was included among the competencies rated "very important." In addition, the teachers emphasized need for a knowledge of behavior which is symptomatic of delinquency (17), the difference between normal and abnormal behavior at various age levels (22), and also of adjustment mechanisms such as projection, rationalization, and compensation (35). This group probably recognized the need for a basis of comparison as well as assistance in objectively evaluating their work with the child.

The teacher's role in counseling pupils with emotional and social maladjustment is a significant one, according to the teachers' opinions. Ranked among the "very important" competencies was the ability to counsel these children regarding their personal attitudes (5) and their social problems (10); and high among the "important" items was ability to counsel on vocational problems and life goals (39) as well as their educational problems (44). There is no way of knowing just how deeply or how superficially these teachers interpreted the word "counsel," but the inference is clear that such counseling does not refer to intensive therapeutic measures. The participants indicated this when they rated of lesser importance in their own professional equipment the knowledge of the general plan used in individual counseling such as psychoanalysis, play therapy, psychodrama (58) and the ability to give intensive therapeutic counseling (74). It appears these teachers are willing to accept direct responsibility in counseling, but not in therapy.

Teachers of the socially maladjusted must be prepared to provide a flexible program with opportunities for each child to have successful experiences. The teachers cooperating in the study felt it was of utmost importance for the teachers to be able to develop a pupil-centered rather than a subject-centered curriculum (6); and to be acquainted with techniques, adaptable to a classroom situation, which assist in relieving tensions (1). Further, they wished to avoid making stereotyped demands on the child (13), and they endorsed those procedures that provide such flexibility in the program as to assist the child in his individual adjustment and development (3).

The emphasis placed on these specific teaching techniques indicates the participating teachers' belief that their job is one of assisting the child in his personal adjustment. This seemed to be more important to them than the focusing of attention on academic achievement. Despite the emphasis on a need for flexibility in the program (3), and the need to develop self-imposed social control (9), there must be considerable teacher control of the class in session. The teachers reported that it was important to be prepared to establish "limits" of social control (31). However, they believed that the teacher must be neither over-restrictive nor over-protective (31). They indicated further that it was moderately important to have "ability in exerting external social control" when necessary (53). Perhaps the teachers' emphasis on the identification of the special talents and interests of the child (e.g. 19, 24) and on the individualization of instruction would tend to reduce the necessity for disciplinary controls.

Some Lower Ranking Competencies

There were some items which received a relatively low rating. Perhaps it is natural for teachers working in one group to feel it more important to understand the behavior at that particular age group, rather than at other age levels. While items dealing with the academic level for which teachers should be prepared received a relatively low ranking, it would appear that preparation for the elementary level (56) or for both the elementary and secondary (68) was favored more highly than preparation at secondary only (87).

Of lower importance, too, was the ability to administer projective (86) and other psychological tests to the children (80-85). It is assumed that they allocated this type of service to other professional workers.

Near the bottom of the list were items relating to administration, national organizations, and to some legislative provisions. Apparently the teachers felt somewhat unconcerned with problems related to Federal, State and local laws and regulations pertaining to vocational programs for the socially maladjusted (65). They also rated low their need to know about the purposes and services of national professional organizations set up in behalf

of the maladjusted child (77). Yet these are important considerations in improving the professional service of the teacher, as well as the lot of the maladjusted child himself. The teachers' reaction to these items may indicate that they have not been included sufficiently in the stream of activities at the local, State, and national level.

The teachers placed slight emphasis on their own need for knowledge of research on the socially maladjusted. Among the competencies of moderate importance was a knowledge of research related to frustration and resultant behavior (47) and to reasons why pupils like or dislike their teacher (62). For some reason, teachers felt it was of lesser import to be aware of reference materials and professional literature on the education and care of the maladjusted (64). This is a finding that merits further study, because if teachers are to improve their school practices, they will need to have a more thorough understanding of current reference material and research.

TEACHERS' EVALUATION OF PERSONAL QUALITIES THROUGH "WRITE-IN" RESPONSES

One question (question 6) on the inquiry form asked if teachers of maladjusted children needed personal characteristics different in degree or kind from those needed by teachers of so-called normal children.⁴ Over two-thirds of the teachers answered this question in the affirmative. Question 6 also invited the teachers to list and comment on these characteristics. The teachers stressed the importance of accepting socially maladjusted children even though it might be difficult at times. Such statements as ". . . ability to take hostility, even abuse and vulgarity, without feeling that one is failing in one's job" and "'thick-skinned' — ability to tolerate profanity, unsavory remarks, anti-social activities, and belligerency until the confidence of the child has been gained," are illustrations.

The teachers wanted their professional group made up of happy individuals who can approach the children with a buoyant point of view each day. These qualities were shown in such remarks as, "They must live a well-balanced life and have a normal range of human contacts outside the daily task of working with the maladjusted child," and, "The teacher must be objectively unemotional about the children and never become personally involved in their problems."

Special qualities needed by a teacher of socially maladjusted children can be gleaned from such expressions as, "The human side cannot be glossed over, no amount of education or supervision can make a teacher of the maladjusted; there must be a personal motivation — almost to the point

⁴ The original data are on file in the U.S. Office of Education.

of producing a missionary point of view on the part of the teacher," and, "Teachers should undergo a probationary period of teaching maladjusted children before being accepted. This is true because many teachers who have been successful with normal children cannot take the stresses and strains involved in handling maladjusted children." One teacher expressed this when she said, "Mere actual or academic training does not suffice for the child who has been labeled a truant, a failure, a behavior problem or a delinquent. He requires a flexible educational program which recognizes or treats his mental, emotional or physical instability on an individual basis." Another teacher reported, "Let the socially maladjusted child know you do not feel as other adults do about children in trouble; I'm on your side because I, too, had trouble growing up."

Twenty-eight of the respondents used the word "patience" as an important personal attribute of the teacher of children with severe social maladjustment or emotional disturbance. Other attributes frequently mentioned by the participants were "sympathy;" "emotional stability;" "warmth;" "tolerance;" "physical strength and endurance;" "attractive appearance;" "friendliness;" "kindness" and "imagination."

TEACHERS' SELF-RATINGS OF PROFICIENCY

As part of the inquiry form, the teachers were asked to make self-evaluations of their proficiency on the same competencies that they rated for importance. The rating categories were: "good," "fair," and "not prepared."⁵

The teachers' self-ratings of proficiency should have special interest for those in the fields of teacher preparation and supervision. Competencies in which the teachers felt most proficient were, in rank order:

- (4)⁶ The ability to differentiate between maladjustment and mental retardation. (1)
- (7) A knowledge or understanding of the basic human physical and psychological needs. (2)
- (11) The ability to make interpretations from case records and histories. (3)
- (5) The ability to counsel maladjusted pupils regarding their personal attitudes. (4)
- (3) A knowledge or understanding of the advantages of flexibility of school programs and schedules to permit individual adjustment and development. (5)
- (18) The ability to establish and maintain good working relationships with other professional workers. (6)
- (2) A knowledge or understanding of the advantages of providing experiences in which pupils can be successful. (7)

⁵ The statistical procedures used for this section are given in Appendix C, page 70.

⁶ The number preceding the item refers to the rank order of importance in Table 1, while the number following is the rank order of proficiency.

- (23) A knowledge or understanding of the effects of socio-economic status and home and community conditions on the maladjusted pupil's attitudes and behavior. (8)
- (8) The ability to foster the social responsibility of maladjusted pupils by promoting wholesome social participation and relations. (9)
- (29) A knowledge or understanding of causes of truancy, such as unsuitable curriculum, home, and community factors. (10)
- (1) A knowledge or understanding of techniques adaptable to classroom situations relieving tensions and promoting good mental health. (11)

Competencies in which the teachers felt least proficient were (in order from least to most) the following:

- (86)[†] The ability to administer projective tests. (88)
- (88) A knowledge of the cultural patterns of other societies. (87)
- (69) The ability to provide experience for maladjusted pupils in domestic arts. (86)
- (52) The ability to provide experience for maladjusted pupils in industrial arts. (85)
- (72) A knowledge or understanding of methods and practices of occupational placement and post-school follow-up. (84)
- (74) The ability to give intensive therapeutic counseling. (83)
- (65) A knowledge or understanding of provisions for the severely socially maladjusted under existing Federal, State, and local laws pertaining to vocational training programs. (82)
- (50) The ability to provide experiences for maladjusted pupils in music. (81)
- (83) The ability to administer individual verbal and performance tests of mental ability to maladjusted pupils. (80)
- (78) A knowledge or understanding of the psychoses. (79)
- (81) The ability to administer sociometric tests to maladjusted pupils. (78)

These two lists, taken together, sketch a type of person who is primarily a teacher or teacher-counselor, who feels his greatest strengths are in understanding socially maladjusted children and the factors which make for maladjustment, counseling with these children, making adjustments for individual needs within the school program, and in working with other professional personnel in a program of services. The teachers seemed to feel, however, that they were not as proficient in the more technical aspects of diagnosis, testing and therapy, or in teaching skills outside the basic curriculum.

COMPARISON OF IMPORTANCE AND PROFICIENCY RATINGS

The data permitted some comparisons to be made between the ratings of importance and self-rating of proficiency. One question that might be

[†] The number preceding the item refers to the rank order of importance in Table I, while the number following is the rank order of proficiency.

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raised is whether or not the teachers tended to rank high in importance those competencies in which they felt most proficient. There are some intricate statistical questions involved in comparisons of this kind. By the methods used in this study, the rather low correlations which resulted, indicated that there was not more than a moderate tendency for the teachers to rate high those competencies in which they felt most proficient.

There were, however, some items on which the *average* ratings of importance of the items were significantly higher than the *average* self-ratings of proficiency. These are listed in Table 2.

Table—2.—Competencies in Which Ratings of Importance were Significantly Higher than Self-ratings of Proficiency¹

Rank order of importance	Item	Rank order of proficiency
Competencies rated VERY IMPORTANT		
A knowledge or understanding of —		
1.....	techniques adaptable to classroom situations for relieving tensions and promoting good mental health.	11
2.....	the advantages of providing experiences in which pupils can be successful.	7
Competencies rated IMPORTANT		
The ability —		
21.....	to provide experience for maladjusted pupils in physical education.	63
41.....	to use the interpreted results of projective tests.	75
50.....	to provide experience for maladjusted pupils in music.	81
51.....	to provide experience for maladjusted pupils in arts and crafts.	70
52.....	to provide experience for maladjusted pupils in industrial arts.	85
57.....	The ability to cooperate with vocational rehabilitation agencies in helping the maladjusted youth toward occupational adjustment.	74
65.....	A knowledge or understanding of provisions for the severely socially maladjusted under existing Federal, State, and local laws and regulations pertaining to vocational training programs.	82
69.....	The ability to provide experience for maladjusted pupils in domestic arts.	86
72.....	A knowledge or understanding of methods and practices of occupational placement and post-school follow-up.	84

¹ See Appendix C, page 73, for statistical procedure used to determined significant differences.

What generalizations can one draw from this list? These teachers felt significantly less proficient than the importance warranted on three groups of competencies. One group was the "very important" competencies of understanding techniques of relieving tensions in the classroom and providing experiences in which pupils could be successful. Another group of "important" competencies included ability to teach specialized subjects to these children. The third group dealt with competencies related to vocational guidance and placement. These findings might well be taken into account by those engaged in teacher preparation and supervision, for they include competencies of considerable importance in an overall program of working with maladjusted children.

THE IMPLICATIONS OF THESE DATA

What do the opinions of the Competency Committee and those expressed by the teachers mean for professional workers facing the problems of teacher preparation in this area? The following major implications are drawn from these two independent sets of opinions and from the thinking of the members of the work conference which reviewed the findings.

The Teacher As A Person

The teacher, all agree, should be a well-adjusted, warm, and accepting person. He should always remain objective and supporting. He must have achieved a high degree of maturity himself. In addition, he must be able to "take it." This implies the need for greater emphasis on appraisal of personal qualities in selection and training of workers in this field.

The Teacher As A Teamworker

Probably no aspect of special education requires more division of labor and more teamwork, with agencies as widespread administratively, than the teaching of maladjusted children. In its broader meaning this will include children who are emotionally disturbed, children in the initial or more advanced stages of mental illness, and children who are delinquent or pre-delinquent. In many cases a number of other agencies may be in the picture at the same time that the teacher is. This calls for specific preparation for cooperative association with other workers, psychiatrists and other physicians, clinical psychologists, social workers, judges and probation officers and parents or foster parents.

This raises a pertinent question for teacher preparation institutions. Are course offerings and experiences from the various professions – social work, medicine, law, psychology – available? Can they be so organized as to bring the student in touch with the different phases of the cooperative task involved in helping these children? It may be necessary first to achieve a high level of cooperative endeavor inter-departmentally in the college or university, if the student teacher is eventually to become a truly creative member of a team in a school or community.

Teacher – Child Relationships

- 3 These results imply that in the training of these teachers there is serious need for professional preparation which will give them insight into the theory and dynamics of personal-social adjustment. In addition, attention must be focused on family relationships and home conditions generally which may have significant bearing on the effectiveness of services to these children.

Individualizing Instruction

In meeting the specialized needs of the socially maladjusted and emotionally disturbed child, the teacher will need to inventory the child's abilities, achievements, aptitudes, and interests and plan his procedures accordingly. Through such provision for individual differences, the teacher will insure maximum growth in accordance with the child's ability to learn. In this way the teacher can enable the child to develop a sense of achievement that culminates in an increased sense of personal worth.

The Teacher As A Counselor

- 4 Far more than ordinary acceptance of and insight into human behavior, and a far greater repertory of guidance skills are needed by this group of teachers. To be effective, the teacher must be able to accept and work harmoniously with the therapeutic program laid out by other services. This must be done within the framework of education. Occasionally, this may present special problems because of lack of mutual understanding or acceptance between other agencies and the school organization with which he, the teacher, is identified.

Psychotherapeutic Orientation Of The Special Teacher

Throughout this report there are occasional references to the "therapeutic orientation" and the "therapeutic role" that is sometimes attached to the job of the teacher of the socially maladjusted and emotionally disturbed child. A real problem to be faced centers around the degree of understanding and the degree of participation that is implied. The responses of the teachers themselves seem to imply a limited interpretation of their therapeutic role. This needs to be spelled out more specifically by giving the limits within which the teacher should function. The data indicate that the teacher must be able to understand at least some of the concepts and some of the language of the psychiatrist and the psychologist, and to play a cooperative role in their program. Beyond this, there appears to be no clear delineation of function. Here is a fruitful area for further research.

The Teacher As A Consumer Of Research

Even though this group of teachers did not give knowledge of the professional literature in their field a high rating of importance, as a professional person interested in self-improvement, the teacher of the socially maladjusted and emotionally disturbed should keep in constant touch with the research literature in his field. The teacher should justify his practices in the classroom by "proven research." This presupposes that he has developed a critical reading ability toward the fast growing research literature of his area of specialization. A check of the reader competencies being developed in this field in teacher preparation institutions is needed.

The Teacher In The Day School And The Teacher In The Residential School

The Competency Committee report stressed the special proficiencies needed by teachers working in residential schools as compared with similar teachers employed in day schools. In reviewing these opinions, as well as the reports of the teachers, members of the work conference raised some questions about the extent of overlap in job requirements. This point needs further research and exploration.

EVALUATIONS OF SPECIFIC PROFESSIONAL EXPERIENCES

THE third main approach to the analysis of professional preparation of teachers of maladjusted children in this publication involves evaluations of certain preparatory experiences. These include evaluations for importance by the teacher group of certain practical professional experiences. Included also are evaluations by the teachers and State and local supervisory personnel of: (1) the need for a background of student teaching or on-the-job experience with normal children; and (2) estimates of the necessary number of clock hours of student teaching of maladjusted children. Finally, there are included here evaluations by State and local personnel of: (1) the proficiency of recently prepared teachers on a group of generalized skills; and (2) certain commonly found general patterns of teacher preparation.

TEACHERS' EVALUATION OF CERTAIN PREPARATORY EXPERIENCES

In one section of the inquiry form the teachers were asked to rate the value of certain specific professional experiences. These were rated under the categories of "very important," "important," "less important," and "not important." The specific experiences rated are given in Table 3,¹ ranked in order of importance.

It will be seen that the teachers valued most highly supervised student teaching of maladjusted children at the elementary level (1). Next in

¹ The statistical procedures used are given in Appendix C, page 74.

Table 3.—Relative Importance Which Teachers of Maladjusted Children Placed on Some Practical Experiences in Specialized Preparation

Rank order of importance ¹	Experiences ²
Items rated VERY IMPORTANT — (None)	
Items rated IMPORTANT (1–18)	
1	Supervised student-teaching of maladjusted children at the elementary level
2	Experiences in interpreting psychological reports on maladjusted pupils
3	Experiences in developing case reports of maladjusted pupils from first-hand study of individual pupils
4	Planned observation of conferences of teachers of the maladjusted on pupil placement, curriculum development, and child study
5	Experiences in developing and interpreting individual educational records of maladjusted pupils
6	Planned observation of multi-professional case conferences (held by representatives from such fields as social welfare, psychiatry, psychology, and education) to study and make recommendations on individual maladjusted pupils
7	Clinical experience in counseling maladjusted pupils on an individual basis
8	Supervised student-teaching of normal children
9	Clinical experience in diagnosing ability, achievement, interests, and aptitudes of the maladjusted
10	Planned observation — in rehabilitation centers for the maladjusted
11	in child-study clinics
12	Student-observation (without active participation) of teaching of the maladjusted
13	Supervised student-teaching of maladjusted children at the secondary level
14	Planned observation of police, parole, and judicial services concerned with the severely maladjusted
15	Field trips throughout the community to discover and analyze how best to use available resources for the maladjusted
16	Supervised student-teaching of maladjusted children in special day classes or schools
17	Visits to the homes of maladjusted pupils in the company of supervising teachers
18	Supervised student-teaching of maladjusted children in residential schools

Items rated LESS IMPORTANT or NOT IMPORTANT—(None)

¹ The rank of each item was determined by the average rating of importance it received by the 55 teachers who answered this question. See Appendix C, page 74, for detailed information on statistical procedures and results.

² Items were classified into the 4 groups of importance according to their average ratings: "very important," "important," "less important," and "not important." See Appendix C, page 74.

importance were experiences in interpreting psychological reports on maladjusted pupils (2) and those in developing case reports on maladjusted pupils from first-hand study of the individual children (3). Planned observations of conferences of teachers of the maladjusted on pupil placement, curriculum development and child study (4) and observations of multi-professional case conferences to study and make recommendations on individual maladjusted children (6) were also rated as "important." Another experience receiving high rank was clinical experience in counseling maladjusted pupils individually (7).

These results point especially to the need for further study of the problem of teacher preparation in this particular field. That the teachers themselves seemed rather unsure of the relative importance of this group of preparatory experiences, is evidenced by the fact that the ratings for all the items fell within the single category of "important." A rank order which is concentrated within one single category out of the four possible is less significant than when it is distributed over the whole range.² Within this narrowed range, however, the emphasis seemed to be on supervised student teaching and experiences in the field of child study of the individual maladjusted pupil.

THE NEED FOR REGULAR CLASSROOM EXPERIENCE

Through the inquiry forms the teachers and State and local personnel were asked to indicate the amounts of regular classroom teaching experience teachers of maladjusted children should have. The amounts specified in the inquiry forms varied from "none" to "more than 3 years." Standards of "minimal," "desirable," and "ideal" were set. The results are given in Table 4. The data fall into three basic groups of experience: (1) no teaching contact with normal children; (2) student teaching only; and (3) on-the-job classroom experience of various amounts. The table shows that, even at the minimal level, a negligible percentage of all groups would accept "no teaching experience with normal children."

As a "minimal" standard, "student teaching only" was favored by 35 percent of the teachers and State personnel and by 47 percent of the local personnel. These percentages dropped substantially at the "desirable" level and virtually disappeared at the "ideal" level. Except as a minimal condition, student teaching only was, therefore, not favored by any groups.

² As further evidence, a rather large number failed (20 out of 75) to answer this section.

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Actual classroom teaching experience was favored by about 50 percent of all groups, even at the "minimal" level. At the "ideal" level it was favored almost unanimously by all groups. Only very few, however, felt that more than three years would be necessary.

It can be concluded, therefore, that the teachers and State and local directors and supervisors of special education strongly favored a background of actual experience with normal children, preferably on-the-job teaching, for those who go into the field of teaching the maladjusted child. One aspect which may have been in their minds is the fact that this is also a way of guaranteeing more generalized maturity on the part of such teachers. These results are consistent with the findings of the competency committee.

Table 4.—Amount of Teaching Experience with Normal Children Needed by Those Preparing to Teach Maladjusted Pupils¹

Teaching experience with normal children	Percent ² of personnel checking each amount		
	Teachers	State	Local
Minimal:			
None.....	4	11	9
Student teaching only.....	35	35	47
One to 3 years classroom teaching.....	56	54	42
More than 3 years classroom teaching.....	4		2
Desirable:			
None.....			
Student teaching only.....	26	11	22
One to 3 years classroom teaching.....	74	86	76
More than 3 years classroom teaching.....		3	2
Ideal:			
None.....			
Student teaching only.....	5		7
One to 3 years classroom teaching.....	90	92	88
More than 3 years classroom teaching.....	5	8	5

¹ A more detailed presentation of responses, together with the number responding, may be found in Appendix C, Table 7, page 77.

² Percents are based on the number answering in each category. Because of rounding off, unit percents may not add to 100.

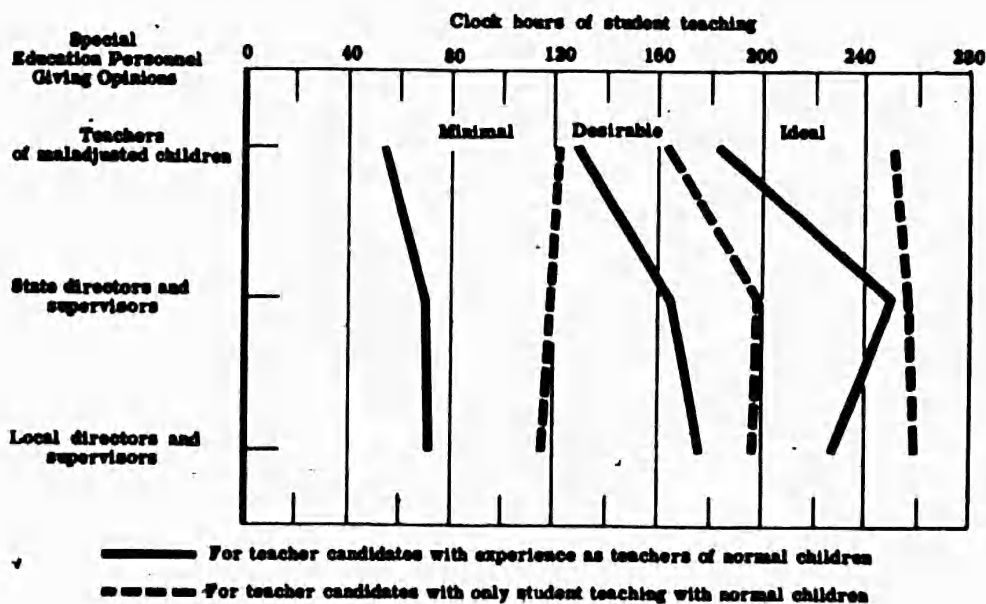
THE AMOUNT OF SPECIALIZED STUDENT TEACHING RECOMMENDED

Identical questions were asked of all three groups regarding the number of clock hours of practice teaching of socially maladjusted children that would be considered "minimal," "desirable," and "ideal," for both teachers with regular school experience and persons with only student teaching of normal children. The results are given in Graph 1, and in Appendix C, page 78.

The results for teachers who had regular classroom teaching experience may be summarized as follows: In their judgment of the "minimal" amount of specialized practice, a median value approximating 72 clock hours was given by State and local personnel, 54 clock hours by the teachers. The median value recommended by State and local personnel moved up to the 165 to 176 clock hour range, as a "desirable" amount, up to 128 clock hours for the teachers. The "ideal" value was in the 183-227 clock hour range for all groups.

The median amount recommended for persons having student teaching only, as rated by the teachers, was 122 clock hours as a "minimum." The other groups were in agreement with this estimate. The median amount for "desirable" was 164 clock hours in the judgment of the teachers, but moved up to the 197-199 clock hour range for the State and local groups:

Graph 1.—Amount of Student Teaching of Maladjusted Children Needed by Those Preparing to Teach in this Area



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The teachers, State and local personnel gave 251 to 260 clock hours as "ideal" for the group with only student teaching experience. These are, of course, arbitrary mathematical reductions, and are suggestive only.

The general conclusion is that all groups believed that supervised student teaching of maladjusted children is "minimal," "desirable," and "ideal," both for teachers with regular classroom experience and for those with only student teaching experience. All groups, however, thought the amount of student teaching of the maladjusted could be reduced if the teacher had had regular classroom experience.

EVALUATION OF RECENTLY PREPARED TEACHERS BY STATE AND LOCAL SUPERVISORY PERSONNEL

An evaluation of the adequacy of preparation of recently graduated teachers of the socially maladjusted was made by 35 State and 52 local personnel in terms of the questions listed in Graph 2. The replies were in terms of "yes," "no," and "undecided." These data were gathered by means of the inquiry form sent to State and local personnel, and are presented in Graph 2 and in greater detail in Appendix C, Table 9, page 79.

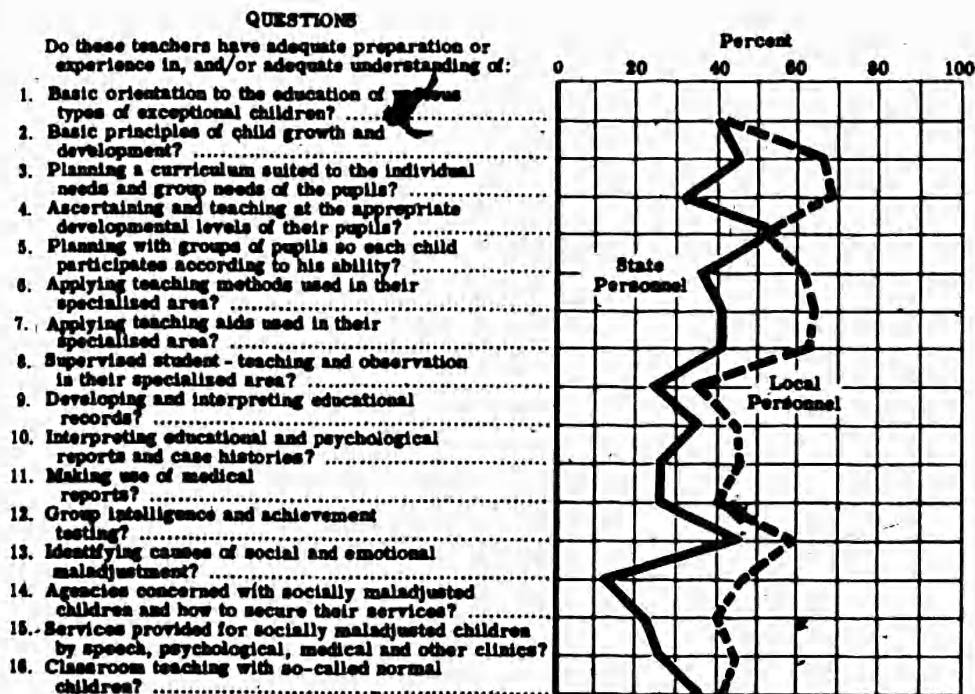
The first point requiring comment is the large proportion of "undecided" responses, especially on certain questions. These averaged 30 percent for the State and 22 percent for the local groups. It would appear that neither State nor local personnel have definitely decided on the adequacy of preparation of current teachers in many aspects of their training. The second general observation is the rather generally low percentage of "yes" responses, a finding which is, of course, related to the large proportion of "undecided" responses, as well as to the "no" responses.

State personnel ranked the teachers highest on items which are primarily classroom or general skills: teaching at the appropriate level for each pupil (4),⁸ adequate understanding of child development (2), understanding of intelligence testing (12), appropriate use of methods and materials (6,7), basic orientation to various types of exceptional children (1), developing and interpreting educational records (9), planning group activities (5).

The teachers were rated lowest on such items as identifying causes of social maladjustment (13), knowledge of services by speech, psychological, and medical clinics (15), knowledge of services offered by other agencies (14). These are primarily skills lying in the diagnostic area and in the

⁸ In each case the number in parenthesis refers to the number of the question in Graph 2.

Graph 2.—Percent of Supervisory Personnel Expressing Satisfaction With the Preparation of Recently Graduated Teachers of Maladjusted Children



area of working with other services on a team approach to the problem. These findings are worth careful study by teachers, supervisors, and by those in the field of teacher training.

The State and local results are not in perfect agreement. In the first place, the local personnel ranked the teacher systematically somewhat higher than the State personnel did. Significant differences, however, appeared on only two items: curriculum planning suited to individual and group needs of pupils (3) and identifying causes of social and emotional maladjustment (13)⁴. The general trend is similar, nevertheless.

What general conclusions may one draw from these data? State and local personnel are not very certain as yet, either of what constitutes competency in this area, or the degree to which the teachers have attained competency, or both, if the high percentages of "uncertain" responses mean anything. The low average percent of "yes" responses indicates considerable dissatisfaction on the part of the supervisory personnel with the degree to which teachers have been prepared for what the supervisors conceive to be their job in the field of the maladjusted child. In any case, this section of the study presents much that is challenging for future research.

⁴ For statistical procedures employed, see Appendix C, page 75.

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Table 5.—Professional Preparation and Experience of Teacher Candidates Most Likely to Succeed

Candi- date	Program of preparation	Percent ¹ of personnel selecting each candidate		
		Total	State	Local
C ²	A 1-year graduate program of specialized preparation (including student teaching with the socially maladjusted), for experienced regular classroom teachers holding a bachelor's degree in general teacher education; teaching experience with <i>normal</i> children only.	76	68	81
F	A bachelor's degree in general teacher education, but no specialized preparation; teaching experience with <i>normal and socially maladjusted children</i> .	40	37	42
B	A 1-year graduate program of specialized preparation (including student teaching with the socially maladjusted), immediately following the completion of a bachelor's program in general teacher education; no teaching experience with <i>normal or socially maladjusted children</i> .	31	37	27
A	A 4-year undergraduate program of specialized preparation (including student teaching with normal and socially maladjusted children), no teaching experience with <i>normal or socially maladjusted children</i> .	21	15	25
D	A bachelor's degree in general teacher education, but no specialized preparation; teaching experience with <i>normal</i> children only.	5	7	3
E	A bachelor's degree in general teacher education (including student teaching of normal children); no teaching experience with either <i>normal or socially maladjusted children</i> .	1	—	2

¹ Percent is based on total number of persons responding to the question as a whole and adds to more than 100 since each person was allowed to select as many as two candidates. A total of 100 special educators with some responsibility for the education of maladjusted children gave opinions: 41 directors and specialists in State departments and 59 directors and supervisors in local school systems.

² Letters refer to candidates as originally listed in the inquiry forms. See Appendix D, page 91.

EVALUATIONS BY STATE AND LOCAL PERSONNEL OF BEST BACKGROUND OF TRAINING AND EXPERIENCE

State and local personnel were asked to choose among six types of background of training and experience under the question: "Below are the qualifications of six candidates for positions as teachers of socially maladjusted children. In your opinion which *two* would be the *most* likely to succeed?" While not all the possible combinations were listed, the six described in Table 5 do represent a variety of the more common combinations among teachers candidates.

Candidate C was favored most, by a wide margin, followed by candidate F, B and A. Candidates D and E received a negligible number of votes.

The standard for the most favored candidate (C) is high: one year of specialized graduate preparation, including student teaching of the socially maladjusted, a degree in general teacher education, plus experience in teaching normal children. The second choice (candidate F) yielded specialized training in favor of teaching experience with normal *and* socially maladjusted children. A close third (candidate B) was a person with one year of specialized graduate preparation in addition to general teacher preparation but without teaching experience. Graduate specialized training or a considerable amount of teaching experience (each implying additional maturity) seemed, therefore, to be the elements most favored, since, a four-year specialized program without practical experience ran a rather poor fourth in the voting.

SUMMARY OF PROFESSIONAL EXPERIENCES IN TEACHER PREPARATION

This section of the report suggests three positive findings. The teachers were especially favorable to being given the opportunity to participate in case conference analysis, either actively or as observers, as part of their professional preparation. Both teachers and the supervisory groups favored supervised student teaching of maladjusted children. Both groups also favored experience in regular classroom work with normal children as an essential part of the preparation of these teachers.

The results, however, reflect in some ways the comparatively unstructured nature of this field at the present time. This implies both a need for caution in interpretation of these findings and the need for further research on the problem.

SUMMARY AND HIGHLIGHTS

THE problems of the socially maladjusted and emotionally disturbed child are rapidly coming to the fore as matters of public concern. Two trends in particular are receiving attention: (1) the need for early discovery and prevention; and (2) the important place community type services can take at this stage of the problem. The schools are among the community agencies which should accept a substantial share of responsibility in the program. Preparation of teachers, competent and well instructed, who can take their rightful place in the school-community program is of paramount importance.

The schools have a serious challenge to meet in dealing with the problems of children who show signs of "social maladjustment" or "emotional disturbance." The schools are already recognizing this need in part, though only in part, through counseling and guidance services. There is still need for concern, however, for the child who is most seriously out-of-line with society. There is a real hope that teachers can be adequately trained and equipped to act as a first line of defense in a program of community services.

Working with these children and helping them to find their own way back to socially acceptable ways of expressing themselves is a long, laborious task. It requires infinite patience, persistence and an understanding of the nature and causes of the child's deviation from the normal. The teacher in this area needs to have many highly developed competencies if he is to do a good job. The present report is a preliminary attempt to define and describe these specialized competencies more clearly.

Such teachers need to know a great deal about the structure and function of the psychic equipment of these children in order to be able to deal with the problems that present themselves in the classroom. They need, for example, to have a subtle understanding that there may be times in

the classroom where "order" is not necessarily the first objective. Since disorder is very often an expression of dissatisfaction and discomfort, it is useless to try and "control" it without getting at the basis for it. But that requires special insight and understanding. The basic problem, therefore, is one of personality in which there are unresolved inner conflicts which the teacher strives to understand in order to help the child in his personal adjustment.

These teachers need to have specific technical competencies of various kinds. They need to have an adequate knowledge of basic physical and psychological needs. They need to be able to interpret records and reports of other professional workers, and to be able to make evaluations of tests and other data. They need to be able to distinguish between maladjustment and such conditions as mental retardation.

There seems to be general agreement that the teachers of the emotionally disturbed and socially maladjusted need to be thoroughly grounded in the curriculum and methods of teaching designed for the normal pupil. On this foundation, they must develop and individualize a curriculum which grows out of the needs and everyday problems of these boys and girls. Learning experiences should be provided in terms of the individuality of the child; not in terms of arbitrary standards of achievement set for all children, but at the level of each child's own aspirations and readinesses. Teachers are needed who have the skill to develop a flexible, pupil-centered, rather than merely a subject-centered curriculum. Skills are needed in utilizing the entire environment and in tailoring a wide variety of materials, methods, time schedules, and space arrangements to meet changing needs. These teachers must also be well-trained in the utilization of remedial teaching techniques. They must understand that failure to learn is frequently one of the responses related to emotional disturbance. They also need to understand the concept of readiness for learning in the normal as well as the disturbed child. They should be able to understand the meaning of a learning disability to the child as it might relate to his adjustment problem.

Emotionally disturbed and socially maladjusted children have become the concern of groups of experts who are especially trained to deal with problems of disturbance and maladjustment. These include the professions which specialize in the understanding and treatment of personality difficulties: psychiatrists, psychologists, social workers and their allies. Inevitably there will be a group of children who will require the services of other skilled personnel with whom the teacher in this area must cooperate.

The ability to work with parents and professional colleagues in other disciplines is, therefore, of paramount importance. An understanding of the function and work of these other professions is needed. The teacher must be able to plan and execute a program in collaboration with others,

to interpret the meaning of educational experiences to workers in the other professions, and to modify his educational procedures when this becomes necessary for treatment purposes.

This study also suggests that the teacher have a knowledge of the general procedures in individual counseling, play therapy, role-playing and psychodrama, especially for the human relations values and skills which inhere in both individual and group situations. Manipulative activities need to become an integral part of the classroom activities at the practical level, thus providing opportunity for forming friendships, for enjoying legitimate adventures, for service to others and for acquiring skills.

The heavy emphasis on skills as well as understandings in this report underlines the need for providing observation and practical experiences for students at the college level. It is difficult to conceive how effective teachers can be prepared without a wide variety of student teaching experience, supplemented by carefully selected in-service training experiences which give a practical formulation and meaning to concepts taught in courses. In this connection there is a real need for much closer coordination between teacher training institutions and special schools and clinics in the interchange of ideas, in providing opportunities for observation, as well as practical experience.

Whether this can be done in four years of preparation is still a debatable issue. Since the data appear to endorse study and experience in regular school teaching, plus specialization for the development of certain specific competencies, it may well be that five years of higher education plus teaching experience will be required.

As has been pointed out in other publications in this series, this analytical breakdown of competencies by no means implies that any of them function independently of the others in the daily work of the classroom. Indeed, the ability of the teacher to integrate all these competencies in relation to each child's needs at any time, may well be the ultimate test of his real competence as a teacher.

Nevertheless, there are times when it is helpful to fractionize this all-round competence into its component aspects for study. Examples are: in the teacher's self-appraisal, in planning further preparation, in planning sequences in teacher preparation.

This integration of skills into a functioning whole is crucial in the area of the socially and emotionally maladjusted. In professional preparation, this is where internship, supervised student teaching, and clinical experience fit into the picture. It is reassuring to find this theme repeated so strongly in this, as well as in other studies in this series.

The most important implication of this report is that an adequately prepared teacher of emotionally disturbed and socially maladjusted children could contribute much in his own right as well as cooperate effectively with

the other disciplines involved, toward the end of rendering better service to these particular children and youth. A closely related implication is the urgent need to assess carefully the working conditions in the school under which these teachers can be expected to function successfully. The findings, preliminary though they may be, should be of interest to the teachers themselves, to college personnel engaged in preparation of teachers, to school administrators and supervisors, and to members of allied professions who look to the teacher as one member of the team.

SUGGESTIONS FOR FURTHER INVESTIGATION

Lack of tested knowledge constitutes one of the major handicaps under which the teacher must work today in dealing with socially and emotionally maladjusted youngsters. The wide gulf of ignorance that surrounds the education and treatment of disturbed children needs to be filled in if we are to improve present practices. This calls for cooperative effort on the part of many different workers from varied disciplines, all working toward more adequate information in this critical field.

1. Extension of the sampling of persons to cover a wider variety of professionally trained personnel who work with maladjusted children is needed. These groups might include teachers of special classes, instructors in detention centers, workers in training schools for the delinquent, adjustment teachers, as well as teacher-workers in other settings. A check should be made of any pattern of proficiencies that is unique to these various settings. The Competency Committee has indicated, for example, that there may be some unique demands made on the teacher working in a residential school or center. If special job requirements can be specified, effective adaptations can be made more readily in teacher training.
2. Directors and staffs in colleges and universities which offer courses of study for teacher preparation in the area of the socially and emotionally maladjusted would find it profitable to examine their course objectives, methods, and materials in the light of the proficiencies which are necessary and valuable on the job.
3. Certification requirements in the various States should be checked against the competencies reported as having a very high priority. Do the courses and areas named in the certification requirements adequately cover these competencies?
4. Studies should be made about the kinds and varieties of experiences which should be provided the student in training in the "practicum" phase of his preparation for teaching.
5. An urgent need exists to explore the meaning of any differences in

- the teacher's role as a teacher and his role as a therapist. How much overlapping is there in these two roles? Beyond what point should a teacher not venture even under the aegis of "instructional therapy?"
6. A study needs to be made of the use of instructional personnel where special service assistance is not available. This should include such considerations as the teacher's administration of various tests and instruments, his visitation of the homes of pupils, or counseling work with parents.
 7. How can reader interests and reader competencies among special teachers be developed so that implications of recent research findings for the improvement of classroom practices can be diffused into more schools? What are the implications for in-service training and for college programs of the teachers' rather low estimate of their need for research reading and applications?
 8. Presently the list of competencies lays claim to validity on the basis of expertness of the Competency Committee and the teaching personnel who gave opinions concerning the relative importance of the listed competencies. The validity of this procedure needs to be examined further.
 9. Further study of the working conditions in the school, under which these teachers can function successfully, is imperative.

THE TEACHER COMPETENCIES CHECK LIST

USING the two sources of data, the report of the Competency Committee and the opinions of the superior teacher respondents, a list of teacher competencies was compiled.¹ These were first translated into *behavioral* statements. They were next sorted into categories using the following headings: *Knowing the Child; Curriculum: Materials and Methods; Testing and Test Information; Guidance; The Teacher As a Professional Team Worker; Parent and Public Relations; and The Teacher as a Person.* The items were checked for overlapping and duplication and arranged in a logical sequence. The intent was to produce an observation instrument that would serve as a first step toward a practical guide for self-appraisal. Its validity rests upon the expertness of the Competency Committee and the quality of the teacher-respondents. It is hoped that this report may stimulate further research effort in order to establish the validity and reliability of this observation tool. Preliminary tryouts of the list have been made in two teacher preparation centers, and it was well received by the teachers and institutions involved.

CHECK LIST OF SPECIALIZED JOB COMPETENCIES FOR TEACHERS WHO WORK WITH MALAJUSTED CHILDREN

Directions: Read each item carefully. Then consider your own everyday work performance. If the behavior description fits you, write a + in the space provided; if your own work performance does not show this type

¹ This check list was contributed by Dr. William C. Kvaraceus.

or level of competency, write — in the space; if the item is irrelevant, ambiguous, or if you cannot honestly evaluate yourself, write ? in the space.

You may find it profitable to invite your own supervisor or principal to rate you and to compare your own estimates with those of a competent outside observer who has seen you perform on the job. Only through honest and objective self-appraisal can the teacher expect to improve his professional competencies.

Because of the length of the check list, it would be a good idea to do your self-evaluation in several sittings rather than in one long session.

In analyzing your own results, as well as the ratings by others, it may be helpful to know the source of the items as well as the degree of importance which the teachers placed on those competencies taken from their rating list. The following abbreviations have been used after each item in the check list for this purpose:

- T: indicates that the item was derived from the list of competencies rated by teachers; T-1, for example, indicates that it was first in rank order of importance according to the rating of teachers in this study
- C: indicates that the item was derived from the Competency Committee Report
- C-res: indicates that the Competency Committee considered this to be of particular significance for those working in residential centers

Knowing The Child

- 1. Demonstrate an appreciation and a working knowledge of the education and psychology of various types of exceptional children? (T-26)
- 2. Take cognizance of the different methods of rearing in special (different) cultures with due reference to the relationship between rearing and personality formation (i.e., work of Mead, Malinowski, Benedict)? (C and T-88)
- 3. Show a working knowledge of the mores and modes of living of different social and cultural groups in the United States? (T-79)
- 4. Make effective use of my understanding of the basic human physical and psychological needs? (T-7)
- 5. Show sensitivity toward the etiological factors in their complexity and view the present maladjustment as a purposeful, need-fulfilling anxiety-avoiding behavior arising from pathological interpersonal experiences? (C-res)
- 6. Recognize behavior as a symptom of underlying conditions and the result of a sequence of events in the lives of the children? (C and T-16-17)
- 7. Make use of research related to need frustration and resultant behavior? (T-47)

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- 8. Seek out the underlying motive behind the manifest behavior and refrain from merely judging unusual behavior? (C)
- 9. Show sensitivity toward the significance of positive and negative environmental factors which have contributed or may be contributing to maladjustment? (These include physical conditions such as illness, accidents, physical handicaps, pre-natal conditions, emotional factors.) (C)
- 10. Study and make use of socio-economic status information and home and community conditions as they affect the maladjusted pupil's attitude and behavior? (T-23)
- 11. Recognize the differences between maladjustments which reflect economic deprivation and cultural dictations and those maladjustments which result from inadequate inter-personal experiences and poor mental hygiene? (C)
- 12. Reveal a working knowledge of the causes, incidence, characteristics, and treatment of juvenile delinquency? (T-33)
- 13. Have a working knowledge of the causes of truancy, as revealed in unsuitable curriculum, home and community factors? (T-29)
- 14. Make effective use of my knowledge of the problems of children who are adopted, in foster homes, and who have had early life institutional experiences? (C-res)
- 15. Show understanding of the special emotional problems of minority groups with whom I work? (C-res)
- 16. Show a high degree of sensitivity to any special values inherent in the contemporary adolescent culture as they relate to my particular work? (C)
- 17. Differentiate between maladjustment and mental retardation? (T-4)
- 18. Demonstrate a working knowledge of adjustment (defense) mechanisms, such as projection, rationalization, compensation, introjection, conversion, and displacement? (T-35)
- 19. Show a working knowledge of such behavior as temper tantrums, stealing, enuresis, and nail biting? (T-12)
- 20. Show a working knowledge of the psychoses, such as schizophrenia, paranoia, and manic-depressive? (T-78)
- 21. Have a working knowledge of psychological dynamics of various diagnostic categories, such as character disorders, neuroses, schizophrenia? (C-res)
- 22. Have a working knowledge of psychoneurotic behavior disorders, such as neurasthenia, hysteria, anxiety neurosis, and hypochondria? (T-70)
- 23. Demonstrate a working knowledge of transference behavior as a stereotyped pattern having a dynamic content which is not reactive to the present? (C-res)
- 24. Reveal an effective understanding of the significance and causes of failure to learn, and the meaning of learning disability to the child? (C)
- 25. Read and make interpretations from case records and histories? (C and T-11)
- 26. Maintain individual reports as well as group process records? (C-res)

Curriculum: Materials And Methods

- 1. Apply modern concepts relating to social maladjustments and emotional disturbances? (C)
- 2. Make effective appeals to the healthy aspirations of the child while accepting him as he is? (C-res)

- 3. Show an awareness of the contribution that can be made to good personality development by an informal classroom atmosphere in which pupils have their interests reflected through their own handwork and pets? (T-19)
- 4. Foster the social responsibility of maladjusted pupils by promoting wholesome social participation and relations? (T-8)
- 5. Utilize social techniques which make it possible to provide individual freedom and maintain social control? (Such social techniques should be the means of gaining insight into needs and desires and at the same time feel out the concerns which are of greatest importance to the group.) (C)
- 6. Make effective use of the information of interaction among maladjusted children (the characteristics of an aggregate, a group, a mob)? (C-res)
- 7. Provide classroom opportunities for forming friendships, for engaging in legitimate adventures, for service to others, and for acquiring skills which have direct bearing on the immediate needs of youth? (C)
- 8. Adapt techniques to classroom situations for relieving tensions and promoting good mental health? (T-1)
- 9. Implement my knowledge of the differences between normal and abnormal behavior at various age levels? (T-22)
- 10. Show ingenuity in providing opportunities for personal and social adjustments within the group? (C)
- 11. Establish "limits" of social control (neither over-restrictive nor over-protective)? (T-31)
- 12. Exert external social control when necessary? (T-53)
- 13. Utilize research findings related to why pupils "like" and "dislike" teachers? (T-62)
- 14. Demonstrate a working knowledge of the curriculum and methods of teaching the normal pupil? (T-59)
- 15. Demonstrate a knowledge of the curriculum and methods of teaching at the elementary level? (T-56)
- 16. Demonstrate a knowledge and understanding of the curriculum and methods of teaching at the secondary level? (T-87)
- 17. Show a working knowledge of the legal framework within which provisions for educating these children are made? (These include regulations relating to school attendance, transfer to special schools, welfare services, the functioning of courts, and other enforcement agencies and programs of youth organizations.) (C)
- 18. Reveal a working knowledge of the different types of programs (regular class, special class, teacher-counselor, residential school) for the education of the maladjusted, and their strengths and weaknesses? (T-38)
- 19. Know the curriculum and methods of teaching the mentally retarded pupil? (T-43)
- 20. Show a working knowledge of the reference materials and professional literature on the education and care of the maladjusted? (T-64)
- 21. Develop a pupil-centered rather than a subject-centered curriculum based on individual interests, abilities, and needs? (T-6)
- 22. Take advantage of flexibility of school programs and schedules to permit individual adjustment and development? (T-3)
- 23. Tailor individual methods, materials, time schedules, space arrangements, teacher role, and grouping in accordance with the major needs of the child, as determined by clinical study? (C-res)
- 24. Uncover informally special talents and interests? (T-24)
- 25. Develop an individual curriculum which grows out of the needs and every-

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day problems of these boys and girls? (Since there will be no attempt made to assign particular activities to certain grades, the teacher's role will be similar to that of a tutor, planning for each child within the group. A knowledge of the experiences of the total education program is needed so as to select the content which is most important and which should receive major emphasis.) (C)

- 26. Use effectively therapeutic tutoring? (C-res)
- 27. Adapt the program to the ability of the brightest and the dullest and yet keep within the maturity and interest levels of each child? (C)
- 28. Provide advantageous experiences in which pupils can be successful? (T-2)
- 29. Use a wide variety of media and find that appropriate media which is significant to the child, allowing for a sublimation of energies and a growing sense of achievement? (C-res)
- 30. Avoid identical, stereotyped demands on maladjusted pupils? (T-13)
- 31. Recognize that these children often have serious emotional blocks to their learning, hence follow the occupational point of view, including aspects of homemaking and manual art skills on a practical level? (C)
- 32. Give evidence of knowing how to help the child who is having trouble because of failure to learn. (C)
- 33. Put to effective use my understanding of learning failures as a response related to the emotional disturbance? (This includes the awareness of the function of learning avoidance and the types of functional distortions in perception and cognition reflecting emotional problems; therapeutic tutoring; the basis of various clinical tests which aid in diagnosing patterns of thinking defects in perception and cognition, organicity; processes involved in critical thinking; the continuum between concrete sensory experiences and abstract conceptual knowledge; the concept of readiness for learning in both the normal as well as the disturbed child.) (C-res)
- 34. Use effectively remedial reading techniques? (T-54)
- 35. Lead pupils to healthy leisure-time activities? (T-15)
- 36. Provide experiences for maladjusted pupils in health education? (T-36)
- 37. Provide experiences for maladjusted pupils in physical education? (T-21)
- 38. Offer experiences for maladjusted pupils in arts and crafts? (T-51)
- 39. Provide experience for maladjusted pupils in industrial arts? (T-52)
- 40. Offer experience for maladjusted pupils in fine arts? (T-60)
- 41. Plan experiences for maladjusted pupils in music? (T-50)
- 42. Offer experiences for maladjusted pupils in domestic arts? (T-69)
- 43. Plan experiences for maladjusted pupils in dramatic arts? (T-67)
- 44. Use a broad range of community resources (people, places, things) in teaching the maladjusted? (T-32)
- 45. Procure, adapt, and use educational materials including audio-visual aids for increasing teaching efficiency and for appeal? (T-42)
- 46. Know how to operate amplifiers, record players, filmstrip projectors, and other audiovisual aids? (T-73)

Testing And Test Information

- 1. Make interpretations from medical (including psychiatric) reports? (T-27)
- 2. Make interpretations from psychological reports? (T-14)
- 3. Use the information received from psychological and psychiatric sources as a basis for guiding learning experience? (C)
- 4. Use the interpreted results of individual tests of mental ability? (T-20)

- 5. Administer individual verbal and performance tests of mental ability, Revised Stanford-Binet, Grace Arthur point scale? (T-83)
- 6. Administer and use group intelligence tests? (T-85)
- 7. Devise informal tests of achievement? (T-76)
- 8. Administer standardized group achievement tests? (T-75)
- 9. Administer individual diagnostic tests of arithmetic and reading disability? (T-61)
- 10. Use the interpreted results of individual diagnostic tests of arithmetic and reading disability? (T-25)
- 11. Administer social maturity scales? (T-80)
- 12. Administer and use sociometric tests including sociograms and "Guess Who" tests? (T-81)
- 13. Administer group tests of personality and social and emotional adjustment? (T-84)
- 14. Administer group interest and special aptitude tests? (T-82)
- 15. Make and keep anecdotal reports? (C and T-46)
- 16. Use the interpreted results of projective tests? (T-41)
- 17. Administer projective tests, such as Rorschach, Szondi, and Thematic Apperception tests? (T-86)
- 18. Apply individual diagnostic and teaching techniques, not in terms of what I would like the child to achieve but in terms of the child's own aspirations and abilities? (C)

Guidance

- 1. Possess special understanding of the principles of mental health, more than is usually required by the regular classroom teacher? (C)
- 2. Demonstrate a treatment point of view with an understanding of the processes by which mental health is restored to disturbed children? (C-res)
- 3. Demonstrate an understanding of resident treatment and such concepts as milieu therapy, spot therapy, psychotherapy, environmental therapy, and group therapy? (C-res)
- 4. Have a working knowledge of the variety of roles I am capable of assuming in response to the treatment needs of children? (C-res)
- 5. Accept the role of the parent figure? (T-63)
- 6. Make effective use of my understanding of the treatment potential, and the variables in the learning-teaching situation? (Adult role, peer constellates, media, space-time arrangement, methods, and in what manner the continued use of the factors in the teaching-learning situation may contribute to treatment) (C-res)
- 7. Show general understanding of procedures used in individual counseling, such as psychoanalysis, play therapy, and psychodrama? (T-58)
- 8. Guide the learning experiences of the maladjusted child by making effective use of my knowledge of guidance, testing and measurement, interpreting case records, and diagnostic and remedial techniques? (C)
- 9. Utilize the entire environment to channelize the release of the child's energy in positive acts? (C-res)
- 10. Develop self-imposed social controls within the pupil? (C and T-9)

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- 11. Provide reality-oriented counseling around adjustment problems while avoiding psychotherapy unless there has been some plan for on-the-spot psychotherapy? (C-res)
- 12. Counsel maladjusted pupils regarding their educational problems? (T-44)
- 13. Counsel maladjusted pupils regarding their vocational problems and life goals? (T-39)
- 14. Show a knowledge of methods and practices of occupational placement and post-school follow-up? (T-72)
- 15. Utilize research findings related to causes of "drop-outs" from school? (T-71)
- 16. Counsel maladjusted pupils regarding their personal attitudes? (T-5)
- 17. Counsel maladjusted pupils regarding their social problems? (T-10)
- 18. Offer intensive therapeutic counseling? (T-74)
- 19. Develop and use cumulative educational records on individual maladjusted pupils? (T-49)

The Teacher As A Professional Team Worker

- 1. Have knowledge of children's physical, emotional, and mental growth and development, which will enable me to collaborate with the medical, psychiatric, psychological, and social work professions? (C)
- 2. Make effective use of my knowledge of the functions of detention centers, training schools, and the history of child care and protective agencies? (C-res)
- 3. Show a working knowledge of the function and activities of the clinical psychologist, psychiatrist, psychoanalyst, psychiatric case worker, family counselor, social group worker, cottage parent, and vocational counselor? (C-res)
- 4. Make effective use of my knowledge of the nature and the function of child guidance clinics and child study homes so that in the event the child attends the community day school while undergoing study, I can work more closely with the therapeutic team? (C)
- 5. Demonstrate a sensitivity to and a working knowledge of the many facets of the institutions' organization which can serve the child's needs? (C-res)
- 6. Establish and maintain good working relationships with other professional workers such as social workers and psychological personnel? (T-18)
- 7. Synthesize and coordinate classroom practices and instruction in accordance with the general organizational structure including cottage parents, recreation leaders, and plant supervisors, always using the classroom as an integral part of the whole program? (C-res)
- 8. Make effective use of my knowledge or understanding of sources of aid services offered by non-school organizations such as courts, churches, recreational clubs, police, and welfare agencies? (T-40)
- 9. Make effective use of the provisions for the severely socially maladjusted under existing Federal, State, and local laws and regulations pertaining to education of these children? (T-48)

- 10. Make effective use of the provisions for the severely socially maladjusted under existing Federal, State, and local laws and regulations pertaining to juvenile delinquency and probation? (T-45)
- 11. Utilize the provisions available for the severely socially maladjusted under existing Federal, State, and local laws and regulations pertaining to vocational training programs? (T-65)
- 12. Cooperate with vocational rehabilitation agencies in helping the maladjusted youth toward occupational adjustment? (T-57)
- 13. Function as a member of a treatment team?
- 14. Participate in the treatment program in collaboration with clinical and cottage personnel? (C-res)
- 15. Remain free from any involvement with the parents of the child clinically treated unless this is on a planned basis decided upon by clinical conferences? (C-res)
- 16. Refer back to the clinical staff those parents whose child is in a clinical or institutional center? (C-res)
- 17. Make interpretations from reports of social workers? (T-30)
- 18. Make sensitive and perceptive observations and communicate these to other colleagues? (C-res)
- 19. Help solve the communication problems involved in integrating the various professional services? (C-res)
- 20. Keep in touch with the purposes, services, and locations of national organizations concerned with the education or general welfare of the maladjusted such as the International Council for Exceptional Children and the National Association of School Social Workers? (T-77)

Parent And Public Relations

- 1. Have a working knowledge of my own legal status and my relation to the institution or agency which is "in loco parentis" to the child? (C-res)
- 2. Interpret special educational programs for, and the problems of, maladjusted pupils to the general public, regular school personnel, and non-professional school worker? (T-37)
- 3. Interpret the meaning of educational experiences of the maladjusted to workers in other professions? (C)
- 4. Contribute to community leadership in establishing an educational program for maladjusted pupils? (T-55)
- 5. Assist parents in getting factual information from clinics and agencies so that they can better face the social and emotional problems arising from having a maladjusted child in the family? (T-34)
- 6. Work with disturbed parents without becoming personally involved? (Respond to parents in a manner that is neither morbid nor over-sentimental; respond to the total problem in an objective manner.) (C)
- 7. Work with normal children in helping them accept the maladjusted? (T-66)

The Teacher As A Person

- 1. Define and maintain my role as 'a teacher'? (C)
- 2. Serve society willingly, meeting my own needs constructively through service to others in a socially approved manner? (C)
- 3. Reveal a normal range of human contacts outside the daily task of working with problem children? (C)
- 4. Have a background of successful intimate living with youth over a period of years? (C)
- 5. Show a strong inherent interest in youth? (C)
- 6. Demonstrate faith in the ability of children to change? (C-res)
- 7. Demonstrate constantly innate tact and infinite patience to deal with the problems of maladjusted youth? (C)
- 8. Demonstrate in my own personal adjustments emotional maturity and stability, thus teaching more by example than by precept? (C)
- 9. Have a working and adjustive knowledge of my own needs, and motivations, difficulties, and emotional problems? (C-res)
- 10. Show an awareness of my own limitations and idiosyncrasies? (C)
- 11. Demonstrate freedom from a driving need to be liked by all my students? (C)
- 12. Accept negative hostile behavior? (C)
- 13. Demonstrate a high capability of absorbing all the negative hostile behavior of the student population? (C-res)
- 14. Tolerate anti-social behavior particularly when it is directed toward authority? (T-28)
- 15. Show willingness to follow through and maintain continuous contact with the problems of each child? (C)
- 16. Distinguish between the child and his behavior, rejecting behavior without rejecting the child? (C)
- 17. Work within my own limits and without personal guilt refer those problems I cannot solve to experts? (C)
- 18. Reveal good physical health and endurance? (C)
- 19. Demonstrate vitality, enthusiasm, ability to absorb strain, emotional energy and resiliency, high frustration threshold, endurance? (C-res)
- 20. Demonstrate good judgment, a sense of humor, the ability to place people and events in proper perspective, adaptability and flexibility of mind? (C)
- 21. Reveal through my daily work and social contacts the following behavior characteristics: resourcefulness, daring, creativity, rich experiences; empathy with different types of personalities, lack of vicarious satisfaction through the anti-social feelings and behavior of others; healthy curiosity; maturity, satisfaction of personal needs, freedom from distorted satisfactions; sense of proportion, warm acceptance of others, non-authoritarianism, stability, freedom from unreasonable anxieties, sensitiveness without irritability, toughness without callousness; lack of negative response to dislike, awareness, unblocked in perception, conception, expression; self-acceptance of my limits and capacities? (C-res)

SOME WAYS IN WHICH TO USE THE CHECK LIST

This check list of specialized job competencies for teachers who work with maladjusted children can be used by many different groups and for a wide variety of purposes in the improvement of the education and treatment of the emotionally-socially maladjusted.

In view of the fact that this comprehensive statement of teacher proficiencies represents a rather functional "job description," it could be used effectively by guidance personnel who are in touch with young people making occupational choices. The student who contemplates entry into the teaching world of work may find in these job behavior items a descriptive statement of the kind of special tasks, responsibilities, and duties that mark a teacher of the maladjusted from the teacher in the regular classroom.

The administrator and supervisor who are directly charged with employment of personnel and in-service training will find many uses in the check list. The kind of person as well as his specific professional equipment are described. The check list can also serve the administrator and supervisor as an observation tool. Watching the teacher at his difficult task can be a diffused and therefore profitless experience. With the aid of the check list, systematic observations can be made. Conferences based upon the observation of the teacher on the job as compared with the teacher's own self-appraisal on this inventory can be productive of much teacher growth and improvement.

Young people who have already entered a teacher-training program and who are faced with practical questions of program planning and course selection can find in the check list a device that will indicate gaps in professional preparation and work experience. In addition, the individual who contemplates working in a residential center will find in the check list those proficiencies which were noted as somewhat unique to the work demands of such a setting.

Careful and comprehensive self-appraisal is the first step in the process of professional improvement. Teachers on the job need, periodically, to inventory their own proficiencies. The check list can serve as a tool in this first step toward continuous growth and improvement.

Many special schools, classes, and institutions which enroll the socially-emotionally maladjusted strive to improve the curriculum offerings and school experiences of these children. Committees will find many concrete suggestions here.

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Improvement of programs of special education frequently must await increase of knowledge of desirable or proven practices in dealing with the maladjusted. The check list of teacher competencies itself constitutes such a research effort; it needs further research as to its reliability and validity; it may also serve as a much needed instrument in other research designs.

APPENDIX A—Office of Education Study “Qualification And Preparation of Teachers Of Exceptional Children”

This broad study on the teachers of exceptional children was undertaken by the Office of Education in collaboration with many leaders in special education from all parts of the Nation, with the special help of the Association for the Aid of Crippled Children, of New York City. It was directed by a member of the Office of Education staff, who was counseled by two committees. One was an *Office of Education Policy Committee*, whose function it was to assist the director in management and personnel aspects of the study. The other was a *National Advisory Committee* of leaders in special education from various parts of the United States; it was the function of this group to help identify the problems, to assist in the development of the design of the study, and otherwise to facilitate the project. The study also had the counsel of a number of consultants who reviewed written material and made suggestions on personnel and procedures. (A complete list of these committee members and consultants appears on pages iii-iv.)

The general purpose of the study was to learn more about the qualification, distinctive competencies, and specialized preparation needed by teachers of handicapped and gifted pupils. The term “teachers” was interpreted broadly to mean not only classroom instructors of the various types of exceptional children, but also directors and specialists in State and local school systems and professors of special education in colleges and universities. A separate study was made of the qualifications and preparation needed by teacher of children who are: (1) blind, (2) crippled, (3) deaf, (4) gifted, (5) hard of hearing, (6) mentally retarded, (7) partially seeing, (8) socially and emotionally maladjusted, (9) speech handicapped, or (10) handicapped by special health conditions such as rheumatic fever. Separate studies were also made of special education administrative and supervisory personnel in State departments of education (11), and in

central offices of local school systems (12). Still another study (13) was made of instructors in colleges and universities preparing teachers of exceptional children. Thus, incorporated into the broad project were 13 smaller studies.

Two techniques were used to gather data on the qualification and preparation needed by special education personnel. One was the use of a series of *inquiry forms*, the other was the formation of committees to submit statements describing desirable competencies. The plan of the study also provided for conferences where practical and possible.

Through the series of inquiry forms, facts and opinions were collected from superior teachers in each of the 10 areas of exceptionality listed above, as well as from directors and supervisors of special education in State and local school systems and from college instructors of special education. By means of these questionnaires, the 13 groups of special education personnel had opportunity to express their views on the distinctive skills, competencies and experiences which they consider basic for special educators. Through the inquiry forms, status information was also gathered on State certification requirements for teachers of exceptional children, and on existing teacher-education programs for the preparation of these teachers.

Through the committee technique, reports were prepared on the distinctive-competencies required by educators in areas paralleling those studied through inquiry forms. There were 13 such committees in all. The names of these members were proposed by the National Committee, and the chairmen were appointed by the Commissioner of Education. Insofar as possible, committees were composed of from 6 to 12 leading educators in their area of interest who had engaged in college teaching, had held supervisory positions in State or local school systems, and had classroom teaching experience with exceptional children.

Three major conferences on the study were called. In September 1952, private agencies interested in gifted and handicapped children met with the Office of Education staff and the National Committee. In March 1953, the Commissioner of Education called a 3-day conference of the 13 committees preparing reports on the distinctive competencies required by special educators. Working papers incorporating all data collected were presented, reviewed, and modified at a week-long work conference convened in Washington in October 1954. The occasion provided opportunity for a free exchange of views and for analysis and interpretation of data.

The findings coming from this study, *Qualification and Preparation of Teachers of Exceptional Children*, represent the opinions of approximately 2,000 people rather than the point of view of a single individual or agency. It is hoped they will contribute effectively toward the goal of increasing the number of educators competent to teach our exceptional children.

APPENDIX B—Information About The 75 Teachers Of Maladjusted Children Who Participated In The Study

THE design of the study called for 100 superior classroom teachers of socially or emotionally maladjusted children to supply facts and opinions through an extensive inquiry form. An effort was made to secure a representative sampling of superior teachers throughout the Nation by establishing a quota for each State and by providing guidelines for the selection of teachers within each State. State quotas were established with the help of the Research and Statistical Standards Branch of the U.S. Office of Education. Among the factors considered in establishing the quotas were child population and number of pupils enrolled in special education facilities for the maladjusted in the State. Guidelines for the selection of superior teachers were prepared with the help of the National Advisory Committee. They specified: (1) that teachers be currently employed as classroom teachers and that they be superior in the opinion of their supervisors; (2) that they have specialized preparation for teaching socially and emotionally maladjusted children; (3) that, insofar as possible, teachers be chosen so that about half of the number would have received their specialized professional preparation before January 1, 1946, and the other half after that date; and (4) that the selection be made as widely as possible from various types of teaching situations, such as urban and rural centers, public and private schools.

In order to obtain at least 100 completed inquiry forms from teachers who would meet the criteria set by the study, it was decided to compile a list of approximately 200 teachers. State departments of education submitted the names and addresses of only 147 teachers of socially maladjusted children. Inquiry forms were sent to all of these; 89 forms were completed and returned. Eleven respondents did not meet the criteria set forth in the guidelines and three returned their forms too late to be included. This

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left 75 inquiry forms which were considered usable by the Office of Education.

The reader may want to know something about the school situations in which the 75 participating teachers of the socially maladjusted were employed, as well as their professional training. Background information is presented here, but should be interpreted with extreme caution. It is not intended that it should have any program implications, since it was not within the scope of this project to study programs for the education of socially maladjusted children. This information is presented solely because opinions reported in this bulletin can sometimes be more accurately interpreted in the light of the school situations in which the contributing teachers were employed, the age group with which they were working, or their own professional preparation.

Table 1.—Type of School Organization in Which the 75 Participating Teachers of Socially Maladjusted Children Were Working

Type of organization	Number of teachers	Percent of teachers
Total	75	100
Teacher-counselor serving individual maladjusted children and youths, making home visits, and serving as a consultant to regular teachers.....	17	23
Classroom teacher in a special day school solely for socially maladjusted children and youths.....	17	23
Classroom teacher in a center of two or more special classes for maladjusted children and youths in a regular day school or classroom teacher of a single special class for maladjusted children and youths in a regular day school.....	22	29
Classroom teacher in a residential school for maladjusted children and youths.....	15	20
Classroom teacher in a psychiatric hospital.....	4	5

Table 2.—Chronological Age of Pupils Taught by the Participating Teachers

Age	Number of teachers	Percent of teachers
LOWER LIMIT		
Total	75	100
4-6.....	11	15
7-9.....	20	27
10-12.....	24	32
13-15.....	18	24
16 or over.....	1	1
No information.....	1	1
UPPER LIMIT		
Total	75	100
4-6.....	0	0
7-9.....	1	1
10-12.....	10	13
13-15.....	19	26
16 or over.....	44	59
No information.....	1	1
AVERAGE		
Total	75	100
4-6.....	0	0
7-9.....	6	8
10-12.....	24	32
13-15.....	31	42
16 or over.....	13	17
No information.....	1	1

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Table 3.—Specialized Preparation of Participating Teachers, by Type of Program

Program	Number of teachers	Percent of teachers
Total	75	100
Graduate.....	41	55
Undergraduate.....	19	25
Residential (no credit).....	3	4
In-service (no credit).....	3	4
No specialized preparation.....	9	12

Table 4.—Student Teaching Experience with Maladjusted Children Reported by Participating Teachers

Clock hours of student teaching	Number of teachers	Percent of teachers
Total	75	100
None.....	47	63
1-75.....	3	4
76-150.....	3	4
151-225.....	3	4
226-300.....	3	4
More than 300.....	4	5
No information.....	12	16

Table 5.—Specialized Preparation of Participating Teachers, by Time of Preparation

Time of preparation	Number of teachers	Percent of teachers
Total	75	100
Before teaching normal.....	22	29
After teaching normal.....	41	55
No information.....	12	16
Total	75	100
Before teaching maladjusted.....	24	32
Concurrently with teaching maladjusted.....	39	52
No information.....	12	16

Table 6.—Amount of Regular Classroom Teaching Experience Reported by the 75 Participating Teachers

Amount	Number of teachers	Percent of teachers
Total	75	100
None.....	4	5
1 semester, half-time student teaching.....	4	5
1 semester, full-time student teaching.....	2	3
1 year of classroom teaching.....	9	12
2 years of classroom teaching.....	2	3
3 years of classroom teaching.....	11	15
More than 3 years.....	34	45
No information.....	9	12

APPENDIX C—Additional Information On Statistical Procedures And Results

PROCEDURES USED IN ANALYZING DATA REPORTED IN TABLES 1 AND 2

EACH of the 88 competencies (knowledges and abilities) listed in table 1 was rated in two ways by the 75 participating teachers. First, they checked whether, in their judgment, each item was "very important," "important," "less important," or "not important" in their present position as a teacher of socially maladjusted and emotionally disturbed children. Second, they checked whether they considered themselves to be "good," "fair," or "not prepared" in each of these competencies.

The *average importance* of each competency was computed by multiplying the number of checks in the "very important" column by 4, those in the "important" column by 3, those in the "less important" column by 2, and those in the "not important" column by 1. The results were added together and divided by the number of checks for that particular item.

The *average proficiency* of the teachers was computed in the same way, using a numerical value of 3.96 for "good," 2.77 for "fair," and 1.59 for "not prepared." These numerical values ("converted scores") were used to make possible a comparison between the ratings of importance on a 4-point scale and the ratings of proficiency on a 3-point scale. They were derived as follows: The average rating of importance was found for all the competencies. This average was 3.21. Then, the standard deviation was found for this distribution; it was 0.84. Next, the average rating of proficiency was found for all the competencies, by assigning a value of 3 to the checks in the "good," column, 2 to those in the "fair" column, and 1 to those in the "not prepared" column. This average was 2.37. Then the standard deviation was found for this distribution; it was 0.71. This

was done so that the distance of weightings 3, 2, and 1 from 2.37 could be expressed in z-score units. The z-scores of the second distribution were equated to the corresponding z-scores of the first. For example, the z-score for 3 in the distribution of proficiency ratings was found to be $(3 - 2.37) / .71$, which equals $+ 0.89$. Using the standard deviation of the first distribution as a unit, this yields $+ 0.89 \times 0.84$, or $+ 0.75$. Adding 0.75 to 3.21, the mean of the first distribution, yields 3.96. This is the "converted score" assigned to the checks in the "good" column.

A rank order of the list of 88 competencies was determined for both the average ratings of importance and the average ratings of proficiency. Consecutive whole numbers were used for ranks even though a few of the items received identical average ratings. This was done so that the rank order number might also serve as an item identification number; it was possible because of the negligible differences between the average of any one item and the next in the list. The items have been arranged in Table 1, page 21; according to the rank order of importance; the rank order of proficiency is indicated by a rank order number in the right hand column. For example, the number 11 appears immediately opposite item 1 in the table. This item was ranked first in importance and eleventh in proficiency. Rank order numbers and the range of average ratings of the 88 competency items within each category of importance are shown below. Tables with the average rating for each competency are available upon request from the Office of Education.

Category	Range of average ratings	Rank order numbers
Very Important (3.50 or above)	3.50-3.86	1-20
Important (2.50-3.49)	2.54-3.48	21-86
Less Important (1.50-2.49)	1.90-2.39	87-88
Not Important (1.49 or under)		
Good (3.37 or above)	3.37-3.70	1-39
Fair (2.19-3.36)	2.21-3.35	40-87
Not Prepared (2.18 or under)	2.12	88

Comparison Of Opinions Of Classroom Teachers In Day Schools With All Other Teachers

The 75 inquiry forms were tabulated so that the responses of the 39 day school classroom teachers could be compared with the responses of the 36 respondents who were teaching in other settings. (See Appendix B, page 65.) The differences in opinion expressed by these two groups concerning the importance of the items listed in Table 1¹ were tested for statistical

¹ Too few teachers responded to the items in Table 3 to make such a test possible.

significance. For each item the average importance rating for the two groups was computed: $(M_1 = \frac{\sum fX_1}{N_1})$ where X_1 represents the ratings of importance of day school classroom teachers and $(M_2 = \frac{\sum fX_2}{N_2})$ where X_2 represents the ratings of importance of the remaining teachers. The estimated standard deviations of the universes of which the X_1 and X_2 scores were samples were computed $(\hat{\sigma}_1 = \sqrt{\frac{\sum fX_1^2}{N_1 - 1}}$ and $\hat{\sigma}_2 = \sqrt{\frac{\sum fX_2^2}{N_2 - 1}})$; and the estimate of the standard error of the difference between the averages was determined $(\hat{\sigma}_{M_1 - M_2} = \sqrt{\frac{\hat{\sigma}_1^2}{N_1} + \frac{\hat{\sigma}_2^2}{N_2}})$. The observed difference between the averages of the two samples $(M_1 - M_2)$ was then expressed in z-score units $(\frac{M_1 - M_2}{\hat{\sigma}_{M_1 - M_2}})$. This is termed the "critical ratio." The probability of an average difference as large as, or larger than, the observed average difference being obtained if we keep drawing samples of the same size from these groups was read from the table of the normal curve ("Proportion of Area Under the Normal Curve Lying More Than a Specified Number of Standard Deviations $(\frac{x}{\sigma})$ from the Mean").

No differences were found between the opinions of the two groups on any competency in Table 1 which had a probability of occurrence of 0.01 or less. The raw data, tabulated according to the foregoing categories, are on file in the Office of Education.

Covariation Between Ratings Of Importance And Ratings Of Proficiency

The hypothesis that teachers tended to rate themselves most proficient on those competencies which they also rated most important, and less proficient on those they rated less important, was tested statistically. Because resources for a complete analysis of all the data were not available, and because a complete analysis did not seem necessary, a random sample of 10 competency items was drawn from the list of 88. For each of these items, a "scatter diagram" or "contingency table" was prepared, with the ratings of importance on the X-axis and the proficiency ratings on the Y-axis. The coefficient of contingency for the table was then computed. Where necessary, adjacent categories of importance ratings were combined, in order to avoid low-frequency intervals (the marginal frequency in any row or column was never allowed to fall below 15). This was desirable in order to obtain a fair and stable value of the contingency coefficient.

Most of the contingency coefficients were computed from 2 x 2 tables, though several were computed from 2 x 3, and one from a 3 x 3 table.

The statistical significance of each contingency coefficient was computed using the chi-square technique, with $(s - 1)(t - 1)$ degrees of freedom, where s = number of intervals on the X-axis, and t = number of intervals on the Y-axis.

For each contingency table, there was computed not only the actual value of C , but also the maximum value of C obtainable from the set of marginal frequencies characterizing the particular contingency table. This maximum was computed by inserting in one (or more) of the cells of the table the highest possible number consonant with the marginal frequencies and a positive relation between X and Y . Because of the small number of degrees of freedom, the numbers to be inserted in the remaining cells of the table were readily determined by reference to the marginal frequencies and the figures in the cell (or cells) already containing the maximum entry. The coefficient of contingency of the table, thus constructed, was calculated in the usual manner. This maximum coefficient of contingency provides a useful reference-value for the evaluation of the contingency coefficient calculated from the original or empirical table.

The median coefficient of contingency on the 10 items was 0.28, with a range from 0.12 to 0.46 in a situation where the median maximum possible value would be 0.66 with a range from 0.48 to 0.76.

Statistical Significance Of Differences Between Average Ratings Of Importance And Average Ratings Of Proficiency

To determine the statistical significance of the difference between the average importance rating and the average self-competence rating on an item, the procedure employed was as follows: The difference between the ratings on importance and proficiency ("converted scores") for each teacher was determined ($I_1 - P_1$ through $I_{75} - P_{75}$, where the subscripts 1 through 75 represent the individual teachers answering the question). The average difference between the ratings for all teachers was calculated $\left(\frac{\sum D}{N}\right)$; the standard deviation $\left(\sqrt{\frac{\sum D^2}{N} - (M_D)^2}\right)$ and the standard error of the average of the differences $\left(\frac{\sigma_D}{\sqrt{N}}\right)$ were computed; the average difference was expressed in z-score units $\left(\frac{M_D}{\sigma_{M_D}}\right)$ (this is the "critical ratio"). The probability of obtaining a difference as large as, or larger than, the observed difference if we continued to take samples of the same size was

read from the appropriate table of probabilities. (Reference: Quinn McNemar, *Psychological Statistics*, pages 73-75). Differences were considered to be significant if the probability of occurrence was 0.01 or less.

In the procedure described above, only *paired* ratings were employed; thus, if a teacher rated an item for importance, but failed to make a proficiency rating for the item, it was impossible to determine the difference between importance and proficiency of that teacher for that item. The teacher's response to this item was therefore not usable in this calculation. It should be pointed out that *all* teachers' ratings were used in obtaining both the averages for importance and for proficiency on which the ranks in table 1 are based.

In the case of items for which the difference between the average importance rating and the average proficiency rating (converted scores) was less than 0.20, no test of statistical significance was employed. It was considered that differences smaller than 0.20 were too small to have any practical significance. Of those items tested, 27 showed a statistically significant difference between ratings of importance and proficiency. These are indicated in Table 1, page 21, by the symbol "sd" in the right-hand column, and are discussed on page 31.

PROCEDURES USED IN ANALYZING DATA REPORTED IN TABLE 3

The 75 teachers rated the relative importance of each of 18 experiences by checking whether, in their judgment, it was "very important," "important," "less important," or "not important" to include the experience in the specialized preparation of teachers of socially and emotionally maladjusted children. The average importance of each experience was computed by multiplying the number of checks in the "very important" column by 4, those in the "important" column by 3, those in the "less important" column by 2, and those in the "not important" column by 1. The results were added together and divided by the number of checks for that particular item.

A rank order of the list of experiences was then determined on the basis of these average ratings of importance. The items have been arranged in Table 3 according to this rank order of importance. The rank order numbers and range of average ratings within each category of importance are shown below. Tables with the average rating for each experience are available upon request from the Office of Education.

Category	Range of average ratings	Rank order numbers
Very important (3.50 or above)	—	—
Important (2.50–3.49)	2.68–3.46	1–18
Less important (1.50–2.49)	—	—
Not important (1.49 or under)	—	—

ADDITIONAL INFORMATION ON PROFESSIONAL PREPARATION

Opinions on the amount of teaching experience with normal children that is "minimal," "desirable," and "ideal" for a teacher of maladjusted children have been grouped in Table 4, page 40, to show the percent choosing either "none," "student teaching only," "one to three years of regular teaching." Actually several choices were given the respondents within the category of student teaching and regular teaching. Table 7, page 77, shows the wide range of opinions expressed by the participants.

The opinions reported in Graph 1, page 41, indicated the *median* number of clock hours of student teaching of maladjusted children needed by teacher-candidates with regular classroom experience and by teacher-candidates with only student teaching experience with normal children. The detailed information in Table 8, page 78, is presented so that the reader may note the wide range of opinions expressed by the participants.

PROCEDURES USED IN ANALYZING DATA REPORTED IN GRAPH 2 AND TABLE 9

The differences between the percent of "yes" (satisfied) responses of State personnel and of local personnel to the various questions in Graph 2 were tested for statistical significance. For the items tested, the "yes" responses in each of the two groups were expressed as a percent of all responses in the group (i.e., the "yes" responses of the State personnel to an item were expressed as a percent, p_1 , of all responses of State personnel to that item, and the "yes" responses of local personnel to the same item were expressed as a percent, p_2 , of all responses of local personnel to that item). The standard errors of the percentages (p_1 and p_2) were computed by the formulas,

$\sigma_{p_1} = \sqrt{\frac{p_1 q_1}{N_1}}$ and $\sigma_{p_2} = \sqrt{\frac{p_2 q_2}{N_2}}$. In these formulas, $q_1 = 1 - p_1$ and $q_2 = 1 - p_2$. The standard error of the difference between the two percent-

ages was determined by the formula, $\sigma_{p_1 - p_2} = \sqrt{\sigma^2_{p_1} + \sigma^2_{p_2}}$. The observed difference between the percentages ($p_1 - p_2$) was expressed in

$$\text{z-score units } \left(\frac{X}{\sigma} = \frac{p_1 - p_2}{\sigma_{p_1 - p_2}} \right)$$

The probability of obtaining a difference as large as or larger than, the observed difference if we continued to take samples of the same size was read from the appropriate table. Differences were considered to be significant if the probability of occurrence was 0.01 or less.

Graph 2, page 43, is based solely on the "yes" replies of State and local personnel; the percent "yes," "no," and "undecided" replies are shown in table 9, page 79. Also reported in this table are the average and range of positive, negative, and undecided responses.

Table 7.—Amount of Classroom Teaching Experience with Normal Children Needed by Those Preparing to Teach Maladjusted Pupils

Teaching experience with normal children	Percent ¹ of personnel checking each amount		
	Teachers	State	Local
MINIMAL:			
None.....	4	11	9
1 semester, half-time student teaching.....	25	19	32
1 semester, full-time student teaching.....	10	16	15
1 year of classroom teaching.....	25	43	28
2 years of classroom teaching.....	6	3	7
3 years of classroom teaching.....	25	8	7
More than 3 years.....	4		2
Number answering ²	51	37	46
DESIRABLE:			
None.....			
1 semester, half-time student teaching.....	5	3	
1 semester, full-time student teaching.....	21	8	22
1 year of classroom teaching.....	23	31	33
2 years of classroom teaching.....	39	50	31
3 years of classroom teaching.....	12	5	12
More than 3 years.....		3	2
Number answering ²	43	36	42
IDEAL:			
None.....			
1 semester, half-time student teaching.....	5		2
1 semester, full-time student teaching.....			5
1 year of classroom teaching.....	21	6	18
2 years of classroom teaching.....	15	23	27
3 years of classroom teaching.....	54	63	43
More than 3 years.....	5	8	5
Number answering ²	39	35	44

¹ Percents are based on the number answering in each category. Because of rounding off, unit percents do not always add to 100.

² The total number of special education personnel who answered this question were as follows: 67 teachers, 40 State directors and specialists, and 55 local directors and supervisors. All of these respondents had some responsibility for the education of maladjusted children.

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Table 8.—Number of Clock Hours of Student Teaching with Maladjusted Children Needed by Those Preparing to Teach in This Area

Clock hours	Percent ¹ of personnel checking each amount needed by teacher-candidates with regular classroom experience with normal children			Percent ¹ of personnel checking each amount needed by teacher-candidates with only student teaching of normal children		
	Teachers	State	Local	Teachers	State	Local
1	2	3	4	5	6	7
MINIMAL:						
None	26	13	5	13	3	
1-75	34	39	48	20	26	16
76-150	26	21	36	28	35	64
151-225	6	16	9	28	18	9
226-300	8	8	2	11	12	11
Over 300		3			6	
Number answering ²	47	38	44	46	34	45
DESIRABLE:						
None	2					
1-75	32	17	6	3	7	
76-150	23	26	27	42	13	14
151-225	32	37	51	29	47	58
226-300	9	9	16	21	23	26
Over 300	2	11		5	10	2
Number answering ²	44	35	49	38	30	43
IDEAL:						
None						
1-75	7		5			
76-150	34	16	3	2	9	
151-225	20	16	41	27	16	18
226-300	39	55	51	61	60	69
Over 300		13		10	16	13
Number answering ²	41	31	39	41	25	39

¹ Percent are based on the number answering in each category. Because of rounding off, unit percents may not add to 100.

² The total number of special education personnel who answered this question were as follows: 60 teachers, 41 State directors and specialists, 57 local directors and supervisors. All of these respondents had some responsibility for the education of maladjusted children.

Table 9.—Evaluation of the Professional Preparation of Recently Prepared Teachers of Maladjusted Children

Question	Percent checking, by type of personnel					
	State ¹			Local ¹		
	Yes	No	Unde- cided	Yes	No	Unde- cided
1	2	3	4	5	6	7
Average	34	37	30	51	27	22
Range	12-55	13-55	18-46	35-69	15-42	10-35
Do recently prepared teachers in your school system have adequate understanding, preparation, and/or experience in—						
1. Basic orientation to the education of various types of exceptional children?	40	36	24	42	36	22
2. Basic principles of child growth and development?	46	36	18	67	16	17
3. Planning a curriculum suited to the individual needs and group needs of the pupils?	32	26	42	69	21	10
4. Ascertaining and teaching at the appropriate developmental levels of their pupils?	55	13	32	52	15	33
5. Planning with groups of pupils so each child participates according to his ability?	36	18	46	62	17	21
6. Applying teaching methods used in their specialized area?	41 ²	34	25	64	19	17
7. Applying teaching aids used in their specialized area?	41 ²	34	25	63	21	16
8. Supervised student-teaching and observation in their specialized area?	24	50	26	35	41	24
9. Developing and interpreting educational records	36	36	28	45	31	24
10. Interpreting educational and psychological reports and case histories?	26 ³	46	28	46	32	22
11. Making use of medical reports?	26 ³	46	28	40	25	35
12. Group intelligence and achievement testing?	46	30	24	59	27	14

Table 9.—Evaluation of the Professional Preparation of Recently Prepared Teachers of Maladjusted Children—Continued

Question	Percent checking, by type of personnel					
	State ¹			Local ¹		
	Yes	No	Unde- cided	Yes	No	Unde- cided
1	2	3	4	5	6	7
13. Identifying causes of social and emotional maladjustment?.....	12	55	33	47	33	20
14. Agencies concerned with socially maladjusted children and how to secure their services?.....	22	47	31	40	28	32
15. Services provided for socially maladjusted children by speech, psychological, medical and other clinics?	26	42	32	45	33	22
16. Classroom teaching with so-called normal children?.....	36	40	24	42	42	16

¹ A total of 87 special educators with some responsibility for the education of maladjusted children gave opinions: 35 directors and specialists in State departments and 52 directors and supervisors in local school systems.

² Questions 6 and 7 and questions 10 and 11 were combined on the inquiry form sent to State department personnel. Their replies have been used twice to afford comparison with the replies of local personnel. However, each of these was used only once in computing the average of the yes, no, and undecided responses.

APPENDIX D—Excerpts from Inquiry Forms

I. EXCERPTS FROM INQUIRY FORM FILLED OUT BY TEACHERS OF CHILDREN WHO ARE SOCIALLY AND EMOTIONALLY MALADJUSTED THE OFFICE OF EDUCATION STUDY

"Qualifications and Preparation of Teachers of Exceptional Children"

INQUIRY FORM EXC-4H: For Teachers of Children with
Severe Social Maladjustments
and/or Emotional Disturbances

Miss
Mrs.

- 1.1 Your name Mr..... Date.....
- 1.2 Your mailing address.....
City (or Post Office)..... State.....
- 1.3 Name and address of school in which you teach.....
.....
- 1.4 Indicate the type of position which you hold by checking ONE of the following:
..... Teacher-counselor serving individual maladjusted children and youth,
making home visits, and serving as consultant to regular classroom teachers.
..... Classroom teacher in a special *day school* solely for maladjusted children
and youth.
..... Classroom teacher in a center of two or more *special classes* for maladjusted
children and youth in a regular day school.
..... Classroom teacher of a *single special class* for maladjusted children and
youth in a regular day school.
..... Classroom teacher in a *residential school* for maladjusted children and youth.
..... *Other (specify):*
- 1.5 Indicate by filling in the blanks:
..... Total number of pupils in *your class* (or on *your roll*—if applicable).
..... Number who are girls.
..... Number who are boys.

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IN PUBLISHED REPORTS, OPINIONS EXPRESSED THROUGH THIS INQUIRY WILL NOT BE IDENTIFIABLE WITH THE NAMES OF THE PERSONS COMPLETING THE FORM

1.6 Give the approximate lower and upper chronological age limits and the average C.A. of the group of maladjusted children that you teach by placing a *circle* around THREE of the following:

3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

1.7 Have you had *specialized* preparation in the education of the maladjusted (as defined in the footnote on page 3)?..... Yes..... No.....

If "yes," indicate the plan by which you received the *major* part of this specialized preparation.

(Place *ONE* check in the appropriate square in the table below

AND

If you have had *additional* preparation by other plans, indicate this by placing X's in *ONE* or *MORE* of the appropriate squares.)

Type of Program		Prior to on-the-job teaching experience with so-called normal children		After on-the-job experience with so-called normal children	
		Prior to teaching maladjusted children	Concurrently with teaching maladjusted children	Prior to teaching maladjusted children	Concurrently with teaching maladjusted children
Program offered at:	Level:				
An accredited college or university which consisted largely of work taken during the regular academic year	Undergraduate				
	Graduate				
An accredited college or university which consisted largely of summer sessions and extension courses	Undergraduate				
	Graduate				
A residential school for the maladjusted independent of a degree-granting institution (therefore without college credit)					

Other (Specify):

AND

¹ An accredited college or university is defined by the Division of Higher Education, Office of Education, as an institution certified by the American Association of Colleges for Teacher Education, or by one of the regional Associations of Colleges and Secondary Schools.

Indicate the period in which you took the *major* part of this specialized preparation by checking ONE of the following:

..... Prior to December 31, 1945 Since January 1, 1946

AND

List the courses (including clinical practice and student-teaching) which made up your *specialized* preparation. Attach list if you wish.

3. In your present position as a teacher of socially and emotionally maladjusted children, how important is it that you have the following competencies?

(Check ONE of the four columns on the *left* for each item.)

AND

How do you rate your competency at each of the items listed?

(Check ONE of the three columns on the *right* for each item.)

Very important	Important	Less important	Not important	Item ¹	Good	Fair	Not Prepared
				<p><i>A knowledge and/or understanding of:</i></p> <p>3.1 the education and psychology of the various types of exceptional children.</p> <p>3.2 the basic human physical and psychological needs.</p> <p>3.3 differences between normal and abnormal behavior at various age levels.</p> <p>3.4 causes of such behavior as temper tantrums, stealing, enuresis and nail biting.</p> <p>3.5 adjustment (defense) mechanisms, such as projection, rationalisation, compensation.</p> <p><i>The ability:</i></p> <p>3.83 to establish and maintain good working relationships with other professional workers such as social workers and psychological personnel.</p> <p>3.84 to help parents get factual information from clinics and agencies so that they can better face the social and emotional problems arising from having a maladjusted child in the family.</p> <p>3.85 to interpret special educational programs for, and the problems of, maladjusted pupils to the general public, regular school personnel, and non-professional school workers.</p> <p>3.86 to work with normal children in helping them accept the maladjusted.</p> <p>3.87 to cooperate with vocational rehabilitation agencies in helping the maladjusted youth toward occupational adjustment.</p> <p>3.88 to tolerate anti-social behavior particularly when it is directed toward authority.</p> <p>[List incomplete, See Table 1, page ...]</p>			

¹ All of the items which appear in Table 1 were included in this question although not in the same order.

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5. Do you consider the following experiences "very important," "important," "less important," or "not important" in the specialized preparation of teachers of the maladjusted?

(Check ONE of the four columns on the left for each item.)

Very important	Important	Less important	Not important	Item
				5.1 Supervised student-teaching of so-called normal children.
				5.2 Student-observation (without active participation) of teaching of the maladjusted.
				<i>Supervised student-teaching of maladjusted children—</i>
				5.3 at the elementary level.
				5.4 at the secondary level.
				5.5 in special day classes or schools.
				5.6 in residential schools.
				<i>Planned observation—</i>
				5.7 of multi-professional case conferences (held by representatives from such fields as social welfare, psychiatry, psychology, and education) to study and make recommendations on individual maladjusted pupils.
				5.8 of conferences of on-the-job teachers of the maladjusted on pupil placement, curriculum development and child study.
				5.9 of police, parole, and judicial services concerned with the severely maladjusted.
				5.10 in child-study clinics.
				5.11 in rehabilitation centers for the maladjusted.
				5.12 Visits to the homes of maladjusted pupils in the company of supervising teachers.
				5.13 Clinical experience in diagnosing ability, achievement, interests, and aptitudes of the maladjusted.
				5.14 Experiences in developing case reports of maladjusted pupils from first-hand study of individual pupils.
				5.15 Experiences in developing, interpreting individual educational records of maladjusted pupils.
				5.16 Experiences in interpreting psychological reports on maladjusted pupils.
				5.17 Clinical experience in counseling maladjusted pupils on an individual basis.
				5.18 Field trips throughout the community to discover and analyze how best to use available resources for the maladjusted.

6. Are there *personal* characteristics needed by teachers of maladjusted children which are different in *degree or kind* from those needed by teachers of so-called normal children?..... Yes..... No.....

If your answer is "yes," please list and comment. (Attach an additional page if necessary.)

11. Indicate (1) the amount of *successful classroom teaching* of so-called NORMAL children which you believe should be *minimal, desirable, and ideal prerequisites* for a teacher of the maladjusted, and (2) the amount of *teaching* of so-called normal children which you have had.

11. (continued)

(Place ONE check in each column on the *right* opposite the appropriate amount.)

Amount of Teaching of So-called NORMAL Children as a PREREQUISITE for Teaching the Maladjusted	Mini- mal	Desir- able	Ideal	Amount which you have had
No teaching of normal children				
At least one semester of half-time student-teaching with normal children (or equivalent)				
At least one semester of full-time student-teaching with normal children (or equivalent)				
At least one year of on-the-job classroom teaching with normal children				
At least two years of on-the-job classroom teaching with normal children				
At least three years of on-the-job classroom teaching with normal children				
Other (Specify):				

12. Indicate (1) the amount of *student-teaching* with maladjusted children that you believe should be *minimal*, *desirable* and *ideal* prerequisites for a teacher of the maladjusted, and (2) the amount of *student-teaching* of maladjusted children which you have had.

(Place ONE check in each column on the *right* opposite the appropriate amount.)

Amount of student-teaching of the maladjusted needed as a <i>prerequisite</i> for on-the-job teaching of the maladjusted	For experienced regular classroom teachers			For teacher-candidates with only student-teaching of so-called normal children			Amount which you have had
	Mini- mal	Desir- able	Ideal	Mini- mal	Desir- able	Ideal	
No student-teaching of maladjusted children							
1-75 clock hours ^a							
76-150 clock hours							
151-225 clock hours							
226-300 clock hours							
Other (Specify):							

^a One Semester hour = 15 clock hours.
 One Quarter hour = 10 clock hours.
 One Academic Year = 450 clock hours.

II. EXCERPTS FROM INQUIRY FORMS FILLED OUT BY DIRECTORS AND SPECIALISTS IN STATE DEPARTMENTS OF EDUCATION AND BY DIRECTORS AND SUPERVISORS IN LOCAL SCHOOL SYSTEMS

THE OFFICE OF EDUCATION STUDY

"Qualifications and Preparation of Teachers of Exceptional Children"

INQUIRY FORM EXC-1: For Special Education Personnel (including Directors, Supervisors, Consultants, and Coordinators) in State Education Departments.

INQUIRY FORM EXC-3: For Directors, Coordinators, Consultants, and Supervisors of Special Education in Local School Systems.

Miss
Mrs.

- 1.1 Your name Mr. Date
- 1.2 Your business address
City (or Post Office) State
- 1.3 Your official title

(Specify—Director of Special Education, etc.)

- 1.4 In which area or areas of Special Education do you have responsibility?
(Check as many as are applicable.)

- | | | |
|-----------------------------|-------------------------|--|
| Blind | Gifted | Socially Maladjusted ¹ |
| Crippled ¹ | Hard of Hearing | Special Health Problems ² |
| Deaf | Mentally Retarded | Speech Defective |
| | Partially Seeing | |

Throughout the inquiry form:

- ¹ The term "crippled" includes the cerebral palsied.
- ² The term "socially maladjusted" includes the emotionally disturbed.
- ³ The term "special health problems" includes children with cardiac conditions, tuberculosis, epilepsy, and below-par conditions.

IN PUBLISHED REPORTS, OPINIONS EXPRESSED THROUGH THIS INQUIRY FORM WILL NOT BE IDENTIFIABLE WITH THE NAMES OF THE PERSONS COMPLETING THE FORM.

4. (Completed by State Personnel only)

How do you evaluate, in general, the professional preparation of "teachers of exceptional children" employed in your State who, within the last five years, have completed a sequence of courses of specialized preparation?⁴

(Answer the following questions by placing +, 0, or - in the respective columns for each area you complete, according to the following key.)

+ = yes
 0 = uncertain or undecided
 - = no

Item	Blind	Crippled	Deaf	Gifted	Hard of Hearing	Mentally Retarded	Partially Seeing	Socially Mal-adjusted	Special Health Problems	Speech Defective
Do these teachers have adequate preparation—										
4.3 in developing and interpreting educational records?										
4.4 in interpreting psychological and medical reports?										
4.5 in diagnosing causes of social and emotional maladjustments?										
4.6 in group intelligence and achievement testing?										
Do these teachers have an adequate understanding—										
4.7 of the basic principles of child growth and development?										
4.8 of methods and teaching aids used in their specialized area, and how to apply these to their teaching?										
4.9 of the relationship between general and special education?										
4.10 Do these teachers have the ability to plan with groups of pupils so as to provide for group participation according to each child's abilities?										
4.11 Do these teachers have the ability to plan a curriculum suited to the individual and group needs of their pupils?										

⁴The definition of a "sequence of courses" which appears on page 5 of the 1949 publication "Opportunities for the Preparation of Teachers of Exceptional Children" (a cooperative study sponsored by the National Society for Crippled Children and the United States Office of Education) has been adopted for use throughout this study. A "sequence of courses" involves 9 to 12 semester hours made up of (1) a study of the characteristics of the particular condition under consideration, (2) a study of teaching methods and curriculum adjustment, and (3) observation and student-teaching in the specialized area.

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4. (Completed by State Personnel only)—continued

Item	Blind	Crippled	Deaf	Gifted	Hard of Hearing	Mentally Re- tarded	Partially Seeing	Socially Mal- adjusted	Special Health Problems	Speech Defective
4.12 Do these teachers, upon gradu- ating, have a working knowledge about agencies concerned with exceptional children, the services they offer, and how to secure these services?										
4.13 Are these teachers, upon gradu- ating, sufficiently familiar with the services provided for excep- tional children by speech, psy- chological, and medical clinics, and so on?										
4.14 Do these teachers have an ade- quate basic orientation to the education of various types of ex- ceptional children?										
4.18 Are these teachers able to as- certain and to teach at the ap- propriate developmental levels of their pupils?										

4. (Completed by Local Personnel Only)

How do you evaluate, in general, the professional preparation of "teachers of ex-
ceptional children" employed in your school system who, within the last seven years,
have completed a sequence of specialized preparation⁸ leading to initial certification
or approval?

(Answer the following questions for the areas in which you have responsibility by
placing +, 0, or - in the respective columns for each area you complete, according
to the following key:

+ = yes 0 = uncertain, undecided or no clear trend (half and half) - = no
--

⁸ A sequence of specialized preparation involves three courses or at least 9 to 12 semester hours made up of (1) a study of the characteristics (physical, mental, and emotional) of the particular condition under consideration; (2) a study of the teaching methods and curriculum adjustments needed; and (3) observation and student-teaching in the specialized area. This definition appears on page 5 of the 1949 publication, "Opportunities for the Preparation of Teachers of Exceptional Children," (a cooperative study sponsored by the National Society for Crippled Children and Adults, Inc., and the United States Office of Education) and has been adopted for use throughout this study.

4 (Completed by Local Personnel Only)—Continued

ITEM	Blind	Crippled	Deaf	Gifted	Hard of Hearing	Mentally Retarded	Partially Seeing	Socially Mal-adjusted	Special Health Problems	Speech Defective
Do these teachers have adequate preparation—										
4.3 in developing and interpreting educational records?										
4.4 in interpreting educational and psychological reports and case histories or records?										
4.5 In making use of medical reports?										
4.6 in identifying causes of social and emotional maladjustments?										
4.7 in group intelligence and achievement testing?										
Do these teachers have an adequate understanding—										
4.8 of the basic principles of child growth and development?										
4.9 of teaching methods used in their specialized area, and how to apply these to their teaching?										
4.10 of the teaching aids and equipment used in their specialized areas and how to apply these to their teaching?										
4.11 Do these teachers have the ability to plan with groups of pupils so as to provide for group participation according to each child's abilities?										
4.12 Do these teachers have the ability to plan a curriculum suited to the individual and group needs of their pupils?										
4.13 Do these teachers, upon graduation, have an adequate working knowledge about agencies concerned with exceptional children, the services they offer, and how to secure these services, when they enter the field?										
4.14 Do these teachers, upon graduation, have sufficient familiarity with services provided for exceptional children by speech, medical, psychological, and other clinics?										
4.15 Do these teachers have an adequate basic orientation to the education of various types of exceptional children?										
4.17 Do these teachers tend to teach at an appropriate level and not above or below the developmental levels of their pupils?										

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5. (Completed by State and Local Personnel)

Please complete the following table:

ITEM	Blind	Crippled	Deaf	Gifted	Hard of Hearing	Mentally Retarded	Partially Seeing	Socially Maladjusted	Special Health Problems	Speech Defective
<p>5.1 Indicate the amount of successful classroom teaching with so-called normal children that you believe should be MINIMAL, DESIRABLE and IDEAL prerequisites for a special education teacher-candidate.</p> <p>Answer by areas, by placing three letters (M, D, and I) in each column you complete, according to the following key:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>M = minimal D = desirable I = ideal</p> </div>										
5.11 No teaching of normal children.....										
5.12 At least one semester of half-time student-teaching with normal children (or equivalent).....										
5.13 At least one semester of full-time student-teaching with normal children (or equivalent).....										
5.14 At least one year of on-the-job classroom teaching with normal children.....										
5.15 At least two years of on-the-job classroom teaching with normal children.....										
5.16 At least three years of on-the-job classroom teaching with normal children.....										
5.17 Other (specify):										
<p>5.2 Indicate the amount of student-teaching with exceptional children which you believe should be MINIMAL, DESIRABLE, and IDEAL prerequisites for a special education teacher-candidate who is a successful regular classroom teacher. (Use the M, D, and I key as in item 5.1)</p> <p>No student-teaching in the specialized area.....</p> <p>1-75 clock hours *.....</p>										

* One semester hour=15 clock hours.
One quarter hour=10 clock hours.
One academic year=450 clock hours.

5. (Completed by State and Local Personnel)—continued
Please complete the following table:

ITEM	Blind	Crippled	Deaf	Gifted	Hard of Hearing	Mentally Re-tarded	Partially Seeing	Socially Mal-adjusted	Special Health Problems	Speech Defective
76-150 clock hours.....										
151-225 clock hours.....										
226-300 clock hours.....										
Other (specify):										
5.3 Indicate the amount of student-teaching with exceptional children which you believe should be MINIMAL, DESIRABLE, and IDEAL prerequisites for a special education teacher-candidate who has only student-teaching with normal children. (Use the M, D, and I key as in item 5.1.)										
No student-teaching in the specialized area.....										
1-75 clock hours.....										
76-150 clock hours.....										
151-225 clock hours.....										
226-330 clock hours.....										
Other (specify):										

6. (Completed by State and Local Personnel)

Below are the qualifications of six candidates for positions as teachers of exceptional children. In your opinion which TWO would be the most likely to succeed. (Assume the personality and physical characteristics of the candidates and the calibre of professional preparation to be comparable.)

Answer, by areas, by placing two "M's" in each column you complete, according to the following key:

M — Most likely to succeed.

(We realize the items below are not easy to analyse, but your reaction to this question is extremely important, so please give the items your best consideration.)

ITEM	Blind	Crippled	Deaf	Gifted	Hard of Hearing	Mentally Re-tarded	Partially Seeing	Socially Mal-adjusted	Special Health Problems	Speech Defective
CANDIDATE A: A four-year undergraduate program completed of specialized preparation (including student-teaching with normal and exceptional children) but without on-the-job teaching experience with normal or exceptional children.....										

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6. (Completed by State and Local Personnel)—continued

ITEM	Blind	Crippled	Deaf	Gifted	Hard of Hearing	Mentally Re- tarded	Partially Seeing	Socially Mal- adjusted	Special Health Problems	Speech Defective
<i>CANDIDATE B: A one-year graduate program completed of specialized preparation (including student-teaching in the specialized area) immediately following the completion of a bachelor's program in general teacher education, but without on-the-job teaching experience with normal or exceptional children</i>										
<i>CANDIDATE C: A one-year graduate program completed of specialized preparation (including student-teaching in the specialized area), for experienced regular classroom teachers holding a bachelor's degree in general teacher education, and with on-the-job teaching experience with normal children only</i>										
<i>CANDIDATE D: No-specialized teacher preparation but holding a bachelor's degree in general teacher education; no teaching experience with exceptional children, but having teaching experience with normal children</i>										
<i>CANDIDATE E: No specialized teacher preparation but holding a bachelor's degree in general teacher education (including student-teaching with normal children), but without on-the-job teaching experience with normal or exceptional children</i>										
<i>CANDIDATE F: No specialized teacher preparation at a college or university but holding a bachelor's degree in general teacher education; and with on-the-job teaching experience both with normal and with exceptional children in the specialized area</i>										