High School Self-Contained Classroom: A Program Description

Dennis Downey
Eastern Illinois University

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HIGH SCHOOL SELF-CONTAINED
CLASSROOM: A PROGRAM DESCRIPTION
(TITLE)

BY

DENNIS DOWNEY

FIELD STUDY
SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
SPECIALIST IN EDUCATION
IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1980
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
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DEPARTMENT HEAD
HIGH SCHOOL FRESHMAN
SELF-CONTAINED CLASSROOM:
A PROGRAM DESCRIPTION

BY

DENNIS DOWNEY
B. A., Millikin University, 1966
M. A., Eastern Illinois University, 1972

ABSTRACT OF A FIELD STUDY

Submitted in partial fulfillment of the requirements
for the degree of Specialist in Education at the Graduate School
of Eastern Illinois University

CHARLESTON, ILLINOIS
The purpose of this field study is the description of a program involving a self-contained classroom for those freshmen entering high school who exhibit difficulty in adjusting to the high school setting. The program seeks to aid these students in developing confidence in themselves and their decisions, improving or altering negative self-concepts, encouraging feelings of accomplishment and satisfaction in participating in high school activities, enhancing relationships with others, and emphasizing successes in the academic area.

Chapter one examines the major problem areas facing students as they make the transition from the junior high to the senior high school. A major goal of the program, as stated in the needs assessment rationale, is the provision of an atmosphere whereby the student may develop more positive feelings of adequacy and self-worth as well as the realization of academic accomplishment. Included in the objectives rationale are developmental learner objectives whose aims are to facilitate the acquisition of feelings of adequacy and self-worth. Additionally, program objectives are outlined.

The second chapter details a description of the program in terms of duration, scheduling of students, selection process, grading, and areas of instruction. Also, a discussion of the characteristics that may be exhibited by a
student to be selected for the program is provided. Since the self-contained classroom is designed to be staffed by a certified teacher and an instructional aide, a complete job description for each is provided in the field study. Concluding chapter two is an analysis of the physical needs of the program.

The final chapter examines the process of evaluating the self-contained classroom program. Methods for both student and program evaluation are presented as well as a listing of the sources of data that will be used in the process.

Since the self-contained classroom is designed to provide instruction in language arts, geography, math, and general studies, course descriptions and outlines are contained in an appendix. The general studies is unique only to the self-contained classroom and will explore, use, and integrate a variety of skills that would assist the student in making the transition to the high school setting.

A self-concept rating scale used in the assessment process for selection, parent permission form, teacher referral form, a checklist for evaluation purposes, and a parent evaluation form are included in additional appendixes. A bibliography containing source material on innovative programs and self-concept building concludes the study.
HIGH SCHOOL FRESHMAN SELF-CONTAINED CLASSROOM: A PROGRAM DESCRIPTION

by

Dennis Downey
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INTRODUCTION

The transition from junior to senior high school can present an overwhelming adjustment problem for some adolescents. While some of these problems evolve from the character of the high school itself, other problems originate from the adolescent's own developing feelings of adequacy and self-worth. Although schools do offer counseling services for students who exhibit these adjustment problems, they may also need to offer program services that assist students in making the transition from a junior high school to a secondary school setting.

Problems facing students who enter the secondary schools fall into four major categories. The first involves the student's own awareness of himself emotionally, socially, intellectually, and physically. Schools should offer programs that will aid the development of stable self-images in those students entering high school who may be so involved in their psychological, emotional, and social needs that the cognitive aspects of the school setting is lost.

The second problem area revolves around the development of ways of relating to other people in the high school.
By the time a student reaches high school, he begins to develop more of an interest in peer relationships and less of an interest in the teacher as an authority figure. Relating to other people may be retarded if the adolescent's awareness of himself is not positive and wholesome. Those adolescents who feel alienated upon entering high school may profit from learning experiences that can be modified from the traditional curricula offered.

The third problem area involves the changes in the relationship between the teacher and the student. As adolescents begin to develop their own feelings of independence, they are faced with a need for teachers to understand these feelings, and they must develop an understanding of the teacher's attitude toward them. The appeal for status becomes important to high school students, and, consequently, teachers need to find ways and methods that will provide status-producing experiences. Conventional classroom approaches may not include situations that show genuine respect for students as individuals, and they may in turn, reject the learning experiences.

The final problem facing students entering the high school involves motivation, communication, curricula areas, and methods of the teaching-learning environment. Students with little positive self-concept development may face a difficult task in assuming responsibility for their own motivation and readiness for learning. Smaller groups and
individualized instruction can help in the motivation of students and promote a more effective learning environment. The communication process is an all-important one in the classroom that can be negated if there is little understanding of the fact that adolescents bring their own fears, frustrations, and expectations to the process. Differing techniques, methods, and materials may help create a teaching-learning situation that encompasses an effective communication link.

These problems that accompany the adolescent moving from the junior to senior high school can be overwhelming. Schools must be prepared to offer programs which may be out of the realm of the conventional that will help students face and hopefully, conquer these problems. The alternative may be failure of the school to help a student reach his/her potential, an increasing drop out rate, and/or discipline problems.

PROPOSAL

The aim of this proposal is the institution of a self-contained classroom designed for freshmen entering a high school in Decatur Public School District #61. The program is not designed to duplicate, replace, or compete with any existing programs available within the school district or any individual building. These existing programs include special education classes at the senior high school level,
learning disabilities services which at the high school level involves a resource function, or the secondary adjustment program which is aimed at students who exhibit affective and/or adaptive behaviors which interfere with the student's learning and/or social adaptation and functioning. Students in the freshmen self-contained classroom would be able to avail themselves of any services provided by the school district or building in which the program is located. These may include psychological evaluation and diagnostic services, social work services, programs and services for the visually, hearing, or physically impaired, counseling, and speech-language services as well as resources from a reading laboratory.

RATIONALE - NEEDS ASSESSMENT

The rationale of this program is directed towards providing a short-term transitional atmosphere in which the students can adjust to the high school setting. The program seeks to aid in this adjustment by helping students develop confidence in themselves and their decisions, improving or altering negative self-concepts, encouraging feelings of accomplishment and satisfaction in participating in high school activities, enhancing relationships with others, and emphasizing successes in the academic area. Helping a student to overcome the fears and frustrations of adjusting to the high school as shown in
either overt, acting out behaviors or shy, withdrawn, and depressed feelings, is a major goal of the program. By offering a self-contained classroom for freshmen, the school will assist in providing an atmosphere whereby the student may develop more positive feelings of adequacy and self-worth as well as the realization of academic accomplishment.

RATIONALE - OBJECTIVES

To become a fully functional individual, each student needs to develop an adequate self-image. Through the self-contained classroom, the school will share in the responsibility to help a student develop a positive self-image. The following are stated in terms of developmental learner objectives. To facilitate the acquisition of feelings of adequacy and self-worth through:

1. Increasing an awareness, understanding, and respect for self as exhibited by leading an activity, accepting peer criticism or humor directed at the student, and accepting differing viewpoints.

2. Developing positive attitudes toward continued learning as seen in taking an active part in learning through answering questions, peer tutoring, offering ideas, and participation in discussion groups.

3. Dealing in a constructive manner with challenging experiences as exhibited in the adaptation to such
experiences through one's own initiative.

4. Encouraging intellectual curiosity as seen in the frequent asking of questions, seeking additional information, or offering positive alternatives.

5. Developing creative abilities as expressed in the use of originality, imagination, or the introduction of new ideas.

6. Growing in the capacities of self-discipline and self-direction as seen in the absence of authority and opportunities to use own time.

The self-contained classroom will provide the following program objectives:

1. Attention for a limited number of students with emphasis on academics, study skills, group dynamics, interpersonal relations, and individual support activities.

2. Familiar surroundings with consistent methods and techniques in instruction and presentation.

3. In-depth, group, and individualized instruction in academic subject areas.

4. Ego support and a sense of belonging.

5. A means of transition back into the regular high school program.

6. Practice in communication, socialization, and problem solving skills.
CHAPTER II
PROGRAM

PROGRAM DESCRIPTION

The following represents a description of the freshman self-contained classroom program. The self-contained classroom is designed for a maximum of fifteen students. The teacher to student ratio is kept low so as to facilitate a more individualized instructional approach and attention as well as providing an opportunity for group instruction. The duration of the program will be for one quarter (nine weeks). At the end of the first, second, and third quarters, those students in the self-contained classroom will then return to their regular class schedules. The fourth quarter will terminate at the end of the school year.

SCHEDULING

Students in the program will spend four periods within the classroom assuming the school district operates on a six period day. Since freshmen are required to take physical education and health, and since the self-contained classroom would not provide the facilities for physical education, the student will be expected to spend this hour outside the classroom. Likewise, students who have
scheduled their fourth credit class in art, science, foreign language, home economics, or industrial arts will remain in the regular class because of the use of differing facilities. It will be the objective of the administrators who schedule classes to schedule the self-contained classroom students to physical education classes during one hour, and specialty subjects another hour so that most of the students will be in the classroom at the same time. On a six period schedule, the first and sixth hours will be set aside for these requirements. The students will be in the classroom during the second, third, fourth, and fifth periods.

**SELECTION PROCESS**

Candidates for the self-contained classroom will be selected from staff referrals. For the beginning quarter of the school year, referrals shall come from middle school teachers, counselors, and administrators. Prior to the beginning of school, preferably during the last quarter of the eighth grade, middle school staff members will be asked to submit those names of students whom they feel could profit from the program. Prior to the beginning of their freshman year, the self-contained classroom teacher will conduct an interview with the student to explain the program, discuss the student's feelings about himself, school in general and high school in particular, school
programs and activities, study habits, feelings towards teachers, and how the student views his relationship with other students. A self-concept analysis form will also be administered at the interview, a copy of which can be found in appendix A. This scale will give the self-contained classroom teacher a better insight into the student's self-concept and will be used to assist in formulating the objectives of the general studies portion of the program.

Prior to selection, an interview session involving the student’s parents, counselor, and self-contained classroom teacher will be held to explain the format of the program, the type of instruction, subjects covered, and parental support in helping the student express his feelings and develop good study habits. It shall be a decision made by the student and his/her parents whether or not to enter the program. It will be voluntary, not mandatory. Once the candidate has been accepted, he will then be rescheduled from his regular classes into the self-contained classroom.

At the time of acceptance, a checklist will be sent to the student's teachers. After they have been returned, the self-contained classroom teacher will use these to assist in getting to know the student, as well as a means of comparison for evaluating the program after the student finishes. The checklist will be sent to the student's eighth grade teachers if he is selected for the first
quarter, otherwise they will be sent to the student's ninth grade teachers. Referrals for the second, third, and fourth quarter grade periods will come from the student's high school teacher, administrators - deans, counselors, and/or social workers.

As a result of observational evaluation by the classroom teacher and the aide, and in discussions with the student, his parents and counselor, it may be decided that the student could benefit from an additional nine weeks placement in the program. If the student and parents agree and space permits, placement could continue for a second quarter. As students are referred for the second, third, or fourth quarter, the interview schedule would be conducted with the student and his/her parents. Before the student is finally placed in the program either for the first quarter or for a second quarter, a signed parental request form will be required.

GRADING

The self-contained classroom teacher will be responsible for grading, record keeping, and other administrative duties as are expected of regular classroom teachers. At the end of the quarter, the self-contained classroom teacher will submit the student's grade to the teacher he was originally scheduled to be with in his major subjects. That teacher will then submit the grade for quarterly
reporting. When appropriate, special services of the district with regards to testing and evaluation shall be utilized. This may include the services of a reading specialist, learning difficulties specialist, or psychological testing and evaluation. A full-time teaching aide will be employed to assist in the self-contained classroom. The self-contained classroom is not intended for discipline problems.

**INSTRUCTION**

Students selected for the self-contained classroom will receive instruction in English, social studies, math, and general studies. The teacher is expected to plan the lessons in English, math, and social studies so as to be on a pace with the regular classes. An outline of each of these disciplines can be found in appendix B. They will be used in aiding the teacher to plan lessons accordingly. This will also allow for the easy transition of the student back into the regular classroom setting. The self-contained classroom teacher or aide will maintain a periodic liaison with the English, Math, and Social Studies departments. This will be done either through attendance at department meetings or consultations with teachers teaching the subjects.

**GENERAL STUDIES**

The general studies phase will explore, use, and
integrate a variety of skills that assist the student in making the transition to the high school setting. The objectives will be designed to meet the specific needs of students enrolled in the program as determined by information gathered about each student during the selection process. These will include communication skills, study habits, values clarification, and socialization procedures as well as helping students develop a more positive self-image, improving the decision-making thought processes, and helping develop a more positive attitude toward school. Since the general studies is considered to be integrated with other academic areas, it is not presented for separate academic credit. In the high school setting, this program is unique only to the self-contained classroom.

In enhancing this general studies phase of the self-contained classroom, a variety of methods will be utilized. Included in these methods are general encounter sessions in which all group members are encouraged to participate, role playing, outlining and study habits, small group discussions on issues affecting students, and group situations requiring students to make decisions. Each student will be encouraged to keep a daily diary of general thoughts and questions to which the teacher could reply, if asked. Since self-concept building is one important aspect of the program, certain behavioral objectives will be measured as indicators of continued improved self-concept. During group discussions,
these objectives that each student will be encouraged to display are maintaining eye contact with the teacher and other students, speaking clearly and articulately, speaking with an audible voice (as opposed to whispering), using good posture, speaking about self in positive terms, and demonstrating the use of good listening skills.

Finally, the teacher will submit a weekly report to the assistant principal who shall act as the immediate administrative supervisor. These reports will serve as a form of on-going evaluation and will include observations made by the teacher and aide on student behaviors, discipline, attendance, and academic successes and failures. At the end of the quarter, the assistant principal, teacher, counselor, and aide shall use the reports in ascertaining some accountability for the program's success or failure as well as reporting student progress and/or possible retention for another nine weeks.

CRITERIA FOR SELECTION

In selecting students for the self-contained classroom, teachers at the middle school and/or high school will be asked to identify students whom they feel exhibit characteristics that cause that student to be one who might benefit from the program. The self-contained classroom teacher, along with the student's teachers, parents, and counselor, will conduct interviews and assessments
before final placement in the program.

In describing the students for whom this program may be appropriate, the following represents characteristics that may be exhibited by the student:

1. Frightened or fearful of the high school surroundings which may include the building, students, or teachers.

2. Poor adjustment to the high school setting - different teachers and courses during the day, adjusting to a semester program, change of time, opportunities to participate in a wide range of clubs, organizations, sports, and extracurricular activities. This adjustment problem may be exemplified by class tardiness, failure to bring textbook or materials, sleeping, daydreaming, or reading comics or magazines during class presentation and/or discussion.

3. Academic difficulty or academic progress which is below a level that could be expected and might be due to the lack of good study habits.

4. Episodic or constant absenteeism.

5. Regular requests to visit the school nurse.


7. Referring to self in negative terms or rarely smiles or laughs.

8. Being a loner (does not appear to have many friends.

9. Unwilling to respond in class - could be related to self-concept.
10. Exhibits no eye contact when responding in class.

11. Relates poorly to the teacher and/or other adults. This may involve arguing or swearing.

12. Minor school vandalism.

After referrals and screenings have resulted in identifiable students, parents of those students shall be contacted and arrangements made with both parents and student for a conference with the self-contained classroom teacher, counselor, and assistant principal.

STAFFING RECOMMENDATIONS

The self-contained classroom will be staffed with one certified teacher and a full-time aide. The positions will be advertised by the school district personnel office as would any teaching position.

I. Certified Self-Contained Classroom Teacher

A. Position Description

The self-contained classroom teacher is responsible for maintaining a quality educational program for all students allotted and for all instructional and teaching areas assigned. The teacher should also be interested in working in, and helping to develop, a new program whose intent is the improving of a student's self-concept and aiding in the assimilation into the regular high school program.
1. Line of Authority
   a. Reports to the assistant principal on a weekly basis, and ultimately, to the principal of the high school.
   b. Instructs, supervises, and evaluates the work of students, teacher aides, student teachers, and volunteers.

2. Major Professional Responsibilities
   a. Instruction in mathematics, geography, language arts, and general studies at the ninth grade level.
   b. Maintain communication with the student's parents as is deemed necessary, or upon request by the parents.
   c. Keep up with current developments, research, and literature in the teaching field as well as the field of education.
   d. Plan for the health and welfare of students during instruction.
   e. Evaluate student attitudes and progress, and screen and interview students and parents.
   f. Make use of community resources for the enrichment of the educational setting.
   g. Help to maintain a sound program of school-community relations.
h. Inform the students and their parents of academic progress.

i. Maintain a liaison with the student's regularly scheduled teachers, and assist those teachers with any pertinent information about the student when he/she returns to the regular program. This may be accomplished through attendance at department meetings or periodic meetings with the subject teachers.

j. Control and structure the learning environment so that students abide by rules and acquire self-discipline necessary in school and adult life.

k. Develop and use techniques whose aim will be the enhancement of a student's positive self-image, decision making ability, effective communication skills, ability to work with others, and participation in the activities of the high school.

B. Qualifications

1. Illinois State Certification in the teaching field qualifying the teacher to teach at the ninth grade level.

2. Bachelor's Degree - typical preparation might include special education, elementary education, middle school and/or guidance.

3. Additional background or experience in child growth and development, adolescent psychology, personality development, human development counseling,
supervising and working with high school age students, and/or use of value clarification and large-small group techniques. Some backgrounds might include summer camp youth work, summer recreational program work, working with youth groups in the community, or experience with club and activity groups.

4. Ability to function effectively as a member of the school staff.

II. Self-Contained Classroom Teacher Aide

A. Position Description

The self-contained classroom aide will assist in providing a quality educational atmosphere under the direction of the self-contained classroom teacher. The aide is expected to assist in instruction of students, not to be just a secretarial aide. The aide should be interested in working in, and helping to develop, a new program which intends to improve self-concept, and to aid in the assimilation into the regular high school program.

1. Line of Authority

The self-contained classroom aide will be under the direct supervision and control of the certified self-contained classroom teacher.

2. Major Areas of Responsibility

a. Assist the self-contained classroom teacher in the instruction of academic subjects by providing
individualized assistance to students or working with separate groups.

b. Participate in the general discussion groups as outlined in the general studies phase of the program.

c. Assist in writing weekly assignments for the students, preparation of materials to be used in the classroom, grading of assignments, and record keeping.

d. Aid in the observation and evaluation of student progress and attendance at parent conferences.

B. Qualifications

1. Sixty to ninety hours of college training, preferably a college degree.

2. Additional background or experience in working with young people and in the areas of child growth and development, personality development, group dynamics, or adolescent psychology.

PHYSICAL NEEDS

The self-contained classroom shall be located in an area of the building in which student traffic during class could be at a minimum. The classroom need not be any different in size than a regular classroom, but shall be provided with some circular tables in addition to individual student desks. These will allow for the easier
facilitation of group oriented activities and discussions. Also, utilization of library services will be enhanced if the classroom was located closer to the library. The usual number of chalk boards and bulletin boards shall be sufficient, but carpeting would be an asset.
CHAPTER III
EVALUATION

Evaluating the self-contained classroom program will involve a variety of techniques utilizing data from several sources connected with the program. Since students will be exiting the program at the end of each quarter, some evaluation will take place at that time. Weekly, as well as end of the year evaluation, shall also be conducted. Data used in the evaluation process will originate from the following sources: attendance information, academic record and progress, parental and student feedback, teacher perceptions and evaluations, counselor evaluations, discipline referrals, and post testing, when possible to evaluate the student's feelings, self-perceptions, and perceptions of surroundings.

STUDENT EVALUATION

Students in the program will be evaluated on a daily basis according to the routine homework assignments, tests, and class participation as are students in the regular high school program. Attendance, tardiness, discipline and nurse referrals will also be included as data for student evaluation during the course of the program. This information will be used for quarterly reporting and
grading in subject areas.

When the student leaves the program, the self-contained classroom teacher will complete a checklist of items relating to her perceptions of the student's successes or failures in the development of communication skills, positive self-concept, socialization, and participation in group activities. This will be compared with those checklists submitted by the student's teachers at the time of acceptance into the program. On the basis of this comparison, along with counselor interviews, it will be determined whether the student shall return to his/her regular schedule or continue in the program for a second quarter.

PROGRAM EVALUATION

Evaluating the self-contained classroom program will take place at the end of the third quarter and second semester. This will allow students to participate in their regular schedule at least one semester or two quarters after exiting the self-contained classroom. To be considered successful, fifty per cent of the participants during the first semester will meet the criteria discussed below. The second semester program will then be evaluated during the first semester of the following year. The self-contained classroom teacher and assistant principal shall conduct the program evaluation and gather the data.
Since students in the program will be returning to their regular schedules, their academic records shall continue to be a source of data for evaluation. The student's performance in math, language arts, and social studies subjects taken during quarters outside the self-contained classroom and during the second year in high school shall be used for a comparison with the grades prior to entrance into the program. It is expected that the students will show an improvement of one letter grade in these subjects.

Over the course of the next two quarters, after returning to the regular schedule, the student's attendance, tardiness, discipline, and nurse referral information will be collected and used to note decreases in these areas. A ninety per cent decrease in absences and tardies as well as discipline and nurse referrals will be expected over that of the student prior to admittance to the program.

A checklist will also be given to the student's classroom teachers one semester or two quarters after exiting the program. The responses of these teachers will then be compared with those of the teachers responding to the checklist at the time the student was accepted into the program. A thirty per cent increase in the number of positive responses will be expected as part of the program's success.

The "This Is the Way I Am" section of the Self-Concept Scale will also be administered to those students
who participated in the program either one semester or two quarters after reentry into the regular schedule. A thirty per cent positive movement on the scale will be expected.

Also, the self-contained classroom teacher's and aide's professional observations and judgments as to the successes or failures of the program will be used in the quarterly and final program evaluations. While subjective, these evaluations will help form an integral part of the total program assessment. Comments from the student's counselor about his/her feelings, attitudes, and self-perceptions during counselor interviews will also be solicited.

Finally, a parent evaluation will become part of the systematic program assessment. Each self-contained classroom student's parents will be sent a questionnaire asking for their comments about their student's progress in the program.
APPENDIX A

SELF-CONCEPT

SCALE
SELF-CONCEPT SCALE

Each of us needs to know more about what we are like. This form is to help you describe yourself and to describe how you would like to be. There are no right or wrong answers; each person may have different ideas. Answer these according to your feelings. It is important for you to give your own honest answers.

THIS IS THE WAY I AM

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nearly always  | about half the time | just now and then
---|---|---
Useful  | Dependable  | Bashful  | Happy  | Popular
Friendly  | Obedient  | Honest  | Thoughtful  | Brave
Careful  | Fair  | Mean  | Lazy  | Truthful
Smart  | Polite  | Clean  | Kind  | Selfish
Helpful  | Good  | Cooperative  | Cheerful  | Jealous
Sincere  | Studious  | Loyal  | Likeable  | A good sport
Useful  | Dependable  | Bashful  | Happy  | Popular
APPENDIX B

COURSE OUTLINES
GEOGRAPHY - DESCRIPTION AND OUTLINE


Description: World Geography and Urban Studies is a two-semester required course to be taken during the freshman year. The purpose of the course is to provide the students with basic geographic concepts necessary for life in a modern society.

I. First nine weeks
   A. The earth and its people
      1. Earth and space
      2. Earth land forms
      3. Earth's climate
      4. Maps and map reading skills
      5. Earth and its people - culture and environment.
   
   B. United States
      1. American land and people - diversity
      2. New England
      3. Middle Atlantic States
      4. Midwest
      5. South
      6. Great Plains
      7. Pacific Coast
      8. Hawaii and Alaska
C. Canada
   1. Canada land and people
   2. Provinces and frontiers

II. Second nine weeks
   A. Western Europe
      1. Western Europe: Economic Miracle
      2. British Isles
      3. Scandinavia
      4. Low Countries
      5. France
      6. Germany
      7. Switzerland and Austria
      8. Italy
      9. Spain and Portugal
     10. Greece

   B. Soviet Union and Eastern Europe
      1. Soviet Union - Geographical and Historical Setting.
      2. Western Soviet Union
      3. Eastern Soviet Union
      4. Eastern Europe - diversity

III. Third nine weeks
   A. Middle East
      1. Desert region
      2. Eastern Mediterranean
      3. Arabian peninsula
B. Sub-Saharan Africa
   1. Problems and progress
   2. West Africa
   3. East Africa
   4. Central Africa
   5. Southern Africa

C. Orient - Far East
   1. Peoples and land
   2. Indian subcontinent
   3. China
   4. Japan and Korea
   5. Southeast Asia

IV. Fourth nine weeks
   A. Latin America
      1. Lands in transition
      2. Mexico and Central America
      3. Caribbean
      4. Brazil
      5. Indian countries
      6. Farm producers

   B. Urban structure
      1. Basics of a metropolitan area
      2. Meeting urban needs - services
      3. Geography and city growth
      4. City and local government
C. Urban problems

1. Crime and the city
2. Pollution
3. Transportation
4. Housing and city life

LANGUAGE ARTS - DESCRIPTION AND OUTLINE


Description: The ninth grade language arts course is designed to provide instruction in reading, writing, listening, and speaking through units of instruction. The units include literature, composition, listening, and speaking. The purpose is to develop an awareness by the student to the language arts as he tries to transfer his ideas and feelings to others.

I. First nine weeks

A. Short Story - its mechanics
   1. Plot
   2. Setting
   3. Theme
   4. Character development

B. The teacher may choose as many short stories to use, from the twenty-seven listed in the student text, for this unit of the short story.
C. Modern English - Grammar and Usage

1. Communicating
2. Library usage - class meets in the library for an orientation period.
3. Vocabulary
4. Dictionary usage

II. Second nine weeks

A. Non-Fiction

The concepts of non-fiction will be analyzed through student writings during the quarter. The teacher may also use as many of the six non-fiction works in the student text as desired. Students will also write four types of compositions involving the literary concepts of description, persuasion, narration, and exposition. These will in turn be analyzed by the class.

B. Modern English - Grammar and Usage

1. Composition writing
2. Fact, statement, generalizations
3. Sentence structure - subjects and verbs
4. Sentence structure - adjectives and adverbs

III. Third nine weeks

A. Poetry

Analyzing the literary concepts of the poem and the ways in which emotion is expressed through the poem. The teacher may select poems from the twenty-three presented in the student text.
B. Modern English - Grammar and Usage

1. Sentence errors - fragments, run-ons, danglers, and misplaced modifiers.
2. Verb forms
3. Subject and verb agreement
4. Pronoun usage
5. The use of modifiers - adjectives and adverbs.

IV. Fourth nine weeks

A. Drama

The reading and analysis of drama as a literary form - character development, elements, plot, comedy, and tragedy. The teacher may choose from the dramas presented in the student text. Mainly, this would include "Romeo and Juliet" and "Brian's Song."

B. Modern English - Grammar and Usage

1. Spelling
2. Capitals, plurals and possessives
3. Punctuation

MATHEMATICS - DESCRIPTION AND OUTLINE


Description: This course is designed to explore the essentials of mathematics for use in vocational and consumer situations. It uses examples of applied mathematics and experimentation as tools of instruction.
I. First nine weeks

A. Whole numbers
   1. Addition
   2. Subtraction
   3. Solving addition and subtraction equations
   4. Multiplication
      a. by multiples
      b. one-digit multipliers
      c. two-digit multipliers
      d. three-digit multipliers
   5. Division
      a. one-digit divisors
      b. two-digit divisors
      c. three-digit divisors

B. Decimals
   1. Addition - writing and comparing decimals
   2. Subtraction
   3. Multiplication
   4. Division
   5. Rounding decimals and quotients

II. Second nine weeks

A. Fractions and mixed numbers
   1. Multiplication
   2. Division
   3. Addition
4. Subtraction
5. Writing fractions as decimals

B. Metric system
1. Units of length
2. Units of area
3. Units of volume
4. Units of mass
5. Units of capacity
6. Units of temperature

III. Third nine weeks
A. Expressions and equations
1. Evaluating expressions involving order of operations.
2. Solving addition and subtraction equations
3. Solving multiplication and division equations.
4. Solving two-step equations

B. Percent
1. Writing percent and decimals
2. Writing percent and fractions
3. Finding a percent of a number
4. Finding a percent
5. Finding a number when a percent is known

IV. Fourth nine weeks
A. Ratio, proportion, and similarity
1. Writing ratios
2. Solving proportions
3. Finding missing sides in similar triangles.

B. Perimeter and area
1. Finding perimeter of a geometric figure
2. Finding circumference of a circle
3. Finding area of rectangle, square, triangle and circle.

C. Graphing
1. Points on a grid
2. Reading and making graphs on a grid
3. Reading and making graphs in four quadrants

GENERAL STUDIES - OUTLINE
The following represents an outline of the procedures and topics used in the general studies phase of the program.

I. Communication Skills

A. Small group work - sharing ideas with two or three other students.
   1. Peer tutoring
   2. Checking each others papers and helping with mistakes.
   3. Discuss the topic "What is Conversation?"
   4. The teacher can collect interesting information about each student - hobbies, interests, pets, etc. - duplicate it, and had out to each student. The class is then divided into small groups and told that the next day they must learn something about each student in their
group and try to converse with him/her on a subject of interest.

5. The teacher can select films to show that can be stopped when the picture reaches the climax. The class can then be divided into small groups for a discussion of possible endings.

B. Large group work

1. General class discussions focusing on needs of the students. For example, prejudice, possessions of value, feelings and values on death, how one spends his/her time and money, and important people in one's life.

2. General class discussions which may be initiated by the students. Subjects may vary.

3. General class discussions which may be initiated by the teacher. Subjects may vary.

II. Aiding in the development of positive self-image

A. Group discussions of topics relating to self

1. What are things that discourage me?

2. What can I do to help myself when I get discouraged?

3. How can I take defeat?

4. What is self-confidence?

5. If I lack confidence, what can I do about it?

6. What effect should mistakes have on me?

7. What is success?
B. Use of value clarification techniques using the following topics:

1. Twenty things you like to do
2. Personal coat of arms - create and draw for display and discussion
3. Who are some people who . . . ?
4. Where do you go when . . . ?
5. Are you someone who . . . ?

III. Decision making
Format using small groups and/or individual seat work (overlaps communication skills)

1. A member of a jury
2. Lost in the wild
3. Consequences of a decision
4. Resent-demand-appreciate statements
5. Life inventory
6. Fall out shelter problem
7. Obituary
8. Lost on the moon problem

IV. Developing positive attitudes toward school and activities

A. Encourage good school attendance
B. Success oriented program
C. Individualized attention
D. Discussion sessions involving difficulties encountered at school.
E. Membership on a rotating steering committee
for rules of classroom behavior and procedures involving discussion groups. Five members serve each three weeks. One member serves as a classroom observer each day of the week. At the end of the week, the steering committee would lead a discussion reviewing the week's work and the whole class would evaluate the committee's suggestions. A new committee would be appointed by the old every three weeks.

F. Group discussions of the types of activities offered in high school and how students can get into them.
APPENDIX C

ADMINISTRATIVE FORMS
PARENT PERMISSION FORM

I request that my child, __________________________, participate in the Freshman Self-Contained Program during the __________________________ school year.

(Parent or Guardian Signature)

(Student Signature)

(dated)
FRESHMAN SELF-CONTAINED CLASSROOM
REFERRAL FORM

To: Faculty
From: Self-Contained Classroom Teacher's Name

As you may know, the Freshman Self-Contained Classroom program was approved for the ___________ school year. The program has begun with less than a full class so that space is available for your referrals as the semester progresses.

If you have students who you feel may meet any of the criteria below, please fill out the form and place in my mailbox in the main office. I will then proceed with the screening and interviewing process.

Thank you very much.

Please check all that apply:

___ Frightened
___ Poor adjustment to school
___ Constant absenteeism
___ Frequent requests to see the school nurse
___ Truancy from class
___ Loner (few or no friends)
___ Unwilling to respond in class
___ No eye contact when responding
___ Refers to self in negative terms
___ Relates poorly to the teacher and/or other adults - argumentative, swearing
___ Minor classroom vandalism
___ Academic progress is below a level that could be expected (this is not to be a prime factor in consideration)

Comments:

Student's name ____________________________________________
Teacher making referral ____________________________________
Subject area ______________________________________________
To: Teachers of __________________________
From: Self-Contained Classroom Teacher's Name

CHECKLIST

As you may know, the Freshman Self-Contained Classroom program was approved for the _______ school year. As part of the student's and program's assessment, it will be of assistance if you will respond to the following concerning the above named student as he/she was/is in your class.

1. Shy - withdrawn ______ yes ______ no
2. Follows class rules ______ yes ______ no
3. Constant absenteeism ______ yes ______ no
4. Frequently truant to class ______ yes ______ no
5. Brings text and materials each day to class ______ yes ______ no
6. Has few or no friends ______ yes ______ no
7. Participates in small group discussions ______ yes ______ no
8. Participates in classroom discussions ______ yes ______ no
9. Answers questions asked by the teacher ______ yes ______ no
10. Volunteers information about subjects discussed ______ yes ______ no
11. Frequently requests to see the school nurse ______ yes ______ no
12. Is argumentative with the teacher ______ yes ______ no
13. Participates in school activities (if known) ______ yes ______ no
14. Refers to self in negative terms ______ yes ______ no
15. Exhibits eye contact when responding in class
   yes       no

16. Does minor classroom vandalism
In order to make a recommendation to the Board of Education concerning the continuation of the Freshman Self-Contained Classroom program to which your child was selected for the coming year, your comments are needed. Please answer the following questions and return to this school by _______.

1. I have seen a positive change in my child's attitude toward school since starting the program.
   - YES
   - NO
   - NO CHANGE SEEN

2. My child is doing homework and studying for tests at home now.
   - YES
   - NO
   - NO CHANGE SEEN

3. My child comes home and talks about things going on in class.
   - YES
   - NO
   - NO CHANGE SEEN

4. My child's attitude concerning his grades has improved.
   - YES
   - NO
   - NO CHANGE SEEN

5. My child's attendance at school has improved.
   - YES
   - NO
   - NO CHANGE SEEN

6. My child smiles, laughs, and speaks about himself/herself in more positive ways now.
   - YES
   - NO
   - NO CHANGE SEEN

Please write a general comment on your feelings about this type of program and your child's participation in it.

____________________
(signed)
BIBLIOGRAPHY


