

TEACHERS' PERCEPTIONS OF STUDENT PREPAREDNESS
AND THE SKILLS NECESSARY FOR SUCCESS
IN THE JUNIOR HIGH CLASSROOM

by

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ABSTRACT

This study was undertaken to gather information about perceptions of LD, sixth-grade, and junior high regular classroom teachers regarding skills necessary and preparedness of students for junior high. The study also sought to identify skills teachers thought were most important for success in junior high classrooms, as well as skills that present the greatest problems.

Information for the study was obtained by a survey. The survey was mailed to 100 teachers representing three categories: LD, sixth grade, and junior high regular education. Of the 100 surveys, 41 percent were returned.

Results of the survey indicated (a) teachers agree on the skills necessary for junior high; (b) teachers agree that LD and regular education student preparedness ranges from somewhat prepared to prepared; (c) LD teachers perceive LD students as being more prepared for junior high than do sixth-grade or junior high teachers; (d) sixth-grade teachers perceive sixth-grade regular education students as being more prepared for junior high than do junior high teachers; and (e) junior high teachers perceive very little difference in the preparedness of LD students and regular education students; in some skills they perceive LD students as being more prepared while sixth-grade teachers

perceive a much greater difference in the preparedness of LD and regular education students.

The results also indicate that, besides reading, writing, and mathematics skills, teachers perceive the following as the most important skills for junior high: listening to and following directions, turning in assignments on time, developing independent work habits, respecting authority, following class rules, accepting help, following a time schedule, moving from class to class, and coping with more than one teaching style. The skills listed as presenting the greatest problems for students are: writing, developing independent work habits, planning a study schedule, listening to and following directions, respecting authority, following class rules, accepting criticism, asking relevant questions, participating in discussions, moving from class to class, following a time schedule, and coping with more than one teaching style. Clearly, the conclusion can be made that some of the very skills teachers perceive as being the most important skills for junior high are also presenting students the greatest problems.

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CHAPTER I

INTRODUCTION

As students progress from one grade level to the next, they are continually confronted with new situations in which they must learn to cope. One of the most difficult times for many students is the transition from elementary school to junior high school. This period of transition encompasses numerous changes for all students. The initial and most abrupt change students encounter on entering junior high school is their sudden change in status. They are no longer the oldest and most privileged but rather the youngest and least privileged.

Other changes the new junior high student is faced with that require him/her to function more independently than was expected in the elementary school are the new environmental and administrative situations. Environmental situations that may be new to the student include: moving to different classrooms and different teachers, following class time schedules and bells, using lockers and combination locks, "suiting up" for a gym class, and making a choice for lunch in the school cafeteria and purchasing the lunch. In regard to administrative situations that require the student to function more independently, consideration should be given to the following: selecting appropriate courses for the school year, attention

to academic credits required for graduation, and the selection of extracurricular activities in which they wish to become involved.

Within the junior high classroom there is a multitude of new demands and expectations for the new junior high student to adjust to which require acting more independently than was required at the elementary level. Some classroom demands that might be new to the students include reading from texts with a higher readability level than the student's grade level, working independently on in-class and out-of-class assignments, taking notes from lectures, and writing themes. For LD students, these classroom demands not only emphasize their deficiencies but also increase the opportunity for frustration and failure. Besides the academic problems LD students exhibit (e.g., low reading achievement, poor mathematics skills, difficulty with oral and written expression), there is also a variety of meta-cognitive skills (e.g., inefficient study skills, poor time management, lack of organization, attentional deficits, inefficient memorization and recall strategies), which these students might lack.

Another aspect of the transition from elementary school to junior high school that may present problems for students is the social/emotional aspect. At this age level there is a great deal of importance placed on acceptance by peer groups. This

social demand presents even further failure for a learning disabled adolescent. Researchers (Sherbenou & Holub, 1982) reported that learning disabled students tend to be socially immature and, therefore, are not successful in peer-group interactions often present in extracurricular activities.

Having several sets of expectations for academic performance and overall classroom behavior is a new experience for many students. There is little doubt that the transition from elementary to junior high school is difficult. The transition becomes more intense when a student's learning disabilities become a factor in this complex process of adjustment.

The purpose of the study was to gather information about the perceptions of LD teachers, sixth-grade regular classroom teachers, and junior high regular classroom teachers regarding the skills they think are necessary for any sixth-grade student to have in order to meet the demands of the junior high classroom.

Another purpose of the study was to gather information about the perceptions of LD teachers, sixth-grade regular classroom teachers, and junior high regular classroom teachers concerning the preparedness of their students in those skills thought to be necessary for success in the junior high classroom.

In addition, the study was to determine what LD teachers, sixth-grade regular classroom teachers, and junior high regular classroom teachers thought were the most important skills for

success in the junior high classroom, as well as what skills present the greatest problems in the junior high classroom.

CHAPTER II
REVIEW OF THE LITERATURE

Introduction

The junior high school presents a number of demands and expectations for those students making the transition from elementary school to junior high school. Junior high school teachers make a number of assumptions about those students entering junior high as well. This review of literature presents information regarding the demands placed on students at the junior high level, as well as information regarding the assumptions and expectations teachers at this level have about junior high students. For the purpose of the review, the factors involved in the transition are divided into the following categories: academic demands, general setting demands, social demands, and environmental demands.

Academic Demands

Instruction in the junior high classroom is predominantly through lecture and independent reading tasks. Junior high teachers assume their students have acquired a minimum level of competence in reading, writing, and computation. The broad range of academic subjects presented in the content areas (e.g.,

history, social studies, government) require mastery of the basic reading skills. The readability level of the text alone demands mastery of basic reading skills. For example, according to Johnson's (1977) survey of readability levels of social-studies texts, most texts require the skills of an average or above-average reader. In a study analyzing the demands of the secondary setting, Schumaker and Beals (1983) determined the readability level of the most widely used textbook for U. S. history (Todd & Curti, 1982) is low tenth grade. The most widely used biology text (Otto, Towle, Bradley, 1981) has a readability level of high tenth grade, whereas the readability level of the most widely used government text (McClenaghan, 1979) is 17th grade plus. According to these findings, one of the demands of the secondary setting is reading at the above levels or proficiency in strategies for coping with materials written at these levels.

Other content areas that require mastery of basic reading skills include mathematics and science. To successfully master mathematics, mastery of computation skills alone does not ensure success. The student also must be able to read and understand syntactically complex passages (Larsen, Parker, & Trenholme, 1978). Story problems, for example, first will require the student to read and understand the vocabulary in order to determine the computation steps required to solve the problem.

Researchers (Dechant & Smith, 1977; Donnelly, 1979) believe that basic mastery of reading is required before problem solving can be achieved with success. Science is yet another area demanding proficiency in basic reading skills. Science instruction is commonly presented through lecture and reading a text, and more than one third of the instruction is given using no special science equipment (McNeil, 1981).

Textbook reading is only one area of reading required of junior high students. Reading is essential to complete assignments, worksheets, and examinations. Students are required to use their reading skills many times during the school day.

Clearly, mastery of basic reading skills is an academic demand for success in the junior high classroom. While reading appears to be the main avenue used for learning content information for most academic subjects, written language is the means by which teachers assess what has been learned. In a study of the written language demands of secondary settings, Moran (1980) reported that assignments in which students have to make a partial response (e.g., fill in a blank, spell a word, mark a correct answers) constitute the most frequently written task. Closely following this task in frequency was the task of taking/making notes (e.g., from lecture, from written materials, for a paper). This study also revealed that teacher criteria for evaluation of descriptive and narrative prose using relatively

long sentences included sentence structure, inclusion of topic sentence, correct inflections and subject/verb agreement, mechanics (e.g., punctuation, capitalization), spelling, sentence complexity, and sentence length. With this information, it seems apparent that proficiency in writing skills is necessary for success in the junior high classroom.

In another study, focusing on the Kansas Minimal Competency Test, (Meyen, Alley, Scannell, Harnden, & Miller, 1982) teachers and parents of secondary students identified objectives related to practical reading skills as the most important (e.g., reading directions, interpreting warning signs and labels, and reading to complete applications for a social security card and jobs). Similarly, practical mathematics skills (e.g., figuring wages and deductions, comparison shopping, totaling a bill, and making change) were seen as the most important competencies in mathematics. In view of the recent emphasis on meeting minimal competency standards in order to receive a high school diploma (Pullin, 1980), the skills targeted for competency must be considered seriously as demands in the secondary setting. While meeting minimal competency standards is probably of greater concern at the senior high level, it also may enter the junior high school arena as a requirement for promotion.

The implications of the academic demands for a learning disabled student in the junior high classroom appear to be that

these demands will surely emphasize the very skills in which they are deficient. Reading, being the most frequent classroom demand, is also the most frequently noted academic problem area for learning disabled students. Besides reading, learning disabled students exhibit a variety of other academic problems. Some have difficulty with written expression, (e.g., spelling, handwriting, sentence formation, punctuation); some have faulty oral communications, and some are poor in mathematics. While there is no single set of characteristics that can be used to describe all learning disabled students, Sherbenou and Holub (1982) reported that there is one common characteristic in all learning disabled junior high school students--they are academically unsuccessful. Thus, the academic problems of the learning disabled student invariably affect their performance in the specific content areas of the junior high school curriculum, making for a difficult transition.

Mercer (1979) outlined task expectations of elementary and secondary school students and noted that the abilities of learning disabled adolescents seemed to be more consonant with the expectations held for elementary school students. To complicate matters, learning disabled students do not attribute the successes they do have to their own personal abilities but rather to external events; and they attribute their lack of success to lack of ability (Pearl, Bryan, & Donahue, 1980).

This situation, in turn, leads to what is known as "learned helplessness" (Diener & Dweck, 1980; Dweck & Reppucci, 1973; Grimes, 1981). This learned helplessness then leads to giving up after failure, to lower expectations for future success, and task avoidance (Smith, Robinson, & Voress, 1982).

While the learning disabled student is faced with the many academic demands of the mainstreamed classroom, she/he also is confronted with changes in the resource room. Remedial instruction of the basic skills in reading, writing, and mathematics is the focus of the elementary resource room. The junior high resource room, on the other hand, includes more on learning strategies, problem-solving strategies, self-management skills, and career or vocational training besides basic skill or tutorial instruction (Smith, et al., 1982).

General Setting Demands

Academic skills have been a major focus in research. This seems appropriate since it is the academic skills and the evaluation of academic skills that indicate a student's abilities or disabilities. At the same time, however, it is important to consider other skills, such as the process skills, which lead to the achievement of improved academic skills. These process skills might include listening to and following instructions, taking appropriate notes in class, planning a study schedule, reviewing study material, and monitoring one's own performance

and progress (Alley, 1977; Deshler, 1978). Deshler emphasized the importance of such process skills to learning disabled adolescents who are faced with the task of responding to the demands of the secondary curriculum. Recent research (Moran, 1980) has shown that lectures are the predominant teaching style in secondary schools and that students have few opportunities during class time to provide the teacher with feedback about what they are learning and understanding. It follows that the secondary student is required to be skilled in listening, note taking, studying, test taking, and assignment completion. In a study conducted by Link (1981), educators were asked to list the top ten skills that were essential for adequate classroom performance. The top ten skills were:

. . . following oral and written directions, skimming reading selections, locating information in a textbook, recalling information for tests, turning in assignments on time, locating answers to questions, taking notes from lecture, participating in discussions, making logical deductions, and studying for tests (p. 23).

The majority of these skills can be classified as "study" skills, meaning they are skills outside the basic skills curricula (e.g., reading, mathematics, spelling) or content areas. Unfortunately, basic learning skills are seldom taught in junior or senior high.

In another study of setting demands, Schumaker and Deshler (1983) reported on a study (Knowlton & Schlick, in prep) in

which educators were asked to list their expectations of secondary LD students mainstreamed in regular classes. The five categories of behaviors expected in order of importance are: independent work habits, socialization skills, communication skills, study skills, and subject-matter skills. Subcategories under independent work habits included bringing appropriate materials to class, completing homework assignments, budgeting time, requesting assistance, accepting help, and working independently. Under socialization skills, the following behaviors were listed: displaying respect for authority, following classroom rules, accepting criticism, and working as a team member. Expected communication skills were speaking clearly, making oral reports, participating in discussions, and explaining reasons for one's actions. Study skills included note taking, using the library and reference materials, writing compositions and reports, test taking, and copying. Finally, subject-matter skills covered reading, mathematics, art, science, and physical education skills. Results of the study also report the finding that teachers of nonacademic subjects see overt classroom behaviors such as classroom conduct as more important than the teachers of academic subjects. At any rate, it is apparent that teachers at the junior and senior high level place the most importance on independent work habits and socialization skills within the classroom environment.

In an observational study of the demands of the secondary setting, Moran (1980) identified the oral language demands present. Moran reported the most frequently occurring type of teacher utterances emerged as lecture (i.e., statements of fact). In fact, teacher statements requiring no verbal response from the student made up 75 percent of all the utterances. Clearly, listening and note taking are critical demands in the secondary setting.

Through observations of students and teachers in the regular junior high classroom, Schumaker, Sheldon-Wildgen, and Sherman (1980) were able to classify time samples according to the activity taking place. Results show the following activities taking place in order of most frequently occurring to least frequently occurring: independent seatwork, lecture by the teacher, discussion, audio-visual activities, group work, oral reports, and free time, with the least amount of time spent speaking with a teacher. Since seatwork and lecture activities comprise the great majority of class time, the junior high school and senior high school students have very few opportunities to respond verbally and receive feedback from the teacher. This marks quite a difference from elementary school where students are involved in teacher-group time and receive teacher-attention a large part of the time. The lecture format would create quite a hinderance for the LD student in the regular junior high classroom since this format is contrary to the usual practices in

special programs for the learning disabled student. The research findings reported here imply strongly that instruction in listening skills and note taking should be a high priority during the sixth grade and initial months of junior high.

The implications of this discussion of the setting demands for the LD adolescent in the junior high classroom are of significant importance because of the identified learning deficiencies of many LD students. To begin with, most learning disabled students exhibit a number of general learning strategy deficits. For example, some LD students do not use the skills of self-questioning, self-testing, self-monitoring, analyzing, and scanning one's repertoire for different and appropriate problem-solving approaches, unless specifically taught to do so (Smith, Robinson, Voress, 1982). These researchers also report learning disabled students are often deficient in listening skills, such as comprehending, evaluating, and acting on oral information. Other deficiencies such as inefficient use of memory strategies and deficits in selective attention seem imperative to success in the classroom where the majority of time is spent listening. These deficits fall in the category of metacognitive deficits. Just as learning strategies can be taught in the junior high resource room, so can strategies to help overcome some of the metacognitive deficits, such as training in the use of memory aids, use of advance organizers, and methods for increasing attention. Clearly, one can see the transition

from an elementary resource room to a junior high resource room should be a change from remedial instruction in basic academic skills to training learning strategies and metacognitive skills.

Social Demands

As reported earlier, socialization skills are rated second to independent work habits as a demand expected of junior high and secondary level students in the regular classroom. The expected social skills listed were: displaying respect for authority, following classroom rules, accepting criticism, and working as a team member. The social expectations of a junior high student also include the extracurricular activities that take on increased importance. Involvement in extracurricular activities often marks a "with-it" student, placing the involvement in extracurricular activities as a demand of any junior high student who wishes to be socially accepted. By the time a student reaches junior high, peer groups and social relationships become important, placing a demand on the student to be accepted by peers.

The social demands of junior high present further failure for a learning disabled adolescent. Researchers (Sherbenou & Holub, 1982) report that learning disabled students tend to be socially immature and, therefore, are not successful in peer-group interactions, which are a component of extracurricular activities. LD students are not only socially immature, but

their poor academic performance also keeps them from being socially active, such as participation in athletics, interest groups, or cheerleading, which form the social hub of the junior high school. Learning disabled adolescents are further handicapped, independent of their academic failure and frustrations, by poor social perception; visual and auditory misinterpretations of social cues, gestures, affective states, and verbal messages (Bryan, 1978; Cook, 1979; and Kronick, 1978). Sattler (1982) noted that rebelliousness, antisocial behavior, faulty social perceptions, and low self-esteem are prominent in learning disabled adolescents.

Following classroom rules is a social demand learning disabled students in the junior high classroom will find difficult to meet. In an observational study, Schumaker, et al., (1980) found that LD students engaged in more classroom rule violations than non-LD students. The researchers also reported that LD students' rule-violation behaviors increased more by grade level relative to those non-LD students (9 percent more in seventh grade, 17 percent more in eighth grade, and 26 percent more in ninth grade). When teachers left the classroom, LD students engaged in rule-violating behaviors during 92 percent of the intervals, while non-LD students did not emit a single rule-violating behavior (Schumaker, et al., 1980).

Language interactions within the classroom and school also have social implications for the LD student. Moran (1980)

reported teacher observations of learning disabled students as being outsiders in social groups in school and as being unaccepted or overtly rejected because of social behavior. Moran suggested this rejection may be related to the inability to identify presuppositions in social situations. Presuppositions were defined as the social conventions understood by both participants and shared experiences that need not be verbalized but are taken for granted as underlying language exchange. According to Moran, when there is a difference between the speaker's and listener's perceptions of the world or when the listener has not profited from social or other experiential background, the message is not conveyed.

In other studies (Schumaker, et al., 1980) results of social behavior comparisons of LD and non-LD students indicated LD junior high students were not social isolates in the classroom. These researchers reported that LD junior high students talk to as many different peers as the non-LD students and spend slightly more time engaged in conversations with peers than the non-LD students. In addition, peers do not seem to ignore LD students' initiations of conversations any more often than they ignore non-LD students' initiations. While these results seem inconsistent with the results of other studies that have assessed social behavior of LD students, strong conclusions cannot be drawn. Consideration should be given to the fact that, while LD

students interact as frequently as non-LD peers, the quality of those interactions has not been researched.

Environmental Demands

While the academic, social, and setting demands of the junior high classroom may seem unsurmountable to the new junior high student, there also are environmental changes that must be faced during the transition from elementary school to junior high school.

Frank (1975) reported that situations that may be problematic for the new junior high student might include: moving from room to room during the school day, learning to cope with more than one teacher, being able to read time schedules and being on time for each class, using a combination lock on lockers, "suiting up" for gym class, and using a school cafeteria in which there is a choice of items costing different amounts of money.

In addition, the administrative spectre of academic credits enters the picture for the first time in junior high school. Students will be required to accumulate credits in specific academic areas in order to graduate from junior high school and enter senior high school, a requirement that may force some students to repeat a class to earn the required amount of credits for graduation.

As the students are dealing with the many teachers in the junior high school, they also are faced with the many teaching styles and environments. Brown (1982) reported that

one environment may require a great deal of verbalization (a language experience reading group), while another requires silence (the library); one may require independence and creativity (an exploratory interest center) while another requires strict conformity and adherence to established rules and regulations (a chemistry lab or woodworking shop) (p. 224).

Due to the large number of professionals who come into contact with students, relationships tend to become impersonal (Glasser, 1975). Even progress, or rather lack of it, is monitored through the impersonal use of down slips.

Students also will be confronted with teachers who use only one instructional procedure for their entire group of students. This would require that all students learn the same skills at the same time in the same way.

Summary

Having several sets of expectations for academic performance and overall classroom behavior is a new experience for many students whose experience in school thus far has been self-contained elementary classrooms. To be successful, students have to be adept in the content area being taught and sensitive to changing behavioral expectations; they must be able to adjust almost instinctively to these different requirements (Sherbenou & Holub, 1982). For an LD student, the transition from elementary to junior high will certainly be a difficult one. Results of research studies in this review of literature indicate LD

adolescents are deficient in the very areas identified as demands of the junior high setting.

Research Questions

1. Are there differences in the perceptions of LD teachers, sixth-grade teachers, and junior high regular classroom teachers regarding the skills necessary for junior high?
2. Are there differences in the perceptions of sixth-grade regular classroom teachers and junior high regular classroom teachers on the preparedness of regular education sixth-grade students for junior high?
3. Are there differences in the perceptions of LD teachers, sixth-grade regular classroom teachers, and junior high regular classroom teachers regarding the preparedness of sixth-grade LD students for the mainstreamed junior high classroom?
4. Are there differences in what LD teachers, sixth-grade regular classroom teachers, and junior high regular classroom teachers perceive as being the most important skills necessary for success in junior high?

5. Are there differences in what LD teachers, sixth-grade regular classroom teachers, and junior high regular classroom teachers perceive as being problematic for the students making the transition from elementary school to junior high classrooms?

CHAPTER III
METHODS AND PROCEDURES

Purpose

The purpose of the study was to gather information about the perceptions of LD teachers, sixth-grade regular classroom teachers, and junior high regular classroom teachers regarding the skills they think are necessary for any sixth-grade student to have in order to meet the demands of the junior high classroom.

Another purpose of the study was to gather information about the perceptions of LD teachers, sixth-grade regular classroom teachers, and junior high regular classroom teachers concerning the preparedness of their students in those skills thought to be necessary for success in the junior high classroom.

In addition, the study was to determine what LD teachers, sixth-grade regular classroom teachers, and junior high regular classroom teachers thought were the most important skills for success in the junior high classroom, as well as what skills present the greatest problems in the junior high classroom.

The research questions this study attempted to answer are:

1. Are there differences in the perceptions of LD teachers, sixth-grade regular classroom teachers, and junior high regular

classroom teachers regarding the skills necessary for junior high?

2. Are there differences in the perceptions of sixth-grade regular classroom teachers and junior high regular classroom teachers on the preparedness of regular education sixth-grade students for junior high?

3. Are there differences in the perceptions of LD teachers, sixth-grade regular classroom teachers, and junior high regular classroom teachers regarding the preparedness of sixth-grade LD students for the mainstreamed junior high classroom?

4. Are there differences in what LD teachers, sixth-grade regular classroom teachers, and junior high regular classroom teachers perceive as being the most important skills necessary for success in the junior high classroom?

5. Are there differences in what LD teachers, sixth-grade regular classroom teachers, and junior high regular classroom teachers perceive as being problematic for students making the transition from elementary school to junior high classrooms?

Subjects

The subjects of this study were from three groups. One group consisted of teachers of students with learning disabilities. There were 17 teachers in this group who received the survey; 8 were returned. Of those teachers in this group who responded to the survey, there was an average of 4 1/2 years of

teaching experience in the special education classroom and an average of 3 1/2 years of teaching experience in the regular classroom as well. According to their teaching experience during the past 5 years, answers to the survey were based on approximately 45 students per instructor.

The second group of subjects consisted of sixth-grade regular classroom teachers. There were 30 teachers in this group who received the survey; 16 teachers responded. Of those teachers in this group who responded to the survey, the average number of years of teaching experience in the sixth grade was 7 years, with an average of 11 years of teaching experience overall. The sixth-grade instructors based their answers to the survey on an average of 91 students per instructor during the past 5 years of teaching.

The third group consisted of junior high regular classroom teachers. There were 54 teachers in this group who received the survey; 17 teachers responded. Of those teachers in this group who responded, the average number of years of teaching experience in the junior high classroom was 9 years, with an average of 10 years of teaching experience overall in the regular classrooms. The junior high teachers based their answers to the survey on approximately 450 students during the past 5 years of teaching experience.

Setting

The teachers responding to the survey came from rural schools within a 30-mile radius of Lawrence, Kansas. These schools were chosen primarily because of their accessibility. Schools were also chosen for their building organization of separate elementary classrooms and junior high classrooms so as to ensure the presence of transition from elementary to junior high. Middle schools were excluded from the study for this reason. Geographically, socioeconomically, and environmentally, all groups were similar.

Instrument

A survey was constructed to investigate teachers' perceptions of the importance of skills necessary for success in the junior high classroom, as well as to investigate their perceptions on the preparedness of their students for the junior high classroom in certain skill areas. In addition, the survey was constructed to gather information regarding teachers' perceptions of what are the most important skills for the junior high classroom, as well as what skills present the biggest problems for the junior high student. The survey was developed from information obtained in the review of the literature. A copy of the survey is in Appendix C. The skills areas chosen for the survey were academic, general management, social, and environmental skills. Within the area of academic skills, reading, writing, and mathematics were included. Three specific skills were

listed in reading, four skills were listed in writing, and three skills were listed in mathematics. Within the area of general management skills, 13 skills were listed. In the area of social skills, ten skills were listed, and in the area of environmental skills, five skills were listed. The survey consisted of five parts. The first part requested background information of all participants.

The second part consisted of the list of skills mentioned above in which all participants were asked to evaluate in terms of importance through a seven-point Likert scale. The participants were asked to assign a value of 7 if the skill was considered essential for the junior high classroom and a value of 1 if the skill was unnecessary. Values from 2 to 6 were to indicate increasing levels of importance.

The third part of the survey consisted of the same list of skills once again, and this time sixth-grade regular classroom teachers and junior high regular classroom teachers were asked to assign a value of 7 if most students were prepared in the skill and a value of 1 if most students were unprepared. Values from 2 to 6 were to indicate increasing levels of preparedness.

The fourth part of the survey consisted of the same list of skill, and this time all participants were asked to evaluate these skills in terms of preparedness of LD students

for junior high. Teachers were asked to assign a value of 7 if most students were prepared in the skill and a value of 1 if most students were unprepared. Values from 2 to 6 were to indicate increasing levels of preparedness.

The fifth part of the survey provided information on what three skills in each area teachers perceive as being the most important skills necessary for success in the junior high classroom, as well as what three skills in each area present the biggest problem in the junior high classroom. On parts 2-5 of the survey teachers were asked to base their answers on their last five years of teaching experience.

Procedure

Once the survey had been developed, it was mailed to 101 subjects on May 12, 1984. Participants were provided with two copies of a consent-to-participate form, one for their records and one to be returned with the survey in the provided addressed stamped envelope.

When the surveys were returned, they were separated into the following three groups: LD teachers, sixth-grade regular classroom teachers, and junior high regular classroom teachers. Each teacher's responses were then tallied according to each question asked--how important are these skills, how prepared are the students, what skills are most important, what skills are

problematic? An average score and score range then were calculated for each skill within each of the four areas for the three groups of teachers. Tables representing the results of the survey for each research question were constructed to illustrate a comparison of the average scores and ranges across the different groups of teachers. The average scores were found by multiplying the number of responses by the Likert scale value assigned and dividing by the total number of participants. To determine top rankings of skills and skills considered to be problematic, frequencies for items listed under each area were recorded and a percentage calculated.

Analysis of Data

The score averages for Likert items and the percentages for frequency items were analyzed to determine the amount of discrepancy between LD, sixth-grade, and junior high teachers' perceptions on each of the items on the survey. The research questions were answered through a descriptive analysis of the data. Criteria for determining a major discrepancy among teacher perceptions were based on an approximate two-point difference between the average scores.

CHAPTER IV

RESULTS

The purpose of the study was to gather information about the perceptions of LD teachers, sixth-grade regular classroom teachers, and junior high regular classroom teachers regarding the skills necessary for junior high and the preparedness of students entering junior high. The study also sought to identify those skills teachers listed most often as being the most important skills in each of the areas of academic skills, general management skills, social skills and environmental skills, as well as those skills that present problems in each of these areas.

Research Question 1

Are there differences in the perceptions of LD teachers, sixth-grade regular classroom teachers, and junior high regular classroom teachers regarding the skills necessary for junior high?

Results shown in Table 1. Within the area of academic skills, results were divided into three categories: reading, writing, and mathematics. Table 1 represents the average score and range of scores for selected skills within the area of reading. According to the results, LD teachers, sixth-grade

and junior high regular classroom teachers all perceive those skills as being important to success in junior high. There was no great discrepancy in the average scores across teachers or skills. LD teachers and sixth-grade teachers both rated deriving meanings of words from context as being the most important skill in this area while junior high teachers rated reading at grade level as being most important for success in junior high. Skimming reading selections was rated as the least important skill in this area across all three groups of teachers. The range of scores was fairly consistent for LD and sixth-grade teachers while the range of scores for junior high teachers fluctuated from 7 to 1 across the scale with 7 being the highest score and 1 being the lowest score.

Table 1
Reading Skills Necessary for Junior High

Reading Skills	Teachers		
	Learning Disabilities	Sixth Grade	Junior High
Reading at grade level	$\frac{5.5^*}{7-4}$	$\frac{6.1}{7-4}$	$\frac{6.1}{7-3}$
Skimming reading selections	$\frac{5.0}{6-4}$	$\frac{5.4}{7-4}$	$\frac{4.8}{7-1}$
Deriving meanings of words from context	$\frac{5.8}{7-5}$	$\frac{6.2}{7-5}$	$\frac{5.3}{7-1}$

*5.5 = average score
7-4 = range of scores

Results shown in Table 2. Table 2 represents the average scores and range of scores for selected skills within the area of writing. Again, the average scores across teachers and skills show no great discrepancies in the perceptions held by teachers as to those writing skills that are necessary for junior high. LD teachers and junior high teachers both rated writing legibly as being the most important skill in this area while sixth-grade teachers rated expressing ideas through writing as the most important skill. All three groups perceived detecting errors in writing as being the least important skill in this area. The range of scores was consistent across all three teachers and across skills.

Table 2
Writing Skills Necessary for Junior High

Writing Skills	Teachers		
	Learning Disabilities	Sixth Grade	Junior High
Expressing ideas through writing	$\frac{5.5^*}{7-4}$	$\frac{6.3}{7-5}$	$\frac{5.2}{7-3}$
Spelling correctly	$\frac{4.8}{6-3}$	$\frac{5.6}{7-4}$	$\frac{5.4}{7-3}$
Writing legibly	$\frac{6.0}{7-5}$	$\frac{5.9}{7-4}$	$\frac{5.7}{7-3}$
Detecting errors	$\frac{4.8}{6-3}$	$\frac{5.6}{7-3}$	$\frac{4.9}{7-3}$

*5.5 = average score
7-4 = range of scores

Results shown in Table 3. Table 3 represents the average scores and range of scores for selected skills within the area of mathematics. Once again there was no substantial difference in average scores across the three groups of teachers or skills, indicating all teachers perceive these skills as being necessary for junior high. All three groups of teachers, LD, sixth, and junior high, rated knowledge of basic facts as being the most important skill in this area for junior high. All three groups of teachers, on the other hand, rated using algorithms correctly as being the least important skill. LD teachers and sixth-grade teachers were fairly consistent in their range of scores while junior high teachers had a wider range of scores.

Table 3
Mathematics Skills Necessary for Junior High

Mathematics Skills	Teachers		
	Learning Disabilities	Sixth Grade	Junior High
Solving story problems	$\frac{5.3^*}{7-4}$	$\frac{6.1}{7-3}$	$\frac{4.9}{6-1}$
Using algorithms correctly	$\frac{4.6}{7-2}$	$\frac{5.9}{7-3}$	$\frac{4.5}{7-1}$
Knowing basic facts	$\frac{6.4}{7-4}$	$\frac{6.9}{7-6}$	$\frac{5.8}{7-3}$

*5.3 = average score
7-4 = range of scores

Results shown in Table 4. Table 4 represents the average score and range of scores for selected skills within the area of general management skills. There were no major differences in teachers' perceptions of those skills necessary for junior high. While LD teachers perceive turning in assignments on time as the most essential skill for success in junior high, junior high teachers perceive listening to and following directions as the most essential skill. Sixth-grade teachers perceive both turning in assignments on time and listening to and following directions as equally essential skills for success in junior high. LD teachers rated monitoring one's performance/progress as the least important skill while sixth-grade teachers and junior high teachers rated making an outline as the least important skill. The range of scores was fairly consistent for LD and sixth-grade teachers. Scores for junior high teachers were across a wider range.

Table 4

General Management Skills Necessary for Junior High

General Management Skills	Teachers		
	Learning Disabilities	Sixth Grade	Junior High
Listening to and following directions	$\frac{6.5}{7-5}$	$\frac{6.9}{7-6}$	$\frac{6.7}{7-5}$
Taking appropriate notes	$\frac{5.4}{7-4}$	$\frac{5.9}{7-4}$	$\frac{5.8}{7-2}$
Planning a study schedule	$\frac{4.9}{6-4}$	$\frac{5.9}{7-4}$	$\frac{5.5}{7-3}$

Table 4 (Continued)

General Management Skills	Teachers		
	Learning Disabilities	Sixth Grade	Junior High
Reviewing study material	$\frac{5.5}{7-4}$	$\frac{6.3}{7-5}$	$\frac{5.6}{7-3}$
Making an outline	$\frac{4.8}{6-4}$	$\frac{5.0}{6-3}$	$\frac{4.4}{7-1}$
Monitoring one's performance/progress	$\frac{4.3}{6-3}$	$\frac{5.8}{7-3}$	$\frac{5.4}{7-3}$
Locating information in textbook	$\frac{5.5}{7-3}$	$\frac{6.4}{7-5}$	$\frac{5.7}{7-2}$
Recalling information in textbook	$\frac{6.1}{7-5}$	$\frac{6.2}{7-5}$	$\frac{5.9}{7-4}$
Turning in assignments on time	$\frac{7.0}{7-7}$	$\frac{6.9}{7-6}$	$\frac{6.5}{7-5}$
Developing independent work habits	$\frac{6.6}{7-5}$	$\frac{6.6}{7-4}$	$\frac{6.1}{7-3}$
Bringing appropriate materials to class	$\frac{6.9}{7-6}$	$\frac{6.8}{7-6}$	$\frac{6.3}{7-5}$
Using a library	$\frac{5.3}{7-3}$	$\frac{6.1}{7-4}$	$\frac{5.4}{7-2}$
Remaining on task	$\frac{5.9}{7-4}$	$\frac{6.4}{7-4}$	$\frac{6.4}{7-5}$

*6.5 = average score

7-5 = range of scores

Results shown in Table 5. Table 5 represents the average score and range of scores for selected skills within the area of social skills. There were no major differences in teachers' perceptions of those skills in this area insofar as their importance for success in junior high. All three groups rated following class rules as the most essential skill in this area

for junior high. All three groups also rated participates in extracurricular activities as a skill that is the least important in this area for success in the junior high classroom. The range of scores was constant among LD and junior high teachers while sixth-grade teachers had a little more fluctuation among scores.

Table 5
Social Skills Necessary for Junior High

Social Skills	Teachers		
	Learning Disabilities	Sixth Grade	Junior High
Respects authority	$\frac{5.8^*}{7-4}$	$\frac{6.5}{7-5}$	$\frac{6.4}{7-5}$
Follows class rules	$\frac{6.3}{7-4}$	$\frac{6.9}{7-5}$	$\frac{6.6}{7-5}$
Accepts criticism	$\frac{5.5}{7-4}$	$\frac{6.1}{7-4}$	$\frac{5.7}{7-4}$
Accepts help	$\frac{5.9}{7-4}$	$\frac{6.4}{7-4}$	$\frac{6.3}{7-5}$
Works as a team member	$\frac{5.1}{6-3}$	$\frac{5.4}{7-3}$	$\frac{5.9}{7-4}$
Serves as a helper	$\frac{4.8}{6-3}$	$\frac{4.5}{6-2}$	$\frac{4.8}{7-3}$
Asks relevant questions	$\frac{4.8}{6-3}$	$\frac{5.5}{7-3}$	$\frac{5.8}{7-4}$
Participates in discussions	$\frac{5.0}{6-4}$	$\frac{5.1}{7-2}$	$\frac{5.5}{7-3}$
Explains reasons for one's actions	$\frac{4.8}{6-4}$	$\frac{4.8}{7-1}$	$\frac{5.2}{7-3}$
Participates in extracurricular activities	$\frac{3.5}{5-2}$	$\frac{4.6}{7-1}$	$\frac{4.5}{7-2}$

*5.8 = average score
7-4 = range of scores

Results shown in Table 6. Table 6 represents the average score and range of scores for selected skill within the area of environmental skills. There were no major differences in the perceptions of teachers regarding the environmental skills necessary for success in the junior high classroom. LD teachers, sixth-grade teachers, and junior high teachers all rated following a time schedule as the most important skill in this area. LD teachers rated moving from class to class the least important of the skills while sixth-grade teachers rated suiting up for gym class as the least important, and junior high teachers felt using combination locks was the least important skill in this area. The range of scores was fairly constant across teachers with sixth-grade teachers having a wider range in only one of the skills.

Table 6

Environmental Skills Necessary for Junior High

Environmental Skills	Teachers		
	Learning Disabilities	Sixth Grade	Junior High
Moving from class to class	$\frac{5.6^*}{7-2}$	$\frac{5.8}{7-3}$	$\frac{5.4}{7-3}$
Coping with more than one teaching style	$\frac{6.1}{7-4}$	$\frac{6.1}{7-4}$	$\frac{6.0}{7-5}$
Following a time schedule	$\frac{6.4}{7-5}$	$\frac{6.3}{7-5}$	$\frac{6.1}{7-5}$
Using combination locks	$\frac{5.8}{7-3}$	$\frac{5.3}{7-3}$	$\frac{5.2}{7-3}$
Suiting up for gym class	$\frac{5.9}{7-5}$	$\frac{4.7}{7-1}$	$\frac{5.5}{7-3}$

*5.6 = average score

7-2 = range of scores

Research Question 2 and 3

Are there differences in the perceptions of sixth-grade and junior high regular classroom teachers on the preparedness of sixth-grade regular education students for junior high?

Are there differences in the perceptions of LD teachers, sixth-grade regular classroom teachers, and junior high regular classroom teachers on the preparedness of sixth-grade LD students for the mainstreamed junior high classroom?

Results shown in Table 7. Within the area of academic skills, results were divided into three categories: reading, writing, and mathematics. Table 7 represents the average score and range of scores across teachers and students for selected skills within the area of reading. According to the results, sixth-grade and junior high teachers agree that most regular education students are prepared in reading at grade level; however, there is some disagreement as to the regular education student's preparedness in skimming reading selections and deriving meanings of words from context among these two groups of teachers. LD teachers, sixth-grade teachers, and junior high teachers agree for the most part on the preparedness of LD students for the mainstreamed junior high classroom with the only disagreement being in the skill of deriving meanings of words from context. In this area, LD teachers feel their students are somewhat prepared while sixth-grade and junior high teachers feel the LD

student is not prepared. Across students, LD students are much less prepared in these reading skills for junior high than regular education students as would be expected. All of the teachers do agree that LD students are the least prepared in skimming reading selections. The range of scores varied across teachers and skills.

Table 7
Preparedness of Students in Reading Skills

Reading Skills	Teachers		
	Learning Disabilities	Sixth Grade	Junior High
Reading at grade level			
Regular students		5.8/7-5*	4.8/6-4
LD students	3.3/6-3	2.9/5-1	3.3/5-1
Skimming reading selections			
Regular students		5.8/7-4	3.6/5-2
LD students	3.0/5-1	2.8/5-1	2.7/5-1
Deriving meanings of words from context			
Regular students		5.6/7-4	4.1/5-2
LD students	4.0/6-2	3.2/6-1	2.9/5-1

*5.8 = average score
7-5 = range of scores

Results shown in Table 8. Table 8 represents the average score and ranges of scores across teachers and students for selected skills within the area of writing. According to the results, there is some disagreement between sixth-grade teachers

and junior high teachers as to the preparedness of regular education students in these writing skills; however, there is agreement among LD teachers, sixth-grade teachers, and junior high teachers as to the preparedness of LD students in these writing skills. Junior high teachers do not perceive much difference in the preparedness of regular education students and LD students in these writing skills while sixth-grade teachers perceive a marked difference in the preparedness of regular and LD students in these skills. All three

Table 8
Preparedness of Students in Writing Skills

Writing Skills	Teachers		
	Learning Disabilities	Sixth Grade	Junior High
Expressing ideas through writing			
Regular students		4.9/7-2*	3.5/6-2
LD students	3.4/6-2	3.4/5-1	3.4/6-2
Spelling correctly			
Regular students		5.0/7-2	3.7/5-1
LD students	2.9/5-1	3.3/6-1	2.9/6-1
Writing legibly			
Regular students		5.3/7-4	4.6/6-1
LD students	3.9/5-2	3.8/6-1	3.7/6-1
Detecting errors in writing			
Regular students		4.3/7-2	3.0/5-1
LD students	2.9/5-1	2.5/5-1	2.9/6-1

*4.9 = average score
7-2 = range of scores

groups of teachers agree that both LD students and regular education students are the least prepared in the skill of detecting errors in writing. All three groups of teachers also agree that both LD students and regular education students are the most prepared in the skill of writing legibly. The range of scores for all three groups of teachers fluctuates across the scale.

Results shown in Table 9. Table 9 represents the average score and ranges of scores across teachers and students for selected skills within the area of mathematics. According to the results, sixth-grade teachers and junior high teachers seem to agree on the preparedness of regular education students in the solving of story problems; however, they disagree on the preparedness of regular education students in their skills of using algorithms correctly and their knowing basic facts. LD teachers, sixth-grade teachers, and junior high teachers all agree on the preparedness of LD students in solving story problems and using algorithms correctly; however, there is disagreement in their preparedness in their knowing basic facts. While LD teachers feel their students are prepared in this area, sixth-grade and junior high teachers feel LD students are only somewhat prepared in this area. Both LD students and regular education students are rated by their teachers as being the most prepared in knowing basic facts while they are rated as being least prepared in solving story problems. The range of scores fluctuates across the scale.

Table 9
Preparedness of Students in Mathematics Skills

Mathematics Skills	Teachers		
	Learning Disabilities	Sixth Grade	Junior High
Solving story problems			
Regular students		4.2/7-3*	3.9/6-2
LD students	3.5/5-1	2.8-5-1	3.0/5-1
Using algorithms correctly			
Regular students		4.8/7-3	3.6/6-2
LD students	3.5/6-1	3.8/6-2	3.2/6-1
Knowing basic facts			
Regular students		5.9/7-4	4.9/7-2
LD students	5.8/7-4	4.5/6-3	3.8/6-1

*4.2 = average score
7-3 = range of scores

Results shown in Table 10. Table 10 represents the average score and ranges of scores across teachers and students for selected skills within the area of general management skills. According to the results, sixth-grade and junior high teachers agree that most regular education students are prepared in these skills with one exception, and that is that while sixth-grade teachers feel most regular education students are prepared in the skill of making an outline, junior high teachers feel regular education students are not prepared in this skill. LD teachers, sixth-grade teachers, and junior high teachers all agree on the preparedness of LD students for junior high in that they are somewhat prepared in these skills. The only major difference

is between LD teachers and sixth-grade teachers in the preparedness of LD students in the skill of recalling information in textbooks. LD teachers feel their students are prepared in this area while sixth-grade teachers do not feel LD students are prepared in this area. LD teachers, sixth-grade teachers, and junior high teachers all agree that both regular education students and LD students are the most prepared in bringing appropriate materials to class while they are the least prepared in making an outline. Junior high teachers perceive very little difference in the preparedness of regular education students and LD students for junior high while sixth-grade teachers perceive a substantial difference in LD and regular education students in their preparedness in most skills in this area. The range of scores across teachers fluctuates from one end of the scale to the other in these skills.

Table 10

Preparedness of Students in General Management Skills

General Management Skills	Teachers		
	Learning Disabilities	Sixth Grade	Junior High
Listening to and following directions			
Regular students		5.1/7-3*	4.2/6-3
LD students	4.6/6-3	4.2/6-2	3.8/6-2
Taking appropriate notes			
Regular students		4.3/7-1	3.4/6-1
LD students	3.1/6-2	2.3/5-1	2.3/6-1

Table 10 (Continued)

General Management Skills	Teachers		
	Learning Disabilities	Sixth Grade	Junior High
Planning a study schedule			
Regular students		4.1/7-1	3.5/5-1
LD students	2.8/4-2	2.8/6-1	2.6/6-1
Reviewing study material			
Regular students		4.3/7-1	3.9/5-1
LD students	2.9/6-2	2.7/5-1	2.9/5-1
Making an outline			
Regular students		4.0/6-1	2.8/5-1
LD students	2.8/6-1	2.2/5-1	2.4/5-1
Monitoring one's performance/ progress			
Regular students		4.0/7-1	4.1/5-1
LD students	2.8/6-1	2.5/6-1	2.4/4-1
Locating information in textbook			
Regular students		5.3/7-4	4.1/6-2
LD students	4.3/6-3	3.0/5-2	3.1/5-1
Recalling information in textbook			
Regular students		4.9/6-1	4.2/6-2
LD students	4.0/6-2	2.6/5-1	3.1/5-1
Turning in assignments on time			
Regular students		5.6/7-4	4.7/6-2
LD students	3.9/6-2	4.2/6-1	4.0/6-1
Developing independent work habits			
Regular students		5.5/7-4	4.2/6-2
LD students	3.3/5-2	3.1/5-1	2.9/5-1
Bringing appropriate materials to class			
Regular students		5.8/7-4	4.8/6-3
LD students	4.8/7-2	4.8/7-3	4.1/6-2
Using a library			
Regular students		5.6/7-4	4.0/5-2
LD students	3.8/6-2	3.4/5-2	3.3/6-1

Table 10 (Continued)

General Management Skills	Teachers		
	Learning Disabilities	Sixth Grade	Junior High
Remaining on task			
Regular students		5.4/7-3	4.4/6-3
LD students	3.6/6-2	3.5/6-1	3.1/5-1

*5,1 = average score
7-3 = range of scores

Results shown in Table 11. Table 11 represents the average score and ranges of scores across teachers and students for selected skills within the area of social skills. According to the results, sixth-grade teachers and junior high teachers agree that most regular education students are prepared in these skills for junior high. LD teachers, sixth-grade teachers, and junior high teachers also agree that LD students are prepared in these skills as well. In fact, there is very little difference in the preparedness of LD students and regular education students in social skills for the junior high classroom. Junior high teachers perceive LD students as being more prepared in such skills as respects authority, accepts help, works as a team member, and serves as a helper than regular education students. LD teachers, sixth grade teachers, and junior high teachers all perceive both LD students and regular education students as being the most prepared in following class rules.

LD teachers and junior high teachers perceive LD and regular education students as being the least prepared in explaining reasons for one's actions while sixth-grade teachers perceive LD students as being least prepared in asking relevant questions and regular education students also being least prepared in explaining reasons for one's actions. The range of scores fluctuates across teachers.

Table 11
Preparedness of Students in Social Skills

Social Skills	Teachers		
	Learning Disabilities	Sixth Grade	Junior High
Respects authority			
Regular students		5.8/7-4*	4.8/6-2
LD students	5.5/7-4	5.4/7-2	5.1/7-2
Follows class rules			
Regular students		5.9/7-5	5.1/6-3
LD students	5.5/7-4	5.2/7-2	4.8/6-2
Accepts criticism			
Regular students		5.4/7-3	4.4/6-2
LD students	4.8/6-3	4.4/7-1	4.3/7-2
Accepts help			
Regular students		5.9/7-4	4.9/6-3
LD students	5.1/6-2	5.4/7-3	5.0/7-1
Works as a team member			
Regular students		5.6/7-4	4.2/6-2
LD students	5.1/7-3	5.0/7-2	4.3/6-1
Serves as a helper			
Regular students		5.5/7-3	4.5/6-2
LD students	5.0/7-2	4.9/7-2	4.8/7-1

Table 11 (Continued)

Social Skills	Teachers		
	Learning Disabilities	Sixth Grade	Junior High
Asks relevant questions			
Regular students		5.4/7-4	4.2/5-3
LD students	4.3/6-2	3.7/6-2	4.0/7-1
Participates in discussions			
Regular students		5.3/7-3	4.9/7-3
LD students	4.3/6-3	3.8/6-1	3.8/6-1
Explains reasons for one's actions			
Regular students		4.9/7-3	4.2/6-2
LD students	3.8/5-2	4.2/7-1	3.6/5-1
Participates in extracurricular activities			
Regular students		4.9/6-3	4.9/7-3
LD students	4.1/7-1	3.8/6-1	4.0/7-2

*5.8 = average score
7-4 = range of scores

Results shown in Table 12. Table 12 represents the average score and ranges of scores across teachers and students for selected skills within the area of environmental skills. According to the results, sixth-grade and junior high teachers agree that most regular education students are prepared in these skills for junior high. LD teachers, sixth-grade teachers, and junior high teachers agree that most LD students are also prepared in these skills with some discrepancies in coping with more than one teaching style and using combination locks. Junior high

Table 12

Preparedness of Students in Environmental Skills

Environmental Skills	Teachers		
	Learning Disabilities	Sixth Grade	Junior High
Moving from class to class			
Regular students		5.1/7-3*	4.4/7-2
LD students	5.5/7-4	4.1/6-2	4.5/6-1
Coping with more than one teaching style			
Regular students		5.1/7-3	4.2/6-2
LD students	5.0/7-2	3.9/6-1	3.8/6-1
Following a time schedule			
Regular students		5.1/7-3	4.5/6-1
LD students	5.6/7-3	4.4/7-2	4.1/6-1
Using combination locks			
Regular students		3.4/7-1	4.1/6-1
LD students	3.9/7-1	2.7/5-1	4.0/7-1
Suiting up for gym class			
Regular students		3.3/7-1	4.4/6-2
LD students	4.3/7-1	3.0/6-1	4.7/7-2
Using school cafeteria properly			
Regular students		5.9/7-3	5.2/7-2
LD students	6.5/7-5	5.6/7-3	5.4/7-2

*5.1 = average score

7-3 = range of scores

teachers perceive little difference in the preparedness of LD students and regular education students insofar as their preparedness for junior high in these skills; in fact, junior high teachers rated LD students as being more prepared than regular education students in the following skills: moving from class

to class, suiting up for gym, and using the school cafeteria properly. LD teachers, sixth-grade teachers, and junior high teachers all perceive both LD students and regular education students as being the most prepared in using the school cafeteria properly. LD and sixth-grade teachers perceive LD students as being the least prepared in using combination locks while junior high teachers perceive the LD students as being the least prepared in coping with more than one teaching style. Sixth-grade teachers perceive regular education students as being least prepared in suiting up for gym while junior high teachers perceive regular education students as being least prepared in using combination locks. The range of scores fluctuated across the scale among all three groups of teachers.

Research Question 4

Are there differences in how LD teachers, sixth-grade regular classroom teachers, and junior high regular classroom teachers rank those skills thought to be necessary for success in the junior high classroom?

Results shown in Table 13. Within the area of academic skills, results were divided into three categories: reading, writing, and mathematics. Table 13 represents the area each teacher perceives as being the most important. According to the results, LD teachers place the most importance in writing skill, sixth-grade teachers place the most importance in

mathematics skill, and junior high teachers place equal importance in both reading and writing skills. LD teachers and junior high teachers both place the least amount of concern in mathematics skills while sixth-grade teachers place the least amount of concern in writing skills.

Table 13

Percentage of Responses for Most Important Academic Skills

Academic Skills	Teachers		
	Learning Disabilities	Sixth Grade	Junior High
Reading	33%	34%	38%
Writing	38	27	38
Mathematics	29	39	24

Results shown in Table 14. Table 14 represents the areas of concern among teachers in general management skills. According to the results, LD teachers perceive listening to and following directions and turning in assignments on time as being the most important skills in this area. Sixth-grade teachers, on the other hand, perceive independent work habits as being the most important skill to have in this area. Junior high teachers agree with LD teachers in that listening to and following directions is the most important skill to have in this area.

Table 14
 Percentage of Responses for Most Important
 General Management Skills

General Management Skills	Teachers		
	Learning Disabilities	Sixth Grade	Junior High
Listening to and following directions	24%	18%	33%
Taking appropriate notes	5	2	4
Planning a study schedule	10	11	7
Reviewing study material	0	2	7
Making an outline	0	2	2
Monitoring one's own performance/ progress	0	7	0
Locating information in textbook	0	13	4
Recalling information in textbook	14	2	2
Turning in assignments on time	24	11	15
Developing independent work habits	19	22	13
Bringing appropriate materials to class	0	2	4
Using a library	0	2	2
Remaining on task	5	4	9

Results shown in Table 15. Table 15 represents the percentage of responses given by teachers in selected social skills. LD teachers, sixth-grade teachers, and junior high teachers all rate respects authority as a high priority skill for the

junior high classroom, followed by following class rules and accepting help.

Table 15
Percentage of Responses for Most Important Social Skills

Social Skills	Teachers		
	Learning Disabilities	Sixth Grade	Junior High
Respects authority	29%	20%	30%
Follows class rules	24	13	17
Accepts criticism	0	9	12
Accepts help	19	18	12
Works as a team member	14	2	12
Serves as a helper	0	2	2
Asks relevant questions	10	13	5
Participates in discussions	0	11	10
Explains reasons for one's actions	0	2	0
Participates in extracurricular activities	5	9	2

Results shown in Table 16. Table 16 represents the percentage of responses given by teachers in selected environmental skills. LD teachers rate moving from class to class as a high priority skill for junior high while sixth-grade teachers rate following a time schedule as a high priority skill. Junior high

teachers rate still another skill as high priority for junior high, coping with more than one teaching style. Very little emphasis is placed on suiting up for gym class and using the school cafeteria properly.

Table 16

Percentage of Responses in Environmental Skills

Environmental Skills	Teachers		
	Learning Disabilities	Sixth Grade	Junior High
Moving from class to class	37%	24%	25%
Coping with more than one teaching style	26	34	35
Following a time schedule	26	37	33
Using combination locks	11	0	3
Suiting up for gym class	0	2	5
Using school cafeteria properly	0	2	0

Research Question 5

Are there differences in what LD teachers, sixth-grade regular classroom teachers, and junior high regular classroom teachers perceive as being problematic to the transition from elementary to junior high?

Results shown in Table 17. Within the area of academic skills, responses were divided into three categories: reading, writing,

and mathematics. Table 17 represents the percentage of responses in each area among LD, sixth-grade and junior high teachers. According to the results, LD teachers, sixth-grade teachers, and junior high teachers all perceive writing skills as a problem area for junior high students. LD teachers perceive reading skills as being equally problematic for students as writing skills. Sixth-grade teachers perceive mathematics skills as being equally problematic for students as writing skills.

Table 17

Percentage of Responses for Most Problematic Academic Skills

Academic Skills	Teachers		
	Learning Disabilities	Sixth Grade	Junior High
Reading	38%	32%	33%
Writing	38	34	38
Mathematics	24	34	29

Results shown in Table 18. Table 18 represents the percentage of responses in selected general management skills perceived to be problematic for junior high students. LD teachers perceive planning a study schedule as being most problematic for students. Junior high teachers, on the other hand, perceive listening to and following directions as presenting the most problems for students. All three groups of teachers agree taking

appropriate notes presents a problem for junior high students, as well as turning in assignments on time.

Table 18
Percentage of Responses for Most Problematic
General Management Skills

General Management Skills	Teachers		
	Learning Disabilities	Sixth Grade	Junior High
Listening to and following directions	4%	14%	21%
Taking appropriate notes	17	14	10
Planning a study schedule	25	9	12
Reviewing study material	13	0	12
Making an outline	8	5	7
Monitoring one's performance/progress	0	9	2
Locating information in textbook	4	2	5
Recalling information in textbook	4	5	7
Turning in assignments on time	17	9	10
Developing independent work habits	0	27	5
Bringing appropriate materials to class	4	0	5
Using a library	0	5	0
Remaining on task	4	2	5

Results shown in Table 19. Table 19 represents the percentage of responses in selected social skills perceived as being problematic for the junior high student. LD teachers

perceive accepting criticism as presenting the biggest problem for students while sixth-grade and junior high teachers perceive following class rules as being the biggest problem in the junior high classroom; however, all three groups of teachers do perceive the following skills as presenting problems in junior high: respecting authority, following class rules, accepting criticism, asking relevant questions, and participating in discussions.

Table 19

Percentage of Responses for Most Problematic Social Skills

Social Skills	Teachers		
	Learning Disabilities	Sixth Grade	Junior High
Respects authority	11%	16%	13%
Follows class rules	17	19	20
Accepts criticism	22	12	13
Accepts help	6	7	8
Works as a team member	6	9	8
Serves as a helper	0	0	0
Asks relevant questions	17	14	18
Participates in discussions	17	16	10
Explains reasons for one's actions	6	2	8
Participates in extracurricular activities	0	5	5

Results shown in Table 20. Table 20 represents the percentage of responses in selected environmental skills perceived to be problematic for junior high students. According to the results, LD teachers, sixth-grade teachers, and junior high teachers all agree that coping with more than one teaching style presents the biggest problem for students in this area. All three groups of teachers also gave a considerable amount of concern to the following skills: moving from class to class, following a time schedule, and using combination locks, whereas suiting up for gym class and using the school cafeteria properly did not warrant much concern for being a problem for students.

Table 20

Percentage of Responses for Most Problematic Environmental Skills

Environmental Skills	Teachers		
	Learning Disabilities	Sixth Grade	Junior High
Moving from class to class	21%	20%	24%
Coping with more than one teaching style	37	25	38
Following a time schedule	26	23	24
Using combination locks	16	18	12
Suiting up for gym class	0	13	0
Using school cafeteria properly	0	3	3

CHAPTER V

SUMMARY, CONCLUSIONS, LIMITATIONS, AND IMPLICATIONS

Summary

This study was undertaken to gather information about the perceptions of LD teachers, sixth-grade regular classroom teachers, and junior high regular classroom teachers regarding the skills necessary for junior high and the preparedness of students for junior high. The study also sought to identify those skills teachers thought were the most important skills to have for success in the junior high classroom as well as those skills teachers thought presented the biggest problems for students in the junior high classroom.

The following research questions were examined:

1. Are there differences in the perceptions of LD teachers, sixth-grade regular classroom teachers, and junior high regular classroom teachers regarding the skills necessary for junior high?

2. Are there differences in the perceptions of sixth-grade regular classroom teachers and junior high regular classroom teachers on the preparedness of regular education sixth-grade students for junior high?

3. Are there differences in the perceptions of LD teachers, sixth-grade regular classroom teachers, and junior high regular classroom teachers regarding the preparedness of sixth-grade LD students for the mainstreamed junior high classroom?

4. Are there differences in what LD teachers, sixth-grade regular classroom teachers, and junior high regular classroom teachers perceive as being the most important skills necessary for success in the junior high classroom?

5. Are there differences in what LD teachers, sixth-grade regular classroom teachers, and junior high regular classroom teachers perceive as being problematic for students in the transition from elementary to junior high classrooms?

The research questions were examined by recording and tabulating the responses of 41 subjects to a survey designed to gather data on teachers' perceptions of the skills necessary for junior high, the preparedness of students for junior high, and the skills that are most important for success in junior high, as well as those skills that present the biggest problems for junior high students.

Conclusions

Results from the survey indicated there are no major discrepancies in the perceptions of LD teachers, sixth-grade regular classroom teachers, and junior high regular classroom teachers in regard to the skills necessary for success in the junior

high classroom. Overall, sixth-grade teachers' average scores were higher than those of LD teachers and junior high teachers, indicating they perceive those skills rated on the survey as being more important to the success in the junior high classroom than do LD teachers or junior high teachers.

Results of this survey indicated there is some disagreement among sixth-grade regular classroom teachers and junior high regular classroom teachers in regard to the preparedness of regular education students in reading, writing, and mathematics skills (deriving meaning of words from context, skimming reading selections, spelling words correctly, using algorithms correctly, and knowing basic facts). There are no major discrepancies in their perceptions of preparedness of students in social and environmental skills. In the area of general management skills, the major discrepancy is in the skill of making an outline. Throughout all skill areas sixth-grade teachers consistently perceived their sixth-grade students as being more prepared for junior high than do junior high teachers. Overall, student preparedness ranges from somewhat prepared to prepared. There were no skills in which students were perceived as being unprepared.

Results of this survey showed that LD teachers, sixth-grade regular classroom teachers, and junior high regular classroom teachers agree that LD students are somewhat prepared in writing

skills though lower than regular education students; however, they disagree on the preparedness of LD students in reading and mathematics skills (deriving meaning of words from context and knowing basic facts). These teachers all agree on the preparedness of LD students in general management skills, social skills, and environmental skills. LD students' preparedness ranges from being somewhat prepared to prepared. LD teachers consistently perceived their LD students as being more prepared for junior high than do sixth-grade regular classroom teachers or junior high regular classroom teachers. In many instances junior high teachers perceived very little difference in the preparedness of LD students and regular education students while sixth-grade teachers perceived a greater difference in the preparedness of LD students and regular education students. In fact, junior high teachers perceived LD students as being more prepared in some social and environmental skills than regular education students (respecting authority, accepting help, working as a team member, serving as a helper, moving from class to class, suiting up for gym class, and using the school cafeteria properly).

Results of the survey also indicated there are differences in the perceptions of LD teachers, sixth-grade regular classroom teachers, and junior high regular classroom teachers in regard to what skills are the most important for success in the junior high classroom and what skills present the biggest problems for students in the junior high classroom.

In the area of academic skills LD teachers perceived writing skills as being the most important skills, sixth-grade teachers perceive mathematics skills as being the most important, and junior high teachers perceive both reading and writing as being the most important skills to have for success in the junior high classroom. All three groups of teachers perceived writing skills as presenting the greatest problem for junior high students.

In the area of general management skills all three groups of teachers agree that listening to and following directions, turning in assignments on time, and independent work habits are the most important skills in this area. While, on the other hand, sixth-grade teachers perceive independent work habits as presenting the greatest problem for junior high students, LD teachers perceive this as being no problem at all. While LD teachers perceive planning a study schedule as presenting a problem, sixth-grade teachers do not. Junior high teachers perceive listening to and following directions as a major problem for junior high students while LD teachers perceive this as presenting a very small problem.

In the area of social skills all three groups of teachers agree respecting authority is the most important skill, followed by following class rules and accepting help. At the same time all three groups of teachers consider respecting authority, following class rules, accepting criticism, asking relevant questions, and participating in discussions as presenting the greatest problem for junior high students.

In the area of environmental skills, LD teachers perceive moving from class to class as the most important skill for junior high students. Sixth-grade teachers, on the other hand, perceive following a time schedule as the most important skill. Junior high teachers perceive yet another skill, coping with more than one teaching style, as the most important skill. However, all three groups of teachers agree that these same skills, moving from class to class, following a time schedule, and coping with more than one teaching style, present the greatest problems for junior high students.

Limitations of the Study

The results of this survey may have been limited by the following factors:

1. Subjects were not a random sample.
2. The sample size was small.
3. The study was limited to rural schools.
4. The study was limited to small schools.
5. The skills listed were limited.
6. The possibility of teacher biases due to the subject area they taught might be present.

Implications

Educational implications. The results of this study indicated a need for keeping communication open and ongoing among

teachers in regard to the skills necessary for students to be successful in the junior high classroom. The elementary classroom curriculum needs to include and emphasize instruction in the development of those skills that are essential for success in the junior high classroom. In order to keep elementary instructors updated on those skills, it would be beneficial if junior high instructors provided feedback at the end of the school year as to what particular skills students seem to be lacking.

Implications for further research. Further research needs to be done in this area with a larger sample size and one that is more representative of all school districts. Research in the area of the transition to middle schools may also provide additional background to the study of the transition process. As evidenced by the very limited research found in the review of the literature, the transition topic is an area warranting more in-depth examination. Further research might be conducted to include student and parent perceptions on the transition from elementary school to junior high school.

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APPENDIX A
Cover Letters

Dear Principal

I am a teacher at McLouth Elementary and a graduate student at the University of Kansas. I am currently doing research on the transition of students from the elementary to junior high level for my master's thesis. As a part of the research, I am conducting a survey. The purpose of the survey is to determine the levels of importance of certain academic abilities and behaviors in the junior high classroom. The study also seeks to identify the levels of preparedness of students in certain academic abilities and behaviors. In addition, responses will be gathered to determine what elements of the transition from elementary to junior high are problematic for students. As I indicated in our recent telephone conversation, those instructors in the regular and LD classrooms at the sixth grade and junior high level who wish to participate will be asked to spend approximately 20 minutes to complete a survey. A copy of the survey is attached for your review. Should you decide you do not wish to have your staff participate in the study, please contact me at the telephone number given below. Thank you for your cooperation.

Sincerely,

Kathy Mehl
Principal Investigator
(913) 796-6122

Dear Teachers

I am a teacher at McLouth Elementary and a graduate student at the University of Kansas. I am currently doing research on the transition of students from the elementary to junior high level for my master's thesis. As a part of the research, I am conducting a survey. Your building principal has given me permission to ask you if you would participate in the survey. The purpose of the survey is to determine the levels of importance of certain academic abilities and behaviors in the junior high classroom. The study also seeks to identify the levels of preparedness of students in certain academic abilities and behaviors. In addition, responses will be gathered to determine what elements of the transition from elementary to junior high are problematic for students. I would appreciate a few minutes of your time to read the consent form and sign it if you wish to participate. Participants are then asked to complete the attached survey. Please return the signed consent form and completed survey in the enclosed addressed, stamped envelope by June 1, 1984. Thank you for your consideration of this request.

Sincerely,

Kathy Mehl
Principal Investigator
(913) 796-6122

APPENDIX B

Statement of Informed Consent

STATEMENT OF INFORMED CONSENT

The Department of Special Education supports the practice of protection of human subjects participating in research. The following information is provided so that you can decide whether you wish to participate in the present study. You should be aware that even if you agree to participate, you are free to withdraw at any time.

The study is concerned with the transition from elementary to junior high school. You are asked to complete a brief questionnaire concerning your perceptions of the skills necessary for junior high, the preparedness of students for junior high, and problems encountered during the transition from elementary to junior high school. Your information will be identified only by a code number, and your name will not be associated in any way with the results of this study.

Your participation is solicited, but strictly voluntary. In fact, you are free to withdraw your consent and discontinue your participation in this project at any time without fear of prejudice. Do not hesitate to ask any questions about the study. Be assured that your name will not be associated in any way with the research findings. I appreciate your cooperation very much.

Sincerely,

Kathy Mehl
Principal Investigator
(913) 796-6122

Signature of Subject Agreeing to Participate

Please keep one copy for your files.

APPENDIX C
Questionnaire

	essential		important			unnecessary	
Spelling correctly	7	6	5	4	3	2	1
Writing legibly	7	6	5	4	3	2	1
Detecting errors in writing	7	6	5	4	3	2	1
<u>Mathematics</u>							
Solving story problems	7	6	5	4	3	2	1
Using algorithms correctly	7	6	5	4	3	2	1
Knowing basic facts	7	6	5	4	3	2	1
II. <u>General Management Skills</u>							
Listening to and following directions	7	6	5	4	3	2	1
Taking appropriate notes	7	6	5	4	3	2	1
Planning a study schedule budgeting time	7	6	5	4	3	2	1
Reviewing study material	7	6	5	4	3	2	1
Making an outline	7	6	5	4	3	2	1
Monitoring one's own performance and progress	7	6	5	4	3	2	1
Locating information in textbook	7	6	5	4	3	2	1
Recalling information for a test	7	6	5	4	3	2	1
Turning in assignments on time	7	6	5	4	3	2	1
Independent work habits	7	6	5	4	3	2	1
Bringing appropriate materials to class	7	6	5	4	3	2	1

	essential		important			unnecessary	
Using a library	7	6	5	4	3	2	1
Remaining on task	7	6	5	4	3	2	1
III. <u>Social Skills</u>							
Respects authority	7	6	5	4	3	2	1
Follows class rules	7	6	5	4	3	2	1
Accepts criticism	7	6	5	4	3	2	1
Accepts help	7	6	5	4	3	2	1
Works as a team member	7	6	5	4	3	2	1
Serves as a helper	7	6	5	4	3	2	1
Asks relevant questions	7	6	5	4	3	2	1
Participates in discussions	7	6	5	4	3	2	1
Explains reasons for one's actions	7	6	5	4	3	2	1
Participates in extracurricular activities	7	6	5	4	3	2	1
IV. <u>Environmental Skills</u>							
Moving from class to class	7	6	5	4	3	2	1
Coping with more than one teaching style	7	6	5	4	3	2	1
Following a time schedule	7	6	5	4	3	2	1
Using combination locks	7	6	5	4	3	2	1
Suiting up for gym class	7	6	5	4	3	2	1

Based on your experience within the past five years, how well prepared have sixth-grade regular education students been by the sixth grade for junior high in each of these areas?

	Most Students Prepared	7	6	Most Students Somewhat Prepared	5	4	3	2	Most Students Unprepared	1
<u>I. Academic Skills</u>										
<u>Reading</u>										
Reading at grade level	7	6	5	4	3	2	1			
Skimming reading selections	7	6	5	4	3	2	1			
Deriving meanings of words from context	7	6	5	4	3	2	1			
<u>Writing</u>										
Expressing ideas through writing	7	6	5	4	3	2	1			
Spelling correctly	7	6	5	4	3	2	1			
Writing legibly	7	6	5	4	3	2	1			
Detecting errors in writing	7	6	5	4	3	2	1			
<u>Mathematics</u>										
Solving story problems	7	6	5	4	3	2	1			
Using algorithms correctly	7	6	5	4	3	2	1			
Knowing basic facts	7	6	5	4	3	2	1			
<u>II. General Management Skills</u>										
Listening to and following directions	7	6	5	4	3	2	1			
Taking appropriate notes	7	6	5	4	3	2	1			
Planning a study schedule	7	6	5	4	3	2	1			
Reviewing study material	7	6	5	4	3	2	1			

	Most Students Prepared	6	5	4	3	2	1
	Most Students Somewhat Prepared	6	5	4	3	2	1
	Most Students Unprepared	6	5	4	3	2	1
Making an outline	7	6	5	4	3	2	1
Monitoring one's own performance and progress	7	6	5	4	3	2	1
Locating information in textbook	7	6	5	4	3	2	1
Recalling information for a test	7	6	5	4	3	2	1
Turning in assignments on time	7	6	5	4	3	2	1
Independent work habits	7	6	5	4	3	2	1
Bringing appropriate materials to class	7	6	5	4	3	2	1
Using a library	7	6	5	4	3	2	1
Remaining on task	7	6	5	4	3	2	1
III. <u>Social Skills</u>							
Respects authority	7	6	5	4	3	2	1
Follows class rules	7	6	5	4	3	2	1
Accepts help	7	6	5	4	3	2	1
Accepts criticism	7	6	5	4	3	2	1
Works as a team member	7	6	5	4	3	2	1
Serves as a helper	7	6	5	4	3	2	1
Asks relevant questions	7	6	5	4	3	2	1
Participates in discussions	7	6	5	4	3	2	1
Explains reasons for one's actions	7	6	5	4	3	2	1
Participates in extracurricular activities	7	6	5	4	3	2	1

	Most Students Prepared	Most Students Somewhat Prepared	Most Students Unprepared					
IV. <u>Environmental Skills</u>								
Moving from class to class	7	6	5	4	3	2	1	
Coping with more than one teaching style	7	6	5	4	3	2	1	
Following a time schedule being on time for class	7	6	5	4	3	2	1	
Using combination locks	7	6	5	4	3	2	1	
Suiting up for gym class	7	6	5	4	3	2	1	
Using school cafeteria properly	7	6	5	4	3	2	1	

Based on your experience in the past five years, how well prepared have sixth-grade LD students been by the sixth grade for junior high in each of these areas?

	Most Students Prepared	Most Students Somewhat Prepared	Most Students Unprepared					
I. <u>Academic Skills</u>								
<u>Reading</u>								
Reading at grade level	7	6	5	4	3	2	1	
Skimming reading selections	7	6	5	4	3	2	1	
Deriving meanings of words from context	7	6	5	4	3	2	1	
<u>Writing</u>								
Expressing ideas through writing	7	6	5	4	3	2	1	
Spelling correctly	7	6	5	4	3	2	1	
Writing legibly	7	6	5	4	3	2	1	

	Most Students Prepared	6	Most Students Somewhat Prepared	5	4	3	Most Students Unprepared	2	1
Detecting errors in writing	7	6	5	4	3	2	1		
<u>Mathematics</u>									
Solving story problems	7	6	5	4	3	2	1		
Using algorithms correctly	7	6	5	4	3	2	1		
Knowing basic facts	7	6	5	4	3	2	1		
II. <u>General Management Skills</u>									
Listening to and following directions	7	6	5	4	3	2	1		
Taking appropriate notes	7	6	5	4	3	2	1		
Planning a study schedule	7	6	5	4	3	2	1		
Reviewing study material	7	6	5	4	3	2	1		
Making an outline	7	6	5	4	3	2	1		
Monitoring one's own performance and progress	7	6	5	4	3	2	1		
Locating information in textbook	7	6	5	4	3	2	1		
Recalling information for a test	7	6	5	4	3	2	1		
Turning in assignments on time	7	6	5	4	3	2	1		
Using independent work habits	7	6	5	4	3	2	1		
Bringing appropriate materials to class	7	6	5	4	3	2	1		
Using a library	7	6	5	4	3	2	1		

	Most Students Prepared	6	Most Students Somewhat Prepared	4	3	Most Students Unprepared	2	1
Remaining on task	7	6	5	4	3	2	1	
III. <u>Social Skills</u>								
Respects authority	7	6	5	4	3	2	1	
Follows class rules	7	6	5	4	3	2	1	
Accepts help	7	6	5	4	3	2	1	
Accepts criticism	7	6	5	4	3	2	1	
Works as a team member	7	6	5	4	3	2	1	
Serves as a helper	7	6	5	4	3	2	1	
Asks relevant questions	7	6	5	4	3	2	1	
Participates in discussions	7	6	5	4	3	2	1	
Explains reasons for one's actions	7	6	5	4	3	2	1	
Participates in extra- curricular activities	7	6	5	4	3	2	1	
IV. <u>Environmental Skills</u>								
Moving from class to class	7	6	5	4	3	2	1	
Coping with more than one teaching style	7	6	5	4	3	2	1	
Following a time schedule being on time for class	7	6	5	4	3	2	1	
Using combination locks	7	6	5	4	3	2	1	
Suiting up for gym class	7	6	5	4	3	2	1	
Using school cafeteria properly	7	6	5	4	3	2	1	

Within each of the four areas, what would you rank as the top three skills?

I. Academic Skills

1. _____
2. _____
3. _____

III. Social Skills

1. _____
2. _____
3. _____

II. General Management Skills

1. _____
2. _____
3. _____

IV. Environmental Skills

1. _____
2. _____
3. _____

Within each of the four areas, what would you rank as being the three most problematic factors for a student making the transition from elementary to junior high school?

I. Academic Skills

1. _____
2. _____
3. _____

III. Social Skills

1. _____
2. _____
3. _____

II. General Management Skills

1. _____
2. _____
3. _____

IV. Environmental Skills

1. _____
2. _____
3. _____

Within each of the four areas, (1) which skill do you spend the most time preparing your students for junior high? (2) which skill do you spend the least amount of time in preparing your students?

I. Academic Skills

1. _____
2. _____

II. General Management Skills

1. _____
2. _____

III. Social Skills

1. _____
2. _____

IV. Environmental Skills

1. _____
2. _____

	essential		important			unnecessary	
Spelling correctly	7	6	5	4	3	2	1
Writing legibly	7	6	5	4	3	2	1
Detecting errors in writing	7	6	5	4	3	2	1
<u>Mathematics</u>							
Solving story problems	7	6	5	4	3	2	1
Using algorithms correctly	7	6	5	4	3	2	1
Knowing basic facts	7	6	5	4	3	2	1
II, <u>General Management Skills</u>							
Listening to and following directions	7	6	5	4	3	2	1
Taking appropriate notes	7	6	5	4	3	2	1
Planning a study schedule budgeting time	7	6	5	4	3	2	1
Reviewing study material	7	6	5	4	3	2	1
Making an outline	7	6	5	4	3	2	1
Monitoring one's own performance and progress	7	6	5	4	3	2	1
Locating information in textbook	7	6	5	4	3	2	1
Recalling information for a test	7	6	5	4	3	2	1
Turning in assignments on time	7	6	5	4	3	2	1
Independent work habits	7	6	5	4	3	2	1
Bringing appropriate materials to class	7	6	5	4	3	2	1

	essential		important			unnecessary	
Using a library	7	6	5	4	3	2	1
Remaining on task	7	6	5	4	3	2	1
III. <u>Social Skills</u>							
Respects authority	7	6	5	4	3	2	1
Follows class rules	7	6	5	4	3	2	1
Accepts criticism	7	6	5	4	3	2	1
Accepts help	7	6	5	4	3	2	1
Works as a team member	7	6	5	4	3	2	1
Serves as a helper	7	6	5	4	3	2	1
Asks relevant questions	7	6	5	4	3	2	1
Participates in discussions	7	6	5	4	3	2	1
Explains reasons for one's actions	7	6	5	4	3	2	1
Participates in extracurricular activities	7	6	5	4	3	2	1
IV. <u>Environmental Skills</u>							
Moving from class to class	7	6	5	4	3	2	1
Coping with more than one teaching style	7	6	5	4	3	2	1
Following a time schedule	7	6	5	4	3	2	1
Using combination locks	7	6	5	4	3	2	1
Suiting up for gym class	7	6	5	4	3	2	1

Based on your experience within the past five years, how well prepared have regular education students been for junior high in each of these areas?

	Most Students Prepared		Most Students Somewhat Prepared			Most Students Unprepared	
<u>I. Academic Skills</u>							
<u>Reading</u>							
Reading at grade level	7	6	5	4	3	2	1
Skimming reading selections	7	6	5	4	3	2	1
Deriving meanings of words from context	7	6	5	4	3	2	1
<u>Writing</u>							
Expressing ideas through writing	7	6	5	4	3	2	1
Spelling correctly	7	6	5	4	3	2	1
Writing legibly	7	6	5	4	3	2	1
Detecting errors in writing	7	6	5	4	3	2	1
<u>Mathematics</u>							
Solving story problems	7	6	5	4	3	2	1
Using algorithms correctly	7	6	5	4	3	2	1
Knowing basic facts	7	6	5	4	3	2	1
<u>II. General Management Skills</u>							
Listening to and following directions	7	6	5	4	3	2	1
Taking appropriate notes	7	6	5	4	3	2	1
Planning a study schedule	7	6	5	4	3	2	1
Reviewing study material	7	6	5	4	3	2	1

	Most Students Prepared	6	Most Students Somewhat Prepared	4	3	Most Students Unprepared	2	1
Making an outline	7	6	5	4	3	2	1	
Monitoring one's own performance and progress	7	6	5	4	3	2	1	
Locating information in textbook	7	6	5	4	3	2	1	
Recalling information for a test	7	6	5	4	3	2	1	
Turning in assignments on time	7	6	5	4	3	2	1	
Independent work habits	7	6	5	4	3	2	1	
Bringing appropriate materials to class	7	6	5	4	3	2	1	
Using a library	7	6	5	4	3	2	1	
Remaining on task	7	6	5	4	3	2	1	
III. <u>Social Skills</u>								
Respects authority	7	6	5	4	3	2	1	
Follows class rules	7	6	5	4	3	2	1	
Accepts help	7	6	5	4	3	2	1	
Accepts criticism	7	6	5	4	3	2	1	
Works as a team member	7	6	5	4	3	2	1	
Serves as a helper	7	6	5	4	3	2	1	
Asks relevant questions	7	6	5	4	3	2	1	
Participates in discussions	7	6	5	4	3	2	1	
Explains reasons for one's actions	7	6	5	4	3	2	1	
Participates in extracurricular activities	7	6	5	4	3	2	1	

	Most Students Prepared	Most Students Somewhat Prepared	Most Students Unprepared					
IV. <u>Environmental Skills</u>								
Moving from class to class	7	6	5	4	3	2	1	
Coping with more than one teaching style	7	6	5	4	3	2	1	
Following a time schedule being on time for class	7	6	5	4	3	2	1	
Using combination locks	7	6	5	4	3	2	1	
Suiting up for gym class	7	6	5	4	3	2	1	
Using school cafeteria properly	7	6	5	4	3	2	1	

Based on your experience within the past five years, how well prepared have LD students been for junior high in each of these areas?

	Most Students Prepared	Most Students Somewhat Prepared	Most Students Unprepared					
I. <u>Academic Skills</u>								
<u>Reading</u>								
Reading at grade level	7	6	5	4	3	2	1	
Skimming reading selections	7	6	5	4	3	2	1	
Deriving meanings of words from context	7	6	5	4	3	2	1	
<u>Writing</u>								
Expressing ideas through writing	7	6	5	4	3	2	1	
Spelling correctly	7	6	5	4	3	2	1	
Writing legibly	7	6	5	4	3	2	1	

	Most Students Prepared	6	5	4	3	2	1
	Most Students Prepared	Most Somewhat Prepared	Most Students Unprepared				
Detecting errors in writing	7	6	5	4	3	2	1
<u>Mathematics</u>							
Solving story problems	7	6	5	4	3	2	1
Using algorithms correctly	7	6	5	4	3	2	1
Knowing basic facts	7	6	5	4	3	2	1
II. <u>General Management Skills</u>							
Listening to and following directions	7	6	5	4	3	2	1
Taking appropriate notes	7	6	5	4	3	2	1
Planning a study schedule	7	6	5	4	3	2	1
Reviewing study material	7	6	5	4	3	2	1
Making an outline	7	6	5	4	3	2	1
Monitoring one's own performance and progress	7	6	5	4	3	2	1
Locating information in textbook	7	6	5	4	3	2	1
Recalling information for a test	7	6	5	4	3	2	1
Turning in assignments on time	7	6	5	4	3	2	1
Using independent work habits	7	6	5	4	3	2	1
Bringing appropriate materials to class	7	6	5	4	3	2	1
Using a library	7	6	5	4	3	2	1

	Most Students Prepared	6	Most Students Somewhat Prepared	4	3	2	Most Students Unprepared	1
Remaining on task	7	6	5	4	3	2	1	
III. <u>Social Skills</u>								
Respects authority	7	6	5	4	3	2	1	
Follows class rules	7	6	5	4	3	2	1	
Accepts help	7	6	5	4	3	2	1	
Accepts criticism	7	6	5	4	3	2	1	
Works as a team member	7	6	5	4	3	2	1	
Serves as a helper	7	6	5	4	3	2	1	
Asks relevant questions	7	6	5	4	3	2	1	
Participates in discussions	7	6	5	4	3	2	1	
Explains reasons for one's actions	7	6	5	4	3	2	1	
Participates in extra- curricular activities	7	6	5	4	3	2	1	
IV. <u>Environmental Skills</u>								
Moving from class to class	7	6	5	4	3	2	1	
Coping with more than one teaching style	7	6	5	4	3	2	1	
Following a time schedule being on time for class	7	6	5	4	3	2	1	
Using combination locks	7	6	5	4	3	2	1	
Suiting up for gym class	7	6	5	4	3	2	1	
Using school cafeteria properly	7	6	5	4	3	2	1	

Within each of the four areas, what would you rank as the top three skills?

I. Academic Skills

1. _____

2. _____

3. _____

III. Social Skills

1. _____

2. _____

3. _____

II. General Management Skills

1. _____

2. _____

3. _____

IV. Environmental Skills

1. _____

2. _____

3. _____

Within each of the four areas, what would you rank as being the three most problematic factors for a student making the transition from elementary to junior high school?

I. Academic Skills

1. _____

2. _____

3. _____

III. Social Skills

1. _____

2. _____

3. _____

II. General Management Skills

1. _____

2. _____

3. _____

IV. Environmental Skills

1. _____

2. _____

3. _____

Within each of the four areas, (1) which skill do you spend the most time preparing your students for junior high? (2) which skill do you spend the least amount of time in preparing your students?

I. Academic Skills

1. _____

2. _____

II. General Management Skills

1. _____

2. _____

III. Social Skills

1. _____

2. _____

IV. Environmental Skills

1. _____

2. _____

QUESTIONNAIRE

Years of teaching experience ___ regular classroom
 ___ special education classroom

Current level of teaching ___ sixth-grade instructor
 ___ junior high instructor
 X special education instructor

Years of teaching experience at current level _____

If special education instructor, what type of classroom are you teaching in currently? _____

If regular education instructor, what subject area(s) are you currently teaching? _____

Answer the following questions based on your experience within the past five years. According to your past experience, approximately how many students are you basing your answers to the survey on? _____

How important are these skills to success in the regular junior high classroom?

<u>I. Academic Skills</u>	essential	important	unnecessary				
<u>Reading</u>							
Reading at grade level	7	6	5	4	3	2	1
Skimming reading selections	7	6	5	4	3	2	1
Deriving meanings of words from context	7	6	5	4	3	2	1
<u>Writing</u>							
Expressing ideas through writing	7	6	5	4	3	2	1

	essential		important			unnecessary	
Spelling correctly	7	6	5	4	3	2	1
Writing legibly	7	6	5	4	3	2	1
Detecting errors in writing	7	6	5	4	3	2	1
<u>Mathematics</u>							
Solving story problems	7	6	5	4	3	2	1
Using algorithms correctly	7	6	5	4	3	2	1
Knowing basic facts	7	6	5	4	3	2	1
<u>II, General Management Skills</u>							
Listening to and following directions	7	6	5	4	3	2	1
Taking appropriate notes	7	6	5	4	3	2	1
Planning a study schedule budgeting time	7	6	5	4	3	2	1
Reviewing study material	7	6	5	4	3	2	1
Making an outline	7	6	5	4	3	2	1
Monitoring one's own performance and progress	7	6	5	4	3	2	1
Locating information in textbook	7	6	5	4	3	2	1
Recalling information for a test	7	6	5	4	3	2	1
Turning in assignments on time	7	6	5	4	3	2	1
Independent work habits	7	6	5	4	3	2	1
Bringing appropriate materials to class	7	6	5	4	3	2	1

	essential		important			unnecessary	
Using a library	7	6	5	4	3	2	1
Remaining on task	7	6	5	4	3	2	1
III. <u>Social Skills</u>							
Respects authority	7	6	5	4	3	2	1
Follows class rules	7	6	5	4	3	2	1
Accepts criticism	7	6	5	4	3	2	1
Accepts help	7	6	5	4	3	2	1
Works as a team member	7	6	5	4	3	2	1
Serves as a helper	7	6	5	4	3	2	1
Asks relevant questions	7	6	5	4	3	2	1
Participates in discussions	7	6	5	4	3	2	1
Explains reasons for one's actions	7	6	5	4	3	2	1
Participates in extracurricular activities	7	6	5	4	3	2	1
IV. <u>Environmental Skills</u>							
Moving from class to class	7	6	5	4	3	2	1
Coping with more than one teaching style	7	6	5	4	3	2	1
Following a time schedule	7	6	5	4	3	2	1
Using combination locks	7	6	5	4	3	2	1
Suiting up for gym class	7	6	5	4	3	2	1

Based on your experience within the past five years, how well prepared have sixth-grade LD students been by the sixth grade for junior high in each of these areas?

	Most Students Prepared	Most Students Somewhat Prepared	Most Students Unprepared					
I. <u>Academic Skills</u>								
<u>Reading</u>								
Reading at grade level	7	6	5	4	3	2	1	
Skimming reading selections	7	6	5	4	3	2	1	
Deriving meanings of words from context	7	6	5	4	3	2	1	
<u>Writing</u>								
Expressing ideas through writing	7	6	5	4	3	2	1	
Spelling correctly	7	6	5	4	3	2	1	
Writing legibly	7	6	5	4	3	2	1	
Detecting errors in writing	7	6	5	4	3	2	1	
<u>Mathematics</u>								
Solving story problems	7	6	5	4	3	2	1	
Using algorithms correctly	7	6	5	4	3	2	1	
Knowing basic facts	7	6	5	4	3	2	1	
II. <u>General Management Skills</u>								
Listening to and following directions	7	6	5	4	3	2	1	
Taking appropriate notes	7	6	5	4	3	2	1	
Planning a study schedule	7	6	5	4	3	2	1	
Reviewing study material	7	6	5	4	3	2	1	

	Most Students Prepared		Most Students Somewhat Prepared			Most Students Unprepared	
Making an outline	7	6	5	4	3	2	1
Monitoring one's own performance and progress	7	6	5	4	3	2	1
Locating information in textbook	7	6	5	4	3	2	1
Recalling information for a test	7	6	5	4	3	2	1
Turning in assignments on time	7	6	5	4	3	2	1
Independent work habits	7	6	5	4	3	2	1
Bringing appropriate materials to class	7	6	5	4	3	2	1
Using a library	7	6	5	4	3	2	1
Remaining on task	7	6	5	4	3	2	1
III. <u>Social Skills</u>							
Respects authority	7	6	5	4	3	2	1
Follows class rules	7	6	5	4	3	2	1
Accepts help	7	6	5	4	3	2	1
Accepts criticism	7	6	5	4	3	2	1
Works as a team member	7	6	5	4	3	2	1
Serves as a helper	7	6	5	4	3	2	1
Asks relevant questions	7	6	5	4	3	2	1
Participates in discussions	7	6	5	4	3	2	1
Explains reasons for one's actions	7	6	5	4	3	2	1
Participates in extracurricular activities	7	6	5	4	3	2	1

	Most Students Prepared		Most Students Somewhat Prepared				Most Students Unprepared
IV. <u>Environmental Skills</u>							
Moving from class to class	7	6	5	4	3	2	1
Coping with more than one teaching style	7	6	5	4	3	2	1
Following a time schedule being on time for class	7	6	5	4	3	2	1
Using combination locks	7	6	5	4	3	2	1
Suiting up for gym class	7	6	5	4	3	2	1
Using school cafeteria properly	7	6	5	4	3	2	1

Within each of the four areas, what would you rank as the top three skills?

I. Academic Skills

1. _____

2. _____

3. _____

III. Social Skills

1. _____

2. _____

3. _____

II. General Management Skills

1. _____

2. _____

3. _____

IV. Environmental Skills

1. _____

2. _____

3. _____

Within each of the four areas, what would you rank as being the three most problematic factors for a student making the transition from elementary to junior high school?

I. Academic Skills

1. _____

2. _____

3. _____

III. Social Skills

1. _____

2. _____

3. _____

II. General Management Skills

1. _____

2. _____

3. _____

IV. Environmental Skills

1. _____

2. _____

3. _____

Within each of the four areas, (1) which skill do you spend the most time preparing your students for junior high? (2) which skill do you spend the least amount of time in preparing your students?

I. Academic Skills

1. _____

2. _____

II. General Management Skills

1. _____

2. _____

III. Social Skills

1. _____
2. _____

IV. Environmental Skills

1. _____
2. _____