Parental and Teachers’ Opinion towards Resource Room Service

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Abstract

The aim of the present study is to study the parental and teachers’ opinion on resource room service at regular school, to compare the parental and teacher’s opinion on resource room provision with respect to Services, Training, Parent’s expectation, home and community. To study the factor influencing to students with underachiever or backbenchers pay less attention in the class room. A survey was conducted with a sample of Sixty Six parents and Sixty Two teachers (total 128); the sample drawn from integrated and inclusive school in National Capital Delhi. Questionnaire and Interviews was developed to measure the opinions. The total numbers of items in the questionnaire are 50. In a descriptive study the researcher does not manipulate the variables, subjects or the sample to any experimental treatment of arrange for events to happen, but the events are purely observed, described and analyzed. Result indicated that in general overall parental and teachers’ have positive opinion on resource room service. However, parents and teachers’ shown negative opinion towards training and government consideration aspects. Further more positive opinion was seen by the teacher likewise a) Appropriate service at resource room, b) Responsibility to understand CWSN, c) Management of behavior problem by resource room service, d) Adaptation of curriculum, and beside negative opinion were also seen in term of a) Extra work load, b) type of teacher, c) admission of student with difficulties on CWSN and d) Financial Support. Further it is observed that there is not much of difference between the scores of male and female with regard to resource room service. Hence, it is concluded that gender is not a factor to determine the level of opinion with respect to various aspects of resource room service. The item analysis and suggestion from both the group indicates that there is a need for improvement in the areas of transport, special furniture, equipment and training material, medical and therapeutic services, training and guidance to parents, and use of technology.

Keywords: - Resource Room (RR), Special Education (SE), Children with Special Needs (CWSN), Right to Education (RTE), Individualized Education Programme (IEP)

Introduction

Education is fundamental right of every child. Programmes on Universalization of primary education are being carried out worldwide. In India, with the initial efforts of District Primary Education Programme followed by Sarva Siksha Abhiyan (SSA), the elementary education has become a priority of the Government. Today out of more than 200 million children in the age group of 6-14 years, only about 141 million attend school. One major reason for drop out is low levels of achievement by the children. Low achievement in children can be due to learning problems include, sub average intellectual functioning, specific learning disabilities or other social cultural disadvantages. In 1986, India adopted national policy on education which focused on mainstreaming efforts. Only mild disabilities were recommended to be integrated in regular school system. Programme of Action adopted by government in 1992 focused on inclusion of children with disabilities in mainstream set up. The Salamanca Statement and Framework for Action in 1994, recommended all the government to adopt principle of inclusive education and that all children including disabled should have access to education. Government of India initiated Persons with Disabilities Act, 1995 focused on scheme, benefits,
grants related to education of children with various disabilities. The UN Convention on Rights of Persons with Disability, adopted on 13 December, 2006, demanded inclusion of persons and their rights. Under the umbrella of Inclusive education for children with special needs. Hence resource room is a service for the better achievement and performance of children with learning problems. According to RTE Act 2009, Delhi high court, students with learning problems should get admission in regular schools with special education services available in regular school. Parents and Teacher play an important role in the education of the children so knowing the awareness among parents and teachers are an important issue to be taken in account. Resource room services are steps towards inclusion. So it defines as “Resource room is instructional setting in which resource teachers have a responsibility to provide supportive education related services to pupil and regular teacher” (Wider Holh, Hammill and Brown, 1990).

Resource rooms are classrooms (sometimes smaller classrooms) where special education program can be delivered to a student with disability. It is for the student who qualifies for either a special class or regular class placement but needs some special instruction in an individualized or small group setting for a portion of the day. Individual needs are supported in resource rooms as student Individualized Education Programme (IEP) suggests. Sometimes this form of support is called Resource and Withdrawal (or pulls out). The child getting this type of support will receive some time in the resource room which refers to the withdrawal portion of the day and sometime in the regular classroom with modification and/or accommodations which are the resource support in the regular classroom. This type of support helps ensure that the inclusion model is still in place. Supportive or supplementary education in the resource room by an efficient resource teacher will help such a child to overcome the learning problems or other adjustment difficulty relatively early and put him back to cope up in the regular class for maximum time to learn like other children.

Resource rooms are classrooms where a special education teacher instructs and assists students identified with disability. These classrooms are staffed by special education teachers and sometimes paraprofessional. The number of students in a resource room at a specific time varies from state, but generally consists of at most five students per teacher. These students require special instruction in an individualized or small group for a portion of the day. Individualized needs are supported in resource rooms as defined by the student’s individualized education program (IEP). The student getting this type of support will receive some time in the resource room which is referred to as ‘removal from the regular education environment’ portion of the day and sometime in the regular classroom with modifications and/or accommodations which is specialized instruction with their non-disabled peers. Special education support within the regular education setting is part of the inclusion model.

According to Evans (2008) conducted a study on “the perceptions of classroom teachers, principal, resource room teachers of the actual and desired
role of the resource room teachers. The result indicated that those desired roles are different from actual role for resource room teachers. Speece and Mandell (1980) conducted a study on “resource room support service for regular teachers”. The result shown that training in consultation skills at college level and public school administrative support are effective means of improving service delivery. Dugoff, Ives, and Shotel (2000) conducted a study on the “implementation of resource room programs through analysis of teacher’s role behavior”. The study examine the implication of the elementary special education resource room program were found more effective.

Montiero et al. (2000) conducted a study on “Teacher’s perceptions about teaching problem students in regular classrooms”. The result shown that the division of perspective is clearer between primary and secondary teacher’s irrespective of regular or special education status. Vaughn and Klingner (2007) conducted a study on “students’ perception on inclusion and resource room settings”. The result revealed that the majority of students with learning difficulties preferred to receive specialized instruction outside of the general education classroom for part of the school day. Speece and Mandell (2010) conducted a study on Interpersonal Communication between Resource and Regular Teachers. It observed that the administrators of special education need to be prepared to lead in settings that serve children with disabilities from diverse backgrounds.

Bender (1995) Resource rooms adopt instructional method using various approaches like. A). Basic Skill Remediation: This approach places emphasis on basic skills, using material and methods to teach English and Maths, irrespective of the content as per the class. The intention is to correct the error the students to commit. B). Tutorial Subject Matter: A system popularly used by many teachers, where the remedial instructor teaches the subject area to the student as per the syllabus in addition to the teaching of the regular class teacher. C). Functional Skill: This is predominantly used with slow learners or children with mild intellectual disabilities particularly focusing on essential survival skills. D). Learning Strategies: This method focuses on developing cognitive strategies and helping the student to recognize his/her strengths and needs and to recognize self and learn.

Individual with Disability Educational Act (IDEA) 1992, Persons with Disability Act, 1995 and National Trust Act, 1999 directly and indirectly emphasize about resource room service for children with learning difficulties. The most important factor is “acceptance” of the child with specific learning difficulties at regular schools by teachers and parents. Policy makers and multidisciplinary team develop and implement curriculum in best ways. Right to Education Act, 2009 and Delhi High Court Decision: Compulsory education for person with disability and non disability at regular school. Hence Organization of resource room, equipping the resource room with necessary material for assessment, programme planning, implementation of planning, maintenance of records for supportive programme and periodic assessment to identified children in consultation with regular teacher, parents, administration and other professionals with regard to CWSN.
The aim of the present study is to study the parental and teachers' awareness on resource room service at regular school, to compare the parental and teachers' opinion in terms of resource room set up, facilities & services, training and future aspects, parents’ expectations, home and community provided by the service organizations. To study the factor influencing to students with underachiever/backbenchers pay less attention in the class room.

Methods

The study conducted on Sixty Six parents and Sixty Two teachers (total 128); the sample drowns from integrated and inclusive school. The researcher developed questionnaire were develop to see parental and teachers’ awareness on resource room service at regular school in terms of resource room set up, facilities & services, training and future aspects, parents’ expectations, home and community provided by the service organizations. The present study to establish the validity for the questionnaire, referred to 15 professionals who have adequate experience of working with special needs children. The questionnaire consist three points rating as Yes, No, Cannot say. In order to achieve the objective of the study the researcher adopted descriptive method. In a descriptive study the researcher does not manipulate the variables, subjects or the sample to any experimental treatment of arrange for events to happen, but the events are purely observed, described and analyzed. Thus the present study is surveying the parental and teachers’ opinion with respect to various aspects of resource room services for children with learning problems or CWSN. Initially the permission was taken from the HOD or Principal of the school or institute. Parents and teachers' willingness for participation was also taken before filling the questionnaire. They were asked to go through each item carefully and to respond to each item. The data collected was analyzed using appropriate measures and tabulated.

Results and Discussion

![Figure 1 Overall Parental and Teachers' Opinion on Resource Room Services](image_url)

Figure 1 showed Parental and Teachers’ Opinion on Resource Room Services. It is observed from the above data that 66% parents and 64.8 % teacher having positive opinion in terms of resource room services with regard
to children with special needs. This indicates that the parents and teacher are equally aware about resource room services. However, 22.8% teachers’ shown negative opinion followed by parental opinion. Whereas 18% parents and 12.2% teachers’ does not want to say anything about services provided under resource room at integrated and inclusive schools. Elkins, Kraayenoord and Jobling (2003) Parents’ attitudes to inclusion of their children with special needs, many parents were in favour of inclusion, that some would be if additional resources were provided, and that a small group favoured special placement.

The data was further analyzed to see the difference in percentage scores of Teachers’ opinion in terms of Resource Room set up, Resource room and services, Government consideration, Training and Future aspects.

![Figure II Teachers’ opinion on Resource Room Provision with regard to various domains wise](image)

It is observed from the above figure that the majority of teachers’ having positive opinion in terms of Resource Room set up, Resource room and services, Training and Future aspects provided by the service organizations. Kasari, Freeman, Bauminger and Alkin (1999) indicated that diagnosis, age, and current placement influenced parental opinion on the ideal educational placement for their child. Parents of children with Down syndrome were significantly more likely to endorse inclusion (full-time placement in general education) as the ideal educational program for their child whereas parents of children with autism were more likely to endorse mainstreaming (consistent part-time placement with general education students). Parents of younger children and parents whose children were already placed in general education programs were more positive towards inclusion than parents of older children or students currently in special education. Findings are discussed in terms of child characteristics and prevailing educational practices. Further major positive opinion was seen by the teacher.
However, teachers’ have shown less positive opinion in term of Government consideration (58.3) when compared to the other domains. (See figure III). Further most negative opinion was seen by the teacher.

**Positive opinion by the Teachers**

![Graph showing positive opinion by the Teachers]

**Most Negative Opinions by the teachers**

![Graph showing most negative opinions]

Figure III Parental opinion on Resource Room provision with regard to various domains wise such as Resource Room set up, Services and Facilities, Training, Parental Expectation and home and community support.

It is observed from the above figure that the majority of parents’ having positive opinion in terms of Resource Room set up, Resource services and
facilities, Parental Expectation and home and community support aspects provided by the service organizations. However, parents have shown less positive opinion in term of Training (38.3) when compared to the other domains. Dugoff, Ives, and Shotel (2000) conducted a study on the “implementation of resource room programs through analysis of teacher’s role behavior”. The study examine the implication of the elementary special education resource room program were found more effective.

From the above data it is observed that there is not much of difference between the scores of male and female with regard to service model. Hence, it is concluded that gender is not a factor to determine the level of opinion with respect to various aspects of resource room services. The data was further carried out to find out whether there is any difference in opinion levels of parents and teachers’ with respect to working and non working parents.

Above data it is observed that there is not much of difference between the scores of working and non working parents with regard to resource room service. Hence, it is concluded that occupation is not a factor to determine the level of opinion with respect to various aspects of resource room service.
Conclusion and Suggestions

The present study indicated that in general overall parental and teachers’ have positive opinion on resource room service. However, parents and teachers’ shown negative opinion towards training and government consideration aspects. Further more positive opinion was seen by the teacher likewise a). Appropriate service at resource room, b) Responsibility to understand CWSN, c) Management of behavior problem by resource room service, d) Adaptation of curriculum, and beside negative opinion were also seen in term of a) Extra work, b) type of teacher, c) admission of student with difficulties on CWSN and d) Financial Support.

The item analysis and suggestion from both the group indicates that there is a need for improvement in the areas of transport, special furniture, equipment and training material, medical and therapeutic services, training and guidance to parents, and use of technology. Special education teachers in a resource room focus on particular goals as mandated by an individualized education program (IEP) and remediate general education curriculum. Some programs emphasize the development of executive skills, including homework completion and behaviour. It was found from a study that resource rooms focusing on homework completion are an effective delivery model to remediate instruction build academic skills. It has also been found that students show growth in visual-motor perception, arithmetic, spelling and overall self-perception through time in the resource room classroom.

Government and schools should promote (through better policies) resource room services in regular schools as a strategy towards achieving mainstreaming. Age group of 20-30yrs and elementary level teachers can be the target group of service providers. Steps should be taken to orient B.Ed level in-service and pre-service teachers. Non government school teachers and staff should be sensitized and reinforced more to set up resource room in their school. Speece and Mandell (1980) suggested that training in consultation skills at college level and public school administrative support are effective means of improving service delivery.

Further it is observed that there is not much of difference between the scores of male and female with regard to resource room service. Hence, it is concluded that gender is not a factor to determine the level of opinion with respect to various aspects of resource room service. This will decrease the denial rate of learning difficulty students’ admissions in private schools. Research and new advancement should be an integral part of resource room services to improve its effectiveness.

Delimitations

The opinion of administrators like school principal and management can be included when further studies are under taken. A comparative study between parents’ opinion and regular school teachers’ opinion can be under taken. The Sample size could have been larger. Time constraint and limited zone and more females were participants than males. Variables can be taken more in this study.
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