DOCUMENT RESUME

ED 089 518 EC 061 486

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TITLE	The Engineered Adjustment Classroom.
INSTITUTION	Papillion Public Schools, Nebr.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	15 Jan 72
NOTE	48p.; For related information see EC 061484 and EC 061485
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	*Behavior Change; *Curriculum; Elementary School Students; *Emotionally Disturbed; *Exceptional Child Education; Operant Conditioning; Parent Role; *Program Descriptions; Reinforcement; Summer Programs
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

Described are the curriculum, behavioral modification program, summer activities, and parent involvement in the Papillion (Nebraska) Title III elementary level "engineered classroom" program for emotionally disturbed students. Noted is program initiation after parents and teachers became upset over poor academic progress and behaviors of an increasing number of children. Development of such a program is said to involve analysis, staff dedication, high cost, a low student-staff ratio, lengthy inservice teacher training, and parental cooperation. The curriculum is discussed in relation to individualization in reading (using aids such as programed reading, phonics, and games) and mathematics (using aids such as Continental Press materials and drills). Behavioral modification is seen to comprise observation, selection of trategies, use of positive and negative reinforcement, and intervention procedures ranging from a shortened assignment through change of media (such as writing with a crayon), to removal of the child from school. Focused on is the summer program designed to maintain the structured environment and provide activities such as math games, reading games and field trips without academic pressure. Given as an example of approaches used to interest summer students is an animal unit which included activities in the following areas: poetry, music, books, art, math, reading, and science. Noted is a science activity which requires a student to observe worms and act like a worm. Among approaches to parent education cited are a weekly phone conference, group parent sessions, and five parent teacher conferences per year. The following are among included forms: a child referral form, a classroom schedule behavior rating scales, a teacher conference report, and a parent questionnaire. (MC)

THE ENGINEERED ADJUSTMENT CLASSROOM

PAPILLION PUBLIC SCHOOLS
Papillion-LaVista, Nebraska 68046

Title III E.S.E.A.

Paul D. Basler
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Asst. Superintendent of Schools

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Principal Project School

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Project Instructor

January 15, 1972

TABLE OF CONTENTS

INTRODUCTION

The number of children in the Papillion Public Schools, who were suffering from severe emotional problems, had been growing at an alarming rate. Several students were dismissed from school attendance because of their emotional problems. Some children in the "regular" classrooms were literally driving their teachers up the wall. Parents were upset because their children were showing no progress in school and blamed the schools for this failure. These were some of the problems that Papillion School officials had faced by 1970.

Papillion took upon itself to find an answer to these problems. After looking at several programs and plans, it became apparent that few programs in existance actually were working with "behaviorally maladjusted" children. Papillion decided to design a new model, which would be designed around a behavior modification approach. This new design was called the Engineered Adjustment Classroom. The design was accepted as an innovative approach by the State of Nebraska Title III E.S.E.A. Board. The federal grant led to the adoption of this design.

For another school to incorporate this design, it must look at its own situation and then give complete dedication to program development. Financial costs are high. Student-staff ratio must be low. A rather lengthy time must be spent in inservice and training of staff. Working with this type of student often is frustrating. Parental involvement must be solicitated.

When this total didication was incorporated into the engineered-adjustment classroom design, the efforts were well rewarded by behavioral change and by student achievement. If emotional problems can be remedied at an early age, society will have a major benefit from such programs.

In the following pages, we have outlined ideas used in developing the engineered adjustment design. We found that children showed achievement gains

and behavioral changes beyond our expectations. Hopefully, some of the ideas presented in this manual will be of aid to others in establishing classrooms for a group of children who previously schools have cast to the side and forgotten.

George Spilker
Project Instructor

REFERRAL FORM - E.S.E.A. TITLE XII
PAPILLION PUBLIC SCHOOLS
130 West 1st Street
Papillion, Nebraska 68046
Phone: 402-339-3411

Please complete this form and send it with the signed Parental Request for Psychological Evaluation to the above address.

Child's Name: _____ Birthdate: _____
Month-Day-Year

Address: _____
Street City County

Child's Sex: _____ Grade: _____ In EMH Class: Yes _____ No _____

Father's Name: _____ Occupation: _____

Mother's Name: _____ Occupation: _____

Step-Parent or Guardian: _____ Occupation: _____

Child's School: _____

List previous individual psychological evaluations including dates, tests, and scores.

_____

_____

Briefly list and describe major or minor handicapping conditions including amputation, vision, speech, hearing, and whether or not child is able to care for personal hygenic needs.

_____

_____

If you consider child to be hyperactive, withdrawn, aggressive or in some way behaviorally maladjusted describe the behavior giving some examples of it. Feel free to use the back of this form or other sheets of paper if necessary.

_____

_____

_____

Other Remarks: _____

_____

_____

_____
Signature & Title of Person Requesting Evaluation

CLASSROOM SCHEDULE
TITLE III E.S.E.A.
PAPILLION PUBLIC SCHOOLS

TIME	SUBJECT	GROUPS	WHO'S IN CHARGE	POINTS
8:40-9:00	Order Period		Mrs. Durnil	5
9:00-9:40	Reading Games	1 & 2	Mrs. Divoky	10
	Individualized Reading		Miss Durnil	10
	Phonics, Programmed Reading	3 & 4	Mr. Spilker	10
	Rebus, System 80, Lang. Lab.			10
	* 20 minute group periods			
9:40-9:50	Recess		Mrs. Divoky	5
9:50-10:30	Reading Games	3 & 4	Mrs. Divoky	10
	Individualized Reading			
	Phonics, Programmed Reading	1 & 2	Mr. Spilker	10
	Rebus, System 80, Lang. Lab.			10
10:30-10:45	Recess		Mrs. Durnil	5
10:45-11:45	Math Games	1	Mrs. Divoky	10
	Flash Cards-System 80	2	Mrs. Durnil	10
	Drill Math	3	Mr. Spilker	10
	Individualized Math	4	Mr. Spilker	10
	* 4 - 15 minute group periods			
11:45-12:15	Lunch		Mrs. Durnil	5
12:15-12:45	Noon Recess		Mrs. Divoky	5
12:45-1:15	Rest Period (Ind. tutoring)		All	5
1:15-1:30	Story Period		Mrs. Durnil	5
1:30-1:50	Physical Education		Mrs. Divoky	5
1:50-2:50	Exploratory Period			
	Science		Mr. Spilker	10
	Art		Mrs. Durnil	10
	Communications		Mrs. Divoky	10
2:50-3:00	Total up and Graph		All	

TOTAL POINTS POSSIBLE 150

*2 points for starting
*3 points for working
*5 points for being a student
Points may vary from this schedule to meet needs of individual students.

CURRICULUM

Introduction

The engineered philosphy was developed with one major goal--the changing of behavior. In our project we use academics as the secondary point of emphasis. We feel there is some correlation between student behavior and achievement, and we developed the curriculum to meet this goal.

For many years, in special classes of different types, academics were of a "watered down" variety, or in other programs academics had very little importance. In years past, emotionally disturbed youngsters were not pushed academically because of a fear of pushing them "over the limit".

In building a program for these children, one should remember the fact that they have the potential necessary to learn. The curriculum must take this potential and develop it to its fullest.

After developing the engineered classroom and becoming familiar with behavior modification, we found that academics worked well within the program. One of our major goals is to make school a rewarding experience and academics are a major part of school.

Modern educators have pointed to the need for individualized instruction. Because of different abilities and achievement levels of the students in our project, individualized programming is a matter of necessity. By individualized programming here, we are referring to a step process of curriculum development.

1. Determining the child's achievement level in a given subject area.
2. Determining the weaknesses and strengths of a child in that area.
3. Prescribing a program that will meet that given area of weakness.
4. Implementing the program.
5. Testing to see if that need was achieved and reteaching if needed.
6. Moving to the next need in that given area with the same procedure.

The project instructor takes the major role in Steps 1-6. He relies on the school psychologist for Step 1 and upon the teacher aide to do Step 4.

In approaching an individualized prescription program, one must consider the child as a whole. What methods will work best to rehabilitate this need? What reward structure will work best in structuring this program? What methods can be used to keep students interested? What has been the child's past histroy in this area? What materials are there available?

In approaching an indvidualized curriculum, one finds many commercial instruments which can be of help. These instruments vary in cost, subject area, size, time of use, and appropriate age levels. It is important to review a program closely prior to investing the high amount of money which most companies ask for them.

Much of an individualized curriculum is handled by use of textbooks out of the regular classroom. This method takes more effort and knowledge on the instructor's part, but usually is more economically feasible.

READING

Reading is the most important academic area and is the area where other academic areas rely heavily upon. Reading in the Papillion project centers upon the first two hours of every day. Each project child has a prescribed program each day in each of the following areas:

1. Individualized Reading: This is done closely under the supervision of the instructor of the program. Out of the instructor's individual work comes recommendations as to prescriptive teaching in other reading areas. The use of many reading series keeps a very individualized approach applicable.

2. Programmed Reading or Perception Skills: The Sullivan Programmed Series is individually applied and done on an independent level. Many students are not ready for independent work and need perception training. Frostig materials work well into the program and can be handled on an individualized level.

3. Phonics: The main purpose of this area is the reinforcement of reading skills. Modern Curriculum Press has a phonics series which can be used with little direction on the part of a teacher.

4. Reading Games: Although many commercial games are available, the use of home-made materials makes this area more rewarding to students. This area can also be an appropriate area to teach competition, play with others, sportsmanship, and cooperation. Games can often be a greater learning device with this type of child than textbooks are.

The program is set up so that the instructor is involved in the individual reading each period. One aide is involved in the reading game area. The other aide is involved in supervising the remaining two areas. With a program with one aide, the curriculum would be somewhat limited in its focus.

It is very important to remember the need to keep each reading period limited to 15 to 20 minutes with rewards coming at the end of each time period. Assignments are of a length that they can be finished within a certain time period if the student puts forth any effort at all. A child who finishes his work early during a given period of time is given the opportunity to have as a reward, free time until that period is over. A child who does not finish his work receives less marks on his card. This unfinished work is then completed during a tutoring period in the afternoon.

MATH

The math areas complete the morning schedule. Math is again divided into three twenty-minute segments; individualized math, math skills, and a math game period. The periods are kept short with reinforcements coming at the end of each period. It was found that the children in the program learned in different methods and speeds. Therefore, it is necessary to individualize each period for each child.

Math workbooks, skill books, textbooks, Continental Press materials, System 80, and U.S.E. P.A.C.S. all have value in working in the program. The correct materials depend on the child it is being used with. Some children need repetition, others learn with one presentation.

1. Individualized Math: U.S.E. P.A.C.S., which developed locally in our school system, work well for older children in the program. Younger children fit well into the Continental Press individualized series. Many times these skills will need to be reinforced with drill sheets which can be hand written or dittoed.

2. Drill Math: This area is set up for reinforcement of skills needed in the individualized areas. System 80 materials, Continental Press, workbooks and dittoed materials all fit well into this mold.

3. Math Games: The games area is structured for reinforcement of skills as well as an area for reward for hard work in the other two areas. Games are geared to student's interest and excitement.

Behavior Modification and Control

On a given day, you as the engineered-adjustment teacher, will deal with several dozen behaviors, which will run counter to the behavior you seek in pupils. You may decide to ignore a given situation, or react to it. You should go through three steps when confronted by this misbehavior: observing the misbehavior, determining how to respond, and responding.

Observing a behavior may take place for a period of several days before any decision to respond is taken. Also, the observation may coincide with the response. The time period between the observation and the response by you depends on the severity of the behavior and upon the psychological make-up of the child. You should always allow enough time between the observation and response to make a judicious decision.

You have two choices when you observe a behavior: ignore or respond. Many behaviors which teachers have responded to in present day education would have been better off had they been ignored.

Many children use misbehavior as a means of attention seeking. The teacher who gives this attention is rewarding misbehavior. One of the most important factors to remember in working with children who have behavioral problems is the idea of ignoring inappropriate behaviors and rewarding the appropriate behaviors.

As a footnote to the previous statement, there are some behaviors which demand immediate attention. Some of these behaviors are fighting, throwing of materials, loud talking and yelling, and distruction of property. It is your task to determine where action must be taken.

There is no sense in working with children in the program for a long period if they can't function responsibly by themselves in the end. Self-discipline is the goal of the program's behavior modification plan.

Behavior modification is not a new innovation. Good teachers have used behavior modification techniques for years. The engineered-adjustment classroom uses behavior modification throughout the entire school day. All appropriate behaviors are recorded and rewarded. Check marks, prizes, free time, and praise all enter into a full scale behavior modification approach. No one behavior modification approach will work with all children. It is your job to determine which approach fits a certain child.

Simple techniques often have far reaching effects. In the program, Ralph had a desire to wear a tie like the instructor was wearing. He was allowed to wear the tie every time he showed an adult behavior. This simple technique went far in changing his immature behaviors.

Interventions

The Papillion Title III program is created to stress academic goals. It is felt that "emotionally disturbed" children could accomplish academic goals in a structured environment if the reward structure was properly organized. As the program developed it was found that certain students rebelled at academic education. It is felt that keeping the child organized and working is better than causing more emotional problems. Since "emotionally disturbed" children are found to peak and fall in activities in a given day, an intervention system was organized. The entire idea behind this system is to keep the child attending no matter what the cost.

1. The Academic Assignment. The academic assignment is given the child based on his individual needs of achievement and learning level. The child earns all of his marks.
2. Shorten Original Assignment. If for some reason the child is unable to accomplish the task, or even to begin it within a few minutes, the assigned task is shortened by cutting the page in half, folding it over

in half, or covering the remainder of the exercise. The child earns all of his marks if he completes this shortened assignment.

3. Movement of Child Within Classroom. This step is used in conjunction with step two, or as a separate intervention. The idea here is to bring the child into another area of the room. Often the change in the way one is sitting, or height of a desk, changes one's outlook on what is to be done. Examples of position changes are:

    a. Study carrel.
    b. Laying on a rug.
    c. Sitting at a table.
    d. Sitting on a high stool at a drafting desk.
    e. The child earned all of his marks.

4. Changing the Media. By this, it is meant to give the child some change in the manipulative device used. Media changes could be:

    a. Write answer with chalk on individual chalkboard or on classroom chalkboard.
    b. Write on a magic slate.
    c. Write with a crayon.
    d. Write with a ink pen.
    e. The child still earns all of his marks.

5. Changing to Another Academic Assignment. This keeps the child in academics but changes the academic material used. Reading games, math games and phonics games still keeps the child academically structured and learning. Continental press dittos here are also very helpful. The child still earns all of his marks if he completes the assignment.

6. Non-Academic Assignments. Here academics are given up for the time period involved. The child is given a non-academic assignment which keeps the child involved in classroom activities. Such as:

    a. Puzzles.
    b. Pegboard designs.
    c. Parquetry designs.
    d. Coloring a picture.
    e. Listening to a record or tape.

f. Drawing a picture.
g. Art task card.
h. Science task card.
i. Communication task card.

One thing to remember here is that the teacher chooses the activity for the child. Never let the child manipulate the teacher or you have gone backwards. In this manner the child is kept busy and can be brough back into the next academic task. The child earns one half of his marks for that period.

7. Removal from the Classroom. If the child still is withdrawing from the different task the removal from the classroom is the last step. No child is removed from the classroom for more than five minutes at a time. Remember this is not a punishment. It is stated very briefly to the child that he has the right to return to the classroom and act like a student. No check marks are earned.

8. If step seven failed to produce any change, sending the child home is the only answer left. Here again it is important for the child to know that he is not being punished. He is not a student who deserved to be in school. Important here is that the next day the teacher meets the child at the door and welcomes him back into the classroom. No check marks are earned while the child is not in school.

The interventions are designed to manipulate emotionally disturbed children before more problems accumulated. It is important that the teacher or aide decides on the activity used and not the child. Often the teacher or aide is able to decide which intervention worked best with each individual child.

The project is designed for aides to be trained in the use of these interventions. As the project functioned, these interventions are constantly reviewed. Most emotional problems are handled through the use of these simple steps.

EMC Classroom Behavior Rating Scale

Carlene VanEtten and Gary Hoeltke

Student Name _____ No. _____ Date _____ M & M No. _____

Please rate the student on the following items. Check the statement that best describes the student. Unless otherwise indicated, make your judgement by comparing the student to other class members. MAKE ONLY ONE CHECK PER ITEM.

1. OUT OF SEAT BEHAVIOR (Peers)

What behavioral effect does the above named student have on other class members?

Out of seat behavior serious bother to others	Out of seat behavior distracting to others	Often out of seat but not disturbing	Seldom out of seat without asking	Out of seat only after asking

2. OUT OF SEAT BEHAVIOR (Teacher)

What behavioral effect does the above named student have on your efficiency as a teacher?

Out of seat behavior serious bother to you	Out of seat behavior requires much attention	Often out of seat but not much problem	Seldom out of seat without permission	Out of seat only with permission

3. TALKING OUT BEHAVIOR (Negative)

How often does the student exhibit inappropriate verbal behavior?

Constantly talks out without permission	Often talks out without permission	Occasionally talks out without permission	Rarely talks out without permission	Never talks out without permission

4. TALKING OUT BEHAVIOR (Positive)

How often does this student make positive contributions to class related discussions? Compare him to other class members.

Never takes part in discussions	Rarely takes part in discussions	Occasionally takes part in discussions	Usually takes part in group discussions	Always takes part in group discussions

5. AGGRESSIVENESS

How much "acting out" behavior does he exhibit as compared to other class members.

Behavior seriously harmful to others	Behavior must be watched closely	Occasionally a behavior problem	Seldom a behavior problem	Never a behavior problem

6. PEER RELATIONSHIPS

How is he accepted socially by other class members?

Avoided by all other students	Avoided by most liked by few	Accepted by most students	Liked by most avoided by a few	Liked by all students

7. LEADERSHIP

How do his leadership abilities compare with those of other class members?

Extremely bossy must be a leader	Trys to boss yields grudgingly	Offers ideas as well as accepts them	Prefers to follow	Avoids taking role of leader

8. DISTRACTIBILITY

Is he able to continue working, although minor distractions occur?

Loses concentration at slightest distraction	Finds it very difficult to maintain concentration	Can concentrate for short periods	Good concentration	Becomes so absorbed oblivious to surroundings

9. ACHIEVEMENT (Compared to expected level)

Does the student's academic output correspond to his expected level of performance?

Consistently performs far below expectations	Occasionally works at expected level	Usually works at expected level goofs-off occasionally	Consistently at expected performance level	Seems to respond above expectations

10. ACHIEVEMENT (Compared to class)

How is the student's academic performance as compared to that of classmates?

Consistently performs far below class average	Usually performs below class level	Consistently at average level of class performance	Usually performs above class level	Consistently performs above level of class members

11. COMPLETION OF ASSIGNMENTS

Is the student able to follow through on assignments?

Never completes task	Rarely completes task	Occasionally completes task	Usually completes task	Always completes task

12. CAREFULNESS IN WORK

How painstaking and exact is this student in his work?

Haphazard hopelessly careless work	Usually inexact slipshod, may turn out precise work on occasion	Can do a good job if pushed but often careless and inexact	Usually painstaking occasional lapses poor work	Very exact careful and painstaking in all work he does

13. GENERAL ATTITUDE TOWARD SCHOOL (Academic)

What is this students attitude toward school work as compared to those of other class members?

Openly resentful no interest in school	Vague feeling of resentment interest hard to arouse	Seems to be just filling a desk	Interested in most work occasionally bored	Enthusiastic eager each day

14. GENERAL ATTITUDE TOWARD SCHOOL (Peers)

What is this student's attitude toward other class members?

Never tries to make friends	Rarely makes friends	Occasionally makes friends	Usually makes friends	Always makes friends with other students

15. EMOTIONAL CONTROL

How does this student respond emotionally as compared to other class members?

Reacts violently no emotional control	Usually uncontrolled emotions, may attempt to hide	May attempt control, but just as often will displayfeelings	Usually controls emotional outbursts	Highly controlled never allows an emotional display

TEACHER RATING SCALE
TITLE III E.S.E.A.
PAPILLION PUBLIC SCHOOLS

Name of Student_____ Date_____

Name of Teacher Reporting_____

Ratings based on period of observation from_____ to_____

Below are a series of statements about this student's functioning and behavior. Read each statement and rate it according to the 5-point scale to the right based on your impressions of the student during the past semester. Place an X at the appropriate point on the scale.

1. Student showed enthusiasm for school in general.
   Never / Rarely / Sometimes / Often / Always
2. Student showed enthusiasm for learning to read.
   Never / Rarely / Sometimes / Often / Always
3. Student showed enthusiasm for learning arithmetic.
   Never / Rarely / Sometimes / Often / Always
4. Student showed enthusiasm for participating in class activities.
   Never / Rarely / Sometimes / Often / Always
5. Student showed concern with progress in reading.
   Never / Rarely / Sometimes / Often / Always
6. Student showed concern with progress in arithmetic.
   Never / Rarely / Sometimes / Often / Always
7. Student completed assignments in reading.
   Never / Rarely / Sometimes / Often / Always
8. Student completed assignments in arithmetic.
   Never / Rarely / Sometimes / Often / Always
9. Student worked well independently.
   Never / Rarely / Sometimes / Often / Always
10. Quality (handwriting, organization, neatness) of student's work acceptable.
    Never / Rarely / Sometimes / Often / Always
11. Student made progress in reading.
    Never / Rarely / Sometimes / Often / Always
12. Student made progress in arithmetic.
    Never / Rarely / Sometimes / Often / Always

13. Student made progress in degree of participation in class activities.

14. Student became frustrated.

15. Student became tearful.

16. Student became angry.

17. Student had an adequate attention span.

18. Student daydreamed.

19. Student respected class rules and routine.

20. Student had to be sent out of the room.

21. Student took direction well.

22. Student appeared to want to please teacher.

23. Student worked well independently.

24. Student occupied a position of leadership with his peers.

25. Student withdrew from peers.

26. Student was subjected to teasing by peers.

27. Student was involved in physical fights with peers.

Never Rarely Sometimes Often Always

Additional Comments:

SUMMER PROGRAMMING

Introduction

Summer could be a setback for children who are educably handicapped and emotionally disturbed, if the school year ends and they are left without the structure and continuity that the engineered program provides. So many times a special education teacher complained of the amount of abilities the children lost over the previous summer. Another point is that since many emotional probelmes center in the home, that the school is a better place for the child to spend his summer.

In considering possible summer programming, two major ideas were bought forth:

1. To remain in the engineered program and continue classroom work from the end of the school year with no changes. The advantage of said program was to keep the program highly structured and familiar to the child. The disadvantage of the program was possible boredom and the wearing out of students attitudes toward academics.

2. To change to a program of summertime activities, such as summer hikes, campouts, picnics, field trips, and nature studies. The advantage of this system would be removing the child from the academic setting and removing the academic goals and pressures. The disadvantage would be a lack of structure or control of the emotional atmosphere of the classroom.

The major problem is one of structuring without the boredom of the same old push toward academics. It was discovered that books had "turned off" many of our students in their previous years of school placement. Educable students have seen failure in their school career and this failure was often related to books. It is felt this program should exclude "textbook" learning and concentrate on making learning a fun-filled and self-rewarding activity.

Philosophy

Children with severe emotional problems need a year-round structured learning situation. These children cannot afford to drop back into their

previous emotional mold as most often happens during the summer months. Many children need a defined structure in order to function well emotionally. Most homes for these children have no summer structure.

The philosophy of our summer program is to continue on with changing behavior and to hold the academic achievement at the level it was at the end of the formal school year. Behavior showed a definite gain and academics also showed small gains. We feel without a summer program, children would backslide to a level where the next school year would be a photo copy of the previous year as far as behavior and achievement.

Many children have developed emotional problems because of a home situation, and three months at home will only increase these emotional problems. Most parents are relieved to find out that their child will not be spending the entire summer at home.

Attendance

A goal of our summer pro-ram is for children to desire to be in school. We feel that we can make school interesting and rewarding. If we cannot make the summer program an interesting and rewarding experience for each child, then the child has the right to stay home. The child is the person who decides on going to school. Parents are encouraged to ask their child each morning if he/she would want to go to school. The child makes the decision. At no time is school attendance mandatory. Education cannot prosper in a formal situation.

Vacation of families causes absenteeism, but a planned vacation by the family often turns into a greater learning situation than is possible in school. Parents are encouraged to plan vacations and inform the school of the duration.

It was found that the absence rate was extremely low, considering summer factors. Summer attendance was actually much better than during the school year. Winter illnesses may have been a factor in this increased attendance.

Curriculum

Most research in special education had pointed to the fact that these children show prominent gains in Unit Study and Learning Games. Unit Study is important because of the concrete learning experience which creates high interest. Learning games are used because of their practical approach to learning problems. It is felt that these two procedures are a basis of our summer program.

SUMMER SCHEDULE

7:30	Staff Reports - Material preparation
8:00-8:30	Busing of Students
8:30-8:45	Order Task
8:45-9:45	Lanuage Area - Games and Activities
9:45-10:00	Recess
10:00-10:45	Math Area - Games and Activities
10:45-11:00	Physical Education
11:00-11:15	Group Unit Discussion
11:15-12:00	Exploratory small group work following unit plan.

Possible Groups:
1. Art
2. Science
3. Communication
4. Social Studies
5. Wealth
6. Safety
7. Music

Possible Units

1. Animals - Friday trip to zoo.
2. Factories - Friday trip to factory.
3. Nature Study - Friday trip to forest.
4. Food and Nutrition - Friday trip to grocery store or bakery.
5. Community Helpers - Friday trip to police or fire department.
6. Airplanes and Rockets - Friday trip to Science Center or Offutt Museum.
7. Nebraska History - Friday trip to Joslyn Museum.
8. Communication - Friday trip to radio or TV station.
9. Neighborhoods - Friday trip to the city.
10. Money - Friday trip to go shopping.

Whenever possible all areas of the curriculum is designed around the unit for that week. Math and reading games can adapt to nearly any topic. During summer months, active group games are more applicable because the program has the entire school for its use.

Each summer week consists of four days classroom work with the fifth day being a field trip day. Point structure continues both in the classroom as well as on the field trip. With certain students the right of going on the field trip is earned during the four days of classroom work. A limit of so many points earns the right to go. If the child has not earned enough points, he is forced to stay home and miss the field trip. With certain children, the reward is material, such as candy, gum, or a coloring book. With other children, the reward is free time to do a project they desired. The important aspect of rewards is to meet the needs of the individual child at his level of emotional maturity.

Parent Reactions

The major reason for planning a year-round program in our Engineered Classroom is to keep the learning process functioning and to minimize the amount of forgetting. It is also felt that placing the child in a home evironment for the entire summer may compound the already established emotional problems in a child.

We feel it is of importance to inform parents of possible summer classes for their child. We were somewhat afraid that parents would resent the fact of year-round school. Probably what worried us most was the student reaction to going to school when their peers were at home playing.

Each parent was asked for their opinion on a summer program during parent conferences. The replies during these interviews were 100% in favor of summer

programming on a half-day basis. Some replies received from parents were: "He needs all the help he can get". "This should help his achievement next year". "Half days in the mornings works well into our schedule as a family". "He can still play baseball and go swimming in the afternoon".

The major feeling on the issue was expressed well by one father and mother--"Thank God, I couldn't stand to have him home all summer anyway."

This statement seemed to show up in all parents during discussion. They all seemed very relieved to know the schools were interested in helping their child beyond the call of duty.

Summer vacations arose as somewhat of a problem, but it was explained that on the individualized unit plan they could remove their child for a week or two with no major problem.

(Sample of type of unit activities planned during summer program)

ANIMAL UNIT

PAPILLION PUBLIC SCHOOLS

TITLE III E.S.E.A.
Engineered Program

TABLE OF CONTENTS

BACKGROUND

Development of the animal unit centered around captivation of student interest. During this unit, all academic areas fit well into a unit system. The unit as is outlined in this manual lasted for a three week period but actually could have been expanded into a full summer activity. Weekly field trips are the basis for the week's plans. Henry Doorly Zoo took up two weekly trips. Other trips can be arranged at the OSACS Science Center, a museum, a farm, and a kennel for pets.

Discussion topics can range from naming of animals to the point of what is the correct diet of animals. The abundance of available materials makes this unit even more worthwhile. Films, filmstrips, books, and games make this unit even more valuable.

Poetry and Music

The Rhinoceros

Rhinoceros, your hide looks all undone,
You do not take my fancy in the least;
You have a horn where other brutes have none;
Rhinoceros, you are an ugly beast.

The Panther

The panther is like a leopard,
Except it hasn't been peppered,
Should you behold a panther crouch,
Prepare to say Ouch.
Better yet, if called by a panther, Don't Anther!

The Raccoon

He helps himself to camp supplies,
Without the grace to ask.
He thinks that he can burglarize
Because he wears a mask.

The Little Turtle

There was a little turtle
He lived in a box
He swam in a puddle
He climbed on the rocks.
He snapped at a mosquito,
He snapped at a flea,
He snapped a minnow,
And he snapped at me.
He caught the mosquito.
He caught the flea.
He caught the minnow,
But he didn't catch me.

Animals, Too

Animals have feelings, too;
They need love, just as people do.
Animals have only cries
And wagging tails and hopeful eyes
To say they're hungry, hurt or scared,
Or how they wish that someone cared.
Helping animals sick or sad
Makes you and me feel strong and glad.

Baby Kangaroo

Jump, jump, jump goes the big kangaroo.
(Make jumping motion with index and middle fingers, other fingers and thumb are folded.)
I thought there was one, but I see there are two--
The mother and a baby. See his head pop out...
(Thumb comes between index and middle fingers.)
Of her cozy pocket, while he looks about.
Yes he can see what's going on
As his mother jumps along.
(Repeat jumping motion with thumb showing.)
jump, jump, jump,
jump, jump, jump,
jump, jump, jump,

Mister Rabbit

Mister Rabbit has a habit
That is very cute to see;
He wrinkles up and crinkles up
His little nose at me.
Oh, I like my little rabbit,
And I like his little brother,
And we have a lot of fun
Making faces at each other.

Books

Pelican Park by Mary Cockett

Zoo Babies by William Bridges

Put Me In The Zoo by Robert Lopshire

At the Zoo by Colonius

Come to the Zoo by Ruth M. Tensen

The Provensen Animal Book by

Animals in Pictures by Golden Press

Art

Put Me In The Zoo Mural --- Materials: Construction paper, scissors, wide piece of bulletin board paper, patterns.

Directions:
1. Hold a short discussion on how animals live, habits, etc. in order to inspire the children.
2. Let each child draw or trace as amny animals as he wants. Have another child form the trees, ground, clouds, etc.
3. As the first two children finish have a third child glue on the various pieces.

Heart Animals --- Materials: Red and white construction paper, scissors, paste and white tempera paint.

Cut hearts of various sizes from red and white paper, and past together to shape any desired animal---turtles, cats, dogs, etc. Cat's whiskers can be thin slivers of white paper; dog's freckles can be white tempera dots.

Little Lamb -- Paper Napkin Fun

For the body of the lamb, cut a plastic berry basket in half. Fit one cut edge inside the other and tie, giving you a rectangular basket about 2½ inches wide. Invert the basket and add painted clothes pins for legs and neck. Slip the prongs over the plastic. For a tighter fit, insert pieces of paper nakpkin between the prongs. Add glue to hold the legs in place. Use two paper napkins cut in quarters for the head. Gather and tie in pompoms as for bungy; to attach the head to the neck, first glue a small paper circle to the end of the clothes pin. Then arrange the fluff so head is flat on one side, glue this side to paper circle. Trim the head to the desired size and add ears, eyes, and tail cut from paper. Form a tiny paper nose, as shown, then glue in place. For the wooly coat, cut each quarter of napkin into quarters. Grasp each piece at center and form a pompom. Dip the center in glue, then insert into the openings in the plastic basket, continuing until body is covered.

Circle Animals

Circle animals make a project that's simple yet creative. Distribute a supply of paper circles in different colors and sizes and let children design their own meangerie.

Math Games

Rover's Bone -- Place a basket containing five eggs behind IT'S chair. The second player removes some of the eggs. When IT opens his eyes, he looks in the basket and tells how many were taken away and how many are left.

Teaching Measuring Units -- While IT is asleep, the grocery boy delivers an order (empty cartons of milk, eggs, ice cream, butter, tec.). After the "grocery boy" leaves, IT must tell the measuring units in the grocery order.

Reading Games

Drilling On Beginning Consonants -- The second player places an object beginning with a consonant the class is studying behind the chair. IT must name the object and give another word that begins with the same sound.

Animal Walk -- Each child puts his animal marker on the square marked start. The players then take turns spinning. The side of the spinner which resets on the table will tell you how to move. Example-- If the spinner resets on the side that says "t2" you may move your marker ahead 2 squares. ADD 2 to the number in that square (?square-4?). This answer is then added to your score from the last turn. At the end of the playing time, the person with the highest score is the winner.

Feed the Bear -- Construct a bear out of heavy paper. The children are allowed to feed the bear ABC cookies or reading word cookies.

Ellie Elephant Remembers - Do You? -- Materials needed: Elephant picture made from material, with pocket. Peanuts with words. Child selects a story card from Ellie's pocket, then reads and answers questions on story card. Variation: Child feeds Ellie by reading the word on peanut and dropping it in her pocket.

Fishing -- Make a fishing pole from a wooden dowel. Tie a piece of string to the pole with a paper clip on the end of the string. Make fish out of paper and put a small magnet on the back of each one. The child fishes for a word. If he can say the word he gets to keep it. If he misses he must throw the fish back into the water.

Holiday Turkeys -- Put Dolch words on turkeys. Keep leftover turkey in the freezer until needed. Take a turkey out of the freezer. If you know the word you keep the turkey. If not it goes back into the freezer.

Catch the Cat -- Draw or cut out a picture of a cat. Make a set of consonant letters on large 5x3 cards. Flash the cards and let the child find a word or picture that begins or ends with the letter as you ask. Ten right answers moves you to the chair by the cat.

Seat Work

Vowel Bunnies -- Each child draws two bunnies--one tall, the other short. One will be for long vowel words, and one for short vowel words. They are given about ten minutes for each bunny. The object is to see who can get the largest number of long and short vowel words.

My Word Tree -- Needed--Sight vocabulary word cards, construction paper, scissors, paste. Directions--on a large sheet of construction paper place a cut out shape of a tree trunk. On each individual leaf print sight word as it is learned. Each time a child successfully remembers another word, he may add another leaf to his own tree. Keep them on display. Try to instill incentive in each child to get him to make his tree the fullest.

Catch the Cat -- Draw or cut out the picture of a cat. Make a set of consonant letters on 3x5 cards. Flash the card and let a child give a word or find a picture that began or ended with the letter as you ask. Ten right answers moves you to the chair by the cat.

Word Bug --- Make a round worm face. Make round circles for the body. Put a vowel letter on each body circle. Add a tail. Hang on wall or closet door. Have children use sight or vocabulary words. They are to say the word and put it under the correct row that goes with the vowel sound that stands out in the word.

SCIENCE

The Life Cycle Game -- Purpose: To review the life cycle of animals and insects studied. Materials: A ditto divided into 20 squares, four to a row headed "How Does the Adult Look?" The name of the animal is printed in the first block, a sketch of the next two cycle stages are in the next two squares with the last column of squares left blank. These are to be completed by the students. The drawings need only be as malistic as each persons maturity permits.

How Do Frogs Develop Into Eggs -- Get some frog eggs. They will look like little tiny bubbles held together within a larger bubble. Put the eggs in a glass dish or jar that will hold two quarts to a gallon of water. If possible, put a rock and a few water plants in the bottom of the jar. If you have an aquarium, the eggs can be put in there. However, you should not put the eggs where there are fish, since the fish may eat the eggs.

Watch the Changes That Occur -- First the eggs will develop into fish-like animals called tadpoles. Tadpoles get oxygen from the water. Each tadpole will develop two legs and then two more legs. As the legs develop the tadpole looks more and more like a frog. As the tadpole approaches the stage of becoming a frog, be sure the water in the jar is shallow enough so that the newly formed frog can get on the rock and be out of water. The frog takes its oxygen from the air.

Rabbits -- Study sleeping, eating, protection and other facts that are related to the care of one as a pet, how to feed it, how to clean its cage. If possible, have a live rabbit as a pet in the classroom to study, play with, and observe.

Worm Farm -- Container: Large wide mouth glass jar, tank terrarium or fishbowl
Soil: Gravel covers the bottom and loose pack slifhtly moist soil with much much humus. Get worms from your yard. Add worms to soil. Feed them lettuce and corn meal.

Worm Observations -- Paper towels and earthworms. Put the worms on wet paper towels and look at them.

How Does An Earthworm Move? -- Use earthworms, mirrors, glass, magnifying glass.

1. Move from place to place--How do you?
2. Parts of body in use
3. What parts for eating
4. How do earthworms move on the desk
5. How do babies move
6. Have children crawl like a baby
7. The earth worm has several parts of his body -- hold on and pull. Put the worm on a mirror for observation. The parts should become thinner and longer.

Use a slinky to show how a worm moves.

Light and Worms -- Put the worm on the desk. Shine a light from one direction. Does the worm move to or from the light? Does light make any difference in the worms movement? Divide a box in half. Cover one side and make it dark. Leave the other side light open. Does the worm stay in one side or try to get to the other?

Do worms have eyes? What takes the place of eyes? Where do worms live? Do worms need light? Do worms prefer one color?

Make circles of yellow, black, red, brown, put white in the center. Put the worm in the center. Does it go to any particular color? Dit it cross more than one color? Did it search for a special color?

Where Do I Live? -- Child draws lines from Column 1 to the correct word in Column 2.

Ditto	In the ground
Bird	Water
Fox	Jungle
Fish	Grass
Rabbitt	Nest
Lion	Den
Alligator	Etc.

Physical Education

Beast, Bird or Fish -- The teacher tosses the bean bag to any player and calls, "bird", then immediately begins to count rapidly to ten. If the player to whom the bean bag was tossed does not name a bird before the leader counts to ten, he is caught and must stand at the back of the room. If the leader calls "fish" or "beast" the correct replay must be given.

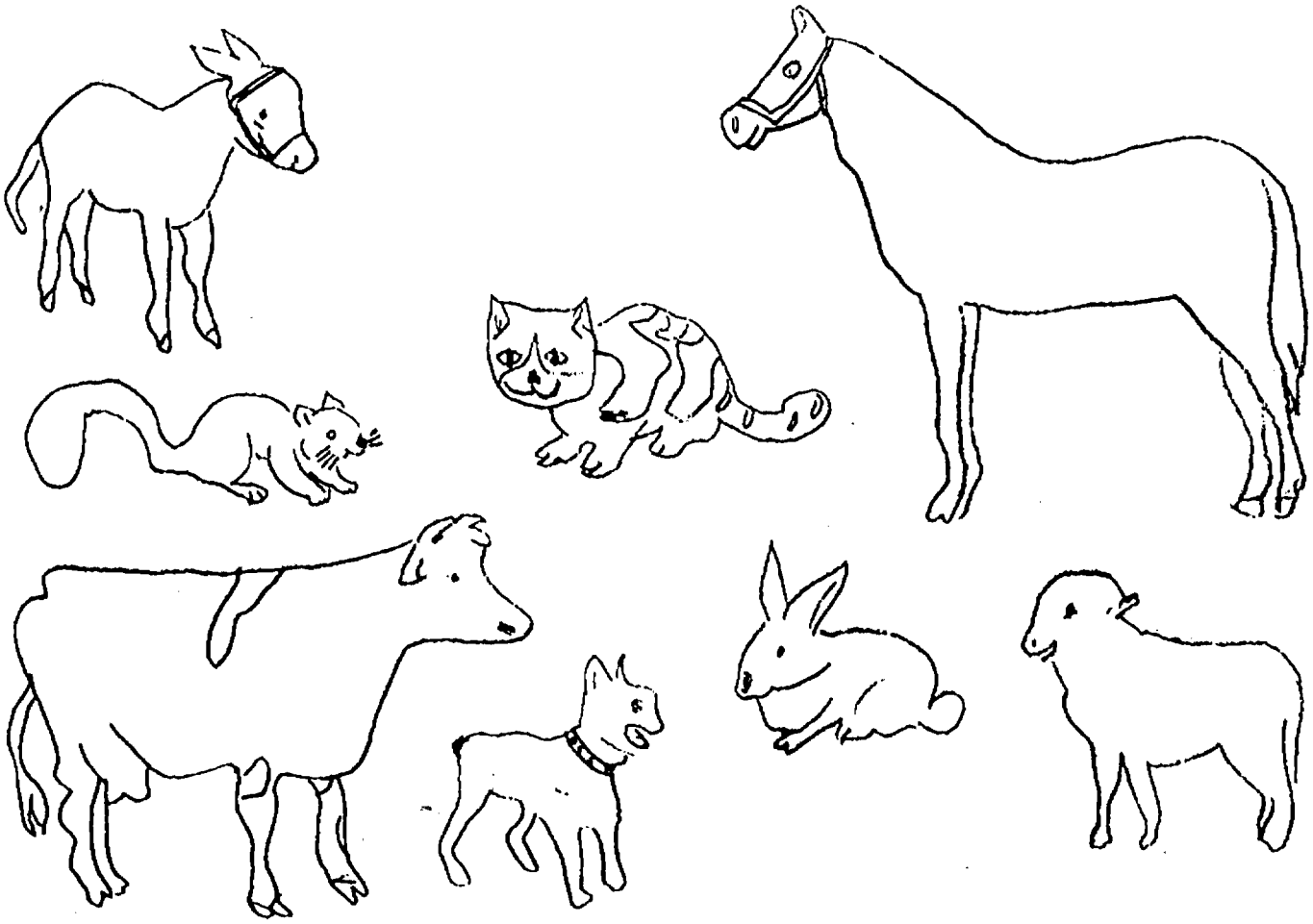
Pussy Wants a Corner -- Equipment: Bases for all but one player scattered in area. The one player selected to be pussy goes to a player on one of the bases and says "Pussy wants a corner." The player answers, "Go to my next door neighbor." Pussy goes from one player to another, as he is doing this, players are exchanging bases. Pussy attempts to get a vacant base. The player left without a base becomes pussy. At any time the pussy may call "change corners" when all players must change.

Cat and Rat -- Everyone joins hands and makes a circle. Two children are chosen, one is cat and the other is the rat. The cat is outside the circle, the rat is inside. The cat says, "I am the cat". The rat says, "I am the rat". The cat says, "I will catch you". The rat says, "Oh no you won't". The people in the circle hold up their hands to help the rat through, but stoop down when the cat tries to go under the hands. If the rat is too quick, two cats are chosen to chase him.

Playing Zoo -- A group of animals approach the catcher and at a distance of about five feet they stand in line while one of their group describes the type of animal the group has in mind. The catcher guesses the correct animal it is. When he guesses the correct animal, the group runs for its goal. If any are caught by the animal catcher, they become the catchers and must return to his goal with him. The game may continue until all in the group are caught.

Chase the Rabbit -- All of the children kneel on the floor or ground in a ring with hands on each others shoulders. One is chosen to be rabbit and runs around the outside of the ring and touches one of the players who rises and immediately begins chasing to his hole. The moment the player is touched he must run to the left, while the rabbit continues running to the right, and he must tag the rabbit when they pass each other, then returns to his own place before the rabbit does. If he fails, he becomes the rabbit, and the game goes on as before.

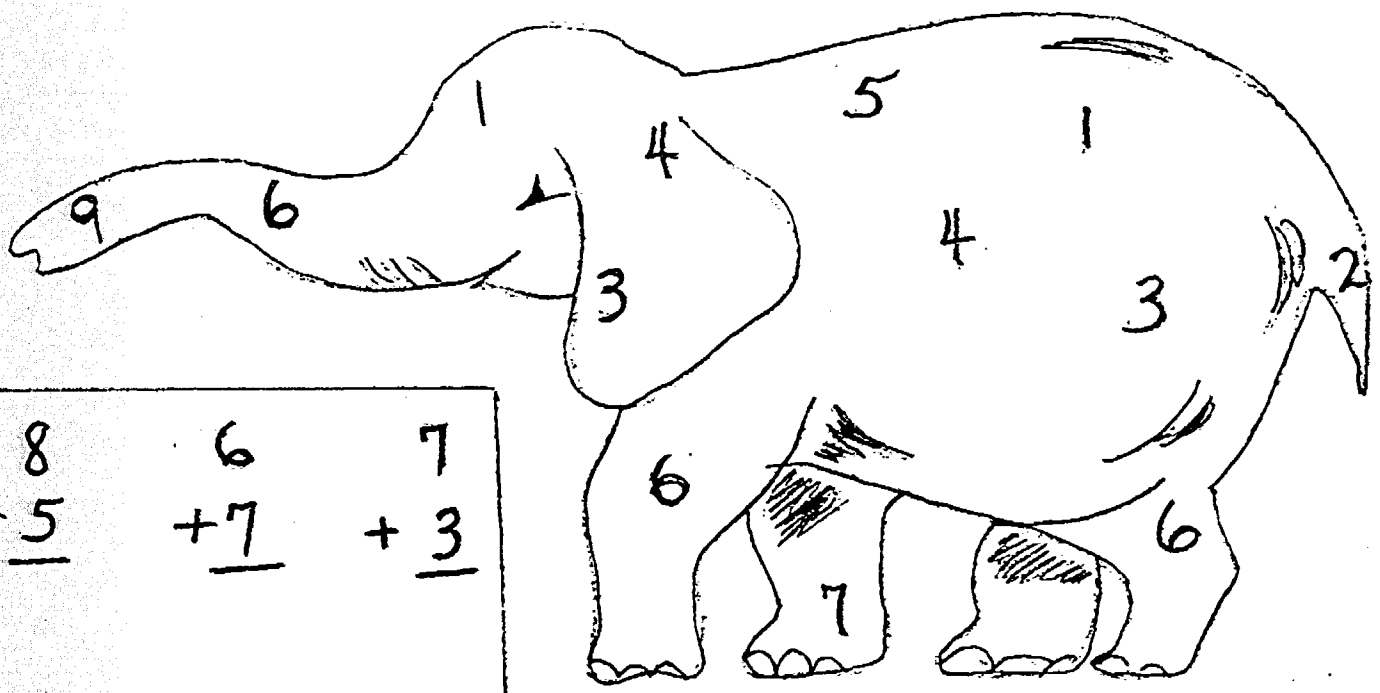
ORDER



Color the Animals

1. Color the horse brown.
2. Color the lamb yellow.
3. Color the donkey black.
4. Color the cat red with white spots.
5. Color the cow orange.
6. Color the dog green.
7. Color the squirrel blue.
8. Color the rabbit purple.

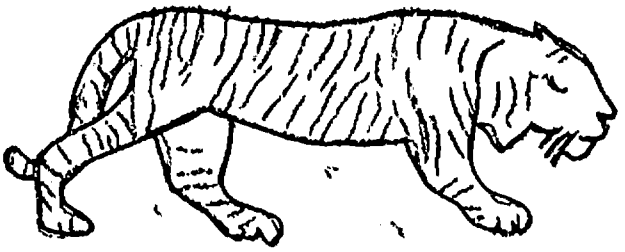
Add the numbers on the elephant.
Do the problems in the box.

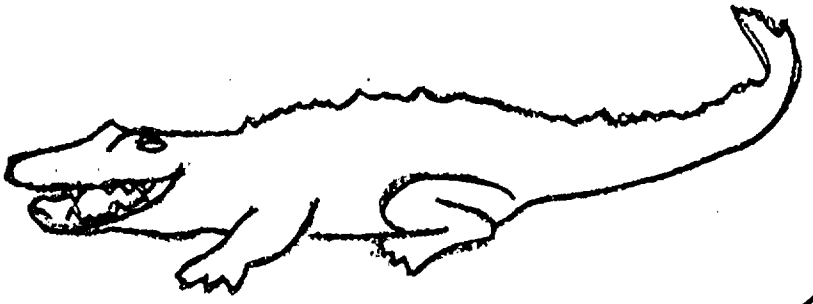


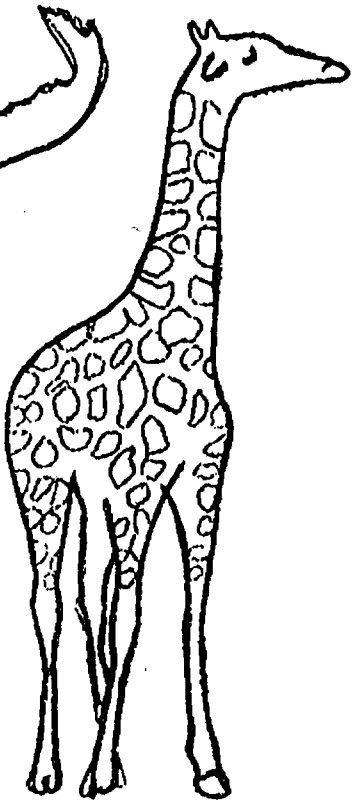
11
(34)

9 + 7	8 + 5	6 + 7	7 + 3
12 + 3	10 + 4	16 + 3	19 + 0

Total: _____



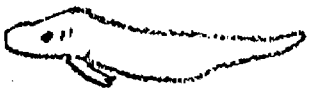
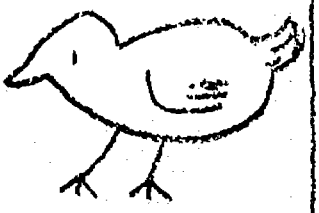
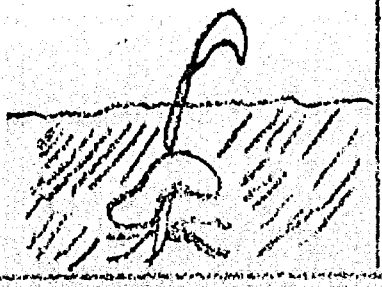




Write the name of an animal

The Life Cycle Game

How Does the Adult Look?

frog			
snake			
bird			
chicken			
Bonus plant			

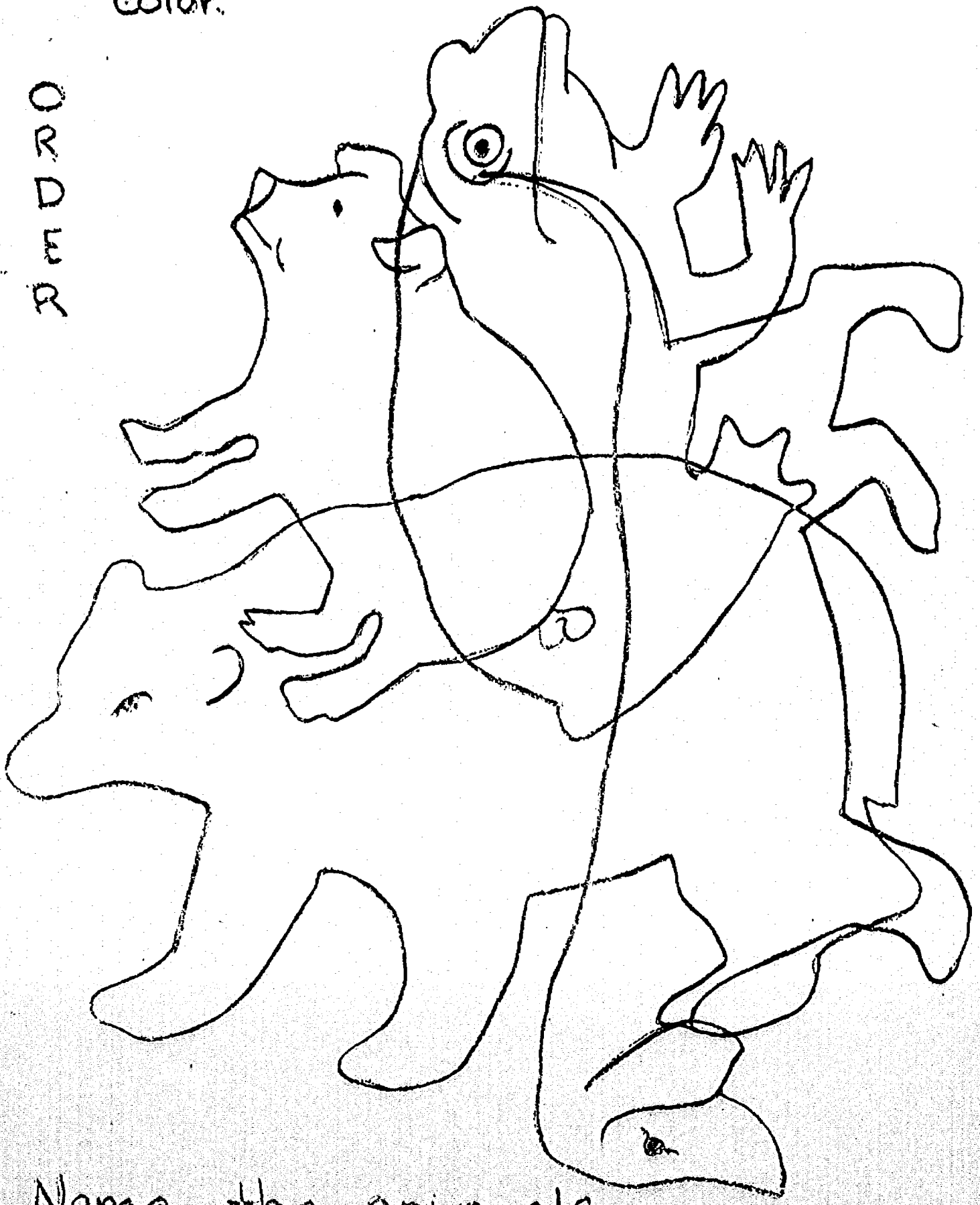
Name: _____

Where Do I Live?

Bird	Tree
Starfish	Desert
Grass Snake	Jungle
Horned Lizard	Pond
Lion	Field
Rabbit	Ocean
Monkey	Jungle
Racoon	Tree
Fish	Ocean
Frog	Pond

How Many Animals Are There? Outline each one in a different color.

ORDER



Name the animals.

PARENT COUNSELING

Parent education is a strong point of emphasis in the project. Behavior modification, to be worthwhile, must take place at home as well as in the school. Many behavior problems are caused by an abnormal home situation. No child is admitted into the Papillion project unless parents sign statements agreeing to their cooperation with school personnel. This cooperation can take on many different forms. With some parents it may mean a weekly phone conference. With others it may mean monthly group parent sessions. With still others it may mean psychiatric parent training by someone outside of the school system.

All parents are required to attend five quarterly parent teacher conferences each year. Academic and behavioral progresses are discussed. Recommendations for parents to follow are discussed. These meetings are the key to maintaining two-way cooperation. These conferences provide the teacher with information on outside events that might explain the behavior of the student in school.

Parents are eager to find a more effective method of dealing with their effective method of dealing with their children's problem. Parent counseling can be an effective tool if used in the right manner.

PARENT - TEACHER CONFERENCE REPORT
E.S.E.A. TITLE III
PAPILLION PUBLIC SCHOOLS

Personal and Physical Development

1. Motor coordination - large muscle_____
2. Motor coordination - small muscle_____
3. General equilibrium_____
4. Energy level: High Moderate Low
5. Accepts need for rest_____
6. Tends to personal needs_____
7. Dresses self (zip, button, boots)_____
8. Obeys safety rules_____

Comments:_____

_____

_____

Social Development

1. Cooperates with others in play situations_____
2. Helps others in work situations_____
3. Considerate of others - respects their rights_____
4. Works through problems verbally_____
5. Relaxed and confident with others_____
6. Liked by others_____
7. Sociable_____

Comments:_____

_____

_____

Emotional Development

1. General mood_____
2. Capacity for enjoyment_____
3. Signs of tension_____
4. Level of self-control_____

Comments:_____

_____

_____

Work Habits

1. Listens to teacher directions attentively_____
2. Follows directions without further explanations_____
3. Shows confidence in his ability to perform tasks_____
4. Uses time well - plans_____
5. Uses materials wisely_____
6. Takes pride in his work_____

7. Carries out a project to completion._____
8. Works independently_____
9. Accepts constructive criticism._____
10. Takes part in all activities_____
11. Cleans up work or play area matter-of-factly_____

Comments:_____

_____

_____

Language Development

1. Talks in sentences_____
2. Speaks clearly_____
3. Tells things in sequence_____
4. Is developing a larger vocabulary_____
5. Participates in group discussions_____
6. Waits his turn to talk_____
7. Listens to suggestions of others_____

Comments:_____

_____

_____

Reading Readiness

1. Enjoys stories and books_____
2. Seeks out books on own_____
3. Recognizes own name written in full and can verbally spell it_____
4. Recognizes other children's names and knows what letter they begin and end with_____
5. Manuscripts own name legibly_____
6. Has developed concept of left to right_____
7. Distinguishes between likeness and differences_____
8. Identifies placement of consonant sounds, initial and terminal, spoken by the teacher_____
9. Recognizes alphabet letters A thru Z (capital), out of sequence_____
10. Recognizes alphabet letters a thru z (small), out of sequence_____

Comments:_____

_____

_____

Number Skills

1. Is developing a mathematics vocabulary (greater, lesser, whole, half, tall, short)_____
2. Counts from 1 to _____in 30 seconds, without help
3. Recognizes numerals 1 to 10 _____
4. Matches correct numeral to correct set 0 - 10_____
5. Tries to write numerals and knows what he is writing_____
6. Understands concept: first, second, third, and last_____
7. Distinguishes between pieces of coin money_____

Comments:_____

_____

Science and Social Studies

1. Displays curiosity (is interested and learning about the world around him)
_____
2. Alert to environmental changes (weather, seasons, temperatures)_____
3. Observes skillfully_____
4. Makes good contributions to discussions_____
5. Shows grasp of general concepts as presented in the UNIT approach_____
6. Retains basic information for recall and application_____
7. Field Trips:
   - Follows limits set by teacher_____
   - Stays with group_____
   - Asks questions about what he sees_____
   - Talks about what he has seen_____
   - Recognizes reason for trip - sees where it fits in to what we are doing_____

Comments:

_____

_____

ART

1. Seeks out art projects as a means of self-expression_____
2. Experiments and enjoys using materials_____
3. Expresses ideas creatively_____
4. Is learning to handle art materials properly_____
5. Names all 8 colors on color wheel by sight selection: red, blue, yellow, green, purple, black, brown, white, orange_____
6. Recognizes primary color words: RED, BLUE, YELLOW_____
7. Knows basic shapes (circle, triangle, square, rectangle)_____

Comments:

_____

_____

Physical Education

1. Participates in group games_____
2. Exhibits good body control_____
3. Shows mastery of basic skills_____

galloping	skipping
hopping	throwing & catching ball
jumping 2 feet	bouncing & catching ball
jumping 1 foot	

Comments:

_____

_____

Summary Evaluation _____

_____

Recommendations:

PARENT RATING SCALE
TITLE III E.S.E&A.
PAPILLION PUBLIC SCHOOLS

Name of Student_____Date_____

Person filling out Rating Scale_____

Relationship of this person to student_____

Below are 18 statements describing a student and his work at school. Please read each statement and decide how it applied to your child over the past school semester. A simple rating scale to the right can be checked. 1. NEVER-if the statement never applied, 2. RARELY-if the statement rarely applied, 3. SOMETIMES-if the statement sometimes applied, 4. OFTEN-if the statement often applied, and 5. ALWAYS-if the statement always applied. Base your ratings on your child's behavior during the semester he has just completed and make a check mark on the scale to show your rating.

1. He was happy in school. ___/___/___/___/___ Never Rarely Sometimes Often Always

2. He wanted to stay home from school. ___/___/___/___/___ Never Rarely Sometimes Often Always

3. He discussed school at home. ___/___/___/___/___ Never Rarely Sometimes Often Always

4. He said he liked school. ___/___/___/___/___ Never Rarely Sometimes Often Always

5. He said he disliked school. ___/___/___/___/___ Never Rarely Sometimes Often Always

6. He said he liked his teacher. ___/___/___/___/___ Never Rarely Sometimes Often Always

7. He said he disliked his teacher. ___/___/___/___/___ Never Rarely Sometimes Often Always

8. He said he liked his classmates. ___/___/___/___/___ Never Rarely Sometimes Often Always

9. He said he disliked his classmates. ___/___/___/___/___ Never Rarely Sometimes Often Always

10. He made friends in school. ___/___/___/___/___ Never Rarely Sometimes Often Always

11. He was interested in reading. ___/___/___/___/___ Never Rarely Sometimes Often Always

12. He was interested in arithmetic.

Never Rarely Sometimes Often Always

13. He improved in his reading.

Never Rarely Sometimes Often Always

14. He improved in his arithmetic.

Never Rarely Sometimes Often Always

15. He concentrated well.

Never Rarely Sometimes Often Always

16. He got into trouble in school.

Never Rarely Sometimes Often Always

17. The school understood what he needed.

Never Rarely Sometimes Often Always

18. The school provided a godd program for him.

Never Rarely Sometimes Often Always

PARENT QUESTIONNAIRE
TITLE III ESEA ENGINEERED CLASSROOM
PAPILLION PUBLIC SCHOOLS

		Please Circle One	
1.	During the time your child has been in the Engineered Classroom has any member of the project staff made recommendations to you about how you can better work with your child?	Yes	No
2.	If your answer to question number one was yes, about what percent of the recommendations have you tried? 0-25% 26-50% 51-75% 76-100%		
3.	Have you observed any change in your child since he or she was enrolled in the Engineered Classroom?	Yes	No
4.	Does your child seem to enjoy school more since he or she has been enrolled in the Engineered Classroom?	Yes	No
5.	Do you feel that your child has learned more in school since he or she was enrolled in the Engineered Classroom?	Yes	No
6.	Has your child's behavior at home improved since he or she was enrolled in the Engineered Classroom?	Yes	No
7.	Do you feel that the project staff has adequately informed you of your child's performance in the Engineered Classroom?	Yes	No
8.	Would you recommend the Engineered Classroom for other students that are having problems in school?	Yes	No
9.	Does the term Behavior Modification have any meaning to you?	Yes	No
10.	Please write any comments you have about the program.		