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IDENTIFIERS *Project CHILD

ABSTRACT

Presented is the last of 12 instructional kits, on accountability, for a performance based teacher education program which was developed by Project CHILD, a research effort to validate identification, intervention, and teacher education programs for language handicapped children. Included in the kit are directions for preassessment tasks for six performance objectives, a listing of the performance objectives (such as analyzing program placement for a language disabled child), instructions for six learning experiences (such as evaluating a staffing conference), a checklist for self-evaluation for each of the performance objectives, and guidelines for proficiency assessment of each objective. Also included are sample assessment forms for use with three instructional programs. (DB)

ED 070 991

PROJECT CHILD

Ten Kit 12

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Austin, Texas

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EC 070 991

TEN KIT 12

TITLE: Components of Accountability

APPROXIMATE TIME TO COMPLETE: 10 Hours

MATERIALS TO PURCHASE: None

INTRODUCTION:

The field of education has entered the era of accountability. It must be demonstrated to the public that it can depend upon teachers to teach all children effectively. Teachers must indicate to the public that they have provided a dollar's worth of value for each dollar expended. It will be possible eventually to identify specifically what amount of instruction or other part of the assigned teaching task was purchased with that dollar.

This is a new but necessary experience for educators as they attempt to justify the great expenditure for education in America. This kit is a step and only a beginning step in understanding accountability for teachers. This kit is designed to provide the teacher with this basic new knowledge.

PREASSESSMENT

Each package in this curriculum is initiated with a measure of the learner's knowledge and skills pertinent to that package. This is referred to as pre-assessment and is designed to determine your proficiency in each of the objectives established for the package. Depending upon the levels of behavior required by the objectives, preassessment may range from a matching quiz, through an interview with the instructor, to analysis of a video-taped classroom situation.

You should read the performance objectives stated for this kit and decide whether you feel proficient in any of the behaviors required. It is your option to request preassessment on each of the objectives in which you feel you are already proficient. For each objective there is a preassessment exercise, allowing the instructor to determine precisely which learning experiences you should complete. For example, if six objectives are prescribed for the kit and you request the preassessment exercises on four of the objectives, you will be required to complete the learning experiences for the two objectives in which you did not request preassessment. For the four objectives on which you requested preassessment, you will be required to complete only those learning experiences for the objectives on which you did not meet the proficiency required.

TEN KIT 12Components of AccountabilityPREASSESSMENTPerformance Objective 1

NAME _____ DATE _____

Proficiency requires that the student perform at the 100 percent level of accuracy on the following test over criterion measures for assessing pupil progress in basic skill curriculum areas:

- A. Five Item True-False Test (Place circle around correct response.)
- T F 1. It is essential to know the scores on daily work for LD pupil programming.
- T F 2. It is essential to evaluate the silent reading abilities of LD pupils.
- T F 3. The use of both achievement and diagnostic tests are essential in reading programming for LD pupils.
- T F 4. It is not essential to use the above approaches in programming for other areas of basic skills.
- T F 5. Written expression is dependent on psychomotor skills.
- B. Five Item Matching Test (Place number in the blank before the correct matching statement.)
1. Standard
 2. Work Sample
 3. Positive Score
 4. Entry level
 5. Habilitation Program

_____ The curriculum designed for an individualized instructional program in basic skill areas.

_____ A level of performance or production used to evaluate the performance of LD children.

_____ Saving of typical representative daily work sheets of individual pupils.

_____ Scores that show progress or give affirmative interpretation of data.

_____ The level at which the pupil begins his program in each basic skill area.

TEN KII 12, Components of Accountability, Preassessment, Performance Objective 1

C. Five Short Answer Items (Write the correct response for each question.)

1. Reading, writing, spelling, speech, language and arithmetic are considered to be the basic skill areas of the _____.
2. Pupil progress in basic skill areas is best measured by daily work records and by standard diagnostic and _____ testing.
3. A criterion measure is used as a _____ measure when evaluating pupil progress in basic skill areas.
4. Criterion measures lend themselves to evaluating pupil progress in basic skill _____.
5. The best persons qualified to develop criterion measures for use in evaluating school curriculum programs are _____.

D. Mark answers Yes or No by an X.

YES NO

- | | | |
|-----|-----|---|
| ___ | ___ | 1. Do the progress records cover a period of instructional time in each intervention model? |
| ___ | ___ | 2. Is it possible to determine the amount of progress made? |
| ___ | ___ | 3. Does this type monitoring device show the pupil's potential? |
| ___ | ___ | 4. Will this type of evaluation material help determine if the pupil is making adequate progress? |
| ___ | ___ | 5. Pupil progress records are not economical to devise. |

TEN KIT 12Components of AccountabilityPREASSESSMENTPerformance Objective 1

Proficiency requires that the student perform at the 100 percent level of accuracy on the following test over criterion measures for assessing pupil progress in basic skill curriculum areas:

A. Five Item True-False Test (Place circle around correct response.)

T F 1. It is essential to know the scores on daily work for LD pupil programming.

T F 2. It is essential to evaluate the silent reading abilities of LD pupils.

T F 3. The use of both achievement and diagnostic tests are essential in reading programming for LD pupils.

T F 4. It is not essential to use the above approaches in programming for other areas of basic skills.

T F 5. Written expression is dependent on psychomotor skills.

B. Five Item Matching Test (Place number in the blank before the correct matching statement.)

1. Standard
2. Work Sample
3. Positive Score
4. Entry level
5. Habilitation Program

5 The curriculum designed for an individualized instructional program in basic skill areas.

1 A level of performance or production used to evaluate the performance of LD children.

2 Saving of typical representative daily work sheets of individual pupils.

3 Scores that show progress or give affirmative interpretation of data.

4 The level at which the pupil begins his program in each basic skill area.

TEN KIT 12, Components of Accountability, Preassessment, Performance
Objective 1

C. Five short Answer Items (Write the correct response for each question.)

1. Reading, writing, spelling, speech, language and arithmetic are considered to be the basic skill areas of the curriculum.
2. Pupil progress in basic skill areas is best measured by daily work records and by standard diagnostic and achievement testing.
3. A criterion measure is used as a standard measure when evaluating pupil progress in basic skill areas.
4. Criterion measures lend themselves to evaluating pupil progress in basic skill areas.
5. The best persons qualified to develop criterion measures for use in evaluating school curriculum programs are teachers.

D. Mark answers Yes or No by an X

YES NO

- | | | |
|-------------|-------------|---|
| <u>X</u> | <u> </u> | 1. Do the progress records cover a period of instructional time in each intervention model? |
| <u>X</u> | <u> </u> | 2. Is it possible to determine the amount of progress made? |
| <u> </u> | <u>X</u> | 3. Does this type monitoring device show the pupil's potential? |
| <u>X</u> | <u> </u> | 4. Will this type of evaluation material help determine if the pupil is making adequate progress? |
| <u> </u> | <u>X</u> | 5. Pupil progress records are not economical to devise. |

TEN KIT 12Components of AccountabilityPREASSESSMENTPerformance Objective 2

The student who challenges this objective must obtain his own schoolwide evaluation of an LD program. He is not to be given the data used for the learning experience for this objective. He must collect suitable materials for study and presentation to the teacher supervisor in order to be evaluated. He should attain the 90 percent level of proficiency.

TEN KIT 12Components of AccountabilityPREASSESSMENTPerformance Objective 2

NAME _____ DATE _____

The student must perform at a 90 percent level of proficiency on this test over program evaluation procedures for LD children.

A. Five Item Short Answer Test (Write the correct response for each question.)

1. What are the number and types of personnel in the LD program?

2. How many instructional units were authorized for LD pupils?

3. How many support personnel were authorized for the LD program?

4. How many paraprofessionals were used in the LD program?

5. What was the average per pupil gain in achievement for the LD pupils in the program?

B. Yes and No Questions (Mark answers Yes or No by an X.)

YES NO

___ ___ 1. Did the pupils have use of a psychological service program?

___ ___ 2. Were programmed materials and technology eliminated from the program?

___ ___ 3. Were adequate individual LD pupil planning arrangements included?

TEN KIT 12, Components of Accountability, Preassessment, Performance
Objective 2

YES NO

- ___ ___ 4. Did the program justify the amount of money expended?
- ___ ___ 5. Did the program have an adverse effect on LD pupil progress?
- ___ ___ 6. Did the program have weak administrative support?
- ___ ___ 7. Were the relationships between the special teachers and regular classroom teachers in harmony?
- ___ ___ 8. Did the LD teacher make adequate progress during training?
- ___ ___ 9. Were the roles of parents clearly defined?
- ___ ___ 10. Will the program have the capability to serve the total district as now structured?
- ___ ___ 11. Did the LD children in this program achieve at a significantly higher rate than they probably would have in the district's regular program?

TEN KIT 12Components of AccountabilityPREASSESSMENTPerformance Objective 3

The student requesting preassessment on this objective must obtain the results of a staffing conference which he will use for this pre-assessment. He should not be given the data that is to be furnished in the learning experience for this objective. The student should attain the 90 percent level of proficiency on this objective.

TEN KIT 12Components of AccountabilityPREASSESSMENTPerformance Objective 3

NAME _____ DATE _____

The student must attain 90 percent proficiency on this test.

YES NO

- ___ ___ 1. Is it possible to synthesize the results of a pupil staffing meeting into a curriculum?
- ___ ___ 2. Can the curriculum plan for an individual pupil be put into written form and implemented in the school setting?
- ___ ___ 3. Are the teaching techniques required the same for each LD pupil?
- ___ ___ 4. Should the materials used in the habilitation program for an LD pupil lend themselves to scoring and analysis of errors?
- ___ ___ 5. Is the way an LD pupil learns important for curriculum planning?
- ___ ___ 6. Should reality training be part of any habilitation program for LD pupils?
- ___ ___ 7. Is it possible to state the objectives of instruction so that it can be known when a program of habilitation is completed?
- ___ ___ 8. Will the teacher be in the best position of concerned professionals to know when the child changes?
- ___ ___ 9. Will an LD pupil always make progress in a prescribed program?
- ___ ___ 10. Will teachers be able to plan individual educational programs for LD pupils and implement them in the school setting?

TEN KIT 12Components of AccountabilityPREASSESSMENTPerformance Objective 3

The student must attain 90 percent proficiency on this test.

YES NO

- X 1. Is it possible to synthesize results of a pupil staffing meeting into a curriculum?
- X 2. Can the curriculum plan for an individual pupil be put into written form and implemented in the school setting?
- X 3. Are the teaching techniques required the same for each LD pupil?
- X 4. Should the materials used in the habilitation program for an LD pupil lend themselves to scoring and analysis of errors?
- X 5. Is the way an LD pupil learns important for curriculum planning?
- X 6. Should reality training be part of any habilitation program for LD pupils?
- X 7. Is it possible to state the objectives of instruction so that it can be known when a program of habilitation is completed?
- X 8. Will the teacher be in the best position of concerned professionals to know when the child changes?
- X 9. Will an LD pupil always make progress in a prescribed program?
- X 10. Will teachers be able to plan individual educational programs for LD pupils and implement them in the school setting?

TEN KIT 12Components of AccountabilityPREASSESSMENTPerformance Objective 4

Secure from the teacher supervisor the Psychoeducational Checklist Report form and complete it using the data provided to indicate correct pupil placement. You must attain the 90 percent level of proficiency.

TEN KIT 12Components of AccountabilityPREASSESSMENTPerformance Objective 4

The student desiring preassessment over this objective will be given a copy of the Psychoeducational Checklist Report that is incomplete but has the data essential for completion of the report blank, including placement data for an LD pupil. The teacher supervisor will have a completed copy of the report and will compare his copy to the student results. The student must attain the 90 percent level of proficiency.

TEN KIT 12Components of AccountabilityPREASSESSMENTPerformance Objective 5

NAME _____ DATE _____

The student must attain the 90 percent level of proficiency on the following test over the knowledge of the necessary information that should be collected in assessing progress for LD pupils:

- A. Ten Item True-False Test (Place circle around correct response.)
- T F 1. The teacher should keep a daily work sample for each curriculum area in the pupil's habilitation program.
- T F 2. The teacher should keep anecdotal records of the pupil's unusual behaviors and experiences.
- T F 3. The teacher should not have the results of the psychological and medical evaluations available as teaching tools for use in his room.
- T F 4. The teacher should give only a brief summary of the pupil's progress in letter grade form to parents.
- T F 5. The teacher should determine if the pupil has attained the objectives of instruction.
- T F 6. The teacher will need to keep accurate records of pupil progress in basic skill areas for the purpose of scheduling the pupil into the best therapeutic treatment program.
- T F 7. The affective area of behavior such as the self-concept is not important in assessing pupil progress.
- T F 8. The teacher should know the potential and expected outcomes for all pupils before she can determine when habilitation is completed.
- T F 9. The teacher should use standardized and diagnostic tests in evaluation of pupil progress on a regular scheduled basis throughout the year.
- T F 10. The pupil's progress should be evaluated by the educational diagnostician rather than the teacher.

TEN KII 12, Components of Accountability, Preassessment, Performance Objective 5

B. Ten Item Matching Test on Assessing Pupil Progress (Place correct number of response in the blank before the matching statement.)

- | | |
|-----------------------|------------------------|
| 1. Social Adjustment | 6. Pupil Profile |
| 2. Parent Conferences | 7. Habilitation Status |
| 3. Parent Interviews | 8. Self Concept |
| 4. Daily Work | 9. Diagnostic Tests |
| 5. Wall Charts | 10. Achievement Tests |

___ A standardized measure of pupil achievement in basic skill areas.

___ The relationship between peers in the special classroom.

___ A standardized measure that identifies specific types of errors in pupil academic performance.

___ Counseling with parents.

___ Vineland Social Maturity information.

___ The pupil's evaluation of his own characteristics and behavior.

___ The lessons assigned each pupil on a daily basis.

___ The ability to pinpoint the exact location of the pupil in the treatment program.

___ Publishing pupil accomplishments.

___ Utilization of all information available to develop individual pupil programs.

C. Ten Item Short Answer Test (Write the correct response to each question.)

1. The gathering of data about a pupil for the purpose of developing an individualized therapeutic program of instruction is called _____.
2. The assessment of a pupil's progress to determine his status in the habilitation of LD is called _____.
3. Reading progress is best determined by careful determination of status from use of _____ and _____.
4. The pupil who sees himself as a non-reader will require counseling to improve his _____ before he will learn to read.
5. A pupil's behavior is important in three areas--_____, psychomotor and affective to correctly determine his progress.
6. The pupil will best profit from an _____ curriculum program designed to meet his learning needs.

TEN KIT 12, Components of Accountability, Preassessment, Performance
Objective 5

7. The pupil is considered to be habilitated when he has realized his full _____ and can function in the regular classroom.
8. The pupil will need accurate records of progress in _____ for best planning of an individual instruction if he is unable to work long division.
9. It is important to make a fast and accurate way of keeping pupil records because of the _____ involved in this activity.
10. The materials assembled regarding the progress of pupils in a habilitation program should allow the committee to assess the pupil's progress for best pupil _____.

TEN ITEM 12Components of AccountabilityPREASSESSMENTPerformance Objective 5

The student must attain the 90 percent level of proficiency on the following test over the knowledge of the necessary information that should be collected in assessing progress for LD pupils:

A. Ten Item True-False Test (Place circle around correct response.)

- F 1. The teacher should keep a daily work sample for each curriculum area in the pupil's habilitation program.
- F 2. The teacher should keep anecdotal records of the pupil's unusual behaviors and experiences.
- T F 3. The teacher should not have the results of the psychological and medical evaluations available as teaching tools for use in his room.
- T F 4. The teacher should give only a brief summary of the pupil's progress in letter grade form to parents.
- F 5. The teacher should determine if the pupil has attained the objectives of instruction.
- F 6. The teacher will need to keep accurate records of pupil progress in basic skill areas for the purpose of scheduling the pupil into the best therapeutic treatment program.
- T F 7. The affective area of behavior such as the self-concept is not important in assessing pupil progress.
- F 8. The teacher should know the potential and expected outcomes for all pupils before she can determine when habilitation is completed.
- F 9. The teacher should use standardized and diagnostic tests in evaluation of pupil progress on a regular scheduled basis throughout the year.
- T F 10. The pupil's progress should be evaluated by the educational diagnostician rather than the teacher.

TEN KIT 12, Components of Accountability, Preassessment, Performance Objective 5

B. Ten Item Matching Test on Assessing Pupil Progress (Place correct number of response in the blank before the matching statement.)

- | | |
|-----------------------|------------------------|
| 1. Social Adjustment | 6. Pupil Profile |
| 2. Parent Conferences | 7. Habilitation Status |
| 3. Parent Interviews | 8. Self Concept |
| 4. Daily Work | 9. Diagnostic Tests |
| 5. Wall Charts | 10. Achievement Tests |

10 A standardized measure of pupil achievement in basic skill areas.

1 The relationship between peers in the special classroom.

9 A standardized measure that identifies specific types of errors in pupil academic performance.

2 Counseling with parents.

3 Vineland Social Maturity information.

8 The pupil's evaluation of his own characteristics and behavior.

4 The lessons assigned each pupil on a daily basis.

7 The ability to pinpoint the exact location of the pupil in the treatment program.

5 Publishing pupil accomplishments.

6 Utilization of all information available to develop individual pupil programs.

C. Ten Item Short Answer Test (Write the correct response to each question.)

1. The gathering of data about a pupil for the purpose of developing an individualized therapeutic program of instruction is called staffing.
2. The assessment of a pupil's progress to determine his status in the habilitation of LD is called evaluation.
3. Reading progress is best determined by careful determination of status from use of diagnostic and achievement tests.
4. The pupil who sees himself as a non-reader will require counseling to improve his self-image before he will learn to read.
5. A pupil's behavior is important in three areas-- cognitive, psychomotor and affective to correctly determine his progress.
6. The pupil will best profit from an individual curriculum program designed to meet his learning needs.

TEN KIT 12, Components of Accountability, Preassessment, Performance Objective 5

7. The pupil is considered to be habilitated when he has realized his full potential and can function in the regular classroom.
8. The pupil will need accurate records of progress in arithmetic for best planning of an individual instruction if he is unable to work long division.
9. It is important to make a fast and accurate way of keeping pupil records because of the work involved in this activity.
10. The materials assembled regarding the progress of pupils in a habilitation program should allow the committee to assess the pupil's progress for best pupil placement.

TEN KIT 12Components of AccountabilityPREASSESSMENTPerformance Objective 6

Use the information provided in Performance Objective 3 concerning the staffing conference report as the basis for the communication to the different publics involved. The student must either devise or use forms which he has used before in this role playing activity. He will schedule his peer practice time and the teacher supervisor's evaluation as they are needed.

The student will be evaluated using the standard checklist provided. He will need to have a checklist made for each of the five publics to whom he is reporting. He will not be provided the report forms or other data given to students going through the learning experiences.

TEN KIT 12Components of AccountabilityPREASSESSMENTPerformance Objective 6

NAME _____ DATE _____ PUBLIC INVOLVED _____

The student must attain 100 percent proficiency as evaluated on this standard checksheet for conveying information about LD pupils.

YES NO

- ___ ___ 1. Did the teacher utilize a standard report form to summarize information for parent conferences?
- ___ ___ 2. Does the teacher use a method of presenting information in a form that is readily understood by all publics concerned with the LD child?
- ___ ___ 3. Will the teacher be able to use the same report forms for giving of information about the LD pupil's progress to the pupil himself?
- ___ ___ 4. Is the information provided in a form that can be used in the LD pupil's permanent record folder?
- ___ ___ 5. Is the information appropriate for submission to the school administration for use in the program?
- ___ ___ 6. Will it be possible from the report form used to pinpoint the pupil's present progress in his habilitation program?
- ___ ___ 7. Will it be possible from the report form used to specify the pupil's specific habilitation needs before he has attained his potential?
- ___ ___ 8. Are the records of LD pupils easily transcribed to the information report form?
- ___ ___ 9. Is the process of providing pupil information simple, complete and appropriate within the time the teacher has available?
- ___ ___ 10. Do the report forms used for providing information about the LD child really communicate?

TEN KIT 12Components of AccountabilityPERFORMANCE OBJECTIVES

After completing Ten Kit 12, the student will

1. Comprehend criterion measures for assessing pupil progress in the basic skills by performing at the 100 percent level of accuracy on a teacher-made test.
2. Analyze a comprehensive LD program for a school district when presented with a set of data obtained from a school wide evaluation program with a 90 percent level of proficiency on a teacher-made test.
3. Analyze the results of a staffing conference including an individualized curriculum program for an LD pupil, correct teaching techniques and the instructional materials to be used in the habilitation program with a 90 percent level of proficiency on a teacher-made test.
4. Analyze program placement for an LD child using standard data with a 90 percent level of proficiency as evaluated by the teacher supervisor.
5. Demonstrate a knowledge of the necessary information that should be collected in assessing progress for LD pupils with a 90 percent proficiency as determined by a thirty item objective test.
6. Apply correct communications and use recommended procedures in conveying information on LD pupils to selected publics with a 100 percent proficiency as evaluated by the teacher supervisor.

TEN KIT 12Components of AccountabilityLEARNING EXPERIENCE 1

1. Obtain the forms used for monitoring pupil progress as developed for three different types of intervention models that have been used in the therapeutic treatment of language disabled pupils from the teacher supervisor's office.

2. Read and study the given data provided on the forms. This data must then be used in determining conclusions that can be made from the data provided.

3. Determine the answers to the following questions about the pupil's progress from the data given:

- a. Does the progress record cover a period of instructional time?
- b. Is it possible to determine the amount of progress made during the evaluation period?
- c. Will this type pupil data help in determining if adequate progress for ability and age levels is being made by the pupil?

4. Review self evaluation for this objective.

5. When you are prepared, schedule the objective test over evaluation of pupil progress through the teacher supervisor's office.

(Performance Objective 1)

TEN KIT 12Components of AccountabilityLEARNING EXPERIENCE 1

It is essential to use a criterion measure to assess pupil progress in language disability. In most instances it is important to be able to pinpoint progress on a daily and weekly basis if we are to be accountable for pupil progress in basic skill areas of the curriculum.

The daily work record of pupils should be used in planning curriculum experiences and in establishing a profile of pupil needs for each individual pupil. It is also essential to have current diagnostic and achievement test results on each pupil in the habilitation program. This formal testing program should include measures of both oral and silent reading ability. All basic skill areas of the curriculum will require intensive planning if we are to be accountable for precisely evaluating pupil progress.

A criterion measure is a standard for a lesson or a program. A sample of daily work obtained from each pupil may be evaluated and used to help evaluate pupil progress. A score increase on a standard test may be a very positive indication of progress and should be used on a scheduled basis with pupils.

The teacher is in the position to best evaluate pupil progress over a period of time in any type intervention model. Using criterion measures, he can determine the amount of progress made. This type monitoring should show the pupil's progress and should not necessarily reflect his potential. It is economical to devise a criterion measure that will provide the type data needed for each pupil. This is a definite step toward program accountability.

The first pupil assessment criterion measure for this objective is for APSL. The second is for PI and the third is IPP. Please examine these measures carefully to determine what they tell you about pupil progress.

VOLUNTEER LOG

SCHOOL: Adelle Turner

TEACHER: Janis Britt

WEEK OF: Feb 28 - March 3

BEST COPY AVAILABLE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	VOLUNTEER	VOLUNTEER	VOLUNTEER	VOLUNTEER	VOLUNTEER
NAME: Patti	Jarvis	Cullum	Farris	Gibbons	EVALUATION DAY
NAME: Kina	Cullum	Connally	Bayless	Farris	
NAME: Mike	Dodds	Jarvis	Martin	Farris	
NAME: Kelly	Lee	Lee	Cullum	York	
NAME: Susan	York	Berry	Swaney	Jarvis	
NAME: Mike	Jarvis	Cullum	Swaney	Jarvis	
* Amy	Lively	Vaughn	Arrington	Dodds	
NAME: Glenn	Berry	Farris	Cullum	York	
NAME: Jenny	Lively	Vaughn	Arrington	Dodds	EVALUATION DAY
NAME: Jeff	Farris	Farris	Absent	Absent	
NAME: Mark	York	Berry	Swaney	Absent	
NAME: David	Lee	Lee	Farris	Farris	

WEEKLY RECORD

Week of Feb. 28 - March 3 Student's Name _____

Mon. - Date 2-28-72 Tutor Lively

Material Covered: Teacher's Book completed reading Pg. No. 51

Student's Book needs to spell some of the words Pg. No. 34

Other Material _____ Pg. No. _____

Special Problems: Words ending in "g" she continually puts an "ng" sound - doesn't like to use reading finger.

Tues. - Date 2-29-72 Tutor Paula Vaughn

Material Covered: Teacher's Book sentences Pg. No. 54

Student's Book _____ Pg. No. 36

Other Material _____ Pg. No. _____

Special Problems: no problems

Wed. - Date 3-1-72 Tutor Arrington

Material Covered: Teacher's Book completed Pg. No. 54

Student's Book work Pg. No. 36

Other Material _____ Pg. No. _____

Special Problems: Confuses "nk" and "ck". Has some trouble remembering sentences.

Thur. - Date 3-2-72 Tutor Dodds

Material Covered: Teacher's Book _____ Pg. No. 57

Student's Book _____ Pg. No. _____

Other Material _____ Pg. No. _____

Special Problems: Worked well, remembered her sentences very well.

Fri. - Date 3-3-72 Tutor _____

Material Covered: Teacher's Book _____ Pg. No. _____

Student's Book _____ Pg. No. _____

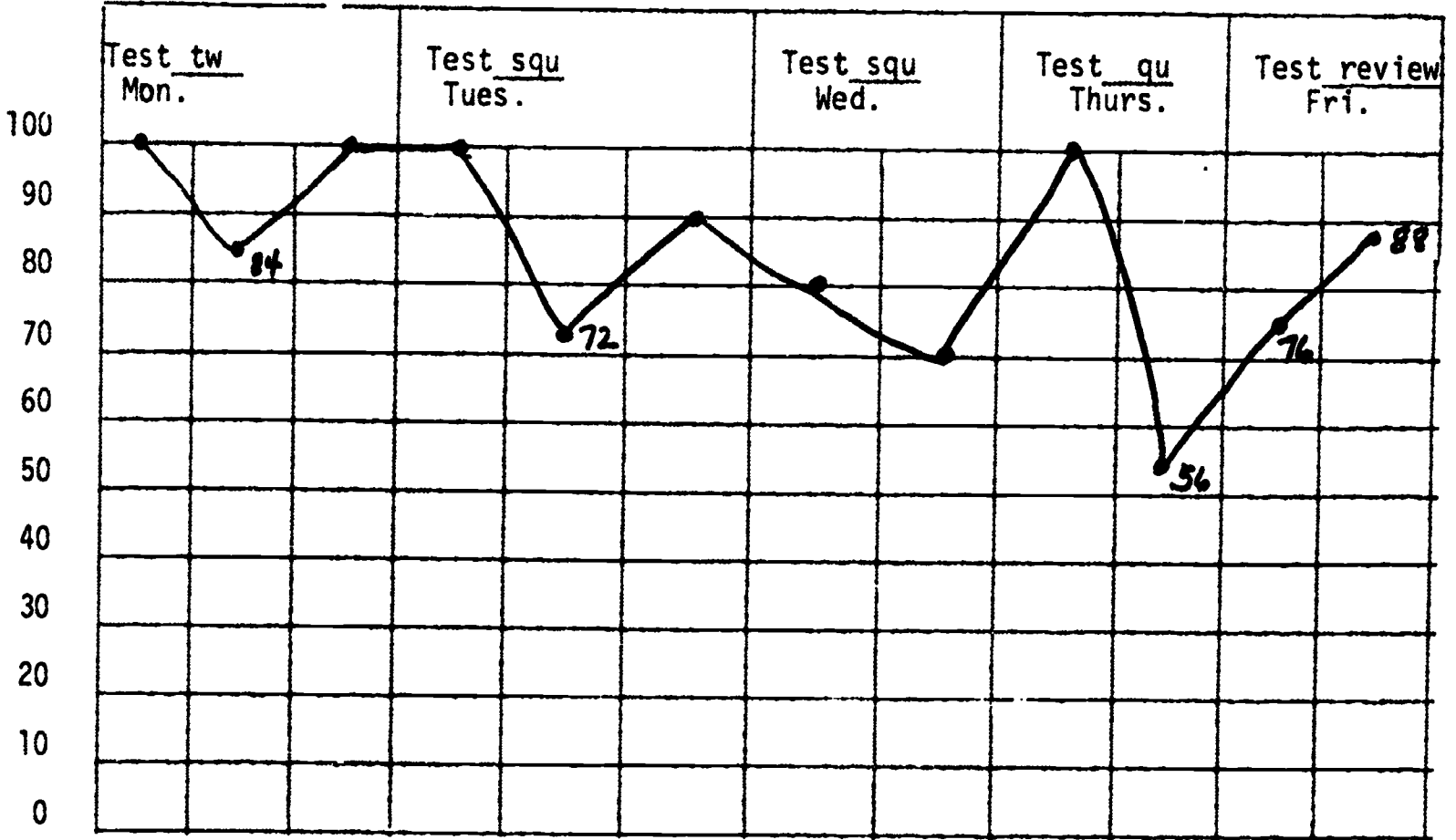
Other Material _____ Pg. No. _____

Special Problems: _____

TEN KIT 12, Learning Experience 1

Week of 2/28 - 3/3/72

Student's Name _____



COMMENTS: Thursday did not follow directions

TEN KIT 12, Learning Experience 1

Name _____ 4 E Date 2-28-72 _____ 115

Circle the words that begin with a consonant blend.

1. squib skid sink
 2. squib sung squid
 3. squab scrag sang
 4. squab sung squash
 5. scrub squaw sand
 6. squad sack scat
 7. squash sunk skunk
 8. sock squid Scot
 9. sick squib scab
 10. scup squint suds
11. sink squid skid
 12. sash squash scat
 13. Span step sent
 14. squat Scot shot
 15. shut squad skunk
 16. snip swag sang
 17. sing sting stung
 18. sock stock smut
 19. swum swam suck
 20. sunk stunk stint
- 100

TEN KIT 12, Learning Experience 1

PROJECT CHILD - ALPHABETIC PHONETIC STRUCTURAL LINGUISTIC APPROACH TO LITERACY

DAILY AUDITORY DISCRIMINATION SHEET

NAME _____

DATE 2-28-72

84

- 1. ang tw-ag 1. _____ 1. _____ 1. _____ 1. _____
- 2. tw-in 2. _____ 2. _____ 2. _____ 2. _____
- 3. tw-ig 3. tw-ig 3. _____ 3. _____ 3. _____
- 4. tw-in 4. tw-ist 4. _____ 4. _____ 4. _____
- 5. tw-ist 5. _____ 5. _____ 5. _____ 5. _____
- 6. _____ 6. tw-in 6. _____ 6. _____ 6. _____
- 7. tw-it 7. tw-itch 7. _____ 7. _____ 7. _____
- 8. itch tw-ist 8. _____ 8. _____ 8. _____ 8. _____
- 9. tw-ig 9. _____ 9. _____ 9. _____ 9. _____
- 10. _____ 10. it tw-ich 10. _____ 10. _____ 10. _____
- 11. _____ 11. tw-it 11. _____ 11. _____ 11. _____
- 12. tw-it 12. tw-ist 12. _____ 12. _____ 12. _____
- 13. tw-ig 13. twist 13. _____ 13. _____ 13. _____
- 14. _____ 14. tw-ang 14. _____ 14. _____ 14. _____
- 15. _____ 15. twitch 15. _____ 15. _____ 15. _____
- 16. tw-ist 16. tw twitch 16. _____ 16. _____ 16. _____
- 17. tw-in 17. _____ 17. _____ 17. _____ 17. _____
- 18. ang tw-ag 18. _____ 18. _____ 18. _____ 18. _____
- 19. _____ 19. tw-ig 19. _____ 19. _____ 19. _____
- 20. tw-in 20. tw-ist 20. _____ 20. _____ 20. _____

50

- 1. 0 1 (2) 3 1. 0 1 2 3 1. 0 1 2 3 1. 0 1 2 3 1. 0 1 2 3
- 2. 0 1 (2) 3 2. 0 1 2 3 2. 0 1 2 3 2. 0 1 2 3 2. 0 1 2 3
- 3. 0 1 2 (3) 3. 0 1 2 3 3. 0 1 2 3 3. 0 1 2 3 3. 0 1 2 3
- 4. (0) 1 2 3 4. 0 1 2 3 4. 0 1 2 3 4. 0 1 2 3 4. 0 1 2 3
- 5. (0) 1 2 3 5. 0 1 2 3 5. 0 1 2 3 5. 0 1 2 3 5. 0 1 2 3

TEN KIT 12, Learning Experience 1

Name _____

Date 2-28-72

113

Circle the words that begin with a consonant blend.

1. twang twig tick
2. twin twang tin
3. twin tip twig
4. twig tock twist
5. twist twang test
6. tend twit twin
7. twit ten twitch
8. twitch twin Ted
9. twig twitch tap
10. tank twig twit
11. tan twitch twist
12. twit twang tag
13. twig tack twist
14. tock twin twang
15. Tod twig twang
16. twist twitch tog
17. twin twang tong
18. twang twit top
19. tot twit twig
20. twin tug twist

100

PROJECT CHILD - ALPHABETIC PHONETIC STRUCTURAL LINGUISTIC APPROACH TO LITERACY

DAILY AUDITORY DISCRIMINATION SHEET

NAME _____ DATE 2-29-72

12

- 1. squ-ib ✓ 1. squ-ob *ab* 1. _____ 1. _____
- 2. sk-id ✓ 2. sw-ob *ab* 2. _____ 2. _____
- 3. squ-ob ✓ *ab* 3. sw-am 3. _____ 3. _____
- 4. scr-ag ✓ 4. squ-od *ad* 4. _____ 4. _____
- 5. scr-ub 5. sk-id 5. _____ 5. _____
- 6. squ-od ✓ *ad* 6. sk-ip 6. _____ 6. _____
- 7. squ-ash 7. squ-ash 7. _____ 7. _____
- 8. s-ock ✓ 8. squ-ot *at* 8. _____ 8. _____
- 9. s-ick ✓ 9. s-otch *sc-otch* 9. _____ 9. _____
- 10. squ-up ✓ *sc-up* 10. scr-am 10. _____ 10. _____
- 11. s-ink 11. squib 11. _____ 11. _____
- 12. s-ash ✓ 12. sc-id *sk-id* 12. _____ 12. _____
- 13. sp-an ✓ 13. scr-ub *ub* 13. _____ 13. _____
- 14. squ-ot ✓ *at* 14. scr-un *ch* 14. _____ 14. _____
- 15. sh-ut 15. squ-id 15. _____ 15. _____
- 16. sn-ip 16. scr-atch 16. _____ 16. _____
- 17. s-ing ✓ 17. sk-im *sc-um* 17. _____ 17. _____
- 18. s-ock 18. squ-int 18. _____ 18. _____
- 19. sw-um ✓ 19. sk-ip *sc-up* 19. _____ 19. _____
- 20. s-unk 20. sk-it 20. _____ 20. _____

0

- 1. 0 ① 2 3 1. 0 ① 2 3 1. 0 1 2 3 1. 0 1 2 3 1. 0 1 2 3
- 2. 0 1 ② 3 2. 0 ① 2 3 2. 0 1 2 3 2. 0 1 2 3 2. 0 1 2 3
- 3. 0 ① 2 3 3. 0 ① 2 3 3. 0 1 2 3 3. 0 1 2 3 3. 0 1 2 3
- 4. 0 1 ② 3 4. 0 ① 2 3 4. 0 1 2 3 4. 0 1 2 3 4. 0 1 2 3
- 5. 0 ① 2 3 5. 0 ① 2 3 5. 0 1 2 3 5. 0 1 2 3 5. 0 1 2 3

TEN KIT 12, Learning Experience 1

Name _____ Date 3-2-72 117

Circle the words that begin with a consonant blend.

1. Kit quiz quite
2. quitch Kip quit
3. quip quint kink
4. quint king quid
5. quick kin quest
6. Kim quag quack
7. quack quest kid
8. quick quip kick
9. quid Kent quit
10. quint quitch Ken
11. quip keg quits
12. kick quit quiz
13. quits quack kink
14. quiz Kip quag
15. kid quitch quest
16. quint quack Ken
17. quag Kim quip
18. quid quint kin
19. quick king quest
20. kit quiz quits

PROJECT CHILD - ALPHABETIC PHONETIC STRUCTURAL LINGUISTIC APPROACH TO LITERACY

DAILY AUDITORY DISCRIMINATION SHEET

NAME _____ DATE 3-2-72

new name

1. _____	1. <u>qu</u> iz	1. qu-its	1. _____	1. _____
2. <u>qu</u> itch	2. _____	2. qu-it	2. _____	2. _____
3. <u>qu</u> ip	3. <u>qu</u> int	3. _____	3. _____	3. _____
4. quint	4. _____	4. qu-id	4. _____	4. _____
5. <u>qu</u> ick	5. _____	5. qu-ist	5. _____	5. _____
6. _____	6. qu-ag	6. qu-ack	6. _____	6. _____
7. <u>qu</u> ack	✓ 7. ^{est} qu-ist	7. _____	7. _____	7. _____
8. <u>qu</u> ick	8. qu-ip	8. _____	8. _____	8. _____
9. <u>qu</u> id	9. _____	9. qu-it	9. _____	9. _____
10. <u>qu</u> int	10. qu-itch	10. _____	10. _____	10. _____
11. <u>qu</u> ip	11. _____	11. qu-its	11. _____	11. _____
12. _____	12. qu-it	12. qu-iz	12. _____	12. _____
13. <u>qu</u> it	✓ 13. ^{ack} qu-at	13. _____	13. _____	13. _____
14. <u>qu</u> iz	14. _____	14. qu-ag	14. _____	14. _____
15. _____	15. qu-itch	✓ 15. ^{est} qu-ist	15. _____	15. _____
16. <u>qu</u> int	16. qu-ack	16. _____	16. _____	16. _____
17. <u>qu</u> -ag	17. _____	17. qu-ip	17. _____	17. _____
18. <u>qu</u> id	18. qu-int	18. _____	18. _____	18. _____
19. <u>qu</u> ick	19. _____	✓ 19. ^{est} qu-ist	19. _____	19. _____
20. _____	20. qu-iz	20. qu-it ^A	20. _____	20. _____

1. 0 1 2 3	1. 0 1 2 3	1. 0 1 2 3	1. 0 1 2 3	1. 0 1 2 3
2. 0 1 2 3	2. 0 1 2 3	2. 0 1 2 3	2. 0 1 2 3	2. 0 1 2 3
3. 0 1 2 3	3. 0 1 2 3	3. 0 1 2 3	3. 0 1 2 3	3. 0 1 2 3
4. 0 1 2 3	4. 0 1 2 3	4. 0 1 2 3	4. 0 1 2 3	4. 0 1 2 3
5. 0 1 2 3	5. 0 1 2 3	5. 0 1 2 3	5. 0 1 2 3	5. 0 1 2 3

PROJECT CHILD - ALPHABETIC PHONETIC STRUCTURAL LINGUISTIC APPROACH TO LITERACY
DAILY AUDITORY DISCRIMINATION SHEET

88

NAME _____ DATE 3-3-72

76 ✓

1. sk <i>sc</i>	1. sm <i>sr</i>	1. sm	✓ 1. sh	1. th
2. sc	2. sm	2. sn	2. _____	2. th
3. sm	3. sn	3. sp	3. ch	3. _____
4. su <i>sm</i>	4. sp	4. st	4. _____	4. sh
5. sn	5. st	5. sw	5. _____	✓ 5. st
6. sn	6. sw	6. tw	✓ 6. sh	6. _____
7. sp	7. tw	7. squ	7. sh	7. wh
8. sp	8. squ	8. tw <i>gu</i>	8. _____	8. _____
9. st	✓ 9. s <i>gu</i>	9. st	9. _____	9. _____
10. st	10. qu	10. st	10. ch	10. th
11. sw	11. squ	11. _____	11. _____	11. sh
12. sw	12. tw	12. ch	12. th	12. _____
13. tw	13. sw	13. _____	13. _____	✓ 13. sh
✓ 14. ti <i>tw</i>	14. st	14. ch	14. _____	14. _____
15. squ	15. sp	15. _____	✓ 15. wh <i>wh</i>	15. _____
16. squ	16. sn	16. sh	16. _____	16. _____
✓ 17. sw <i>gu</i>	✓ 17. sp <i>sm</i>	17. t	17. _____	17. _____
✓ 18. squ <i>gu</i>	18. sk	18. th	✓ 18. wk <i>wh</i>	18. wh
✓ 19. sk <i>sc</i>	✓ 19. sk <i>sc</i>	19. th	19. _____	19. ch
20. sp <i>sc</i>	20. sc	20. wh	20. _____	20. ch

1. 0 1 2 3	1. 0 1 2 3	1. 0 1 2 3	1. 0 1 2 3	1. 0 1 2 3
2. 0 1 2 3	2. 0 1 2 3	2. 0 1 2 3	2. 0 1 2 3	2. 0 1 2 3
3. 0 1 2 3	3. 0 1 2 3	3. 0 1 2 3	3. 0 1 2 3	3. 0 1 2 3
4. 0 1 2 3	4. 0 1 2 3	4. 0 1 2 3	4. 0 1 2 3	4. 0 1 2 3
5. 0 1 2 3	5. 0 1 2 3	5. 0 1 2 3	5. 0 1 2 3	5. 0 1 2 3

PROJECT CHILD - ALPHABETIC PHONETIC STRUCTURAL LINGUISTIC APPROACH TO LITERACY

DAILY AUDITORY DISCRIMINATION SHEET

NAME _____

DATE 3-7-72

80

- | | | | | |
|--------------------------------|---------------------------------|-----------|-----------|-----------|
| 1. <u>squ-ab</u> | 1. <u>s-ink</u> | 1. _____ | 1. _____ | 1. _____ |
| 2. <u>sk-ip</u> | 2. <u>squ-id</u> | 2. _____ | 2. _____ | 2. _____ |
| 3. <u>squ-ib</u> | 3. <u>s-ang</u> | 3. _____ | 3. _____ | 3. _____ |
| 4. <u>scr-atch</u> | 4. <u>squ-ash</u> | 4. _____ | 4. _____ | 4. _____ |
| ✓ 5. <u>sw-ob</u> <i>ab</i> | 5. <u>s-and</u> | 5. _____ | 5. _____ | 5. _____ |
| 6. <u>squ-ash</u> | ✓ 6. <u>squ-at</u> <i>sc-at</i> | 6. _____ | 6. _____ | 6. _____ |
| 7. <u>sk-id</u> | 7. <u>sk-unk</u> | 7. _____ | 7. _____ | 7. _____ |
| ✓ 8. <u>sk-um</u> <i>sc-um</i> | 8. <u>Sc-ot</u> | 8. _____ | 8. _____ | 8. _____ |
| 9. <u>sw-am</u> | ✓ 9. <u>s-ab</u> <i>sc-ab</i> | 9. _____ | 9. _____ | 9. _____ |
| ✓ 10. <u>squ-ot</u> <i>at</i> | 10. <u>s-uds</u> | 10. _____ | 10. _____ | 10. _____ |
| 11. <u>scr-ub</u> | 11. <u>sk-id</u> | 11. _____ | 11. _____ | 11. _____ |
| 12. <u>squ-int</u> | ✓ 12. <u>sk-at</u> <i>sc-at</i> | 12. _____ | 12. _____ | 12. _____ |
| ✓ 13. <u>squ-ed</u> <i>ad</i> | 13. <u>s-end</u> | 13. _____ | 13. _____ | 13. _____ |
| 14. <u>Sc-otch</u> | 14. <u>sh-ot</u> | 14. _____ | 14. _____ | 14. _____ |
| ✓ 15. <u>scr-un</u> | 15. <u>sk-unk</u> | 15. _____ | 15. _____ | 15. _____ |
| 16. <u>sc-up</u> | 16. <u>s-ang</u> | 16. _____ | 16. _____ | 16. _____ |
| 17. <u>sk-id</u> | 17. <u>st-ung</u> | 17. _____ | 17. _____ | 17. _____ |
| 18. <u>scr-am</u> | ✓ 18. <u>sh-ut</u> <i>sm-ut</i> | 18. _____ | 18. _____ | 18. _____ |
| 19. <u>squ-id</u> | ✓ 19. <u>sk-uk</u> <i>sc-uk</i> | 19. _____ | 19. _____ | 19. _____ |
| 20. <u>sk-it</u> | 20. <u>st-int</u> | 20. _____ | 20. _____ | 20. _____ |

70

- | | | | | |
|------------|------------|------------|------------|------------|
| 1. ① 1 2 3 | 1. 0 ① 2 3 | 1. 0 ① 2 3 | 1. 0 ① 2 3 | 1. 0 1 2 3 |
| 2. ① 1 2 3 | 2. 0 ① 2 3 | 2. 0 ① 2 3 | 2. 0 1 ② 3 | 2. 0 1 2 3 |
| 3. ① 1 2 3 | 3. ① 1 2 3 | 3. 0 ① 2 3 | 3. 0 ① 2 3 | 3. 0 1 2 3 |
| 4. ① 1 2 3 | 4. 0 ① 2 3 | 4. 0 ① 2 3 | 4. 0 1 ② 3 | 4. 0 1 2 3 |
| 5. ① 1 2 3 | 5. 0 ① 2 3 | 5. 0 ① 2 3 | 5. 0 ① 2 3 | 5. 0 1 2 3 |

TEN KIT 12, Learning Experience 1

PROJECT CHILD - PROGRAMMED INSTRUCTION

PERIODIC ASSESSMENT FORM
(Parts 1, 2, & 3)

BEST COPY AVAILABLE

This Periodic Assessment Form is to be made on each LD student every reporting period after entering the program.

ACADEMIC ACHIEVEMENT FORM
(Part 3)

STUDENT Sandra

	Beginning Level Date: 12-20-71	Current Level Date: 1-20-72
READING	SRA blue #1 RFU #17	blue #17; RFU#17 works better #7 12 min.
ARITHMETIC	#4	#4 Benton
LANGUAGE SKILLS	#4	exc. in Engl #4

MOTIVATION High x Average _____ Low _____ None _____

SELF CONCEPT High _____ Average x Low (or poor) _____

COMMENTS:

In reading, student is good in comprehension check and found out
speed was slow. Dropped in RFU to #7 from #17, can do now in two
minutes with 100 or 90 grade. Does several pages in both math
and English.

PERIODIC ASSESSMENT FORM
 (Parts 1, 2, & 3)

BEST COPY AVAILABLE

This Periodic Assessment Form is to be made on each LD student every reporting period after entering the program.

SCHOOL BEHAVIOR AND ATTITUDES FORM (Part 1)

STUDENT Sandra SCHOOL Albert S. Johnston
 TEACHER P. Banett DATE 1-20-72

	Never	Seldom	Often	Usually
BLUFFING	XX			
DAYDREAMING		XX		
DESTRUCTIVE	XX			
DISTRACTING	XX			
IDLE PLAY	XX			
TIME WASTING	XX			

	5 min.	10 min.	15 min.	20 min.	30 min.
INTEREST SPAN					XX

usually →

	excellent	good	average	poor	other
POSTURE		XX			

	excellent	good	little	none
BEHAVIOR GROWTH	XX			

COMMENTS

PROJECT CHILD - PROGRAMMED INSTRUCTION

BEHAVIOR RECORD FORM

This form is to be made on each LD student once a month for each child with three children each week being rated.

STUDENT Sandra TEACHER P. Banett GRADE 4G
SCHOOL Albert S. Johnston DATE 1-20-72

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- 1. DAYDREAMING _____
- 2. IDLE PLAY _____
 - a. Marking _____
 - b. Chewing _____
 - c. Manufacturing _____
 - d. Playing (identify) _____
- 3. BLUFFING _____
 - a. Setting timer back _____
 - b. False claims _____
 - c. Compulsive cheating _____
- 4. TIME WASTING _____
 - a. Unnecessary travel _____
 - b. Visiting _____
 - c. Watching teacher _____
 - d. Unnecessary questions _____
- 5. ATTENTION SPAN (identify in minutes) 30 minutes
- 6. DISTRACTABILITY _____
 - a. Wall kicking _____
 - b. Desk tapping _____
 - c. Personal noises (identify) _____
 - d. Throwing _____
- 7. FRUSTRATION LEVEL _____
 - a. Anxiety signs (identify) _____
 - b. Specific activity and exercise sucks thumb if not kept busy
- 8. POSTURE _____
- 9. DESTRUCTIVE, HOSTILE, AGGRESSIVE _____
 - a. Defacing or cutting _____
 - b. Breaking pencils _____
 - c. Hitting or kicking _____
- 10. ATTENTION GETTING DEVICES _____
- 11. OVERLY QUIET OR WITHDRAWN XX
- 12. OTHER PERSONALITY CHARACTERISTICS (Identify and comment below)
Good student, enjoys work, good understanding of anything new

PROJECT CHILD - PROGRAMMED INSTRUCTIONSHORT-TERM EVALUATION FORM

This short-term evaluation form is to be made on each LD student each two weeks after entering the program.

STUDENTS NAME _____ SCHOOL Albert S. Johnston

BEGINNING EVALUATION DATE 12-20-71 ENDING EVALUATION DATE 1-20-72

TEACHER P. Barrett

Materials or Techniques Used	Beginning Level	Current Level	Criteria of Evaluation	Comments
SRA	blue #1	blue 1b-#19		
RFU	# 17 -	#7	charts	dropped back from 17
Controlled Reader				
Weekly Reader - Reading	#2	#3		
Weekly Reader - Science	#3	#3		
Weekly Reader - Map Skills	#B	#B		
Flash X				
Benton Review Arithmetic Book	#4	#14, p.19	bk. charts	
Dolch Word List	knows all			
Audio-Visual Kinesthetic #1 spelling text test				
Reading Textbooks				
1. Tradewinds, finished				
2. ventures				
3. Bicycles to Bommerangs				
Art Materials - Specify Overhead, animals				
Other Arithmetic Materials				
Stencil sheets				
Handwriting Techniques				
Caps, paragraphs from board				
Special Instructional Materials & Techniques				

Summary of Progress
Excellent progress, very quiet and studious

Program Recommendation -
(Circle One)

CONTINUE XX

MODIFY

EDUCATIONAL GOALS AND STRATEGIES

(Review Weekly - Revise as necessary)

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HANDWRITING

NAME Mary

DATE 4/10/72

TESTING DATA Sept.--writing is satisfactory for age and grade. Nov.
progress satisfactory; Jan.--satisfactory; March--progress satisfactory;
May--good work.

STRENGTH fine motor skills

DEFICIT

GOALS To continue normal progress--Nov. continue normal progress, work on
slant, Jan--practice u, i, e, o, a. March--capital Z, W, E. May--
G, oo, ca.

MATERIALS handwriting book, tracing paper

METHODS Trace letter or word from book. Write a letter or word on
the blocked producing *letter sound while writing. Use letters
in words and/or words in sentences.

* Please date revision, attach additional sheets to original as need arises.

*Oral pronunciation of letter sound benefits phonics.

Project CHILD - Individually Prescribed Program

EDUCATIONAL GOALS AND STRATEGIES

(Review Weekly - Revise as necessary)

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SPELLING

NAME Mary

DATE 4/10.72

TESTING DATA ITPA--Auditory Sequential Memory 5.3, Visual

Sequential Memory 9.9/1st ck. 75% Accuracy 3rd Ck. 100% 2nd ck. 100% accuracy

STRENGTH Visual Sequential Memory 9.9

DEFICIT Auditory Sequential Memory 5.3

Use strength (Vis. Seq. Mem. 9.9) to help mediate deficit

(Aud. Seq. Mem. 5.3)

GOALS Mary will spell orally four mixed words (nonsense and real) with

80-100% accuracy when presented orally by the teacher at 5 second

intervals.

MATERIALS tape recorder, word cards, missing letter dittos

* METHODS Listen to a tape, spell orally, and trace the mixed words (nonsense

and real). Then she will listen, spell orally and fill in the missing

symbols. Then, spell orally to teacher or aide.

* Please date revision, attach additional sheets to original as need arises.

*Words would be used in a sentence to develop reading and word comprehension.

EDUCATIONAL GOALS AND STRATEGIES

(Review Weekly - Revise as necessary)

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READING . . . Vocabulary, Comprehension, Word Attack

NAME Mary
DATE 4-10-72

TESTING DATA ITPA, Visual Reception 5.2, Auditory Reception 8.6,
Auditory Association, 8.10/ 1st ck. 90% 3rd ck. 100%
2nd ck. 100% 4th ck. 100%

STRENGTH Auditory Reception
Auditory Association
DEFICIT Visual Reception

Will use strengths to mediate deficit.

GOALS Mary will say and give a brief definition of ten words with
90-100% accuracy when exposed visually at 10 second intervals.

MATERIALS Audio Flashcard Reader, word cards and pictures.

METHODS Work with Mary orally to insure word meaning. (Use pictures
whenever available). Place some words on Audio Flashcard Reader
where she sees and hears the word and word meaning and records
the word and word meaning.

Begin with 10 words/wk., 2 wds/day.
Also begin with teacher or aide session daily.

* Please date revision, attach additional sheets to original as need arises.

Project CHILD - Individually Prescribed Program

EDUCATIONAL GOALS AND STRATEGIES

(Review We ; - Revise as necessary)

MATHNAME MaryDATE 4/10/72

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TESTING DATA ITPA--Auditory SequentialMemory 5.3, Visual Sequential Memory9.9 1st ck. 90% 3rd 90%2nd 100%STRENGTH Visual Sequential Memory 9.9DEFICIT Auditory Sequential MemoryUsing strength (Vis. Seq. Mem.) to helpmediate deficit (Aud. Seq. Mem.)GOALS Mary will repeat with 80-100% accuracy asequence of 4 mixed math facts and nonsensewords when presented orally by the teacherat 3 second intervals

MATERIALS

METHODS tape recorder, symbol cards, missing symbol dittos
Mary will listen, say and trace the mixed material.Then she will listen, say and fill in the missingsymbols. Then say material to a teacher or aide.

* Please date revision, attach additional sheets to original as need arises.

Project CHILD - Individually Prescribed Program

Weekly Plan Sheet _____ Week Of 5-5-72

Name Mary Teacher S. Jay

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Materials (Specify level, page and kit, etc.)	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<u>Language:</u>					
Systems 80 (Kit C-T)					
Michigan Language Program					
Let's Lead (1-9)					
Merrill Linguistic Reader (1-4)					
Merrill Linguistic Skills Builder					
Merrill Drill Kit					
Reading For Concepts (A,B,C,D,E)					
Hegge, Kirk, & K' Remedial Drills	x		x		x
Sound Order Sense					
Imperial Casette Program					
Flash X-Vocabulary					
Audio-Flashcard Reader	x	x	x	x	x
Other: (Specify)					
<u>Spelling</u>					
Webstermaster					
Basal Text	x	x	x	x	x
Flash X-Spelling					
Other: (Specify)					
Spelling Tapes	x	x	x	x	x

TEN KIT 12Components of AccountabilityLEARNING EXPERIENCE 2

1. Obtain the data from a comprehensive evaluation report of a school district's program for LD children from the teacher supervisor's office.
2. Read and study the school district evaluation report.
3. Be prepared to answer the following questions about the evaluation report:
 - a. What are the number and kinds of personnel in the LD program?
 - b. What are the number and kinds of instructional units authorized?
 - c. How was the support personnel used?
 - d. What is the role of the paraprofessionals in the program?
 - e. What kinds of materials and equipment are included in the program?
 - f. What are the on-the-job cooperative relationships between the special teachers and the regular classroom teachers?
 - g. What kind of administrative support is provided by the superintendent and principals in the district?
 - h. What role did the psychological services play in the LD program?
 - i. Were adequate individual planning arrangements included?
 - j. What effects did the special program have upon the LD pupils served?
 - k. How does this compare with the effects of the regular program for LD children?
 - l. How does the money spent on these two programs compare?
 - m. Did the program results justify the amounts of money expended?
 - n. Did the LD teachers make adequate progress during training?
 - o. Were the roles of parents clearly defined?
 - p. Will the program have the capability to serve the total district as now structured?
4. Review self evaluation for this objective.
5. When you are prepared, schedule the objective test over evaluation of programs through the teacher supervisor's office.

(Performance Objective 2)

TEN KIT 12Components of AccountabilityLEARNING EXPERIENCE 2

The attached evaluation is for a Plan "B" Pilot Project in an ISD of approximately 6,000 ADA. It was developed for a program of nine year old children in the third and fourth grades. The evaluation is for the 1970-71 academic year and reflects the program from November 1, 1970, through May 15, 1971.

The results of the evaluation were used to plan the expansion of the Plan "B" Pilot Program in LD for the 1971-72 academic year. All publics concerned with the LD program were surveyed to obtain their opinions of program worth. This appears to be a very positive appraisal of the Plan "B" Pilot Program.

PUBLIC SCHOOLS

EVALUATION OF L/LD PROGRAM 1970-71

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One-hundred forty-one pupils in the regular classroom were tested to give us some data for comparison. This number is approximately one-fourth the total fourth grade population. The mean gains are given on the following page. The total number of nine year old language and/or learning disabilities pupils who had pre-test and post-test was one-hundred thirty-two. All were below grade level in reading, silent or oral. In order to evaluate the program and progress of children in the program the following was done:

1. The mean IQ for the L/LD children was computed.
The mean IQ for the regular classroom children was computed.
2. The mean gains for 1968-69 and 1969-70 (fall) was computed.
3. The mean gain for the L/LD children for 1971 was computed (Spring)
The mean gain for the regular classroom children was computed (Spring)
4. The mean gain for older children as compared to younger children in the program (Those children who were 9 years of age between September 2 and February 23th were considered as older children. Those children who were 9 years of age between March 1 and September 1 were considered as younger.)
5. The mean gain for the higher IQ children (100 IQ or more) was compared to the mean gain of the lower IQ children (99 or less)
6. The mean gain of the boys in the program was compared to the mean gain of the girls in the program.

Conclusions:

1. There were 6 months average gain for the L/LD children who were in the Sherman Public Schools in 1968-69 and 1969-70.
2. There was no significant ^{statistical} difference between the gain of the regular classroom children as compared to the L/LD children.
3. There was a dramatic difference between what the L/LD children did in 1970-71 as compared to what they gained in 1968-69 and 1969-70.
4. There was no significant difference in gain of the older children as compared to the younger children.
5. There was no significant difference in gain of the higher IQ children as compared to the younger lower IQ children.

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BEST COPY AVAILABLE

ARI. ... RITH.
COMP. ... CEPTS.

WORD KNOW WORD DIS. READ SPELL LANG

	WORD KNOW	WORD DIS.	READ	SPELL	LANG	ARI. ... RITH. COMP. ... CEPTS.
MEAN IQ L/LD CHILDREN						
MEAN IQ REGULAR CLASSROOM						
1.						
a. MEAN GAIN OF L/LD CHILDREN IN 1968-69 (FALL)	.6	.6	.7	.8	--	--
b. MEAN GAIN OF L/LD CHILDREN IN 1969-70 (FALL)	.5	.6	.7	.8	--	--
2.						
a. MEAN GAIN OF L/LD CHILDREN 1971 (SPRING)	1.2	1.0	1.2	1.3	1.1	1.2
b. MEAN GAIN OF REG. CLASSROOM CONTROL 1971	.9	.7	.8	1.3	.9	1.4
3. L/LD CHILDREN						
a. MEAN GAIN OLDER CHILDREN 1971	1.1	1.0	1.1	1.2	1.0	1.2
b. MEAN GAIN YOUNGER L/LD CHILDREN 1971	1.1	1.0	1.1	1.3	1.1	1.2
4. MEAN GAIN HIGHER IQ (LOWER SCORE)						
a. MEAN GAIN LOWER IQ (UP OF 85)	1.2	1.0	1.1	1.2	.9	1.3
b. MEAN GAIN LOWER IQ (UP OF 85)	1.1	.9	1.2	1.4	1.3	1.1
5. MEAN GAIN ... IN L/LD PROGRAM						
a. MEAN GAIN GIRLS IN L/LD PROGRAM	1.1	.9	1.1	1.3	1.1	1.1
b. MEAN GAIN BOYS IN L/LD PROGRAM	1.1	1.0	1.0	1.2	.9	1.3



The two basic objectives of the Plan A and Plan B developmental program are:

First, that each handicapped child in the district is served; and

Second, that the total educational program in the district will be improved.

We feel that through the L/LD program, we have provided for children who have identifiable deficits related to organizing and integrating the information necessary for success and have made programmatic modifications for them.

Some Statistical Data

1. Staffing 1970-71

- A. 14 LLD Teachers
- B. 1 Supervisor
- C. 1 Educational Diagnostician
- D. 8 Aides

2. Per Pupil Cost Comparison 1970-71

- A. Per Pupil Cost Regular Program \$534.00
- B. Per Pupil Cost LLD Program 842.00

3. The evaluation of the LLD program indicated that pupils who had never gained a years progress in a years time made over eight months average progress in academic materials between November 1, 1970 and May 15, 1971. Many of these pupils give evidence of the ability to function adequately in the regular classroom after intensive educational therapy for this period of time. The school district personnel involved in this program deem the money expended well worth the extra cost for each child in the program.

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EVALUATION - (Opinionaires)

Opportunity to express opinions about the L/LD Program was given to parents, principals, classroom teachers, L/LD teachers, aides, and the children. This was done in order to obtain beliefs and attitudes about the program as it has developed this year; and in the light of these opinions, endeavor to draw some conclusions about the program and use the information for planning further. The questionnaires were distributed the middle of May and the following results are given.

I. Parent Questionnaire

The success or failure of any school program is judged through the eyes of individual parents and the way they perceive how the program has helped or failed to help their child. Simple questions were asked about the affective domain of the child. The response was overwhelmingly positive.

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	Yes	No	Cannot Judge
1. Is your child happier in school?	100	4	9
2. Is he more interested in school work?	107	3	4
3. Does he try harder to do well?	107	1	4
4. Does he get along better at home?	70	8	23
5. Does he play better with friends?	73	5	22
6. Is he kinder toward others?	72	2	24
7. Are you glad he is in the class?	111	3	

Parents were given an opportunity to make positive and negative remarks.

Some samples follow:

1. "Seems to give my child more confidence."
2. "She is better in everyway - work and play."

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3. "Program has done wonders for her - she has never liked school before."
4. "No great progress in reading, but I feel strongly that he has a new self-image which was necessary for him before he could make academic progress."
5. "_____ has come to think of himself better."

Only three parents made negative comments about the program. Two parents felt their children were stigmatized by being in the program. One of these parents changed his mind about the program after the last conference and it was felt there was a misunderstanding about the program.

Two parents felt that the term "L/LD Program" is frightening to parents and some children and is misunderstood.

Of the 124 parents who returned the questionnaire 111 were very positive in their response. Teachers and staff members felt that this is partly the result of instigating the instructional program at a level where each child was assured success. If the child was not succeeding, the teacher herself realized she was failing - not the child. L/LD teachers wanted to break the failure syndrome that is evident in these children. Because of the success oriented instructional program, many parents observed changes in their children's attitudes within two weeks after the child entered the program.

II. Principal's Questionnaire

Seven principals were involved in the L/LD Program. All principals responded as follows:

1. All principals felt that scheduling children into the L/LD resource room was no problem.
2. All principals felt there would be no problem in scheduling the nine and ten year old to the resource room for at least two and one-half hours.
3. All principals felt that the selection process of the pupils for the program was satisfactory.

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4. Six principals felt there was adequate equipment for the resource room. One felt there was not enough.
5. Six principals felt there was an adequate amount of materials; one felt there was not.
6. All seven principals felt that the overall program was satisfactory.

Positive Remarks:

Four principals were enthusiastic about the program and want to see it continued and expanded. Three principals made no comment under "positive remarks."

Negative Remarks:

Two principals felt that offering extrinsic rewards presented problems for the classroom teachers.

Two principals observed that attitudes of teachers toward each other needed to improve and teachers need to team together and work more effectively with each other.

Recommendations:

1. Remove the word "disability" when referring to the program.
2. More materials with individualized programs need to be purchased.
3. Staff should meet more often to discuss program.
4. Expand the program.
5. More space needed in one building.

III. Classroom Teachers

Most L/LD teachers made an honest effort to work with classroom teachers as a team. In some instances there were misunderstandings about the L/LD program, but on the whole classroom teachers viewed the program positively.

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	Yes	No	Could not decide
1. Could you see a positive change in the attitude of the children in the resource room?	21	1	1
2. Was scheduling of pupils adequate?	22	1	
3. Was communication between classroom teachers and L/LD teacher adequate?	21	1	1
4. Do you think the program should be continued?	23	0	

Positive Comments:

The classroom teachers involved directly with the L/LD program viewed the program as successful and wished it to continue. They commended the L/LD teachers for their help.

Negative Comments:

Rewards were mentioned by six classroom teachers as being a problem.

Four teachers felt that scheduling the L/LD children caused interruptions to the regular classroom and could be improved.

Recommendations:

L/LD teachers and classroom teachers cooperate in giving the same rewards.

That L/LD schedules be made at the same time classroom reading levels are held.

IV. L/LD Teachers

L/LD teachers were given the opportunity to make recommendations regarding the program. Suggestions that occurred most frequently were:

1. More involvement of school counselor in the program in the schools where this service is available for children.
2. More group discussions and planning together by L/LD teachers.
3. More time to visit in other L/LD resource rooms.
4. Closer communication between classroom teachers and L/LD teachers for understanding the program.
5. More team teaching effort among L/LD teachers.

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V. Aides:

Teacher aides were invaluable in the L/LD program. Six aides were in the program all year.

The aides felt that adequate instruction for performing duties were given by teachers and principals.

They recommended that further training or workshops for aides be organized.

That a guide for aides be included in the L/LD Handbook which is being prepared.

Aides liked working with the pupils under the direction of the teacher more than the record keeping aspect of the job.

VI. Child Questionnaire:

To get some idea of the attitude and feelings of the children in the program toward the resource room and the work required of them, the following questionnaire was given to the children.

From their questionnaire we learned the majority of the children liked the resource room. Most children were ambivalent in their feelings in wanting to stay in the resource room program next year and also go back to the regular classroom. Most children felt differently about what they could accomplish in their school work at the end of the school year and in what they could do at the beginning. They felt the work in the resource room was not too hard or too easy. All children but four had very positive feelings about the teacher aides.

Summary:

Many thoughts and ideas were gleaned from the questionnaire and will be discussed at the beginning of school in August. From the questionnaires we know that as a staff we need to:

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1. Work on scheduling children into the resource room.
2. Consider ways of referring to the "L/LD" students and program.
3. Meet more often as a staff to consider problems.
4. Work more closely as a professional team.
5. Consider the system of rewards being used in the resource room.
6. Involve the school counselor in the program in the schools where this service is available.
7. Give teachers more opportunity for visitation.
8. Devise ways of staff development for classroom teachers.
9. Delay opinions about the developmental program until further evidence is available.

From other sources we have learned that job descriptions need to be clarified.

That the yearly testing program for these children can be improved.

That questionnaires need to be improved.

That the method in which questionnaires were administered needs to be improved.

That the administrative staff need to meet more often to discuss problems of the program.

TEN KIT 12Components of AccountabilityLEARNING EXPERIENCE 3

1. Obtain the results of a staffing conference for an LD pupil from the teacher supervisor's office.
2. Read and study the results of the staffing conference for an LD pupil.
3. Be prepared to answer the following questions about the staffing conference:
 - a. Did the staffing conference evaluate and identify the pupil's language disability problem?
 - b. Was an individual curriculum program provided?
 - c. Did the staffing conference consider all aspects of the pupil's development in the evaluation and appraisal process (educational, psychological, social, physical)?
 - d. Is the recommendation from the staffing conference educationally feasible in the educational setting?
4. Review self evaluation for this objective.
5. When you are prepared, schedule the objective test over the staffing conference through the teacher supervisor's office.

(Performance Objective 3)

TEN KIT 12Components of AccountabilityLEARNING EXPERIENCE 3

It is an appropriate practice in the LD programs today to use a staffing conference to complete the appraisal procedures and the individual curriculum planning for the handicapped child. Attached is a typical staffing conference summary report for a typical child. It is the purpose of this objective to evaluate the results of the staffing conference, appraisal procedures and the curriculum recommendations for this typical child.

You should attempt to determine if it is possible to extend the results of appraisal into a workable curriculum plan or prescription for the child. It is also important to determine if the plans presented are adaptable in the educational setting.

In most instances it will be required that the pupil be provided with instruction that requires new teaching techniques, materials and technology for his performance. An accurate method for scoring and evaluation must also be determined for all academic activities in which the pupil is involved during his habilitation program.

The objectives for instruction should be clearly defined and the pupil should be held to a level of proficiency in performance as a part of training for the reality of the regular classroom. The teacher must be the person who determines changes in child performance in the classroom and should call attention to the ARD committee when a child fails to make progress.

Please read and study the attached report to determine the results of pupil staffing and then evaluate the effectiveness of this procedure.

Form Kit No. 12

Performance Objective No. 3
Learning Experience 3

CONFIDENTIAL
FINAL STATE REPORT

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XXX-XXX-XXX
Case Number

1-20-70
Date

Name X X X

Sex M

Born X X X

School X X X

Grade 5

Father's Name X X X

Mother's Name X Y Y

Address X X X

Telephone X X X

Referred by: X X X, Teacher
X X X, Special Teacher
X X X, Principal
X X X, Contact Person

Date Referred: 12/10/69

Problem as Referred:

Because of failure to achieve in school, emotional problems, and unable to relate with peers.

Description of Individual:

X X X is a neat, clean, physically attractive eleven year old of average height and weight. During initial contact, this youngster was very sullen, somewhat hostile, resistant, and exhibited poor eye contact with the examiner. This behavior was less obvious during the second testing period. His teachers described him as being hyperactive and nervous. However, on a one-to-one basis during testing, attention span appeared within normal limits.

Physical and Health History:

The mother reported: X X X crawled at about six months and walked alone at about eleven months. He has had very few childhood diseases. However, his mother reported he had "some type of fever".

Hearing and vision are apparently normal and there is no history of seizures. The extent of serious injuries was a "bump on the head and a split tongue".

Mrs. X X X also reported that X X X "cries when mad" and he has a speech problem only in that he cannot pronounce some words easily.

He has been prescribed 25 mgm. of atarax twice daily which has produced a definite calming effect.

Family Situation:

X X X is the second of four children. X X X, age twelve, is in the sixth grade; X X X, age eight, is in the second grade; and X X X, age seven, is in the first grade. The father is a self-employed cement contractor and the mother is a housewife.

and Mrs. X X X were interviewed November 12, 1969. Also present were Mrs. X X X,

Final Staff Report Continued
Case No. XXX-XXX-XXX

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School Nurse, and Mr. Louis Glover, pupil Appraisal Team. The interview took place in the family home, located in a sub-middle class neighborhood; reasonably clean home.

Mr. X X X completed the 5th grade, age 30. Mrs. X X X completed 7th grade, age 30.

Mr. X X X was not present during the complete interview period. However, he did arrive home in time for a brief conference. He was extremely nervous (could not sit down) during interview. He described X X X as being nervous - "getting this from him". Mr. X X X said he had always had a great deal of trouble with nervousness as a youth.

The father is somewhat immature, insecure, anxious, fearful and dependent on his wife to care for family problems. Mr. X X X likes to ride horses (owns 3 at this time) - this interest was often referred to during our conversation. He has little insight into his son's problem.

Mrs. X X X was able to talk about the intra-familial patterns of her home. She sees herself as the parent who tends to about everything - with little assistance. Her husband is described as "a good man who works hard". One gets the impression that this is "a good life" for this couple.

One suspects this family finds the action and activities of driving a new car, riding horses, and earning a living to be very satisfying, that little energy is invested in genuine communication involving various family members.

Health: Parents agreed to a complete physical for X X X - Dr. X X X was furnished form letter.

Peer Relationships: He usually plays with younger children.

Siblings Relationships: He plays well with brother and sisters.

Interest - Activities: He likes to go with his father to ride and feed horses almost every night. He likes to help his father on the job - takes interest in this.

Discipline: He is somewhat sensitive to father's correction. Mother said she could "whop the daylights out of X X X and it don't do no good". Parents frequently remove privileges as a means of punishment.

Educational History:

X X X did not attend kindergarten. He entered school at the age of six and entered the X X X Schools in the second grade. He repeated the first grade due to immaturity and short attention span.

In the past, grades have been consistently below average. He works in bottom groups in reading, spelling, and math.

Mr. X X X, School Principal, reports: "Found in girls' restroom". "Often fights with other boys". "Will take things that do not belong to him".

BEST COPY AVAILABLETests Administered:

Durrell Analysis of Reading Difficulty; Oral Mechanism Examination; Wepman Auditory Discrimination; Meckam Verbal Language Development; Kephart Perceptual Survey; Illinois Test of Psycholinguistic Abilities; Benton Visual Attention Test; Bender-Gestalt; Feery-Buktenica Test of Visual Motor Integration; Goodenough-Harris Draw-A-Man; Wechsler Intelligence Scale; Gray Oral Reading Test; Miscellaneous projective drawings; Thematic Apperception Test. (Contracted Porschach - Bender-Gestalt).

Test Results:

Examination of the oral mechanism revealed that labial, dental, palatal, velopharyngeal, and nasal structures are well developed and functioning adequately. Scar tissue was observed on the superior-anterior lingual (tongue) surface. X X X reported that before starting school, he fell off a ladder, bumped his head and "bit a hole in his tongue". Lateral lingual movements appear somewhat awkward; however, diadochokinetic (rapid movement) rates are in the average range. If a real innervation problem does exist, due to trauma to the tongue, X X X has compensated well; there were no articulation errors noted in running speech.

X X X performance on the I.T.P.A. was generally low. His composite psycholinguistic age tested as 8 years, 9 months. Strengths include visual closure, the ability to identify a whole object from an incomplete visual presentation, and verbal expression. Weakest performances were in the areas of reception of auditory and visual stimuli, and auditory association, the relation of concepts presented orally. Scores on the auditory association test often correlate highly with mental age. His low scores in visual - and auditory - sequential memory predict reading difficulties. Naturally, some of the poor performances at the associative, integrative, and encoding may be attributed to the poor decoding abilities at the base level. Auditory decoding problems may be due to a poorly developed receptive vocabulary which may, of course, be partially due to his home environment. This disability could cause difficulty in following instructions. Visual decoding problems, on the other hand, may have resulted from lack of visual stimulation (picture books, puzzles, etc.) at home. Such a problem often results in poor descriptive abilities and poor reading comprehension. Auditory association weaknesses also contribute to a lack of understanding of directions, to giving foolish answers to questions, and problems in abstract reasoning.

X X X is functioning verbally at the 9-0 (C.A. 11-5) years level according to the Meckam Scale. Scores here can be highly influenced by the socio-economic level of the home.

Auditory discrimination ability for fine sound differences is excellent as shown on the Wepman Discrimination Test.

Monocular and binocular ocular pursuit appears normal in all planes. Results on other Kephart activities show that laterality is well established to the right (both right hand and leg preferred). However, it appears that the left eye is preferred. Balance, posture, body image, and visual-motor integration tested within normal limits.

The Feery-Buktenica Developmental Test of Visual Motor Integration reveals that visual perceptual abilities and motor behavior are well integrated. The age equivalent score obtained by X X X was 13 years, 8 months. The results of the

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Bender-Gestalt indicate that this child is functioning at approximately fourth grade level in visual analysis and motor reproduction. The better score on the Beery may possibly be due to the highly structured format of this instrument. Emotional indicators on the Bender suggest that X X X has impulsive and explosive tendencies, a low frustration tolerance, and tends to engage in "acting out" behavior. Scores on the Benton Visual Retention Test give no suggestion of significant difficulty in visual memory ability.

Intelligence - Upper limits of the Bull Normal Range (Verbal I.Q. 87, Performance I.Q. 89, Full Scale I.Q. 37). Inter test scatter on the Verbal Battery was mild. The Performance Battery had moderate but wider inter test scatter as a consequence of the scaled score of 5 on coding. Intra test scatter was prevalent with the Information subtest. Individual subtest scores appear on the attached sheet.

Strengths appear to be in the following areas:

1. Common sense and practical values
2. Social knowledge and desire for rewarding social relationships
3. Thinking, when dependent on a highly structured, consistent and simplified procedure.

Weaknesses appear to be in the following areas:

1. General anxiety and apprehension
2. Lack of self control
3. Mental confusion due to lack of mental control
4. Absentness or lack of awareness, to surrounding and detail
5. Inability to exert concentrated effort for an expected length of time appropriate to his age level
6. Inability to organize and plan multiple materials or elements
7. Poor memory and remote recall functioning
8. Understanding verbal and abstract concepts

The apprehension and anxiety apparent during the initial testing did not subside to a minimal level until midway through the testing. Although X X X eventually was trusting enough to relax and enjoy the attention and activity of the testing situation, it is felt to have had some minimal affect upon the scoring. Apprehension, mental confusion and general lack of integrated thinking, appear to be restraining the full use of an intellectual potential somewhat higher than that measured by the WISC.

The Bender-Gestalt was a second administration for comparative purposes but was lower in performance than the first test. Total errors yielded a performance of approximate 2nd-3rd grade level. There was evidence of poor organization and planning, and low frustration tolerance throughout the test. The errors made were all significant of possible organicity and outside normal limits for both intelligence and chronological age.

Inconsistencies among tests, performance on the Bender-Gestalt, evidence of mixed dominance between eye (left) and limbs (right), as well as past physical difficulties, give significant weight to possible organicity. A neurological evaluation was requested by the Pupil Appraisal Team but did not meet with the approval and consent of the X X X family.

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Final Staff Report (Continued)
Case No. XXX XXX-XXX

3rd grade. Comprehension was 60%. Errors appeared to be of two kinds. Carelessness was responsible for some errors by inserting extra words. Reading a singular word as plural, omitting the last letter of a word, thereby changing the word (The for Then), or substituting another letter for it (Bang for Band), were other forms of errors, all with the ending letter of the word involved. The Durrell indicates weakness in the area of comprehension.

Projective Data Revealed:

1. X X X strongly desires a close, warm and unconditionally accepting relationship of his parents.
2. X X X perceives the majority of his needs as not understood by his parents and unmet by them.
3. He desires meaningful and satisfying relationships with peers.
4. X X X is a very dependent boy, who is very apprehensively seeking security from others and his environment.
5. X X X feels alone in a cold, foreboding, hostile world.
6. His negative and self-defeating behavior is a reinforcement of his low self concept and attempt to remain in contact with his environment, rather than being ignored.
7. When under real or perceived stress, X X X has weak emotional and mental control of himself.
8. X X X thinking and judgment appear to be frequently non-integrated and functionally impaired.
9. In a highly structured situation minus extraneous stimuli, and emotional stress, X X X can more fully utilize his potential.

In summation, X X X is a highly anxious, apprehensive and fearful young boy who desires meaningful and satisfying relationships with adults and peers but has not been able to attain them. Although his general ability is average, X X X suffers significant impairment to intellectual functioning due to emotional and/or organic factors. Consequently, academic achievement has not matched potential and will not until his other needs listed above are met to a more satisfactory degree. Without a neurological, the possibility and extent of neurological involvement cannot be appropriately evaluated.

RECOMMENDATIONS FOR TEACHERS

DISABILITY	RECOMMENDATION	MATERIAL
Anxious - Apprehensive	<ol style="list-style-type: none">1. Subject matter needs to be geared to his level of achievement.2. X X X's self esteem and self concept are extremely low. Positive reinforcement from school personnel at every honest opportunity will help to strengthen a healthy self respect.3. Teacher guidance and support in his in his social relationships with peers is needed. Improvement can be made through:<ol style="list-style-type: none">a. Teacher's projecting respect and acceptance of X X X.<ul style="list-style-type: none">. This will be communicated to and received by the class.b. Teachers can find opportunities to call attention of the class to his strengths and achievements.c. Teachers could structure placement in group activity with receptive peers to provide positive building of peer relationships.	
Lack of Self Control	<ol style="list-style-type: none">1. Special teachers for the Emotionally Disturbed and Minimal Brain Injury classes may be <u>utilized as resource persons</u> for instruction materials, methods and techniques.2. The school will need to set firm, well defined limits for X X X, but allow freedom to respond within those limits.3. X X X suppresses a great amount of underlying hostility as a result of frustration, festered by lack of academic success, lack of positive reinforcement from home or school and non-rewarding social relationships. To provide an	

DISABILITY	RECOMMENDATION	MATERIAL
	<p>an appropriate outlet for these feelings, the school should seek to provide X X X with an opportunity to discuss feelings with an empathetic male adult at school. School personnel need to communicate their feelings of acceptance and respect for X X X as a person apart from successful or unsuccessful performance.</p>	
Lack of Awareness	<ol style="list-style-type: none">1. Gross negative behavior cannot be ignored, but irrelevant negative behavior should be.2. Directions should be short, given one point at a time, and presented both orally and in written form.	
Inability to Exert Concentrated Effort	<ol style="list-style-type: none">1. A presentation of materials and assignments in a clear, simplified but thorough manner and with a minimum of verbal directions should be more comprehensible to X X X. If possible, directions and assignments could be given in parts, rather than as a total.	
Inability to Organize and Plan Multiple Materials or Elements	<ol style="list-style-type: none">1. Compare, contrast and classify materials as related to subject read.2. Classify objects, pictures, and other materials in regard to geographical location and sources.3. Learn the steps of making outlines of materials covered.	<ol style="list-style-type: none">1. <u>Conceptual Skills Section. The Remediation of Learning Disabilities</u> (Fearon Publishers)2. <u>An Experience Centered Language Program</u> (Franklin Publication)3. <u>My Weekly Reader Series</u> (American Educator Publications)

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DISABILITY	RECOMMENDATION	MATERIAL
Poor Memory and Remote Recall	1. Images (numbers, pictures, letters or words) can be projected on a screen to develop memory.	EDL Tach X Tachistoscope (Educational Developmental Laboratories)
Auditory Perception	<ol style="list-style-type: none"> 1. Listen to rhyming words or jingles. 2. Identify words with the same sounds. 3. Identify words with different sounds 4. Identify beginning sounds that are similar and different. 5. Identify rhyming objects and pictures. 	<p><u>50 Word Cards</u> to develop auditory and visual discrimination of sounds. (Steck-Vaughn Co. P. O. Box 2028 Austin, Texas)</p> <p><u>Sounds I Can Hear</u> (Scott Foresman Co. 433 E. Erie Street Chicago, Illinois)</p>
Visual Perception	<ol style="list-style-type: none"> 1. Find similarities in words. 2. Find root words. 3. Work with compound words. 4. Linguistic approach found in programmed readers. 	<p><u>Phono Word Wheels</u>, Set A</p> <p><u>Phono Word Wheels</u>, Set D</p> <p><u>Initial Sounds, Prefixes, Suffixes</u> (Steck-Vaughn Co. P. O. Box 20028 Austin, Texas)</p> <p>Programmed Reading Series</p> <p>Word Tachistoscopes</p>

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RECOMMENDATIONS FOR PARENTS

- I. Intensive work with the family in developing their insight into X X X's abilities, and academic and personal problems.
- II. A conference with parents and school representatives should be held to inform the parents of the planned course of action by the school to assist X X X. Letters D - G below, should be presented as information gleaned from the appraisal and discussed with parents. A follow-up conference between school and parents should be held one month to six weeks later to review developments at school.
 - A. XXX does not feel close to his parents because he does not feel free or comfortable to express his concerns and feelings.
 - B. XXX wants to feel close to his parents but he feels they do not understand or accept him.
 - C. XXX feels very alone and desires friendship and companionship with his peers but is afraid he will be rejected by them.
 - D. Real or imagined emotional stress or pressure prevents XXX from using good judgement.
 - E. When he is given large amounts of information to absorb at one time, he becomes very confused and cannot think clearly.
 - F. XXX is easily distracted from a task or thinking, by the sight and sound of things and activity around him.
 - G. XXX must have a way to express his anger and resentment or he will do inappropriate acts as a substitute.

NAME XX SCHOOL XX AGE 11.5 GRADE 5

EN KIT 12, Learning Experience 3

TESTS ADMINISTERED AND STATISTICAL RESULTS:

Wechsler Intelligence Scale for Children
Wechsler Adult Intelligence Scale

	VERBAL	IQ	FILE	PERFORMANCE	IQ 89	FILE	TOTAL IQ 87	FILE	
V E R B A L	INFORMATION- Memory Cultural background, Remote recall								
	COMPREHENSION - Common sense, Judgement, Social understanding								
	ARITHMETIC - Abstract reasoning, Knowledge of numerical operations								
	SIMILARITIES - Relationship of facts, Verbal concepts, Abstract concepts								
	VOCABULARY - Abstract ability Verbal expression, Environmental/Educational background								
	DIGIT SPAN - Attention span, Immediate auditory recall								
	P E R F O R M A N C E	PIC. COMPLETION - Visual awareness, concentration, discrimination							
		PIC. ARRANGEMENT - Anticipation, Sequential planning							
		BLOCK DESIGN - Perception, Motor reproduction, Visual analysis/synthesis							
		OBJECT ASSEMBLY - Perception, Part-whole relationships, Coordination							
CODING - Psycho-motor speed, Ability to concentrate, Persistent effort									
Very Superior		17-20							
		16							
		15							
Superior		14							
Bright Normal		13							
	12								
Average	11								
	10								
	9								
Dull Normal	8								
	7								
Border line	6								
	5								
Mentally Defective	4								
	3								
	2								
	1								
	0								

STANFORD BINET INTELLIGENCE SCALE: CA _____ MA _____ IQ _____
COMMENT: _____

BENDER-GESTALT: SCORE 5 CA AGE GROUP _____ MEAN SCORE _____ ISD _____ TO _____
Approx. GRADE PLACEMENT 2nd-3rd NO. EMOTIONAL INDICATORS 2

GRAY ORAL READING TEST: SCORED G.P. 2.9 ACTUAL G.P. 5th
COMPREHENSION 60% EVALUATION More like early 3rd grade level

DRAW A PERSON: CA _____ MA _____ IQ _____ EVALUATE DRAWINGS: _____

OTHER TEST RESULTS: _____

TEN KIT 12Components of AccountabilityLEARNING EXPERIENCE 4

1. Obtain the completed copy of the Psychoeducational Checklist Report from the teacher supervisor's office.
2. Read and study the data provided on pupil program placement. Learn to apply the LD pupil data to this particular report form.
3. Select the best possible program placement for the LD pupil from the data provided.
4. Review self evaluation for this objective.
5. When you are prepared, schedule the proficiency assessment over pupil program placement through the teacher supervisor's office.

(Performance Objective 4)

TEN KIT 12Components of AccountabilityLEARNING EXPERIENCE 5

1. Obtain materials on LD pupil progress from the teacher supervisor's office.
2. Read and study the data provided on assessing pupil progress for LD pupils.
3. Be sure to note the various kinds of information used to assess progress.
4. Review self evaluation for this objective.
5. When you are prepared, schedule objective test through teacher supervisor's office.

(Performance Objective 5)

TEN KIT 12Components of AccountabilityLEARNING EXPERIENCE 5

Bill has been in the Plan "B" LD Pilot Project for nine weeks and is now being evaluated by his teacher. You are to look at the data on Bill and try to determine if he is making progress in his habilitation program.

The following summary reports are available to you after Bill has been in the program nine weeks:

1. Form A School Behavior and Attitudes
2. Form B Social Behavior and Attitudes
3. Form C Academic Achievement Report

In addition to the summary report for each quarter the teacher is expected to administer a diagnostic or achievement test as well as teacher-made tests and keep daily work samples in basic curriculum areas. The teacher in this type program will hold a conference with parents and eliminate the tradition of giving a letter grade in reporting to parents. These summary reports will form the basis for counseling with parents and other significant publics concerning this LD pupil.

The teacher will keep records and a summary of proficiency in order to determine if the objectives of instruction have been attained. The teacher should have these records plus the psychological, social and health evaluations available in a secure place in the resource classroom. The teacher is the crucial person responsible for evaluating the pupil's progress and should be able to pinpoint on a daily basis the pupil's status within his own habilitation program.

The teacher should be a member of the ARD Committee and should help in each staffing of the LD pupil. She will be the person responsible for implementation of all individualized therapeutic instruction recommended for the pupil.

Evaluation must become a part of the teacher's regular classroom activities.

The teacher must be concerned about cognitive, affective and motor development of the LD pupil. The teacher will engage in a counseling relationship with pupils in an effort to improve academic work, pupil self image and motor performance.

Keeping of records is a difficult task and the teacher should find a fast and economical way of accomplishing this task. If she has the kind of materials suggested above, she can recommend best pupil placement.

Examine the following summary reports carefully.

TEN KIT 12, Learning Experience 5

Form A

School Behavior and Attitudes

Name of child Bill D.

Name of teacher Betty S.

Date _____

	none	seldom	often	usually	other
Fantasy			x		
Idle Play		x			
Cheating			x		
Bluffing			x		
Time Killing			x		
Distracting		x			
Destructive	x				

INTEREST SPAN	5 min.	10 min.	15 min.	20 min.	30 min.
	x				

POSTURE	USUALLY	excellent.	good	average	poor	other
					x	

ATTENTION GETTING DEVICES

- (a) Disrupts class _____ (b) Baitts teacher ^x (c) Asks inane questions ^x
 (d) Informs on peers _____ (e) Other (identify) _____

BEHAVIOR GROWTH	excellent	good	little	none
			x	

COMMENTS

Bill has shown growth in school behavior and attitude
during this quarter, but he still has adjustment problems
that affect his learning.

TEN KIT 12, Learning Experience 5

Form C--Academic Achievement Report

Name of Child Bill D.Name of Teacher Betty S.Date 3-15-72

	Beginning Test Scores	Final Test Scores
1.	Date	Date
READING	Gray Oral - 1.4 WRAT - 2.8	Gray Oral - 1.6 WRAT - 3.0
ARITHMETIC	WRAT - 1.6	WRAT - 2.0
LANGUAGE SKILLS	Spelling - WRAT - 2.4 PPVT - 28 %tile	Spelling - WRAT - 2.8 PPVT 34 %tile
STUDY SKILLS	1st grade	2nd grade

2. MOTIVATION - High ___ Average ___ Low x None ___3. FAILURE COMPLEX - High x Average ___ Low ___ None ___4. SELF CONCEPT - High ___ Average ___ Low (or poor) x

5. SPECIAL EDUCATIONAL TREATMENT NEEDED FOR THIS CHILD

(a) individualized program x (b) anxiety-free no failure program x(c) multi-sensory approach x (d) sensory motor exercises x(e) special subject exercises (specify) study skills(f) special environmental considerations study carrell(g) other differential treatment extra teacher support

6. SUGGESTED CLASS OR SCHOOL FOR THIS CHILD

Bill D. should continue in the LD Pilot Project and should be
considered as having average potential. He has begun the process
of habilitation with limited success. He will need intensive
treatment over an extended period of time.

TEN KIT 12Components of AccountabilityLEARNING EXPERIENCE 6

1. Read and study the staffing conference data used in Learning Experience 3 of this kit. Devise an appropriate report form to report this data to each of the publics listed below.

2. Schedule role playing activities using peers to demonstrate reporting to the following publics:

- a. pupils
- b. parents
- c. classroom teachers
- d. administrators
- e. allied professionals

Schedule place and time for your teacher supervisor to observe you in each reporting situation. You will be evaluated in each case on a standard checklist.

3. Review self evaluation for this objective.

4. Schedule a conference with your teacher supervisor to discuss your proficiency for this objective.

(Performance Objective 6)

TEN KIT 12Components of AccountabilitySELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 1

YES NO

- | | | |
|-----|-----|---|
| ___ | ___ | 1. Have I obtained the materials to be used to evaluate pupil progress in basic skill areas from the teacher supervisor's office? |
| ___ | ___ | 2. Have I completed the learning experiences under Performance Objective 1? |
| ___ | ___ | 3. Was I able to get the required information from the forms provided? |
| ___ | ___ | 4. Did I understand the criterion measures represented by the various forms? |

TEN KIT 12Components of AccountabilitySELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 2

YES NO

- | | | |
|-------------|-------------|---|
| <u> </u> | <u> </u> | 1. Have I obtained school-wide screening data for LD program development from the teacher supervisor? |
| <u> </u> | <u> </u> | 2. Have I completed the learning experiences under Performance Objective 2? |
| <u> </u> | <u> </u> | 3. Have I answered questions a-k under the learning experience? |

TEN KIT 12Components of AccountabilitySELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 3

YES NO

1. Did I obtain the staffing conference materials from the teacher supervisor's office?
2. Have I completed all the learning experiences under Performance Objective 3?

TEN KIT 12Components of AccountabilitySELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 4

YES NO

- | | | |
|-------------|-------------|---|
| <u> </u> | <u> </u> | 1. Have I obtained materials for this objective from the teacher supervisor's office? |
| <u> </u> | <u> </u> | 2. Have I demonstrated the use of the standard checklist as a criterion measure in making pupil placements? |
| <u> </u> | <u> </u> | 3. Do I understand the bases of pupil placement using the data provided on the record form? |
| <u> </u> | <u> </u> | 4. Have I completed the learning experiences under Performance Objective 4? |

TEN KIT 12Components of AccountabilitySELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 5

YES NO

- | | | |
|-----|-----|--|
| ___ | ___ | 1. Did I obtain and use the LD pupil progress data from the teacher supervisor's office? |
| ___ | ___ | 2. Do I remember the various kinds of information used to assess pupil progress? |
| ___ | ___ | 3. Did I complete all learning experiences under Performance Objective 5? |

TEN KIT 12Components of AccountabilitySELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 6

YES NO

- | | | |
|-----|-----|---|
| ___ | ___ | 1. Did I obtain materials on counseling and reporting through the teacher supervisor's office? |
| ___ | ___ | 2. Did I set up peer role playing conferences to demonstrate counseling skill? |
| ___ | ___ | 3. Did the teacher supervisor evaluate the peer role playing activity using a standard checklist? |

TEN KIT 12Components of AccountabilityPROFICIENCY ASSESSMENTPerformance Objective 1

NAME _____ DATE _____

Proficiency requires that the student perform at the 100 percent level of accuracy on the following test over criterion measures for assessing pupil progress in basic skill curriculum areas:

A. Five Item True-False Test (Place circle around correct response.)

T F 1. It is essential to know the scores on daily work for LD pupil programming.

T F 2. It is essential to evaluate the silent reading abilities of LD pupils.

T F 3. The use of both achievement and diagnostic tests are essential in reading programming for LD pupils.

T F 4. It is not essential to use the above approaches in programming for other areas of basic skills.

T F 5. Written expression is dependent on psychomotor skills.

B. Five Item Matching Test (Place number in the blank before the correct matching statement.)

1. Standard
2. Work Sample
3. Positive Score
4. Entry level
5. Habilitation Program

_____ The curriculum designed for an individualized instructional program in basic skill areas.

_____ A level of performance or production used to evaluate the performance of LD children.

_____ Saving of typical representative daily work sheets of individual pupils.

_____ Scores that show progress or give affirmative interpretation of data.

_____ The level at which the pupil begins his program in each basic skill area.

TEN KIT 12, Components of Accountability, Proficiency Assessment, Performance Objective 1

C. Five Short Answer Items (Write the correct response for each question.)

1. Reading writing, spelling, speech, language and arithmetic are considered to be the basic skill areas of the _____.
2. Pupil progress in basic skill areas is best measured by daily work records and by standard diagnostic and _____ testing.
3. A criterion measure is used as a _____ measure when evaluating pupil progress in basic skill areas.
4. Criterion measures lend themselves to evaluating pupil progress in basic skill _____.
5. The best persons qualified to develop criterion measures for use in evaluating school curriculum programs are _____.

D. Mark answers Yes or No by an X.

YES NO

- | | | |
|-----|-----|---|
| ___ | ___ | 1. Do the progress records cover a period of instructional time in each intervention model? |
| ___ | ___ | 2. Is it possible to determine the amount of progress made? |
| ___ | ___ | 3. Does this type monitoring device show the pupil's potential? |
| ___ | ___ | 4. Will this type of evaluation material help determine if the pupil is making adequate progress? |
| ___ | ___ | 5. Pupil progress records are not economical to devise. |

TEN KIT 12Components of AccountabilityPROFICIENCY ASSESSMENTPerformance Objective 1

Proficiency requires that the student perform at the 100 percent level of accuracy on the following test over criterion measures for assessing pupil progress in basic skill curriculum areas:

A. Five Item True-False Test (Place circle around correct response.)

- F 1. It is essential to know the scores on daily work for LD pupil programming.
- F 2. It is essential to evaluate the silent reading abilities of LD pupils.
- F 3. The use of both achievement and diagnostic tests are essential in reading programming for LD pupils.
- T 4. It is not essential to use the above approaches in programming for other areas of basic skills.
- F 5. Written expression is dependent on psychomotor skills.

B. Five Item Matching Test (Place number in the blank before the correct matching statement.)

1. Standard
2. Work Sample
3. Positive Score
4. Entry level
5. Habilitation Program

- 5 The curriculum designed for an individualized instructional program in basic skill areas.
- 1 A level of performance or production used to evaluate the performance of LD children.
- 2 Saving of typical representative daily work sheets of individual pupils.
- 3 Scores that show progress or give affirmative interpretation of data.
- 4 The level at which the pupil begins his program in each basic skill area.

TEN KIT 12, Components of Accountability, Proficiency Assessment, Performance Objective 1

C. Five Short Answer Items (Write the correct response for each question.)

1. Reading, writing, spelling, speech, language and arithmetic are considered to be the basic skill areas of the curriculum.
2. Pupil progress in basic skill areas is best measured by daily work records and by standard diagnostic and achievement testing.
3. A criterion measure is used as a standard measure when evaluating pupil progress in basic skill areas.
4. Criterion measures lend themselves to evaluating pupil progress in basic skill areas.
5. The best persons qualified to develop criterion measures for use in evaluating school curriculum programs are teachers.

D. Mark answers Yes or No by an X.

YES NO

- | | |
|----------------------|---|
| <u>X</u> <u> </u> | 1. Do the progress records cover a period of instructional time in each intervention model? |
| <u>X</u> <u> </u> | 2. Is it possible to determine the amount of progress made? |
| <u> </u> <u>X</u> | 3. Does this type monitoring device show the pupil's potential? |
| <u>X</u> <u> </u> | 4. Will this type of evaluation material help determine if the pupil is making adequate progress? |
| <u> </u> <u>X</u> | 5. Pupil progress records are not economical to devise. |

TEN KIT 12Components of AccountabilityPROFICIENCY ASSESSMENTPerformance Objective 2

NAME _____ DATE _____

The student must perform at a 90 percent level of proficiency on this test over program evaluation procedures for LD children.

A. Five Item Short Answer Test (Write the correct response for each question.)

1. What are the number and types of personnel in the LD program?

2. How many instructional units were authorized for LD pupils?

3. How many support personnel were authorized for the LD program?

4. How many paraprofessionals were used in the LD program?

5. What was the average per pupil gain in achievement for the LD pupils in the program?

B. Yes and No Questions (Mark answers Yes or No by an X.)

YES NO

___ ___ 1. Did the pupils have use of a psychological service program?

___ ___ 2. Were programmed materials and technology eliminated from the program?

___ ___ 3. Were adequate individual LD pupil planning arrangements included?

TEN KIT 12, Components of Accountability, Proficiency Assessment,
Performance Objective 2

YES NO

- ___ ___ 4. Did the program justify the amount of money expended?
- ___ ___ 5. Did the program have an adverse effect on LD pupil progress?
- ___ ___ 6. Did the program have weak administrative support?
- ___ ___ 7. Were the relationships between the special teachers and regular classroom teachers in harmony?
- ___ ___ 8. Did the LD teacher make adequate progress during training?
- ___ ___ 9. Were the roles of parents clearly defined?
- ___ ___ 10. Will the program have the capability to serve the total district as now structured?
- ___ ___ 11. Did the LD children in this program achieve at a significantly higher rate than they probably would have in the district's regular program?

TEN KIT 12Components of AccountabilityPROFICIENCY ASSESSMENTPerformance Objective 2

The student must perform at a 90 percent level of proficiency on this test over program evaluation procedures for LD children.

A. Five Item Short Answer Test (Write the correct response for each question.)

1. What are the number and types of personnel in the LD program?

16 total--14 teachers, 1 supervisor, 1 educational diagnostician

2. How many instructional units were authorized for LD pupils?

14

3. How many support personnel were authorized for the LD program?

2

4. How many paraprofessionals were used in the LD program?

8

5. What was the average per pupil gain in achievement for the LD pupils in the program?

8 months

B. Yes and No Questions (Mark answers Yes or No by an X.)

YES NO

X 1. Did the pupils have use of a psychological service program?

 X 2. Were programmed materials and technology eliminated from the program?

X 3. Were adequate individual LD pupil planning arrangements included?



TEN KIT 12, Components of Accountability, Proficiency Assessment,
Performance Objective 2

YES NO

4. Did the program justify the amount of money expended?
5. Did the program have an adverse effect on LD pupil progress?
6. Did the program have weak administrative support?
7. Were the relationships between the special teachers and regular classroom teachers in harmony?
8. Did the LD teacher make adequate progress during training?
9. Were the roles of parents clearly defined?
10. Will the program have the capability to serve the total district as now structured?
11. Did the LD children in this program achieve at a significantly higher rate than they probably would have in the district's regular classroom?

TEN KIT 12

Components of Accountability

PROFICIENCY ASSESSMENT

Performance Objective 3

NAME _____ DATE _____

The student must attain 90 percent proficiency on this test.

YES NO

- ___ ___ 1. Is it possible to synthesize the results of a pupil staffing meeting into a curriculum?
- ___ ___ 2. Can the curriculum plan for an individual pupil be put into written form and implemented in the school setting?
- ___ ___ 3. Are the teaching techniques required the same for each LD pupil?
- ___ ___ 4. Should the materials used in the habilitation program for an LD pupil lend themselves to scoring and analysis of errors?
- ___ ___ 5. Is the way an LD pupil learns important for curriculum planning?
- ___ ___ 6. Should reality training be part of any habilitation program for LD pupils?
- ___ ___ 7. Is it possible to state the objectives of instruction so that it can be known when a program of habilitation is completed?
- ___ ___ 8. Will the teacher be in the best position of concerned professionals to know when the child changes?
- ___ ___ 9. Will an LD pupil always make progress in a prescribed program?
- ___ ___ 10. Will teachers be able to plan individual educational programs for LD pupils and implement them in the school setting?

TEN KIT 12Components of AccountabilityPROFICIENCY ASSESSMENTPerformance Objective 3

The student must attain 90 percent proficiency on this test.

YES NO

- | | | |
|-------------|-------------|---|
| <u>X</u> | <u> </u> | 1. Is it possible to synthesize results of a pupil staffing meeting into a curriculum? |
| <u>X</u> | <u> </u> | 2. Can the curriculum plan for an individual pupil be put into written form and implemented in the school setting? |
| <u> </u> | <u>X</u> | 3. Are the teaching techniques required the same for each LD pupil? |
| <u>X</u> | <u> </u> | 4. Should the materials used in the habilitation program for an LD pupil lend themselves to scoring and analysis of errors? |
| <u>X</u> | <u> </u> | 5. Is the way an LD pupil learns important for curriculum planning? |
| <u>X</u> | <u> </u> | 6. Should reality training be part of any habilitation program for LD pupils? |
| <u>X</u> | <u> </u> | 7. Is it possible to state the objectives of instruction so that it can be known when a program of habilitation is completed? |
| <u>X</u> | <u> </u> | 8. Will the teacher be in the best position of concerned professionals to know when the child changes? |
| <u> </u> | <u>X</u> | 9. Will an LD pupil always make progress in a prescribed program? |
| <u>X</u> | <u> </u> | 10. Will teachers be able to plan individual educational programs for LD pupils and implement them in the school setting? |

TEN KIT 12Components of AccountabilityPROFICIENCY ASSESSMENTPerformance Objective 4

Secure from the teacher supervisor the Psychoeducational Checklist Report form. Use the data given for an LD pupil and complete the report form, recommending placement for an LD pupil. You should attain the 90 percent level of proficiency.

TEN KIT 12Components of AccountabilityPROFICIENCY ASSESSMENTPerformance Objective 4

The student desiring proficiency assessment over this objective should be given the Psychoeducational Checklist Report and the LD pupil data essential to completion of the pupil placement report.

The teacher supervisor will compare a completed and recommended pupil placement report using the Psychoeducational Checklist Report with the student's placement recommendations. The student should attain the 90 percent level of proficiency for this objective.

TEN KIT 12Components of AccountabilityPROFICIENCY ASSESSMENTPerformance Objective 5

NAME _____

DATE _____

The student must attain the 90 percent level of proficiency on the following test over the knowledge of the necessary information that should be collected in assessing progress for LD pupils:

A. Ten Item True-False Test (Place circle around correct response.)

- T F 1. The teacher should keep a daily work sample for each curriculum area in the pupil's habilitation program.
- T F 2. The teacher should keep anecdotal records of the pupil's unusual behaviors and experiences.
- T F 3. The teacher should not have the results of the psychological and medical evaluations available as teaching tools for use in his room.
- T F 4. The teacher should give only a brief summary of the pupil's progress in letter grade form to parents.
- T F 5. The teacher should determine if the pupil has attained the objectives of instruction.
- T F 6. The teacher will need to keep accurate records of pupil progress in basic skill areas for the purpose of scheduling the pupil into the best therapeutic treatment program.
- T F 7. The affective area of behavior such as the self-concept is not important in assessing pupil progress.
- T F 8. The teacher should know the potential and expected outcomes for all pupils before she can determine when habilitation is completed.
- T F 9. The teacher should use standardized and diagnostic tests in evaluation of pupil progress on a regular scheduled basis throughout the year.
- T F 10. The pupil's progress should be evaluated by the educational diagnostician rather than the teacher.

TEN KIT 12, Components of Accountability, Proficiency Assessment, Performance Objective 5

B. Ten Item Matching Test on Assessing Pupil Progress (Place correct number of response in the blank before the matching statement.)

- | | |
|-----------------------|------------------------|
| 1. Social Adjustment | 6. Pupil Profile |
| 2. Parent Conferences | 7. Habilitation Status |
| 3. Parent Interviews | 8. Self Concept |
| 4. Daily Work | 9. Diagnostic Tests |
| 5. Wall Charts | 10. Achievement Tests |

_____ A standardized measure of pupil achievement in basic skill areas.

_____ The relationship between peers in the special classroom.

_____ A standardized measure that identifies specific types of errors in pupil academic performance.

_____ Counseling with parents.

_____ Vineland Social Maturity information.

_____ The pupil's evaluation of his own characteristics and behavior.

_____ The lessons assigned each pupil on a daily basis.

_____ The ability to pinpoint the exact location of the pupil in the treatment program.

_____ Publishing pupil accomplishments.

_____ Utilization of all information available to develop individual pupil programs.

C. Ten Item Short Answer Test (Write the correct response to each question:)

1. The gathering of data about a pupil for the purpose of developing an individualized therapeutic program of instruction is called _____.
2. The assessment of a pupil's progress to determine his status in the habilitation of LD is called _____.
3. Reading progress is best determined by careful determination of status from use of _____ and _____.
4. The pupil who sees himself as a non-reader will require counseling to improve his _____ before he will learn to read.
5. A pupil's behavior is important in three areas-- _____, psychomotor and affective to correctly determine his progress.
6. The pupil will best profit from an _____ curriculum program designed to meet his learning needs.

TEN KIT 12, Components of Accountability, Proficiency Assessment,
Performance Objective 5

7. The pupil is considered to be habilitated when he has realized his full _____ and can function in the regular classroom.
8. The pupil will need accurate records of progress in _____ for best planning of an individual instruction if he is unable to work long division.
9. It is important to make a fast and accurate way of keeping pupil records because of the _____ involved in this activity.
10. The materials assembled regarding the progress of pupils in a habilitation program should allow the committee to assess the pupil's progress for best pupil _____.

TEN KIT 12Components of AccountabilityPROFICIENCY ASSESSMENTPerformance Objective 5

The student must attain the 90 percent level of proficiency on the following test over the knowledge of the necessary information that should be collected in assessing progress for LU pupils:

A. Ten Item True-False Test (Place circle around correct response.)

- F 1. The teacher should keep a daily work sample for each curriculum area in the pupil's habilitation program.
- F 2. The teacher should keep anecdotal records of the pupil's unusual behaviors and experiences.
- T F 3. The teacher should not have the results of the psychological and medical evaluations available as teaching tools for use in his room.
- T F 4. The teacher should give only a brief summary of the pupil's progress in letter grade form to parents.
- F 5. The teacher should determine if the pupil has attained the objectives of instruction.
- T F 6. The teacher will need to keep accurate records of pupil progress in basic skill areas for the purpose of scheduling the pupil into the best therapeutic treatment program.
- T F 7. The affective area of behavior such as the self-concept is not important in assessing pupil progress.
- T F 8. The teacher should know the potential and expected outcomes for all pupils before she can determine when habilitation is completed.
- F 9. The teacher should use standardized and diagnostic tests in evaluation of pupil progress on a regular scheduled basis throughout the year.
- T F 10. The pupil's progress should be evaluated by the educational diagnostician rather than the teacher.

TEN KIT 12, Components of Accountability, Proficiency Assessment,
Performance Objective 5

B. Ten Item Matching Test on Assessing Pupil Progress (Place correct number of response in the blank before the matching statement.)

- | | |
|-----------------------|------------------------|
| 1. Social Adjustment | 6. Pupil Profile |
| 2. Parent Conferences | 7. Habilitation Status |
| 3. Parent Interviews | 8. Self Concept |
| 4. Daily Work | 9. Diagnostic Tests |
| 5. Wall Charts | 10. Achievement Tests |

10 A standardized measure of pupil achievement in basic skill areas.

1 The relationship between peers in the special classroom.

9 A standardized measure that identifies specific types of errors in pupil academic performance.

2 Counseling with parents.

3 Vineland Social Maturity information.

8 The pupil's evaluation of his own characteristics and behavior.

4 The lessons assigned each pupil on a daily basis.

7 The ability to pinpoint the exact location of the pupil in the treatment program.

5 Publishing pupil accomplishments.

6 Utilization of all information available to develop individual pupil programs.

C. Ten Item Short Answer Test (Write the correct response to each question.)

- The gathering of data about a pupil for the purpose of developing an individualized therapeutic program of instruction is called staffing.
- The assessment of a pupil's progress to determine his status in the habilitation of LD is called evaluation.
- Reading progress is best determined by careful determination of status from use of diagnostic and achievement tests.
- The pupil who sees himself as a non-reader will require counseling to improve his self-image before he will learn to read.
- A pupil's behavior is important in three areas-- cognitive, psychomotor and affective to correctly determine his progress.
- The pupil will best profit from an individual curriculum program designed to meet his learning needs.

TEN KIT 12, Components of Accountability, Proficiency Assessment,
Performance Objective 5

7. The pupil is considered to be habilitated when he has realized his full potential and can function in the regular classroom.
8. The pupil will need accurate records of progress in arithmetic for best planning of an individual instruction if he is unable to work long division.
9. It is important to make a fast and accurate way of keeping pupil records because of the work involved in this activity.
10. The materials assembled regarding the progress of pupils in a habilitation program should allow the committee to assess the pupil's progress for best pupil placement.

TEN KIT 12Components of AccountabilityPROFICIENCY ASSESSMENTPerformance Objective 6

NAME _____ DATE _____ PUBLIC INVOLVED _____

The student must attain 100 percent proficiency as evaluated on this standard checksheet for conveying information about LD pupils.

YES NO

- ___ ___ 1. Did the teacher utilize a standard report form to summarize information for parent conferences?
- ___ ___ 2. Does the teacher use a method of presenting information in a form that is readily understood by all publics concerned with the LD child?
- ___ ___ 3. Will the teacher be able to use the same report forms for giving of information about the LD pupil's progress to the pupil himself?
- ___ ___ 4. Is the information provided in a form that can be used in the LD pupil's permanent record folder?
- ___ ___ 5. Is the information appropriate for submission to the school administration for use in the program?
- ___ ___ 6. Will it be possible from the report form used to pinpoint the pupil's present progress in his habilitation program?
- ___ ___ 7. Will it be possible from the report form used to specify the pupil's specific habilitation needs before he has attained his potential?
- ___ ___ 8. Are the records of LD pupils easily transcribed to the information report form?
- ___ ___ 9. Is the process of providing pupil information simple, complete and appropriate within the time the teacher has available?
- ___ ___ 10. Do the report forms used for providing information about the LD child really communicate?