

DOCUMENT RESUME

ED 101 102

95

CE 002 846

TITLE Performance Level Education for Mental Health: Final Report.
INSTITUTION Thresholds, Chicago, Ill.
SPONS AGENCY Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.
PUB DATE 73
GRANT OEG-0-71-4403 (324)
NOTE 96p.

EDRS PRICE MF-\$0.76 HC-\$4.43 PLUS POSTAGE
DESCRIPTORS *Adult Basic Education; Educational Philosophy; Educational Problems; *Educational Programs; Educational Therapy; Emotional Development; *Emotionally Disturbed; Emotional Maladjustment; Mental Illness; Program Development; Projects; Psychoeducational Processes; *Rehabilitation Programs; Self Actualization; *Sociopsychological Services

ABSTRACT

The purpose of the Thresholds project was to encourage and enable mentally ill and/or emotionally disturbed young adults to utilize educational programs, becoming employable, productive, independent, and responsible community members. Part of the project was concerned with the introduction of teachers into the mental health setting teamed with mental health professionals in a rehabilitative effort. Predicted around two major concepts, completion and success, the program was flexibly constructed and based on the modular concept. During the two-year grant period the following objectives were attempted: (1) to integrate the educational program with the Thresholds rehabilitation program, (2) to develop and test techniques and methodologies, and (3) to establish ties with the community. Problems related to the hiring of qualified teachers and the changing nature of the population were encountered. Volunteer teachers contributed greatly to the program. A manual designed as a guide for structuring basic education programs for former mental patients and emotionally disturbed persons is appended. It concludes a discussion of the conceptual framework, program construction, material selection, and a curriculum section listing courses developed in reading, comprehension, communication, and writing. A student evaluation instrument is also included. (MW)

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PERFORMANCE LEVEL EDUCATION FOR MENTAL HEALTH

FINAL REPORT

NO. OEG-0-71-4403 (324)

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Preface

The debts for the project are numerous, but none exceed the debt owed to the Department of Health, Education, and Welfare, Adult Basic Education for funding the project and providing able assistance in the persons of Eldon Schulz, Region Five Director; Mrs. Myrna Hugl, Project Officer; and Mr. John Solieu, our original Project Officer.

Our thanks go to Mr. Paul Sheer whose original program conception was vital to its completion, to Mr. Jerry Dincin, Thresholds Executive Director for his constant prodding, and continual program support, to the Thresholds Board of Directors for their support and to all the staff and volunteers who worked with the program.

Special thanks to the students who made it possible and worthwhile; to Janine Kirk whose warmth and charm helped us survive the dark moments, and to Lois Altschul whose diligence and conceptualization steered us through the curricular mazes and into our present program.

Finally, a general thanks to all those other friends who, in their own way touched this program and made it live.

Edward B. Minister

CONTENTS

Preface.....	i
Purpose.....	1
Need.....	2
Necessity For Education Among Mentally Ill.....	5
Population.....	10

PROGRAM

Rationale.....	12
Program Structure.....	15
Specific Curricular Development.....	18

OBJECTIVES

First Year Objectives - July, 1971 to June, 1972.....	22
Second Year Objectives - July, 1972 to June, 1973.....	27
Summary.....	30
Program Difficulties.....	30
Program Changes.....	33

VOLUNTEERS

Volunteer Program Need.....	35
Director of Volunteers.....	36
Volunteer Training.....	36
Volunteer Contributions.....	39
Volunteer Population.....	41
Consideration in Volunteer Use.....	42

RESULTS

Testing.....	43
Table I: Survey Results.....	47
Classes.....	49
Table II: Classes Given and Membership.....	52
General Progress.....	54
Program Relation to Objectives.....	58
Conclusions and Implications.....	59

Appendix A: Curriculum Development Manual

Appendix B: Education Surveys

Purpose

The purpose of this project was to encourage and enable the mentally ill and/or emotionally disturbed person to utilize educational programs to become more employable, productive, independent and responsible community members. In the Chicago Metropolitan area, there are facilities for obtaining a high school diploma or G. E. D. equivalent in adult educational settings, but the focus of these programs is mainly to deal with simple lack of education and not learning - related emotional disorders, which our clients have. Many adults are either not entering or are failing at existing adult educational facilities because of their emotional disorders and these problems are simply not being identified. Effective adult education is not taking place where it is most needed-in outside rehabilitation agencies and halfway houses.

These clients need specialized educational facilities and services before entering a public setting. The special needs of the disturbed person first have to be met by the private mental health rehabilitation center where persons may be helped to overcome educational and social deficiencies before returning to school or training.

Part of the project was concerned with the introduction of teachers into the mental health setting teamed with mental health professionals in a rehabilitative effort. Additionally, the use of education as a therapeutic tool is implicit in the Thresholds' project. Not only would the Thresholds program be enhanced, but the project would enable closer liason between private and public agencies through the use of the team approach. Thresholds' eleven years intense experience indicates that the rehabilitative experience must include that basic performance level education within the rehabilitation facility.

Need

The population served by this program were persons between the ages of eighteen and thirty-four who, not only had a history of mental or emotional disturbances, but who had suffered from severe cultural and educational disadvantages. These young persons, who were mentally ill or emotionally disturbed, were socialization failures. Underlying all the complex diagnostic statements and specialization labels used to describe them was the implication that their behavior, for whatever reasons, was maladaptive and non-functional according to the expectations of the society in which they live. The non-pragmatic term emotionally disturbed implies many things to many persons - inattentive, withdrawn, aggressive, nonconforming, disorganized, immature, psychiatrically ill, or a victim of a deep-seated emotional disturbance needing some psychotherapeutic intervention for resolution--and consequently needs re-definition. The operational definition used in this report is an indication of some severe maladaptive or non-functional behavior which inhibits the individual from becoming a member of the community. Socialization failure defines socialization as the process through which a person learns social expectations and how a person meets expectations of the society during the course of their development from infancy to childhood. Certain behaviors, attitudes, capabilities, knowledge, customs, and beliefs must be acquired at each level of development if a person is to function within the normal social expectations. As an individual's behavior deviates from that which is expected for his sex, age, and status it becomes maladaptive and the individual experiences severe difficulty in getting along.

The longer maladaptive or non-functional behavior goes without attention or intervention, the more ingrained it becomes. This has the effect of replacing normal functional coping behavior with behavior appearing to the individual as normal functional coping behavior. The cycle begins with maladaptive social behavior and, when unheeded, generally ends in institutions. For example, in 1966 in the State of Illinois there were 11,000 first admissions to state facilities for the mentally ill in the 18 to 34 year old group. In 1972, there were still 11,000 new admissions to the same facilities in the same group. This indicates that there is little or no change in, not only the rate of admission, but also the rate of intervention.¹ Once this cycle has begun the readmission rate (or the continuation of the cycle) tends to increase proportionally to the lack of attention given to maladaptive behavior. In the same institutions and the same age group in the State of Illinois in 1966 the readmission rate was 11,000 cases² while in 1972 the readmission rate had increased significantly to 15,000. One conclusion that can be drawn

¹ These comparative figures may only reflect the number of beds available in state facilities.

² Statistics can be found in Mental Health Statistics for Illinois, published by Department of Mental Health, 1972. The readmission rate does not simply reflect increased population. This rate would be reflected in first admissions as would be the effect of mobility from other states. This latter is rejected as causal in the statistics cited due to the same trends reflected in other states. It probably makes more sense to consider other factors as causal, such as, high unemployment rate, inflation, increasing educational requirements for employment, industrialization, and technology, rather than attempt to fault the statistics presented.

from this information is that the readmission rate indicates severe breakdowns in approaches to mental problems (too rapid discharge, not enough after-care facilities, non-utilization of other than medical model approaches, etc.) and that the available facilities can no longer handle the increase in semi-chronic or chronic mental patients. Thus other methodologies must be utilized to intervene and break the described cycle. Success in education is part of the fabric of this society. How much schooling a person completes is an important criteria of successful adaptation in the world around us. Just as important as the societal credit for academic accomplishment, is a person's own internal evaluation of himself as a whole person. These criteria are set at three levels. First, can a person manage to read, write and do simple arithmetic. Without this level, people feel a void, an inferiority which sets them apart from most other people. This inferiority, when added to other problems of an emotional nature makes a self portrait which is difficult to bear for many. It creates a sense of separateness and isolation from the rest of us, which is emotionally debilitating. Second, can a person complete grammar school. Without this accomplishment people feel many of the emotional and social implications previously mentioned. Usually a person feels themselves as a failure; never placing the blame where it belongs, on the Urban Public School System. This system cannot deal effectively with pupils manifesting emotional problems. However, the final agonizing onus of failure is always felt by the pupil to be their own.

Third, is the level of High School Graduate. This is the passport of acceptability, the societal union card which validates your basic "personness".

Too much stress is palced on this level for those unable to make it, but it is there, it is felt. To those without it there is a basic sense of incompleteness which is a nagging inferiority. All of the problems at all three levels are severely compounded by an overlay of emotional difficulties which produce behaviors that are socially maladaptative for our society.

Necessity For Education Among Mentally Ill.

Education is necessary for functional adaptive behavior in our society. Educational institutions have traditionally been utilized to impart the process through which a person learns social expectations and how a person meets society's expectations. Educational institutions provide basic skills necessary to function in the society. In short educational institutions have been used for socialization purposes through imparting of coping behavior.

Without basic skills an individual cannot become independent, develop interests in areas which would enable them to cope with life or himself, engage in an activity which builds self-confidence, self-esteem or self-image, or prepare for any but the most menial occupations. In the most minor ways it is necessary for the individual to acquire basic reading and mathematics skills. For example, for an individual to get to any activity he has to be able to read the numbers on a bus, or to apply for a job he must be able to read want ads and fill out applications. Without these skills potentially useful individuals are further stigmatized by the general society.

In the State of Illinois there are currently 1.5 million adults functioning below the eighth grade level and 3.4 million functioning below the 12th grade level. Out of this 1.5 million adults 623,333 reside in Cook County.

The Adult Basic Education Programs currently in operation in the State of Illinois are reaching about 25,000 persons of 3.4 million mentioned above.³ (73% of the population). Figures published by the General Equivalency Education Diploma organization in Chicago show approximately 4,500 persons applying for the G. E. D. with only about 260 passing the test per year (5.7% of the applicants).

Nationally the figures are as bad. The total Adult United States Population (between 18-63 years) according to the 1960 Census was 98,808,000 and the educationally disadvantaged population (those functioning below the 8th grade level) was 16,300,000 or 16.4% of the total adult population. The population we are dealing with constitutes about 50% of this adult population 18-34 years of age or approximately 8,150,000 persons. Adult Basic Education Participants in 1969 totaled 484,626 nationwide. This would constitute .4% of the total 1960 adult population and 2.9% of the 1960 educationally disadvantaged population. These percentages are low since the population has increased somewhat in the decade of the 1960's and 1969 is one of the highest years of adult basic education support. Consequently, at best the figures represent an accurate portrayal of the current situation while at worst they are woefully conservative in their estimations.⁴ These figures, it must be noted, represent all adult population and do not define particular groupings, such as the

3

These figures are taken from Hy Hoffman and Jules Pagano, ABE Staff Training: A New Conceptual Model for Adult Basic Education Staff Training with Application to Corrections, New Careers and Migrant Education, (Washington, D. C., The Adult Education Association of the U.S.A., 1971, p. 10

4

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population this program served. The State of Illinois statistics presented earlier concerning our population should, at best, be considered estimates. They do not include anyone who has not been known to one or more of the Illinois State mental health facilities. Again, the estimates are probably on the conservative side. It seems clear then that the problem is not a local one, but indeed a national problem of rather significant proportions, particularly when constitutional guarantees include free education through secondary school and government policy has consistently been one of literacy for all.

In addition to the stigmatization around the illness and lack of education due to maladaptive behavior, the mentally ill or emotionally disturbed individual also suffers from normalization of his educational problems. That is to say that many persons assume the maladapted individual has the same educational problems as anyone else. On the surface the maladaptive behavior demonstrated may indicate similar problems--dropping out of school, acting out behavior in class, lack of attention span and concentration. The difference is that the maladaptive behavior becomes part of the symptomatology of the mentally ill and emotionally disturbed and is extremely difficult to eradicate. They accept and incorporate failure and non-completion as coping behavior. In short, the tensions and anxieties built up around a universal social expectation become more than the mentally ill can handle and the only solution comes from maladaptive non-functional behavior.

Finally, the majority of maladaptive behavior problems in public schools comes from the inner city school population, the traditional minority or disadvantaged groups. The environment of the inner city breeds anxieties and

fosters the maladaptive behavior of the young person. The inability to find a job, the lack of adequate housing, general lack of traditional family structure, the inability of the larger social system to recognize cultural differences, and the failure of the educational system to recognize or cope with maladaptive behavior, are all variables which impinge upon the difference in educational problems of the maladaptive individual.

Traditional education programs have failed to adequately identify and cope with the maladaptive individual. Consequently, they are shunted into special education classes and hidden until such time as they can be excused, excluded or released from the obligation to attend school. Not only have these methods failed, but in many cases they have not begun to confront the problem-- they have in many cases become unwitting accomplices to perpetuation of the problem. In relation to the maladaptive individual education systems have forgotten their goal, simply and eloquently stated by B. B. Rabinow in discussing maladaptive individuals: "All such children are ready to learn something and despite their deviate behavior, the major educational goal is to get them ready for school while they are actually in school." ⁵ The need then is to develop programs which account for the readiness of the individual to learn, the school's responsibility to work with that individual, and the individual necessity to acquire coping behavior rather than maladaptive non-functional behavior.

Most of the literature dealing with emotionally disturbed or mentally

5

B. B. Rabinow, "The Role of the School in Residential Treatment",
The American Journal of Orthopsychiatry, 1955, 25, p. 691.

(8)

12

ill persons in educational settings has been written about children. The literature is appropriate here because the maladaptive adolescent or young adult is at the same developmental stage as the child both emotionally and educationally. What Rabinow's statement actually points to is the method to be used once the goal stated is accepted by the educational setting.

The estimates of the number of emotionally disturbed children in the schools is set at various levels depending on the definition used and the source of the data. A few samples for various years follow:

Pate suggests that a figure of 5 percent of the school age population reflects the number of emotionally disturbed children needing special education, while Morse finds that teachers judge the percentage to be 8 percent. On the high end of the scale are Abrahamson and Bower who estimated the population with emotional problems among school age to be 10 percent. Perhaps the most inclusive study was done by White and Harris in 1961 in which they surveyed the incidence of emotional maladjustment in a nationwide sample between 1928 and 1958. They found that the incidence of severe maladjustment fell within the 4 to 8 percent range, while mild maladjustment was too difficult to estimate due to problems

6

Pate, J., "Emotionally Disturbed and Socially Maladjusted Children," L. Dunn, (ed.), Exceptional Children in the Schools, N. Y.: Holt, Rinehart and Winston, 1963; Morse, W., "The Education of Socially Maladjusted and Emotionally Disturbed Children," in W. Cruickshank and G. Johnson, (eds.), Education of Exceptional Children and Youth, 2nd ed., Englewood Cliffs: Prentice-Hall, 1967; Abrahamson, D., "Status of Mental Hygiene and Child Guidance Facilities in the Public School in the United States," Journal of Pediatrics, 1955, 46, pp. 107-118; Bower, E., The Education of Emotionally Handicapped Children, Sacramento, Calif. State Department of Education, 1961.

of definition and variability among sampling techniques and methods of
assessment.⁷ Although most of these studies are at least 10 years old, when
compared to the data from the State of Illinois there is no indication that the
percentage of maladjusted individuals among the same populations has
diminished. Actually, it is indicated that it has probably increased if we look
at the readmission rate cited earlier.

Population

Up to this point the discussion has been concerned with emotionally
disturbed children.⁸ This project dealt with maladjusted young adults. The
population which is the concern of this project had the following aggregate
characteristics:

1. There were a total of 152 persons in the agency, of these
78 were full time, day members. The N for this project
was 78 total (51.3%).
2. Of the N=78, 65 (42.8% of agency total and 90.6% of day total)
had been tested through the use of informal tests (See Appendix
A).

⁷ White, M., and Harris, M., *The School Psychologist*, New York:
Harper and Row, 1961.

⁸ The population was composed of those children cited earlier as being
maladjusted from the studies done in 1951 until the present. The average age
of the population in the agency was between 25 and 26 years of age, consequently
these were persons who would have been in public schools during the time when
most of the earlier cited studies were completed. Although there is not a direct
causal relation (at least we cannot assume one) between their current age and
their being ignored in school, it does appear that at least part of the
population fell into that category.

3. Of the 65 tested, 16 were blacks (32.6%), and 18 were females (37.3%).
4. The average age of those tested and their aggregate average grade reading level is contained in Chart 1 below.

Chart 1

Group	Average Age	Average Grade Level Reading
Male	24.5	8.2
White	25.2	8.8
Black	21.8	5.1
Female	29.8	7.7
White	31.2	7.6
Black	27.6	7.3
Blacks	24.3	6.3
Whites	26.5	8.6
TOTAL	25.98	8.0

9

Informal testing was done for a number of reasons. The membership, by and large, have been overtested and tests became threatening to them-- obviously there were extreme bias introduced; all the tests investigated were achievement tests and the membership had demonstrated too much maladjustive behavior to justify validity of achievement test utilization; and the results attained from experimentation with these tests were, at best inconclusive and at worst meaningless. For example, one member was tested with the Able 3 and he ranked in the 28th percentile in reading and the 1st percentile in spelling-- on 12th grade reading level. Another member wanted to enter G. E. D. courses and wanted some indication of his abilities in each of the areas. He took one of the tests to a math teacher to have the problems worked out even though he knew the test was to seek a level for him to study. Another member never returned to finish the last section of the test. He would not even reschedule an appointment because the threat that test completion would indicate his failure was too great. Finally, two other cases; one girl tested out at the 11th percentile on 12th grade material and the 49th percentile on 7th grade material; while using another test she came out at the 99th percentile at the 8th grade level. On a test of non-verbal reasoning one girl tested at the 85th percentile among the total normative group above 12th grade and the 83rd percentile among those over 18. The judgement was that the standardized test was not adequate for maladjusted behavior and was too threatening to the membership.

(11)

5. All members in the agency demonstrated maladaptive behavior, those in the day program are more acute.
6. The members in the evening program were basically all employed and their problems were not as severe as those in the day session.
7. 82% of the membership (in the day program) was on some form of public aid.
8. Most of the population had been out of school for periods of 5 to 12 years. They had not had any formal education in this period of time and most did not read for enjoyment.

Although all the studies cited dealt with children in the public schools, the program found the techniques and methods used with small children were functional in teaching the population since, as can be seen from the description, most of them had similar basic education deficiencies. These basic education deficiencies were overlaid with psychological and emotional problems. The approach, although not basically different, had to include intensive effort in the psychological and emotional area as well as the educational. This project's concern was educating the described population of maladjusted individuals toward functional living within the community.

PROGRAM

Rationale

The program was funded as a research and demonstration project by Adult Basic Education, Department of Health, Education, and Welfare.

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Initially the program was approved for three years but the third year was cut because the program was not being used as much as hoped.

Basically the program was predicated around two major concepts which were lacking in all other experience of the clientele. The concepts were completion and success.

As mentioned earlier the majority of the mentally ill or emotionally disturbed are involved in a cycle of failure with commensurate inability to concentrate on or the requisite motivation to complete tasks. More than 70% of our population have a very scattered work history and an incompleteness in their educational patterns. Fear of failure may not be as important in this context as fear of success (out of 34 rehospitalized patients from Jan. 1972 - March, 1973, fear of success was a precipitating factor in 10 cases). In many cases failure has become a functional coping behavior for the maladjusted. On the other hand, if consistent failure has been the experience and the promise of more failure makes a task meaningless. The concepts of completion and success thus became critical program elements and the program developed was predicated on these concepts.

Part of overcoming failure (insuring positive success) is to see a task's end. In most hospitals there exists little to indicate an end to more hospitalizations. The readmission rates in Illinois tends to support this statement.

One program concern was insuring individuals all options of task completion. The program was structured to insure courses would be completed. Part of this process is securing a clear participation commitment from the individual.

Contracts were clearly spelled out between the individual and the education program.

The contractual arrangement between the education program and the individual clearly stated what expectations each had from the other. For example, part of completing a course was attendance. In this respect attendance regulations were explained to the student. In exchange for attendance and a commitment to participate in the program the student was insured a certain educational level. Part of the completion concept was setting goals and expectations and working through criteria for reaching the stated goals and expectations. If these elements were not clearly understood at the outset by both the student and the education program personnel, then no completion was possible.

The development of self-confidence and a good self-image is critical to the person who thinks himself worthless and a failure. Success, the other program concept, was critical to identifying self-confidence and introducing a new positive experience to the participants. All of us enjoy success and need success to develop our own skills and confidence in our ability to function in and contribute to our communities. The maladjusted person is no different in his success need. The maladjusted has not experienced the positiveness of successful task completion. Success has been built into the program in two ways: the completion act often carried with it the activity's success, and every program course completed was completed successfully--that is, all students were guaranteed success through promotion to the next course.

Promotion did not imply that the content of the course had been learned. It did imply a positive experience had taken place and in this sense success was

a synonym for progress. If the content had not been learned to the Education Staffs' and Student's satisfaction the promotion was to another course covering the same content but using different materials and methodologies. The result was to relate success to progress and encouraged the members development of a sense of worth and self-confidence in what they were doing. In the contract talks baselines were established allowing progress measurement.

The program development operationally defined both completion and success as an educational contract with the student. The program guaranteed positive experience which were non-threatening in exchange for a participation commitment by the student. In this sense, 80% attendance at classes may, in some cases, serve both as completion and success. Both the student and those in the program may agree on higher expectations, in which case, completion and success may differ. In all cases, each student's expectations were progressively raised as they experience more completion and success. As the self-image and self-confidence increased so did program expectations.

Program Structure

The program was constructed insuring maximum flexibility and including enough rigidity allowing setting and increasing expectations to take place within the framework of completion and success. As mentioned, contracts were entered into with each student clearly explaining both parties' expectations. The result demonstrated the contractual arrangement was a satisfactory one. The basis for the program structure, however, was the development of a curriculum which encompassed all variables mentioned--completion, success, flexibility and expectations (See Appendix A: Curricular Offerings).

The basic program structure was modular. Modular construct was used because it met the specified program criterion. Those stated criteria were:

1. A maximum program flexibility enabling curriculum development and individualized programs for persons with extremely diverse backgrounds, including both type and degree of illness.

2. A program methodology allowing gradual increase in members' performance expectations without undue threat to members.

3. A program specificity insuring members they were gaining from program participation through baseline and periodic progress comparisons.

4. A program plan flexible enough to allow normal curricular/low interruptions. Since the program depended in part upon volunteers and part-time persons, it was necessary to set time and content enabling maximum use of individual instructors' strengths and weaknesses.

5. In addition, individual functional activity preparation, such as employment, re-entry into the community's education system, leisure time activities, and community participation was considered. Program concerns centered around members' acquiring coping tools for use after they leave the agency.

6. Finally, program development had to meet the external general education system's standards and expectations.

Given these conditions a modular construction was the best fit for the population program needs. Modular construction involves the use of small time units as basic building blocks. For example, the school day can be broken down into twenty minute modules, thus allowing a program flexibility both in scheduling and class time.

If class content was predicated upon lectures of eighty minutes, then four module units comprised one class. At the same time there were available all other permutations totaling four (4) modules. Modular construction significantly increases program time potential.

A different time frame than the traditional semester or quarter time frame was introduced. The members were involved in a number of other program activities and their time availability was subject to frequent change. These considerations were built into the curriculum determining the number of lessons needed for imparting programmed course subject matter. Each lesson was outlined and appropriate resource material references attached. The curriculum had the flexibility for combining lessons in time frames without losing the ability for setting and increasing limits and expectations--in fact, ability to set expectations had increased. A curriculum and program structure which took into account critical variables and insures member completion and success, had been formulated.

Understanding the basic module concept was critical to the Thresholds education program development model. Once the time element was mastered the module concept was transferred to the content area. In addition to using time modules, content modules were also used. The content module construction process follows:

1. The initial step was determining areas most needed by the membership. Two major criteria determining areas, were:

- a) the teaching resources available and, b) the agency facilities. The

following constitute the major Thresholds program content areas:

Reading, Comprehension, Communication, Writing, Social Studies, Arithmetic, Personality, and Be informed (courses dealing with Independent Living and community involvement.)

2. Once broad area determination was completed course level need was determined. The curriculum was developed along logical conceptual lines, each course consisting of a complete subject matter unit with appropriate materials. For example, in the Reading curriculum, a number of separate courses around the steps of teaching reading were constructed. For example, in the Thresholds program, the reading curriculum begins with course 96A, Alphabet Recognition, taught at grade level 1 and consisting of nine (9) lessons.

The Reading curriculum continues with courses through Reading III, a course in novel equivalent to the freshman college level. Implicit is that any program must be broad enough to deal with the clients' needs. Each subject block then became the basis for building curricular offerings. The program was structured around these elements as needed by the individual.

3. Specific curriculum was developed with an awareness of the education program's relationship to the agency program, the broad curricular areas defined and sequential structure enabling individual movement from the most elementary to the most complex course or to some functional need-point in the curricular sequence.

Specific Curricular Development

1. Any course by grade level can be divided into its component parts. The appended reading curriculum designates courses 96A and B, 97 A-C, and 98 as first grade level courses.

In reviewing the members' needs and the components constituting reading ability, three discrete elements were determined critical in the reading process -1) alphabet recognition; 2) phonics or letter sounds; and 3) vowels and consonants. Without any of these three elements, no reading takes place.

2. Once the course has been broken into essential discrete elements, these elements are further reduced to manageable classroom units. At this stage, the particular members' level needs were considered. Course content met the criteria: 1) simple enough to be comprehended by the members; 2) challenging enough to hold the members' interest; and 3) sequentially ordered enabling either progressive movement, or the introduction or phasing out at any need-level point.

3. Companion courses to almost all curricular offerings were constructed. Two courses were developed around the same content but utilizing different materials and different technologies for imparting that material. Thus if a person did not comprehend the material at the course's completion promotion involved a second course covering the same material. All members who completed a course succeeded at that course through promotion. The structure additionally allowed us to plot progress in educational activities against other aspects of a member's life. Crisis which arose could be--to some degree--predicted for members in the program because there was an ability to pinpoint times when a tailing off occurred in the educational activity as well as in other activities. Theoretically, these patterns could be plotted for the individual.

Courses are not necessarily followed sequentially in this structure.

Since each course could stand alone as an entity, it was possible to switch the sequential order if it was indicated for any members. For example, in the reading sequence, a person might have begun with 97A-Phonics-Letter Sounds and upon completion have been placed in either 98-Vowels and Consonants or 98A-Vowels, Long and Short or some other appropriate course. Again, the structure provided an ability to consider individual behavior and needs while programming courses relating to these needs.

4. A through review of existing materials was conducted. Selections for each course were made using the following criteria:

a) Adult Appropriateness. Since the program population was at least 17 years old and, in most cases, 'street wise', it was necessary to look for materials which were not juvenile in presentation. This criterion was crucial since the program was structured to enhance self image.

b) Relevance. A most overused word, but in the Thresholds education context it implied that a resource material made more sense if it related to the individuals' life experiences. For example, interest among lower class urban blacks was not enhanced reading stories dealing with suburban white upper class children. Consequently, better materials were those which dealt with urban problems or black adventures.

c) Presentation Attractiveness. Again, it was important to develop task interest, increase attention span, and encourage students' motivation. For these elements to be adequately accomplished, attractive materials were a necessity. It was not possible to present materials used by the public schools since these were places of failure. Consequently, much effort was expended in

reviewing materials whose content was appropriate, for presentation attractiveness.

d) Use Multiplicity. The members in the program had very diverse backgrounds and needs. Consequently, the materials utilized had to have multiple uses. Another important consideration here was the availability of funds - not only during the project years, but the succeeding years as well. The project was then seeking materials that could be used in a variety of ways, i. e., prose, poetry, drama anthologies, while meeting the previous criteria, and being durable.

e) Adaptability to Volunteer Use. Since parts of the program were manned by volunteers the materials used, of necessity, had to lend themselves to teaching ease. In addition, much of the program depended upon individual teaching even in the class settings, therefore self teaching ease or presentation simplicity was important. See Volunteers, pp. 35-43 for a more complete description of their program activity.

f) Individual Preference. There was a human factor in the material selection process. As the reader may have surmised the criterion listed are, to a degree, subjective in nature. The material selection was a joint effort made by the Director of Education and the Special Education Teacher. The importance of this criterion is that program and their personnel differ, consequently the materials selected for the Thresholds program may not be appropriate for other programs and/or their populations. Thus, the criteria listed provide guidelines for selection which need to be tempered by the realities of program, population served, and teacher resources.

5. The final step was the combination of the preceding elements. As can be seen in the curricular descriptions in Appendix A, each course is broken down by: 1) Course Number which identified the course both by area (100's - Reading, 200's - Comprehension, Communication and Writing, Etc.). Course Identification enables quick reference to where an individual was and how well he/she did; 2) Grade Level designating the standard level of the course content and materials; 3) Course Title for quick course identification and Course Description giving a more detailed explanation of specific course content; 4) Number of Lessons designating the maximum number of class meetings. Here it must be remembered that these are lesson units which are not time bound. These units can be adjusted for individual or group differences. In short they designate content units - that is, material which can easily be handled in one setting. Finally Time which indicated the amount of time to be spent on the total number of lessons. This was, in most cases, left blank due to inexperience with the system.

OBJECTIVES

The preceding sections of this report have described the rationale and development of the Thresholds education program. This section outlines the program development using objectives as the point of reference.

First Year Objectives - July, 1971 to June, 1972

The stated objectives for the program's first year were the following as stated in the original project proposal:

1. To integrate the education program within the total Thresholds program;

2. To better understand the particular learning disorders our members have and the relationship of these particular disorders to particular teaching methods and approaches;
3. To use agency staff, project personnel, and consultants to:
 - a. Investigate and establish relations with other community resources to encourage member participation in reinforcing community activities and programs, and,
 - b. To develop appropriate training programs with other techniques enabling more effective and efficient work with the particular problems of members similar to ours.

In relation to objective one, strategies developed for implementation were predicated upon the demonstrated member need for an education component in the overall rehabilitation plan. As mentioned earlier some members needed basic reading and arithmetic simply to fill out job application forms while others needed motivation for continuing educational activities already begun. This program integration element implicitly indicated involvement of educational personnel in the main agency program and other agency personnel in the education program.

The on-going strategies, which have continued over the two year grant period, required project personnel participation in the agency's regular new staff orientation and training program. In this way project personnel quickly became familiar with the agency's goals, purposes, and techniques. Project personnel were better able to relate the education program to the on-going agency rehabilitation program.

Teachers and aides were also included in the agency's weekly staff meetings, both to secure information concerning students and to proselytize the program generally and to give feedback concerning specific program members.

Additionally the education personnel were included in staff team meetings to better enable realistic rehabilitation planning to take place for each member. Through these activities the education program was seen as an agency commitment and the education personnel became an integral part of the rehabilitation team. The education staff were able to support member progress in other program areas and the education program was accepted and supported by the total agency staff.

Project classes were also integrated into the total program through the use of inter-locking scheduling with regular agency program and on-site classrooms. When the agency purchased a new building, part of that structure was to be reconverted for an expanded education program. The effect of both the scheduling and on-site classrooms was to make the education program as visible and as important as any other program element.

Part of the whole plan of integration into the total agency program was to enable the use of indigenous support activities through scheduled consultations and feedback between staff workers, project staff and members. This aspect was especially helpful in the initial stages of a student's inclusion in the education/program when the contract was drawn between the education program and the student. All elements of that contract were known to the worker as well, consequently enabling all parties to work with mutual goals and respect for each other. The supportive net-work built around this concept was invaluable to a member's progress, not only in the education program but in relation to the total rehabilitation plan.

The utilization of both vocational placements and social rehabilitation

groups as reinforcement for the on-site education program was extremely helpful to the education program. Courses were developed which dealt with finding a job, independent living, personal hygiene, and various aspects of everyday life--the Be Informed series. These courses paralleled on-going activities in both the vocational placement area and the social rehabilitation groupings. Again, the agency was able to co-ordinate supportive efforts toward the individual member's rehabilitation.

Strategies for the second objective involved the use of Thresholds' facilities to house two classrooms, thus encouraging member motivation through demands placed (and reinforced by other program elements and personnel) in a familiar setting and, at the same time, decreasing the consequences of failure in the learning process. The members soon saw the education program as another part of the total rehabilitation program, through the setting and through the contractual arrangements made. All efforts then were directed toward a successful experience and the contingency of failure was not possible as it might have been (and in many cases was) in the public school setting. In addition, we were able to generate and integrate more information about the disorder and the effect of various program elements on this disorder. Consequently, more variables were introduced into decisions surrounding particular disorders and their symptomologies.

Through the use of various combinations and permutations of class size, personnel, and techniques we were able to either group members into like type groups or isolate those whose disorders were such that they could not tolerate any form of grouping.

It was hoped that this would enable the generation of predictive information relating disorder to classroom success. At this point we are unable to indicate any significant correlations between these variables.

Another project concern was to attempt to maximize learning to optimum conditions for those with mental or emotional disorders. The results are again, inconclusive in this area but do indicate that the major element in the learning situation among the mentally and emotionally handicapped is the development of trust and rapport between the teacher and the student. Once this has developed then other elements, such as class size and technique are unimportant. One example of this is a young lady whose background indicated that she could not tolerate situations involving others who would be in a competitive relationship with her. Consequently, all indications were that she would have to be tutored, which was initially done. However, due to personnel changes and vacations schedules she was put into a class with others. She not only was able to tolerate this arrangement but began to participate in the group activity. Through other means (described earlier) this activity was supported and she began to develop a tolerance for groups in other program aspects indicating the amount of intergration of the education program into the total agency program.

The strategies for the third objective (contained in the description of the third objective) are contained within that objective. The important element here is that this was another way to reinforce all aspects of the program. Through involvement with the community or persons from the community in the education program, the agency was able to re-introduce persons into the community either with additional skills or into groups that were reinforced and supported in the education program, i.e., classes in adult education in community settings.

Second Year Objectives - July, 1972 to June, 1973

Major objectives in the second year included:

1. To continue efforts in intergrating the program into our agency;
2. A greater emphasis upon development, implementation, and testing of techniques and methodologies designed for the particular problems of our population;
3. To test the use of standardized instruments with a populatica of ex-mental patients or those extremely emotionally disturbed; and
4. Dissemination of Information.

As can be seen from the discussion of first year objectives the intergration into the on-going agency program was quite successful. Agency staff, by the second year, was heavily involved in the assignment of persons to classes. There were weekly staff progress reports, and the education program personnel were all assigned to teams. Additionally, there was provision for inclusion of the education program in all staff meetings and on all staff decision making committees. Finally, the education program (i. e., provided curriculum and materials for many of the vocational and social groups in the agency).

The success of the intergration was due, in part, to the hiring of an exceptionally gifted and experienced special education teacher who structured the curriculum and taught late afternoon and evening classes. In part the effort of the Director of Volunteers who secured many professional people to serve on the teaching and tutoring staff, and the increased time (from 10% to 50%) for supervision of the Director of Research and Education. All these elements aided in quickly enabling the staff to see the education program as a professional program whose goals and methods of operation were visible and easy to understand.

(27)

Appended to this report is the first manual developed from the program (See Appendix A). Included in this manual is the curriculum outline which was the breakthrough in implementation of the project. The simplicity of the curricular development (described earlier on pp. 17 to 20) was, perhaps, its most salient feature. The key to the program's success was contained in the concepts of completion and success, which have been adequately described earlier in this report. Consequently, we constructed a modular curriculum which provided task completion and insured success. Through the modular curricular development the program could state definite completion dates to the members and allowed the opportunity for promotion to a higher class while still retaining the same content.

The earlier program concern for investigating specific kinds of class size, personnel and methodologies was less productive than the advent of a curriculum predicated on completion and success. In the results section this difference will become much clearer. It is, at this point, significant that the class attendance in the second year was higher than the class attendance in the first year. The number of courses completed was higher, on the average per member, in the second year than in the first.

Interest among education staff personnel indicated a concern for testing standardized instruments with a population of ex-mental patients or persons who were extremely emotionally disturbed. Since these are used in many cases (particularly I.Q. tests) in determining where and what kind of education a person should receive the Thresholds staff was interested in validating their use among known emotional or mental disorders. The experience of this program with

standardized tests did not indicate that this line of reasoning be pursued much farther. As can be seen in the section on results, the tests did not tend to get to the issues that were helpful to us. The validity and reliability on our population was highly questionable. The assumption which intended to be supported by our results was that the tests could not be used with any degree of confidence since the test population could not, in any way, be compared to the normal normative population.

A result of this inability to use standardized tests did lead us to the development of the following procedure for the Thresholds program. It was undesirable to place persons in the program without some knowledge of potential or baseline data. Consequently, the Thresholds education personnel developed the evaluation instruments found in Appendix B. Each new intake into the Thresholds agency was interviewed by the education staff using the instruments in Appendix B. On the basis of this interview, the persons social history, and joint worker, education staff discussions the member was either placed in the classroom program, excluded, or put into a hold category--potential user but other behavioral, symptoms needed to be controlled first. After some experience in the education program and where appropriate test batteries were developed.

Dissemination of Information was the least complete of all the objectives in the Thresholds program. There was a realization that dissemination was necessary and some work in this area was done. Plans for dissemination were (and still are) in process when the grant was cancelled. Two presentations were made during the project period, one to a conference of Special Demonstration Projects funded by Adult Basic Education held in St. Louis; and

the other to a conference of the Association of Rehabilitation Agencies hosted by the Thresholds and held in Chicago. The manual appended to this report is another effort in the area of dissemination of information about the project and its results.

Summary

The Thresholds education program during the two year grant period attempted to accomplish the following objectives:

1. To integrate the education program as an integral part of the Thresholds rehabilitation program;
2. To develop and test techniques and methodologies in relation to the particular learning disabilities of the members; and,
3. To establish ties with the community an on-going community programs through the dissemination of information concerning the program.

Program Difficulties

Difficulties encountered by the Thresholds program should be noted to enable others to benefit from these errors. There were two major problem areas in the Thresholds program which were based on erroneous assumptions during the project planning period. During the initial implementation stage these assumptions proved totally inaccurate. During the planning the Head Teacher position was written with the qualifications that the individual have a Master's Degree in Special Education or equivalent experience, some experience with emotionally handicapped and/or behavior disorders, a flexibility of style, and, if possible, licensed by either or both the State of Illinois and the Chicago Board of Education. Part of the accreditation and licensing procedure in Illinois includes licensed teachers in the program.

During the search for qualified teachers the Program Director contacted the Chicago Board of Education, Illinois State Board of Education, Teacher training institutions including Northeastern and Northern Illinois (the two largest in the state), several professional employment agencies and also ran newspaper advertisements. The primary assumption (which later proved erroneous) was that there existed an over supply of competent hireable special education teachers in the Chicago area. This did not prove the case. Quite the contrary, there existed a dearth of persons meeting the Thresholds program qualifications.

It is the program staff's belief, in retrospect, that the single most important variable in hiring competent personnel is not credentials--that is educational degrees and/or licenses, but the teacher's empathy. Without the ability to develop empathic relations with the kind of members in the program there is very little opportunity to test the assumptions concerning completion and success. It has been the Threshold's experience that, although the members have undergone some form of mental illness or emotional disorder they maintain high levels of suspicion and perception. Indeed it may be because they have undergone the disorders and consequent institutionalization that these areas are heightened. Unless individuals possess the ability to combat this suspicion in an adult empathic manner, very little in the nature of learning will take place. In this respect, then, understanding the membership becomes critical and sets this program apart from other special adult education programs.

The hiring efforts then were curtailed somewhat by the inability of applicants to satisfy program qualification requirements. When personnel were interviewed who satisfied the program qualifications the salary listed was found

to be non-competitive in the Chicago area. This non-competitive element obviously stems from the lack of supply of qualified personnel in the labor market. The estimate for the twelve month proposal period was some three to five thousand dollars higher than the salary listed in our proposal.

Two recommendations are in order at this point. First, any like type program should carefully survey the competitive area in an attempt to ascertain the job market and supply. This is a critical point for successfully implementing an educational program calling for specialized skills. The result of negligence in this area will not only affect the program implementation timing but, will also affect the type of program that can successfully be run. Second, projects should include in their surveys competitive salaries. It is well worth the extra effort extended in this area to insure efficient effective program.

The second major area of difficulty centered around the target population. Based upon data collected in the agency prior to the writing of the project (which was projected to the entire population including future agency population) it was anticipated that the area of difficulty for the population majority was the basic skills area. It was stated in the original proposal that population average reading level was fourth to sixth grade. By the time the program was funded the average reading level was between eight and ninth grade and showed every sign of increasing (which it has done). Consequently, much of the earlier effort expended toward planning a program for fourth to sixth grade level students was inapplicable to the population to be enrolled.

This difficulty occurred primarily due to a rather dramatic, certainly significant, change in agency structure over a period of four years, but which was most dramatic in the nine months preceding grant funding.

In 1970 the mean population age at Thresholds was 40.3. In 1971 the mean age had dropped to 29.3 and in 1972 the mean had dropped further to 27. The lowering of the mean age meant that more and more young persons were coming into the agency and at the same time the chronic patient (the mental patient who has an almost unbroken series of hospitalizations) was being referred elsewhere. Consequently the Thresholds population was increasing with members who had not been hospitalized at all or who had experienced only one or two hospitalizations. Most of these younger members also had progressed farther through the public school system. Consequently, as the average age decreased the average grade level increased. Thus, the education program was not only experiencing difficulty in hiring teachers, but also had a program which was inadequate for a changed and changing population.

Although these difficulties plagued the Thresholds program in its early stages they did prove to be beneficial in the long run. The unanticipated difficulties had the short range effect of delaying efficient implementation of the educational program. The long range effect, however, was to cause the program planners to re-think, restructure, and reorganize the type of program which would be most successful with the changed Threshold's population.

Program Changes

Initially the project was envisioned as teaching basic skills--reading and arithmetic--to a mentally ill or emotionally disturbed population enabling them to attain a functional level within the community. Once changes in population education average were discovered the program focus changed. Heavy emphasis was placed upon surveying the population more thoroughly.*

* The result of this survey can be found in the results section of this report.

This was undertaken and completed within the first three months the program was actually in operation. The original survey included motivational and attitudinal variables rather than educational variables. At this point the concern was to review the population needs to enable establishment of a productive program. In addition to the survey form each member's intake form citing prior education was reviewed. On the basis of both the motivational-attitudinal measures and past records members were categorized as to both need for the program and motivation toward the program.

Once the surveys were completed* the effort turned toward development of an adequate curriculum, appropriate methodologies and techniques, and flexible structures enabling the maximum numbers of members to take advantage of the education program. The survey itself changed as program emphasis changed as can be seen by comparing the first survey with the current survey in Appendix B .

Curriculum development became more and more important as the program progressed and experienced some success. During the first operation year** the head project teacher left. The project was confronted with an adequate but inexperienced teacher whose skills did not extend to curricular development and administration. At this point, during July and August 1972, the curriculum contained in Appendix A was developed and implemented in September 1971. The developmental process is described earlier (pp.14 - 20) in this report. Once this curriculum had been established the project had taken on new dimensions and began to become more functional and meaningful to the agency and the members.

Volunteer Program Need

During the project's first three months it became apparent that much of the program's success would be determined by the successful vigorous recruitment, selection, training and supervision of a dedicated group of volunteers. The job confronting the Thresholds was much larger and more varied than anticipated and commensurate funds to accomplish project tasks were not initially available.

Thresholds had successfully utilized volunteers in its social program as group leaders and social placement volunteers--that is, companions for members with the goal of re-integrating the member back into the community. This program, although proven worthwhile, had never been a major responsibility for any Thresholds staff person. The dramatic increase in volunteer need--as teachers, teachers aides, and tutors--consequently increased the need for a Director of Volunteers.

In addition the membership average age was decreasing and the need for more healthy peer relationships, was evident. Many times peers can develop better and quicker peer relationships than can older experienced social workers.

*Since Thresholds averages between thirteen and eighteen new members per month the evaluations are on-going and theoretically never are completed.

**Operational year as used in this report designates a period from September to September as opposed to a fiscal year. Due to the lateness of the program start, the term operational year as defined, better defines the program time periods.

The basis for relationships seemingly increases the closer the age of the participants. At the time there also existed an urgency to accomplish program development and implementation due to the un-anticipated difficulties in start - up.

Director of Volunteers

In light of these mentioned factors funds were requested and granted for a Director of Volunteers.

The Director of Volunteers' responsibilities were:

1. to recruit and select appropriate volunteers;
2. to train, with the education program, volunteers to respond to Thresholds members' needs in the Education Setting;
3. to give general agency orientation and supervision to all the volunteers, and;
4. to disseminate information concerning the Thresholds program to other community resources.

Volunteer Training

Volunteer training was determined principally by their program function. In keeping with the general Thresholds philosophy of rehabilitation, social placement volunteers, social group leaders, tutors, teachers' aides and teachers are all equally important. The training responsibilities were divided between the Director of Volunteers who trained in general agency orientation while the Educational Personnel provided specific program training and supervision.

The volunteers in the Thresholds Basic Adult Education Program then, are trained in two ways; first they are introduced and integrated into the total agency program through involvement for a short period of time under the supervision of the Director of Volunteers. Secondly, they are trained in a specific function by the person who is directly responsible for their supervision in that particular program, i. e., tutoring. The intent of this methodology is simply to introduce the volunteer into the agency, establishing a rapport with the membership and easing the comfort of the volunteer in a new situation. At the same time we are attempting to sensitize the Volunteer to the particular problems of the members in terms of education. Thus the volunteer at the end of the training period, which generally lasts for about three to four weeks, is well equipped to deal with particular kinds of problems found in the agency as well as to impart educational material to the specific member.

In some instances where the volunteer has particular skills, small group classes for that volunteer have been developed in the areas of literature, math., and grammar. The volunteer program is structured so that we can get the maximum benefit from the volunteers. At the same time, there is an obligation to the volunteer that some worthwhile experience from the program should be forthcoming. Consequently, a highly structured volunteer program, that is, close supervision, close communication between the volunteers, the teachers, the Director of Volunteers and the supervisor of the program, and a learning situation between the volunteer and the member becomes a reality. The volunteer can learn as much from the member as the member can from the volunteer.

The specific requirements and training for Volunteers in the Education program follows:

The general requirements for a volunteer, prior to assignment in the program are: three Thursday night orientation meetings with the project teacher; a minimum of one full day in the Thresholds rehabilitation program (more if the volunteer's schedule permits) to familiarize the volunteer with the program, the agency staff and the members; and a specialized commitment to the program.

The orientation and training weekly volunteer meetings are structured to provide the volunteers, as a group, not only training and supervision, but support and creative opportunities.

The training and supervisory session consists of the following:

- 1. Discussions about the population, including general program goals and the needs and goals for the individual members.**
- 2. Opportunity to raise problems and questions about any aspect of the program or the responsibilities assumed by the volunteers.**
- 3. The brown envelope section which holds the lesson plan for the students. Each volunteer goes over the lesson plan, including highlights and stresses, with the teacher enabling the teacher to provide the best possible help to the volunteer. The project teacher makes a judgement based upon test scores and observations as to which volunteer is best able to accomplish the program goals with each individual enrolled in the program. This "fit" is continually evaluated during the course of the relationship.**

4. Individual supervision takes place immediately after the class session. This procedure enables the project teacher and volunteer to evaluate the session both in terms of the specific lesson plan and the long range individual goals. At this time the volunteer and teacher re-evaluate goals and work out whatever problems have developed.

5. Each volunteer is visited at least once a month by the project teacher during the tutorial session. Any advice, techniques, and problem solution is then handled in the post-tutorial session.

No volunteer is assigned a class until they, in the project teacher's judgement, are familiar with the total program, the educational phase of the program--specifically goals and procedures, and an appropriate class is available. The projects' records enable periodic progress evaluations, and perhaps more importantly, relate relationship success to past individual history. In this manner information can be fed to other parts of the program; i. e., social placement volunteers.

The volunteers are encouraged to spend as much time as possible in other agency program phases.

Volunteer Contributions

Below are three examples of ways volunteers have aided in the development of Thresholds' program.

1. Volunteers are teaching in the classroom program, --the program also utilizes students (who received course credit at their university for participation). There was an awareness that an opportunity to increase these students' problem awareness and their ability to work with maladaptive clients was available.

In this respect, when the project teacher found a volunteer who had the skills and general positive attitude, there was an effort to expand the volunteer's skills, that is, structure of classroom, lesson plans, expectations, etc. In this case as a classroom aide the volunteer's capabilities and skills were increased and a more highly individualized classroom situation was provided.

2. A second example of expanded volunteer utilization was again found in the classroom setting. Some volunteers were trained in the use of audio-visual equipment. Taking advantage of these particular skills and also experimenting with different techniques a program of filming classroom meetings was undertaken. This served several purposes; first, as an immediate reinforcer for the student via instant replay, second, as a training aid for the project teacher and volunteers, and third, as a research tool enabling an objective and through evaluation of the classroom process these avenues(although not totally successful) probably would not have been available without the volunteer's particular skills.

3. The third example of volunteer creativity was the development and implementation of two reading groups involving three to five members. Each of these members had at least one year of college (this was not necessarily a requirement for the group, but it was the reason the group began and all were between the ages of 19 and 24. All were able to grasp ideas, concepts, and theories and to articulate these, but they were unable to make the transfer from idea to practical application. Through the group it was observed that the member would, while ostensibly discussing style and content, engage in personalizing the material in a therapeutic manner.

One of the basic concepts we were attempting to test was whether clues to the individual's behavior through his perception of the material being read and discussed could be uncovered.

The program was an experiment to see whether the education program could be used as a therapeutic tool, and, if so, how. Secondly, the information gained from these sessions (that is, behavior information) was fed back to the individual case worker by the project teacher and in this manner did become a vital part of the rehabilitation plan for the member. Third, the information was discussed by the workers to become more sensitive to behavioral cues. Finally, through close supervision, the project teacher was able to collect more information to be fed into the education program evaluation.

It is concluded that the volunteer program, although not yet ideal, has become a vital part of the total education program, particularly as it allows imaginative and creative program expansion which otherwise would not be implemented.

Volunteer Population

The volunteer population initially consisted of five students serving as teachers' aides, three students and two community members serving as tutors, and one student as teacher. As can be seen the volunteer program had initial success recruiting students. Of the first group of nine students five received course credit for their work.

During the second project year the program expanded to the evening Thresholds program, the volunteer population changed. During this second year ten evening courses were introduced, three taught by two students, and seven by professionals including a college associate professor

(who stayed one year and taught a total of four courses), a Division of Vocational Rehabilitation counselor who has taught a special course two times, and two community members who taught two courses. In addition the program had the service of a speech therapist for the past year. There were three students (one a seminarian) who worked as tutors and aides for one semester each. Currently, there are two Special Education Students from Northeastern University working in the program receiving credit for their work. The population has been varied and the program has attempted to respond to each volunteer's talents.

Consideration in Volunteer Use

The Thresholds experience with volunteers has been an excellent one and the following suggestions stem from that experience. It is anticipated that these suggestions will be helpful in setting up any volunteer program.

1. In developing programs consider the particular uses for volunteers in the program.
2. Define each volunteer task including the time involved and the supervisory chain.
3. Do not solicit volunteers until such time as tasks are available for them. In this manner volunteers do not get lost in the shuffle of day to day running of the agency.
4. Set up specific criteria for volunteers, limits and expectations and train the volunteers in relation to the criteria.
5. Hire a Director of Volunteers whose responsibility is for the total range of volunteer concerns and who had direct access to agency program, staff, and administration.

The Director of Volunteers at Thresholds is a full time job and it is suggested that the time consumed in community contacts, recruitment, training, and supervision warrants the full-time status.

RESULTS

Testing

Standardized tests were attempted three times during the first two program years, although agency attitude was against any standardized measure. Reasoning was simply that all standardized measures are normed against a normal population. This in itself is reason for suspicion, however other elements were experienced in the formulation of that judgement. Most of the Thresholds members (as noted earlier) have either been failed by the public schools or have been out of the schools so long that the confidence in their abilities has been shattered. Their life patterns since their last experience in school have been consistent failure after failure. The result of this is a complete lack of interest or motivation toward educational lack that sets them apart from other persons and which epitomizes their failures. In addition many members are unstable from first entry into the program and tend not to be able to concentrate on the structured battery. Many times this is a function of some symptomology of their illness, i. e., hallucination, or a reaction to medication controlling symptomology.

For these reasons the project developed a quick survey in reading and arithmetic found in Appendix B which are now the testing program basis and which are constantly being re-evaluated. These surveys will be discussed at greater length later in this section.

Initially, eighty-two (82) members were surveyed in an attempt to determine member attitudes toward the program as well as perceived need for the program. It should be noted here that suspicions concerning standardized tests (discussed earlier) constituted an agency bias in favor of the survey. In addition, each member's previous schooling is included on the agency intake form.

From this survey, members indicated a desire for twenty-seven (27) different subject areas, from Heidigger (one member) to English (Sixteen members). The top seven needs were: English (16), Math (12), Reading (7), General Education (7), Social Sciences (7), History (6), and G.E.D. Classes (5). Fifty-seven members were interested in the program, twelve were not and thirteen were undecided.

It was quickly discovered that the attitudinal survey by itself and in combination with the intake information did not generate any information not already available, helpful in determining type of program needs. As should have been anticipated the information generated was either what members wanted - not necessarily what was needed - or what they last remembered from previous schooling.

In December, 1971 the S. R. A. Diagnostic Test - Survey Section, Upper and Lower levels was introduced into the basic testing aspect of the project. It was felt that some letter indication of actual performance level was needed. Forty-six were selected for testing on the basis of their indicated attitudes and more significantly the last grade completed as shown on the intake form and their age. It was intended to test all fifty-seven who indicated interest, but six were terminated and fifteen eliminated by age.

Age was used as a factor only as it served to eliminate very old persons. Usually age and attitude toward education had a high correlation. As age increased desire for or attitude toward education decreased.

From the member attitudinal surveys, nineteen members were enrolled in the education program. From the enrollment N. of nineteen five were started in basic reading, six in intermediate reading, two in basic mathematics, and six in individual tutorials. Six of the eleven in reading classes also received individual tutorials.

Although the testing did appear to be beneficial in structuring the program and in determining needs for particular members, several disturbing elements were more clearly brought into focus.

First, anxiety toward the testing situation was clearly indicated in almost all cases. Part of this may have been inadequate preparation and explanation concerning the purpose of the testing situation. Attempts were made to explain that the instrument was only to find where we could best serve the members' need, but the anxiety persisted. Second, attention span was short and work was extremely slow. These elements are somewhat related and perhaps are products of anxiety, at least in part. Other explanations would have to include reaction to medication (either from taking it or not taking it), exhibition of symptomology (hallucination, etc. - see footnote page 9), or reactions to situations which in the past emphasized their inability to cope with an educational system. Finally, a general negative and pessimistic attitude toward the test was evident. This attitude was demonstrated by those who had indicated interest in the education program and had seen it as worthwhile in their situation.

In fact, many comments were made such as "I'm afraid I won't do well", or "It doesn't matter, I'm not going to pass anyway".

Only two members completed the instrument in the time allotted. For many, the testing situation had to be extended over a two to three day period with breaks every twenty minutes.

It must be concluded that the information gained from the use of the S. R. A. Diagnostic Reading Test was unreliable and invalid. No standardization of scores was possible with the normative group nor was project staff sophisticated enough or population large enough to enable any measures of reliability or validity to be run.

During, July, 1972, the project hired, on a part-time basis, a highly qualified special education teacher whose primary functions were to (1) develop a reasonable appropriate curriculum meeting member's needs and, (2) design and implement an education survey which would respond to the following basic needs: (1) that the program have a reasonably accurate measure of the members reading and arithmetic levels, (2) that the survey be short and non-anxiety producing. The following table shows the average performance level for both parts of the survey for a population of eighty-one members.

The age groupings in the Table are partially arbitrary. The agency age range runs from seventeen to fifty-five. While the sample age range is seventeen to forty-one. The sample does reflect the total Black population.

Table I points out that our sample population is not too different superficially than the general population.

		<u>Table I</u>				
Group. (17-30)	Average Age	Grade Completed	Reading Level	Math Level	Sample Size	
FEMALE.						
1.	24.4	12.7	8.8	6.1	N=18	
(30-).2.	33.1	12.6	9.8	8.1	N= 7	
(Total).3.	26.9	12.7	9.0	6.7	N=25	
Black						
1.	21.6	11.2	6.6	3.7	N= 4	
2.	32.0	4.0	3.0	3.0	N= 1	
3.	24.3	9.4	5.7	3.6	N= 5	
White						
1.	24.9	13.1	9.1	6.6	N=14	
2.	33.3	14.0	10.8	9.0	N= 6	
3.	27.5	13.4	9.7	7.4	N=20	
MALE						
1.	22.1	11.0	7.8	7.2	N=47	
2.	34.6	13.1	8.6	5.6	N= 9	
3.	24.2	11.4	7.9	6.9	N=56	
Black						
1.	19.3	10.4	5.2	4.8	N=12	
2.	37.6	14.5	8.6	3.3	N= 3	
3.	23.0	11.2	5.9	4.5	N=15	
White						
1.	23.1	11.3	8.7	8.0	N=35	
2.	33.2	12.4	8.5	6.7	N= 6	
3.	24.6	11.5	8.6	7.8	N=41	
Black						
1.	19.8	10.6	5.5	4.6	N=16	
2.	36.2	11.9	7.3	3.3	N= 4	
3.	23.3	10.8	5.8	4.3	N=20	
White						
1.	23.6	11.8	8.8	7.6	N=49	
2.	33.3	13.2	9.7	7.8	N=12	
3.	25.5	12.1	9.0	7.6	N=61	
Total						
1.	22.8	11.5	8.0	6.9	N=65	
2.	34.0	12.9	9.1	6.7	N=16	
3.	25.0	11.6	8.2	6.8	N=81	

In general, reading levels are approximately three and one half years behind grade level and math levels are some five years behind grade level. The agency Black population reflects the general neglect of Black populations in the public schools.

The total Black population is some three years behind the White population in reading and three and one quarter years behind Whites in math. Another significant finding in the table is that 80% of the agency population is below age thirty. This indicates that the agency is beginning to intake person at an earlier age - that is, an age when the education program will have more meaning for them.

Although Blacks were significantly lower than Whites in almost all areas, the agency Black population's age is also significantly lower. This indicates that *much of the education program will be for Blacks and consideration for cultural differences must be built into the program.*

The surveys developed for the education program do serve to generate accurate information concerning a maladapted population in so far as finding a starting point is concerned. To attempt to test the accuracy of the survey results were compared to a sample of thirteen members who had taken the California Reading Survey and . members who had taken the California Arithmetic Survey. * The Education program reading survey was, on the average, 1.6 grade levels lower than the actual test while the arithmetic survey measured, on the average 2.1 grade levels high.

* The California Battery is used to determine starting level for members who are enrolled in The Thresholds G. E. D. program which is financed and run by the Chicago City Colleges.

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Due to sample size and non-controlled testing conditions, it is felt that results that close is a fair indicator of accuracy.

In summary, the Thresholds Education program has not taken any new ground on the use of standardized achievement batteries with the maladaptive individual in the population. The program did develop, on the other hand, instruments which met program and member needs adequately. The expenditure of resources necessary to develop a testing program utilizing standardized instruments is not seen as a worthwhile expenditure. The Thresholds found a better resource expenditure was in program development and implementation.

Classes

Much of the first six program months was spent, as mentioned, in the areas of teacher procurement and testing. Consequently, the class structure that evolved in this period was somewhat disjointed. No clear direction (with the exception of basic reading and arithmetic class developed, and consequently, no evaluation procedures were implemented. Basically, the education program, during this period, consisted of three classes - two reading and one arithmetic. Basic reading (4th grade level) included five members, intermediate reading (sixth grade level) had an enrollment of six and arithmetic was comprised of two members. The total enrollment included nineteen members, eight of whom were being tutored without being enrolled in any class activity. These classes and tutorials were predicated on the attitudinal survey - that is, what did the members think they needed.

It became clear that this was an inadequate program which was not moving toward the stated project objectives, at least, not very quickly.

During this period, however, the following information - later essential to the entire program development - was gathered. Throughout the first program semester, in all classes and tutorials, the average attention span toward any material was twenty minutes. Beyond twenty minutes a great deal of disruption occurred rendering continuation, without a break, impossible. Secondly, the attendance rate was extremely low - averaging 48% during this time period. Upon further study it was found that the Thresholds program was perceived by members just as the public school system was perceived - as anxiety producing and failure assuring. The program had done nothing to overcome these attitudes. Finally, the project was seen as exclusive and not open to the members' needs.

Several program changes were implemented attempting to overcome these findings. The basic program - reading and arithmetic was programmed modularly, thus allowing some break from routine and movement for students. More advanced (perhaps different) techniques were introduced into the classroom setting, and new evening classes were introduced - Women's Reading with nine members enrolled, Typing with an enrollment of five, and a Men's Reading Group with five members. At this point the program consisted of fifteen in the basic program having lost four through agency termination (3) and re-hospitalization (1) and nineteen in the new evening program for a total enrollment of thirty-four members. Attendance was still a problem although some movement was evident. Average attendance in the basic program had risen from 48% to 63% while the evening courses averaged 52% in Typing, 83% in Men's Reading and 92% in Women's Reading.

Indicated from this was a serious development of an evening program with higher level interest and motivational courses.

During the second six program months with the expansion of classes and increased enrollment permission was received to hire a Director of Volunteers, whose responsibilities included working closely with the education staff to staff new classes and much tutorial needs through volunteer recruitment. It should be noted here however that sixteen volunteers have worked in the program making significant contributions. Of these sixteen, ten were students from Northwestern University, Northeastern University and D'Andreis Seminary who received credit ranging from one course to one semester to work in the Thresholds program. Two of these nine were special education fieldwork students. Three of the sixteen have taught from courses extending over a year and one half in the program, two have taught two courses and one of the special education teachers is still teaching on a voluntary basis in the program. One volunteer was an Associate Professor at the University of Illinois, Circle Campus, one a Division of Vocational Rehabilitation Counselor, and one a mechanic owning his own garage. These are only those who have taught classes. In addition, seven volunteers were tutors working with persons whose needs could not be met by the classrooms.

The first project year ended with the addition of a second teacher whose skills were in Mathematics, a VISTA volunteer who was an accredited licensed teacher (who has since been hired on a full-time basis) and the previously mentioned special education teacher, who now had responsibility for developing the program and implementing those innovations.

Appended to this report is the curriculum manual developed for use with populations such as The Thresholds. The program's second year saw the inclusion of two major innovations: first, the development of a useable curriculum and secondly, the establishment of regular basic course hours and regular evening school hours - that is, a stable schedule.

The most appropriate method of demonstrating the effect of these innovations is the following table which shows the specific courses given grouped in general categories and the number of students enrolled and those who completed the courses. The total number of students enrolled is 62 , with 30 of those completing one course, 9 completing two courses, 13 completing three courses, 4 four courses, 3 five courses, and 3 six courses.

TABLE II

Category and Course	Enrolled	Completed
<u>Mathematics</u>		
1. Addition and Subtraction	6	6
2. Division and Multiplication	6	4
3. Fractions	5	4
4. Decimals	7	5
<u>Reading</u>		
96A Alphabet Recognition	3	3
97A Phonics;Letter Sounds	3	3
97C Supplement to 97A	3	3
98 Vowels and Consonants	3	2
100 Phonics Overview	3	2
101 Step up Reading Power (3rd grade)	6	6
102 Step up Reading Power (4th grade)	5	5
103(1)Step up Reading Power (5th grade)	5	4
(2)Reading for Concepts E	5	5
(3)Folk Tales	3	3
(5)Biography	3	3

TABLE 2 (Cont.)

Category and Courses	Enrolled	Completed
<u>Reading</u>		
104 (1) Activity Concept: English	3	3
(2) Activity Concept: English	3	2
104 (E) Let's Talk It Over	3	2
106 (1) Compass I (Short Stories)	2	2
(1G) Compass II (Short Stories)	2	1
(1C) Compass III (Short Stories)	2	1
108 Vocabulary Building	6	5
109A Beginning Short Story	2	1
E Advanced Short Story	7	7
111 Novel	9	8
<u>Comprehension, Communications, and Writing</u>		
200 A Conceptual Reading (2nd Grade)	4	3
B Conceptual Reading (2+ Grade)	5	3
C Conceptual Reading (3rd Grade)	6	5
D Conceptual Reading (4th Grade)	5	4
F Conceptual Reading (5th Grade)	5	5
H Conceptual Reading (6th Grade)	2	2
<u>Writing</u>		
400 D Sentence Improvement	3	1
E Paragraph Improvement	3	2
F Punctuation	2	1
<u>Category and Courses</u>		
Reading Improvement: Tutors & Volunteers.		
500 (3 - 7) Improving Reading & Comprehension	4	4
523 To Speak is to Communicate	9	6
<u>Social Studies</u>		
601 A Colonisation	1	1
E Slavery	1	1
620 City Life Today		
A Speaking Up	7	7
B Buyers Beware	7	-
C Housing Conflicts	7	7
D Moving In	7	6
E Getting Jobs	7	5
620 City Life Today		
F Crime and Safety	5	4
G Poverty (then and now)	5	4
I Is School Important	5	4
J Right of the Accused	5	4

TABLE 2 (Cont.)

Category and Courses	Enrolled	Completed
620 H Can Earth Survive	9	6
630 Civics		
A Politics, Citizenship, Government	5	4
B The Constitution and Your Rights	5	4
C The Federal Government	5	3

General Progress

The information presented to this point has been basically descriptive. Since there were no experimental procedures built into the grant request there are no experimental results. The following, however, indicate program effectiveness, if for no other reason than that the only education received by the sample after entry into Thresholds was the Thresholds' Education Program.

The people who have made notable, if not significant progress fall into three categories: (1) functional illiterates, (2) public school drop-outs, and (3) college drop-outs. The categories are descriptive and do not connote judgement principally since the project feels the system has failed the student rather than the converse.

The Thresholds has had two functional illiterates, both Black, both diagnosed as moderately retarded, and one with the additional diagnosis of perceptual handicap. Both had records which indicated they had completed eight grade in the public supported school system. Both these young men upon arrival at the Thresholds were diagnosed by the education project staff as functional illiterates with any perception or retardation stemming from emotional disorders.

The approach taken by the project staff was to interview both young men with their parents (in both cases this meant the mother). The interview situation was candid, open, and sincere. In both cases the staff presented its analysis of the situation, including precisely what the project was prepared to do and what was expected from the student and from the parents. The individual programs planned for each young man was explained. The end result was a commitment from both parties to a contractual arrangement.

In case A, the young man was belligerent, hostile, and suspicious. He could not ask for help and did not want to recognize his inadequacies. He could not read bus numbers enabling him to come to class yet could not tell the staff of this difficulty. When tested in 1971 at the hospital, his grade levels for Reading, Spelling, Arithmetic, and Expected Grade Placement, were 1.5, 2.2, 1.5, and 2.8 to 2.9 yr.- olds, respectively. His I.Q. was 43 and his diagnosis was as a moderate retardate. After completing six months in the project, he was retested at the hospital and his scores were Reading - 1.8, Spelling 2.2, Arithmetic 2.5 and Expected grade level 3.6 to 3.9, and his I.Q. was 69, an increase of some 26 points. This indicates an improvement from .3 in Reading to 1.0 in Arithmetic grade levels in six months. Although he does not yet write, he is reading whole books, dictates stories and poems demonstrating his sensitive nature and the frustrations of his earlier years. He is now helpful, pleasant, communicative and smiles quite a bit.

Although not as dramatic, the second young man had made as significant progress with a more secure handicap.

There was no test data available for this young man due to his reversal of words and numbers. His perceptual handicap (reversal) apparently occurred when he was five (currently eighteen years) after observing the death of his brother. This young man spent approximately one year in the project. At the end of this time he had no difficulty in recognizing letters, numbers, and words. He could print both numbers and letters, had learned sounds, and was beginning to read pre-primers.

Progress in either case could not have occurred without the initial contract or without the full co-operation of the agency workers, the students and their parents. The uniqueness of the Thresholds project is that it encompasses help in a number of areas at the same time. Emotional problems can be handled immediately while a sincere concern for students prevades the project. Successes such as those mentioned are possible only through total agency commitment.

The secondary category - public school drop-outs-includes those who left school anywhere from fourth grade to the middle of the eleventh year.

The project's approach differed in every case but the following similarities were evident: (1) Individualized programs including classwork, individual counseling, and flexibility are critical. For example, some members cannot stand to be in groups, others may not be able to operate alone, while others may need physical activities to enable them to use up their excess energy. (2) A close liason with the caseworker is essential since in most cases the problem is one overlaid with psychological or emotional difficulties. (3) Clear expectations must be stated and limits set.

Once expectations are met they must be raised thru mutual agreement of the project and student. Responsibility for the progress made lies with the student. In the public school drop-out category, the project has had one student advance three grade levels in reading and two in math. A new G.E.D. program has been started enrolling thirteen members, six of whom are from the education project classes, one project student has completed successfully the G.E.D. and is enrolled in college while another is currently finishing the G.E.D. testing. One student who was re-hospitalized is working on her studies in the hospital and eagerly looking forward to returning to the program. Finally, one student whose reading level was grade 4 and math level at about grade 3 or 4 recently was accepted to the Chicago Board of Education Double E Program (Education and Employment). This program is a competitive entry program and the Thresholds' student placed second in English and fifth in Math from a group of forty-five applicants.

Among the college drop-outs-those in the Thresholds program who would enroll in the evening courses - one had returned to college and received his degree while another student is currently in the middle of her second year at the University of Illinois, Circle Campus. Her first year was a success by anybody's standards. She received an A-average. Part of her success was the availability of one of The Thresholds volunteers on the faculty at the University. Through the association of both in the agency, contact was made and an informal advisor-counselor relationship was developed to the extent that the student served as the professor's aides in one of the Thresholds classes! Finally, two other students have enrolled in college courses as a direct result of the Thresholds Education program.

In summary then, the project can take credit for two successes in the area of special education, has been instrumental in significant improvement for eleven others, and has been an encouragement and support for four students in higher education.

During the first six months, the program served nineteen students. This total increased by fifteen to thirty-four in the second six months. The second year increase was even more dramatic with sixty-three persons enrolled in all parts of the program. The two year total then is ninety-seven different students. This total includes all aspects of the program including those who have taken only one "interest" course.

Forty-two of these can be considered "full-time" students. Twenty-six percent (17 students) have made significant progress in the school.

Program Relation to Objectives

It is the project staffs' view that the project met all objectives stated in the first and second year proposal*. Two exceptions can be noted, in the first year objective 3 a - investigation and establishment of relations with other community resources and objective 4 in the second year - dissemination of information. The text of this report speaks to all other objectives stated.

Since the end of the federal funding period the Thresholds has established liaison and a contractual tuition arrangement with the Chicago Board of Education.

*These objectives are stated and discussed on: first year pp. 22 - 24 and second year pp. 25 - 27 .

The Board has a program designed to meet its obligations for education for all residents of the State less than 21 years old. This program provides \$200 per month tuition for alternate education programs. The Thresholds has had payment for one student and seven others are currently in the process.

Perhaps more importantly is a meeting hosted by The Thresholds which all Board of Education Task Force social workers attended. This meeting was designed to serve several purposes: (1) to establish a working relationship between Thresholds and Board of Education members most likely to be amenable to that relationship, (2) to provide the Board of Education information concerning an important alternate education source enabling them to refer students to The Thresholds, (3) to gather information concerning Board of Education procedures, and (4) to disseminate information concerning the program. Stemming from this meeting a new description of the program will be circulated. The Thresholds is a program which is unique, in the State of Illinois. It is one of the very few education programs attached to and a part of a rehabilitation agency. Taken by itself the education component is not particularly unusual, it must be taken in the context of the entire program of which it is only one component.

Conclusions and Implications

The major conclusion from this project is that it worked! The results contained in this report demonstrate that the Thresholds has accomplished wholly or in major part all the objectives stated in the proposals. The program has gone far beyond the accomplishment of objectives. It is fair to say that the Education program added an essential element to The Thresholds and its attempts to serve a rehabilitation function for post-hospitalized hospital patients.

Conclusions and Implications

(Cont.)

The second conclusion drawn here is that the original project purpose, "to encourage and enable the mentally ill and/or emotionally disturbed person to utilize educational programs to become more employable, productive, independent and responsible community members," was accomplished. This is not to conclude that the project staff is satisfied with the accomplishments, but it does strongly suggest that the program did have success with a significant number of individuals whom the public schools had given up on. To be able to claim a college graduate and two high school graduates, plus all the other significant progressions the program can claim, is a feat to bear proudly.

Third, the standardized test is misleading when used with maladaptive individuals. Thresholds has had similar experiences with standardized instruments in other projects. Those results were confirmed by this project. Additional testing needs to be done in this area, but it should be done with the recognition that one cannot assume normalcy in the population which current instruments tend to do. In many cases improper use of standardized instruments can be damaging to the individuals' lives, i. e., the project student who was labeled "moderately retarded" through the use of these instruments. Had the Thresholds accepted this result, this student would have continued to be shunted from one program to another without acquiring the opportunity to become productive.

Small individualized classes are essential for programs similar to this project. As can be seen from Table 2, pp. 52-54, none of the project classes exceeded nine in size with most between three and five in size. Again, it is important to recognize that populations similar to this projects' are

eligible for projects such as this principally because they cannot handle the public school system. To duplicate this public school system in projects would accomplish little. Individualized attention has long been recommended by educators for special education classes.

The use of module construction in curricular development enhances the project's ability to individualize the educational process. This type of construction enables symptomatology to be considered in structuring the individual's program as well as better utilization of project resources. Careful survey of population needs is also a critical part in the program development. The Thresholds project has developed a systematic approach to this problem which is exportable to other like type populations.

Finally, it is concluded that the success of this program is due to careful integration of the Education program into a total agency effort. Unless the project and its members are supported in other life aspects and resources are available for problem solution, the education component will be no different than any other school setting. Each member in the education project was taken into the total Thresholds program and assigned a caseworker. Without this procedure the member would have been floundering in yet another educational system.

Although this project was denied third year funds as being too local in scope, it is the project staff's opinion that the success of this project had implications in many areas - not only mental health facilities. As long as education is held to be important in the society programs such as this project have a vital responsibility to the project populations.

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The Thresholds did not develop significantly new or different technologies or methodologies, but the project did take existing resources and develop a successful educational system and may have broken new ground in the field of rehabilitation agencies. The Thresholds commitment to providing equal opportunities to its members has dispelled some of the stigma carried by the mentally ill and/or emotionally disturbed.

There are mental health departments in all states, as well as the Federal Government's department, which could implement on a larger scale co-operative projects with Departments of Education similar to The Thresholds project. Exportation of this projects' methods and results is indicated by the projects' results.

Projects such as The Thresholds, if the results are used, have implications for reducing the stigma many maladaptive individuals suffer under. The demonstrated progress this project experienced, under less than ideal conditions, indicates the potential resources for successful rehabilitation for maladaptive individuals back into useful fulfilling lives in the community.

No demonstration or research project is complete without the admonition that more research is indicated. Apart from being a humble admission of inadequacy this admonition is seen as a call to the concerned to pursue a promising course. Unfortunately, it is rarely heeded particularly by those who write the words. It is pleasant to report that The Thresholds is continuing the program and is attempting refinement of its goals and its procedures. As mentioned often in this report, the commitment toward The Thresholds membership is total and promising opportunities and experiences are being pursued.

Appendix A
Curriculum Manual

**CURRICULUM DEVELOPMENT
MANUAL
FOR
EDUCATING THE EMOTIONALLY DISTURBED**

**The Thresholds'
1153 N. Dearborn
Chicago, Illinois 60610**

**Lois Altschul - Project Head Teacher
Edward Minister - Director: Education &
Research
Jerry Dincin - Executive Director**

This manual is a product of an experimental and demonstration project funded by The Division of Adult Basic Education, Department of Health, Education and Welfare under Grant Number OEG-O-71-4403(324). The manual is designed as a guide for structuring basic education programs for former mental patients and emotionally disturbed persons.

In some respects the manual is atypical, but so then, is the population it is intended to serve. The manual includes parts of The Thresholds philosophy, which is necessary for understanding the conceptual framework in which our program was developed. The construction section includes the over riding conceptual framework around which all courses were structured. It is these two elements which will enable the reader to implement the curriculum contained in the remainder of the manual. The curriculum section lists all the courses we have developed, including a brief description, grade level, and number of lessons. The basic educational mode used in the curriculum development was the modular concept. The reason for this is explained at length in the manual's text.

The Thresholds invites the reader to read the manual and if so moved to revise and change areas more appropriately to the situation for its use. The success of The Thresholds' approach is explained in the final report on file with The Department of Health, Education, and Welfare. Finally the manual was designed for use - not necessarily in its present form - but, in the hope that the Thresholds' efforts would expedite and encourage efforts with this very special population.

The authors would be remiss if we did not cite several special sources of help in this effort. Space prohibits listing all those whose efforts in some way made this project possible. We are, however, indebted first to The Division of Adult Basic Education for the funds which provided the opportunity, to Mr. John Solieu our first project officer for his insightful critiques in the early stages. We are also indebted to Mrs Mary Irene Pendell for the encouragement and support, to Mrs. Myrna Hugi for her efforts in our behalf. A special thanks to Mr. Eldon Schultz from Region Five for his continuous response to our needs.

In addition our thanks to Mr. Jerry Dincin for his support as Agency Director to the project and thanks to all the staff-past and present-at Thresholds who struggled with us. Our volunteer group made the project work.

But, our very special thanks is saved for our students whose patience and perserverance and success are our real reward. Finally, my thanks to Lois Altschul whose conceptualization, dogged persistence, and sensitive warmth really made the whole project possible.

Edward B. Minister, ED. D.
Director of Education and Research

CONTENTS

Introduction.....	i
Conceptual Framework.....	1
Needs Considered in Program Development.....	2
Basic Program Consideration.....	3
Material Selection.....	6
Curriculum; Reading.....	8
Comprehension.....	17
Communication.....	19
Writing.....	20

Conceptual Framework

The Thresholds is a rehabilitation agency located in Chicago working with former mentally ill and emotionally disturbed. Basic to the Thresholds operation is a total involvement in the individual's life through the use of a positive milieu. The program is designed to re-integrate members into the community through development of a positive self-image, which implicitly includes self-acceptance, and problem solving techniques. Every Thresholds activity is designed to enhance individual performance through successful problem solving and to encourage members' attempts in new areas - whether it is work, social activity, or medication.

One lack in the program was an education experience which provided opportunities to develop new interests. The implementation of a functional education program that was a meaningful milieu contribution was difficult to even envision. In looking at the total Thresholds program two consistent elements were teased from the total program data. These elements became the basis for the education program and also were consistent with other program concerns. Not only were they consistent with other program concerns but they were also reality based and consistent with an assumedly normal society. The first of these elements was completion related to task and the second was success.

All persons need to finish tasks and to see the end of activities. For persons whose existence for the past several years has been one of unending frustration, failure, and in many cases numerous rehospitalizations the need for completion becomes even more crucial. The cycle of illness or disturbances can be broken through a series of completed tasks.

Coupled with the necessity of completion is the notion of success. Completion alone can be a successful activity, particularly initially, but real progress comes only through the ability to see movement. Success experience becomes part of an individual's pattern in various ways. It cannot become part of the pattern if it has never been experienced. As with completion, the success experience becomes a rehabilitation tool in itself if and when it is experienced. The Threshold's concern is to eliminate the if of completion and success and concentrate on the when.

Needs Considered in Program Development

In developing an educational program for maladaptive individuals, several factors must be considered. A review of the Educational literature concerning maladaptive youth indicates one of the major difficulties encountered in public education institutions is the inability to structure the learning situation to the needs of the maladaptive - that is, the short attention span of the person and their inability to concentrate inhibits learning activity. It is suggested here that these inabilities are caused by non-response to their academic deficiencies and to the lack of consistent structure including realistic expectations and firm clearly understood limitations on behavior. It is not suggested that one be tyrannical in these expectations or limits, but rather variations in both activity and time spent in activity can accomplish structural needs. Consideration then, must be given to the particular structural as well as academic needs of the student population toward which the program is directed.

An additional consideration for the Thresholds program was to develop a program which was both functional in its own right and which supported and

complimented the total rehabilitation program. This particular need for a functional educational program was necessary. The case for this need was met through an extensive survey of the existing population and a continuation of that survey for each new intaken member.

Basic Program Construction

Given the stated problem, agency conditions, and member needs, a modular construction was used to construct the curriculum. The modular construct advantages appeared ideal for The Thresholds' population.

Modular construction permits tremendous flexibility in scheduling and allowing new time frame perspectives. The attention span and concentration abilities possessed by the clientele can determine class length. Modular construct also permits a lengthening of time periods to commensurate with increased expectations placed on the students. Initially, The Thresholds program used twenty minute modules and designed course content in conformity with the modular time frame.

Once time frames have been established, the curricular development follows a logical sequence in development. The academic abilities and need of the students, once identified, constitute the range and basis for course construction. This manual deals with the communication arts; reading, comprehension, communication, and writing. The range of Thresholds members ran from pre-primary (illiterate) to second year college level. Consequently, the courses offered, particularly in the reading area are quite numerous.

After the determination of academic abilities and needs, the second step in curriculum construction involves dividing the curriculum offerings (in this case - communication arts) into more specific areas of concentration.

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This division is somewhat arbitrary although it relates to specific member needs and abilities. At Thresholds communication arts was divided into the following four categories and numbered for easy reference:

1. Reading consisting of pre-primary to twelfth grade level. reference numbers range from 90 to 199.
2. Comprehension with a range from second grade level to twelfth grade level. Reference numbers include the 200's.
3. Communication consisting of first grade through sixth grade. Numbers are the 300 series.
4. Writing including levels three through twelve with a reference numbering system in the 400's.

The ranges in all areas vary for two basic reasons; 1) the ranges reflected the needs of the members and, 2) the four areas, although viewed as discrete entities, are related in the learning sequence.

Each area was then divided into basic elements of that area. For example: Reading was subdivided into alphabet recognition, phonics, vowels and consonants, blends and diagraphs, and plurals. This reduction to basic elements of the skill to be taught necessarily began to relate the discrete elements (i. e., phonics) of the area (Reading) to the modular framework.

A further reduction of the subject matter consisted of dividing each element into discrete program or classroom sessions. Procedure for this was developed on a judgement basis. Alphabet recognition - that is recognition of both capital and lower case letters, given an attention span of thirty minutes was adjudged to take nine sessions for accomplishment. This gives the instruction a total minimum of four and one half hours to teach alphabet recognition.

Within each course is the flexibility to expand or contract the recommended time as individual student needs demand. In short, the nine sessions in the alphabet recognition - using the Modular framework - can consume nine one-half sessions or nine weeks. This contraction or expansion does not significantly alter the program structure, but rather allows response to individual needs.

All courses were constructed on the same basis. That is, each area was defined by need, then divided into components and further subdivided into discrete elements which were tailored to conform to a modular framework. These courses are shown in Section II of this manual.

In keeping with our concerns of both completion and success, we developed companion courses for many of our lower level courses, which are used specifically when content in the initial course has not been learned. We are then able to repeat courses without introducing the concept of failure (which has been so prevalent in their lives) while at the same time maximizing the chances of success.

These companion courses also afford us the opportunities to skip courses to account for individual differences in abilities and in material previously learned. The ability to arrange courses in the described fashion also increases the ability to introduce variety and to keep members interested and attentive, again increasing the potential for learning to occur. The major differences between the companion and initial courses are the materials used and to some extent the methodology.

Material Selection

A final construction phase involves selection of materials. The availability of quality educational materials has increased dramatically in the last several years including most major publishers. The selection of materials has to remain a local matter of choice. The following constitute some basic selection guidelines used in The Thresholds project:

1. Materials must be appropriate to the age and experience of the population. That is, if the population consists of black lower socio-economic students, the white middle-class pre-primer is inappropriate simply because it is beyond the population's experience. Books and other materials dealing with the urban area might better suit that population. Many publishers put out attractive realistic appropriate materials for all age - grade combinations.

2. Materials should enhance the learning experience through attractiveness and variety. If the materials used include different ways of presenting the material and various formats the interest and attention of the student are enhanced.

3. A variety of materials should be selected which can be regrouped in ways which increase their flexibility of use. These considerations are basically determined by the complexity of the individual programs.

4. Enough different materials should be on hand to enable program personnel to change materials when students "repeat" courses. Changing materials will enable completion and success to become more of a reality to those students who repeat courses.

5. Samples of materials should be secured from a wide variety of sources enabling a much more accurate appraisal by the program staff. All companies desire to sell their materials and will co-operate in demonstrating, displaying or sending sample materials.

6. Disposable materials should be part of the consideration determining what materials are to be used. The students' need materials which are theirs. These workbooks, etc. become tangible evidence of success and completion. Costs do not rise if the agency carefully plans its materials programs. In many cases the workbooks attached to tests can be replaced without replacing the texts themselves. Some balance between disposables and reusables is indicated dependent upon program priorities and goals.

7. Video and Audio aides should be carefully evaluated before they are employed in programs. There are three reasons for this: First, they are an expensive investment and most programs operate on limited funds; second, they sometimes are not useable with members who hallucinate or hear voices; and third, the programmed audio-visual aides may not be as appropriate as in-agency created aides.

8. Finally, the materials must be related to the population. All materials are created for normal populations. Thus increasing their potential use. When the population is by definition outside those normative groups, the materials need to be carefully weighed for their appropriateness to particular populations.

READING

Course Number	Grade Level	Course Title	Course Description	Number Of Lessons
96A	1	Alphabet Recognition	Discrimination and writing of manuscript capital and small letters.	9
96B	1	" "	" "	Programmed
97A	1	Phonics-Letter Sounds	Learn sounds for each letter; review alphabet.	9 - 10
97B	1	" "	" "	Programmed
97C	1	" "	Supplement to 97A (or) 97B	Up to 10
98	1	Vowels & Consonants	Distinguish between vowel or consonant; learn short vowels.	12
98A	2	Vowels: Long & Short	Recognize and utilize long and short vowel sounds.	8
99	2	Blends & Digraphs (Long Vowel, Double Vowel)	Recognize blends and digraphs; understand long vowel, double vowel.	9
99A	3	Plurals	Adding 's', 'es' to nouns and verbs.	5 - 7
100	3	Phonics Overview	Letter sounds; long and short vowels; blends and digraphs; plurals; contractions compound words.	19

READING (Continued)

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Course Number	Grade Level	Course Title	Course Description	Number Of Lessons
100A	4	Advanced Phonics Overview	Verb endings; root words; syllables	22
100B	5	" "	" "	
100C	6	" "	" "	
100D	7	" "	" "	
100E	6-8+	Advanced Phonics Skills	(1) Context (2) Structure (3) Sound (4) Dictionary (5) Inferences (6) Relationships (7) Purpose (8) Central Idea (9) Inventory	7 9 9 9 7 7 6 11 5
100F	11-12	Advanced Phonics	(1) Central Focus (Paragraphs) (2) Punctuation Effects Meaning (3) Sensory Impressions: A. Imagery B. Mood	15 5 - 7 4 4
101	3+	(1) Step-Up Reading Power	Understanding what is read orally and silently; discussion.	44
	2+-4	(2) Reading for Concepts A	" " "	75
101A	2+-4	Reading for Concepts B	Supplement to 101; additional work on skills.	77
102	4	(1) Step-Up	Understanding what is read orally and silently; discussion.	22
	3+-5	(2) Reading for Concepts C	" " "	75

READING (Continued)

Course Number	Grade Level	Course Title	Course Description	Number Of Lessons
102A	3+-5	Reading for Concepts D	Supplement to 102 Additional work on skills	72
102B	4	Fiction	Vocabulary, content discussion	14
102C	4	Novel -	Escape to Danger - Hunger - Ford	20
102D	Etc.	Novel-TBA		
103	5	(1) Step Up Reading Power C	Understanding what is read orally and silently, discussion	22
	4+-6	(2) Reading for Concepts E		
		(3) Folk Tales	Several short folk tales.	16
		(4) Mystery	Several short mystery stories. . .	15
		(5) Biography	Several short biographical selections	17
103	5+	(6) Another Eye	Short stories, poems	24
	5+	(7) What's Happening	" " " "	24
	5+	(8) Something Else	" " " "	24
103A	4+-6	Reading for Concepts F	Oral and silent silent discussion	-75
104	6	(1) Activity Concept English	All language arts skills	<u>Program</u> 20 wks. (1) Yr.
		(2) Activity Concept English	"	" (1) Yr.
		(3) Step Up Reading Power D	Understanding what is read - discussion	11+
		(4) Reading for Concepts G	" " " "	80

READING (Continued)

Course Number	Grade Level	Course Title	Course Description	Number Of Lessons
104A	6	Reading for Concepts	Understanding what is read - discussion	81
104B	6	Biography	Selected short biography	14
104C	6	Humor-Short Story	Selected short stories	16
104D	6	(1) Novel (2) Etc. Novel-TBA	Fighting Frigate-Hunger - Ford	17
104E	6	Let's Talk It Over	Language use	17
105	7	(1) Step Up Reading Power E (2) Activity Concept English (3) Activity Concept English (4) Short Story (5) American Folk Tales (6) Novel - TBA	Understanding what is read, discussion All language art Skills " " " Selected short stories Selected folk tales	10 20 wks. (1)Yr Program 20 wks. 16 17
106	8	(1) Compass I (1B) Compass II (1C) Compass III (1D) Compass IV (2) Another I (3) What's Happening (4) Greek Mythology (5) Biography	Short Stories, Poems " " " " " Selected myths Selected biographies	- 22 - 22 - 22 - 15 24 24 19 16
107	All	Spelling - TBA Levels		
107A	8+	Mystericroptics	Work puzzles and problem solving	
108	All	Vocabulary Building Levels - TBA		
108A	3+	Vocaulary Building	Beginning Thesaurus & exercise book	20

READING (Continued)

Course Number	Grade Level	Course Title	Course Description	Number Of Lessons
110	12	Novella (A) The Life Force (B) Edges of Reality (C) Fractured Image	Was 109D Personal Integrity Uncanny, macabre Consciousness	
110A	All Novel - TBA levels			
111	All Poetry - TBA levels			
112A	7-9	Poetry (A) Nature (B) Modernization (C) Inside Man (D) Animals & Children (E) Everyday Scenes	was 110	-16 -25 -24 -23 -25
112B	7-9			
114	12+	World Literature - Short Story (A) Spanish (B) Latin American (C) African (D) French (E) Russian (F) Eastern European (G) Italian (H) Chinese (I) Hebrew, Babylonian, Burmese (J) Japanese (K) Hindustani (L) Early Greek (M) Early Roman (N) German (O) Dutch & Scandinavian	Rumania, Yugoslavia, Hungary, Czecho- slovakia, Poland Satire	4 10 26+ 12+ 10+ 11+ 20 5 4 7 6 6+ 2 14 4

READING (Continued)

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Course Number	Grade Level	Course Title	Course Description	Number Of Lessons
		(H) Early Greek	The House of Atreus - Aeschylus Iphigonia in Aulis - Euripides Oedipus the King - Sophocles	15
		(I) Scandinavian	The Masterbuilder - Ibsen The Stronger - Strindberg	8
119	12	Film Literature INDEPENDENT STUDY		10
150	3+	(A) Be a Better Reader	Workbook Readings	
	4+	(B) Be a Better Reader	in all areas	
	5+	(C) Be a Better Reader	English, Science	
	6+	(D) Be a Better Reader	History, Math	
	7+	(E) Better Reading	Workbook Skills	
	7+	(F) Functional English	Workbook	
	8+	(G) Essential English	Workbook	
	9	(H) Purpose, Rate Flexibility		5
	9+	(I) English Grammar	Workbook	
	12+	G. E. D. Preparation	Workbook	
116	12+	World Literature - Poetry		
		(A) Spanish		-10
		(B) Latin American		-15
		(C) African		10
		(D) French		-12
		(E) Russian		5
		(F) Italian		10+
		(G) Chinese		10
		(H) Hebrew		7+
		(I) Japanese	Poetry & Haiku	-10
		(J) Hindustani & Islamic		-8
		(K) Early Greek		10
		(L) Early Roman		8+
		(M) German		-18

(13)

READING (Continued)

Course Number	Grade Level	Course Title	Course Description	Number Of Lessons
117	12+	World Literature - Drama		
		(A) Spanish	Fuente Ovejuna - de Vega	6+
		(B) African	Edufa - Sutherland	3+
		(C) French	Antigone - Anouilh The Rivers & Forests -Duras The Apollo of Bellac - Giraudoux The Forced Marriage - Moliere The Eiffel Tower Weddi ' Party - Cocteau	20+
		(D) Russian	An Incident - Andreyev	10
		(E) Italian	The Seagull - Chekhov Corruption in the Palace of Justice - Betti The Man with the Flower in His Mouth - Pirandello	10
		(F) Japanese	The No Play: The Damask Drum (Old) The Damask Drum (New)	6
		(G) Islamic	The River of Madness - al-Hakin	3
108B	5+	Vocabulary Building	Thesaurus and exercise book	30
109A	5	Beg. Short Story		
		(A) I've Got a Name	Individual, Family and Society	17
		(E) At Your Own Risk	Courage: Man and Nature	14

READING (Continued)

Course Number	Grade Level	Course Title	Course Description	Number Of Lessons
		(C) Cities	Man and City	13
		(D) Larger Than Life	Man and World - Folk Tales	12
109B	6	(A) Unknown Worlds	Supernatural	13
		(B) Conflict	Man Against Nature, Self	13
		(C) Sight-Lines	Reality	13
		(D) Search for America	American Dream - Multi-Cultural	13
		(E) (1) Point of View I	Individual percep- tion	4
		(2) Point of View II	"	6
		(3) Point of View III	"	5
109C	7	(A) Turning Point	Justice	13
		(B) I (Me)	Self-Awareness	13
		(C) Nobody But Yourself	Values	13
		(D) On Edge	Uncomfortable Situations	13
109D	8+	(A) The Life Force	Personal Integrity	5+
		(B) Edges of Reality	Uncanny, Macabre	5+
		(C) Fractured Image	Consciousness	5+
109E	11	Short Story		
		(A) Each His Own		25+
		(B) Any Human to Another		25+
		(C) The Promised Land		25+
		(D) Variables		25+
109F	12	Adv. Short Story - TBA		

READING (Continued)

Course Number	Grade Level	Course Title	Course Description	Number Of Lessons
115	12+	World Literature - Novella		
		(A) Latin American	Secret Ceremony - Deneui	8
		(B) African	The Feud - Easmon	7+
		(C) Russian	The Overcoat - Gogol	5

Course Number	Grade Level	Course Title	Course Description	Number of Lessons
200	2	Conceptual Reading A	Increasing Comprehension	-70
	2+	" "	" "	-70
	3	" "	" "	-70
	4	" "	" "	-70
	4+	" "	" "	-70
	5	" "	" "	-70
	5+	" "	" "	-70
	6	" "	" "	-70
201	3	(1) Fact Finding		Pro-grammed
	4	(2) A Matter of Fact		13
	9	(3) Judgement		14
	7	(4) What's That You Say		15
202	4+	Labels, Directions, Recipes		3+
203	4	(1) Newspaper Format	Familiarity with sections of newspaper	
		(2) How to Read a Newspaper	Reading of the newspaper	
		(3) How to Use a Newspaper	Using the newspaper	
		(4) Big City Newspapers	Producing newspapers	
		(5) The Newspapers You Read	Information found in newspapers	
		(6) Reading your Newspaper	" "	5
204	3	Current Events	News for you	
204A	4	Current Events	Know your world	
204B	9+	Current Events	Time/Newsweek	

COMPREHENSION (CONTINUED)

Course Number	Grade Level	Course Title	Course Description	Number of Lessons	
205	5	Mass Media Explored		12	
	5	The Sound Around Us			
	5	The Message Makers			
		5	Voices of the Pop Arts		
		12	Freedom of Dilemma	Essays by people in communications.	
		4+	(4) The Message Makers		14
		4+	(5) The Movies You See		-20
	4+	(6) The Television You Watch		-20	
206	9	Central Focus	Paragraph Meaning	15	
207	9	Punctuation Affects Meaning		9	
208	9	(1) Sensory Impressions - Imagery		4	
		(2) Sensory Impressions - Mood		4	
		(3) Imagery and Mood		1	
209	9	Inventory	Aid to intensive reading	8	
210	9	Relationships	Patterns: Cause-Effect, Compare-Contrast	7	
211	9	Inferences	Irony, Humor, Satire	8	
212	9	Figurative Language		8	
213	9	Word Meaning		3	

COMMUNICATION

Course Number	Grade Level	Course Title	Course Description	Number of Lessons
300	All levels	Thought Organization	Oral	5+
301	All levels	Sentence Organization	Written	5+
302	All levels	(1) Idea Presentation	Small group (oral) presentation	10
	5	(2) To Speak is to Communicate	"	15+
	5	(3) Let's Talk It Over	Reading materials: effective communication	17
	5	(4) What's That You Say	Reading materials: effective communication	15+
303	5-6	Language Useage	Useage, slang	15+
303A	6	The Language You Speak		+20

WRITING

Course Number	Grade Level	Course Title	Course Description	Number of Lessons
400A	3	Say It On Paper		12
400B	4	Say It In Writing		17
400C	5	Write It Your Way		16
400D	4+	Sentence Improvement		10+
400E	4+	Paragraph Development		5+
400F	4+	Punctuation		
		(1) End Punctuation		5
		(2) Commas		5
		(3) Quotation Marks		5
		(4) Apostrophes		5
401	6+	Objective Theme	Research Techniques (Encyclopedia)	
402	9+	(1) Adv. Objective Theme	Bibliography - Data Gathering	
		(2) Developing Ideas	Extending effec- tiveness	
		(3) Approaches to Writing	Method Variation	
	4+	(4) Solving Writing Problems		
404	6+	Subjective Theme	Opinion, Preference	
405	All levels	Poetry		
406	6+	Short Story	Original Works	
	9+	Short Story	Original Works	

WRITING (Continued)

Course Number	Grade Level	Course Title	Course Description	Number of Lessons
407	6+	Letter Writing	Skill reinforcement, notes to business letters	23
408	12	Art of Writing	Style Development	
409	4+	Reading & Writing Personal Letters		3
410	4+	Reading & Writing Business Letters		3
411	4+	Filling out Forms		3

Appendix B

Surveys for Performance Level Education for Mental Health

THE THRESHOLDS
EDUCATION SURVEY
Reading

Name _____

1. Can you put these words in alphabetical order? Place the correct number in front of the word (1-7).

_____ strange

_____ queen

_____ large

_____ baggage

_____ open

_____ queer

_____ strong

2. Do these words have same sound in Beginning, Middle or End?

1) B M E

4) B M E

2) B M E

5) B M E

3) B M E

6) B M E

3. Divide these words into syllables:

1. something

4. story

2. bottle

5. welcome

3. birthday

6. yesterday

4. Please read these two paragraphs aloud.

5. What was the last thing you read on your own (hint: newspaper, book or magazine)?

6. Will you pronounce (say) these words and tell me what they mean:

said	practiced	immense
answer	angry	explosion
better	continue	medicine
young	difficult	description
enough	examine	numerous
watched	rescue	fascinate

7. Complete these:

one boat-----two _____

one cherry-----two _____

one bush-----two _____

8. What help do you need in reading?

THE THRESHOLDS
EDUCATION SURVEY
MATHAMATICS

NAME _____

DATE _____

9. Indicate by checking those math operations listed that you feel you can do:

_____ 1. addition

_____ 8. algebra

_____ 2. subtraction-borrowing

_____ 9. trigonometry

_____ 3. multiplication

_____ 10. geometry

_____ 4. division

_____ 11. analytical geometry

_____ 5. fractions

_____ 12. calculus

_____ 6. percents

_____ 7. decimals

10. List the courses you have taken in the Math area (high school or college level).

11. What type of Math would you like to study? (any of the above turn you on?)

12. Why (please explain your answer to #11)

Just to think about strawberries makes my mouth water. In my opinion they taste best with cream and sugar on them, but my wife prefers her strawberries over ice cream. In fact, my whole family has such a great affection for them that we decided to start a strawberry patch in our garden last spring. We cultivated the ground and prepared it for planting. Then we purchased our plants, set them out, and put on a heavy coat of fertilizer. The plants will not result in many berries this year, but next year they should produce great quantities of delicious strawberries. If they bear well enough, we hope to sell some for extra income. To get a good crop we will have to put more fertilizer on and continue to carefully cultivate them. We will also have to spray the plants and give them protection from the robins, who are very fond of them.

I know three men who went hunting Monday. They took a narrow road and drove deep into the forest. Their car got stuck in the mud, but they pushed and pushed and finally got it out. They then decided to back out of the woods for the road ahead looked bad. As they backed out, they hit a tree and knocked it down. They were lucky the car could still run after that. When they got to the edge of the forest, they stopped for a moment. Suddenly a deer raced across their path. No one had expected the deer so it got away without a shot being fired. Now I know three men who will not go hunting for a while!

Will you pronounce (say) these words and tell me what they mean?

- | | | |
|-------------|---------------|--------|
| 1 said | 6 description | |
| 1 answer | 6 numerous | |
| 1 better | 6 fascinate | |
| 2 young | mild | sold |
| 2 enough | leaf | long |
| 2 watched | made | bud |
| 3 practiced | feel | keep |
| 3 angry | sugar | shovel |
| 3 continue | mall | paid |
| 4 difficult | | |
| 4 examine | | |
| 4 rescue | | |
| 5 immense | | |
| 5 explosion | | |
| 5 medicine | | |