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ABSTRACT

This final report describes a personalized kindergarten program which has three main features: (1) systematic observation of the individual learning needs of kindergarten children, (2) staff training to assist teachers in developing and using methods for personalizing their classroom programs, and (3) involvement of parents in implementing at-home activities, sharing information about the child, attending parent enrichment workshops, and assisting in project evaluation. Approximately 220 children in eight kindergarten classes were involved each year. The average entering subject was a middle class child 5.5 years old, who had one sibling and had attended nursery school for one year. Each child was evaluated on a basic diagnostic measure, the Kindergarten Inventory of Development (a combination of the Boehm Test of Basic Concepts and the McCarthy Scales of Children's Abilities), which identified 20 percent of the children as high risk. Half of the high risk group received an at-home parent-directed program in addition to the personalized school program recieved by all children. All high risk children showed good progress, with the group receiving supplementary at-home enrichment achieving highest maintained gains. Data analysis showed the percentages of entering kindergarteners who lagged in one or more areas of development. Appendices include many examples of teaching procedures and materials used in classrooms or at home. (GO)

FINAL REPORT

TITLE III ESEA PROJECT #93

July 1, 1972 - June 30, 1975

A PERSONALIZED KINDERGARTEN PROGRAM WITH SUPPLEMENTARY PARENT INVOLVEMENT

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Kindergarten is the opportune time in the person's formal educational experience to identify developmental delays and learning difficulties. It should be possible to develop a personalized learning program to fit the needs of the young child in such a way that the delayed areas continue to develop in a positive self-fulfilling direction and the difficulties are corrected through appropriate instruction and practice. In an effort to deal with this educational problem this project has dealt with (1) systematic observation of individual learning needs of kindergarten children, (2) staff developments efforts to assist teachers in developing methods for personalizing their classroom programs and implementing these in the classroom and (3) involving parents in facilitating the educational progress of their child in partnership with the teacher.

The sample of children involved represented a cross-section of the school district and comprised eight kindergarten classes each year with four regular teachers involved. The average entering child was five years six months of age, came from a middle class family with two children, and had attended nursery school for one year.

Specialists (psychologist, reading specialist, and speech therapist) were trained and consequently evaluated each child individually on the McCarthy Scales of Children's Abilities (MSCA) (1972) yielding composities in five areas of development (Verbal, Perceptual, Quantitative, Memory, and Motor). The Boehm Test of Basic Concepts (BTBC) was administered in small groups within the classroom and the combination of the MSCA and BTBC became the

Kindergarten Inventory of Development (KID) for this project. A child was identified as a "high-need" child if he functioned below the 25%ile on three or more of the six composite areas measured on the KID. Of the children involved, 20% were identified as high risk or as "high-need" children in relation to present and future academic success prediction. All children in these classes received a personalized learning program to fit their needs for a part of each school day, however, a randomly selected half of the identified high need children also received an "at-home" parent directed learning activities program that was focused on their particular learning needs. An "at-home" program that centered around games and fun activities planned by the teacher, parent, and learning specialist and implemented at home for ten minutes each day. There was obvious progress, beyond expectations, made by the pupils who were involved in the parent directed activities. This personal growth was maintained over the summer and observed by both individual testing and teacher observations at the beginning of first grade. Children involved in the personalized school program only, made better than the expected progress in learning, but not as much as the children who had both programs.

All parents of entering children in these schools were involved in sharing relevant information about their child with school personnel, receiving reports of pupil evaluation results, parent enrichment workshops, and participating in project evaluation. Eighty-six percent of the parents responded to the evaluation questionnaire at the end of each year, of these 97.5% said that:

> Given help from the teacher in planning activities and the necessary materials I could help my child with supplementary practice that he might need in some area of learning for a few minutes each day.

and 82.2% said:

> If my child seems to have a developmental delay in one or more areas, I would be willing to meet with 3 or 4 other parents and the teacher once a month to discuss ways of helping the child at home.

In this study there is evidence to suggest that 46% of the entering kindergarten children are functioning appropriately in all areas that were measured, many of them functioning far above normal expectations for their age. However, it appears that 16% of these children come to school with one area of development that should be carefully observed and the child given a developmentally planned curriculum to fit these needs, similarily 12% of the entering children have two areas of lagging development, 6% of them have three areas of delayed development, 6% have four areas of concern, 3% have five areas of concern, and 4% were functioning far below expectations. If a "high-need" child can be rather arbitrarily defined as one who has 4, 5 or 6 low areas then it appears that 13% of the entering kindergarten population could be considered "high risk" in relation to potential school success under ordinary curriculum approaches. In terms of a class population of 25 pupils this would mean that 3.25 of the children will need a great deal of learning experiences that are focused on their particular learning needs.

A district wide survey found that teachers felt that there were 5.6% of the children with the three most frequent types of learning disabilities (SLIC, ED/BD, and P/CD). After two years of a personalized school learning program (K-1st) the 1st grade teachers in these pilot schools could identify less than 2% of their children as being in these categories. Only one child had been placed in a special class from this population.

According to the findings of this project, there may be as many as 13% of the pupils who enter school with some developmental learning needs that will cause learning problems later unless these problem areas are corrected and/or the system changes enough to adapt to each child's rate of learning progress. A combination of both of these conditions have been used in this study.

If the procedures described in this program could be implemented not only in the kindergarten program, but maintained through the early school years (K-3) then the 13% could very likely be reduced to 2% or less who would "ever" need special education placement or perhaps even services.

According to the Special Education Director (BVPS) at the Board of Education meeting on June 9, 1975, "the plan anticipates 18% of the district's students as needing special education" and that the district has identified 5% of them at the present time and anticipates finding an additional 7-10% who need some type of consultative help by a specialist. A cost estimate indicates that the district (1975) is now spending $645.50 annually for a kindergarten pupil, double this amount for a regular full day program child, and $1936.50 annually for each special education child at the elementary level. Obviously it does not take an accountant to see that if only 2% of the children end up needing special education help (as indicated by the findings of this study) and the remaining funds were spent to enhance the regular classroom program through small pupil-teacher ratios, staff development, additional paraprofessionals, assessment procedures, materials and equipment, and parent-teacher involvement all teachers and pupils would benefit.

While the kindergarten year (or earlier) appears to be the best time to focus on developmental delays that relate to school learning, and begin to correct learning disabilities, there are several inherent problems in the present system. A personalized learning program that fits a child's need is contrary to the traditional approach used in education which focuses on a curriculum content and fits the child to it as best he can. Consequently if the curriculum does not provide the instruction and practice that a particular child needs he can easily become lost and turned off to the learning process. It is difficult to plan and provide learning experiences appropriate for the learning needs of even 25 children for a portion of each school day, under the best of all conditions. For the kindergarten teacher this responsibility is doubled since she has 50 children a day instead of 25, (25 in the morning and 25 in the afternoon.)

A full day kindergarten program for some, if not all pupils, should be seriously considered in any list of district priorities.

The initial goal of this project as stated in the initial proposal (1972).

> Envisioned is a preventive program that will recognize areas of immature development in the child and then offer an individually-fitted program to facilitate the child's success in the academic program in the regular classroom setting. Preventing failure before the fact would be of immense value for both the self-esteem of the child and for conserving resources of the district.

has been implemented.

A PERSONALIZED KINDERGARTEN PROGRAM WITH SUPPLEMENTARY PARENT INVOLVEMENT

This is the final report of this three year Title III project. "A Personalized Kindergarten Program With Supplementary Parent Involvement" was designed to fill several needs of the district. (1) to develop a systematic observation of individual learning needs of kindergarten children, (2) to assist teachers in developing methods for personalizing their classroom programs and implementing these in the classroom and (3) to involve parents in facilitating the educational progress of their child in partnership with the teacher. Each of these goals were adequately fulfilled by the end of the program development period.

Increasingly, it is probable, that the early childhood period, from birth to eight years, is the most important time for laying a foundation for future educational success for the child. Neglecting the young child often means that a great deal of money must be spent later on remediation, social and emotional problems of children, and more expensive school programs. Envisioned was a preventive program that would recognize areas of immature development in the child and then offer an individually-fitted program to facilitate the child's success in the academic program.

Project Setting

Boulder Valley School District Re 2 encompasses more than 500 square miles of Boulder and Gilpin Counties in Colorado and includes the city of Boulder and more than 10 other towns and communities. According to the 1970 census figure the population of the area described is 96,000. There are 45 school buildings, including four senior high schools, one junior-senior high school, two middle schools, seven junior high schools, and an area Vocational-Technical School. There are 30 elementary schools. The 1974-75 enrollment figure totals 23,300 pupils, in kindergarten-twelve. The average annual expenditure per pupil was $1300.00.

In addition to the public school facilities mentioned above, there are eight private schools representing about 700 children, the University of Colorado with 24,000 students, a center for training and education of severely mentally handicapped children and adults, and 42 private nursery schools and group day care centers servicing 1,326 children. (The public schools do not provide pre-school services.)

The population of the Boulder Valley School District is composed primarily of middle class Caucasian residents with approximately 94% of the population falling in this category. Of the remaining 6%, the majority (4%) are Spanish-American with only a few racial minority families. The most recent figures indicate that approximately 240 families with children receive some type of welfare assistance (yielding a total of 754 children in the school district).

In addition to the University of Colorado community, employment is provided by the abundant scientific and education research taking place in the area

and by the supporting light and service industries.

District Need

During the school year 1971-72 a study was made of kindergarten children, using a cross section of the district population, and their teachers's judgments of their functioning. Eight schools, approximately 450 pupils and thirteen full-time or part-time teachers were involved. Each school had children who came from all socioeconomic levels, however, some schools had a much higher proportion of children from high, or middle, or low, than others. Briefly, the findings suggest that in any given class of entering children there is a very wide range of abilities and functioning of the children within the group, and even within each child there are definite strengths and weaknesses. Teachers, both experienced and inexperienced, were accurate in their judgments of what each child knew and what skills he had.

However, when teachers were asked to identify specific learning needs, speculate about the cause of a particular learning delay or disability and consequently plan a small step sequential developmental learning program for that child, they were stumped. Yet, it seemed obvious to these teachers, other educators, and the public in general, that kindergarten teachers are in an ideal position to identify children with potential learning difficulties or processes that relate to school learning, provide corrective and/or supportive programming in the regular classroom and consequently prevent or lessen future school learning difficulties (especially when the child is faced with more complicated learning structures such as symbols in reading, writing, and arithmetic.) Preventing

failure before the fact would be of immense value for both the self-esteem of the child and for conserving financial resources of the district and state. Helping teachers learn some new skills in teaching all children in the regular classroom would increase their feeling of competence and willingness to keep children with special learning needs in their classes..

Very real problems that needed to be considered involved such issues as the use of teacher time and energy when typically one adult (teacher) is completely responsible for twenty-five pupils in each morning and afternoon class. The usual teacher contact time is about two hours and forty minutes each school day. Most teachers have learned to teach by whole class activities in combination with pulling out an individual child or two children to help individually with special needs while other pupils were involved in free-choice or free play activities. Finding the time to help "high need" children on a continuous basis was often impossible in the regular classroom so children were often sent out to other people who worked with them for a few minutes each day. Sometimes volunteers could be counted on to work in the classroom for a given amount of time each week. Most teachers did have the help of a paid aide for one-half to one hour each day in some schools. However, the biggest drawback seemed to be that teachers did not know how to "get started" and maintain a continuous program over time that met the individual learning needs of not only their "high need" pupils but all their pupils.

This project was designed to develop and field test an exemplary model that would deal with the issues and needs identified in the preliminary study, which seem common to other districts as well as our own. This would be accomplished through the use of "personalized instruction

techniques", sequential small step developmental curriculum, individual assessment of learning delays and strengths, staff development of teachers and para-professionals, and by creating and using an active and practical partnership between parents and teachers in support of the child's learning efforts.

Program Description

The pilot project began formal operation on July 1, 1972 and terminated on June 30, 1975.

The major emphases in the program were:

1. To implement the personalized learning classroom program for all pupils in the pilot kindergarten classes (10)*with regular classroom teachers and to extend this same type of instruction into first grade, especially for identified "high need" pupils.
2. To select (or develop) and field test assessment instruments needed to gain information from parents, teachers and pupils in an effort to gather accurate assessments of each child's present functioning.
3. To assist teachers in improving their skills in personalized learning techniques through the use of (1) a sequential curriculum, (2) use of different and new materials, (3) use of time and space management (4) and use pupil assessment data. To assist teachers in efficient use of paid para-professional help and in using their expertise in a closer teacher-parent relationship that extended the child's needed learning as a supplement to the school program.
4. To try out a parent outreach plan that involves all parents and to involve parents in facilitating the education progress of their own child

*8 classes in 1974-75

(especially developmentally delayed pupils) with at-home activities.

5. To develop a small step developmental curriculum scope and sequence, record keeping system and accompanying materials appropriate for a wide range of learning needs (normally found in any given classroom).
6. To identify pupils who could be expected to become educationally high-risk students and focus on their specific learning needs.

Of the 1,700 kindergarteners in the school district each year, approximately 220 children were directly included in the project and 310 pupils were used in the evaluation design the last year. The pilot program involved ten sessions of kindergarten (i.e. five teachers) in four different buildings. The four schools were selected (Spring 1972) by the Pupil Personnel Director as representative of the district as a whole. This procedure should result in pilot program conclusions that would apply to the entire district. The implementation of the program took place in regular classroom settings, group parent workshops, as well as in homes where parents supervised the learning activities.

The personnel involved in this project included a (½ time) project director who had a background in early childhood education, child growth and development and learning as well as in child psychology. She has had varying experiences including regular classroom teaching at the primary and intermediate levels, school social worker, school psychologist, special education director, university professor, and coordinator of early childhood education for this district. A learning specialist was employed to work 3/5-time on this project to develop curriculum materials for teachers and parents and to work with the staff development of teachers.

This learning specialist has taught in public schools for several years, most recently, teaching educably handicapped children. Each teacher was provided with an aide in the classroom, three hours each day, to assist with the personalized learning program and in preparation of materials.

A great deal of frustration and uncertainty was faced by everyone at the beginning of the second project year, when it was time to implement the "personalized learning program" in the classroom for all pupils. Aides were caught in the middle of the turmoil. Aides had been given a one week orientation by the learning specialist to familiarize them with materials and record keeping. This training had the effect of having the aides know more about the materials and record keeping than the classroom teacher, at times, and often put them in a contradictory position. The teachers were in the position of trying to do something new to their way of functioning, at the same time working closely with an aide for several hours each day (also new to them), and at the same time becoming familiar with many new materials and procedures.

One of the five teachers who started out in the project dropped out at the end of the second year of the project because of professional and personal commitments. Another of the five original teachers moved to another city at the end of the second year and a new teacher to the project was hired for the third year. Only one of the original para-professionals who started with the project was still in the same position at the end of the three years. At the end of the three year period, three of the original five teachers are functioning beautifully as "personalized learning" teachers in regular kindergarten classes and supplementing the school program with helping parents of "high need" pupils to direct "at

home activities" for a few minutes each day, as well as planning and carrying out parent group evening workshops. The new teacher to the project is in her first full time teaching position and it has been good training for the project staff to help her implement this program at her level of experience and training. She has said that she feels she is now where she could have expected to be after five years of teaching.

The school district provided the secretarial, office space, some duplicating services, individual assessment personnel, some materials for classroom use, some project director time and some curriculum development time during the summer months.

Procedures

At registration in mid-August, parents were asked to fill out a one-page health and information form that had been developed by the nurses and the project personnel. (See Appendix.) After completing this form, the parents were invited to visit with the nurse and discuss anything that seemed of interest or concern to them regarding their child. These visits were typically between five and ten minutes in length. The conversations were taped on a regular tape recorder with the parents permission, so that teachers might listen to them later. Also, at registration time, parents were given an eight-page child assessment questionnaire that could be filled out by the parents at home in their own leisure time. This particular assessment is based on parent judgment and the statements are written in observable behavior terms on a continuum from less mature to more mature behavior. (A copy of this assessment can be found in the Appendix.) At registration, parents were also given a cover letter which explained the Title III Project and some indication of what would be happening during the early part of the school year, particularly activities

that affect parents. (A copy of this is also in the Appendix.) The parents' assessment of the child was returned to the teacher on the first day of school. It is noteworthy that there was almost 100% return of the parents' assessment questionnaires.

This particular parent assessment serves several purposes; (1) to draw the parent's attention to certain specific behaviors of their child (this was the most successful use.); (2) to give the teacher information about the child based on the judgment of someone who knows the child very well and the parents usually know the child better than anyone else and, (3) to see if we can use parent assessment of children to make decisions regarding early school programming for children at the beginning of the school year. The last purpose is probably weaker than the first two.

Early in September parents were invited to attend a special group meeting of kindergarten parents in order to explain the Title III ESEA Early Childhood Education Project and answer questions that parents might have. At this time, the kindergarten program in general was reviewed by the teacher At these meetings parents were also given a hand-out of suggested activities, divided into developmental areas, that might encourage parents to give at-home support to their child's development. (Appendix). These activities were appropriate for all children of this general age group.

Staff Development took four forms: (1) Curriculum Development during the summer by project teachers and staff, (2) the first Wednesday of each month was designated as staff development day when all teachers (often aides, principals and first grade teachers were included) were involved in training

activities at the education center, (3) classroom involvement using side-by-side teaching or modeling activities as well as specific help for teachers and aides at the classroom level, and (4) mini-courses such as "Organizing Independent Learning: Primary Level". Activities included in staff development were: comprehending and implementing the "personalized learning program; comprehending and implementing the parent involvement program; specific classroom management techniques; looking at children from a diagnostic point of view; developing, revising and refining the small step sequential curriculum materials; developing and revising record keeping techniques; discussing the project objectives, formative evaluation, and diffusion of project activities in the district. During the last project year, Mr. Terry Shoemaker from NCE-BOCS spent one day each month with the project staff in staff development efforts. He played a very significant role in keeping the project personnel focused on the current problems and was helpful in curriculum development and dissemination efforts.

The Kindergarten Inventory of Development (KID) included both individual and classroom assessments. The specialists (psychologists, reading specialists, speech therapist) were trained to give the individual screening for the kindergarten children which was made up f the McCarthy Scales of Children Abilities. (The Psychological Corp., 1972). (A written parent permission was obtained before testing children.). All the children in the pilot schools were tested in four days during the last week of September. Using this procedure for assessing children, it was possible for each team to assess 16 children each day. It was possible, not only to assess the 216 children in the four pilot schools, but also to assess 32 first grade pupils who had been in kindergarten the year before and a

large sample of children in a control school the second project year. Using this procedure children were out of their classrooms only once, and they were in the same room with three other children as well as the examiners. This seemed to facilitate a relaxed easy-going attitude on the part of the children. There was very little, if any, resistance to the testing situation (it is a game-like situation). The teachers administered the Boehm Test of Basic Concepts, (BTBC), Form A in the classroom during the week after the MSCA was administered individually. The BTBC and the MSCA constitute the Kindergarten Inventory of Development (KID) used in this project. The raw scores from the five composite areas of the MSCA and the total BTBC were transferred to the profile sheet and transformed into percentiles based on this population. Based on these percentiles, the child was judged to be either above, within, or below the expected level of performance or development for a child of his age. The cutoff point for "above expected level of development" was at or above the 90 percentile while the cutoff for the "below expectation" was at or below the 30th percentile. The lower cutoff point was set somewhat higher than might be expected so that most children who were substantially low in a developmental area would be detected or selection by the screening subtest. Using this procedure (N=54; 1972; 44-1973;48-1974) high-need children were identified from the sample of (220-216-175) who were tested. (These high-need pupils were later randomly assigned ½ to the "at-home parent-directed activities group" - all children received the personalized school program.)

From this assessment information a companion profile was made for parents. The parent profile was the same as the teacher profile, with the exception

that the raw scores and the percentile scores were not included. A designation of the child's functioning level, represented on the record sheet with an X at that point, was used. An interpretation of each of the areas measured was written and accompanied the profile sheet that was mailed to the parents. A cover letter was enclosed explaining what had happened and suggesting that parents with questions either telephone the teacher or visit with her at the parent-teacher conference time in a few weeks. At the time of the parent-teacher conferences the teachers were encouraged to discuss not only the individual pupil profile of functioning that resulted from the school assessment, but also the parent assessment that parents returned to school on the first day for their child. (Copies of the pupil profiles and interpretation can be found in the Appendix.)

During the month of September each teacher used various methods to orient pupils to school and each other, as well as her specific expectations. One of the teachers goals was to help pupils develop independent learning skills. Teachers began personalizing their instructional efforts during the first part of October. Their goal was to have all children involved in some specific activities for a short time each day that were planned for their particular learning needs, by the end of November.

The teacher-pupil classroom organizational Pyramid in Figure 1, is one approach used.

In late October and November the teachers were also planning and carrying out the first of the parent participation workshops. Workshops in which the parents of each kindergarten class were invited to come to their child's school for a "make-and-take" workshop, providing them with ideas and

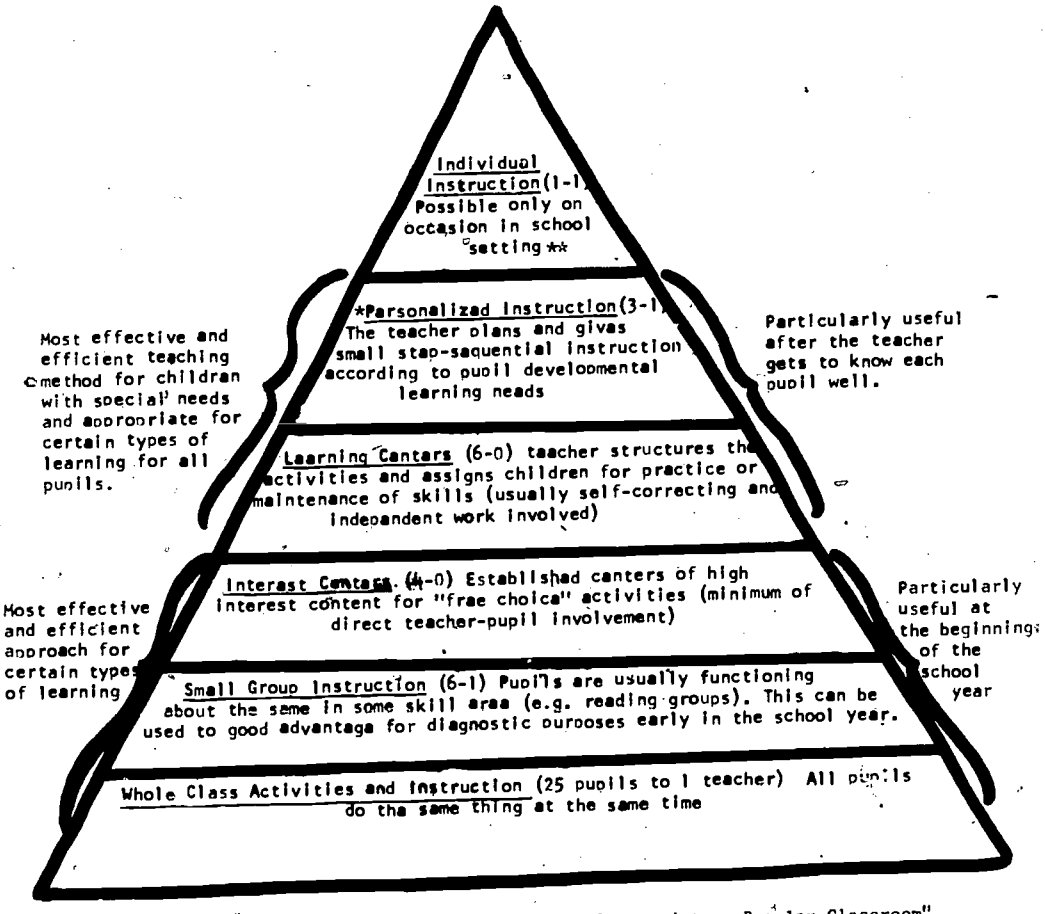


FIGURE 1 "Fitting a Personalized Instruction Element into a Regular Classroom"

*Personalized instruction and learning is a procedure that has been developed and refined in an exemplary Title III ESEA model project, "A Personalized Kindergarten Program With Supplementary Parent Involvement". After a careful assessment and observation of each pupil the teacher is able to plan for specific learning needs that each child has and implement a classroom instruction and learning program to fit the needs of that child (with both short term and long term goals).

**Individualized progress can be supported by the parents at home: through teacher parent planning together, frequent interactions, carefully developed small step practices, and by loaning parents all needed materials.

materials for making things that they could do at home with their own child. The second of these workshops was held in the Spring. These enrichment workshops were a fun time for parents and an opportunity to view the teacher on a different basis. A more extensive description of these workshops can be found in the appendix.

Beginning at the November conferences (during the 2nd and 3rd project years) one-half of the parents of the "high-need" children were offered an opportunity to direct specific learning activities for their child at home, for approximately ten minutes a day. It should be remembered that all children received the personalized learning program in their classrooms. Each teacher selected all the "high-need" children from both classes, based on assessment results, and her observations. One half of these children were then assigned to the "at-home" program. The teacher was given one day a month of released time for parent contacts and extra planning time. Most teachers used two half days rather than one full day each month. The usual arrangement was for the parent to come to the school building at a particular appointed time; however, if the parent could not come, then the teacher would visit the parent at home by appointment. The teacher used her expertise and called on the learning specialist for help in planning specific "fun-type" activities for the parent-child time together. An example of a pupil's "program" can be found in the appendix. Since this was a critical part of the program, it was evaluated very carefully at the end of the second and third project years. This evaluation will be included as part of the evaluation effort. Figure 2 is a graphic example of this parent-teacher-child partnership.

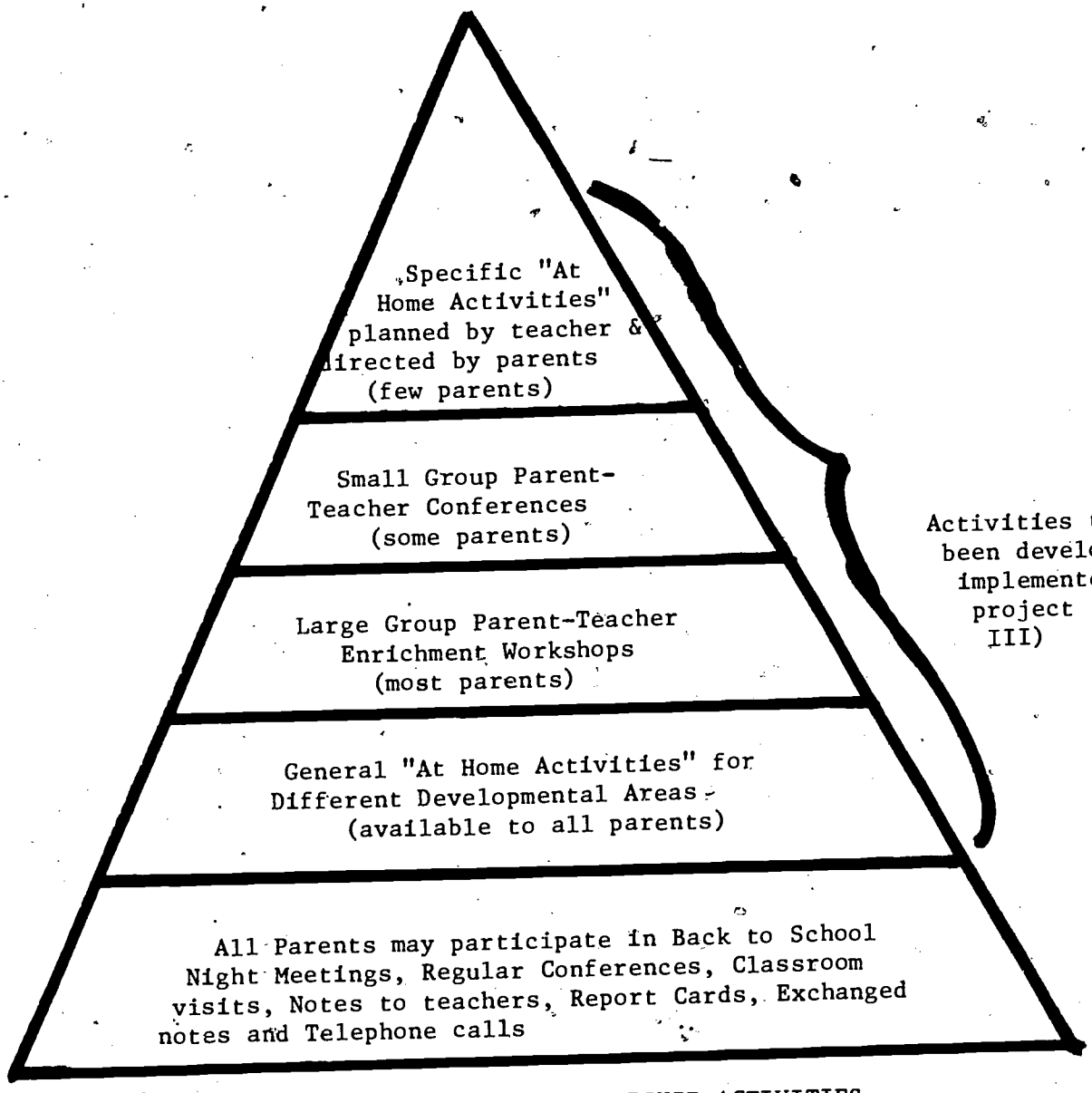


FIGURE 2 PARENT-TEACHER PARTNERSHIP ACTIVITIES

SHARING

Parents share with teacher:
Since the parents know the child better than anyone else and have expectations and goals for that child it is important to ask parents to share this information with teachers.

Teachers share with parents:
By using their expertise in observing children along with formal assessments, the teacher can share this information with parents, and the child benefits.

This type of parent-teacher partnership builds a stronger basis for planning for the child than either alone.

In the Spring the classroom post-tests were administered and these results were again relayed to the parents with an interpretation of the pupil profile along with a project evaluation questionnaire which parents returned to the child's teacher. The Spring tests included the Metropolitan Readiness Test - Form A, Boehm Test of Basic Concepts - Form B, the Brenner Gestalt Copying task and the Draw-A-Child Test. For the third project year only, all pilot school kindergarten pupils and a group of control school pupils were given these tests in the fall and spring by their teachers.

The first grade teacher became involved only during the third project year on a limited basis. Meetings were held with them to give them some orientation and to plan with them for the following year during the Spring months of the second project year.

Description of Pupils in This Study

A total of 220 for 1972; 216 for 1973; 175 for 1974, entering kindergarten children were involved in the project in the pilot schools. During the third year the "high-need" pupils were followed into first grade and their teachers were involved. These children attended four schools, during 1972-74 and three schools during 74-75, which represented a cross-section of the school district and comprised ten* kindergarten classes with four regular full-time kindergarten teachers. Of this population, 50.1% were boys and 49.9% were girls (the "high-need" children were distributed in nearly the same proportions). Information was gathered from the parents at registration time relating to the place of this child in the family as well as the occupation of each parent, education completed by each parent, and child's pre-school attendance .

*(8) classes 1974-75

The following paragraphs and tables describe the pupils and families in these pilot schools. (The control schools were selected because they appeared to be matched schools in SES and teacher tenure.) 19% (17%)* of the children were only children in their families; 35% (38)* were the youngest child in their family; 29% (28)* were the oldest child in the family; and 17% (17%)* were middle children in their families. Families were made up of the following combinations: 19% (17%)* who were one-child families; 41% (45%)* were two-child families; 23% (21%)* were three-child families; and 17% were four-or-more-children families.

The children in the sample ranged in age from 57 months to 81 months with the average age being five years and six months or 66 months. When the age data wasanalyzed in relation to "high-need" children, it was discovered that of the identified "high-need" children, one of three were younger than the average while only one of ten children was in the older half of the population of the "high-need" population. This suggests that children with July, August and September birthdays should be screened more carefully by their parents and school personnel before entering them in the regular kindergarten program. (Incidentally, the average age for the identified "high-need" child was five years and three months.) By adapting the school program to the pupil's readiness or learning needs, it should be possible to facilitate continuous progress. This style of instruction must continue through the primary grades.

The data referring to father's occupation is given in Table 1:

* represents data for 1974-75

TABLE 1

Father's Occupation Classification

Classification	Percentage of Fathers		
	1972-73	1973-74	1974-75
Laborer & Semi-skilled laborer	24.30	26.7	26.0
Skilled laborer & Technical	36.85	26.7	23.0
College Students	9.05	12.8	11.0
Semi-professional and professional	29.80	33.7	40.0

The average occupational classification of fathers for this sample of families, fell into the technical-worker category. Of the high-need children's fathers the average occupational classification was also technical worker with a trend in the direction of skilled laborer. However, all occupational levels were represented in the father's occupations, as reported by parents at registration, for high-need children.

TABLE 2

Mother's Education

Education Level	Percentage of Mother		
	1972-73	1973-74	1974-75
Less than high school	4.5	9.3	11.0
High school graduates	40.10	37.7	25.0
Some trained past high school	20.0	30.4	32.0
College graduates	15.0	15.2	19.0
Graduate work	10.0	2.9	12.00
MA or MS Degree	5.2	4.4	
MD, Ph.D., etc.	5.4	0.0	1.0

The average mother had some training past high school in this sample of children. However, she was not a college graduate. Contrary to the father-occupation information where the range for high-need children was similar to that of the population distribution, the mother's education information in relation to the high-need children indicates that although all education levels are represented more than half of the high-need children's mothers had only a high school education or less. These trends held over the three year data collection period.

Since pre-school experience is considered the norm rather than the exception in this community, information was gathered at registration regarding attendance in pre-school for entering kindergarten children. Of this sample of children the following table gives some indication of the difference between the regular entering kindergarten child and the identified sample of high-need children.

TABLE 3

Pre-School Experience

Kindergarten Children	Pre-School	
	Yes	No
All entering kindergarten children	1972-73-63% 1973-74-64% 1974-75-64%	1972-73-37% 1973-74-36% 1974-75-37%
Identified high-need kindergarten children	1972-73-30% 1973-74-40% 1974-75-60%	1972-73-70% 1973-74-60% 1974-75-40%

The high-need children with pre-school experience attended less pre-school on the average than the average entering kindergarten child who had pre-school. The average entering kindergarten child had from seven to twelve months of pre-school experience before entering kindergarten, while the high-need children had six months or less on the average. Over the three year period their was a definite trend toward identified high-need children having pre-school experience.

The pupil assessment was a critical component of this project. During the spring months before the project was officially started in 1972, several meetings were held by the project director with each of the groups of specialists (psychologists, nurses, reading specialists, speech correctionists) to discuss what kinds of behavior needed to be included in the formal testing and why. Many of the major and/or familiar pupil assessment instruments were reviewed. The decision was made to use a combination of different assessment devices in an effort to try out and make a decision about what was most practical and helpful. The 1972-73 Fall assessment battery included the following:

Cognitive Development

1. Vocabulary Comprehension - Peabody Picture Vocabulary Test
2. Vocabulary Expression - Stanford Binet Vocabulary Test
3. Information Comprehension - Peabody Individual Achievement
4. Arithmetic - Wechsler Pre-school-Primary Scale
5. Concept Development - Boehm Test of Basic Concepts

Perceptual-Motor Development

1. Auditory Sequential Memory - Denver Auditory Phoneme Sequencing Test
2. Auditory Discrimination - Denver Auditory Phoneme Discrimination Test
3. Auditory Association - Illinois Test of Psycholinguistic Abilities

4. Visual Discrimination - Peabody Individual Achievement Test

5. Visual-Motor Perception - Wechsler Pre-school-Primary Scale - Copying Anton Brenner Developmental Gestalt Test of School Readiness (gestalt & sentence)

6. Gross Motor - Dan McCarthy developmental Test of Motor Eunctioning

7. Strength - Right and Left Hand Grip

Affective Development

1. Body-Image - Brenner Developmental Test of School Readiness - DAP

2. Self-Concept - Brown IDS self-portrait Test

3. Impulsivity - Draw a line slowly -CATB- Cincinnati Autonomy Test Battery

4. Persistence - MSU Puzzle Box

Speech Development

1. Articulation - Templin Darley Screening Test

2. Syntax - Northwestern Syntax Screening Test

Vision and Hearing

1. Distant Vision - Testing and Depth of Perception Testing

2. Hearing

Teams of four members, including a school psychologists, speech correctionists, reading specialists and P.E. teachers were trained and consequently administered the assessment battery in the school setting. Typically a child would be out of his classroom with one of the specialists for 20-30 minutes twice in one week. The battery was completed during the second, third, and fourth weeks of the new school year. Each team member scored his part of the assessment. Resulting from this assessment a Pupil Profile of Assessment on the Kindergarten Inventory of Development (KID) was completed for each child. This information was relayed to teachers and parents. If a child functioned below the 25%ile in a particular area, this was noted and

if there was a pattern of low areas and/or a high frequency of low areas of development then that child was considered to be a "high-need" or "high risk" child in that particular developmental area.

Very little change from the regular school program happened during the first project year, since this was a pilot-planning year. This was a year to try out procedures and approaches to see what would be feasible and begin the second year with implementation of these methods.

For three years of the project the same Spring assessment has been used, including the Metropolitan Readiness Test, Form A; The Boehm Test of Basic Concepts, Form B; and the copying and drawing parts of the Anton Brenner Developmental Gestalt Test of School Readiness.

Since the KID battery for assessment was lengthy and often difficult to interpret in terms of planning for each child's learning needs another search was made to identify a more suitable assessment instrument for entering Kindergarten pupils. The decision was made to try the new McCarthy Scales of Children's Abilities, (D. McCarthy, The Psycholigical Corporation, 1972) and the Boehm Test of Basic Concepts, (A.E. Boehm, The Psychological Corporation, 1969) as the KID battery. The MSCA satisfied the need for a single instrument to facilitate the assessment of young children (2½-8½ years) and proved to be a good overall functioning evaluation as well as a means of identifying strengths and weaknesses in a very short time (45 minutes). There are 18 sub-tests which combine into five composite scales: Verbal, Perceptual-Performance, Quantative, Memory, and Motor. The MSCA in combination with the BTBC has been used

each September for the past two years and at the beginning of the third project year those first grade pupils who had been identified as high-need children were also re-tested (to get a measure of growth and also to evaluate treatment effects.) In the appendix of this report the reader will be able to find a Recommended Kindergarten Assessment procedure based on the experiences of the project personnel.

TABLE 4

Pupil Population and Identified High-Need Pupils

	All Pupils	High-Need Pupils
1972-73	210	54
1973-74	216	44
1974-75	175	48

An advisory council made up of parents and professional people has actively supported the project efforts and the dissemination of the project findings. A list of recommendations made to the Board of Education by the Advisory Council will be included with the recommendations for this program. With these recommendations will be budgetary considerations.

Approximately $100,000.00 in federal funds ($80,000.00 Title III) and local district funds ($20,000.00 both in kind and dollar expenditures) were used over the three year period to pay the cost of the project development and extra salaries for learning specialist, para-professionals in the classrooms, and substitutes. The project products included a thorough diffusion and dissemination efforts involving a slide-tape Caramate presentation, four thirty minute video tape presentations, two brochures (one for professionals, one for layman), a program packet of useful information for a school or

teacher who might want to try the ideas, and a scope and sequence chart with accompanying curriculum information and activities for the normal range of children found in a kindergarten program. The project report would have to be considered a product since it summarizes a great body of data as well as project processes and activities.

Further dissemination of this project will include articles in professional magazines and ERIC report resume.

EVALUATION:

Objective A.

AS A RESULT OF THEIR PARTICIPATION IN THIS PROJECT EACH KINDERGARTEN TEACHER WILL BE ABLE TO IDENTIFY DEVELOPMENTAL DELAYS AND PERFORMANCE STRENGTHS IN EACH CHILD BY THE THIRD WEEK OF SCHOOL.

Evaluation of this objective occurred by correlating the teacher's judgment with the assessment results. Teachers were given a form "Teacher Observation Evaluation" to fill out for each child during the third week of September. A copy of this form can be found in the Appendix . The six developmental areas measured were specified and a brief description of the behaviors measured included. The teacher marked a scale from 1-5 for each area for each child. The scale was set up to allow each nunber to represent a percentile range. The percentile ranges represented standard deviations of past local assessment results. The data analysis involved taking the teacher rating and the actual assessment rating (translated from raw scores to percentiles and consequently a number rating) and comparing the two for closeness of fit. A Crosstabs analysis of the data strongly suggests that teachers can judge pupils "in the ballpark" of their functioning by the third week of September, but they are not as accurate as they need to be for planning personalized learning programs. A combination of teacher observation in the classroom and a few teacher administered assessments would be a more appropriate pupil assessment than either effort alone.

The following table is a summary of the closeness of fit between teacher judgments and assessment results (McCarthy composites=5 areas and Boehm concepts=1 area). Typically teachers were poorer predictors (or would not commit themselves) at the extremes of the range. On the other hand when teachers were asked to pick the children who appeared to be functioning

Table 5

Closeness of fit between teacher judgments and assessment results at the beginning of the school year (4 weeks after school started) reported both for exact prediction and also plus & minus one rating (in the ball park)

		1 (far below)	2 (some below)	3 (average)	4 (some above)	5 (far above)
Verbal Abilities	EP	0 % *	30%	36%	35%	23%
	±	53% **	73%	92%	94%	77%
Quantitative Abilities	EP	13%	22%	47%	37%	12%
	±	40%	76%	88%	100%	85%
Concepts (basic)	EP	43%	32%	56%	52%	38%
	±	57%	82%	86%	89%	69%
Perception (visual) Performance		9%	19%	46%	48%	11%
		35%	65%	95%	97%	71%
Memory	EP	0%	7%	52%	41%	15%
	±	26%	70%	90%	100%	62%
Motor Abilities	EP	8%	26%	47%	42%	16%
	±	42%	86%	96%	97%	76%

* percent of pupils whose assessment score matched (came within the percentage range) what teacher predicted it would.

**percent of pupils whose assessment score fell within a plus or minus one rating of what the teacher predicted for that child.

lower than expected in some area and would need more elementary instruction and practice they matched the assessment identified pupils 90% of the time.

Based on these findings and a knowledge of the usefulness of testing in general, the recommended assessment for kindergarten pupils (found in the Appendix) was developed.

Objective B.

AS A RESULT OF THEIR PARTICIPATION IN THIS PROJECT THE TEACHERS WILL BE ABLE TO SPECIFY A PERSONALIZED LEARNING PROGRAM BASED ON LEARNER NEEDS FOR ALL PUPILS WHO INDICATE A DEVELOPMENTAL DELAY IN ANY OF THE SIX BROAD AREAS OF DEVELOPMENT.

Each teacher was able to successfully personalize the learning program, not only for the identified "high need" pupils but for each of her pupils, by the end of November. Each teacher approached this task in a little different way. All teachers used the first month of school to get to know children, help them become familiar with the classroom and procedures, and feel a strong identification with this class setting. During this time also each teacher helped children begin to be able to work independently or in small groups so that she would be able to work with a few children for a few minutes without interruption. Suggestions for "Getting Started", derived from the experience of these teachers, can be found in the Appendix of this report. The new teacher to the project did have more difficulty getting started than the three teachers who had been in the project for the full three years. However, by examing the records (whole class by scope and sequence steps) it was possible for the observer to see that each child's learning needs were indeed being taken into consideration in the planning for the daily activities, and at least 30 minutes each day was being used to focus on instruction or practice that each child needed, according to

the teacher's judgment and assessment information combined.

At the November conference time each teacher initiated the concept of parent directed at-home activities for a few minutes each day, with approximately half of her identified high-need pupils. This number ranged from four to eight pupils across the four project kindergarten teachers. Records were kept on each of these pupils by the teacher-in terms of what was discussed with the parent, what was recommended and the materials loaned. These contacts were kept up for the remainder of the school year (for all except a few who improved so much they didn't need it or they moved away.)

In order to evaluate the closeness of fit between the instructional effort and the pupil's learning needs three "experts" visited each teacher for a half day each to observe three remdonly selected pupils and their instruction. (each observer observed the same three pupils, all observations took place during one week in the middle of January.) All three observers had had experience in working with young children and in curriculum development. All were acceptable to the teachers and known to the teachers. The degree of agreement between the judgment made by each observer would constitute a reliability measure and the closeness of fit between what the child was experiencing and what he would appear to be ready for would constitute a validity measure of this objective.

A form was developed and tried out by the project director to see what kinds of changes would be needed. The form used by the observers can be found in the Appendix. The teacher's did not know which children were being observed. They were requested to pull six folders and they knew that the children were among those six, but not which children they were. After the three

observers had visited all four classrooms, all of them together sat down with the teacher individually and reviewed the observations and judgments. The teachers seemed to appreciate this very much and did not seem to be personally or professionally threatened in any way.

Figure 3 shows the composite of the observations by each observer for each teacher. As this figure indicates three of the teachers could be considered good to very good in fitting the curriculum to the pupil's learning needs, while one teacher was experiencing considerable more difficulty in doing this at that time. The agreement between observers could be considered an indication of reliability of this finding.

The project staff and teachers spent one day a month in staff development efforts as a group. Several days of this time was spent in workshop sessions, (1) reviewing individual pupil assessments, (2) planning for the learning needs of that child, and (3) planning for parent involvement efforts.

One other important evaluation of the teachers' ability to fit the program to the child's learning needs took place during the second semester when 26 of the district kindergarten teachers observed these teachers for at least two half days each. Their individual evaluations of these observations strongly suggest that they felt the teachers were able to fit the program to children's learning needs.

It is recommended that teachers who wish to really commit themselves to a personalized learning program should be given one day each month of released time for staff development, with competent leadership, for a period of not

Based on classroom observation by three qualified observers the teacher's ability to fit the instruction and practice to pupil learning needs.

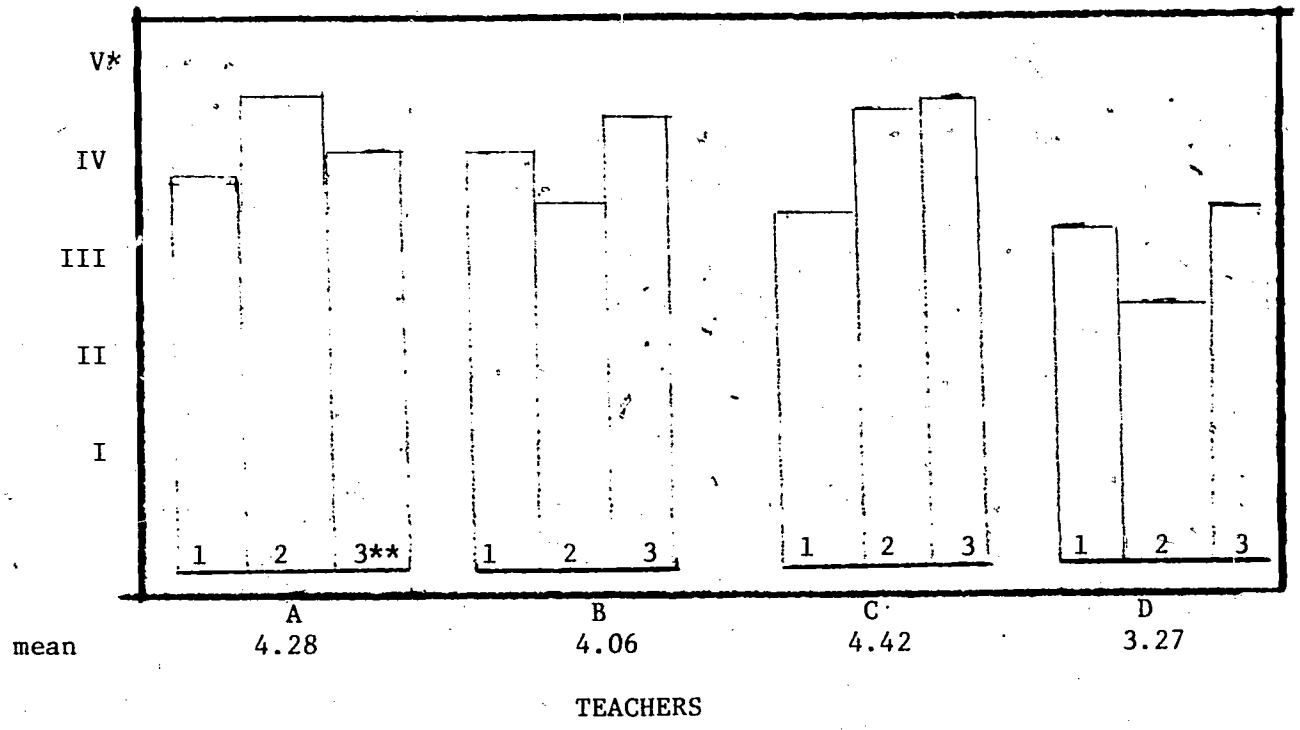


FIGURE 3 Classroom Observation

During one week in January all four classroom teachers were observed on different days by three qualified observers (acceptable to the teachers also). The observers reviewed three pupils for one-half day in the class room. The same pupils were observed by all three observers.

*

V = Very Good Fit
IV = Good Fit
III = Some Fit
II = Little Fit
I = No Fit

**

1 = Observer X
2 = Observer Y
3 = Observer Z

less than two school years, along with some side by side demonstration and help. This would probably be most productive with new teachers to the grade level, since those with a great deal of experience have developed ways of doing thing that work for them and often find changing very difficult.

Objective C.

PARENTS WILL BECOME MORE ACTIVELY INVOLVED IN THEIR CHILD'S LEARNING WHEN THERE ARE MORE OPPORTUNITIES FOR INVOLVEMENT WITH THE SCHOOL PERSONNEL. THIS ACTIVITY WILL TAKE THE FORM OF MORE PARENT INITIATED CONTACTS, WILLINGNESS TO DIRECT AT-HOME ACTIVITIES FOR THEIR OWN CHILD FOR A FEW MINUTES EACH DAY, AND A MORE POSITIVE ATTITUDE TOWARD THE CONCEPT OF A VIABLE PARENT-TEACHER PARTNERSHIP IN THE CHILD'S LEARNING.

There are at least three reasons why it is important for the parents to enter into a partnership with the school personnel: (1) the child's attitudes about school and school learning will be different when there is a sense of cooperation between the parents and the school, (2) parents will have more of a feeling of involvement and ownership in the school's activities and (3) if a habit of communication with school personnel can be established when the child is young the parents will be better able to work with the school to resolve any kinds of problems that arise as the child grows older. It is becoming more and more important that the elementary school become the local gathering place for the people of the community and take a greater place of importance than it has in the past few years.

The above objective has been evaluated in several ways. Teachers were asked to keep track of parent-teacher contacts during the regular school year. There was a steady increase in the reported contacts by teachers over the three year period. During the last project year the reported contacts were more than twice as many as during the first project year according to the

teachers. Teachers reported many more contacts than parents reported. Parents were asked at the end of each project year to estimate the number of contacts that they had had with their child's teacher (either by telephone, in person, or by note) that was initiated by them and initiated by the teacher. The following table shows the average number of contacts as reported by parents of all pilot kindergarten pupils. Information was gathered from the parents of pupils in the control schools only during the last project year. This information is reported in Table .

TABLE 6

The Average Parent Reported Contacts* over the three year time span of the project involvement.

	Teacher initiated Contacts	Parent Initiated Contacts
1973	1.58	2.0
1974	1.54	1.83
1975	3.9	4.0

*(The average teacher reported contact was 4.3 for the first year, 7.8 for the second year and 12.5 for the third year.)

TABLE 7

The Average Parent Reported Contacts for 1974-75 for the Pilot and Control Schools

	Teacher Initiated Contacts	Parent Initiated Contacts
Pilot	3.9	4.0
Control	2.2	2.0

Table 8 shows a summary of the parent evaluations of the Spring 1974 enrichment workshops which is typical of the responses of parents over the entire project period. At the beginning of the project the staff personnel took the responsibility for the major planning for the workshops with teachers attending and helping out, by the end of the third year teachers were doing all the planning and directing the workshops with the project personnel only attending as participants. The attendance was between 30-50% of the parents for the workshops with many fathers attending. Further information about the parent enrichment workshops can be found in the Appendix of this report.

Table 9 shows a summary of the responses made by the parents of both the pilot and control pupils, 1974-75, to inquiries relating to their attitudes toward developing a more viable partnership with the teacher in satisfying the child's learning needs. Parents who had been involved in the "Personalized Learning Program with Supplementary Parent Involvement" seemed more willing to form a closer working relationship with the teacher.

At the Fall registration time and again in the Spring on the end of year questionnaire, parents were asked to respond to an item intended to assess their expectations and hopes for their child during the first 3-4 years of public school experience. This information proved to be most interesting and often enlightening to the school personnel. Table 10 shows a summary of the responses of both pilot and control parents combined. When this information was broken down by schools, the lower the socioeconomic level of the neighborhood the more emphasis was placed on the child becoming skillful in reading, writing and arithmetic.

TABLE 8

The following compilation is the summary of the Parent Evaluation for the Early Childhood Education Title III, ESEA Workshops held at Washington Elementary, Aurora 7, Whittier Elementary and University Hill Primary. These workshops were held during March and April, 1974.

1. I like this method of getting together with other parents and the school staff.

.64%*		.28%		.08%	
Very Much			Moderately		Not Much
1	2	3	4	5	6

2. I like the ideas and suggestions that I have heard about or picked up in this workshop.

.58%		.37		.03	.02
Very Much			Moderately		Not Much
1	2	3	4	5	6

3. I think my child will enjoy some of these activities.

.60		.34		.06	
Very Much			Moderately		Not Much
1	2	3	4	5	6

4. I think parents need idea sharing workshops like this.

.69		.25		.06	
Very Much			Moderately		Not Much
1	2	3	4	5	6

I attended the Fall Parent Workshop .49% Yes .51% No

I heard about the Fall Parent Workshop from someone else. .40% Yes .60% No

I think there should be .02%1, .31% 2, .21% 3, .46% 4 workshops a year.

About how much time each day do you try to spend with your kindergarten child on learning related activities?

2 hrs - .03%
1 hr - .11
30 min - .28
20 min - .15
15 min - .28
10 min - .13
5 min - .02

Have you visited your child's classroom this year during school time?

.48% Yes .52% No

*Percentages of total participants

	Pilot Parents		Control Parents	
	Agree	Disagree	Agree	Disagree
A. Given help from the teacher in planning activities and the necessary materials I could help my child with supplementary practice that he might need in some area of learning for a few minutes each day.	100%	0%	90%	10%
B. As a parent I could help the child with needed at-home practice without further help, if school personnel (teachers, et.al.) would use parent workshops to demonstrate and develop a specific area of learning and provide ideas for home made learning materials.	71%	29%	65%	35%
C. If my child seems to have a developmental delay in one or more areas I would be willing to meet with 3 or 4 other parents and the teacher once a month to discuss ways of helping the child at home.	85%	15%	72%	28%
D. Incidental learning that takes place in the time outside of school hours is sufficient.	33%	67%	48%	52%

98 responses from pilot parents (of 150) - 65% return
160 responses from control parents (of 245) - 65% return

TABLE 9 A summary of the responses made by parents at the end of the kindergarten school year, 1974-75, on one item of the questionnaire. Parents were asked to agree or disagree with the statements above after reading the following: "There is some emphasis in our district and across the country to develop a more viable partnership between the school and home (teacher and parents). Along these lines we have considered the possibility of parents directing specific activities for their own child as a supplement to the school learning program."

TABLE 10

Responses of parents from a cross section of the population to a questionnaire item that required them to specify, by ranking, which behavior they hoped their child would gain from K-3 school experience.

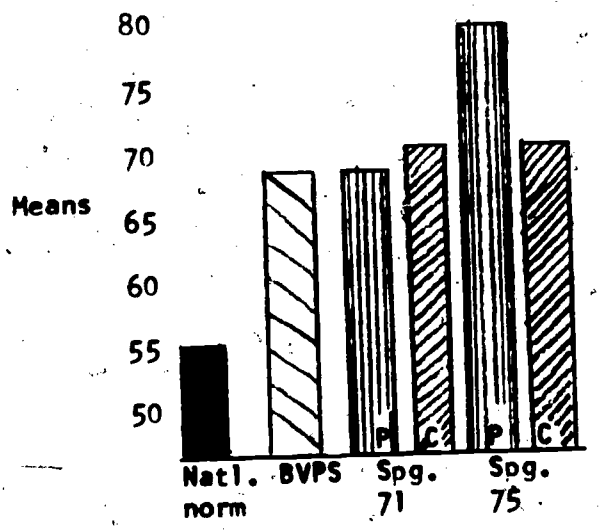
CHOICE		BEHAVIOR A. Well liked by other children and adults	B. Skillful in reading, writing, and arithmetic	C. Considerate of others and well mannered	D. Creative and able to pursue own interests
	FALL				
	All pupils pilot & control	9%	24%	18%	42%
	SPRING				
1.	All pupils pilot & control	4%	50%	21%	28%
	High-need pupils	11%	30%	19%	33%
	FALL				
	All pupils pilot & control	14%	31%	34%	24%
	SPRING				
2.	All pupils pilot & control	9%	23%	26%	38%
	High-need pupils	14%	23%	37%	35%
	FALL				
	All pupils pilot & control	24%	23%	39%	23%
	SPRING				
3.	All pupils pilot & control	21%	18%	43%	19%
	High-need pupils	19%	28%	35%	18%
	FALL				
	All pupils pilot & control	53%	22%	9%	11%
	SPRING				
4.	All pupils pilot & control	66%	9%	10%	15%
	High-need pupils	56%	19%	9%	14%

Objective D

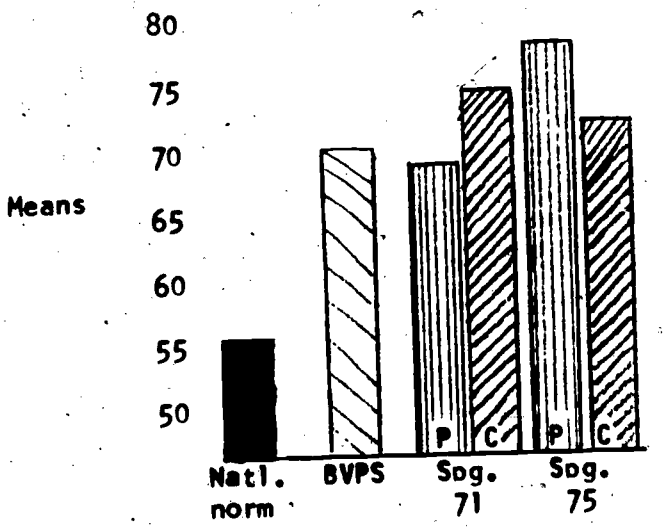
PUPILS IN THE PILOT CLASSES WILL FUNCTION BETTER ON POST-TESTS THAN THEIR CONTROL CLASS COUNTERPARTS

When all pupils are grouped together in the pilot classes and all pupils in the control classes are grouped together, there was no significant difference between the two groups on the end of year test results in kindergarten (MRT & BTBC) or in first grade (Gates-McGinities Reading Tests). Figure 10B shows the similarity of the MRT results for these groups in 1971 (when the information for matching was gathered) and the 1975 data results. All of the teachers involved are considered to be very good to excellent teachers, and all of the control school teachers are the same as in 1971 (one replacement has been made in the pilot classes).

Assessment results indicate that the Metropolitan Readiness Test (Form A) and the Boehm Test of Basic Concepts (Form B) are "easy" for most of these children, and consequently there is a big ceiling effect. At the end of the school year less than 2% of both the pilot and control pupils scored below the 25%ile of the national norms, less than 7% scored below the 50%ile of the national norms, and only approximately 20% scored below the 75%ile of the norms. More than 50% of the pupils in both pilot and control schools scored above the 90%ile on this readiness test. On the Boehm Test of Basic Concepts (an excellent predictor of future school success) the same pattern evolved, with 3% of the pupils scoring below the 50%ile of the national norm, 12% below the 75%ile of the national norm, and 55% of the pupils here scored above the 90th %ile of the national norms. (NOTE: these particular tests are more useful in this district as beginning of Kindergarten year tests than end of year tests. The BTBC is an excellent criterion reference test and should be used because of this feature by teachers.)



Room "A"&"a"



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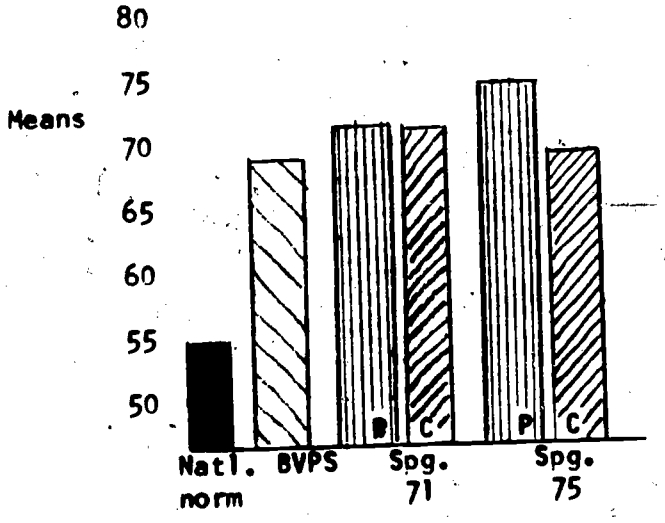
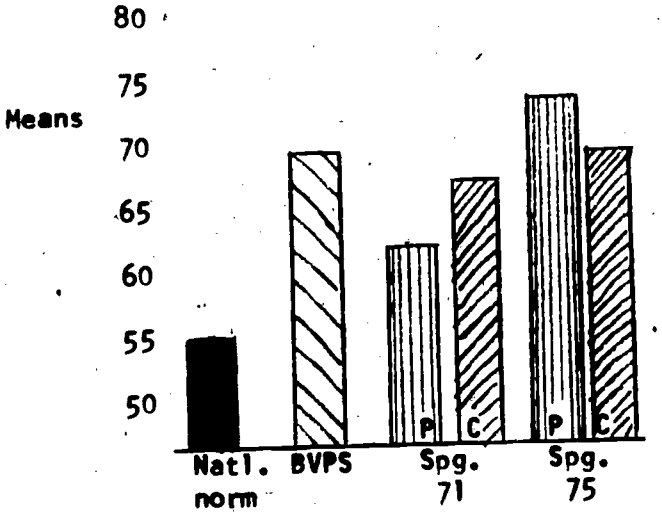


Room "C" & "c"



Room "D" & "d"

Figure 10B Mean scores for the pilot kindergarten classes (PM only) and their matched control classes, as well as the national norm average and the Boulder Valley Public School average on the Metropolitan Readiness Test, Form A.

When all first grade children are considered and their Gates-McGinitie reading scores (vocabulary and comprehension) 55-60% of the pupils are functioning on this vocabulary test above the national norm 75%ile (25% of the pupils are above the 90th percentile of the national norms). On comprehension skills in reading these pupils in both pilot and control schools are maintaining a similar pattern to the vocabulary results, with 93% of them functioning above the first quartile, 83% above the second quartile, and 65% above the third quartile of the national norms. Almost 20% of them were functioning above the 90th percentile of the norms, on reading comprehension.

It is presumed that much of the reading success of these pupils can be attributed to the expertise of these teachers and the district commitment to small teacher-pupil ratios in the early school years. (the average class size for these groups was 20-1). A strong parent support of the schools and their involvement is also present (as indicated by objective C). The high attendance in pre-school programs (68%) and the availability of educational T.V. (Sesame Street and Electric Company) for most of their lives would also be considered as potential important influences.

There are some meaningful differences between the pilot and control classes that relates more specifically to this project. The next objective deals with these differences more specifically.

Objective E

HIGH NEED (HIGH RISK) CHILDREN WHO HAVE THE ADVANTAGE OF BOTH THE PERSONALIZED SCHOOL PROGRAM AND THE HOME PROGRAM OF ACTIVITIES DIRECTED BY PARENTS WILL SHOW OBVIOUS GAINS IN THOSE AREAS THAT SEEM TO BE REQUIRED FOR SCHOOL SUCCESS BOTH FROM THE POINT OF VIEW OF THE TEACHERS IN THE CLASSROOMS AND ALSO ON THE ASSESSMENT OF THEIR FUNCTIONING.

In order to evaluate this objective several different approaches were considered. One approach was an attempt to evaluate pupil progress based on group test scores at the end of the kindergarten and first grade year. A comparison of all pupils in the sample population schools in this project and the high-need pupils on the Metropolitan Readiness Test and a comparison to the national norm averages can be found in Table 11 on the following page. It is of interest to note that the identified high-need children were functioning on this particular test within the range of the national norm average at the end of the year in all areas measured on the Metropolitan Readiness Test.

On the Boehm Test of Basic Concepts on which children were tested in the fall and again in the spring the high-need children were functioning above the national average for basic concepts at the end of the kindergarten year. This comparison can be found in Table 12 .

Another evaluation involved comparisons on individual tests. At the beginning of the school year in September, all children were given the McCarthy Scale of Children's Abilities and the Boehm Test of Basic Concepts as a way of identifying the child's strengths and weaknesses, particularly developmental areas that relate to school learning. One of the objectives of this project is to focus on these particular children's individual learning needs, to develop personalized learning programs for them, and to give instruction and practice in developmental areas that may be

Table 11 Comparison of pupils in the sample population of schools in this project and the "high-need" pupils (who were still in the same school at the end of the school year) on the Metropolitan Readiness Test, Form A administered to all pupils the last week of April.

	Average for All Pupils* BVPS (Title III)	Average for High-Need Pupils** BVPS (Title III)	National Norm Average
Word Meaning	10.71	8.5	8.10
Listening	11.08	9.7	8.10
Matching	10.69	7.5	6.10
Alphabet	14.87	13.13	7.10
Numbers	16.35	12.00	10.14
Copying	7.99	6.45	5.9
Total Score	69.65	58.29	45.63

*All pupils = 200
**High-Need Pupils = 39

Table 12 A comparison of the Means for the total project sample population and the identified "high-need" pupils from this sample on the pre- and post-testing of the Boehm Test of Basic Concepts.

	National Norm Average (Fall)	Pre-Test (Fall)	Post-Test (Spring)	National Norm Average (Spring)
All Pupils in Project	$\bar{x}$ 31.8 SD 8.6	$\bar{x}$ 42.85 SD 8.54	$\bar{x}$ 44.05 SD 5.73	$\bar{x}$ 39.4 SD 6.5
Identified High-Need Pupils	$\bar{x}$ ------ SD ------	$\bar{x}$ 29.50 SD 6.01	$\bar{x}$ 40.08 SD 3.69	$\bar{x}$ ------ SD ------

delayed, both at home and at school. The children were randomly assigned to two groups and a coin was flipped to determine which group would reveive the at-home program as well as the school program and which group would receive the at-home program as well as the school program and which group would have only the school program.

These two groups account for a sample population of children within the pilot kindergarten classes (10 classes) that were identified as high-need children, however, it seemed wise to also look at a group of similar children who were in a regular (but strong) kindergarten program outside these pilot schools, where 70 of 94 kindergarten children were evaluated and 20 children were identified as probably high-need children. This provided us with three treatment groups for our study for the 1973-74 school year.

Although this sample of children is not big enough to do sophisticated statistical analysis it can be viewed as very informative in a comparison from group-to-group and from the beginning of kindergarten to the beginning of first grade. By looking at Figure 4 it is obvious that the children who were involved in the at-home stimulation program not only maintain their improved skills (which would have the black line overlapping the red line--the calculation takes into account the difference in ages of the child) but suggests that most children in this sample were approaching the national average in all areas of development and in some cases exceeding the national average by the beginning of first grade.

The data from the individual assessments at the beginning of first grade

Comparison of the McCarthy Scales of Children's Abilities Mean Scale Scores for all Kindergarten pupils in the Project Sample and the pupils who were identified as "high-need" for the project year 1973-74 at the beginning of the year

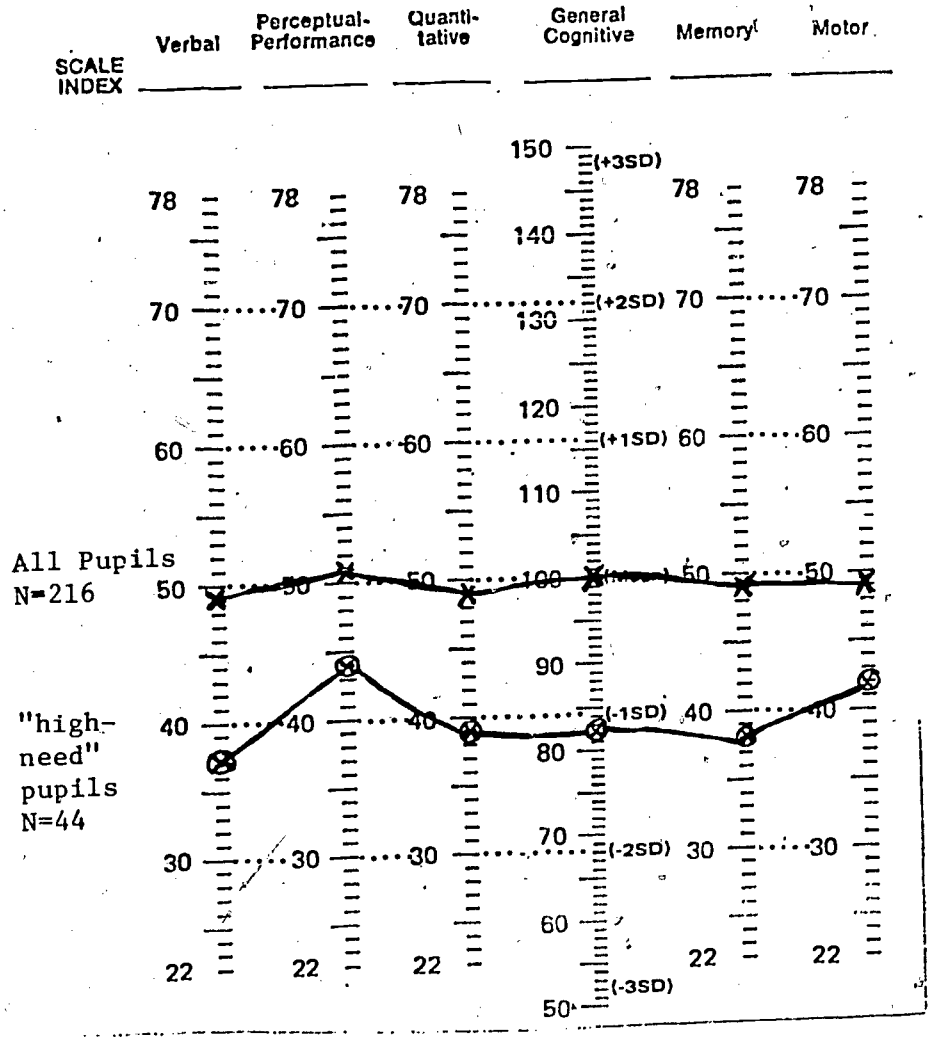
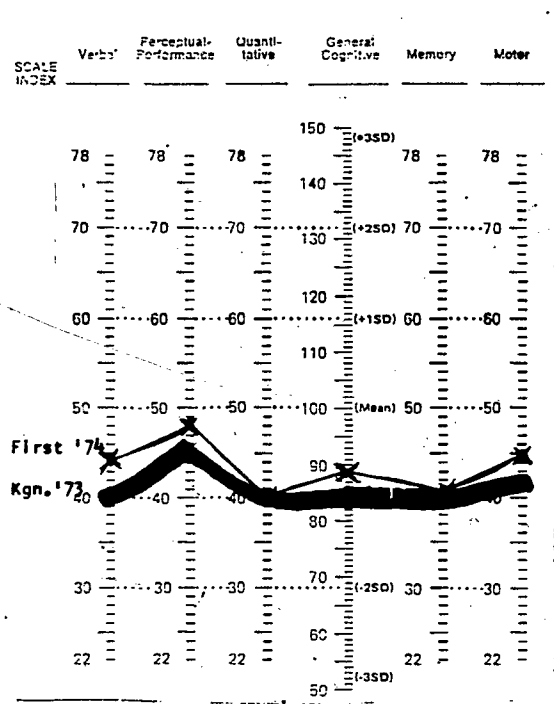


Figure 4

*Composite Scale Scores derived from raw scores and age group norms

Title III ESEA

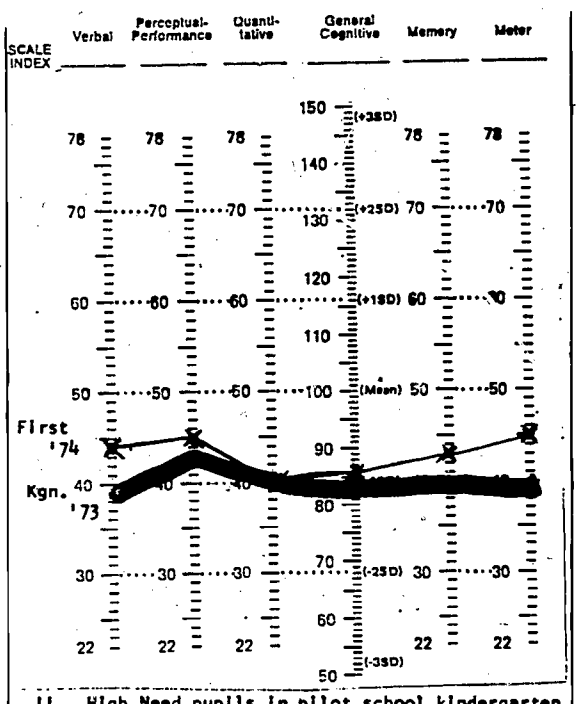
Figure IV. Comparison of High Need Pupils from the beginning of Kgn. to the beginning of First Grade on the McCarthy Scales of Children's Abilities for Three Treatment Groups *



I. High Need pupils in regular kindergarten programs. (3 teachers involved)

(n=8)

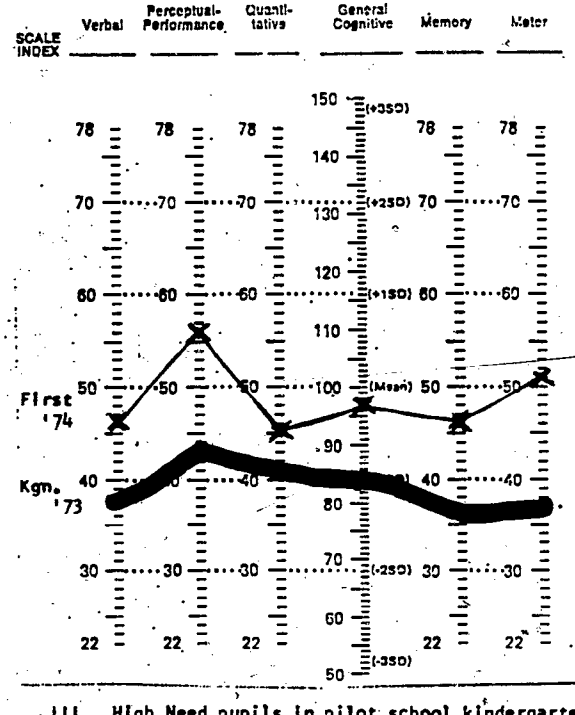
	Verbal	Percept.	Quant.	GCI	Memory	Motor
(1st.1974-75) $\bar{X}$=	44.8	48.1	40.7	89.3	41.3	45.3
(Kgn.1973-74) $\bar{X}$=	41.1	46.0	40.3	86.3	41.3	42.2



II. High Need pupils in pilot school kindergarten programs (4 teachers involved) involved in a personalized school program.

(n=9)

	Verbal	Percept.	Quant.	GCI	Memory	Motor
(1st.)	44.4	45.7	40.7	86.3	43.8	45.3
(Kgn.)	39.2	43.0	40.7	83.3	40.1	40.3



III. High Need pupils in pilot school kindergarten programs (4 teachers involved) including the personalized school program and parent directed at home activities. (n=9)

	Verbal	Percept.	Quant.	GCI	Memory	Motor
(1st.)	46.1	56.4	45.4	97.7	46.0	51.7
(Kgn.)	38.2	44.2	41.8	85.3	36.2	37.1

(*same pupils from Kgn. to First Grade)

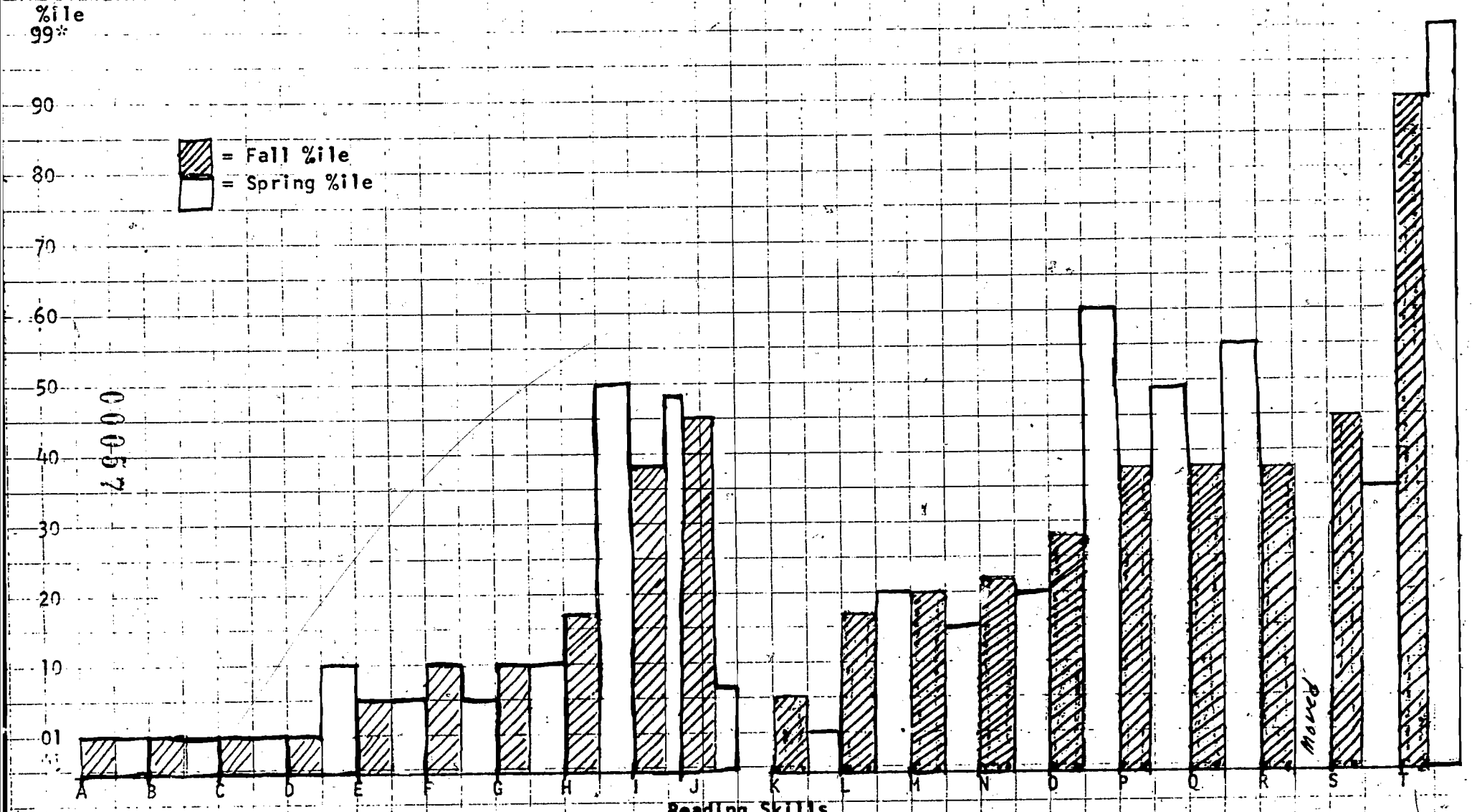
were impressive. The testing personnel and the first grade teachers were not aware of which children belonged to which treatment groups. This was essentially then, a blind testing by the people who did the assessment.

In order to get another viewpoint regarding the children in this small sample, the first grade teachers were asked to rank all their children in regard to reading ability based on the teacher's judgment at that time during the second week of October. It can be assumed that these high-need children were in the lower 10-20% of their classes at the beginning of kindergarten from evaluations made at that time. These teacher rankings yield the following information; of the children who had the home stimulation program during kindergarten and we assume continued somewhat during the summer time, only one child was ranked as functioning in the lowest 10% of his class by his first grade teachers. However, of the children who were in the "school program only" during kindergarten and were considered high-need children, 66% of this group fell in the lower 10% of their first grade classes. A table of these percentages can be found on the following page, Figure 5 . It is noteworthy that the children who had been in the home stimulation program consistently were ranked by their first grade teachers as functioning in reading ability much higher than their counterparts who were in the same first grade classes but functioning at a lower level in relation to their classmates. This is another way of saying that these children who received this added supplementary stimulation program were indeed functioning in some significant area relatively better than their counterparts who did not receive the home stimulation program. This trend in reading success continued throughout the school year according to Spring teacher ranking.

A Comparison of the pupils who were in the kindergarten "high-need" sample, after their first grade teachers had judged their reading abilities and ranked all class members accordingly between October 7-11, 1974 and April 14-18, 1975

I. School only Program (Sample)

II. School & Home Program (Sample)



Pupils in the School only Program
(average %ile for sample = 13.0 Fall, 13.9 Spring)

Pupils in the School & Home Program
(average %ile for sample = 34.4 Fall, 39.0 Spring)

*A child who ranks 99%ile would rank above 99 of 100 pupils. A child who ranks at 01%ile is above no one.

Pupils who had been identified as high-need children (high risk for academic learning) in kindergarten were reading by the end of first grade at an acceptable level according to the Gates-McGinitie Reading Test (A). The average high-need child obtained a raw score of 34 on vocabulary (equivalent to 1.8 grade level) and a raw score of 20 on comprehension (1.8). The pilot and control sample of high-need pupils were almost identical.

In February of the last project year each of the first grade teachers in both pilot and control groups was interviewed regarding the progress of their present class members in the academic areas and along with these questions they were asked "How many pupils do you have this year who have been removed from your class to be placed in special education programs, have been staffed for special education programs, or you feel should be staffed for special education consideration?" There was a significant difference between the number of children so identified by the pilot an control first grade teachers. The pilot teachers indicated that 2% of their pupils would meet these conditions (only one child from the pilot schools had actually been placed in a special education classroom) and the control teachers indicated that 6% of their pupils would meet these conditions. One of the major goals of this program has been to meet children's learning needs in the regular classroom and also give teachers more skills and techniques for dealing with each child on a day to day basis, thus, increasing her professional competence and confidence. From these data, children are functioning much better than would have been expected in reading skills and teachers in the pilot classes are feeling more competent to handle pupil differences in the regular classroom than are teachers in control schools.

School district personnel will be able to see this model as more promising than alternative approaches for "high-need" pupils (and this need can be met within the regular classroom with regular teachers, aides, and parent involvemnt activities).

Objective F

BY THE END OF THE THIRD PROJECT YEAR A DEVELOPMENTAL CURRICULUM SCOPE AND SEQUENCE CHART ALONG WITH CORRELATED MODULES FOR CLASSROOM AND HOME ACTIVITIES IN THE AREAS OF (1) BASIC MOVEMENT (2) MATHEMATICS, (3) PRE-WRITING AND WRITING and (4) PRE-READING AND READING WILL BE DEVELOPED AND TRIED OUT IN THE PROJECT.

The end result of three years of curriculum development utilizing the talents of the learning specialist (Mary Barrell) very extensively and the teachers, principals, aides, consultants and the project director is a very workable developmental scope and sequence chart and accompanying correlated curriculum card file. The Scope and Sequence Chart can be found on the following page. Examples of the curriculum suggestions will also be included here as examples (more examples can be found in the Appendix). These materials are available, at this time, only to the teachers in the district who have indicated an interest in the project activities and are attempting to implement some aspects of the program in their own classrooms.

The curriculum materials became necessary to provide concrete help for teachers and aides when they started implementing a "personalized instruction and learning program" in the classroom and giving parents directions and training for supplementing the school program with at-home activities. A great deal of trial and error was involved in the development of these materials. Initially it was the thinking of the project staff that teachers would not need this type of specific help, but it would be helpful

SCOPE AND SEQUENCE

BASIC MOVEMENTS

LOCOMOTION:

1. Walking
2. Running
3. Jumping (2 ft.)
3. Hopping (1 ft.)
4. Galloping
5. Movement Ed Space Orient
6. Sliding
7. Skipping

CLIMBING & HANGING

1. Climbing ladder
2. Climbing jungle gym
3. Suspending own weight

STUNTS & TUMBLING

1. Rolls
2. Animal mimicry

RECEIVING AND PROPULSION

1. Throwing
2. Catching
3. Kicking
4. Striking with object

SKILLS

1. Roller skate on Kagn. skates
2. Jump over rope
3. Bounce ball
4. Dribble ball
4. Trampoline (simple)
5. Swim
6. Rhythms

MATHEMATICS

CONCEPTS

1. Color
2. Shape
3. Size
4. Space
5. Quantity
6. Time
7. Misc.

NUMBERS

1. Counting and one-to-one correspondence to 5
2. Counting and one-to-one correspondence to 10
3. Numerals to 5
4. Numerals to 10
5. Comparison of sets
6. Seriation and ordinal position
7. Addition and Subtraction

PRE-WRITING AND WRITING

HAND-FINGER FLEXIBILITY

1. Uses R or L hand alone
2. Rhythm-one hand or both hands
3. Balance-stacking and holding writing tools
4. Eye-hand coordination
   a. finger play
   b. working with clay
   c. paper folding
   d. paper tearing
   e. use of scissors
5. Precision, control

PRE-WRITING

6. Consistant use of dominant hand
7. Makes circles easily
8. Makes triangle easily
9. Makes diagonal lines easily
10. Mixed practice
11. Makes curves, retrace easily

BEGINNING WRITING

12. Copies figures & designs
13. a. Traces own first name
    b. Writes own first name
14. Approach I: (short vowel, saquence and sound approach)
15. Approach II: (visual racognition, motor memory)
16. Approach III: (Palo Alto-writing and reading)
17. Supplementary skills practice
18. Encodes words for own use

PRE-READING AND READING

VISUAL PERCEPTION

1. likes and differences
2. Position closure part-whole
3. Directionality
4. Reproduces designs
5. V-memory-patterns and sequences
6. Pattern sequence
7. Classification
8. What is missing
9. Picture & letter constancy
10. Identifies & matches upper and lower case letters

AUDITORY

1. Identifies familiar sounds repeats simple clapping patterns
2. Follows verbal directions
3. Fits words into categories
4. Name things that go together
5. Homonyms, homophones, antonyms
6. Naming parts of wholes
7. Singulars and Plurals
8. Person, place thing
9. Action words
10. Descriptive words
11. Processes phrases (spatial relationships direction, etc)
12. Uses present & past tense
13. Accurate reception
14. Closure
15. Fluency
16. Association
17. Recognizes parts of word (compound words)
18. Correct sentence order
19. Rhyming words
20. Hears beginning sounds

LANGUAGE

1. Understands stories read orally
2. Identifies nonsense riddles
3. Predicts ending
4. Tells logical relationships
5. Tells what is missing
6. Tells what doesn't belong
7. Pantomime
8. Retell story in sequehce
9. Recalls detail of story
10. Solves problems orally

READING

1. Own name
2. Familiar signs, captions
3. Color & position words one, two, three
4. High frequency words
5. Own book
6. Word families
7. Pre-primer
8. Primer
9. 1st-A
10. 1st-B

Boulder Valley School District
Early Childhood Education
Title III

2/75 - Revised

(SAMPLE)

PRE-READING: Visual Perception 6 Perception of Pattern Sequence Card _____

One of the most important pre-language and pre-reading skills, sequencing involves seeing and remembering or hearing and remembering as well as the ability to gain meaning from a series. Emphasis should be on understanding relationships, not mere memorizing.

Objective: Child can see and repeat a sequence of up to 4 objects, colors, shapes. Child can listen to directions and repeat a sequence of 3 or more objects, shapes, or colors. In a visual sequence of 3 repeated twice, the child can tell what would come next if the sequence were repeated a third time.

Assessment: Child can begin by repeating simple bead and peg patterns as soon as he enters school. During the year he should be encouraged to extend his visual and auditory memory, and to understand sequences of letters and numbers by the end of the year.

Maintainance: Helping a child see sequence in everything structures his day, is useful in learning measurements, days of weeks, who will be the helper next, etc. Ask children what you do first, second, third as often as possible, what came first, next, last in a story, etc. Help children see that what happened last was a result of first and second activities. Represent a sequence with symbols 1, 2, 3, etc. Have children tell one-more, what comes after, what went before, etc. Help children become aware of numerals in sequence: "Begin at 3 and count to ten," etc.

(SAMPLE) (back of card)

PRE-READING: Visual Perception 6 (cont'd) Card _____

Maintenance (cont'd): Tell number stories putting pictures on board and taking away or adding: "Four litt birds sitting on a tree; one flew away and then there were three". Substitute numerals for birds next time you tell the story, etc.

Parent Directed Activities: Help parent see importance of emphasizing order in child's activities when he goes to bed, when he gets up, when he prepares to do a simple cooking task with mother, etc. Tell a series of three things out of order and challenge the child to tell what is silly:
"Billy brushed his teeth and climbed into bed and ate his snack."

Have parents cut out appropriate frames from the comics and paste on cardboard. Child puts story in order and then tells story.

Game of Sequence: Child tries to roll 4 dice into a sequence of 3 dice: 1, 2, 3 or 2, 3, 4 or 4, 5, 6, etc. Using playing cards to 5 in each suit, place cards face down. Players draw, each trying to get a sequence of 3 cards for a "book", etc.

(SAMPLE)

PRE-READING: Visual Perception 6

Card _____

Activities

Materials:

1. Using pictures of representative objects, have the child sequence family pictures (baby, toddler, elementary, teen, adults for example). Then have him reverse the sequence and start with the older members first.

   Show child pictures in graduated size (DLM Size Sequencing Pictures) and have child sequence from small to large and from large to small.

   Show child other pictures and other objects and have him sequence by: fat to thin, small to large animal, etc. Reverse some sequences so child understands what reversing means.

2. Go to more abstract patterns such as colored block or colored bead patterns:
   (a) Same size, several colors in sequence. Child repeats sequence of 3. Child reverses sequence of 3.

   (b) Same size several shapes, child repeats sequence of 3, reverses sequence of 3, looks at pattern and tries to make sequence of 3 from memory when pattern is removed.

   (3) Child makes sequence of 3 shapes, same color, then repeats exact sequence of shapes in different colors.

DLM Size Sequencing cards No. 288

Bead patterns and beads for stringing DLM 289, 290

FM 15 (size sequence cards) FM 28

(SAMPLE) **(back of card)**

PRE-READING: Visual Perception

Card _____

Activities (cont'd):

Materials:

(d) Child makes sequence of beads, shapes, pegs, or hooking Peabody tokens and repeats sequence two times, three times.

(attribute logic blocks) FM 10 1" colored cubes FM 33 Beads and patterns.

3. Continue Activity 2, steps a, b, c, d using 2 shapes, 2 sizes, 2 colors. Next use 3 colors or 3 sizes. The sequence should be easy to understand so child can figure out what would ligically come next.

4. Place pictures of clothing and foods (4 or 5) before child and help him see the relationships in the pictures (coat-hat, boots-mittens) for example as an aid to remembering sequence. Have him make the sequence after cards have been mixed up. Next show two more cards: another article of clothing for example, and a picture of food. Which picture would come next? (Not the food)

   Have child close eyes and remove one card from the sequence, mix up other cards. Which card is missing (use sequential understanding, not memory to determine this.)

to develop some small step sequential instructional materials for aides to use at the teacher's direction. (Since this report is being written to help any outside person understand the process of the program development; the following historical account of curriculum development will be included).

Extensive work on the part of the learning specialist and the project director during the summer and fall of 1973 produced a preliminary set of activity suggestions including sequential developmental materials both across and within levels of difficulty. These materials ranged from what might be appropriate for a very immature child to a very mature child. There were three major areas developed which included Auditory (140 different activity suggestions) Perceptual and Fine Motor (178 different activity suggestions) and Gross Motor (118 activities in the areas of Relaxation, Balance, Coordination). An activity suggestion might be one lesson or 40 lessons. One lesson might last for one day or several days. These major areas included the processes that are pre-requisite to more formal academic learning in reading, writing and mathematics, using symbols. For example, the auditory area included large amounts of language and concept development, sound recognition, sound differentiations, listening and memory- letter sounds and names, sequential memory and comprehension (project made cassesse tapes accompanied parts of the auditory material). The Perception and Fine Motor area would relate more to pre-writing and arithmetic skills as well as visual discrimination and matching, etc.

A record keeping system was developed that offered the possibility of keeping track of each child individually and a class record by activities.

Examples of the activity suggestions for use by aides, can be found in the Appendix.

Writing and putting these sequential activity suggestions together was a monumental task (along with purchase of appropriate manipulatives and accompanying worksheets). When the bulk accumulated to a six-inch high pile of 8 x 11 sheets it is little wonder that the teachers were a little overwhelmed at just becoming acquainted with the contents and fitting some or any of this to the child's learning needs. Initially the curriculum materials were developed with the idea that any untrained person could take them, after the teacher had decided what was required, and provide the help a child would need on a continuing small step basis with instruction and practice.

It was obvious by the middle of the first implementation year that the teachers needed a more explicit scope and sequence (that had been proposed but not yet developed) and complete re-development of the curriculum materials for use by teachers. During the Spring (1974) staff development and project staff involvement a scope and sequence was developed that addressed itself to four areas of curriculum that teachers felt would be most helpful to kindergarten and possibly first grade teachers. These four areas were: (1) basic movements, (2) mathematics, (3) pre-writing and writing and (4) pre-reading and reading. During a two-week period after school was out in June, 1974 the project related teachers and the staff worked on refining this scope and sequence, developing a format and recommendations for a correlated curriculum involving both purposes and activities for each step and a record keeping system that was acceptable

to all teachers. It was left to the learning specialist to put the suggestions into a useful form.

By using colored cards for different areas of development, and numbering each card according to chart number it is easy to find and return cards to their place. The card file, using 5 x 8 cards on both front and back, includes 78 mathematics cards, 45 pre-writing and writing cards and 137 pre-reading cards. The teachers used these materials during 1974-75. These curriculum materials, the scope and sequence and the record keeping system have proven to be very useful to teachers and aides, particularly in planning for the learning needs of "high-risk" pupils. By using a small step sequential curriculum the child is given help in small amounts each day with a great deal of emphasis on repetition and maintenance of new learning.

It is said that educators are often re-inventing the wheel (there are numerous curriculums available to teachers); however, the project staff believes that this particular set of curriculum support materials is different in two important ways: (1) it helps the teacher easily fit the instruction and practice activities to the child's individual learning needs without hours of planning on the part of the teacher and (2) the format of the curriculum items lends itself to helping the teacher (especially the new teacher) see how all areas of the curriculum can be integrated yet she can see where the basic processes fit into a long-range scheme as separate parts.

Objective G

TEACHERS IN THE PROJECT KINDERGARTEN CLASSES WILL BE ABLE TO DEMONSTRATE THE PROJECT ACTIVITIES TO OTHER INTERESTED KINDERGARTEN TEACHERS IN THE DISTRICT DURING THE SECOND SEMESTER OF THE LAST PROJECT YEAR.

During the month of January, 1975 all kindergarten teachers in the district (46) were offered the opportunity to attend an orientation session (meeting in one of the district schools in their area) which included an over-view of project goals, a slide-tape presentation, and a look at the scope and sequence chart and accompanying curriculum materials. At the end of these sessions each teacher was asked to fill out a questionnaire to be used in project evaluation and for planning visits to the classrooms. A copy of this questionnaire with relevant percentages can be found in Figure 6 on the following page. All but one kindergarten teacher attended one of the project orientation sessions. Thirty-one teachers asked to visit for two separate half days in one of the project classrooms with experienced project kindergarten teachers. (Three project teachers were involved, since the one teacher new to the project was not asked to take visitors this year). The three project teachers averaged three visitors a week for the months of February, March, and April from the district and many from outside the district during April and May.

Before a visiting teacher arrived at the classroom the project teacher had received the individual questionnaire filled out previously indicating their interests and needs. Each visitor was also given a one page "Guidelines for Classroom Visitation" (see Appendix) and an Observation Evaluation form to be filled out after the second visit and returned to the school secretary (see Appendix). The evaluation questionnaire was usually filled out in detail using examples and each of the district kindergarten

ORIENTATION SESSION

Teacher's Name_____

School_____Grade_____

"A Personalized Kindergarten Program with Supplementary Parent Involvement"

A Title III ESEA Pilot Project 1972-75 BVPS Project

	Please check each item:	
	I Do Some Of This Now	I Would Like To Do More
1. There are two major components of this project:		
A. A Personalized Classroom Program for a Portion of each School Day.		
1. Both formal and informal assessment of each child's functioning early in the year.....	87%*	73%
2. Implementation of a procedure to give at least a few minutes of personalized instruction and practice		
a. for high need pupils.....	73%	70%
b. for all pupils.....	63%	40%
3. A procedure for planning for both		
a. short range needs.....	77%	67%
b. long range needs.....	40%	57%
4. A record keeping system that is		
a. feasible (in terms of time & effort).....	70%	73%
b. points toward planning.....	43%	57%
5. A curriculum scope & sequence with appropriate instruction and practice suggestions (especially for "high need pupils".....	40%	77%
B. Developing a home-school partnership in order to facilitate pupil progress in learning and general functioning. This includes:		
1. Parent sharing of information about their child...	67%	70%
2. Teacher sharing of assessment information and professional observation.....	73%	70%
3. Group Workshops - Making and Taking of learning games and aids.....	27%	77%
4. Teacher-Parent planning together to give supplementary "at home" help for child who needs added practice and encouragement in some area of development (using fun activities and games).....	30%	90%
5. Appropriate "at home" activities for all pupils....	10%	57%

2. I would like to visit a project classroom: 31 yes 9 no (If yes, indicate the day of the week in order of preference in space to left)

Don't know yet - 2

The agreement to visit involves the following:
1. two separate half day visits to the same classroom, at least
2. discussion with the classroom teacher of her goals and techniques
3. a (check list) evaluation after your observation by you
4. a follow-up individual review of the project materials and your observation and a discussion with a project staff member, at the district education center, (some convenient day-after school).

3. We are now planning three short video tapes, for Spring 1975 preview, of innovative project techniques and components.

Figure 6: District kindergarten teacher's responses to self assessment and needs assessment at orientation session (e.g. 87% of them felt they were doing "some" of A-1 and 73% of them felt that they would like to do more.)

teachers who observed could verify that they had seen each of the goals being implemented by the classroom teacher, feeding needed and valuable information into the project evaluation process. A typical example of the response of one teacher is given as Figure 7 on the following two pages. The most frequent interest was in the concept of a personalized curriculum approach using the scope and sequence (and correlated cards) and the next most frequent interest was in the record keeping techniques. Half of the visiting teachers indicated an interest in an efficient and sensitive assessment procedure to help them identify each pupil's learning needs. The parent involvement aspects of the program created some interest and several teachers said that they would like to modify what they are doing now to include some of the group type activities. At this point in the diffusion it was not clear to the teachers that the "parent directed at-home activities" which the teacher and parent planned together was a crucial part of the program for high-need pupils, or perhaps these teachers could not imagine themselves taking on this responsibility along with their more traditional responsibilities.

All of the teachers who visited the classrooms and indicated a desire to initiate some of the project activities were given a program packet, including detailed information about "Getting Started" and lists of materials needed for classroom use and parent involvement activities. Each of these teachers also received several copies of scope and sequence chart and the box of accompanying cards.

Visitor's Name

PLEASE COMPLETE THIS FORM AND LEAVE IT WITH THE SCHOOL SECRETARY AFTER LAST VISIT

1. Did you have enough time to talk with the teacher? (X)Yes ( )No

2. Did you have an opportunity to visit with the principal? ( )Yes (X)No

3. Did you have an opportunity to talk with the aide? (X)Yes ( )No

4. Was two half days visits (X)just right ( )not enough ( )too much

****

(if possible discuss the following goals with the teacher and then write your own responses)

GOAL A: To adapt the learning program to the needs of the child in a sequential developmental way.

How did the teacher:

a. focus instruction and practice for children?
set up specific tables for practice and focused her personal attention on new instruction

b. use small step development?
by continually referring to file and using it as a guide

c. assume pupil success in task?
by teacher and teacher aide judgment

GOAL B: Teachers will be able to use their expertise to meet children's needs using a variety of techniques

How did the teacher:

a. move between children and groups?
She got groups started and moved on

b. help children use independent learning skills?
used children to help instruct and stressed independence

c. use the same materials in different ways?
different explanations and by being specific with some children on how to use it that day

GOAL C: To keep an on going record of each pupil's learning progress.

How did the teacher keep track of:

a. instruction
keeps daily schedule sheets

b. pupil practice?
daily schedule sheets

c. pupil progress
immediate assessment--long term check sheets

(OVER)

Which Goals are you most interested in at this time?

1. Focus instruction and practice for children in 9 sequencial developmental ways, using small step development
2. Identify learning needs, and have materials which will aide in developing independent work skills
3. Have good ways of identifying and pinpointing problems.
4. Have a way of evaluating what they had accomplished.

COMMENTS:

I would be most interested in beginning any program of this scope with high-need children first. Once I felt I knew what I was doing, I probably would want to continue to expand.

I would appreciate a list of the materials being used in these classrooms and details of availability and cost.

PLEASE RETURN TO SCHOOL SECRETARY AFTER LAST VISITATION

Objective H

AS A RESULT OF INVOLVEMENT IN THIS PROJECT THE SCHOOL DISTRICT PERSONNEL WILL BE ABLE TO GAIN BETTER INSIGHT INTO THE INCIDENCE OF ENTERING KINDERGARTEN CHILDREN WITH DEVELOPMENTAL DELAYS AND LEARNING DISABILITIES AND THE NATURE OF THESE NEEDS.

In the study made by the district in 1971-72 on which the present pilot effort was based it appeared that although many children were coming to school with some areas of advanced development (particularly in knowledge of numbers and letters) they were less attentive, less considerate of others and less well developed in the motor and fine motor areas of development than their counterparts of ten years ago. The national interest in identifying children's learning disabilities and delays early and planning programs (usually outside the regular classroom) had just gotten started.

The data collected from the pupils in the Fall of 1971 and the data (same test results) collected in the Fall 1974 strongly suggests that pupils are coming into kindergarten even three years later with different learning needs, strengths and weaknesses. Eight schools with approximately 400 pupils were involved in the 1971 study, eight schools (including pilot and control) with 383 pupils were involved in the data collection in 1974-75. Using the means and standard deviations from the 1971-72 data the pupils assessed in 1974 were functioning one-half a standard deviation higher in vocabulary comprehension, arithmetic knowledge, and fine motor coordination. They were functioning on the average one whole standard deviation higher on alphabet recognition, visual perception skills, and listening skills. The typical entering kindergarten child in the district schools is already functioning above the national average on this particular assessment device. To meet the range of learning needs in any classroom, the classroom atmosphere must be highly variable in curriculum offerings and learning opportunities. If the teacher cannot offer a learning program that fits

the child's needs, then the child with learning delays will feel considerable frustration in not being successful in some activities, while many class members will be bored and discontent for a big part of the time.

The schools in the pilot program were selected by the Pupil Personnel Director as representative of a cross section of the district. If it can be assumed that this sample represents the district and the assessment information is valid then district personnel should be able to draw some conclusions from the following information. According to the information obtained from the individual assessments of pupils, 15-17% of the entering pupils need a great deal of help and stimulation in verbal functioning (including language comprehension, vocabulary development, fluency, memory and thinking); 10-15% of the entering pupils need a great deal of preliminary help with mathematics concepts (including concepts, number comprehension and usage, problem solving); 14-16% of the entering pupils will need a great deal of extra preliminary help in perceptual-motor performance (including closure, directionality, part-whole organization, constancy, differentiation of words and sounds, body control, etc.); 16-20% will need a great deal of help in auditory skills.

Obviously some of these children have more than one of the delays mentioned above. A child who has perceptual-motor problems may also have mathematics related developmental delays, for example. The information gathered over the past four years indicates that approximately 46% of the children have no learning delays or disabilities when they enter school. Sixteen percent have one area of development that should receive some extra consideration; 12% have two areas of developmental that will require specific attention at a lower level of functioning; 6% have three areas of concern; 6% have

4 areas of concern; 3% have five areas of concern; and 4% are low in all areas measured.

These children with learning delays are not distributed evenly across the individual schools at the beginning of kindergarten. In some schools the observer would be hard pressed to find 10% of the children with learning delays of any kind, while in another school there may be 50-60% of the children with one or more learning delay or disability to take into consideration. There are obvious implications here for teacher-pupil ratio and para-professional help for classroom teachers.

The regular classroom teacher should be able to adapt her program to the learning needs of each child, not only in kindergarten (where each teacher has from 40-50 pupils each day), but also in the first, second, and third grades. Any other arrangement will automatically religate some pupils to a program that does not fit their learning needs and consequently either a feeling of "failure" to learn at one end and a lack of challenge and stimulation at the other end. If a teacher sets up the learning situation so that each pupil must meet her learning criterion (the second grade curriculum content) then some pupils will always fail. If a teacher sets up the learning situation so that she must meet each pupil's learning needs then only the teacher can fail.

In the Appendix of this report is a rather lengthly prescription for how a teacher can "Get Started" if she/he wants to establish a Personalized Learning Program with Supplementary Parent Involvement. As indicated earlier in this report, most teachers feel relatively confortable with the average to bright pupil and provide them with adequate programs, but the

child with some area of delay or difficulty is often a mystery to the teacher and a much greater proportion of her time is spent in trial and error attempts to help this child. It would appear that these trial and error attempts are not working very well when a higher proportion of children end up needing special education help at the end of third grade then it would appear entered school with them at the beginning of kindergarten.

SUMMARY

The Personalized Kindergarten Program with Supplementary Parent Involvement Title III ESEA project staff had one main goal; to implement a personalized learning porgram in the regular classroom for all pupils and supplement this learning approach with a parent outreach effort that would involve parents as partners with the teacher in their child's learning. Inherent in this objective was the need -

1. To develop a feasible and thorough screening procedure covering all areas of development that relate to academic learning.

2. To train both teachers and aides in many techniques for working with individual children.

3. To try out a certain procedure for assisting parents in directing "at-home" activities for their child.

4. To provide teachers, aides and parents with specific activity suggestions that would make it easier to establish a personalized learning program for each child (for at least a small portion of his time) and accompany these activity suggestions with actual manipulative materials.

5. To involve parents and teachers in sharing information available to them about the child.

6. To develop a curriculum scope and sequence and a feasible record keeping approach, and finally

7. To evaluate the progress made toward reaching these objectives.

This project included 611 regular entering kindergarten pupils in four schools, involving five teachers on regular assignment, and parents of each child. The project director devoted half time to this project and a learning specialist devoted 4/ time to this project. During the last project year, "high-need" pupils were followed into first grade and their teachers were given some help in planning personalized programs for them.

The program was carried out in each of the five participating schools and in the homes of the children.

At registration each parent filled out an information sheet, including family information, the child's characteristics, and background information, e.g., the child's attendance in pre-school. The parents were invited to visit with the school nurse at this time also. Parents were given an assessment questionnaire that they took home and filled out, based on their own judgments of the child's functioning, and returned to the teacher on the first day of school. Parent group meetings took place in each of the schools early in September to explain the project objectives and answer questeions. Individual evaluations of each child's functioning in six areas of development took place in September. This information was translated into developmental expectation charts and mailed to the

parents in mid-October along with an interpretation and encouragement to talk with the child's teacher at the up-coming parent-teacher conference, regarding this data. In November, all parents were invited to attend evening workshops where they could "make-and-take" materials and ideas for working with their child at home. A specific area of development was emphasized. These were very well received by the parents who attended.

In the meantime, teachers were gradually implementing personalized learning experiences for all pupils in the classroom. Developmentally delayed or "high-need" children were identified by arbitrarily determining that if a child appeared to be functioning in the lower 25% of the local norms in three or more of the six composite areas measured then he was a "high-need" child. By this method, 146 "high-need" children were identified of the 611 pupils. Each year the "high-need" pupils were stratified and randomly assigned to school only, or home-school programs. All of the children had the personalized curriculum in their regular school experiences for at least part of their school day. Half of the "high-need" children also received the supplementary home learning program directed by their parents for about ten minutes each day. The parent(s) met with the learning specialist or teacher about every two weeks for about 15 minutes to talk about the child and exchange materials that were selected for that particular child's learning needs.

The children involved in these schools typically came from middle class homes, whose mothers had more than a high school education, but were not college graduates and whose fathers were skilled workers or technical people (however, the whole range of parent education levels and parent occupations was involved). More than half of them had attended pre school (65%) for an

average of one school year. Interestingly enough, 60% of them came from one-or two-child families. The average age of the children on September lst was five years, six months. Of this sample, 50.0% were boys. When these children were compared to the national norms for the individual assessment instrument (McCarthy Scales) they would be described as very average as a group.

The following two pages are summaries of how the procedures and techniques developed and used in this project would differ from a more traditional kindergarten program found in this district.

PERSONALIZED INSTRUCTION:

The differences in this program and other good individualized instruction efforts are often subtle and may not be immediately apparent to the observer. For example

other programs may rotate children through a sequence of learning centers based on a pre-determined kindergarten curriculum	-in this project the teacher may use centers as an activity available to all children or even assign children to go there that day, however, this is not the core of her personalized curriculum sequence.
other teachers may divide the children into small groups and then give instruction and activities according to the norm of the small group over a long period of time	-in this project children are often divided into small groups but the constellation of these groups will change for different learning experiences on the same day, from one day to the next, or on a weekly or bi-weekly basis according to the planning of the teacher for that day.
other programs might set up a cross section of learning experiences (gross motor, pre-writing, auditory, and math) and allow each child to choose an activity for a certain length of time with a limit on the number of children who could choose that specific activity at that time	-in this project the teacher directs the choice of learning experiences rather than pupils selecting what they wish to do during the personalized learning time (there will be ample opportunity for free choice and pupil selection at other times).
in some programs the teacher uses the over view of the curriculum to select certain activities for the day's instruction	-in this project the teacher focuses on the needs of the individual child and selects activities to enhance and develop that child's learning needs.

Knowing that a child has deficits in the auditory area of development for example and being able to identify the specific breakdown and learning needs (example, short term memory and following directions) consequently plan a small step stimulating sequential learning experience to focus on that need is both difficult for most teachers and crucial to a quality learning experience for each child.

PARENT INVOLVEMENT:

The differences in this program and other good parent involvement programs is that this project takes the good things that have developed over the years and extends and supplements them with meaningful-productive activities:

tradition registration	-sharing of more detailed information about the child that only parent knows.
parent-teacher visit before school starts	-parent assessment of their own child to share their judgments of the child in his home environment, with teacher.
kindergarten/first grade teas	-review of personalized efforts, look at some of the materials that will be used this year, give parents "Suggestions for Developmental Home Activities", introduce concept of parent "make and take" workshops
teacher informal assessment of children	-both formal and informal assessment and sharing of all information with parents in the form of a developmental profile
back to school night	-use for a variety of activities such as displaying materials with cards to specify how this is used for different types of learning, "make and take" something that child can use at home, show slides of classroom activities of past year, discuss how parents can extend the school program at home
parent group meetings	-"make and take" workshops relating to certain areas of learning (imagination and pretending, story telling and listening, making puppets and using imagination, etc)
teacher-parent conferences	-use conference to give parent time to tell about the child and perhaps plan for some specific "at home" parent-directed activities that supplement the school program for that child. Loan all needed materials to parents
phone calls and notes	-encourage parent communication with frequent "happy notes" and/or phone calls that identify positive learning progress
Spring conferences for few	-sharing of spring assessment information and show pupil growth from fall assessment for all children

The accomplishments of this project include:

1. Development and field testing of a feasible model for personalizing the regular classroom program during the early public school years.

2. Development and field testing of a feasible procedure for using the best efforts of both the teacher and parents in an active partnership to enhance the probability that each child will make steady continuous progress in important developmental processes, especially those pre-requisite to learning academic skills.

3. Development and field testing of a practical district wide pupil assessment program in order to identify each child's learning needs.

4. Development and field testing of several innovative ways for public school people to interact with parents, e.g. sharing of more detailed information about the child, giving parents assessment results twice a year in the mail, active participation workshops, planning with parents for at-home directed activities for their child, asking parents to evaluate the teacher and the school program, gathering information concerning parents' hopes for their child in the public school experience, etc.

5. The development and revision of a useful scope and sequence chart in four areas of development, appropriate for pre-school and first grade as well as kindergarten age pupils.

6. Development and trial of a card curriculum support system to correlate with the scope and sequence steps, aimed particularly for helping teachers meet the needs of the delayed or learning disabled pupils in her class.

7. Diffusion and dissemination of project activities and findings to:

A. District Personnel - Face to face report

all kindergarten teachers (46)
all district principals (26)
all district specialists (25)
other district personnel (75)

B. Board of Education presentation, March 17, 1975

C. Out of District Educators

invited-two hour presentation at Colorado Regional Reading Association - March, 1975
invited-2½ hour presentation at Colorado Association for Education of Young Children, April, 1975
invited-exhibit for the national early childhood education conference sponsored by the U.S. Office of Education May, 1975

D. Pamphlets Brochures, Packets

2000 brochures describing the project, aimed at educators, have been distributed
1400 pamphlets describing the project, aimed at laymen, have been distributed
250 packets of detailed information for "getting started" have been distributed upon request to districts or or individual teachers

8. Several teachers within the district have indicated a strong interest in implementing some aspects of the project in their own classes, all of the project teachers have verbalized their desire to continue with the program in their classes. Several districts in Colorado have visited and are setting up parts or all of the project activities in their districts. The University of Colorado

directed Title I program in the Denver Public Schools as a supplementary summer program for "high-need" pupils is using the curriculum activities extensively. Requests have been received from most states and as far away as Alaska for information about the project activities and findings. From this interest it must be assumed that the project was timely and could indeed help meet a felt need by many educators.

Although the project has received favorable reviews by the "on-site" evaluation teams for the three years (reports included in the Appendix) and the project goals and objectives were being met an administrative decision was made not to request a national validation study with the hope of becoming one of the nationally validated Title III projects and eligible for further dissemination money. There was no money specified in the district budget for the 1975-76 school year for further diffusion or continued implementation of the project in the district. The recommendations made by the advisory council are included on the next few pages.

Recommendations:

The following statements are made on the assumption that the reader has read major parts of the project report and at least scanned the Appendix. The recommendations are made also with the knowledge that this particular project will not be continued in this district and that only bits and pieces of the project activities and findings will be utilized anywhere. The project director and learning specialist will be terminating district employment.

The teacher and her instructional skills are the most influencial factor in any given classroom learning program--therefore, teacher continued self improvement through a systematic staff development program is crucial. RECOMMENDATION - Teachers (next year K-1, following year add 2nd grade; following year add 3rd grade teachers) receive one day a month of released time for staff development and parent involvement activities. Adequate coordination and leadership should be provided by the central staff.

Because children change so rapidly at this age and each child is different, a sensitive assessment procedure is needed to supplement the teacher judgments. RECOMMENDATION - an assessment procedure should begin before the child enters school, either at three or four years of age, with a continued district wide procedure during the kindergarten, first, second and third grade. This assessment should include more than achievement in academic areas. All information about the child should be shared with the parents, and the hopes and fears of the parents should be taken into careful consideration by the public school personnel.

Young children learn from experience, particularly observation and manipul-

ation. When children are pressed into the world of symbols prematurely irreparable damage can be done. RECOMMENDATION - A great deal more value should be placed on the use of interest centers, learning centers, experience stories, and natural observations as well as manipulative experiences for young children in K-3 classrooms and less on dealing with only symbols (reading words, writing, arithmetic, and listening to teacher talk).

If we really believe that the kindergarten year is the time to identify and correct learning problems, then teachers should be given time and energy to really do a good job with fewer children. The present teacher load of 40-50+ pupils each day makes this an inhuman task. RECOMMENDATION - the district should gradually transfer from two classes each day at half a day for each class to a full time equivalent school program for five year olds. Each teacher would be responsible for only one class each day.

The following is the recommendation made to the Board of Education by the project Advisory Council, made up of laymen and professionals.

RECOMMENDATIONS TO THE BOARD OF EDUCATION
March 17, 1975
by

Dr. Fred L. Walls
Co-chairman of the Early Childhood Advisory Council

It is urgent that a tangible commitment be made now to the critical years (K,1,2,3) which form a foundation for all future academic learning. You have seen from the data presented and the presentation of the previous speakers, that we know how to significantly improve the academic achievement level of children, especially those who initially show a low performance level. Unless a direct commitment to continue this project is made now by the Boulder Valley Board of Education and Administration the findings of this research will probably be relegated to the closet and the district will derive no benefit from the very valuable insights which were gained. It is the consensus of the Early Childhood Advisory Council that of the many diverse activities which were undertaken by the project in the last 3 years that the following 3 specific enterprizes should be implemented district wide:

1. In the area of staff development--we recommend that adequate release time and paraprofessional aid to meet the requirements of the early childhood education model developed within the project be made available to each participating teacher. Typically this would mean 1 day a month release time and 2hours a day paraprofessional aid time for kindergarten and first grade teachers during the first two years of implementation.

2. In the area of Testing--we recommend that the streamlined testing and screening procedure which was developed in the project be used district wide. This would mean that every kindergarten student would be evaluated at the beginning and end of the school year by his teacher. Information about the child would be shared with parents. In turn parents share their expectations and knowledge with the teacher. Students in first through third grade would normally be tested at the end of each year.

3. In the area of learning materials--we recommend that the learning materials found effective by the project be supplied to each participating classroom. Typically this would mean a one time expenditure of $1000.00 for a totally empty kindergarten classroom.

Recommendations such as these may seem unrealistic in the light of present day economic circumstances. We make them never-the-less with the following justifications.

1. First we strongly believe that the beginning years of school are highly critical in a child's life and that dollars spent at this time to establish a firm foundation and an attitude of achievement for all students will preclude the expenditures of many more dollars in remediation in later years, not to mention the savings in human terms.

2. Second implicit in the original agreement funding this project was the understanding that successful aspects of this project would be implemented district wide. The parts of this project that we are recommending have certainly met all success criterion.

3. Finally we ask that these recommendations be implemented in consideration of those children who will be encountering school in the Boulder Valley School District in the coming years, unfortunately they were unable to come here tonight and speak in their own behalf.

APPENDIX

BOULDER VALLEY PUBLIC SCHOOLS
Bernard D. "Pat" Ryan, Superintendent
P.O. BOX 11
BOULDER, COLORADO 80302
(303) 447 - 1010

DEANE DARNELL
Coordinator of Early
Childhood Education

August, 1974

TO: Parents of Kindergarten and First Grade Children

FROM: Deane Darnell, Coordinator of Early Childhood Education

Your child's school is one of three schools in the Boulder Valley Public School District which is participating in an innovative Early Childhood Education program. This program started in 1972-73 and will be continued this year. This program is for all kindergarten children and for first grade children who can benefit most from it.

The following objectives are involved.

1. To develop a closer relationship between the home and school, thus forming a partnership in the child's learning between the parents, child, and teacher. This is accomplished by a more open and extended sharing of information available to both parents and teachers. The questionnaires you will be asked to fill out are part of this system, the information we obtain in the Kindergarten Inventory of Development (KID) will be shared with you directly. Parents are invited to a wider variety of group meetings and parent-teacher conferences during the year.

2. To quickly and precisely identify each child's strengths and weaknesses in all areas of development relating to school and plan for his needs. This is accomplished by obtaining information from parents, teacher observation, and a thorough screening by our own school specialists. Each of the teachers in this program has been involved in planning and implementing a personalized learning program within their own classrooms during the past two years.

3. To involve parents more directly in their own child's learning. This is accomplished (1) by giving you a set of suggestions that can be used in any way you wish, (2) by inviting you to attend workshop sessions at school where we make games and learning aids that you can use at home, (3) by working closely with the classroom teacher on supportive and practice activities that can be carried out easily at home in a few minutes each day.

APPENDIX A

BOULDER VALLEY SCHOOL DISTRICT RE-2 GILPIN AND BOULDER COUNTIES
Early Childhood Education

(All Kgn. parents please fill out this form at registration)

IDENTIFYING INFORMATION AND HEALTH INFORMATION

School _____

2. Child's name _____ Birthdate _____

3. Home Address _____ Telephone _____

4. Father's Occupation _____ Education Level _____ (last year completed)

5. Mother's Occupation _____ Education Level _____ (last year completed)

6. Did your child attend preschool? Yes____ No____ If yes, where _____ and how long _____

7. Please give the age of your child's brothers and sisters _____

8. Have any of the older brothers and sisters had problems related to school learning that have worried you more than the usual amount? Yes____ No____

9. Please describe your child using two or three sentences.

10. At what age did your child: (circle appropriate age)
Walk: under 9 mos. 10-14 mos. after 15 mos.
Talk: under 18 mos. 18 mos.-2½ yrs. after 2½ yrs.

11. Please circle any of the following that are appropriate for your child:

a. sleeps soundly
b. restless sleep
c. frequent nightmares (2 or more per week)
d. wets bed (2 or more times per week)
e. wets clothes during day
f. soils clothing with bowel movement during day
g. quiet child
h. has friends with whom he/she plays well
i. very active child
j. usually a good appetite
k. history of ear infections
l. frequent stuffy nose or colds
m. bangs head on purpose
n. sucks thumb
o. wears glasses
p. has been hospitalized. Give date _____
q. has had surgery. Give date _____
r. I would like a visit with the nurse yes_____ No_____

12. List any significant health problems your child has such as allergies, diabetes, seizures or other chronic illnesses.
_____

13. Does your child have any physical limitations? Yes____ No____
If yes, describe _____

14. Is your child taking any medication at this time? Yes____ No____. If yes, what kind _____ fo what reason _____

15. Please rank the following behaviors, that you hope your child will gain from school experience (Kgn.-3rd.), in the order of importance to you (1=highest priority, 2=second):

( ) well liked by other children and adults
( ) skillful in reading, writing and arithmetic
( ) considerate of others and well mannered
( ) creative and able to pursue own interests

RETURN THIS SHEET TO REGISTRATION PERSONNEL

(8/74)

BOULDER VALLEY PUBLIC SCHOOLS
Barnard D. "Pat" Ryan, Superintendent
P.O. BOX 11
BOULDER, COLORADO 80302
(303) 447 - 1010

DEANE DARNELL
Coordinator of Early
Childhood Education

August 1974

Dear Parents:

You have been your child's best teacher since birth. You know this child better than anyone else. Now you are going to enter into a very active partnership with his school teacher.

We want to take advantage of your knowledge about this child and use it in planning for his initial school program. By checking the pupil profile questionnaire for your child and returning it to school on the first day of school for Kindergarten pupils, you will be helping us and the child by making it possible to adapt his school program more specifically to his needs much sooner than would be possible otherwise. His teacher will take your comments and along with her observations come to know your child very quickly. This information is for the teacher's use only and will not become a part of the child's permanent record at any time now or in the future.

It will be possible for you to review some of your observations about your child and the teacher's observations at the first parent-teacher conference.

Please take this Pupil Profile home and fill it out at your convenience and return it with your child on the first day of school. We are not asking parents to fill out the parent questionnaire at school because of the time involved.

If you have questions please feel free to discuss them with the school principal, your child's teacher if she is in the building, or feel free to call me at my office 447-1010, Extension 361.

Sincerely,

Deane Darnell

Deane Darnell
Coordinator of Early
Childhood Education

DD:bj

BOULDER VALLEY PUBLIC SCHOOLS
Early Childhood Education
19__-__

NAME_____ M F

School_____

Teacher_____

PRE-PRIMARY PUPIL PROFILE

	1	2	3	4	5		FALL:	SPRING:
I. AUDITORY RECEPTIVE SKILLS								
A. Comprehension word meaning						Pa		
B. Retention of information								
C. Discussion comprehension						Tr		
D. Following directions							Av.=12	
II. AUDITORY EXPRESSIVE SKILLS								
A. Vocabulary usage						Pa		
B. Sentence structure								
C. Word recall								
D. Storytelling						Tr		
E. Verbal output							Av.=15	
III. USE OF SYMBOLIZATION								
A. Recognizes colors						Pa		
B. Numbers								
C. Shape Recognition						Tr		
D. Reading words							Av.=12	
IV. ORIENTATION								
A. Awareness of time						Pa		
B. Location orientation								
C. Comparison of relationships						Tr		
							Av.=9	
V. BEHAVIOR								
A. Cooperation						Pa		
B. Attention								
C. Organization								
D. Self-control						Tr		
E. Social acceptance by peers								
F. Social acceptance of peers							Av.=36	
G. Responsibility								
H. Completion of assignments								
I. Consideration for others								
J. Emotional response								
K. Choice-making & follow through								
L. Coping with change								
VI. MOTOR SKILLS								
A. Large motor & rhythm						Pa		
B. Eye-hand coordination								
C. Determination of handedness						Tr		
							Av.=9	

Fall Observation

Date_____ Age_____
Yr. Mo. Day Yrs. Mos.

Spring observation

Date_____ Age_____
Yr. Mo. Day Yrs. Mos.

DIRECTIONS: Circle the description (1,2,3,4,5) that best describes your child now

RETURN to child's teacher the first day of school

Child's Name

PARENT'S ASSESSMENT*

BOULDER VALLEY PUBLIC SCHOOLS
Early Childhood Education

I. AUDITORY RECEPTIVE SKILLS

A. Comprehension of word meanings

1	2	3	4	5
immature level of understanding	misunderstands many simple word meanings	understands most things said to him/her	understands well and can comprehend a few abstract words	clearly has a large vocabulary and understands many abstract words

B. Ability to retain information that he hears

1	2	3	4	5
almost total lack of recall	retains simple ideas and procedures if repeated often	retains ideas and information	good delayed and immediate recall	remembers both details and content over a long period of time

C. Comprehension of Conversation

1	2	3	4	5
inattentive and/or unable to follow and understand conversation	listens but rarely comprehends well; mind often wanders from conversation	listens and follows discussions	understands well and benefits from conversations	becomes involved; shows unusual understanding of material discussed

D. Ability to follow directions

1	2	3	4	5
often unable to follow directions	usually follows simple verbal directions but often needs individual help	follows directions that are familiar and/or not complex	remembers and follows extended directions	skillful in remembering and following directions

*Adapted from Littleton Public Schools report card

00093

OVER

II. AUDITORY EXPRESSIVE SKILLS

A. Vocabulary usage

1	2	3	4	5
uses imature or improper vocabulary	limited vocabulary including primarily simple nouns; few descriptive words	adequate vocabulary	frequently uses precise descriptive words	consistantly uses precise words to convey messages

B. Ability to speak in complete sentences

1	2	3	4	5
uses mostly single word responses	frequently uses incomplete sentences	often speaks in sentences; few errors of omission or incorrect use of prepositions, verb tense, pronouns	usually speaks in sentences and rarely makes errors	speaks in correct sentences

C. Ability to recall words

1	2	3	4	5
unable to call forth the exact word	often gropes for words to express himself	occasionally gropes for correct word	rarely hesitates on a word	never hesitates or substitutes words

D. Ability to tell about his own experiences

1	2	3	4	5
unable to tell about recent experiences	has difficulty relating experiences in orderly sequence	is able to relate experiences	frequently uses logical sequence when telling about his experiences	can remember and retell experiences in detail

E. Verbal output

1	2	3	4	5
avoids verbal communication	verbal communication often inappropriate, talks incessently	adequate use of verbal communication	initiates appropriate conversation with children and adults	outstanding ability to converse appropriately

III. USE OF SYMBOLIZATION

A. Recognizes colors

1	2	3	4	5
often cannot tell the name of a color	can point to color you name	can name color you point to correctly	can name color he points to correctly	can put shades of color in order from light to dark

B. Numbers

1	2	3	4	5
counts by rote to 10	can count 5 objects touching each one as counted	can count 10 objects touching each one correctly	can count correctly without touching each one	can tell how many objects by glance (up to 5 objects)

C. Shape Recognition

1	2	3	4	5
can name a circle	can name a circle and square	can name a circle, square and triangle	can name a circle, square, triangle and oval when you point	can name a circle, square, triangle, oval and cross

D. Reading words

1	2	3	4	5
to my knowledge recognizes no words	recognizes own name	reads familiar words such as stop, go, exit, etc.	reads many words	reads easy books

OVER

IV. ORIENTATION

A. Awareness of time

1	2	3	4	5
appears confused unable to handle simple schedule	uses time poorly, tends to waste time	can tell when familiar activities come in a sequence	task oriented, makes good use of time	skillful at handling schedules; plans and organizes well

B. Location orientation

1	2	3	4	5
unable to maneuver around neighborhood easily	frequently gets confused in familiar surroundings	can maneuver in familiar locations	rarely confused in familiar locations	adapts to new locations, situations and places easily

C. Comparison of relationships: big, little; far, close; light, heavy

1	2	3	4	5
comparisons are difficult	makes easy comparisons	average ability to make comparisons	makes accurate comparisons but does not generalize to new situations	makes accurate comparisons and generalize to new situations and experiences

V. BEHAVIOR

A. Cooperation

1	2	3	4	5
continually disrupts; unable to control responses	uncooperative, often speaks out of turn	waits his turn	cooperates well	cooperates without adult encouragement

B. Attention

1	2	3	4	5
easily distracted; rarely listens	attention frequently wanders	attention adequate	almost always attentive	always attentive to important aspects; long attention span

C. Ability to organize

1	2	3	4	5
is highly disorganized	often disorganized in manner of working; inexact, careless	maintains average organization of work	ability to organize and complete work consistent	always completes task in a highly organized manner

D. Self-control

1	2	3	4	5
extremely excitable; lacking in self-control	often over-reacts; loses self-control	behavior adequate; shows self-control	reliable; exhibits unusual self-control	outstanding self-control

E. Social acceptance by peers

1	2	3	4	5
avoided by others or rejected	tolerated by others	liked by others	well liked by others	sought by others

V. BEHAVIOR (continued)

F. Social acceptance of peers

1	2	3	4	5
makes no attempt to make friends	has limited acceptance of peers; has few friends	is friendly, but seldom initiates conta.	acceptance of peers	makes friends easily

G. Acceptance of responsibility

1	2	3	4	5
rejects responsibility seldom initiates activities	avoids responsibility; limited acceptance of role for age	accepts responsibility; adequate for age	enjoys responsibility; frequently takes initiative or volunteers	seeks responsibility; almost always takes initiative with enthusiasm

H. Completion of Tasks

1	2	3	4	5
does not complete tasks even with individual direction	seldom finishes tasks unless given much individual direction	often follows through on tasks	usually completes tasks without supervision	consistently completes tasks without supervision

I. Consideration for others

1	2	3	4	5
seldom considers others' feelings	often disregards others' feelings	usually considerate of others' feelings	polite, considerate of others' feelings	mature awareness of others' feelings

J. +Appropriate emotional response

1	2	3	4	5
rarely gives the appropriate [illegible]al [illegible]e	limited in appropriate emotional response	responds appropriately to many situations	initiates appropriate responses with ease	exceptional ability to respond appropriately

V. BEHAVIOR (continued)

K. Choice-making and follow-through

1	2	3	4	5
unable to make choices	needs guidance to make choices	able to make choices	usually makes good choices	makes choices wisely; becomes involved with his selection

L. Ability to cope with changes

1	2	3	4	5
uncomfortable or withdraws	needs reassurance; often afraid	adapts adequately	adapts easily with self-confidence	very adaptable; shows initiative

VI. MOTOR SKILLS

A. Basic loco-motor skills, and rhythm. running, climbing, hopping, walking, skipping, marching galloping, jumping, clapping, balancing

1	2	3	4	5
very poorly coordinated	below average coordination	average coordination for age	above average coordination	excels in this area

B. Eye-hand coordination; ability to manipulate materials and equipment

1	2	3	4	5
very awkward in use of crayons, scissors, etc.	works with crayon or pencil	holds crayons and pencils properly; can cut with scissors	shows considerable control in working with crayon, pencils and scissors on a line	has excellent dexterity; uses equipment skillfully

C. Determination of handedness

1	2	3	4	5
confused; random use of left and right hands with no apparent preference	usually prefers one hand, but has tendency to change without reason	shows adequate preference for one hand	handedness apparently established	knows if right or left-handed, uses preferred hand well

COMMENTS:

BOULDER VALLEY SCHOOL DISTRICT RE 2
EARLY CHILDHOOD EDUCATION PROJECT
E.S.E.A. Title III

The following suggestions* are for your consideration and use at home with your own child.

These activities can be part of the child's regular daily involvement when he is alone, playing with his peers, or doing something with parents.

Deane Darnell, Project Director
Coordinator of Early Childhood Educ.

1. Motor Coordination

Gross-Motor Coordination - This refers to the large muscle activities and his general coordination. There are some specific things that parents can do to help in this area.

a. Encourage climbing activities; (within reason, a child is usually more capable than overly cautious parents give him credit for).

b. We are basically concerned about the child's ability to move around in space. An "immobile" child will not learn as well as a "mobile" child. Jumping activities such as hop scotch, jump rope, broad jump, hop, skip, etc., are good activities.

c. Encourage running activities.

d. Encourage walking activities; stress and emphasize arm movements with legs.

e. Encourage other physically arranged games: tag, hide and seek, Simon Says, Captain May I.

f. Encourage skipping activities. Balancing activities, such as walking on a board, a line, or standing on one leg, are good developmental tasks.

g. Look for various types of apparatus that could be used both indoors and outdoors; don't be afraid to visit the playground.

h. Encourage the child to respond with answers that demand more than one word. Wrong: "Did you have a good time playing outside?" Right: "What did you play while your were outside?"

i. Provide experiences with "polar opposite" words such as top-bottom, in-out, on-under, over-under, first-last, out-in, etc. "Where is the top of this paper?" "Where is the top of your head?"

* adapted from STRATEGIES IN EARLY CHILDHOOD EDUCATION project, Waupun, Wis.

Body Awareness - This relates to the child's self-concept of his own body and some children are in need of developing the naming process of his body parts. It could be done as a game in which the parent points to the parts of their body or the child's body and asks the child to name the part. There are many variations of this type of activity and it is important to the child if he is able to learn the basic concepts of right and left. The child needs to be taught that he has a mid-point of his body, and a left side and a right side. He should know his left side from his right side. Putting a red ribbon around his right leg, arm, etc., is one way of teaching him over a period of time the difference between right and left. There are many other ways of doing it and parents are encouraged to use their own imagination finding out methods that turn this type of activity into a game.

Fine-Motor Coordination - Difficulties in this area relate basically to small muscle or hand coordination development. The primary method of helping this skill along is to give the child specific activities which require development of fine-motor muscles.

a. Encourage tracing and/or drawing activities. Use solid aids, such as cans, covers, blocks, forms, puzzle parts, etc., for the child to "draw around."

b. Put dots or X's on a paper and ask a child to draw lines between them. Make designs or pictures with these squares, circles, diamonds, etc.

c. Small scissors and cutting activities are very important, especially when a child learns to clean up his own mess. Old magazines make good material for cutting and you might give added help with--"Find and cut out all the pictures you can of cars." (Also trees, food, fruit, etc.)

d. Encourage pasting activities. "Now that you have five pictures of cars, paste them on the road that I have drawn."

e. Encourage the child to play "Tinker Toys" type games and activities.

f. Encourage the use of both hands in activities at least until age six. "You drew that real well with your right hand. Now see if you can do the same with your left hand."

2. Auditory Development - Sometimes children with learning problems have difficulty in associating ideas (such as similarities, differences, categorizing concepts, generalizing, etc.) received through the auditory (listening) channel and expressing the ideas vocally. Reading for these children becomes haphazard. These children in the upper grades may try to skip the sound and go directly to the meaning. He may, for example, read look instead of see, big instead of tall, etc.

Work with your child in the following kinds of activities:

a. Following directions--give them directions--in regard to activities--first on a simple level. Then gradually increase the number of directions given.

b. Helping him categorize objects is an important activity.

1. "Tell me all the things you would find in a living room."
2. "Name all the animals you can think of."
3. "Name all the birds you know."
4. "Name all the people who help us."
5. "Name all the things we eat for breakfast."
6. "Name all the sounds you hear at home."

c. Develop the same-different concept.

1. "Do flowers smell alike or different?"
2. "In what way is a car and truck alike-different?"

d. Cause and effect.

1. "What would happen if the sun stopped shining for a long, long time?"
2. "Why do we need cars?"

Discrimination of Sounds - This is the ability to discriminate various sounds and words. Children with difficulties in this area may have trouble learning to read through a phonetic approach.

a. Begin by giving him a sound or word and having your child repeat back the same sound or word.

b. "Tell me if these words are alike or different."

hand	arm	zoo	from	go	hat
foot	arm	we	to	go	sat

c. Do the same thing with nonsense words.

oop	ickle
ap	icle

d. Make the sound of various animals. Have your child guess what animal it is.

e. Give them a word such as Peter Piper (preferably from stories you have read to him) and have him guess some other words which begin with the same sound.

Auditory Memory - This is the ability or difficulty in remembering things you hear in the proper order or sequence.

a. Have your child repeat back letters and numbers in a sequence.

b. Start with one or two sounds. Have them repeat back each sound.

c. Have them repeat back exactly simple sentences.

d. Utilize clapping patterns. Have child repeat the pattern, such as loud-soft-soft-loud.

e. Tell simple stories and have the child recall the events in sequence.

3. Visual Development

Figure-Ground - This deals with the ability to visually discriminate figures against a complex background.

a. Object differences. Using magazines and pictures, etc., have the child do such things as: "Point out the big house on the hill across the street." "Point out the doll in front of the house."

b. Form differences. Teach them to distinguish forms such as a square, circle, triangle. Have them do such things as: "Point out the square things in the room, point out the round things in the picture."

c. Trace two or three dimensional forms with fingers and trace objects on paper.

d. Hide figures by drawing heavy lines over pictures. Have child trace figure or object that is hidden. Also overlap various figures.

e. Utilize puzzles as an activity and especially those with a ground figure contrast.

Visual-Motor Integration - The process of visual-motor integration is very complexed--with many areas which might possibly need development, however, there are some general suggestions of items and activities that can be performed with the child that might improve his functioning in this area.

a. Encourage the reproduction and copying of designs, symbols, letters, etc. Begin with simple designs such as squares, boxes, etc. and move to symbols and letters.

b. Encourage writing or drawing with a finger in sand or "in the air" on paper, on cloth, etc. By using the finger you are also using the feeling process which tends to reinforce the imprint on the brain.

c. Encourage peg-board activities.

d. Encourage threading activities such as beads, buttons, sewing, etc.

e. Encourage tossing and throwing activities at targets such as bean bags, etc.

f. Encourage sorting activities. Pick up objects, such as buttons, color objects, poker chips, pennies, etc., and have the child sort them.

g. Encourage puzzle type activities, however, make sure that he is capable of handling the puzzles. Gradually have him move to more difficult puzzles as he progresses in this skill.

h. Teach the child the simple geometric forms, both two dimensional and three dimensional. (Circle, square, rectangle, diamond, triangle, ball, box, etc.) Also, help the child work in trying to reproduce these in written form. However, avoid having him work on anything that is too difficult such as a diamond which is a seven year old task. A child of five or six should be able to do a triangle that has three sides and connects at the ends. However, a child from five to five and a half years old will have some difficulty in doing this. Crosses and squares are some of the other items that can be worked on.

Vocal Development - Vocal development deals with the child's vocabulary development and his development in the ability to communicate his thoughts to others. In order to do this the child must be able to understand words given him. It is not enough that he knows what an object is used for or where it is found, he must be able to assign a name to it. The greatest secret to helping your child develop in this area is patience. Too often when a young child must search for the right word to express himself, parents supply the word for him, or they may even tell him to wait and talk to them later when they have more time to listen. Be sure to listen patiently to your child. You'll help him learn to find the right word and to feel pleased with his own ability to communicate. This is the primary method of teaching--listening to children, which is a skill in itself. Next time he uses that particular word his searching time will decrease and the word will soon be a part of his regular vocabulary.

Here are some specific suggestions:

a. Help the child use different descriptive terms ("Yes, Susie, that is a big tree and it's not only big, but it is huge, immense, and gigantic too.")

b. Encourage the child to talk. This could be done through your questions. "What else happened?" "What did it look like?" and "What else did you notice?"

c. Encourage the use of abstract words as well as concrete words. Concrete words label "solid" objects as tree, dog, house, cat, etc., while abstract words label concepts, ideas, activities, etc., such as happiness, honesty, horror, play, etc. The abstract words need more attention, more examples, more exposure, than concrete words. Most children pick up the concrete words but when they have a limited amount of abstract words they tend to misinterpret them in the communication process.

d. Encourage the child to classify objects. Watch for opportunities such as grouping an apple, an orange, and a banana and using the question, "What do we raise in gardens?" "Which of these can we taste; bells, thunder, clock, cake, stones, cookies?" (Substitute hear, see, touch, kick, etc.)

e. Encourage the child to tell and retell stories, (original, and others, fairy tales, nursery rhymes). "Tell me about the three bears." "Tell me a story about a big brown bear." "What would you like to do if you saw an elephant in our backyard?"

f. Read as much as possible to the child.

g. Show the child pictures and ask him to make up a story.

Articulation - Parents need not be overly concerned if this area indicates a need for more training. Many minor articulation difficulties go away without the need for any speech therapy. During kindergarten the speech therapist is mostly concerned with children who are highly difficult to understand or speak unintelligibly. Patience with the child who has minor difficulties plus occasional correction of words is the best approach for parents at this age.

5. General Information About Learning - There are thousands of activities that can increase your child's fund of knowledge. Television certainly has its place in the life of a child. So do the stories you read to him and picture books he looks at. Excursions to beaches, parks, museums, art gallerys, and factories can be real trips of discovery to the child. It is important to discuss these kinds of trips within the family and what they mean to the child. They also tend to teach him recall of facts and experiences. Even a walk to the neighborhood school and playground can expand his world. Let him be your guide on the way home for an example. He can then soon learn to direct you to and from school, the market, a friend's house, etc. From such simple activities as this he will learn to pay attention to details in his environment and respond to them.

Children need to make judgements and to see "cause and effect" relationships especially when presented with everyday practical situations.

There are two general approaches to help children in this area. The first is to help them to recognize "cause and effect" relationships in their everyday life. The second is to get them to solve problems verbally. Some specific suggestions are:

a. Ask them questions that require a judgement, such as "What would you do if you lost your coat on a very cold day?" or "Why do you wear socks?" "Why do we need cars, railroads, etc.?"

b. Give them a problem to solve, such as:

   1. "If you found a pocket full of money, what would you do?" "Why?"

   2. "If you lost a shoe in the neighborhood, what would you do?"

   3. "What would you do if you got lost in a department store?"

c. Tell why and how certain things happen, such as "Why an umbrella stops rain?" or "How to wash your face."

Explanation of
The Kindergarten Inventory of Development ------- Fall, 1974

The following suggestions may help you interpret the results of the screening given kindergarten children:

1. The screening gives valuable help in showing how the young child reacts to new situations, school expectations and is important as a base for comparing his progress at the end of the year. It helps point out areas of development for the teacher to check with her own observations. It does not measure all areas of a child's ability of course.

2. Children vary widely at the rate at which they acquire skills. For example: girls usually develop faster than boys in some areas. The number and ages of brothers and sisters as well as many other things may influence a child's readiness for early school experiences. Children are unpredictable in their learning rates at this age.

3. Most children have one or more areas that need more attention than other areas of development. Only a few minutes each day of extra practice in the slower-developing areas can be very effective in preparing a child for later success in reading, writing, spelling, etc.

4. Children born in July, August, and September will be the youngest in the class and will often score lower in some parts of the screening.

5. The placement of the child's marks on the sheet given parents is based on a national sample of children his age and also on how he compares with his classmates.

6. Teachers usually use screening results as about 25% and their own observation and experience as about 75% in making judgements for planning the child's learning program.

7. Some children will do poorly because of a vision or hearing difficulty. The school nurse contacts parents where the school vision and hearing tests show there may be some difficulty or question. However, it is sometimes important to check further. You can call the school nurse or discuss this with the child's teacher if you have any doubts or questions.

8. We encourage you to ask any questions and to discuss your child's screening results with the teacher. We welcome calls at our office, 447-1010, ext. 361. Your opinions and comments help greatly in showing us what information is most helpful to parents.

Deane Darnell, Coordinator
Early Childhood Education

The following paragraphs give a brief explanation of the tasks measured in the screening.

COGNITIVE DEVELOPMENT

VERBAL FUNCTIONING: The child shows his ability to express himself in words by using phrases, and sentences. Short-term and long-term memory are shown as the child recalls names of objects pictured on a card, as he names and repeats words and phrases, defines words, names as many things as he can in a given category ("How many foods can you name?") and re-tells a short story.

ARITHMETIC SKILLS: The child is given several tasks that show his arithmetic skills and understandings. All items are bout things that interest young children. The child gives number information, repeats back a series of digits and counts and sorts blocks into equal groups. (Visual perceptual skills and listening skills are also needed here.) If a child scores low we can help him in one or more of these areas of development as he also develops a better understanding of the meaning of numbers.

CONCEPT DEVELOPMENT: How well does a child understand words used in talking about position, direction, time, quantity? Can a child put an X on the cat that is on the fence? Some children need much help in understanding and using the language of concepts. These fifty basic concepts are the ones that children can learn at this age in their daily activities.

(over)

PSYCHOMOTOR DEVELOPMENT

VISUAL-PERCEPTUAL: The child is evaluated on several tasks that are like games and do not require the child to speak. He classifies and organizes pictures, patterns and puzzles visually, builds block structures, draws a picture, and copies designs. These are important learning steps before the child is ready to use symbols (letters and numbers.)

AUDITORY-PERCEPTUAL: The ability of the child to remember what he hears, to hear differences in the sound of words and other groups of sounds, to interpret sounds, is in some ways the hardest to assess. These skills are very important to later success in reading. Language involves using sounds and symbols in a sequence and also developing accurate listening skills. Many young children need practice in this. We want to be sure that because a young child is getting meaning from a whole sentence we do not overlook the fact that he is missing meaning in some parts of the sentence. Children often remember some of a direction given them, but not all of the direction. This is a very important part of the screening, and is very helpful information to teachers who cannot spend a great deal of time with individual children at the beginning of kindergarten.

GENERAL MOTOR FUNCTIONING: The child needs to have general body coordination, balance, to move smoothly in space, to sense his relationship to other things in space, etc. This helps the child perform better, feel more confident and relaxed, feel better about himself. He is not so jerky and does not tire so easily when doing school work. He enjoys playing with other children more. Learning to write often becomes easier. Parents and teachers can do a lot to help a child at this age in his motor development.

NAME _____

BOULDER VALLEY PUBLIC SCHOOLS
Early Childhood Education
Title III ESEA

KINDERGARTEN INVENTORY OF DEVELOPMENT
FALL 1974

Developmental Area*	Functioning Below Expected Development for Age	Functioning at Expected level of Development for Age	Functioning Above Expected Development for Age	
VERBAL FUNCTIONING				COGNITIVE
ARITHMETIC SKILLS				
CONCEPT DEVELOPMENT				
VISUAL PERCEPTUAL PERFORMANCE				PSYCHOMOTOR
AUDITORY PERCEPTUAL PERFORMANCE				
GENERAL MOTOR FUNCTIONING				

*explanation of each area of development is enclosed on the following pages

(SCHOOL FILE)

CHILD'S NAME

FALL - 1974

KINDERGARTEN INVENTORY OF DEVELOPMENT

TITLE III - ESEA

Developmental Areas	Composite raw score	%ile Bldr. norms	Age Scales	%ile Bldr. norms	Below Exp. level of Dev.	Above Exp. level of Dev.	
Verbal Functioning							COGNITIVE
Arithmetic Skills							
Concept Development							
Visual Perceptual Performance							PSYCHOMOTOR
Auditory Perceptual Performance							
General Motor Functioning							

BOULDER VALLEY PUBLIC SCHOOLS
EARLY CHILDHOOD EDUCATION

00113

Kindergarten Assessment

The following is a recommended procedure for kindergarten assessment with limited diagnostic evaluation. This procedure has evolved from several years of trial and error approaches and the review of dozens of tests and assessment instruments.

This assessment program would provide the teacher with basic information at the beginning of the school year and some measure of progress made by the end of the year. The same information would be clear and meaningful to parents. First grade teachers would be able to use the post testing results in their initial planning phase.

An effective and efficient assessment program must satisfy the following constraints: The program should: (1) be administered by teachers and useful to teachers in their planning for the child's learning experiences, (2) be administered in a regular classroom atmosphere under normal conditions, (3) take only the minimum amount of time, (4) be unobtrusive to the child, (5) be sensitive enough to varify teacher observations and/or identify possible developmental delays, strengths and weaknesses, (6) produce information that can be shared with parents in a meaningful way, (7) contain the possibility for pre-post testing, and (8) not be prohibitive in cost to the district.

TIME LINE PRESENTATION

August Registration

All parents will fill out the one page (yellow) IDENTIFYING AND HEALTH INFORMATION sheet and return home with the PARENT EVALUATION OF OWN CHILD questionnaire which is to be returned to the teacher on the first day of school.

September Assessment

Teachers (with the help of aides or other available adults) will give the following assessments in the classroom setting:

These assessments would be given each child in both the Fall and Spring - with follow-up sharing of results with parents and first grade teachers.

BOEHM TEST OF BASIC CONCEPTS - Form A (fall) and B (spring) (Form A also in Spanish) This is a test of fifty basic concepts considered necessary for achievement in the first years of school. Most children who achieve well in school understand and use these concepts by the beginning of first grade. The concern is not so much with whether the child is high or low, but which concepts he will need help with during the coming school year (both in instruction and practice). A class composite gives the teacher a readily available means for planning. Each teacher who has used this test as a class assessment has indicated a desire to continue using it. The correlations between this test performance and all other areas of cognitive development are statistically significant. (cost-18¢ per child for each adm.) This is a group test.

ANTON BRENNER DEVELOPMENTAL GESTALT TEST OF SCHOOL READINESS This test quickly assesses the child's functioning in visual-motor perception, number knowledge, and the Draw A Man, as well as a teacher scale rating of the child's functioning in both achievement-ability and social-emotional behavior. The number knowledge part of this test must be given individually (about 2 minutes for each child); otherwise, all of the above items are group administered. (cost - 19¢ per child each adm.)

STORY TELLING - Critical to school success appears to be the ability to listen, remember, and recall information in an orderly sequence. This is simply a short interesting story that the teacher tells to each child and asks him/her to retell the story. Verbal fluency, sequencing and expression are evaluated. (no cost)

September-October Diagnostic - For the ten percent of the children whom a teacher might need further more comprehensive assessment, a team of four district specialists (psychologist, reading specialist, speech therapist) will be scheduled in each school from one to three days, to administer the MCCARTHY SCALES OF CHILDREN'S ABILITIES . In a two week time period, the teams can visit each school, give the test, score it and interpret it for each teacher.

In most buildings it will be possible to also pick up those few first grade pupils who appear to need an evaluation at the beginning of the year. The McCarthy Scales of Children's Abilities will provide a valid preliminary evaluation for children who might be considered eligible for special education at some future date. This test will also provide teachers, psychologists, and reading specialists with valuable information for planning a program to meet this child's learning needs immediately.

The above recommended assessment procedure will provide the district with the following information for all entering kindergarten children: (1) parent occupations (2) education of parents (3) the child's attendance in pre-school-where and how long, (4) age of siblings, (5) general developmental history (6) health history (7) an indication of the parent's hopes for the child in the first years of school, (8) parent judgments and observations of their own child in such behaviors as following directions, involvement in conversations, speaking in sentences, use of colors-numbers-shapes, etc., awareness of time, location orientation, attention and self-control, peer relations, attention to tasks, motor abilities and coordination (9) concept development (space, quantity, time, etc.) which relate to all areas of cognitive development at this age (10) auditory skills (listening, recall, following directions, discrimination between words), (11) number producing (12) number recognition (13) visual perception organization skills (neurological development or maturity indicators) (14) copying--eye-hand coordination abilities, (15) established hand use L-R, (16) Drawing of a Child, a long accepted method of assessing developmental levels in children of this age, (17) a teacher judgment of the child's achievement, ability and social-emotional development, (18) sequential memory (19) verbal expression (20) verbal fluency.

The parent involvement in the assessment would take place at registration and before school started. The teacher would replicate the fall assessment in the spring for all children.

APPENDIX F

TEACHER OBSERVATIONAL EVALUATION

September 19-23, 1974

_____ _____
(child's name)

Please mark this child on each of the six developmental areas below according to your best estimate of his present functioning in relation to the average Boulder child.

5=Far Above (86-99%)
4=Some Above (71-85%)
3=Average (36-70%)
2=Some Below (17-35%)
1=Far Below (0-16%)
(Circle the Number that best describes)
(Please do not mark between numbers)

1. VERBAL ABILITY:
In relation to verbal abilities (e.g. ability to express himself verbally, short and long term memory, verbal fluency, opposites) he is 1 2 3 4 5

2. VISUAL-PERCEPTUAL PERFORMANCE:
In relation to tasks requiring reasoning and copying through the manipulation of materials -child not required to speak- (e.g. simple classification, R-L orientation, block and puzzle activities, drawing & copying) he is 1 2 3 4 5

3. QUANTITATIVE ABILITIES:
In relation to questions involving number information (e.g. child has 2 candies and I give him one more, how many will he have?) and equal grouping as well as repeating digits this child would probably function 1 2 3 4 5

4. MEMORY:
This particular memory evaluation involves both visual and auditory (but is mainly weighted in the direction of short term auditory memory) two of the four activities involve both looking and listening at the same time while two activities involve only listening. This child will probably function.. 1 2 3 4 5

5. MOTOR ABILITIES:
These tasks assess the child's coordination as he performs a variety of gross motor and fine motor tasks (leg coord., arm-hand coord, imitative action, drawing and copying). This child will probably function..... 1 2 3 4 5

6. BASIC CONCEPTS:
Of the 50 basic concepts (listed on the supplementary page) this child will probably get_____correct.....(place number here)_____

CLASSROOM OBSERVATIONS OF INDIVIDUAL PUPILS - CLOSENESS OF FIT BETWEEN NEEDS AND PROGRAM

_____
(pupil's name)

_____
(School and teacher)

AM_____PM_____

_____
(observer

Major concerns and needs: (assessment

1.

2.

3.

4.

5.

Other relevant factors:

1.

2.

3.

4.

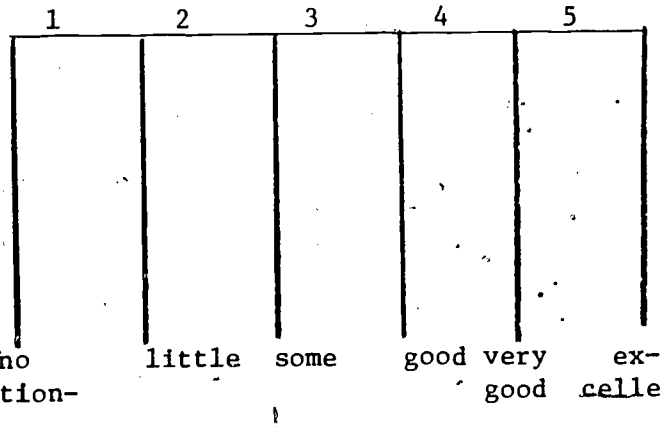
5.

Activities in process at time of observation:

Learning Experiences as per needs:

Need / Experience

Appropriateness of match



A Personalized Kindergarten Program With Supplementary Parent Involvement
Title III ESEA Boulder Valley Schools
Early Childhood Education

"Getting Started"

The implementation of a personalized learning program, preparing for the learning needs of each child, should start very gradually. In this project, the teacher had enough flexibility to develop procedures appropriate for her own classroom and her adaptability. She was able to add components of the plan at her own rate. These teachers have recommended that any teacher using this approach to teaching for the first time, use the gradual implementation method.

The goal of this program is to provide a learning experience that fits the personal learning needs of each pupil, for at least a small portion of each school day. A specific plan, based on the child's developmental strengths and weaknesses, is developed by the teacher. The goals for children are adjustable, varying from a plan for one child lasting a week to a plan lasting over the whole school year for another child.

The rationale for this approach is based on the developmental theory of learning which states that at this age the child is developing many critical processes that underlie later success in reading, writing, and arithmetic. Finding the time and the means to help each child with his individual needs will establish a solid foundation for later learning and missing this opportunity at this time will often cause much anguish and later learning problems that will be both expensive and difficult to remediate.

Each teacher in the project has tried different procedures and has gained experience in classroom techniques that worked smoothly for her. The satisfaction of seeing children functioning in a day to day program at their own learning level, with planned activities that met their needs, made the initial uncertainty and frustration worthwhile. The following pages are an attempt to compile the experience of several teachers over a three year period into a feasible and workable procedure for implementing a personalized kindergarten program. These same procedure for implementing a personalized kindergarten program. These same procedures could be used by first, second, and third grade teachers as well as kindergarten teachers.

To Begin:

Step One - Before School Begins

A. Gather information from parents at registration and before school begins according to the recommended kindergarten assessment plan (separate section).

B. Organize classroom so that small groups of children will be able to work independently or with instructor without distracting others (but so that you can see all parts of the classroom at a glance).

C. Re-evaluate all your learning materials and games in relation to the Scope and Sequence and Curriculum Activities recommended by this project (or according to your own plan).

D. Arrange for another adult (or older student) for classroom assistance for a regular part of each day. This could be a paraprofessional paid by the district, parent volunteers, university students, other volunteers, etc.

Step Two - School Begins

A. Establish a feeling of togetherness and interdependence within the group. Necessary rules and routines are established early in this relationship. Children know what their choices and their responsibilities are.

B. A significant part of this initial school introduction is the skills all children must have to work independently for a few minutes each day. These skills are available to the teacher through MiniCourse #8 - Organizing Independent Learning: Primary Level developed by Far West Laboratory of Educational Research and distributed by Macmillan Educational Services, 8701 Wilshire Blvd., Beverly Hills, Ca, 90211. This is a five week film-discussion-classroom trial course that our teachers found helpful. The paper-back book that accompanies the film series is available separately, and contains the essential elements, if the films are not available. (Try your Board of Cooperative Services).

C. Within the framework of your regular classroom procedure, set a time when all children are involved in activities that you select for them and are usually different from group to group (4-5 children working together at the same type of activity or with the same materials). This time can be as short as five minutes at the beginning with a single activity involved, but gradually evolves into a longer time with two or three different learning experiences. As the teacher, you are able to work closely and without interruption with one group for a few minutes and then go on to another group (the aide also works with groups in this manner) and remain mobile enough to check on the work children have completed.

Step Three - Diagnosis and Personalizing

A. Hopefully by the end of September you will have gathered some informal and formal assessment of each child's functioning in basic developmental areas. The recommended kindergarten assessment (in a separate section) offers one plan.

Step Three - Diagnosis and Personalizing (continued)

B. Based on teacher observation, informal and formal assessment, and parent judgments of the child, the teacher starts planning specific sequential activities to fit a short term goal for two or three children and implements it during the independent work time period each day (children like to call this "job-time" in some classes).

C. The best diagnoses is an on-going one based on the pupil's individual response to certain learning activities that have been selected by the teacher to pinpoint more exactly what the child needs.

The developmental scope and sequence chart of progressive steps in mathematics, pre-writing and writing, pre-reading and reading, and basic movements was developed by the teachers and staff of this project to aid in diagnosing and planning for children. This chart is a prt of the materials packet.

The scope and sequence chart not only helps in planning a sequential series of activities for a child, but it also helps a teacher check diagnostically for strengths and weaknesses and in keeping records on a child's progress.

A set of back-up curriculum cards has been developed to support a teacher in her diagnoxtic and planning for children, correlated to each of the steps on the scope and sequence chart. Included are activities for checking on proficiency as well as curriculum activities. (By following the scope and sequence, checking out whether a child can do suggested activities, a teacher would have an accurate and complete picture of a child's needs). However, although the cards are helpful they are by no means exclusive. Teachers may prefer to use their own ideas or supplement their ideas with these planned learning sequences.

D. One successful approach is to limit the initial sequential planning to one area of development and become very familiar with that area before going on to another area. For example a teacher might plan personalized sequences in pre-writing or mathematics before branching out into auditory activities.

Step Four - Sequential Programs for a Few Children in More Than one Area of Development

A. Planning for a child with many needs within a reasonable time span is more time consuming and requires more record keeping. Some children need a great deal of repetition and maintenance. They need sequential activities in very small steps. They need carefully planned activities that give needed practice in several skills in a short time.

Example: Using 1" colored cubes the child can build as many block-combinations of 4 as possible. He gains a concept of what 4-ness is and learns to identify groupings of 4 objects without counting. He can see that five is one more than four by adding a block to each set.

Continue the block activity independently (teacher works with another group). The child makes block patterns by using "Designs in Perspective" pattern cards, leaving designs intact for the teacher to check (visual perception). In a group situation, each child can be given one different pattern to do. The whole group can then attempt to work together on one harder pattern.

When the teacher returns, all children in the group do a visual memory exercise by watching the teacher make an array of 4 blocks, cover the blocks, and have the children try to duplicate the array.

or, Do a short auditory memory exercise by asking the children to place the blocks as you say: Three red blocks on the bottom, one yellow block on the top, etc. (basic concepts and numbers also)

B. Recommendations:

1. Work with only a few children (even though the temptation is great to help more) until the techniques of planning, fitting activities to the child, room management, and record keeping are secure and you are confident and comfortable with what you are doing. (all pupils will be getting the same help and instruction they did before you began to personalize).

2. Always keep in mind the specific developmental skills you are emphasizing, try to keep child's interest focused, keep the work period short.

3. Keep goals for the child realistic (and goals for what you can do for the child within possibility). Children can only learn at their own rate; slower children cannot be expected to "catch up" or meet the same curriculum expectations next year.

4. Take time to develop a strong planning and record keeping system, even if this means working very specifically with only two or three children for the first year in this personalized way. Become really familiar with your tools (the scope and sequence chart, activity suggestions, possibilities of use of basic materials for improving visual perception, auditory skills, mathematics, etc.) before expanding program. Don't be stampeded because another teacher is doing more or doing things in a different way. Think through your own ideas.

C. Options during first year

Limit the personalized learning program to the "high need" children in your classes and continue the traditional curriculum as usual.

Add to the school personalized program for the few high need children an "at home" component directed by the parents (see the section for Working With Parents).

Add more children to the personalized program on a gradual basis during the second semester of the first year, and perhaps all children during the second full year you use this method.

Step 4 (continued)

Plan and implement the curriculum in one area of development (e.g. pre-writing and writing) for all children in the class during the first year on a personalized learning basis. (Planning and implementing a program for all children, in two kindergarten classes, across all areas of learning is indeed a monumental task and takes many years of experience and a master teacher, if it can be done at all.)

Step 5 - Improving Diagnostic Procedures For All Children

A. Diagnosis is done through (1) teacher observation (2) formal assessments (3) use of activities in a sequential way to find where a child's strengths and weaknesses lie. (the Activity Cards are especially helpful here since they give a scope of skills and a choice of activities underlying each skill from which a teacher can gain a very clear picture of a child's needs).

Example: Activity Card (Pre-Reading) Auditory 2 - Activity 5

Give directions using positional words, "Put your hand on your eye, foot, etc. Over your head, in front of, behind, up, down, etc.

(It tells you a good deal about some children when they are asked to look up and they look down, etc.)

Activity Card (Pre-Reading) Auditory 13 - Activities 3, 4, 6

(closure) We sleep on a ___ We sit on a ___ We keep food cold in a ___

My mouth is under my ___ My teeth are in my ___, etc.

" I will start a sentence. When I point to you, finish it so it makes sense."

Jack fell off the ___ Today is very___ In the water I see a ___

B. Diagnosing week by week and keeping a sequential record of needs might be done by rotating children, working with a few each day during "job time" for the the first semester.

Step 6 - Planning Follow Up To Diagnosis for All Children in One Class

A. If the first semester was given to improving diagnostic procedures for all children, it might be realistic to plan simple follow-up activities for all children the second semester.

B. Personalized activities should be appropriate, concentrated, sequential and presented in a way that sparks the child's interest.

C. Personalizing for all children seems overwhelming until you realize that for some children a few days special attention in one area may be all the special help they need beyond traditional kindergarten experiences .

Step 6 (continued)

1. Begin with a few "high need" children. Plan a tentative long-range way to reach some goals for them. Keep the goals realistic in terms of their rate of progress and your time. (improving auditory memory may be your long-range goal for one child even though he needs more. Each day he has a few minutes of concentrated practice in that area.)

2. Plan for a few children whose needs can be met rather flexibly over a limited time.

   1. The child who can't share or cooperate in games.
   2. The child who is bright but slow in starting a task, entering into activities with other children, answering questions, etc.
   3. The child who monopolizes conversation, bosses games, etc.
   4. The child who is a loner.

3. Plan time for the child who is generally competent but needs special help in: cutting, using scissors, pasting things in position, etc.

4. Group children who need help in fine-motor patterning before going into writing. (We found the Dubnoff School Program from Teaching Resources superior. It is programmed step by step and can be supervised by an older student or a volunteer.

5. Plan for a grouping of children needing the same things in common. Some children may stay in the group a week, others much longer:

   Auditory closure, fluency, vocabulary, following directions
   Perception of beginning and/or rhyming sounds, etc.
   Gross motor activities (Basic Movements)
   Visual Perception games and activities, etc.

6. Plan something (if only one thing) for the brightest children. Problem solving games like Cubic (three-dimensional tic-tac-toe), Skunk (a math game) or Scan (a visual perception game), etc.

D. Practice using materials in different ways:

Example: Go Together Lotto is available in many stores and costs about $1.25. It is only one of many lotto sets that can be used in different ways with different children:

1. Visual Perception: Children match the card to the board, deciding which picture card goes with the picture on the board.

   Harder: Show the card and have children look up and then down at the board to see if they can match the card. (Do not say the name of the picture, although be sure the child already knows the names of the pictures on the boards and the cards before doing this activity.)

Harder: Hold the card up for only 5 seconds, then remove it. Allow children a litte more time to decide if they can claim the card to fit their board, but do not let them look longer.

2. Visual Memory: Use one board and the six pictures that go with that board. Allow the child to match the pictures and the cards. Then place the cards face down on the table so the child sees where you place each card. Now ask the child to draw the card that matches the first picture on the board. If he draws the wrong card, he replaces it and waits until the next turn. When he has successfully drawn the first card, he tries for the second card (somewhat delayed recall). Two children may play with the same board, not competing but "helping" each other.

   Place two, three, four or five cards face up in front of the child. Remove one card while child does not look. Re-arrange other cards. See if child can tell the card that is missing.

3. Language: Children look at card drawn by teacher. They say name of card and name of the picture on their board with which it goes. Use a complete sentence: "The antenna goes with the television" if desired.

4. Auditory: After children have played the lotto in the usual way, the teacher draws a card but does not show it. She says the name of the object on the card. The child matches the picture on his board to the word and claims the card.

5. Auditoy Memory: The teacher says the names of two things that went together on the child's lotto board. She also adds another word. Child tells the two words that go together, or the word that does not belong. (antenna, refrigerator, T.V., etc.)

SOME EXAMPLES OF PROCEDURES USED BY CLASSROOM TEACHERS

Room Arrangement:

Each teacher must arrive at her own personal room arrangement based on her needs as a teacher, the group of children involved in a given year, and the space-materials-equipment available to her. It would seem appropriate to have some open space for large muscle activities such as throwing and catching, some quiet places for listening and reading activities, a large open floor area where the class as a whole meets together, some noisy play areas such as the block corner, and other appropriate spaces that help children identify experience with setting.

Included with this section are several floor plans that have been successfully used in other self-contained classrooms. These were not necessarily kindergarten classrooms.

One thing that should be kept in mind is the possibility of changing the room during the school year. What children may need in kindergarten at the beginning of the year may not be necessary at the end of the year. For example, a play house corner may be very important at the beginning of the year, but by March that space may be more interesting to children as a book-making area or cooking center.

Planning Procedure and Record Keeping:

Each teacher will also arrive at her own planning procedure based on her experience and needs.

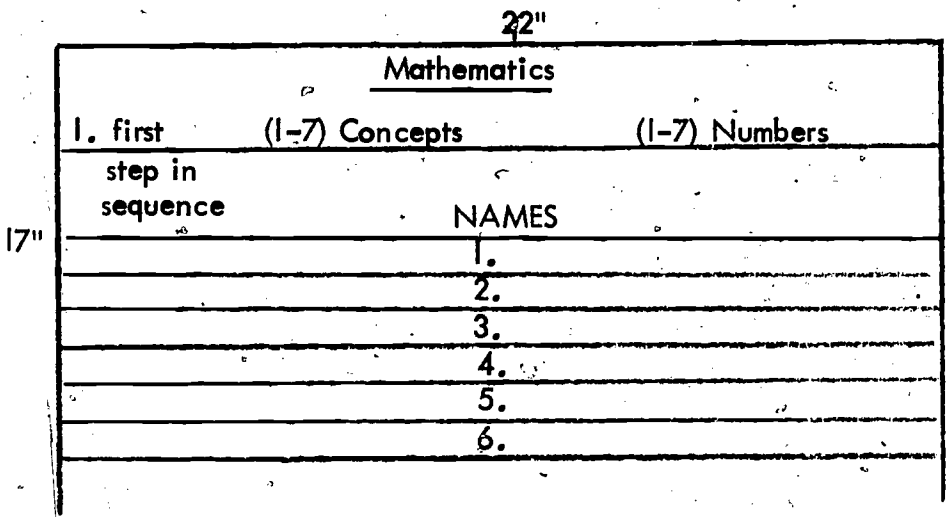
In order to get the most out of your planning time, it is advisable to set aside an uninterrupted block of time at least once a week. A block of time should be at least an hour and should be two hours or more. This time is needed to review the planned learning experiences of the past few days and plan (formally) for the next week. This is not a luxury but a necessity.

As suggested in the "Getting Started" section you would want to use games, puzzles, craft activities, clay table, etc. to provide for interesting and useful learning experiences (not personalized yet) for several groups of children at the beginning of the year when you were getting started with the personalizing of instruction and independent activities for a few "high need" children. Gradually you could add and/or change the groupings and the extent of your planning procedure.

If you have an aide for an hour of each half day, the aide should be able to get materials ready for different groups, interact with children in a given learning situation, and instruct and give feedback in particular activities designated by the teacher. We have found that aides or paraprofessionals function successfully if they are given detailed instructional guides to follow and some teacher supervision and training. Regular volunteers can be used in much the same way. Older students (5th-6th graders) who come for 30 minutes twice a week can be of immense help in auditory activities, counting and sorting, pre-writing, etc., for example. (Upon request we can provide an example of a detailed instruction model that we used at the beginning with trained aides.)

The record keeping system used should provide a continuing focus for planning both short term and long range activities. The record keeping used by teachers in this project involved both class population and individual pupil records. A whole class was listed on a rather pliable but durable 110 lb. index paper, 22x17 inches. Each area (e.g. pre-writing) of the curriculum had a class listing. These sheets were folded and kept with the weekly planning book or taped to the back of a closet door (whichever a teacher found most helpful). Across the top of this sheet was listed the individual steps in that sequence, e.g. in math.-#4 Numerals to 10. Down the center of the sheet all children in that class were listed - giving the teacher two square inches of space to keep notes on that child.

CLASS RECORD PROTOTYPE



The 8x11 Scope and Sequence Chart was used by several teachers to keep track of each child's overall functions and to show parents when conferencing. Notes could be made on the single sheet to indicate a child's initial diagnosis and some indication of his learning needs. A looseleaf notebook could be used to keep the individual sheets and anecdotal notes.

The weekly planning book was used to plan the overall weekly schedule, including the personalized instruction and independent activities. For example, 3-5 children might spend the personalized learning time during one week on a sequence of closely related activities such as visual memory patterns and sequences because of a need to increase attention span, visual perception-relational skills, completing task, counting, visual memory, problem solving, and hand-finger control.

BOULDER VALLEY PUBLIC SCHOOLS
TITLE III ESEA
Early Childhood Education

"A Personalized Kindergarten Program
With Supplementary Parent Involvement"

Explanation: Most materials available in a kindergarten classroom are appropriate for use in this program, although the teacher may not be presently using them in the context we suggest.

The project definition of a "personalized" kindergarten program involves using materials in such a way that the child's proficiency is increased in one or more developmental areas. Emphasized are mathematics, pre-reading, pre-writing and basic movements for all children.

The program Scope and Sequence chart and the accompanying Curriculum Cards give sequential steps and activities for all children which can be used with any district program already in use, and enable the teacher to emphasize both sequential pre-academic learning and sequential developmental activities.

Materials listed are some of many that would be appropriate. The list, in addition to usual materials found in the kindergarten classroom, should provide enough materials for some parent involvement. Many other materials which can be used are not included. (Most materials are used in many different ways so costs are considerably reduced. Teachers may wish to have two, three, or four of some items so several children can work at the same time, possibly using the same material in very different ways.)

Important: When selecting materials the teacher should provide for a great deal of sequential practice in each developmental area.

Example: A child with poor auditory perception may need months of practice with beginning sounds. Many different sets and games, plus flannel-board, peg-board activities should be available for thorough learning and maintenance.

A. Basic Movements:

Materials in this area include:

Tape for making lines and mazes for child to follow forward and backward, ball, jump ropes, balance beam, climbing ladder, quoits, bar for suspending own weight, clown board for throwing balls or bean bags into holes, etc.

Almost all materials are easily available in most school systems.

B. Mathematics.

Because success in mathematics is closely related in early years to visual-perceptual development, many materials listed here are appropriate both for developing quantitative concepts and for developing visual perceptual skills.

+ Colored 1-inch blocks and block building patterns (two dimensional patterns and designs in perspective available through Developmental Learning Materials (DLM)

+ Multivariant Sequencing Beads and Bead Patterns (DLM)

+ Large and/or small parquetry blocks and patterns (DLM)

+ Sorting Box and Accessories (DLM or can be made)

+ Spatial Orientation and Se uencing Board, rods on board 10 across each row to 50 (five rows) for hanging rings or discus counters (DLM or can be easily made)

+ Geo-boards for rubber band patterns, counting, position orientation, etc. From DLM with rubber bands and patterns. Additional boards can be made.

+ Large pegboards with large pegs (5 holes across, 5 rows). (Ideal) eye hand coordination, L to R progression, visual sequencing, visual membory, concept of numbers, following directions, etc.

+ Large pegboards and pegs (100 hole pegboard) colors, letters, shapes, help for child with reversals and directionality problems, concept of units of 10, memory of pattern, whole-part relationships, positional concepts (above, below, under, over, middle, first, second, etc.) follow oral directions.

+ DLM Color Discovery Cards (colored one side, plain on other) many games in number, memory, sequence as well as color matching and recognition, etc.

+ Milton Bradley Educational Play Money (cardboard, realistic looking, enough coins to be useful, helps child put concrete meaning with symbols, see value relationships, etc.)

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* Materials that have been suggested on the list for Parent Program

\+ Materials appropriate for use with parents as well as teacher

Dimensional Concept Cylinders for use in discovery, ordering, problem solving, find the rule, etc. (TEACHING RESOURCES) and other catalogues

1. constant diameter, varying height
2. varying diameter, constant height
3. diameter and height varying directly
4. diameter and height varying inversely

+ Milton Bradley Teddy Bear Counters (very popular in 4 colors)

+ Round plastic counters in colors (ETA)

1-10 Peg Board with horizontal number line on one side and vertical on the other with pegs from ETA

+ Round discus counters (with hole in center for flexibility of uses) from ETA

+ Colored plastic counting sticks (100 each in 4 colors) (ETA)

+ Real Things Counters (from ETA) counters in shape of cars, birds, etc. 4 colors.

+ Everyday Object Counters (from ETA) Round counters with pictures, 6 different colors and pictures

Beginners' 0 to 5 counting posts (individual posts) hold exact number of beads (ETA)

Rods and Counters (small) individual counting bases and rods to 10 (CHILDCRAFT)

Flannel board numbers and cut outs

Attribute Blocks, 5 shapes, 3 colors, two thicknesses, two sizes desk set (CHILDCRAFT and others)

Counting Tiles in 100 board (CHILDCRAFT)

+ Number Sorting Cards (number groups in 6 different ways: Pictures, rods, dots, squares circles total 60 cards) ETA

+ DLM Photo Number and Group Card Game (cards with dimensional pictures of dots, pegs, dice)

+ Four Games, color games (CREATIVE PLAYTHINGS)

+ Box of large fish, plastic laminated, with large fishing poles (SCHOOL SPECIALTY SUPPLY)

+ Cheves Part 4 (Phonics Puzzles and Games) use uncluttered game board with dice to have child roll and move counter or draw card and move counter (TEACHING RESOURCES)

+ Cheves Part 5 quantity and number relationships (TEACHING RESOURCES)

+ Cubees (blocks, uncolored, with value related to size (TEACHING RESOURCES)

Space concepts: space relationship cards (match word and picture) (CHILDCRAFT)

\+ Positional Words and pictures (set of 4 boxes) (CHILDCRAFT)

Spatial Relation Picture Cards (DLM)

\+ Prepositions, Parts of Speech (excellent pictures of position and space concepts with words (TEACHING RESOURCES)

C. Visual Perception (in addition to math materials - especially block design, parquetry, rubber band design, pegboard design, etc. - the following are excellent visual perception materials.)

\+ Halves to Wholes Cards (easy) to match top to bottom, categorize into sets and discuss houses, clothes, buildings, etc. (DLM)

\+ Fizzog match halves in game like dominoes, faces require awareness of internal detail. (CHILDCRAFT)

\+ Symmetry match halves in game like dominoes, use succession of toys, etc., as memory exercise if desired (CHILDCRAFT)

\+ Geo-form boards (fit shapes into indented board or match shape with inner shape, in sets of two boards (CHILDCRAFT-DLM)

Shape Groups Match set of shapes with the finished arrangement into car, truck, etc. In sets of 3. (CHILDCRAFT)

Same or Different Design Cards awareness of detail. Tell if two designs are alike or not. Easy to hard. (DLM)

Visual Matching, Memory and Sequencing Exercises (6 strip books) easy to very challenging for kindergarten. (DLM)

Visual Memory Cards Level III - instead of using as memory exercise, put one of the longer series of signs [⊖ + T —] in front of child and ask him to duplicate the same design with the single cards while looking at the pattern. Left to right progression, work with more abstract materials, sequencing practice, etc. Some children will leave out one sign in a series of five or will reverse signs in a sequence showing they need much help. (DLM)

Size Sequencing Cards (easy) Order from large to small or small to large. Put words with pictures in size order or in inverse order to size. Sort into piles of largest pictures, smallest pictures or middle-size pictures. (DLM)

18-In-One Puzzle Match halves to make large, square puzzle, also can be used as a good memory or language activity (DLM)

Spatio Match (3-shape sequences to sort and match) (TEACHING RESOURCES)

+ 81-170 Matching Cards (Children pair cards in sets for identical match-ups (TEACHING RESOURCES)

81-150 Matching Pairs (Children pair cards in sets for internal detail, external detail, position, etc. Quite difficult but may be given in small number of pairs to start. Begin with 6 cards, 3 pair for child with severe problems. (TEACHING RESOURCES)

+ Lotto: Easy--Zoo, Animal, What's Missing, Farm, etc. After child plays game several times, stress speed in finding pictures. Match picture drawn, to picture on board, as rapidly as possible.

Harder--Outline shapes in several sizes, number lotto, letter lotto, dot lotto (arrangements of dots to correspond to card) etc, can be purchased or made

+ Match Patch very popular lotto game (CHILDCRAFT)

+ Dominoes (double nines)

+ Number-Puzzle Dominoes (CHILDCRAFT)

Perception of Position and Directionality

Perceptivity (Match cards using direction) (CHILDCRAFT)

Intercept (try to get a continuous line in our color across three, four, or five adjoining cards) (CHILDCRAFT)

Which Way (transparent pictures fit over picture to tell if child has chosen a transparency with the same direction

* Make peg or block designs stressing direction the same as the pattern.
easier: imitate block or peg design seen
harder: make design from a pattern card

Directo - Make a pattern just like the one shown, using cutouts of bananas, mushrooms, etc. (TEACHING RESOURCES)

Letter Perception

Word Conservation Grouping Cards (4 boxes in set) Each box has several objects pictured three different ways (3 different fish, etc.) The name of the object is printed on each picture, a different way on each picture. Child sorts and realizes that a fish has certain constant properties and certain differences, as does the word (CHILDCRAFT - ETA)

+ Alphabet Cards (3 sets to a box, one set manuscript letters) upper and lower case, one set printed, one set cursive. Letters are exceptionally clear. Child can sort, match upper and lower case, order, etc. Very advanced child can sort using cursive style as well: Put all the a's in a pile, all the b's in a pile, etc. (DLM)

Same or Different Word Cards - child looks at words and tells if the two words are the same or different, does not need to read them. (DLM)

Word Matching Flip Books (II books, independent work) (DLM)

Letter Constancy Cards - letters are shown in upper and lower case in many different prints, sizes, colors, position on the card. Very difficult unless you give a child only a few letters to sort at a time.

D. Visual Memory: The child with noticeable memory problems should go from exercises using concrete objects (plastic fruit, cars, etc.) to exercises with pictured objects then to colors, shapes, and signs, before remembering symbols. Memory games are stressed throughout the learning sequence.

+ * Using one-inch blocks make a simple design with three, four or more blocks. Cover design. Ask child to make one like it without looking at yours. Compare.

+* Ask child to watch you make simple peg design. Remove design. Ask child to make the same design. Compare designs.

* Place flannel board cut outs or shapes in order. Cover or remove. Ask child to place cutouts in same order

+* Place objects in order on tray. Remove. Ask child to duplicate the sequence of objects.

+ Memory cards No. 181, Levels I and II. Pictures and colors. Child looks at card for a few seconds and makes the same sequence pictured with his own picture cards. (DLM)

Child looks at sequence of color strips and makes same sequence when pattern card is removed.

+* Lotto: Use game child has played in the regular way (one with animals or other pictures on a board of six or eight pictures.

1. Ask child to name 2, 3, or 4 pictures on the board without looking.

2. Use cards drawn with the lotto to put in line of 2, 3, or more cards in front of child. Remove one card and ask child to tell missing card.

3. Ask child to reproduce arrangement of pictures you have made.

+ Remember: Use any set of paired cards with pictures which are plain on the back. Put one card of each pair face down showing players where card is. Place second card of pair face down on pile. Child draws card and tries to pick card that matches by remembering where it is on the table.

Memory Exercises: One book. Child sees one or several signs on a page, picks the same sequence from four choices on the next page without looking at original stimulus picture. (DLM)

This becomes hard rapidly, but can be easier by covering a letter if desired.

* Visual Matching, Memory and Sequencing Exercises (6 books) (DLM)

+* Color Discovery Cards: Place in sequence, ask child to remember and make sequence of colors (DLM)

+ Category Cards: Go over each card, category by category with child using only cards appropriate to child's experience level. Place 3, 4, or 5 cards from one category face down showing child where each card is. Call out name of card and ask child to point to it. (DLM)

Ask child to name 1, 2, or 3 of the items in the category.

+ Motor Expressive Cards: Child sorts cards into pairs that go together. When he knows pairs well, he draws one card and tells quickly what goes with it in order to keep card. (DLM)

+* Association Picture Cards: Set I and II. There are 5 objects in each set (5 chairs, 5 vehicles, 5 hats, etc) Place all 5 pictures of hats (for example) on table, remove one when child isn't looking. Ask child to describe missing card. (DLM)

+ Association Picture Cards: Level III. Show cards, ask child what doesn't belong and why. Next time, show card and then remove card, and ask child to name 2 or 3 things that do go together.

E. Auditory Discrimination:

Auditory Tape, Familiar Sounds: Fifty sounds are heard without interruption or comment. Child can have 10 pictures in front of him and point to the pictures to show he identifies the first 5 sounds. Stop tape, add next 5 pictures, remove pictures already identified as a sound on the tape. Listen to 5 more sounds on tape and point to corresponding picture. (DLM)

Stop tape and ask child to name 3, 4, or 5 sounds he heard. Continue next day with same format until all 50 sounds have been identified. Let child act as teacher for another child using same procedure thus maintaining skill for first child, etc.

Buzzer Board Pattern Cards: (Using buzzer board to go with cards if desired--it is very loud and strident). Hands may be used. A dot is hand striking table. A dash is a clap. Make a sound corresponding to a simple pattern on Buzzer Board Cards, and ask child to tell which of three pattern cards he heard. (DLM)

Example: Strike hand on table twice. Child picks card showing two dots. (Child should hear but not see you strike hands.)

Do a simple clapping pattern while sitting in such a way the child can hear but not see. Ask child to repeat pattern. (Also a memory activity)

Consonant Cards: Show child cards and day words with him. (4 words beginning with same sound). Next say several sets of four words adding one word that doesn't belong. Ask child to identify word that doesn't belong: bear, bat, bus, cat, bag, etc. Name words that belong in a given category. Add one word: food, color, shape, animal, etc. Child identifies word that doesn't belong. (DLM)

* Cheves Phonics Games No. 4: Beginning sounds and rhymes (TEACHING RESOURCES)

* Objects that Rhyme: (IDEAL)

* Fun With Rhymes: 2 games (INSTRUCTO)

* Rhyming Puzzles (IDEAL)

* Rhyming Pictures (INSTRUCTO)

* Rhyming Cards (especially good) (DLM)

* Parts of Speech Cards, Nouns: Go over some of the pictures and discuss, categorize, etc. Next, ask child to listen to word and tell if the name is a person, a place, or a thing. (TEACHING RESOURCES)

* Parts of Speech Cards, Verbs: Ask child to identify action word. Name four words, three actions and one noun. Ask child to identify word that is not an action. (TEACHING RESOURCES)

* Antonym Cards: Have child sort into pairs of opposites and name words that are opposite. (DLM)

Name three words, two opposites. Ask child to repeat the two words that are opposites: wide, narrow, red sweet, young, old

* Discovering Opposites (INSTRUCTO)

* Picture Cards for Peg Board: classification, opposites (IDEAL)

Opposites Flannel Aids and Cards (MILTON BRADLEY)

* Homonym Cards: Help child understand that some words can look alike but have different meanings. Child sorts cards into pairs (words look the same for clues) and then tells different meanings (bark, bark wave, wave) etc. Play "What is the word", pantomiming both meanings for children to guess. Children then pantomime. (DLM)

* Homophone Cards: Words sound the same but are not spelled alike. Child sorts, says words in sentences, etc. (DLM)

* Singulars and Plurals Cards: Design games and activities for child to hear singular and plural forms of words appropriate for him (TEACHING RESOURCES)

(If you have the curriculum cards: See Cards under Auditory: Work Concepts, Sections 3 through 12.)

F. Auditory Memory: objects (cars, etc.) placed as directed orally.

+* Colored one-inch blocks: Place in order by oral directions using 2, 3, or 4 blocks. Example: "one blue, two red" or "red, blue, green", etc.

+* Colored beads and string: (Use DLM Bead Patterns giving directions orally, without showing the pattern to the child. After child strings beads, compare to visual pattern)

+ Peabody Tokens: Child hooks tokens together in color sequence directed. Ask child to repeat 2 times. "Hook two red and two blue tokens. Repeat this", etc. (AMERICAN GUIDANCE SERVICE)

+ Chunky Nuts: Child screws on nuts in color or shape order given orally. (also color activity) (CHILDCRAFT)

+ Giant Links: Child hooks large links together in color combination given orally. (CHILDCRAFT) Also color activity.

+* Attribute Shapes: Child places shapes in combinations given orally. Oral directions using color, size, shape, thickness, as easy or difficult as desired.

+* Teddy Bear Counters: Place according to oral directions. Give one, two, or three directions at a time depending on memory span. (MILTON BRADLEY)

+* Counters: Place according to oral directions, memory of color, number, shape, or picture as desired. (ETA)

+* Any sets of category cards. Ask child to name two, three, or four things in a given category after he has become familiar with the cards through sorting, discussing, and playing games with them.

+* Lotto: Especially shapes, numbers, colors, Farm, Zoo, Animal, etc.

1. Play the game, calling name of animal, shape, etc., not showing card.
2. Ask child to remember shapes, numbers, animals, etc., from his lotto board without looking at the board.
3. Say three animal cards or numbers used on cards from lotto and ask child to repeat the words.

+* Directo: Give directions for simple patterns orally. Child follows directions and makes the picture, without seeing the pattern card. Then compare pattern to child's picture. (TEACHING RESOURCES)

* Memory Cards: Level I and II. Look at a pattern card of 2, 3, or 4 pictures and say the pictures orally in order. See if the child can put his individual pictures in the same order. Check with pattern card.
a. pictures of objects
b. colored sticks

+ Pack Your Suitcase: Child draws cards from a pile and names object. He puts the card on his own pile, face down saying "When I packed my suitcase I put in a _____." Each time before he adds a new card he naes each card on his pile until he has 4 cards. This is a "book" and he puts them together and starts a new pile. The player with the most books wins. If child cannot say all previous cards (to 4) he cannot take new card. (CREATIVE PLAYTHINGS)

* Association Picture Cards III: Show the child the card and have him name the three things on the card that belong together. Remove the card and name the same pictures. Ask the child to repeat the three pictures that belonged together.

G. Auditory and Verbal Fluency, Closure, Association: Exercises given on cards under Pre-reading, Auditory 13, 14, 15, 16.

* Parts of Speech Cards (TEACHING RESOURCES)

* Category and classification cards

* Singular and Plural Cards

Match-Ups: Animals and their homes, colors, people and jobs (PLAYSKOOL)

Child names several things in categories, fills in missing blanks, associates animal with correct home, etc.

H. Language Development and Pre-Reading Skills: Sequential Picture Cards (sets I, II, III) (DLM)

Child tells meaning of each card, puts cards in sequence, then re-tells sequence, looking at cards. (2) Child puts a familiar sequence of cards in order, then tells, without looking at the cards, what happened first, second, third. (If there are 6 cards use two cards for the "beginning" two cards for the "middle", two for the "ending".

Mix cards from two familiar sets of sequences and place them face down on the table. Draw a card (or have child draw a card) and tell what comes next. Any answer that comes after the card in the story is accepted. Put only cards in the stack from the last part of each sequence. Ask child to ell what comes before.

Ask child to tell complete story without looking at the cards.

Let's Learn Sequence: (INSTRUCTO)

Story Boards: (See-Quees) Seasons, Butterfly, Chicks, Flower, Frog, Squirrel, Robins

Visual Games: (CHILDCRAFT)

\+ Reaction Cards: Child has a choice of alternate endings to a pictured story. Discuss which ending might be best, when, why, etc. (DLM)

\+ Guess What I am: Cards with clues leading child to guess the riddle. Child can later learn the clues and give them to another child. Or he can make up good clues for his own riddles as a result of this practice. (CHILDCRAFT)

The Blue Book: Learning to Think Series. Fine activities in visual and auditory perception, word fluency, verbal meaning, part-whole reasoning, quantitative thinking, following directions, association, grouping, comparison, etc. (SRA)

Rebus Reading Series Books I and II: Good for children who do not understand English, who need a step in language development after associating words with concrete objects, but before working with visual symbols. (Especially good for helping child understand language syntax, meaning of such English words as under, in, on, is, was, what, etc.) (AMERICAN GUIDANCE SERVICE)

Distar Language Program: Not recommended for introduction at the same time personalization techniques are being developed in the classroom. It is a very fine program for some children who need language background; is programmed, is designed for small-group work. District needs to provide teacher training and follow-up help for teacher. (SRA)

I. Pre-Writing

Modeling Clay

Large and Small Balls for catching

Quoit set for catching, throwing (CHILDCRAFT)

Clothespins for snapping

*Chunky Nuts (screw on to shaft)

Giant Links (hook together in color sequence given; unhook)

Rhythm Instruments

Materials for stacking and balance: large blocks, one-inch blocks, Blockhead Game, etc.

+ Snap-together blocks (CHILDCRAFT)

+ Connector Set: large tinker-toy type construction set (CHILDCRAFT)

+ Magnastiks (CHILDCRAFT)

+ The Toymaker (CHILDCRAFT)

important for helping child develop fine motor skill, hand dominance

Groovy Letters and Numerals: Child follows letter with finger to learn to make motor pattern correctly. Plastic laminated 3" letters for tracing follow the grooved letters. Upper and lower case letters on separate cards, so children with reversals can learn upper case before lower case writing (lower case has many more reversal possibilities).

Dubnoff School Program: (three levels) This was the basis of our writing program and contains enough steps so that every child can learn the motor patterns for later writing success. Programmed. Each child proceeds at own rate. One book will often provide material for more than one child, since not every child needs every page. Can be supervised by trained volunteer or older child or aide if desired. (TEACHING RESOURCES)

Pencil Grips: Soft plastic, fit on regular pencils so that child must hold pencil correctly. Bright colors, popular. (DLM)

WORKING WITH PARENTS

1. Information Sharing:

In all activities, traditional and innovative, the goal was to create a genuine partnership between the parent and the teacher.

(a) Parent conferences, "happy notes" sent home with the child after a good day, dittoed flier telling what the class planned for the month, etc., were continued.

(b) Back to School Night plus activities planned by individual teachers.

(c) Parents filled out a one page identifying and health information sheet at registration (copy in packet).

(d) A Parent Assessment (included in this packet) was given to the parent registering a kindergarten child. It was taken home to be filled out when convenient and returned by the child on the first day of school. Often the form was discussed during parent conferences. Reaction from parents was positive; they were glad the school cared about their opinions.

(e) Results of formal assessments, given each child in September and April were discussed with parents at conferences and sent home as profiles of development with interpretations.

(f) Teachers kept a record (often just a check after a child's name) each time a phone call or visit was initiated by the parent or the teacher, as well as notes sent either way.

2. Parent Group Workshops:

The goal to make the school a resource for parents for ideas, for a place to meet other parents, for a chance to work with teachers in a person to person setting, was implemented through evening workshops.

Two workshops were conducted. Parents moved at will to any of three activity centers where they made things to take home for use with the child. Sharing of ideas about how to use the things made was incidental, not a formal presentation.

(a) In the fall parents made any or all of the things below (some made one for an older or younger child as well)

A cloth-bound book for the child's drawings, snapshots, or other uses. (This was very popular)

A flannel-board with story cutouts, shapes, color pieces, etc., for auditory and visual perception activities.

A writing board covered with contact paper on which the child could write with crayon and erase.

(b) In the Spring a workshop on puppetry was given with a brief talk by a puppeteer and centers for parents to make and take home materials for many kinds of puppets.

3. Parent Directed "at home" Activities:

Some children need specific supplementary help as a direct follow-up of the personalized program given the child in the classroom. Only children who were considered to have a delayed area of development or disability were included in "at home" activities.

Parent directed activities were implemented on a trial basis by the Project staff during the first and second years of this project and were found to be very successful (see report.) Teachers carried out the activities with parents during the third year. They were given one day a month of release time from the classroom for planning and meeting with parents. Each teacher kept a home program going for 5-7 pupils.

The goal was to further implement the parents-as-partners image and to help parents see how certain activities enjoyed by the child could become valuable reinforcement of skills the child was learning in school.

Three guidelines were important:

1. Activities were carefully planned to concentrate on a child's specific needs so that real improvement could be seen at the end of the year. The activities were sequential, seldom incidental, usually stressing a child's weak areas, but sometimes specifically chosen to give a child something he could really do well.

2. Activities were chosen which were not seen as tutoring (games not ditto sheets). Parents were shown how using Lotto in several different ways could improve verbal expression, memory, auditory perception or whatever use fitted the child's needs; the stress was not on the child's lack but on the opportunity to enjoy the child and to give him a few minutes of your undivided attention.

3. The rule was emphasized many times that parents should limit the time spent with the child to about ten minutes (on a fairly regular basis). Parents were amazed that they could accomplish anything in ten minutes, but agreed later that this was realistic both for the child and for them. We asked parents who were very busy to consider even five minutes each day (as opposed to thirty minutes once a week) on concentrated skills (we sometimes left games the child could play by himself or with friends outside the time limit discussed).

A problem arises with parents who cannot get to school or avoids coming to school. (particularly where children came from low-income housing projects or have moved often, making specific advance appointments at school is a waste of time.) We eventually went directly to the homes of a few children and found that this was not resented and that the parents were willing to use the materials and the children proud to receive things from school. In several instances parents who would not even call the school previously gained such

confidence that they came bringing a neighbor to "their" school. Each case should be considered separately and approved by the building principal, of course, but if schools really wish to reach parents in "difficult" situations they must begin when the child is young and must start where parents are, hoping later to get them to meet on a more common ground. Some parents were without transportation and seemed lonely. A future suggestion for parent-involvement is that transportation might be occasionally arranged for three or four such parents (living in the same area) who could meet, come to school to check out toys and exchange ideas about ways to use the toys.

(EXAMPLE OF PUPIL GROWTH 9/73 - 9/74)

NOTE: The McCarthy Scales of Children's Abilities is copyrighted by the Psychological Corporation, 1970, 1972 and is not available for reproduction by ERIC at this time.

R.C. is a boy from a low income family. Spanish is spoken in the home. Although his mother worked with him some at home, most of his personalized program was carried out in the school setting.

The following suggestions were implemented both in kindergarten and first grade. Although it was recommended that Richard remain in kindergarten another year he was placed in first by his parents. At the end of first grade he was at the 4th percentile in reading skills, indicating that he was not ready for this level of functioning and needed a great deal more practice and instruction in the preliminary processes that precede the use of symbols, both in reading and mathematics.

NOTE: The MSCA Profile form is copyrighted by the Psychological Corporation is copyrighted 1970, 1972, and is not available for reproduction by ERIC at this time.

Suggestions for a personalized learning program for RC in First Grade along with some suggestions for helping the parents with at-home parent directed activities. (This is used here as an example only because it shows what can be done with simple materials and how much repetition is often needed to build a good foundation for a child.)

Auditory

I used some of the activities from the Auditory Cards in reception, association, closure, and telling whether a sentence was silly or true (and changing silly sentences to true sentences).

(a) Richard was able to answer "yes" or "no" correctly to such sentences as: "Do eyes see? Do legs jump?" etc. but his answers were very slow. — auditory reception

(b) Richard could finish such sentences as: "We sleep on a ___". He could not answer in exercise 6, Auditory 13: — closure

"When I start a sentence, you finish it so it makes sense. Use any word you want to that is not silly."

Jack fell off the ___. Today is very ____. In the water I wear my ___. etc.

This difficulty with auditory closure may show that Richard is intelligent enough to answer when the answer is obvious (We sleep on a ___" but that he cannot easily and quickly fit his thinking into your structure: Jack fell off the ___.

Even after several practice tries, Richard did not improve on exercise 6. In reading this sometimes indicates that such a learner has trouble predicting the logical next word or next thought. (Socially, such a child may have difficulty interpreting the way other children are proceeding in their thinking from one idea to the next, etc.

(c) Richard had great difficulty deciding whether a sentence was silly or not and changing a silly sentence into one that made sense. He was not sure whether the following was silly or not and could not then change it into a true sentence: "Jack climbed the water." (See auditory 18 card ex. 3)

(d) As a natural continuation of the exercise above (c) I found Richard very poor at repeating a sequence of numbers or words or of putting a silly sentence in sequence: Auditory 18 act. 1.

Richard could tell that this sentence was silly: Live I in a house. — sequencing words
He could tell that this sentence was better: I live in a house.
But when I repeated sentence 1 (Live I in a house), he could not unscramble it even when he had just heard the sentence given correctly!

(e) Richard's auditory memory was poor. He could not follow the following directions: — memory

Pick up the teddy bears (teddy bear counters) I say: 1 blue, 1 green, 1 red.

(f) Richard was consistently unable to tell when two words were the same or different: He thought the following word-pairs were the same!

tub-tug web-wed gum-dumb vow-thou thread-shred bass-bath tin-pin

Out of 20 word-pairs given, Richard missed 12. auditory discrimination

(g) Richard did not know the beginning sound of 8 out of 12 common words: cat, telephone, etc. He did not know the names of many consonants. beginning sounds

(h) He also seemed to have auditory reversals. He repeatedly gave the sound at the end of the word as the sound for the beginning consonant. auditory reversals

(i) Richard knew the name of the housing area in which he lives and the number of his apartment (San Juan no. 69. He did not know the address (street). The language family has no telephone. Richard seemed not to know the words for many common concepts and objects. He needs much help in vocabulary-building activities, classification games, etc.

Summary: Auditory development is critical to reading success, but Richard seems to have little facility in auditory skills at this time. He appears able to use comprehension and intelligence but to be low in memory, closure, language, sound discrimination, sequencing--all important processes for reading success. Richard was under considerable strain even though he was doing "games" with me and was interested and very cooperative.

Visual perception and math

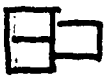
Richard skipped numbers when counting to 20. He found it hard to count above 20 and often gave the wrong numeral. We stopped trying at 30.

When playing dominoes, Richard found dots (just to 6) very hard to match. He often tried to match a 4 and a 6 and found the game stressful, indicating some visual or visual-perception difficulties.

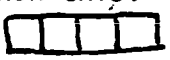
He was unable to make simple parquetry designs. He placed the square blocks this way in this design attempt:

design

Richard tried this:



then this:



wrong number, wrong colors

Writing : Richard wrote his first name only in a barely readable, laborious attempt which ran off the line onto the line below. He reversed 2, 3 and 9 when writing to 10 and was unable to write 10 at all until I wrote if first.

Conclusion: Richard has severe auditory problems, and is both tense and unsuccessful in visual perception and writing tasks. He has a very limited understanding of the meaning of number words and cannot count in sequence without many mistakes. In a group at school, he is unable to do tasks or to start by himself. When he gets "stuck" which is almost immediately, he cannot try another problem, but does nothing at all.

Parent Help For Richard, Ten Minutes Per Day

These suggestions can be used to stimulate and teacher's ideas and can be adjusted to the actual week-to-week situation as the teacher desires.

1. Help with writing:

   a. Letter recognition, upper case. (3-5 minutes, not every day)

   Give Richard the Bingo Board (enclosed) with large upper-case letters printed on it. Have parent and child play Bingo in various ways:

   1. Parent draws cards with corresponding letters, shows card and says name or letter. Both parent and Richard put counters on correct letter on board.

   2. Parent draws card, shows it to Richard but does not say letter. Richard puts counter on corresponding letter on Bingo Board saying name of letter.

   3. Richard draws card, says name, puts counter on own board (requires more speed).

   4. Parent draws card, does not show it, says name. Richard puts counter on board from hearing name of letter only.

   Follow through: same activity with lower-case bingo board in future weeks. (LATER ADD BINGO GAMES THAT PUT SOUND WITH LETTER)

   b. Pencil control, directionality: (2 to 3 minutes 3 or 4 times a week)

   Have Richard make a scrapbook with construction paper and newsprint in which he can draw (with and without stencils) lines, circles, squares (later making the shapes into pictures of animals, etc.if desired). Do this after he has had training at school making the same motor patterns correctly. The shapes to be made can be put at the top of the sheets by the teacher.

   In later weeks, continue making several individual shapes on paper with sequences of shapes, first copy from sequence directly above, then make short sequences from memory.

   Add sequences of numbers, tracing sequences (without reversing) first, later copying from sequences, later writing 2,3,4 numbers from memory.

   Make sequences of letters (again, these may be done as a design if desired).

2. Visual Perception and Math

   Give Richard increasingly harder parquetry designs each week. Vary this with block designs in perspective, peg boards, etc.

   Since Richard can predictably be expected to have trouble working with symbols, helping him get a good foundation in Math concepts with manipulatives would be very important. As Richard works with blocks and pegs he can learn to see and find the sum of groupings of objects to 10 as well as many concepts (under, over, behind, before, several, fewer, etc.)

   Auditory listening and response can be incorporated into these visual-perceptual activities.

3. Auditory discrimination, memory, fluency, reception can be helped to some extent by using the following activities:

   a. Teddy Bear Counters: Challenge child to listen, remember, pick-up "2 blue,

2 yellow, 2 red" etc. Make a game "Guess How Many I Have". In your hand pick up 3 bears and one hand, 2 in another. Say " I have 3 bears and 2 bears. Guess how many that is, etc." (Of course this is not guessing, but the format must be kept as a game to be relaxed, fun, effective.)

4. Bingo can be played in many ways:

   .Child matches pictures (named) with pictures on the boards in Farm Lotto, Zoo Lotto, Animal Lotto, What's Missing Lotto, Alphabet Lotto, etc.

   Child matches pictures when he does not see the card drawn but hears the name only.

   On game boards with which child is very familiar, he guesses the card drawn from clues. In turn he draws a card and gives clues to other players.

   Child tries to remember 2,3,4 pictures on a given board (after he has played bingo on that board) without re-looking at the board.

   Vocabulary and classification activities can be made by using Bingo Cards.

5. Sequence Cards (and DLM Reaction Cards)

   a. Give several sets, one or two each week, so that much practice can be done in a sequential way.

      1. Have child tell meaning of each card (begin with 3 or 4 card sequences, increase to 6, 8 card sequences)

      2. Have child put cards in sequence and tell story, looking at cards.

      3. Have child tell which card is missing when you remove a card while he is not looking.

      4. Have child draw a card and tell what went before, what went after.

      5. Have child tell sequence without looking at cards.

   b. Use Reaction Cards (DLM) to have child tell which ending to a situation would be best and why, suggest other endings not pictured, etc. (Parents like these cards.

6. Use miscellaneous games like the fish games, gear games, etc. to help child enjoy his home project and to reinforce listening, colors, left-to-right placement, etc. or child can just play when he is finished with his 10 minutes.

7. If Richard is ready, give him objects that rhyme, followed by rhyming puzzle cards, Cheves Program "Show You Know Then Go" game for initial consonant sounds, etc.

Materials List THINGS TO USE WITH PARENTS

Materials need to be tailored to fit (1.) the child's specific needs (2.) the child's interests (3.) the parent's assessment of the child and what the parent sees as appropriate and "fun". Different parents are successful with different types of things.

Keeping in mind that there are a limited number of really good materials available, where possible it seems wise not to duplicate exactly the same materials the child uses in school (although the same kinds of materials are usually the most appropriate for the child). It is also best to have some materials that are not those available in the department store so that the child has already used them at home just in an "informal play" situation. A sense of "newness" and "expectation" are important for the child who has need for extra help, since he is often the tense child, the fearful child, the child with short attention span, or the frustrated child.

Mathematics and number activities:

Materials can be used to give child extra practice in (1.) manipulation leading to better understanding of math concepts and number concepts (2.) practice with oral "story" problems (3.) practice leading to child's becoming very sure of basic number facts.

Used This Year	* Suggested		** Use With Some Reservations	
Ideal Teaching Aids	# 7540	Geoboard and rubber bands (25 hole)	$ 1.25	ea.
* Teaching Resources	#20-210	Geoboard and patterns, rubber bands	29.00	set
		geoboard only #20-216	9.00	
* Ideal	#7758	Two-Place Number Board	3.75	
Ideal	#3600	100 Colored 1" blocks	5.00	
Milton Bradley	#7615	Plastic Pegboard and 100 Pegs	3.25	
Milton Bradley	#7632	Teddy Bear Counters, 100 (especially popular)	3.50	
Milton Bradley	#7616	Plastic Counters, 100	1.25	
Playschool	#306	Parquetry Blocks	3.25	
* Milton Bradley	#9315	Educational Play Money (not used in Kindergarten Level, might be excellent for First Grade...high quality product)	1.50	

ETA (Educational Teaching Aids)
159 W.Kinzie St. Chicago, Ill. 60610

	#120-4B	1-10 Value Boats	3.25	
	#120-4J	Unifix Cubes (needed above)	4.50	(100)
ETA *	#4182	Dog and Bone Game (Counting and Moving)	2.05	
ETA *	#4k84	Number Ludo Game (Addition, Subtraction)	1.84	
ETA	#736	Keyway Counting Sticks (400, 4 colors) (also available in 100 for 2.80)	10.25	(4 inch)
ETA	#719	Colored counters with holes, 4 colors (Discus Counters 7/8" 400	8.45	

Mathematics Materials, cont.

* ETA	Counters shaped like cars, birds,	#739	Real Things Profile Counters 150 (30 ea. of 5 objects) (300, $8.25)	4.50
* ETA	Counters with pictures	#738	Everyday Object Counters (1¼") 30 ea. of 10 different pictures (500, $6.25)	4.45
ETA		#4482	Introsets I (counting, introduce sets) 24 cards, to 5 objects pictures ea. card	2.85
ETA		#4483	Introsets II (children with varying differences in dress, hair, etc. for sorting) 24 cards	2.85

Teaching Resources (TR)
100 Boylston St.
Boston, Mass. 02116

		#83-120	Number Recognition and Conservation (several sets of cards and strip book	5.95
TR		#99-312	Plastic Shapes (set of 48, six shapes 4 sizes ea. shape, uncolored)	5.95

Developmental Learning Materials (DLM)
7440 Natchez Ave. Niles, Ill. 60648

* DLM		#316	Photo Number Group Card Game (60 cards, numerals and pictures 1-10 for grouping, sets	3.25
DLM		#126	Counting Picture Cards (5 pictures each item in groups 1-6	1.25
*DLM		#272	Money Game (not used in kindergarten program, might be excellent for First Grade	4.50
DLM		#237	Shortcut Game (make own game, move ahead with toy autos)	6.50

Childcraft Ed. Corp.
150 East 58th St. N.Y., N.Y. 10022

Childcraft		#4X346	Match It (Combinations to 6)	2.50
* Childcraft		#4X352	Counting Tiles (100 in a board, tiles go 1-100, child makes patterns, more for First Grade than Kindergarten	5.95
* Childcraft		#4X330	Primary Math Lotto (match numerals to dots or simple sums to dots, First Grade)	5.95
* Childcraft		#4X328	3-Way Numbers (fit together number word, dots, numeral in 3-way fit. Wood, 30 ps.	7.95
* Childcraft		#4X260	Number Fit (fit numeral on board, goes only one way, excellent for reversals, tactile.	2.50
In Stores			Game of Skunk	2.69
	**		Pick Up Sticks (child counts sticks, 1 for yellow, 2 for red, etc. and adds this way	.39
			Dominoes (especially with colored dots, sets to 12 for First Grade)	2.00 or less

School Specialty Supply
P.O Box 1327 Salina, Kansas 67401

#98-8938 Box of Large Fish, plastic laminated, write on numerals and erase, add sum of fish caught (24 for 9.95

#98-8936 Fishing Poles with large magnet (6) 6.95

Constructive Playthings
1040 East 85th St. Kansas City, Miss. 64131

* #16225 25 hole large pegboard (Tactilmat) 3.75
#16220 100 hole large Tactilmat (pegboard) excellent for end of year in K or for First Grade 6.75
#16230 Large stringing pegs for Tactilmat 100 for 5.00

#16036 Pyramid Puzzles (perception of relative lengths and patterns, colors 3.50

* #16076 Footsteps to Numbers (walk-on footprints 1-10 (can make these) 8.00

#1D6090 Weaving Mats 12 weaving mats plus many strips for making or imitating designs 2.00

* #GL209043 Property Blocks (Sorting and Classification with these shapes blocks varying in size, thickness color, etc.) 48 for 8.95

VISUAL PERCEPTION, GAMES, EYE-HAND COORDINATION

Materials Used In Past *Suggested (New) ** Used With Reservations

Include parquetry, 1" colored cubes (with block patterns), Pegboards, etc. From Mathematics Listing. See addresses and full names of companies in Mathematics Section.

DLM	#111	Colored Inch Cube Designs (one-dimensional)	3.50 set
DLM	#118	Plain Inch Cube Designs in Perspective	3.00 set
DLM	#112	Colored Inch Cube Designs in Perspective	3.50 set
DLM	#114	Large Parquetry Designs	3.75 set
DLM	#115	Small Parquetry	4.25 set
DLM	#116	Small Parquetry Designs I	3.25 set
	#179	Small Parquetry Designs II	3.50 set
DLM	** #212	Same Or Different Design Cards	2.75 set
DLM	#292	Symmetrical Match-Up (easy)	1.75 set
DLM	#181	Visual Memory Cards Levels I & II	3.50 set
DLM	#288	Size Sequencing Cards	2.50 set
DLM	#305	Halves to Wholes (match 2 parts of card) easy	2.00
DLM	#271	Form Puzzle (fit shapes into indented shape or drawn picture of shape) easy	3.00
DLM	#270	Size and Shape Puzzle (2 parts per object, fit together and fit into time slot)	3.50
DLM	#271	Dimensional Puzzle (two inserts each shape, one nesting within the other)	3.50
DLM	#109	Alphabet Cards (3 sets upper and lower case letters of the alphabet.....very popular and useful, appropriate for First Grade level	5.25
DLM	#2.50	Same Or Different Word Cards (child merely tells if two words on card are same or not. No reading required, but words may be read.	2.50
*DLM	#32	Compound Words (child puts two simple words together to match a given compound word. May do with or without reading words).	2.00
*DLM	#338	Word Matching Flip Books (11 books)	11.00
*DLM	#336	Alphabet Matching Flip Book (6 sections)	2.50
DLM	#125	Spatial Relation Picture Cards	1.25

Visual Perception, Games, Eye-Hand Coordination, cont.

*DLM	#203	Picture Lacing Boards	5.75
*DLM	#133	Lacing Boards (5 shapes, hard)	3.75
*DLM	#104	Shapes Stencils (excellent pre-writing practice)	3.75
*DLM	#105	Animal Stencisl	3.75
*DLM	#06	Farm and Transportation Stencils	3.75
*DLM	#107	Seasonal Stencils	3.75

Memory, Visual Matching

*DLM	#330	Books 1,2,3 easy to harder matching color, sequencing, position	18.00
	#331	Books 4,5,6 Matching, memory, and sequence of upper and lower case printed letters using 1, 2,3,4 letter sequences	18.00
	#332	Total of all books above (330,331 at $2. savings)	34.00
*DLM	#315	Eye-Hand Intergration Exercises (pre-writing (lines, curves, loops, designs.....tracing, closure.....15 laminated cards	6.75

Teaching Resources (TR) Perceptual Skills Development Cards

*TR	#81-170	Matching Cards 4 decks with 24 cards (12 pairs) in each deck going in difficulty from clown faces to circus scenes to be paired.	7.50
TR	#81-150	Box of 12 sets of 24 cards (12 pairs in each set) quite difficult for K level. Children match pairs for internal detail, position, external detail, etc.	10.95
TR	#81-140	Difficult for K. 2 sets of cards in which child must remember a series of 3 shapes and find the same 3 shapes (or combinations of 3 shapes) on other cards pictured in different sizes and positions. Memory, shape and size recognition, form constancy, analysis and problem solving.	5.75
TR	#81-230	Spatio-Match Set of 3 decks of cards 1. match yellow and blue cards with same grouping of shapes, 2. match pink pairs 3. match white outline designs paired so that there are same general arrangement but differences in positions of the matching pairs.	4.95

Materials List
Visual Perception, Games, Eye-Hand Coordination, cont.

* ETA	#2726	Cards for matching action words and action pictures. Visual perception, word recognition First Grade, not used with Kindergarten	4.50
*ETA	#2696	Sentence Building Word Cards...keep words in center of sentence the same if desired, change ending word for patterning "I went to the..... store, house, school (placed by teacher) (child puts in and reads)	3.00
ETA	#2074	Word Conservation Grouping Cards, 4 boxes in set; (same word 3 times, pictured 3 ways for sorting	4.95
*ETA	#2078	Three Of a Kind Strip Books (pictures with words to sort into many classifications. 8 books	8.45
ETA	#2236A	Letter Recognition Strip Books 4 books, single letters)	3.85
	#2236B	Letter Recognition Strip Books (4 books double letters	3.85
Childcraft	#3L233	Alphabet Puzzle Cards (rather cheap, good when child puts together a few at a time under supervision. Jigsaw puzzle, 2 piece	1.00
Childcraft	#3L 193	Color Teaching Cards (put color word with correct pictured sentence card)	1.50
Childcraft	#3L 147	Reading Readiness Puzzles (set of 4) easy Fit in pieces for color, matching pictures, words with faces, classification (L to R progression practice)	3.95
*Childcraft	#3L 195	Name It. New for First Grade. Animal Picture, Animal Word, Sentence about animal. Put the 3 parts together.	1.95
Childcraft	#4L 373	Symmetry Match halves, Visual Perception	3.25
Childcraft	#4L 490	Positional Words and Pictures (set of 4 boxes) Match picture, positional word, sentence	7.50
Childcraft	#4L 172	Kiddie Kards (very easy) Match top and bottom halves of animal pictures, names of animals on pictures.	1.00
Childcraft	4X 125	Space Relationship Cards (picture and words of Space Concepts	2.00

Many materials listed under math or visual-perception activities can be used for auditory practice. (Addresses, names of DLM, etc. given earlier)

Example: Child listens and places shapes or colors in the order you say.
Child orally describes likes and differences in visual-perception materials.
Flip Books (say, instead of show child a pattern and let him find the same pattern on the next page.

Bead Stringing (ask child to place beads in order you say, etc.)
Colorforms (child places shapes on board as you tell him using in order, large, small, medium, above, below, etc.)

DLM Halves to Wholes...ask child to name 3,4 kinds of houses, people, animals,
DLM Size Sequencing Cards...find card that is not largest and not smallest,etc.
DLM Compound Words...you say one word, child gives other part orally

DLM	#291	Consonant Cards cards with pictures for beginning, ending, medial consonants and digraphs.	4.75
DLM	#232	Homonym Cards Excellent pictures of words spelled alike with different meanings. Child matches, uses in sentence.	2.75
DLM	#233	Homophone Cards..pictures of words that sound the same, are spelled differently	2.00
DLM	#234	Antonym Cards...excellent. Child practices opposites, sees relationships.	2.00
DLM	#240	Reaction Cards...child chooses different endings for situations expressed in a basic card -picture with 3 possible endings (omit one group, for older children)	2.00
DLM	#127	Sequential Picture Cards I Story in sequence in 6 parts. Esp. for kindergarten.	1.25
DLM	#161	Sequential Picture Cards II (3-part series, very easy)	3.25
DLM	#182	Sequential Picture Cards III (6 part story of events, appropriate for K or 1st grade, very good	3.25
DLM	#231	Category Cards (5 tools, sports equipment, etc. in each category. Sort, name, remember, classify. Excellent	2.25
DLM	#235	Rhyming Cards. Excellent. Pictures of 3 rhyming words, plus cards giving beginning sound which child uses as clue to rhyming.	2.75
DLM	#124 #156	Association Cards 6 sets of 5 things per set, very easy, cars, chairs, hats, etc. Each set	1.25
DLM	#157	Association Picture Cards III 4 pictured objects, one doesn't belong easy	3.25
DLM	#159 #160	Motor Expressive Cards sets I and II. In each set there are pairs of 2 pictured objects that go together. Easy Each Set	1.25

Materials List, Auditory, cont.

*DLM	#313 (new)	Open Sequence Cards. In a three-story sequence, the child begins with a master picture (showing the beginning, or the middle, or the end of a sequence) the child finds the pictures in the story which come before and after. Later, he can tell the whole story in sequence.	3.25
*DLM (Available in Spanish, too)	#320 (new)	Building Match-Ups. 8 master cards each representing a category, 48 cards which are sorted according to appropriate master card. Later, ask child to tell orally what goes with each category.	3.25
TR This might be better for use in classroom even though it works well with parents	#10-140	Rhyming put-together puzzles and Game "Show You Know Then Go". Especially good for both math and auditory. Use regular dice for math game, use dice (provided) with letters for sound game. Child rolls die, tells name of letter and moves number of spaces indicate. Or, child tells a word beginning with that letter sound and then moves. Uncluttered board. Very well made.	14.95
		Especially Good for First Grade	
TR	#84-350	Category Cards....pictures of foods and animals	5.95
	84-360	Category Cards....clothing, household items	5.95
*TR	#84-310	Parts and Wholes Cards showing whole item plus other cards with a part to match to whole	4.95
TR	#84-210	Consonant and Vowel Sounds Cards (80) with at least 3 examples of 20 most common initial consonant sounds, long and short vowel sounds, at least 3 examples of 19 most common final consonant sounds.	5.25
TR	#84-220	Cards with singulars and plurals to pair. 35 pairs	4.95
TR	#84-110	Noun Concepts 100 cards, many categories	5.95
TR	#84-120	Verb Concepts 100 cards (3 examples for 14 common verbs plus one example for many other verbs	5.95
TR	#84-130	Adjective Concepts 100 picture cards, many ways you can describe things . Also, many opposites pictured.	5.95
TR	#84-140	Adverb Cards Sort into How, When, Where if desired	4.95
TR	#84-150	Preposition Concepts Especially good, excellent pictures of position words and concepts	4.95
* ETA	#2488	What Am I Puzzle Cards Read the bottom section to the child and have him find the picture that fits puzzle. Matching word may also be fitted to picture. 3 for 4.50	1.50

Materials List, Auditory, cont.

Childcraft	#4X 125	Space Relationship Cards (35) with space relationships (and opposites)	2.00
Childcraft	#4G 160	What's Missing Lotto (Ask child to tell and remember what is missing as well as just match	1.25
	#4G 110	Zoo Lotto Child matches pictures, then names animals on each card..looking, not looking at pictures.	1.25
	#4G 195	Object Lotto Classify. After playing lotto in the regular way, ask child to name things in each category.	1.25
	#4G 109	ABC Lotto Play in regular way, then ask child to name picture that went with given letter without looking. Or say name of picture, ask child to give letter without looking.	1.25
	#4G 143	Farm Lotto After playing, ask child to describe any object	1.25
	#4G 162	Go Together Lotto	
*Childcraft	#4G 453	Photo Lotto (full color photographs) 54 cards, 6 boards	4.50
*Childcraft	#4G 452	Combo Lotto Combines people with their proper places	4.50
Childcraft	#4L 405	Color Matchups (after child matches pieces, he says what goes with what. Vary pace to make game harder).	5.95
	#4L 407	Animal Homes	5.95
	#4L 406	People and Their Jobs	5.95
Childcraft	#4L 412	Visual Games Sequence of several events from 3-picture story to 8-picture story	8.50
* Childcraft	*#4L 156 Butterfly	See Quees Sequencing pictures. Have child tell events in order after he puts pictures together. Looking and not looking at pictures as he re-tells series	
6 pieces each	* 4L 157 Flowers		
	* 4L 158	Robins	
	* 4L 181	Frog	
	* 4L 403	Baby Chicks	
Childcraft	4L 340	Rhyming Cards	1.95
	* 4L 529	Consonant Combination Puzzles (find pictures with same beginning consonant sound plus card with words)	8.95
	* 4L 531	First Sound Puzzles Find picture of something with same sound as words pictured plus lower case letter to match	7.95
	4L 384	Match The Sound Match letters to picture (only one) of each beginning letter sound	1.95
Constructive Playthings	*1011	Fun With Rhymes Three games using rhyming words	5.35
	*1010	Creating Stories 50 standup scenes and characters (pirates, haunted house, space etc.	5.35
	*1013	Carnival of Beginning Sounds	5.35

List Of Most Popular Parent Materials
(Kindergarten Level)

Childcraft	#4M 435	Gears in Action (large colored gears)	6.50
	#4M 462	Jumbo Lego	15.95
School Specialty Supply	#98-8938	Large Fish (use in many ways since you can write on them) one box makes several sets	9.95
	#98-8936	Large Fishing Poles (6)	6.95
Constructive Playthings	#16220	100 Hole Tactilemat and stringing pegs #16230 pegs	6.75 5.00
Milton Bradley	#7632	Teddy Bear Counters 100	3.50
Playschool	#306	Large Parquetry Blocks	3.25
Ideal	#3600	1" Colored Blocks	
Childcraft	#4G 160	All lotto listed on page 9 ea. set	1.25

Creative Playthings

E0434	Black Cat Game	2.95
E0438	Pack Your Suitcase	3.25
E0439	Four Games	4.95

Educational Teaching Aids (ETA)

736	Colored Counting Sticks (400 4-colors)	10.25
719	Colored counters with holes, (400 4-colors) (discus counters)	8.45

Developmental Learning Materials (DLM)

109	Alphabet Cards (3 sets of upper and lower case)	5.25
231	Category Cards	2.25
235	Rhyming Cards	2.75
240	Reaction Cards	2.00

Minature cars, village, etc. were popular

Teaching Resources (TR)	82-160	Small Mosaics with Patterns	10.95

From local stores: Pounding Boards with hammers
Game of Skunk, dice, dominoes, Pick-Up-Sticks

(SAMPLE)

PRE-READING: Visual Perception 6 Perception of Pattern Sequence Card _____

One of the most important pre-language and pre-reading skills, sequencing involves seeing and remembering or hearing and remembering as well as the ability to gain meaning from a series. Emphasis should be on understanding relationships, not mere memorizing.

Objective: Child can see and repeat a sequence of up to 4 objects, colors, shapes. Child can listen to directions and repeat a sequence of 3 or more objects, shapes, or colors. In a visual sequence of 3 repeated twice, the child can tell what would come next if the sequence were repeated a third time.

Assessment: Child can begin by repeating simple bead and peg patterns as soon as he enters school. During the year he should be encouraged to extend his visual and auditory memory, and to understand sequences of letters and numbers by the end of the year.

Maintainance: Helping a child see sequence in everything structures his day, is useful in learning measurements, days of weeks, who will be the helper next, etc. Ask children what you do first, second, third as often as possible, what came first, next, last in a story, etc. Help children see that what happened last was a result of first and second activities. Represent a sequence with symbols 1, 2, 3, etc. Have children tell one-more, what comes after, what went before, etc. Help children become aware of numerals in sequence: "Begin at 3 and count to ten," etc.

(SAMPLE)

MATHEMATICS: Numbers I a,b,c,d, Card _____

(a) Recite numerals in order to 5
(b) Count moveable objects to 5
(c) Count fixed ordered objects to 5
(d) Count fixed unordered objects to 5

Objective: Child counts quickly without tension with accuracy every time.

Assessment: The eventual goal is that the child conceptualize numbers and think in terms of sequence (not respond by rote). Each step in conceptualization builds on mastery of the previous step. Much variation should be built into activities (counting different objects, different arrays) as the child practices and reviews until basic steps are automatic. Each child needs to proceed at his own rate.

Maintainance: Use every opportunity to have child count and conceptualize to five, avoiding using higher numbers until he is ready. Include (a) sorting pictures of things to 5, sorting cards of dots, sticks, etc., to five, placing pegs to 5, stringing beads, doing finger plays, etc.

Integration: Use concept of up to 5 in colors, shapes, building blocks (all the ways to place 2 blocks, 3 blocks, 4 blocks, etc.) activities with knives, forks, plates, etc., discussion of days of school each week, etc.

(SAMPLE)

PRE-READING: Visual Perception 6 (cont'd) Card_____

Maintenance (cont'd): Tell number stories putting pictures on board and taking away or adding: "Four litt birds sitting on a tree; one flew away and then there were three". Substitute numerals for birds next time you tell the story, etc.

Parent Directed Activities: Help parent see importance of emphasizing order in child's activities when he goes to bed, when he gets up, when he prepares to do a simple cooking task with mother, etc. Tell a series of three things out of order and challenge the child to tell what is silly:
"Billy brushed his teeth and climbed into bed and ate his snack."

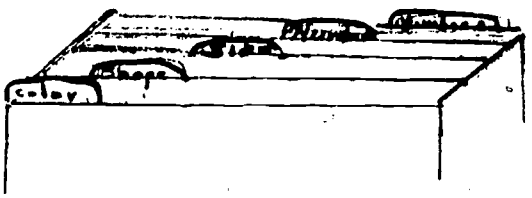
Have parents cut out appropriate frames from the comics and paste on cardboard. Child puts story in order and then tells story.

Game of Sequence: Child tries to roll 4 dice into a sequence of 3 dice: 1, 2, 3 or 2, 3, 4 or 4, 5, 6, etc. Using playing cards to 5 in each suit, place cards face down. Players draw, each trying to get a sequence of 3 cards for a "book", etc.

MATHEMATICS: Numbers 1 a,b,c,d (cont'd) Card_____

Parent Directed Activities: Play Tic, Tac, Toe (three squares across, three squares down,) throw quoits or rings to 5, sort playing cards with cards in four suits to 5 (ace, 2, 3, 4, 5 of diamonds, clubs, etc.), play dominoes with dots to 5, Pick Up Sticks (to 5 sticks of each color), hunt for up to 5 objects in room, etc.

Cards of activities follow the first card in each step on the Scope and Sequence. All cards are numbered for easy filing. First card should also be tabbed.



(SAMPLE)

PRE-READING: Visual Perception 6

Card_____

Activities

Materials:

1. Using pictures of representative objects, have the child sequence family pictures (baby, toddler, elementary, teen, adults for example). Then have him reverse the sequence and start with the older members first.

   Show child pictures in graduated size (DLM Size Sequencing Pictures) and have child sequence from small to large and from large to small.

   Show child other pictures and other objects and have him sequence by: fat to thin, small to large animal, etc. Reverse some sequences so child understands what reversing means.

2. Go to more abstract patterns such as colored block or colored bead patterns: DLM Size Sequencing cards No. 288
   (a) Same size, several colors in sequence. Child repeats sequence of 3. Child reverses sequence of 3.

   (b) Same size several shapes, child repeats sequence of 3, reverses sequence of 3, looks at pattern and tries to make sequence of 3 from memory when pattern is removed. Bead patterns and beads for stringing DLM 289, 290

   (3) Child makes sequence of 3 shapes, same color, then repeats exact sequence of shapes in different colors. FM 15 (size sequence cards) FM 28

(SAMPLE)

MATHEMATICS: Concepts 5 Quantity

Card_____

Activities:

Materials:

1. Children do not always realize when we use exact and inexact terms. What is the difference? "Bring me some candy". "Bring me 4 pieces of candy". There is some candy in the pile. There are 4 pieces of candy in the pile. I see some cows. I see 7 cows. Help children, especially those with language needs, to explore several meanings of some, not many few, several, almost, since these words can be very difficult.

   (a) Bring me some counters. Bring me a few blocks. Show me several pictures. Put almost as many in this pile. Put some shapes on the flannel board. Give me some pieces of candy but not many. Act out directions, have children give directions to each other.

   (b) Have children draw words from a hat. Teacher can whisper the word to the child. Child then calls on anyone and gives a direction using that word. Child decides if direction is followed correctly.

(SAMPLE)

PRE-READING: Visual Perception

Card _____

Activities (cont'd):

Materials:

(d) Child makes sequence of beads, shapes, pegs, or hooking Peabody tokens and repeats sequence two times, three times.

(attribute logic blocks)
FM 10 1" colored cube
FM 33 Beads and patterns.

3. Continue Activity 2, steps a, b, c, d using 2 shapes, 2 sizes, 2 colors. Next use 3 colors or 3 sizes. The sequence should be easy to understand so child can figure out what would ligically come next.

4. Place pictures of clothing and foods (4 or 5) before child and help him see the relationships in the pictures (coat-hat, boots-mittens) for example as an aid to remembering sequence. Have him make the sequence after cards have been mixed up. Next show two more cards: another article of clothing for example, and a picture of food. Which picture would come next? (Not the food)

Have child close eyes and remove one card from the sequence, mix up other cards. Which card is missing (use sequential understanding, not memory to determine this.)

(SAMPLE)

MATHEMATICS: Concepts 5 (cont'd)

Card _____

Activities (cont'd)

Materials:

(c) Think of all the words (put cards with words on them or words on the board) that could be used to describe a pile of objects:
Example: 3 objects
three, some, not many, a few, almost as many as 4, etc.

2. Help children understand that some can mean many different amounts depending on how the word is used. How much is "some water"? Each child can have a different amount in mind and still be correct. How much is a cup of water? A quart of water?

How much is "a lot" of sand? How much is a cup of sand? Is a cup a lot? (Yes, it is in your dinner. No, it it is at the beach.) Help children understand when we need to be exact, when we can be relative in our talking.

(SAMPLE)

PRE-READING: Auditory 16 — Auditory Association — Card _____

Activities: — Materials:

1. Ask the child sentences such as the ones below. Help child with answers if needed and discuss why some other word would not fit. Repeat the same 4 or 5 sentences (in random order) several different days if needed before going on to new associations. Help the child understand the relationships and then become able to state them (or hear them) without tension, quickly.

   A rock is hard, a pillow is ___
   The sky is blue, the grass is ___
   A grandfather is old, a child is ___
   Candy is sweet, a lemon is ___
   Winter is cold, summer is ___
   A horse is large, a bee is ___
   A lion is wild, a kitten is ___
   A man is tall, a baby is ___

   (Reverse sentences for additional practice)

2. A rabbit hops, a fish ___(swims)
   A cow moos, a duck ___(quacks)
   A bee buzzes, a cat ___(meows)
   A horse walks, a bird ___(flies)
   A cat meows, a dog ___(barks)
   A rooster crows, a man ___(talks)

   A-102 Step 6

3. A sheep is covered with wood, a cat is covered with ___(fur)
   A fish is covered with scales, a fox is covered with ___(fur)
   A duck swims, a butterfly (flies) (Child may help you make up others like this)
   A colt is little, a horse is ___(big) A hen gives eggs; a cow gives ___(milk)

(SAMPLE)

PRE-READING: Auditory 16 (cont'd) — Card _____

Activities (cont'd) — Materials:

4. Before it rained the ground was dry. After it rained the ground was ___ (wet). Before I blew up the balloon it was little, after I blew it up, it was (big) Before I fell in the mud, I was clean. After I fell in the mud, I was ___(dirty). Before I turned on the lamp the room was dark, after I turned on the lamp the room was ___(light) Before I cut the string it was long. After I cut it, the string was ___(short) Before I grow, I am short. After I grow I am ___(tall). Before I put the top on the box, the box is open. After I put the top on the box, the box is ___(closed) Before I put water on the stove the water was cold. After I put the water on the stove it was ___(hot). Before I found my dog I was sad. After I found my dog, I was ___(happy).

   A-102 Step 7 (Additional sentences there)

5. If it is old it is not ___(new)
   If it is dark, it is not ___(light)
   If it is small, it is not ___(large
   If it is fast, it is not ___(slow)
   If it is up, it is not ___(down)
   If it is well, it is not ___(sick)
   If it is young, it is not ___(old)
   If it is high, it is not ___(low)
   If it is clean, it is not ___(dirty)
   If it is smooth, it is not ___(rough)
   If it is night, it is not ___(day)
   If it is happy, it is not ___(sad)

   (other examples in Peabody Language Kits Levels K, I, II)

(SAMPLE)

PRE-WRITING 9: Crayon-pencil Control: Making Diagonal Line

Card _____

Objective: Introduce child to step in pre-writing making diagonal lines from top L to bottom R and from top R across the page in the opposite direction to bottom L intersecting lines in the center in some exercises.

Assessment: To begin: Child can hold crayon correctly and do activities on previous cards with confidence. Child does not have directionality problems which make him draw lines from L to R part of the time and from R. to L at other times due to lack of feeling for the proper direction. Child can benefit from learning to make strokes in new ways. Activitiy does not subject child to tension, he does not mind doing it.

Continue activities on a daily basis until child can perform each activity below easily, then review occasionally for maintenance.

Maintenance: Find and draw objects in real life (such as RR sign) with diagonals. How many diagonals can you find in the room? Playground? etc. Can you draw a picture of them? Fold circles (pies) into halves, quarters. Draw on the folds so you have 2 pieces of pie, 4 pieces of pie, 8 pieces of pie, etc.

(SAMPLE)

PRE-WRITING 9: Crayon-pencil Control (cont'd)

Card _____

Integration: Use activities involving the geo-board (rubber bands in position), peg-boards and patterns, drawing diagonals on the chalkboard, placing flannel strips on flannel board to make patterns, etc.

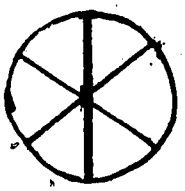
Math: 5 pegs across peg-board from top L to bottom R. Make design. How many pegs in all?
5 pegs across peg-board from top R to bottom L, etc. How many pegs in all?

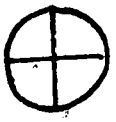
Games: Play Bingo. Only diagonal lines win.

Auditory: Follow-auditory directions in placing pegs, etc.

Visual perception (closure). Complete unfinished figure to match finished one.

Parent Directed Activities: Parents can help make color wheel, dart board, etc., and play with him.





colors

throw darts

throw rings

throw bottle tops on number

(SAMPLE)

PRE-WRITING: 1. Use of R and L hands alone; preliminary exercises for hand hand control, balance, rhythm, R or L dominance. Refer to Gross Motor also.

Card _____

Activities:	Materials:
1. Child throws large, light ball or towel (knotted) into wastebasket placed 3 feet, 5 feet, 8 feet, 10 feet (or farther away) using R hand, using L hand.	Light ball (lg) or knotted towel
2. Child pins colored clothes pins to a clothes line as directed; snap-on or not snapping kind as desired. R hand alone L hand alone	Clothes pins, Clothes line
3. Child rolls ball to knock down plastic bottle(s) from 10 feet or farther away: R hand alone L hand alone	Ball, plastic bottle
4. Child picks up objects scattered on floor with only one hand (he may transfer object to other hand for holding) 5 or more objects.	Stones, shells, marbles, etc.

ORIENTATION SESSION

Teacher's Name_____

School_____Grade_____

"A Personalized Kindergarten Program with Supplementary Parent Involvement"

A Title III ESEA Pilot Project 1972-75 SVPS Project

	Please check each item:	
	I Do Some Of This Now	I Would Like To Do More
I. There are two major components of this project:		
A. A Personalized Classroom Program for a Portion of each School Day.		
1. Both formal and informal assessment of each child's functioning early in the year.....		
2. Implementation of a procedure to give at least a few minutes of personalized instruction and practice		
a. for high need pupils.....		
b. for all pupils.....		
3. A procedure for planning for both		
a. short range needs.....		
b. long range needs.....		
4. A record keeping system that is		
a. feasible (in terms of time & effort).....		
b. points toward planning.....		
5. A curriculum scope & sequence with appropriate instruction and practice suggestions (especially for "high need pupils".....		
B. Developing a home-school partnership in order to facilitate pupil progress in learning and general functioning. This includes:		
1. Parent sharing of information about their child...		
2. Teacher sharing of assessment information and professional observation.....		
3. Group Workshops - Making and Taking of learning games and aids.....		
4. Teacher-Parent planning together to give supplementary "at home" help for child who needs added practice and encouragement in some area of development (using fun activities and games).		
5. Appropriate "at home" activities for all pupils.....		

2. I would like to visit a project classroom: ____yes ____no (If yes, indicate the day of the week in order of preferance in space to left)

The agreement to visit involves the following:
1. two separate half day visits to the same classroom, at least
2. discussion with the classroom teacher of her goals and techniques
3. a (check list) evaluation after your observation by you
4. a follow-up individual review of the project materials and your observation and a discussion with a project staff member, at the district education center (same convenient day-after school).

3. We are now planning three short video tapes, for Spring 1975 preview, of innovative project techniques and components.

BOULDER VALLEY PUBLIC SCHOOLS
Bernard D. "Pat" Ryan, Superintendent
P.O. BOX 11
BOULDER, COLORADO 80302
(303) 447 - 1010

DEANE DARNELL
Coordinator of Early
Childhood Education

We are pleased that you want to visit a kindergarten classroom where the teacher is implementing the "Personalized Kindergarten Program..." model. Since we have requests for visits from both within and outside of our district we must adhere to a definite schedule for each visit. All classroom visits are arranged through my office and the teacher and principal will have a copy of the scheduled visits ahead of time.

You have been scheduled to visit:

Date(s) _____ _____

Teacher's Name _____

School _____ (If you should have an emergency or illness and cannot visit on this date call my office 447-1010, ext. 361 and I will call the school and arrange for another time.)

Please complete the following:

1. Fill out an application for attendance at a professional meeting (from youroffice). Your principal should sign it and then send it to my office. Fill in the two half days that you will be visiting and location.

2. Arrange for your own substitutes and the substitutes are regularly paid (using the district substitute pay number.)

3. On your time card mark the half days that you visited as (PP)

WE HAVE SCHEDULED ALL HALF TIME PEOPLE SO THAT THEIR VISITS FALL ON THEIR OWN TIME and no substitutes will be required.

You should plan to be in the building where you will visit at least one-half hour before the session begins to check in at the office and visit with the teacher about her goals and planning for that session. When you arrive at the building you will receive a one page "Guidelines for Classroom Visits" and a one page observation questionnaire. After your final visit please leave the questionnaire with the secretary in the office.

I will visit with each of you in my office, any Wed., Thur., Fri., after school, hopefully within a week of your final visit. We will use this time to discuss the observation, look at materials more carefully and consider your questions. You will receive a complete packet of material and information at this time.

00164

Deane Darnell, Coordinator

GUIDELINES FOR CLASSROOM VISITATION:

You are about to visit a classroom in which the kindergarten teacher is trying to meet the children's learning needs by fitting a portion of the classroom experience to the developmental learning level of that child. We call this a "Personalized Kindergarten Program."

The effort is still in the refinement stage. Teachers are in the process of developing their classroom organization plans; somewhat different instruction techniques; trying out different ways of using the same materials; using aides and volunteers in efficient ways; and keeping records of each child's sequential progress. This is only one component of the project effort (other components are the parent involvement activities and early pupil assessment).

Major assets of this project are:

a viable parent-teacher partnership from the first day of school

a commitment to the value of parents as a resource to supplement a regular school curriculum for some children (with "at home activities")

a sensitive and feasible early assessment of each child

the realization that each child has strengths and weaknesses and these must be taken into consideration in planning for his learning experiences

the realization that kindergarten and first grade is the ideal time to identify learning delays or disabilities and to focus on providing a small step developmental learning program to correct some difficulties and give continuous progressive learning experiences for all pupils.

****

The principal will visit with you, if possible, during your visit to the school. He will have a schedule ahead of time.

The teacher will need a few minutes to talk with you about what is happening on that particular day and what her planning and goals have been for that day.

Ask the teacher whether she wants you to interact with the children or not

Ask the teacher whether she minds if you make notes while observing

If there are two people observing at the same time they should not stay together during the classroom observation.

The teacher may or may not have time to talk with you during the actual class time. She will have time to answer questions and discuss your observation with you after your (second) visit.

Take time to look at record keeping techniques and planning procedures. Ask the teacher which materials have been most helpful to her.

(Frequently asked questions on back)

QUESTION: How much aide time do teachers have?

ANSWER: Each teacher has had three hours of paid aide time each day during the third project year, four hours of paid aide time during the second project year and none the first year (pilot-planning year). (In the "Getting Started" section of the packet you will receive from my office, you will find several alternative approaches to getting classroom help).

QUESTION: Are all the materials essential to a personalized program?

ANSWER: No. Some materials are necessary in order for children to work independently and without constant teacher help, but these could be some of the things you already have. It would be important to add specific items each year from a list of priorities that you would set for yourself. Two-hundred dollars each year for three years would give you most of the equipment and materials you would need. Each teacher has received about $800.00 worth of material related to this project.

QUESTION: How important is staff development?

ANSWER: Probably the most essential factor in the success of any change of this type. No provision has been made to provide this type of help.

QUESTION: Why a "Personalized Program with Parent Involvement". This is an efficient and effective means of teaching all young children in a regular classroom setting.

ANSWER: Establishing a regular classroom program based on pupil learning needs is a difficult task but this project has developed one model that has made it work for pupils and teachers. Each teacher who attempts a personalized learning program will use some of the things she has been doing and add some new approaches. Involving the parents in a partnership is very productive.

Report Of On-Site Evaluation Of The Title III Project

An Individualized Supplementary Kindergarten Program With Parent Involvement

Project Sponsored By

Boulder Valley School District

Boulder, Colorado

February 21-22, 1973

INTRODUCTION

An on-site evaluation was conducted of the Title III Project entitled "An Individualized Supplementary Kindergarten Program With Parent Involvement", in order to fulfill the requirements of the Elementary and Secondary Education Act of 1965. This evaluation was a part of the regular visitation program for Title III Project conducted in accordance with Colorado's approved state plan. The project in question is now in its first year.

The members of the evaluation team were:

Mrs. Jeanne S. Werschke, Colorado Department of Education
Ms. Carol Pedicino, Jefferson County Schools
Dr. Graham M. Sterritt, Pueblo School District No. 60
Dr. J. Stanley Ahmann, Education Commission of the States (Chairman)

The on-site evaluation began at 7:00 p.m. on February 21, 1973, when the full team met with the project staff. Several classroom teachers at the kindergarten level and the building principals of the schools where they teach were also present. Throughout February 22 members of the team conferred further with members of the project staff, various kindergarten teachers, and a sample of five parents. A conference was also held with the Superintendent of Boulder Valley School District RE 2. Observations of classroom activities were made in four different schools in the morning of February 22. Records and materials were inspected.

The preliminary planning by the project's staff for the visit by the evaluation team was well handled. Every reasonable effort was made to facilitate the work of the team. The cooperation and hospitality extended by the staff was of considerable help.

Shortly after the completion of the on-site visit each member of the evaluation team submitted an independent evaluation of the project to the chairman. These in turn were forwarded to the Colorado Department of Education, and contain a great wealth of useful information. In addition, numerous suggestions were made by each team member.

This report is a summary of the four independent evaluations and is divided into three parts, namely, (1) strength of the project, (2) areas in need of improvement, and (3) general recommendations.

STRENGTH OF THE PROJECT

1. The scope of the project is very ambitious. Because its goals are open-ended in many ways, the potential impact of the project on school systems is comparatively large.
2. The staff of the project is competent and highly motivated. Leadership is clearly present and morale is high.
3. Interviews with parents revealed that an extremely positive attitude towards the project exists. Almost unanimously they agreed that the project is worthwhile, that they better understand their child, and that they hope that this is the beginning of a long-range effort for improvement of the education program for their child.
4. Parental involvement exists to a remarkable degree. In sharp contrast to most kindergarten programs where parents feel uninformed, and in some ways uncommitted, the role of the parents in the Title III Project is praise worthy.

5. A serious effort is being made to individualize the instruction for "high need" students. In an unobtrusive way the kindergarten teachers are working with those children using the materials and methods designed by the project staff.

6. Considering the size and scope of the project, the evaluation plan for it is well designed. It is clear that more attention has been given to this plan for this project than commonly occurs in the case of similar projects.

7. There is considerable support for the program from the administrative staff, particularly by the principals of the elementary schools. The principals seem to be well informed and conceivably are supporting the project whenever possible.

ARES IN NEED OF IMPROVEMENT

1. The predictive validity of the tests used in the screening battery needs to be established. Furthermore, a wide variety of instruments was used and conceivably there is some overlap. Study of the predictive validity question might very well reveal some of the overlapping and non-functional parts of the battery, thereby permitting a shortening and tightening of this data-gathering effort.

2. The relationship between the remedial program for the child and the diagnosis based upon the screening battery data was not entirely clear. In order to truly individualize the instruction a careful analysis of the diagnostic data is

needed and detailed communication with the teacher and possibly the parent must follow.

3. Very soon the kindergarten pupils in the program will be moving to first grade, yet little thought has been given to the articulation question. Coordination with the first grade teachers needs to be established, then developed fully in order to maintain and increase the impact of the program.

4. One means of extending the program beyond the kindergarten year is to train the parents so they can provide the connecting linkage needed to first grade and out-of-school experiences. Perhaps this could be accomplished by means of training sessions for parents, including home visits, small group discussions, and large group meetings. Communications with the parents by means of the postal service should only be used in a limited way; for example, the distribution of screening data about the child to the parent by mail is a potentially dangerous procedure.

5. Consideration should be given to the use of other community agencies as important ancillary supporters of the project. A case in point is the Boulder County Mental Health Center.

6. There is a continuous need for new home materials to be developed. With the limited time and staff now available, this will be increasingly more difficult to accomplish.

7. Unless very sensitive and knowledgeable, parents might "label" their own child because of the information provided by the project. This could lower their expectations with regard to the child's abilities and accomplishments and

possibly exaggerate the child's problems. This kind of risk is typically present in a project of this kind.

8. In spite of the general support provided by the administrative officers of the school district, the question of future district support for the project when federal support terminates was not clearly answered. In view of the youth of the project, perhaps it is difficult to answer such a question. Nevertheless, attention should be given to this matter through continuing efforts to communicate with members of the administration, the school board, and the community at large.

GENERAL RECOMMENDATIONS

Almost all of the following recommendations grow out of the suggestions for improvements mentioned in the preceding section. Needless to say it is recognized that the implementation of some of the recommendations will be hampered by the availability of needed resources.

1. It would be profitable to employ, as a consultant, a psychometrically trained person to examine the screening test battery and to study its degree of predictive validity. This might be done with a view towards strengthening the evaluation plan at the same time.
2. Communication is always a problem with an innovative project and such is the case here. A key part of this is the question of establishing a remedial program individualized for the child and involving both the classrrom teacher

and the parent (in some cases) in this instructional effort. Furthermore, a plan for communicating the results of these efforts to the teaching faculty and community at large is needed.

3. Plans for perpetuating the program beyond the kindergarten year must be made. At a minimum, meetings with first grade teacher should be scheduled and efforts to train parents more intensively should be made. Conceivably the parents, following their training, could assist in the training of other parents as well.

4. A canvass should be made of other community agencies which might support the project. It might be well to solicit the help of certain members of the medical profession, for example, pediatricians.

5. More home materials of a varying nature are needed and the demand will probably exceed supply to an even larger degree as the project progresses. A systematic program should be established for developing these materials and then training both teachers and parents to use them.

6. Time and resources permitting, efforts should be made to provide for parents a limited training program in basic psychological and sociological theory and practice so that they might better understand the problems which their children have, and the manner in which the test data and the instructional program reflect these problems. Such a program might go far to reduce the probability of the occurrence of the "self-fulfilling prophecy".

(retyped due to unreadable copy on original)

GENERAL COMMENTS

The Title III Project visited by the evaluation team is now in its first year. Needless to say it is suffering from some of the usual "start-up" problems. It is impressive to see the manner in which the staff has attacked these problems and its optimism for future progress. The staff can be ligitimately proud of the work which it has completed.

The overall evaluation of the program by the team is favorable. The project is, in many ways, a promising effort at this point and should be encouraged. The implementation of many or all of the foregoing recommendations will improve the likelihood of additional success.

APPENDIX S

INTRODUCTION

In order to fulfill the requirements of the "Elementary and Secondary Education Act of 1965", an on-site evaluation was conducted of the Title III project entitled "An Individualized Supplementary Kindergarten Program With Parent Involvement". This project is being conducted by the Boulder Valley School District of Boulder, Colorado. The site visit was a part of the regular visitation program for the Title III project being conducted in accordance with Colorado's approved state plan. The project in question is now in its second year.

The members of the evaluation team were:

Ms. Gwen Caldwell, student at University of Colorado, Boulder
Dr. Edith King, University of Denver, Denver
Ms. Iris Norris, Department of Education, Denver
Mr. Graham Sterritt, University of Colorado, Denver Campus
Dr. J. Stanley Ahmann, Education Commission of the States, Denver (chairman)

The on-site visit began at 7:00 p.m. on January 15, 1974, when the full team met with the project staff and many other personnel. Included in the group were classroom teachers and teacher aides at the kindergarten level who are involved in the program at four different elementary schools. The building principals of these schools were also present, as well as several parents.

Throughout January 16 members of the team conferred further with members of the project staff, various kindergarten teachers, and a sample of parents, all of whom were mothers. During the morning the team was divided so that each team member visited at least two schools, thereby providing visits for all four schools included in the project. As it turned out some actually visited three schools, the others two schools.

Finally, records and materials were inspected. In addition, a conference was held with the superintendent of the Boulder Valley School District RE 2.

The planning for the visit of the team was extremely well handled by the project staff. All needed efforts to facilitate the work of the team were made. The cooperation and hospitality extended by the staff was most helpful.

Shortly after the completion of the on-site visit each member of the team prepared and submitted an independent evaluation of the project to the chairman. In turn, these have been forwarded to the Colorado State Department of Education. They contain a great deal of useful information and deserve careful study. Since variability exists among the various reports, it is particularly important that the suggestions made by each member of the team be studied thoroughly.

This report is a summary of the five independent evaluations and is divided into three parts, namely, (1) strengths of the project, (2) areas in need of improvement, and (3) general recommendations.

STRENGTHS OF THE PROJECT

1. Beyond a doubt, the project staff has made a substantial and continuing effort to reach the goals of the project.
2. As revealed by interviews with parents, the attitude displayed is quite positive. On the other hand, it should be noted that it varies somewhat, depending upon the school where the child of the parent is enrolled. More than likely these differences can be traced to the parents' reaction to the total kindergarten program rather than to the Title III program in isolation.

3. A wide variety of teaching materials have been prepared and are being used. Many if not all have possibilities.

4. Elaborate classroom records for each pupil are being kept and are in good order. This is proving to be a time-consuming but valuable task, usually falling heavily upon the teaching aide.

5. Visits to two of the four schools in the program showed that the program is truly functioning. The teachers and teacher aides understood the program and, insofar as one could tell, supported it. In the case of the other two schools, the situation is less positive.

6. Workshops for parents were well attended and achieved their goals. Participation by classroom teachers in these workshops was voluntary.

AREAS IN NEED OF IMPROVEMENT

1. In the case of two of the schools the coordination needed between the project staff and the teachers is incomplete. In addition, there seems to be a question of the acceptance of the project staff by a few of the teaching staff. This is associated with the contention that the project staff should have more experience in teaching kindergarten children.

2. In two of the schools there is a teacher morale problem which has reached the point to where at least one of the teachers is totally disenchanted with

the program and wants to leave it. Evidently the decision to continue the program in that school is traced not so much to the project staff as to the central administration of the elementary education effort of the school district. The disenchantment mentioned will soon reach the point--if it has not already done so--of out right hositility which in turn will seriously erode the effectiveness of the project effort.

3. In spite of continuous staff efforts to encourage considerable flexibility in the use of project materials with the pupils, a few of the teachers seem to be unclear about this point.

4. Dissemination is limited. At least two important audiences are not receiving as much information about the program as they should. These audiences are the elementary teachers in the project schools--specifically, the first grade teachers--and the parents of pupils at the elementary level.

5. There are no visible plans for the district to integrate the project--or some variation of it--into the regular elementary education program following the completion of the third year. In fact, it is possible that there are further concerns within the staff of the school superintendent about the total elementary education effort, quite apart from the role the project might play. If this is true, it could have a bearing on the environment within which the project now exists and will continue to function.

GENERAL RECOMMENDATIONS

For all practical purposes the following recommendations are the outgrowth of suggestions for improvement mentioned in the preceding section. On the other hand, because of the varying views of the members of the team, it is not possible to give a definitive list of general recommendations which could be defended as a unanimous position of the team. It is understood, therefore, that implementation of all of the following recommendations is not reasonable, in all probability.

1. The evaluation program for the project should be given careful attention in the coming year. If at all possible, it should be expanded by identifying and using a control group in the Boulder school system.
2. A vigorous dissemination effort should be started as soon as possible, aimed both at the teaching staff and the general public. Communication with other elementary school teachers--particularly the first grade teachers--should be established.
3. Consideration should be given to re-focusing the project for its third and last year. Such a plan might have characteristics like the following:
   (a) A reduction in the number of schools in the project from four to two.
   (b) A concentration on only the "high need" pupils rather than the entire class.
   (c) The involvement of other elementary teachers in observations, "mini" instruction in the project, study groups, etc.

(d) A continuous effort to individualize the program for each classroom teacher and the pupils.

(e) An effort to heighten intra-staff communications and motivation to the highest possible degree by means of a short but intensive "retreat" or workshop.

This reshaping of the project should be done after careful work with the classroom teachers, elementary education administrators, and the help of a qualified outside consultant.

4. Coordination of the program of the project with the program in the first grade needs to be established. This, in turn, would improve the involvement of first grade teachers in the project at least as interested observers.

GENERAL COMMENTS

The preceding is intended to be a representation of the consensus position of the team which visited the project. It is apparent from the manner in which some of the comments are worded that a representation of a consensus in this instance is most difficult. Support for the project varied from one team member to another. Some believe that, with significant restructuring, the project can have a highly successful third year as a well-managed demonstration effort. Others believe that, to continue the project, a strenuous renewal effort would be needed. One member of the team believes that the project should be phased out, although the in-depth diagnosis of each child's learning profile as he enters the Boulder school system would be retained.

If it seems profitable to do so most, if not all, the team members would be pleased to confer with the project staff or members of the staff of the Colorado Department of Education in order to elaborate upon their respective positions. They would also be willing to work cooperatively with any consultants or visitors appointed to assist the project in developing its future plans.

Report of On-Site Evaluation of The Title III Project

An Individualized Supplementary Kindergarten Program With Parent Involvement

#93

Project Sponsored By
Boulder Valley School District

Boulder, Colorado

April 28-29, 1975

On-Site Visitation Team

J. Stanley Ahmann, Education Commission of the States, Denver, Colorado
Mary Baca, Member of Colorado Title III Advisory Board, Denver, Colorado
Paula Ross, Colorado Department of Education, Denver, Colorado
Graham Sterritt, University of Colorado (residence: Denver, Colorado)
Dorothy Riddle, Colorado Women's College, Denver, Colorado

Schedule

April 9	Pre-site Visit
April 28 7:00 PM	Meeting of "on site" team members with project personnel (teachers, aides, principals and project staff), Elementary Educator Director, and advisory council chairman.
April 29 8:00 AM	
Group I	Team members - Washington Elementary School
	to observe classroom procedures (kdgn.) to examine materials and records (kdgn.) to talk with teacher aide in kindergarten to talk with one or two parents to talk with first grade teachers
Group II	Team members - Aurora 7 Elementary School
	to observe classroom procedures (kdgn.) to examine materials and records (kdgn.) to talk with teacher and aide in kindergarten to talk with one or two parents to talk with first grade teachers

April 29
10:00 AM

Group I — Team members - Whittier Elementary School

to observe classroom procedures (kdgn.)
to examine materials and records (kdgn.)
to talk with teacher aide
to talk with one or two parents

Group II — Team members - Aurora 7 Elementary School

to observe classroom procedures (kdgn.)
to examine materials and records (kdgn.)
to talk with Pat Jensen, teacher (kdgn.)
to talk with one or two parents

11:30-1:00 — Lunch meeting - on-site team members, building principals, Mary Barrell, Deane Darnell

1:00-4:00

1:00-1:30	Met with Mr. Mel Wiesley, Elementary Education Director
1:30-2:30	Met with Deane Darnell and Mary Barrell to answer questions and bring up any points that have not been covered thus far
2:30-3:00	Met with Dr. Ryan, Superintendent of Boulder Valley Public Schools
3:00-3:30	Closed Site Visit Team Session
3:30-4:00	Summary session including "on-site team" and project staff (teachers, principals, administrators, Mary Barrell and Deane Darnell)

STRENGTHS OF THE PROJECT

1. The project staff is extremely competent and highly motivated. They believe strongly in the merits of the project and convey these beliefs to the teaching staff and parents.
2. The concept on which the program is based is highly appealing and has great potential. First grade teachers and kindergarten teachers familiar with the program support the concept and methods of the project. Certainly the three building principals believe in its merits.
3. A wide variety of teaching materials has been developed. They seem to be sound, are well used, and in good supply.
4. The evaluation plan (including a control group) is in place and functioning well. Preliminary data strongly suggests that the parent involvement adds significantly to the student achievement.
5. All parents interviewed spoke supportingly of the project and displayed warm feelings toward the staff. They believe their work in the project has helped them to understand their own behavior and that of their child, to a greater degree.
6. Children in the program displayed a high degree of self-direction.

WEAKNESSES OF THE PROJECT

1. Record keeping for the students is somewhat burdensome and not completely uniform. Streamlined methods should be found.
2. Articulation with some first grade teachers and kindergarten teachers (not in the program) has not occurred although visits by these teachers has been strongly encouraged and, when they did occur, they were very successful.
3. Administrative support above the school building level is mixed at best. The administrator responsible for elementary education clearly fails to comprehend the potential of the project and cannot be called a supporter of it. The support of the superintendent and board is hard to discern and probably is luke warm at best. (The foregoing analysis is complicated by the fact that a school board election of some consequence was in the offing as the site-visit team met.)
4. There is still some question as to the degree of communication achieved when results of tests are distributed by mail to many of the parents of the students. Should there be teacher-parent interviews about this matter?
5. The descriptions of students provided by parents use a form which incorporates terminology that may be difficult for them to understand. Can this be simplified?

MEETING OF OBJECTIVES

Now in its third year, the project is truly meeting its objectives when they are considered broadly and comprehensively.

This has occurred in spite of the fact that administrative support at the upper echelons has been uncertain, perhaps negative. Furthermore, the growth of the project has been unusually good from year to year as the project staff and teaching staff became familiar with the full intent of the Title III effort. Indeed, the excellency of the program is all the more remarkable when one considers the administrative problems it faced.

SUGGESTIONS FOR IMPROVEMENT

1. By all means the project should be incorporated, at least in part, into the regular school program. Central administrative support for this move is not strong. Perhaps a compromise position is to extend the project, with district funds, for one year in order to follow the students into the first grade and improve the articulation of the program between kindergarten and first grade. This would permit the evaluation effort to show more definitively the usefulness of the project, perhaps with respect to the possibility that the program reduces the proportion of children in need of special education classes.
2. Record keeping for each student should be improved by using simple computer methods. These should be studied.
3. Very quickly a new project director should be hired and given proper orientation to the project, assuming that district funds would be available to continue the effort even partially. If possible, the learning specialist should be retained on the project staff.

4. Communication between teacher and parents about the students should be improved by distributing test results and achievement records to parents by means of personal conferences whenever possible. Also useful would be an effort to educate parents regarding the nature of the learning which occurs among five and six-year-old children and how the games they play at home will influence their child's chances for success in school.