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ABSTRACT

Presented is the evaluation report on 28 projects serving seven different classes of handicapped children and their parents in Oregon which were funded under Title VI of the Elementary and Secondary Education Act. Brief sections cover the criteria for establishing funding priorities and the evaluation plan, results and discussion of the 1974-75 Title VI projects, and recommendations. The bulk of the doucment consists of individual evaluation reports on each of the 28 projects. Reports usually include such information as the following: title of the project, location of the project, population served, funding allocated, beginning and ending dates, background and rationale, objectives and evaluation plan, methodology, results, and third party evaluator's comments. It is noted that 1,058 children were served with nine projects for the emotionally disturbed, five projects for the hearing impaired, five projects for the learning disabled, three projects for the speech and language impaired, two projects each for the developmentally disabled and the educable mentally retarded, and one project each for the visually impaired and parents. Findings from the 28 projects are seen to support a method of education which involves taking children from the regular classroom for varying periods of time depending on their needs, providing assistance in various academic as well as behavioral problem areas, returning the children to the regular classroom for longer durations as the behavior begins to reach criterion level of acceptable performance, and training the regular class teacher in procedures used by the special teacher. (SBH)

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IMPACT 9

of the

Title VI Programs

in the

STATE OF OREGON

September 1974 - August 1975

This report was prepared under the auspices
of the Oregon Board of Education

by

The Teaching Research Division of the
Oregon State System of Higher Education

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EC 091850

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TABLE OF CONTENTS

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Third Party Evaluation Report

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Teaching Research, a Division of
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October 1968

The Impact in the State of Oregon of Title VI of the Elementary and Secondary Education Act of 1965 as Amended

September, 1973 – August, 1974

Introduction:

Title VI of the Elementary and Secondary Education Act of 1965, P.L. 89-750, as amended, authorizes that U.S. Commissioner of Education make grants for the purpose of assisting states in the initiation, expansion and improvement of programs and projects for the education of handicapped children at the preschool, elementary and secondary school levels. The term "handicapped children" includes the mentally retarded, hearing impaired, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who because of their handicaps require special education and related services.

Foundation of the Title VI program within any state is the State Plan, the contract or agreement between the state and the U.S. Office of Education, for the operation of programs and projects for handicapped children at the preschool, elementary and secondary school levels. The plan submitted by the State of Oregon was approved by the State Board of Education on April 10, 1968 with an effective date of April 18, 1968. This plan was approved by the United States Office of Education on May 5, 1968.

The State Plan described the present statewide educational program for handicapped children. This description is excerpted and included as Annex A of the publication, Impact of the Title VI Programs in the State of Oregon. The State Plan described the procedures for the administration of Title VI within the state.

In order to determine which projects were funded under the Title VI program, the Oregon Board of Education, with the assistance of the Advisory Committee, defined and selected the following criteria for establishing priorities for funding projects and programs:

1) The extent to which the project will provide special education services to categories of handicapped children who are not being served or served adequately through the state reimbursed handicapped child program.
2) Adequacy of description and documentation of the need for the special education service desired in the project.

   Highest priority to projects that stress unmet needs by documenting the number of handicapped children needing the special education service proposed.
3) Extent to which the project stresses early identification of handicapped children and includes aspects of early treatment.

   Highest priority to projects that provide preschool special education services to handicapped children.
4) Adequacy of the project procedures for identifying the handicapped children to be served.

   Highest priority to projects that provide adequate diagnostic provisions for selecting children in need of the special education service.
5) Extent to which the project is of sufficient size, scope and quality to give reasonable assurance of meeting the educational needs of the handicapped children to be served.

Highest priority to projects that provide special educational services focused on manageable numbers of handicapped children qualifying for the service and to projects that are designed to provide comprehensive service to these children.

6) Evidence of supplementation of the regular school program by the proposed project or program.

Highest priority to projects that make specific and realistic plans for integration into the regular school program of the handicapped children served by the project.

7) Extent to which other community and state resources are represented in the planning and operation of the project or program.

Highest priority to those projects that make full use of other community and state resources that are able to assist in the planning and operation of the project.

8) Provisions for evaluating the effectiveness of the special education services to be provided in the project.

Highest priority to projects that include specific evaluation procedures that are consistent with the objectives of the project appropriate for the services provided.

9) Provisions for participation of qualified, nonpublic school handicapped children in the project.

Highest priority to projects that make provision for participation of eligible handicapped children enrolled in private schools in the area to be served by the project.

10) Adequacy of the size and qualifications of the staff.

Highest priority to the projects employing or purchasing the services of well qualified staff and with a high enough ratio of project staff to the number of handicapped children to be served by the project to ensure effective service.

11) Adequacy of facilities, both existing and proposed, for conduct of the project or program.

Highest priority to school facilities that are already available to the district and considered appropriate for the needs of the project.

12) Economic efficiency of the proposed project.

Highest priority to those projects listing a detailed budget of estimated amounts of funds required for operation of the project and for cost-service ratios that are consistent with the special education services to be provided.

The policies and procedures under which Oregon initiated, approved, and conducted state programs and projects and local programs and projects were described completely in Impact of the Title VI Programs in the State of Oregon. Essentially, this procedure involved school districts submitting applications for Title VI monies. These applications were reviewed by the Advisory Committee who determined recommendations for funding of applications. These recommendations were approved by the Oregon Board of Education who then notified the applying districts.

Evaluation Plan

From the inception of the Title VI program within the State it was determined that Oregon should have, as part of its Title VI operation, a Third Party Evaluation. Consequently, the State Department of Education contracted with Teaching Research, a Division of the Oregon State System of Higher Education, for consulting services for the development of an evaluation program for Title VI in Oregon. The report of the evaluation of the Summer 1968 program is contained in *Impact of the Title VI Programs in the State of Oregon.* This evaluation model was considered so acceptable by not only the Oregon State Department of Education but also by the United States Office of Education that it was continued for subsequent funding periods. The following is a summary of Third Party Evaluators for subsequent Impact Reports:

Year	Report	Third Party Evaluator
1968-69	Impact 2	Teaching Research
1969-Summer	Impact 3	University of Oregon
1969-70	Impact 4	Teaching Research
1970-71	Impact 5	Teaching Research
1971-72	Impact 6	Teaching Research
1972-73	Impact 7	Teaching Research
1973-74	Impact 8	Teaching Research

The third party evaluation was conducted in Oregon using the following model: After the projects had been selected for funding by an Ad Hoc Advisory Committee, research consultants from the Teaching Research Division and the Coordinator of the Title VI programs within the state met with each of the project directors prior to the commencement of the project. The purpose of this meeting was to finalize an evaluation plan for the particular project. This final evaluation plan entailed the determination of which measurement instruments were to be used and the method of conducting the measurements with these instruments.

During the school year Teaching Research consultants visited each project twice to insure that the evaluation procedures were being provided as planned. Special Education consultants of the State Department of Education visited projects associated with their speciality, not only serving as advisors to project directors in the conduct of the project, but also concerning themselves with the progress of the evaluation. Finally, the Title VI Coordinator visited each of the projects as a further check to insure that their progress and evaluation procedures were proceeding in accordance with the plan.

After the final report of each project was prepared and submitted by the project director, the results were examined, treated statistically where necessary, and determination made as to how successfully the project achieved its stated purposes. The results of that determination are reported herein.

The cost to the State for this Third Party Evaluation by the Teaching Research Division was $22,876 which included not only the initial planning with project directors and visits to project sites, but also the drafting of this report, including computer usage for statistical computations.

This evaluation plan which is utilized by the Oregon Board of Education to evaluate Title VI Projects has been selected as an exemplary model by Bureau of Education for the Handicapped (BEH), U.S. Office of Education in Washington D.C. Staff from BEH have repeatedly indicated to staff at the Oregon Board of Education that this evaluation plan and the resulting *Impact* reports are unique in the United States. BEH staff are particularly impressed because the Oregon Title VI Projects have objectives that are stated in precise behavioral terms, evaluation strategies that are applicable to the objectives and result in an ability to demonstrate behavioral changes in handicapped children.

These components allow staff from BEH to present data to the legislature to substantiate that monies spent for Title VI resulted in positive changes in handicapped children. The result of this is that the federal money appropriated for services for handicapped children has been increased since the inception of Title VI in 1968.

Since the summer of 1968, 133 projects have been funded to 58 local education agencies in Oregon through Title VI-B funds. The Coordinator of Federal Programs at the Oregon State Department of Education expressed an interest in knowing what impact these projects have had on handicapped children in Oregon. Consequently, a contract was

awarded to the Exceptional Child Research Program of Teaching Research, a Division of the Oregon State System of Higher Education, to conduct a survey of all projects that had been previously funded under Title VI-B funds to determine the current status of these projects as to the number of children they were serving, the number of staff used to serve the children and the number of dollars that were being expended. Consequently, the purpose of this report was to provide a current summary of the status of all projects funded between 1968 and 1973 under Title VI-B funds.

1. Between 1968 and 1973, $1,288,456 of Title VI-B Funds were spent in Oregon to provide service to 5,947 handicapped children in 133 projects conducted by 58 local education agencies. The average per child cost across all handicapping conditions was $217.

2. The deaf-blind and TMR populations in Oregon would not have been served had Title VI-B not been available between 1968 and 1970.

3. The allocation of projects to the various counties in Oregon appears to be appropriate as the majority of projects were awarded to the greatest areas of population.

4. In-service training was provided to 1,500 professional staff, volunteers and parents to assist local education agencies to successfully implement their projects.

5. Of all projects funded for an academic year, 87% are still operational on local, state or other federal funds.

6. Of all projects funded for the summer only, 44% are still operational.

7. For the 92 projects still operational, the original funding was $637,306. Current funding from other sources for these projects is $2,145,793 which reflects an overall increase of $1,508,487.

8. Of the $2,145,793 for continued projects, 54% is from local funds, 21% is from state funds, and 25% is from other federal funds.

9. The majority of the local education agencies indicated that the utilization of a third party evaluator allowed them to more adequately serve handicapped children.

10. The majority of local education agencies feel that staff from the State Department of Education and the third party evaluators provided them with sufficient and appropriate technical assistance.

More specific information and data is contained in the Summary Impact of Title VI-B Funds on the Education of Oregon's Handicapped Children. This document was prepared by Teaching Research for the Oregon Department of Education.

In 1972, staff from BEH encouraged staff from Oregon Board of Education and Teaching Research to train other state departments to use this evaluation model. The following paragraphs describe the training conducted for 46 states, Puerto Rico, The Bureau of Indian Affairs, and the District of Columbia.

Eight training conferences on the Utilization of Third Party Evaluation Model were conducted for 90 participants who came from 46 states, Puerto Rico, the Bureau of Indian Affairs, and the District of Columbia. The three states that did not participate were Maine, Montana and New Mexico. The fiftieth state was Oregon.

The eight training conferences began January 30, 1973 and were completed February 1975.

At the conclusion of many of the training sessions for the Utilization of Third Party Evaluation Model, staff from various states indicated that they would be interested in implementing the Third Party Evaluation model if third party evaluators were available. It had been their experience that colleges and universities and others did not have sufficient information to act as third party evaluators in the way that we were describing in the training model. Based on this information the Teaching Research staff conducted a workshop in Chicago on April 15-16, 1975. Eleven persons were selected as potential third party evaluators and were provided two days of training. At the conclusion of this training session, a list of states was provided to the third party evaluators whose staff had previously indicated that they might be interested in employing a third-party evaluator.

The Teaching Research staff provided additional on-site training to staff members of four states and the Bureau of Indian Affairs in 1975.

Results and Discussion of Title VI Projects in Oregon

Twenty-eight projects were funded for the academic year September 1974 through June 1975. Of the 28 projects funded, nine were located in the Portland area, seven were located in other parts of the Willamette Valley, and twelve in other parts of Western, Southern, Central and Eastern Oregon. See Figure 1 for the specific location of each funded project.

The 28 projects that were funded for the academic year 1974-75 served children in seven different handicapping areas. Nine projects were funded in the area of emotionally disturbed, four projects for speech and language impaired, five projects for the hearing impaired, two projects for the developmentally disabled, one for the visually impaired and two each in the area of educable mentally retarded. One thousand forty two children were served in the 28 projects. The total dollars expended for these services were $449,621. The average cost per child for the academic year was $427.74.

In the area of the emotionally disturbed, 401 children were served for $146,498, which represents 33% of the total. Children with extreme learning problems were served for $93,952, which represents 21% of the total. It should be remembered, however, that eight of the nine projects for the emotionally disturbed, children were served by their regular classroom teachers and the services of the project were provided to train classroom teachers to deal with emotionally disturbed children in the classroom. Some of the projects demonstrated that the skills learned by these classroom teachers generalized to other children who exhibited deviant behavior problems in the classroom. Most of the projects for the hearing, visually, speech and language impaired were seen on an itinerant basis twice or three times per week for a specified number of minutes each day, while the remainder of the projects were for the most part served in a regular classroom on a full time basis. Consequently, the number of hours and minutes of service provided to each child for the costs involved are varied greatly from one handicapping condition to another. Table 1 provides a breakdown of the number and type of projects, number of children served and dollars expended by handicapping condition for this funding period.

Table 1
Summary of Projects Funded for 1975 – 75

Handicapping Condition	No. of Projects	No. of Children Served	% of Total	Dollars Funded	% of Total	Cost per Child
Emotionally Disturbed	9	401	37	$146,498	33	$ 365.32
Visually Impaired	1	11	1	17,883	4	1,625.72
Hearing Impaired	5	92	9	85,405	19	928.31
Developmental Disabilities	2	42	4	36,500	8	869.04
Educable Mentally Retarded	2	49	5	46,462	10	948.20
Extreme Learning Problems/ Learning Disabled	5	254	24	93,952	21	369.88
Speech and Language Impaired	3	137	13	20,262	4	147.89
Parents	1	72	7	2,760	1	38.33
TOTALS	28	1,058	100	$449,621	100	$ 424.97

For the third consecutive year heavy emphasis was placed in funding projects for the emotionally disturbed. Of the nine projects funded in the area of emotionally disturbed, eight of these utilized the resource room concept. This approach entails taking children from the regular classroom for varying periods of time depending on their needs. Assistance is provided in academic areas as well as programs being conducted for various behavioral problems. Children return to the regular classroom for longer and longer durations some time during the school year as the behavior begins to reach criterion level of acceptable performance set by the regular classroom teacher. In addition training is provided to each child's classroom teacher, so that she may utilize the same procedures used by the special teacher in the regular classroom. Another potential benefit of this concept is that the classroom teacher could then generalize the use of this concept to other children in her classroom. It is the opinion of the third party evaluator and the State Department of Education that this is a desirable way of training children with deviant behaviors.

Of the nine projects serving emotionally disturbed children, the Sandy project and the Albany Elementary School District No. 5 project were, again, selected as exemplary.

The Sandy Project staff displayed success in changing child behavior in the area of response generalization using a multiple baseline design. The program was well managed by the project staff.

The Albany Elementary School District No. 5 conducted an excellent regular classroom program for emotionally distrubed children. Ninety-three percent of 79 teachers that received inservice training implemented 94 programs. Of all the programs implemented, 94% were successfully completed. These data certainly support the notion that, with training, the regular classroom teacher can deal effectively with emotionally disturbed children in the regular classroom setting.

The Lincoln County School District was funded to deliver a much needed service to emotionally disturbed children and their parents and teachers. While the school district conducted a successful program, a portion of the funding was used for a portable building. Again, the third party evaluator would like to remind the ad hoc committee that this is not in line with the priorities specified in the Title VI guidelines.

RECOMMENDATIONS

1. *That the Oregon Board of Education give priority to those projects (local education agencies) that request funding for the education of severely handicapped children in the public school setting.*

Rationale: Public Law 94-142, 94th Congress, S.6, November 29, 1975 which amends the Education of the Handicapped Act: "It is the purpose of Public Law 94-142 to assure that all handicapped children have available to them, within the time periods specified in section 612(2)(B), a free appropriate public education which emphasizes special education and related services designed to meet their unique needs, to assure that the rights of handicapped children and their parents, or guardians are protected, to assist States and localities to provide for the education of all handicapped children, and to assess and assure the effectiveness of efforts to educate handicapped children."

2. *That the Oregon Board of Education establish as a priority those projects that examine procedures used in training handicapped children ages three years and under.*

Rationale: Currently, there is little research information available in the area of training handicapped children three years of age and under. It is an accepted fact by most educators that children can and do acquire many language and motor skills in the first three years of development. It is also known that the parents of handicapped children of this age group need special services and training to allow them to interact appropriately with their children.

This early intervention could facilitate the remediation of many skill deficiencies and allow the child to function more appropriately in the natural environment.

3. *That the Oregon Board of Education establish as a priority those projects which examine procedures used to provide vocational education and work experience for handicapped children.*

Rationale: The reasoning underlying the education of handicapped children in public schools in Oregon is to ultimately develop young men and women who are able to take their place in society to be independent citizens. This requires skills to serve and maintain a job over a sustained period if independence is to be forthcoming. It has been the observation of the third party evaluation team that vocational education for the handicapped has not developed nor utilized procedures which will allow this to happen adequately. Many training procedures have evolved over the past ten years which have demonstrated themselves to be effective in training the handicapped in the areas of academic and social behaviors. Some of these are: the development and utilization of task analysis; utilization of data collection systems which allow teachers to make decisions regarding changes in programming for children, the utilization of consequences which provides immediate reinforcement for desirable behavior and feedback for undesirable behavior. All of these procedures have demonstrated themselves to be successful in the areas of vocational education of the handicapped.

In addition, House Bill 4424 indicates that all handicapped children shall be served by the local school district. This law has become effective since the priorities were established for Title VI programs in Oregon. Since few procedures have been established which demonstrate effective changes in vocational skills for the moderate to severely retarded, it would appear to be advisable that school districts in Oregon be encouraged to submit proposals which would examine the effectiveness of these procedures in vocational education.

4. *That the Oregon Board of Education continue to give priority to those projects in the future which examine the effects of the integration of multiply handicapped and/or developmentally disabled children with "normal" children in a regular classroom.*

Rationale: In the past six years, the concept of integrating severely handicapped and developmentally disabled children into the regular classroom has become a popular concept. The theory behind the concept is that if individualization is being used in a classroom that a classroom teacher can provide for the idiosyncratic needs of any child regardless of the severity of the handicap. A further purported advantage to integration is the elimination of categorization of children and the isolation of these children in separate classrooms. While these third party evaluators do not accept or reject these theories, they do feel that little data are available to support the advantages of integration. It would seem that the following areas need to be examined in more detail before acceptance or rejection can be given to the concepts of integration.

A. Which types of handicapped children can successfully be integrated into a regular classroom?

B. When compared with isolated settings, does integration provide for accelerated acquisition of academics and social behaviors for the handicapped child?

C. Does integration have any detrimental effect on the "normal" child?

D. Even if academic behaviors are accelerated for the handicapped child, is the social behavior of the child affected adversely?

It would appear that funding Title VI projects in the future to examine and gather information about the effects of integration would provide some positive information for other special education programs who are considering the use of this procedure. This recommendation is in line with Priority 6 as established by the State of Oregon which states:

> Evidence of supplementation of the regular school program by the proposed project or program. Highest priority to projects that make specific and realistic plans for integration into the regular school program of the handicapped children served by the project.

5. *That the Oregon State Department of Education make the Ad Hoc Committee aware of data related to the degree to which a project achieved its objectives in previous funding periods before considering them for second or third funding.*

Rationale: During past years the staff of several projects have not collected data as they agreed to do in the letter of agreement between the third party evaluator and the local district. When this occurs, this information is passed on to the staff at the State Department of Education. This information should be shared with the Ad Hoc Committee before they vote to fund these projects for second and third fundings.

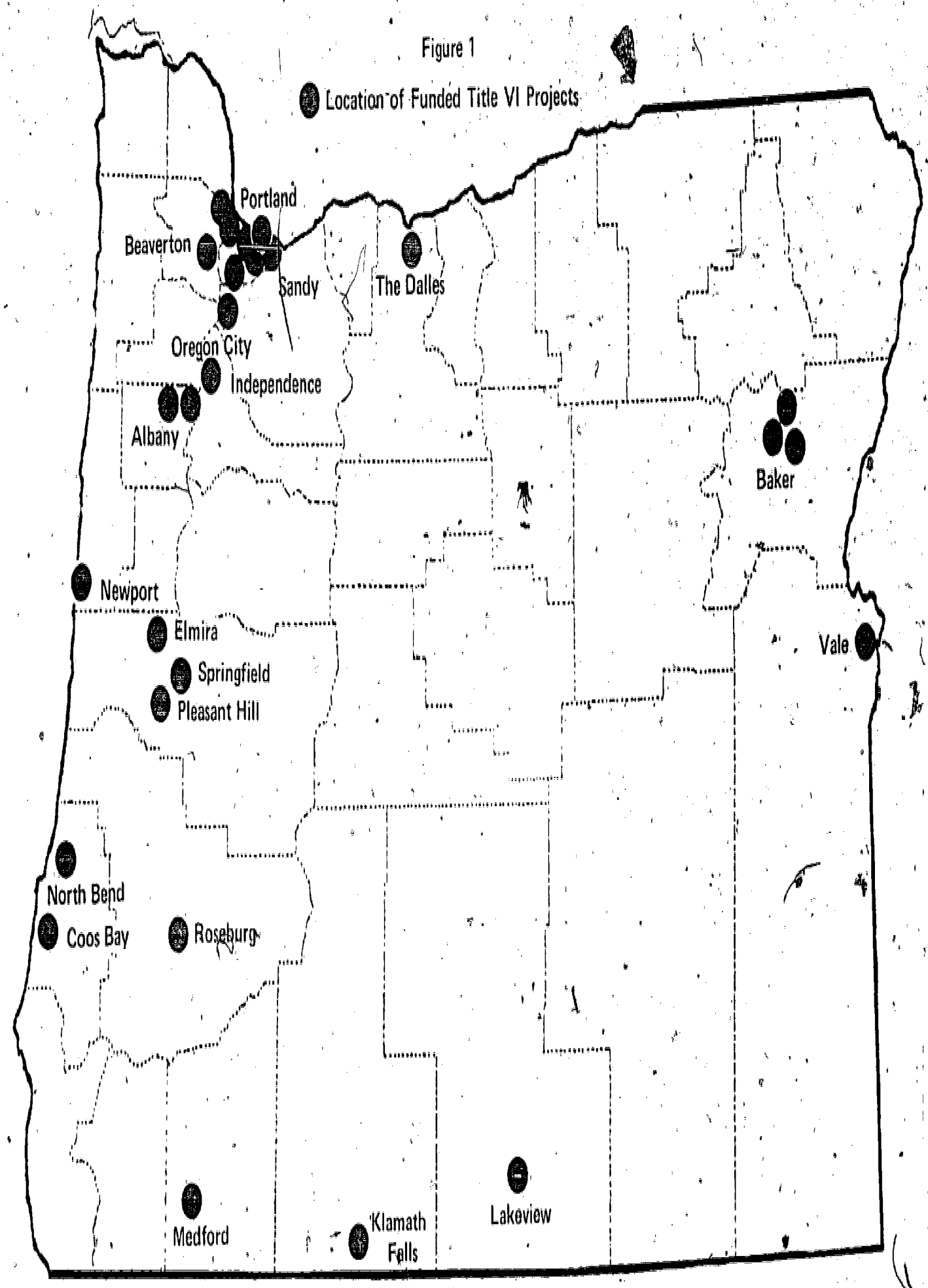
6. *That the Oregon State Department of Education make the Ad Hoc Committee aware of data which demonstrates that the local district is making direct case contributions to projects and has plans to continue the project on local or state funds before second year funding is approved.*

Rationale: Title VI funds have been awarded on a "seed money" concept in the past. That is that the money is awarded to get a program initiated with the intent that the local district begins to fund the project as soon as possible. Second year funding should then be awarded only if a local district demonstrates that they have assumed a portion of the cost of the project in the second year proposal. This contribution should be in the form of cash not, "inkind" contribution.

7. *That the Oregon State Department of Education make the Ad Hoc Committee aware of Oregon's priorities for funding prior to their review of project and that the State Coordinator of Title VI-B Programs make them aware when they select projects for funding which do not match these priorities.*

Rationale: In the past two years, the third party evaluators have noted that the Ad Hoc Committee has funded several projects which do not in any way match the priorities which have been established for the state. If the maximum service to the handicapped is to be received from these monies, it is necessary for the committee to review these priorities before the funding recommendations are made.

Figure 1


Location of Funded Title VI Projects
Portland
Beaverton
Sandy
The Dalles
Oregon City
Independence
Albany
Baker
Newport
Elmira
Springfield
Pleasant Hill
Vale
North Bend
Coos Bay
Roseburg
Medford
Klamath Falls
Lakeview

Title of Project: *Regular Classroom Program for Emotionally Disturbed Children*

Location of Project: *Albany Elementary School District #5*

Population Served: *727 Group Programs; 52 Individual Programs*

Funding Allocated: *$12,000*

Project Beginning Date: *August 19, 1974*

Project Ending Date: *June 8, 1975*

Background and Rationale:

Prior to the 1973-74 school year no specific programs had been developed for emotionally disturbed children in Albany Elementary School District #5. The need for this type of program had been evidenced by the number of requests by classroom teachers for assistance with and/or services for dealing with the disturbed child.

During the 1973-74 academic year, with combined district and Title VI funds, the Regular Classroom Program for Emotionally Disturbed Children was implemented in four of the district's nine elementary schools. In accordance with the Oregon goal for special education, this project sought to "restore the handicapped pupil to full participation in the regular school program without further special assistance or where this is not possible, to minimize the effect of his handicap to where he can function in the regular program of the school with a minimum of special education assistance. This project was successful beyond expectations (See *Impact 8*, pages 1-24) and consequently additional Title VI funds were obtained to expand the program into the remaining five elementary schools.

The project was designed to serve the needs of emotionally disturbed children within the regular classroom. With the child remaining in the regular classroom, the responsibility for the child's educational program remained with the classroom teacher. It was recognized that classroom teachers would need training and assistance in serving the emotionally disturbed child in the classroom. In addition, it was felt that the classroom teacher trained in behavior management techniques would have the skills to deal with problem behaviors before they became out of control. This project was designed to provide the classroom teacher with the necessary skills for developing a successful educational and/or behavioral program for the emotionally disturbed child in the classroom setting.

In order to accomplish this an inservice training program was provided for the entire teaching staff of each of the five participating schools.

Objectives and Evaluation Plan:

1. By June 1975, all identified emotionally disturbed children will be in a supervised behavioral and/or academic change program within the regular classroom.

Record of the Walker Problem Behavior Identification Checklist and data from behavioral and/or academic change programs.

2. By June 1975, a minimum of 70% of the students in a behavioral and/or academic change program will have met the terminal objective of the program.

Record of the intervention programs including percentage of programs successfully completed and percentage of programs terminated before completion.

3. All emotionally disturbed children will be served by regular classroom teachers trained in behavior modification principles.

Record of Title VI inservice training objectives completed by teachers (reported as percentage of objectives met). Teacher written evaluations of each inservice session and ratings of inservice evaluation. Finally, report of the number of emotionally disturbed children identified and number served by regular classroom teachers.

Methodology:

The project staff consisted of the project director, two full time teacher consultants, and two half time teacher consultants. The project director holds a master's degree in special education, and has had extensive training and experience in working with emotionally disturbed children and in the training of classroom teachers in the management of children with behavior and/or academic problems.

The teacher consultants are certified elementary teachers with classroom experience ranging from self-contained classrooms to resource rooms. All teacher consultants have had extensive experience in the utilization of behavior management techniques and all but one participated in the 1973-74 Title VI teacher training program. One teacher consultant holds a master's degree in guidance and counseling.

The Title VI project staff received inservice training during the summer of 1973. In addition, during the spring of 1974 the staff participated in a parent training program utilizing behavior modification techniques. This training was conducted by the project consultant from Teaching Research, a Division of the Oregon State System of Higher Education. During the project year, the project staff met with the project director and project consultant to review inservice activities and intervention programs implemented by the participating classroom teachers.

Sixty-one classroom teachers, 14 support services personnel, and 4 district administrators participated in the 5 school inservices. Each inservice consisted of four one-day sessions with each session held weekly for four consecutive weeks.

Those inservices were conducted by the project staff. During the inservice sessions, techniques for classroom management, individualization of instruction, and behavior management principles were presented and discussed with the participating teachers demonstrating mastery of the concepts through observing and recording data, writing behavioral objectives, and specifying behaviors utilizing observable descriptions. Specific attention was given to the actual design and implementation of behavioral treatment programs. In the week following the first inservice session, participating teachers were asked to specify a problem behavior for which they would design a behavioral and/or academic treatment program, and to collect baseline data on this behavior, with a reliability check on that behavior scheduled with one of the Title VI project staff.

As part of each of the remaining inservice sessions, each teacher met individually with one of the Title VI project staff in order to receive individual assistance in the design of the treatment program. Based upon the principles and techniques presented during the inservice session, each teacher received help in the selection of appropriate treatment strategies he/she wished to employ in a behavior and/or academic program. At each weekly inservice session the teachers brought in the data they had collected on their program, and discussed any necessary program changes with a project staff member.

The teacher inservice training objectives were presented to the participants the first day and were subsequently checked off as competency with those objectives was demonstrated.

Following the four inservice days with each school, project staff members met individually with each teacher weekly, assisting the teacher in implementing needed program changes and collecting program data from the teachers. These meetings continued until the terminal objective was met. The project staff was also available to assist teachers in the design and implementation of new programs throughout the remainder of the school year. This included all teachers who had received inservice training (i.e. 9 schools by the end of the project four from 1973-74 and five from 1974-75).

Results:

1. By June 1975, all identified emotionally disturbed children will be in a supervised behavioral and/or academic change program within the regular classroom.

A total of 53 children were identified through behavioral observations and the Walker Problem Behavior Identification Checklist as having behavioral and/or emotional problems and were served during the year through individualized programs.

Table 1 shows that 94 behavioral and/or academic change programs were initiated by 74 classroom teachers and support services personnel, with Title VI staff assistance. In each case the behavior problem was specified, baseline data was

collected, a terminal objective was stated, and treatment strategies were specified by the teacher. The results indicate that 94% of these programs were successfully completed as of May 15, 1975; 1% were ongoing and 5% had been terminated before completion.

Forty-one programs were designed for a specific behavior for a group of children. Individual behavior or academic change programs were designed for 53 students. A total of 779 students were serviced through the 94 initiated programs. Walker Problem Behavior Identification Checklists were completed on a pre- and posttest basis for the students in individual behavior treatment programs. These pre and post scores reflect the classroom teacher's impression of the child's behaviors, rather than representing the actual documentation through behavioral observation. Behavioral observations were obtained in order to make immediate decisions regarding the program's effectiveness.

2. By June 1975, a minimum of 70% of the students in a behavioral and/or academic change program will have met the terminal objective of the program.

Table 1 indicates that 94% of the programs initiated were successfully completed; only 5% were terminated before reaching criteria.

3. All emotionally disturbed children will be served by regular classroom teachers trained in behavior modification principles.

Inservice training objectives were set for each teacher to enable them to design and implement programs. Those participants meeting all of the objectives by May 15, 1975 were granted three District #5 increment credits. The percent of objectives completed by teachers is shown in Table 2.

Of the 79 participants who received inservice training, 74 instituted a total of 94 programs which indicates that many teachers initiated more than one program. Of all of the programs implemented, 94% were successfully completed, 1% were ongoing as of May 15, and 5% were terminated before the final objective was met (Table 1).

Target behaviors and consequences specified in the programs initiated during the inservice are shown in Tables 3 and 4 respectively. The target behaviors most frequently specified were task completion and talkouts. Most of the programs utilized a combination of those consequences listed.

Ninety-five teachers in the district were contacted in May of 1975 regarding their utilization of the project staff. These teachers included those who completed the inservice training during the 1973-74 school year as well as those who completed the training during the 1974-75 school year. The teachers were asked to specify classroom management techniques which they utilized following the inservice training program. The type of consequence strategy employed along with the percent of teachers who indicated that they employed that strategy can be seen in Table 5.

Other strategies employed by teachers included, charts for individuals, point sheets, free t[ime], competition between groups, graphs, auctio[ns], primary reinforcers, honor bulletin boards, n[otes] to parents, badges, demerit systems, and double teaming. It is important to stress that only one of the above reported systems employed punishment or cost procedures (i.e. demerit systems) while the remainder relied upon positive reinforcement systems as a method of motivation.

Table 6 identifies the types of behaviors that the teachers attempted to modify during the follow up period.

Other types of behaviors specified by the teachers as having been selected include pouting, tattling, wetting, leaving the building, hand raising, homework, lining up, sportsmanship, table manners, increasing responsiveness to teacher questioning, stealing, tantrums, following directions, hall behavior, tooth brushing and recess behavior.

Forty-four percent of the teachers surveyed collected data on the programs they initiated and conducted. The types of assistance from the project staff which the teachers felt they needed while carrying out these projects can be seen in Table 7.

Other types of assistance which the teachers felt they needed included having someone who was objective come into the classroom, having someone come into the classroom and reinforce the teacher, assistance in maintaining established behaviors and in designing the intervention programs.

The teachers were asked to evaluate the following aspects of each inservice on a scale of 1 to 5,

with 1 being the lowest rating and 5 being the highest: the degree of interest in the session; value received from the session; effectiveness of the handout materials. The evaluations from each of the five schools are shown in Table 8.

As indicated by the ratings of the teachers, the inservice sessions were well received by the participants.

Another aspect of this program was the training provided to other school districts and student teachers. A total of 18 teachers or administrators visited the project, of which 8 either participated in the inservice training or the project staff subsequently visited their school districts and conducted training. An additional 36 interns or student teachers from Oregon College of Education and Oregon State University also benefited.

Finally, the project pinpointed the necessity of parent training as an adjunct to any successful teacher training program. Consequently, the project staff received training at Teaching Research in the Behavioral Clinic and subsequently established a similar service for the Albany District. The teachers referred 86 families to the clinic for the implementation of home programs to coincide with classroom intervention strategies.

TABLE 1

Summary of Behavioral and/or Academic Change Programs Initiated in Regular Classrooms during Inservice Training

School	Participants			No. Initiating Programs	No. of Programs Initiated			Program Outcome (%)		
	Teachers	Support	Administrators		Individ.	Group	Total	Completed	On-Going	Terminated
5	49	1	1	20	14	18	32	90.6	0	9
6	13	5	1	17	9	10	19	100	0	0
7/8	15	4	1	19	16	8	24	91	4	4
9	14	4	1	18	14	5	19	95	0	5
TOTAL	61	14	4	74	53	41	94	94	1	5

TABLE 2

Percentage of Inservice Training Objectives Met

School	%
5	100
6	100
7/8	89
9	93

TABLE 3

Target Behaviors Specified in Behavioral and/or Academic Change Programs Initiated during Inservice Training

Target	School 5	6	7/8	9	Total
Behavioral Change:					
Attending	4	6	1	2	13
Transition	8	3	3	3	17
Talkouts	9	5	7	1	22
Out-of-Seat	1	0	0	0	1
Task Completion	5	2	9	8	24
Other	5	2	3	3	13
Combination	0	0	0	2	2
Academic change:					
Reading	0	1	0	0	1
Math	0	0	1	0	1
TOTAL	32	19	24	19	94

TABLE 4

Consequences Specified in Behavioral and/or Academic Change Programs Initiated during Inservice Training

Consequence Used	School 5	6	7/8	9	Total
Social only	0	2	0	0	2
Graph only	0	4	2	2	8
Contingent Activity	4	1	3	2	10
Token only	2	0	0	1	3
Countoon only	1	0	1	0	2
Check off chart	2	0	1	0	3
Combination	19	8	7	11	45
TOTAL	26	15	14	16	73

TABLE 5

Consequence Strategies Utilized by 95 Teachers following Inservice Training

Consequence	% Using
Praise	96
Contingent Activities	88
Awards	71
Timer	62
Check Off Charts	59
Cumulative Charts	52
Token Systems	48
Countoons	40
Contracts	36

TABLE 6

Behaviors Chosen for Modification by Teachers during Inservice Follow-up

Type of Behavior	% of Teachers Selecting
Reducing Talkouts	63
Attending to Task	54
Reducing Out-of-Seats	43
Reducing Transitional Time	40
Reducing Aggressions	36
Increasing Task Completion	18

TABLE 7

Type of Assistance Requested from Project Staff by Teachers Conducting Programs

Type of Assistance	% of Teachers Requesting
Program Suggestions	22
Baseline Collection	12
Making Observations during Treatment Phase of Program	12
Specifying Problem	9
Plotting Data	8

TABLE 8

An Evaluation of Inservice Sessions by Teacher Participants

School	Degree of Interest in Session	Value Received From Sessions	Effectiveness of Handout Materials	Overall Rating of Inservice
5	4.2	4.0	4.0	4.1
6	4.5	4.5	4.4	4.5
7/8	3.7	3.7	3.9	3.8
9	4.4	4.3	4.1	4.3

Note. A scale of 1 (low) to 5 (high) was used to so determine participant satisfaction.

Third Party Evaluator's Comments:

This project was successful in the three major objectives that were specified and in the follow-up that occurred as a result of this project. Because of the proven effectiveness of the procedures and training that were implemented more than the minimum criteria specified in the objectives were met.

An offshoot of this project's effectiveness was exhibited when personnel from other school districts requested further information and training in the procedure utilized in order to replicate the project.

This project was exemplary also in the record keeping and accountability procedures employed throughout the entire year. This record keeping procedure enabled an updated report on the progress being made by each child to be available for review at any time.

Data collected on the follow-up that occurred from the previous year's project (1972-73) is also indicative of the effectiveness and utility of the training that occurred.

Again this year, the Albany School District is to be lauded for the active role it has played in the support and coordination of this project. It can serve as a model to school districts in the future as an example of the success that is possible.

Title of Project: *Parent and Handicapped Preschoolers Training Program*

Location of Project: *Linn-Benton IED, Albany*

Population Served: *25 Developmentally Disabled Children*

Funding Allocated: *$16,500*

Project Beginning Date: *September 3, 1974*

Project Ending Date: *June 20, 1975*

Background and Rationale:

The current Title VI program was implemented in September 1973 to provide educational services to preschool age developmentally disabled children in Linn County. During the school year, a parent-child program met many educational needs; however, it was felt that the size of the area covered by the teacher created a weakness evidenced by a low frequency of home visits and teacher-parent contact.

To alleviate this, the current project was designed to employ a paraprofessional to assist the teacher in providing educational assistance to project children and their parents in the areas of self-help skills, language development, motor skills and social skills.

The model for delivery of services was an itinerant teacher. The teacher went into the home and provided instruction to the parents in an identified area of need for their child. The parents then continued the program daily with periodic assistance from the teacher. The parents were also provided an opportunity to attend parent training meetings which were scheduled in the evenings.

Objectives and Evaluation Plan:

1. To train selected parents to present cues, deliver consequences, discriminate responses and take data on prescriptive programs correctly 80% of the time.

A modification of the Teaching Research Observation Form will be used to record one data point per month per parent.

2. To provide multi-handicapped children skills in the following areas: self-help, motor, language and the elimination of deviant social behavior.

Baseline data will be collected, intervention programs designed, criterion levels of acceptable behavior will be specified and interim data will be taken on each program for each child.

Methodology:

The project staff consisted of a program coordinator, an itinerant teacher and a paraprofessional. The program coordinator provided experience in diagnostic evaluation, behavior management and prescriptive programming. The itinerant teacher's responsibilities included prescriptive teaching, parent training and data collection while the paraprofessional served as an assistant to the teacher in follow-up activities for written prescriptions, feedback to parents and teacher, and data recording.

Referrals of potential participants were provided by local agencies (Mental Health, Children's Services, Public Health), schools, physicians, and parents. The child was then evaluated as to eligibility and, contingent upon the evaluation results, placed in the program.

The itinerant teacher would first go into the home, explain the program and administer the Denver Developmental Screening Test to determine the child's developmental levels. Upon acceptance, a schedule was established for regular visits.

The parents were provided instruction in task analysis, prescription writing, behavior modification techniques, and data keeping. They were then assisted in instructing their children using these training skills. The itinerant teacher or the paraprofessional would visit the home once or twice a week for approximately one hour and provide further instruction and suggestions to the parent.

The teacher was responsible for providing inservice training plus observing and recording one data point per month for each participating parent. She also acted as a resource person, provided materials, and served as the contact for referral agencies.

Results:

1. To train selected parents to present cues, deliver consequences, discriminate responses and take data on prescriptive programs correctly 80% of the time.

Parents with participating children received inservice training following their entry date into the program; however, only 18 families were actually involved in data collection long enough for parent observation results to be significant.

Table 1 shows yearly average percentages on presenting cues, delivering consequences, and tabulating data appropriately for each of the eighteen families. All but two families achieved the 80% goal on the overall program. Both cases of non-achievement involved negative feelings toward written data sheets. As Table 1 indicates, data tabulation is a general weakness.

All the parents used the sequential programs provided by the teacher.

Table 1

Percentage of Correct Responses by Parents Trained to Present Cues, Deliver Consequences and Take Data in Prescriptive Programs

Parent	Cues	Consequences	Data	Average
1	100	90	80	90
2	100	100	75	92
3	100	100	75	92
4	100	100	75	92
5	100	100	75	92
6	100	93	46	80
7	100	100	78	93
8	100	100	73	91
9	94	100	77	90
10	83	100	100	90
11	100	100	89	96
12	100	100	100	100
13	100	100	67	89
14	100	75	50	75
15	91	88	29	69
16	100	100	50	83
17	100	100	100	100
18	100	100	100	100

2. To provide multi-handicapped children skills in the following areas: self-help, motor, language and the elimination of deviant social behavior.

A total of 25 children participated in the project. Three of the children were in the program less than two months.

A total of 83 programs were initiated during the course of the year; 20 were completed and 63 are still on-going, as indicated in Table 2.

Table 2

Summary of Programs Completed or On-Going in Four Skill Areas

Child	Fine Motor		Gross Motor		Language		Personal-Social		Total Programs	
	Comp	On-Go	Comp	On-Go	Comp	On-Go	Comp	On-Go	Comp	On-Go
1	–	–	–	1	–	–	–	1	–	2
2	–	1	–	2	–	–	–	–	–	3
3	3	–	–	–	–	–	–	1	3	1
4	–	1	–	–	–	–	–	2	–	3
5	–	–	–	5	–	–	–	–	–	5
6	–	–	3	1	–	–	–	–	3	1
7	–	1	–	–	–	–	3	–	3	1
8	–	–	–	–	–	–	3	–	3	–
9	–	4	–	2	1	2	–	–	1	8
10	–	1	–	–	–	–	–	4	–	5
11	–	–	–	–	–	1	–	–	–	1
12	–	–	–	–	–	–	–	1	–	1
13	–	–	–	–	–	1	–	2	–	3
14	–	–	–	1	–	–	–	2	–	3
15	–	–	–	–	–	1	–	–	–	1
16	1	–	–	–	1	–	–	3	2	3
17	–	–	–	–	–	1	–	1	–	2
18	1	–	–	–	1	–	–	–	2	–
19	–	–	–	–	–	2	1	2	1	4
20	–	2	–	2	–	1	–	–	–	5
21	–	2	–	2	–	1	–	1	–	6
22	1	–	–	1	1	–	–	–	2	1
23	–	–	–	1	–	–	–	–	–	1
24	–	–	–	2	–	–	–	–	–	2
25	–	–	–	1	–	–	–	–	–	1
Totals	6	12	3	21	4	10	7	20	20	63

The Denver Developmental Screening Test is a skills assessment device utilized for children from birth through 6 years. It is divided into four major categories – fine motor, gross motor, language, and personal-social, with gross skills identified in each area.

The gains in the areas of self-help, motor, language and social skills for the 22 children participating in excess of two months are reflected in Table 3. This table indicates the percentage of total skills within each major category that the child was able to perform. The data were collected before intervention (pretest) and at the end of the project (posttest).

Table 3

Child Gains in Four Skill Areas
Measured by the Denver Developmental Screening Test

Child	Fine Motor			Gross Motor			Language			Personal-Social		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
1	17	47	30	9	19	10	24	38	14	13	35	22
2	30	30	0	42	45	3	33	33	0	17	17	0
3	40	57	17	45	48	3	38	43	5	61	65	4
4	63	73	10	65	71	6	52	62	10	83	87	4
5	3	3	0	33	33	0	19	19	0	4	13	9
6	40	47	7	19	36	17	57	57	0	61	61	0
7	77	83	6	68	77	9	57	62	5	78	87	9
8	77	80	3	74	77	3	57	62	5	83	87	4
9	67	80	13	29	32	3	86	90	4	74	74	0
10	67	67	0	74	78	4	48	52	4	83	86	3
11	73	80	7	77	84	7	62	71	9	88	96	8
12	0	0	0	0	0	0	5	5	0	5	5	0
13	27	52	25	55	58	3	19	28	9	35	48	13
14	23	23	0	26	29	3	17	28	11	35	35	0
15	83	93	10	58	61	3	85	95	10	88	96	8
16	70	77	7	74	81	7	57	67	10	78	83	5
17	70	77	7	87	87	0	67	67	0	83	87	4
18	73	80	7	58	71	13	71	90	19	78	86	8
19	67	70	3	68	74	6	48	48	0	83	83	0
20	83	90	7	74	74	0	71	71	0	100	100	0
21	80	83	3	68	71	3	62	62	0	78	78	0
22	83	90	7	19	19	0	86	90	4	83	83	0
		$\bar{X}$ = 7.7			$\bar{X}$ = 4.7			$\bar{X}$ = 5.4			$\bar{X}$ = 4.6	

Third Party Evaluator's Comments:

The objectives specified by this project encompassed one major area of training – specific skill acquisition for multi-handicapped children and their parents. Skills taught to the children focused on language, motor, self-help and social development, while parents focused on the appropriate presentation of cues, delivery of consequences and recording of data while teaching and interacting with their child.

The results indicate that the majority (89%) of the parents were successful in acquiring the skills identified for them. As mentioned in the results section, data recording by the parents is a definite area of weakness and training procedures should be examined to provide additional experience and training in this area in the future.

The second objective, involving skill acquisition by children in the program, was also successful. Nine children completed 20 programs and there were 23 children involved in 63 on-going programs. Pretests, using the Denver Developmental Screening Test, were given to all children as they entered the project. Skill acquisition was measured at the end of the project by a posttest. Gains are indicated in Table 3. Ten out of 22 children made no gain in two or more skill areas. The greatest amount of progress by the children was in the area of fine motor, followed by language, gross motor and personal-social.

The lack of gain in a number of skill areas by children points out the strong possibility that a measuring device has been used which has little sensitivity to small gains. In examining the Denver Developmental Screening Test, large skills are specified with many gaps in between. The third party evaluator recommends that consideration be given to the use of a behavioral checklist or criterion-referenced skills assessment rather than a measurement device that only looks at gross skill development.

Title of Project: *Baker Area Education Center for the Handicapped*

Location of Project: *Baker School District #5J*

Population Served: *2 TMR Students and 10 EMR Students*

Funding Allocated: *$26,000*

Project Beginning Date: *August 29, 1974*

Project Ending Date: *June 6, 1975*

Background and Rationale:

Through a survey conducted by the staff of Union County IED, 17 mentally handicapped students of Baker County were identified as not receiving an adequate education. Special education for the mentally handicapped students in Baker County was limited to Baker School District #5J. There was no provision for adequate educational opportunities for students in the outlying districts.

It was not economically possible for the smaller districts to offer adequate programs for the mentally handicapped. With 2,689 students of the total county enrollment of 3,417 located there, Baker's comparatively high student population made it a favorable location for an area education center. Also, Baker is ideally located to offer county wide special education services to the four outlying school districts located as shown:

Huntington School District #16J
45 miles S. E.
Pine Eagle School District #61
54 miles N. E.
Baker County School District #30J
50 miles S. W.
North Powder School District #8J
18 miles N. (Union County)

The Baker School District proposed to coordinate a county-wide Area Education Center for the Handicapped to be located in Baker. The Baker school facilities were to be utilized which included one class for TMR and three classes for EMR, one each at the elementary, junior high, and senior high levels. One additional class for the EMR at the elementary level was provided since this level had capacity enrollment. There were two TMR students and ten EMR students that participated in the project.

Objectives and Evaluation Plan:

1. To provide adequate educational programs for the mentally handicapped students in surrounding school districts by allowing those districts to participate through one of the following alternatives:

a. Allow the school district to hire a resident/trained tutor to work with handicapped students locally.

b. Allow outlying residents the opportunity of placing the student in a week-day foster home in Baker and attend classes in the Area Education Center for the Handicapped.

c. Provide transportation payments to outlying districts so they can contract systems for delivering handicapped students to the Area Education Center for the Handicapped in Baker.

Encourage enrollment and attendance of outlying district students in the Area Education Center for the Handicapped through one of the three alternatives of participation offered.

2. To provide an educational program for the mentally handicapped that will allow 80% of the TMR students enrolled in the Area Education Center to demonstrate gains on the behaviors contained in the Student Progress Record.

The Student Progress Record will be administered on a pre and posttest basis.

3. To provide an educational program for the mentally handicapped that will allow 80% of the EMR students enrolled in the Area Education Center to demonstrate gains on the behaviors contained in the Toward Competency Guide.

Goals in the Toward Competency Guide will be evaluated on a pre and posttest basis.

Methodology:

The main purpose of the program was to provide mentally handicapped students from four outlying school districts and mentally handicapped students above capacity enrollment in Baker District #5J with effective special education services.

The program was administered by one EMR teacher and two aides in addition to the existing District #5J staff of one TMR and three EMR teachers, one TMR aide, and a program coordinator. The staff worked cooperatively with the personnel from the four outlying school districts and local coordinating agencies such as the Baker County Mental Health Clinic, the Baker Association for Retarded Citizens, and the Baker County IED. Eight high school aides, each spending 1 hour per day, also assisted with implementation of student programs.

Initially, students referred were evaluated and recommendations for educational placement was made. Three school districts elected to send students to Baker to the Area Center on a daily basis (Objective 1c). A driver from each of two districts was contracted to transport the students to Baker. The fourth district had no students eligible to participate at this time. Three students attended from School District #30J and two from School District #61. Two were identified as eligible from District #16J but lacked parental permission to attend special education classes. Seven students from Baker who were not being served due to class enrollment capacity were enrolled in the Area Center. Three students from Baker who had been identified earlier had moved from the area. Thus, total project enrollment was 12.

The Student Progress Record was administered to each TMR student in September as a pretest. Each TMR student enrolled in the Area Center received instruction in 13 areas as designated on the Student Progress Record. The designated areas included: (1) social skills; (2) receptive language; (3) expressive language; (4) reading; (5) writing; (6) number concepts; (7) money; (8) time; (9) eating; (10) dressing; (11) personal hygiene; (12) motor skills; and (13) physical fitness.

Programs for these students were planned according to individual needs based upon information obtained on the Student Progress Record pretest and upon functional ability in the classroom. The programs were monitored daily by the TMR teacher and adjusted to meet individual needs. In May, the TMR teacher administered the Student Progress Record as a posttest to each TMR student.

Each EMR student enrolled in the Area Center received instruction on criteria selected from areas designated in the Toward Competency Guide: (1) basic skills; (2) personal and social awareness; (3) living in the environment; (4) career education; (5) human ecology; and (6) leisure time activities. Of these six areas, the basic skills area was selected as the primary area of emphasis for this project with the remaining five areas being secondary. Data collected will reflect this emphasis.

Each EMR student was assigned a Toward Competency Guide. Each EMR teacher selected criteria realistic for each student to attain. The criteria selected were used as pretest criteria and were rechecked for posttest data. EMR teachers recorded the dates criteria were checked and whether or not they had been reached.

Results:

1. To provide adequate educational programs for the mentally handicapped students in surrounding school districts by allowing those districts to participate through one of the following alternatives:

- *a. Allow the district to hire a resident/trained tutor to work with handicapped students locally.*
- *b. Allow outlying residents the opportunity of placing the student in a week-day foster home in Baker and attend classes in the Area Education Center for the Handicapped.*
- *c. Provide transportation payments to outlying districts so they can contract systems for delivering handicapped students to the Area Education Center for the Handicapped in Baker.*

All participating Districts selected alternative c. to allow eligible students to attend the Baker Area Education Center for the Handicapped.

2. To provide an educational program for the mentally handicapped that will allow 80% of the TMR students enrolled in the Area Education

Center to demonstrate gains on the behaviors contained in the Student Progress Record.

Two TMR students participated in the project. Table 1 shows summary data collected on these students. Performance was reported as the number of correct responses in each skill area on the Student Progress Record. The gain was the difference of the number of correct responses on the pretest and the posttest.

3. To provide an educational program for the mentally handicapped that will allow 80% of the EMR students enrolled in the Area Education Center to demonstrate gains on the behaviors contained in the Toward Competency Guide.

Table 2 shows that 100% of the 10 EMR students enrolled in the Area Education Center for the Handicapped demonstrated gains on the behaviors contained in the Toward Competency Guide in the area of basic skills. Primary emphasis was placed on instruction toward criteria selected from the basic skill area as indicated earlier in the Methodology Section. The gain was reported as the number of items from the Toward Competency Guide which the student attained from pretest to posttest. Each criteria was selected by the EMR teachers according to individual student need.

Third Party Evaluator's Comments:

Those data collected and submitted by this project are consistent with the letter of agreement and the staff is to be commended for meeting each of the objectives.

The third party evaluator would like to suggest to the project staff that the other five area in the Toward Competency Guide be considered in next year's instruction.

This evaluator would like to thank the project staff for a thorough and timely final report.

Table 1

TMR Student Gain on the
Student Progress Record
September 1974 – May 1975

Student	Correct Responses		
	Pre	Post	Gain
1	42	48	6
2	174	207	33

Table 2

EMR Student Gain on Toward
Competency Guide Basic Skill Items

Student	Age	Months in Program	Basic Skills	
			Possible Items	Criteria Level Attained
1	9	9	351	9
2	10	1	351	1
3	8	6	351	4
4	7	9	351	5
5	10	9	351	10
6	9	6	351	9
7	9	5	351	10
8	11	9	351	6
9	13	9	351	14
10	19	9	351	10

NOTE: Criteria level attained is measured as the difference between pre and posttests.

Title of Project: *Speech/Language Therapy for Mentally Retarded and Hard of Hearing Children*

Location of Project: *Baker County*

Population Served: *16 Mentally Retarded and Hard of Hearing Children*

Funding Allocated: *$3,912*

Project Beginning Date: *June 3, 1974*

Project Ending Date: *July 31, 1974*

Background and Rationale:

The program was initiated as a result of identified children that required special assistance in the area of language and speech. A special program conducted during the summer months would assist these children in maintaining and increasing their communication skills.

Objective and Evaluation Plan:

1. To maintain or increase the communication skills of selected children.

The Peabody Picture Vocabulary Test and the Photo Articulation Test will be administered (pre and post) to each child enrolled in the program and the results will be reported.

Methodology:

The speech therapist and teacher met with the children at the Baker IED office at scheduled times to conduct prescriptive speech and language programs.

The programs were designed by the speech therapist and both the therapist and teacher conducted the programs. These programs were designed primarily for individual instruction.

The therapist and the teacher advised the parents of participating children in areas of home programs that would support those programs being conducted at the Baker IED.

Results:

1. To maintain or increase the communication skills of selected children.

Those data displayed in Tables 1 and 2 show gains made by specific children on the Photo Articulation Test and the Peabody Picture Vocabulary Test.

Those data submitted in Table 1 display the reduction in the number of misarticulated words from the pretest to the posttest.

Table 2 shows the gains made by children on the Peabody Picture Vocabulary. Only child #16 showed no gain or decrease in score.

Third Party Evaluator's Comments:

Those data submitted by the project staff indicates that the objective of the project was met.

The third party evaluator would like to suggest to the project staff that greater impact on handicapped children may be more greatly facilitated by the training of regular classroom teachers that will be working with these children on a daily basis during the school year.

Table 1

Photo Articulation Test Results

Child	Pretest Total	Posttest Total	Difference
1	32	22	10
2	16	9	7
3	24	16	8
4	30	19	11
5	36	24	12
6	27	8	19
7	41	18	23
8	25	16	9
9	47	–	–
10	31	13	18
11	25	3	22
12	41	32	9
13	27	7	20
14	7	–	–
15	13	5	8
16	79	56	23

Table 2

Peabody Picture Vocabulary Test

Child	Pre Raw Score	Post Raw Score	Difference
1	78	82	2
2	69	70	1
3	41	48	7
4	58	67	9
5	–	–	–
6	67	73	6
7	38	–	–
8	36	44	8
9	65	–	–
10	–	–	–
11	59	62	3
12	58	63	5
13	52	10	42
14	72	–	–
15	58	70	12
16	40	31	(9)

Title of Project: *Baker County IED Program for Visually Impaired Children*

Location of Project: *Baker, Malheur and Umatilla Counties*

Population Served: *11 Visually Impaired Children*

Funding Allocated: *$17,883*

Project Beginning Date: *September 1, 1974*

Project Ending Date: *June 27, 1975*

Background and Rationale:

Four visually impaired students, residing in Malheur and Baker Counties had been previously identified and served for 2 years by the program under Title VI grants. It was felt by the parents, teachers, and itinerant teacher involved that continued supportive services should be supplied to these children to assist them to remain successfully in local settings. As a result of an expansion of the program into Umatilla County this year, six new children were brought into the program. In addition to these children, another child was located in Malheur County to whom services were provided. Services included individual instruction and supportive assistance to parents and teachers.

Objectives and Evaluation Plan:

1. To provide a program for visually impaired children in a rural area. Participants will receive supplementary individual instruction.

Developmental checklists, the Roswell-Chall Diagnostic Reading Test, anecdotal records, and achievement tests will be used for measurement.

2. Participants will have specifically prepared textbooks and learning materials.

The itinerant teacher will prepare a report indicating amount of special materials obtained.

Methodology:

This project employed one itinerant teacher. The itinerant teacher had a master's degree in education of the visually impaired, had training in orientation and mobility, and training in teaching daily living skills. His work background included regular high school counseling and dormitory house/parent experience at two blind schools. In addition to the itinerant teacher, the services of four teacher's aides and two readers were used to work with children served by the program. Three speech therapists also developed regular schedules with children in the program. All staff were consulted on a frequent basis for mutual sharing of experience, observations and ideas.

The itinerant teacher maintained a regular schedule with students who were located in Baker, Richland, Ontario, Adrian, Harper, and Pendleton schools. After initial assessment of the needs and abilities of the students, an individual program was fashioned in an attempt to meet those needs. A schedule was constructed based on consideration of distance to be traveled to the individual schools.

Instruction for each student was provided as follows:

Student A – age 8 years. This third grader was seen for a 1 hour period 2 days a week. Instruction was provided in Braille reading and writing, math, independent travel and daily living skills.

Student B – age 12 years. This sixth grader has considerable useful vision. Instruction was given her in large print. Tutoring in math was provided when requested by the classroom teacher. Typing instruction and daily living skills instruction were also provided. Two 1 hour periods were spent with the student each week.

Student C – age 5 years. This student was seen for 45 minute to 1 hour periods twice a week at a school for mentally retarded. He was provided instruction in body movement including sitting, rolling, standing and walking, and in auditory skills.

Student D – age 12 years. This student was seen for a period of at least 2½ hours 1 day a week. She was given instruction in daily living skills and in reading and writing skills.

Student E – age 1 year. This little preschool boy was seen once a week for at least an hour, starting

in November. He was provided instruction in body movement including sitting, rolling and standing. He was also provided auditory instruction, including identification of body parts.

Student F – age 8 years. This second grade deaf/blind boy was seen for one hour per week. He was provided instruction at home in various living skill tasks.

Student G – age 2 years. This preschooler was involved in the program for only about six weeks, partly at the beginning, and partly at the end of the year. Instruction was given in body awareness and living skills.

Student I – age 9 years. This fourth grader was seen at home where she was given instruction in typing, telling time, and handling money.

Student J – age 6 years. This first grader was seen twice a week for an hour each time. He was tutored in large print reading skills and minimally in Braille. Also, living skills instruction was provided.

Student K – age 2 years. This little girl was seen twice a week for a 45 minute to 1 hour session. She was provided instruction in body movement, including sitting, rolling, standing and walking, and in auditory skills.

It should be added that for children who were assessed capable of developing their visual and auditory capabilities, instruction was provided along these lines where appropriate and as possible. This occurred in a formalized fashion for four of the school age children; results will be included in a later section.

Each of the children was seen on a regular schedule after which a short conference was generally held with the classroom teacher or parent involved. During this time, teachers' questions about their experiences with the children, and about their future plans for classroom instruction were considered and suggestions for incorporating the visually impaired child into the normal classroom routine were discussed. Parent discussions were conducted much the same way, but in a home environment. Training sessions in mobility, psychological awareness, daily living skills techniques and the like, were provided on an individual basis to teachers and parents when appropriate. A considerable amount of living skills instruction was carried out in the home to teach the children to use equipment available in the home and to demonstrate to the parents appropriate methods of helping the child to become more independent in his personal needs.

A major camping experience was conducted during the winter for all of the older children. Opportunity to engage in common winter activities (skiing, tubing, etc.) was provided. As usual, independent cooking and living skills development was encouraged. Awareness of the outdoors and plant and animal life during the winter was heightened. Other less involved outings were conducted during the year. Four of the children participated in a month long summer program sponsored by the School for the Blind.

Results:

1. To provide a program for visually impaired children in a rural area. Participants will receive supplementary individual instruction.

Figure 1 contains samples of the types of skills measured by the use of checklists.

Results by each student follow (skill areas mastered previously are not included).

Student A. Results of the Metropolitan Achievement Test, Primary II (reading comprehension) given orally as pretest, Elementary (reading comprehension) given in Braille as posttest.

Pretest (5-16-74) - Form G	Posttest (6-10-75) - Form G
90 Percentile (3.6 grade equivalent)	77 Percentile (4.7 grade equivalent)

Student A was given the test in Braille this year instead of orally, as it was felt she had sufficiently mastered Braille. That she performed adequately is indicative that she is closer to independence in Braille.

Roswell-Chall Diagnostic Reading Test given in Braille. The pupil needs help in the following areas:

	Form H (5-21-74)	Form I (6-10-75)
1. Single consonant sounds		
2. Consonant combinations		
3. Short vowels		
4. Rule of silet E		
5. Vowel combination	X	
6. Syllabication	X	X

Table 1 shows areas of gain for Student A.

Student B. The results of the Metropolitan Achievement Test are as follows:

Intermediate (reading comprehension) given orally.

Pretest (5-16-74) - Form G	Posttest (6-9-75) - Form F
88 Percentile (7.8 grade equivalent)	88 Percentile (9.5 grade equivalent)

It should be noted that Student B is no longer learning Braille. It was determined that she would learn more rapidly to read well if she stayed with one medium — large print. She has, through the year, gained confidence and skill in reading, but still has a way to go. Refer to Table 2 for results of Student B.

Student C. On most of the behaviors serving as developmental criteria for Student C (sitting, standing, rolling, walking, sound frequency) he has regressed. He has been plagued throughout the year with a number of illnesses, and with an increase of seizures. The latter have rendered him extremely difficult to work with. Medical attention has been maintained, and an experimental diet tried, but to negligible effect as yet. He is now sitting for short periods of time (2-3 minutes) and standing in a corner up to 1 minute. He has lost much of the balance he had previously gained to do manipulated walking, or to hold on to a bar while standing unsupported. Student C has however maintained a fair appetite for solid foods in general. And he requires only a little physical encouragement to roll. Vocalization is still nearly non-existent. Parents and staff have maintained positive, if unproductive, attitudes.

Student D. The following indicates the areas of need for this student based on the Roswell-Chall Diagnostic Reading Test. The pupil needs help in:

	Form II (5-17-74)	Form I (5-30-75)
1. Single Consonant sounds		
2. Consonant combinations	X	
3. Short vowels	X	
4. Rule of silent E	X	
5. Vowel combinations	X	X
6. Syllabication	X	X

Table 2 shows areas of gain for Student D.

In addition, Student D has had a number of cooking experiences. She continues to work in a generally supportive environment (particularly that at home), which accounts for much of her gradual gain.

Student E. This student was given instruction in sitting, standing, crawling, walking, rolling, and vocalization. At the beginning of the year he did not sit; now he sits for periods of up to five minutes. At the beginning of the year he did not stand; now he is able to stand unassisted in a corner for 1 or 2 minutes. At the beginning of the year he rolled infrequently and not on cue; now he rolls from both front and back in either direction with slight arm positioning. He is beginning to roll occasionally without any assistance. His vocalization has not approached the level of consistent imitation, but it is more frequent with a wider variety of sounds now than at the beginning of the year. He is making 1 definite sound which refers to something. A speech therapist has become involved and the family has begun to be a part of the educational process. A continuing concern has been an orthopedic involvement of one side of Student E's body. With the advice of a physical therapist, regular therapy has been provided and the involved side is becoming less so (e.g., at the beginning of the year Student E kept his left arm and hand rigid. Now it is loose and minimally engaged in exploration). A bad habit of extensor thrust has been nearly broken through therapy. Student E's family is supportive, and outlook for progress is promising.

Student F. This student was in a particularly positive home and school environment at the beginning of the itinerant teacher's involvement. He has, therefore, been provided instruction almost exclusively in living skills, as found in Table 4.

Student F's progress has been rapid and attributed to an initial lack of exposure and a supportive home environment. In addition to the above, Student F has pretty well learned the home keys on a typewriter.

Student G. Student G has become a proficient walker since the beginning of the year. She has proceeded to the point that she is at ease on her feet in most situations. She now enjoys long walks over a variety of terrain. She now makes most speech sounds, but not on cue. She does respond to two or three oral commands, which she did not do at the beginning of the year. She has eight words which she uses frequently, which were not present at the beginning of the year. The main area of progress has been in her relationship to the itinerant teacher. At the beginning of the year she was very willful and did not respond positively to activities introduced by the teacher. She cried at the teacher's presence. As the year progressed, her anti-social behavior has been nearly extinguished and she now is amenable to all activities introduced.

Student H. Student H has been served by the program for 6 fragmented weeks. Not a great deal of progress has been made. However, she has firmed up her concept of right and left and has learned to draw a straight line between boundaries. Other activities have been introduced but with insufficient time to have produced measurable results.

Student I. Results of work with Student I are shown in Table 5.

Student J. On the Gates-MacGinitie Reading Test, administered at his school, Student J scored at the 1.8 grade level. He is reading accurately, but is still slow in large print.

The following indicates the areas of need for this student based on the Roswell-Chall Diagnostic Reading Test:

	Form I (2-22-75)	Form II (6-19-75)
1. Single consonant sounds	X	
2. Consonant combinations	X	
3. Short vowels	X	
4. Rule of silent E	X	
5. Vowel combination	X	X
6. Syllabication	X	X

Results for Student J can be seen in Table 6. Student J did not come until the beginning of the second half of the year. He has made fairly rapid progress as a result of a supportive school environment, including an aide who worked with him a good deal in reading.

Student K. Student K has made limited gains in body control this year. She has been given therapy with the advice of a physical therapist, and a speech therapist has worked with her regularly. At the beginning of the year she had almost no neck control; now she holds her head erect in sitting, crawling, and standing positions for up to one minute. At the beginning of the year she would not take any weight on her feet in a standing position; now she can stand assisted for short periods of time. At the beginning of the year she was very tense, and usually held her body rigid; she now is flexible in her arms and legs. At the beginning of the year she had never rolled over on her own power; now she does occasionally, though infrequently (front to back). She was making an "ahh" sound at the beginning of the year and not responding to any sounds made by another person. Now she is shaping toward three other sounds and generally responds to all long sounds presented to her. Student K has been subject to considerable respiratory ailment and four or five hospitalizations. She has, however, made some limited progress.

2. Participants will have specifically prepared textbooks and learning materials.

A. Textbooks: For five school age children the following number of school textbooks were obtained from the Child Service Center in Portland and the School for the Blind in Salem:

Braille – 14
Large Print – 26
Tape – 6

B. Another school age child also received large print materials which were requested directly by his school.

C. Other equipment obtained from the Child Service Center and Oregon School for the Deaf:

1 Typewriter
3 Braillers
Braille Paper
Braille Clockfaces
Taped Music Series
1 Reading Stand
1 Abacus
1 Magnifier
Taped Listening Improvement Series
1 Relief Globe
1 Tape Recorder
2 Constructo Sets
Wide Lined Paper
1 Work Tray
2 Counting Frames
Raised Lined Paper

D. Materials provided by the program:

3 Blank Cassette Tapes
2 Large Print Cookbooks
1 Braille Cookbook
1 Basketball
2 Magnifiers
1 Reading Stand
Low Vision Materials
Sound Situation Tapes
1 Large Print Typewriter
2 Texture Balls
Tactile Discrimination Materials
Word Games and Cards
1 Light
2 Relief Maps

E. Materials provided through the State

Library: The six school age children received talking books and cassette books for pleasure reading throughout the year. The five preschoolers also received these materials at their age level during the latter part of the year. Three children received large print pleasure reading books through the year. Also, each of the children was provided with a talking book machine, and seven were provided cassette playback machines.

F. Materials from other sources:

4 Beeping Balls
3 Pleasure Reading Braille Books
2 Elongated Crawling Pillows
1 Standing Box
1 Crawler
2 Walkers
1 Large Print Typewriter
4 Tape Recorders

In addition, the itinerant teacher prepared Braille and large print materials when needed on short notice for the classroom.

Though the program touched several new children, parents and teachers this year, it continued to operate with cordiality. The shortness of itinerant teacher time with each child has been compensated for by conscientious parents and efficient teachers who have borne the major share of providing for the needs of visually impaired children in Eastern Oregon.

Third Party Evaluator's Comments:

The project staff is to be commended for the timely and concise report submitted to the Teaching Research staff. It is apparent by those data submitted the objectives have been met.

Because of the large geographic area that must be served by the itinerant teacher and the training time constraints placed on the teacher due to the amount of travel time involved, it seems appropriate that the following recommendations be made.

This evaluator would like to take this time to encourage the project staff and the state coordinator for the visually impaired to consider three important components of any program for handicapped children. Those components are parent training, training of volunteers and a resource person available to regular classroom teachers. It is felt by this evaluator that the itinerant teacher could increase the number of training hours each child receives by training volunteers and parents to conduct programs for the visually impaired children in a very large geographic area.

The itinerant teacher could provide the classroom teacher with various materials and known procedures that are particularly appropriate for handicapped children.

This evaluator feels that more training time for each child would be implemented if the three components were added to the present program, which has proven effective.

41

Braille Skills – 5 steps
Sample: Identifies Braille writer parts.
a. Space bar
b. Line space
c. Carriage
d. Etc.

Dressing Skills – 6 steps
Sample: Coat Zipping
a. Locates both ends of zipper mechanism -
b. Grasps with pincher fingers the two ends with material out of the way.
c. Engages mechanism completely.
d. Etc.

Orientation and Mobility – 10 steps
Sample: Uses trailing appropriately.
a. Uses some manner of trailing to find designated location in room.
b. Uses some manner of trailing to locate another room.
c. Etc.

Dining and Kitchen Skills
Sample: Spreading
a. Gets appropriate amount of butter on knife.
b. Gets butter on bread
c. Uses knife in appropriate direction
d. Etc.

Self Care
Sample: Handling money
a. Can explain differences in coinage
b. Can flawlessly identify in sequence a variety of coins (at least 25)
c. Knows number of cents in each larger denomination.
d. Etc.

Typing Skills
Sample: Uses typewriter parts appropriately.
a. Space bar
b. Carriage return
c. Margin sets
d. Etc.

Figure 1. Sample Skills

Table 1

Pre and Post Results for Student A

	Pretest	Posttest
Braille Skills		
Reading & Writing Braille Knowledge	5-23-74	6-2-75
Punctuation Marks	7/7	15/17
Contractions	133/139	187/189
Dolch Words		
Primer	51/52	52/52
1st Grade	39/41	41/41
2nd Grade	44/46	46/46
3rd Grade	36/41	41/41
Reading Speed	10-7-74	6-2-75
	19 WPM	68 WPM
Nemeth Code (Braille Math)	9-9-74	6-9-75
Nemeth Numbers (dropped)	0	10/10
Operational formats	2/8	6/8
Indicators	0	2/16
Signs of Operation	2/11	5/11
Signs of Comparison	1/11	3/11
Orientation and Mobility	5-16-74	6-14-75
	6/10	9/10
Typing	1-27-75	6-16-75
	0	16/19 (no measure of speed yet)
Living Skills		
Lacing Shoes	6-18-75	1-16-75
	7/8	8/8
Sweeping Floor	3-4-75	6-16-75
	1/6	3/6
Table Wiping	3-5-75	6-17-75
	1/5	2/5
Can Opening	9-30-74	5-26-75
	1/7	7/7
Telling Time	9-17-74	6-9-75
	3/11	7/11
Handling Money	5-21-75	6-9-75
	7/13	10/13
Barrage Visual Efficiency Scale	2-19-74	6-10-75
	10/47	22/47
Frostig Development Test of Visual Perception (total raw scores)	10-8-74	6-9-75
	4	6
Familiar Sounds Discrimination	10-8-74	6-10-75
Quiz	31/50	43/50

Table 2

Pre and Posttest Results for Student B

	Pretest	Posttest
Reading Skills		
Dolch Words	5-21-74	5-20-75
Pre-primer	38/40	40/40
Primer	51/52	52/52
1st Grade	36/41	41/41
2nd Grade	41/46	46/46
3rd Grade	36/41	41/41
Reading Speed	10-7-75 17 WPM	5-12-75 36 WPM
Student B has increased her typing speed to 15 WPM (5-19-75) from 13 WPM last year.		
Living Skills		
Hanging coat on hanger	6-20-74 7/8	6-16-75 8/8
Hanging Slacks	6-20-74 2/3	6-16-75 3/3
Folding Blanket	11-1-73 2/5	6-9-75 5/5
Washing Windows	6-26-74 3/4	6-16-75 4/4
Can Opening	6-6-74 6/7	2-25-75 7/7
Cooking	9-11-74 2/6	6-15-75 4/6
Handling Money	6-4-74 11/13	5-19-75 13/13
Telling Time	9-11-74 5/11	4-1-75 11/11
Barrage Visual Efficiency Scale	1-3-74 33/47	6-9-75 41/47
Frostig Developmental Test of Visual Perception (total raw scores)	9-11-74 40	6-3-75 44
Familiar Sounds Discrimination Quiz	9-4-74 43.5/50	6-9-75 46.5/50

Table 3

Pre and Posttest Results for Student D

	Pretest	Posttest
*Dolch Word Knowledge	5-17-74	5-30-75
Pre-primer	33/40	40/40
Primer	---	50/52
1st Grade	---	30/41
2nd Grade	---	24/46
3rd Grade	---	18/41
29 additional words of her own choosing		
Living Skills		
Lacing Shoes	5-29-74	11-15-74
	7/8	8/8
Shoe Tying	6-3-74	11-15-74
	6/8	8/8
Belt Buckling	5-23-74	6-13-75
	5/11	5/11
Pairing Socks	6-26-74	5-23-75
	2/5	5/5
Folding T-Shirts	6-26-74	5-23-75
	4/5	5/5
Sweeping Floor	10-4-74	5-30-75
	0	6/6
Folding Blanket	6-26-74	5-30-75
	3/5	4/5
Table Wiping	6-11-74	5-30-75
	3/5	4/5
Can Opening	6-19-74	5-30-75
	5/7	5/7
Telling Time	5-29-74	6-6-75
	5/11	9/11
Handling Money	5-29-74	5-30-75
	3/13	6/13
Barrage Visual Efficiency Scale	1-2-74	6-13-75
	21/47	26/47
Frostig Developmental Test of Visual Perception (total raw scores)	10-11-74	5-30-75
	17	29
Familiar Sounds Discrimination Quiz	10-4-74	6-6-75
	35.5/50	43.5/50

*It should be noted that Student D is not always consistent. On Dolch Words, for example, at any one time she would know correctly over ¾ of the words counted as known. She is, however, gaining in confidence, and should eventually become more consistent.

Table 4

Pre and Posttest Results for Student F

	Pretest	Posttest
Living Skills		
Putting on Shirt	1-29-75	2-19-75
	1/6	6/6
Coat Zipping	9-9-74	10-23-74
	3/8	8/8
Snapping Clothes	3-26-75	3-26-75
	3/6	6/6
Lacing Shoes	1-2-75	4-23-75
	0	8/8
Shoe Tying	9-9-74	12-2-75
	1/8	8/8
Belt Buckling	1-29-75	3-5-75
	2/11	11/11
Hanging Coat on Hanger	9-16-74	11-27-74
	2/8	8/8
Folding Washclothes and Towels	3-5-75	5-28-75
	2/9	9/9
Putting Pillow Case on Pillow	2-26-75	4-2-75
	0	4/4
Telling Time	2-19-75	5-21-75
	3/11	5/11
Handling Money	3-12-75	5-28-75
	0	1/13

Table 5

Pre and Posttest Results for Student I

	Pretest	Posttest
Handling Money	3-26-75	5-21-75
	0	13/13
Telling Time	3-26-75	5-21-75
	3/11	9/11
Typing	10-10-74	6-4-75
	0	11/19
		5 WPM

Table 6

Pre and Posttest Results for Student J

	Pretest	Posttest
Dolch Words	1-15-75	6-4-75
Pre-primer	19/40	39/40
Primer	4/52	48/52
1st Grade	---	32/41
2nd Grade	---	29/46
3rd Grade	---	24/41
Braille Alphabet	---	5-28-75
		18/26
Living Skills		
Can Opening	1-14-75	5-8-75
	0	6/9
Telling Time	1-9-75	5-22-75
	1/11	8/11
Handling Money	1-9-75	5-22-75
	0	7/14
Barrage Visual Efficiency Scale	1-21-75	6-16-75
	32/47	34/47
Frostig Developmental Test of Visual Perception (total raw scores)	1-22-75	5-28-75
	35	56
Familiar Sounds Quiz	1-21-75	6-16-75
	35/70	40.5/50

Title of Project:	*Intervention for Emotionally Disturbed Students*
Location of Project:	*Mt. View Intermediate School, Beaverton*
Population Served:	*Socially / Emotionally Disturbed*
Funding Allocated:	*$39,090*
Project Beginning Date:	*July 26, 1972*
Project Ending Date:	*June 30, 1975*

Background and Rationale:

A district-wide study conducted by the Special Education Department during the 1969-70 school year indicated that, as of November 26, 1969, 387 children were thought to exhibit adjustment difficulties serious enough to warrant the establishment of special class services based upon teacher and principal judgment. Continuing concern on the part of teachers and principals over children having difficulty in learning and adjusting to the regular classroom served as additional justification for a special class to serve the unique needs of these "disturbed" children.

From September 1972 to June 1975 the Beaverton School District with the aid of Federal Title VI funding conducted a research project for working with emotionally handicapped junior high school students within the public school setting. The project was an outgrowth of this district's elementary school project for emotionally handicapped students.

Objectives and Evaluation Plan:

1. To reduce the incidence of deviant behaviors in junior high students.

Behaviors for each child will be specified, baseline data gathered, a program designed and conducted with intervention data collected. In addition, criterion level of completion will be specified for each program. These data will be available for the third party evaluators during visits and will be in a form suitable for Impact 9.

2. To reintegrate junior high students back into the regular classroom on a full time basis.

A log showing the amount of time each student spent in emotionally disturbed class and regular class will be reported.

Methodology:

The staff for this project consisted of two certified teachers and one aide.

The program for changing inappropriate behavior on the part of junior high students was a specially constructed token economy called the Levels Program. Occasionally, special programs were constructed to supplement the general Levels Program. The following terms are used in the explanation below:

Levels Program: The special token economy which forms the basis of the program.

A-1	- The name of the special classroom that the Levels Program operates out of. The special class teachers are often designated as the A-1 teacher.
A-1 Register	- The rule book and student register for the Levels Program.
Level I	Attends school for ½ day with all classes in A-1.
Level II	Attends school for more than half day with some classes in the regular rooms. Classes are arranged to include seven periods and with more than two classes in A-1 when necessary. For every five consecutive days of average the student's time at school may be increased to 20 or 40 minutes (student's choice).
Level III	In A-1 for 1 or 2 classes and X period.
Level IV	All classes out in the regular program. Except for X period and banking.

Level V	Out to other classes for all subjects. Three X periods per week spent in another classroom and banking in A-1.
Level VI	Two reports, one each Friday. Sheet sent as taken by student. Sheet asks for weekly rating on 1 - 5 scale. Report has two parts, behavior and academics.

Every student, after his admission to the program and after evaluation by the A-1 teachers, was placed on one of the six levels of the Levels Program depending on how much responsibility the teachers thought the student could handle. For example, on Level 3, a student could earn points for arranging a parent or teacher conference. On Levels 1 and 2 the teachers took care of arranging conferences for the student. There was a set amount of time at each level that the student spent in A-1, the special classroom. At Level 1, it was a ½ day; the other ½ day was spent at home. At Level 2, it was a ½ day in A-1 and a ½ day in the regular classroom. At Level 3, it was two periods in A-1 and the rest of the day in the regular classroom. At Levels 4 and 5 it was a ½ period in A-1 with the rest of the day in the regular classroom. At Level 6, all of the student's time was spent in the regular classroom program.

Each student carried a card during the day. See Figure 1. The card was signed by each class teacher. If the student was in A-1 all morning, as was the case for a student on Level 1, then the special class teachers are the ones signing the card. Otherwise, the signatures were from the regular class teacher. It was the student's responsibility to show the card to his teacher at the end of class. The teacher evaluated the student on two behaviors and signed her name next to her evaluation on each. The evaluation was on a scale of 1-5 with 3 being average and 5 excellent. During the class period if the teacher noted good behavior she could initial over the next number in sequence at the bottom of the card. The numbers were sequenced in 5's, so the student earned 5 points for each good behavior noted. The regular class teacher was encouraged to initial the points at the time the good behavior was observed; but she also could do it at the end of the period. At the end of the day the student checked in with one of the A-1 teachers and his total for the day was assessed and charted in the A-1 Register. The day's total was used in two ways: (1) it was converted to points which added to the points at the bottom of the card which was his earned points for the day. These points could be spent on using the lounge room, special activities in the lounge room, a travel ticket to go somewhere in the school, field trips, and other activities and rewards, (2) it was ascertained if the student had made average. Average was at least 54 points, which was 9 (class periods) X 2 (behaviors) X 3 (average number). Ten days of average in a row meant the student could move up to the next level. If the student did not earn average for the day, he had to buy his way back into the program. He bought his way back by using points or by working during free time.

This rule, as well as other operating rules, were listed on the first two pages of the Student's A-1 Register. The rules for moving up in the program were listed on the back cover. On the front inside cover were the symbols used in the Register. The pages titled in Roman numerals described the token economy for each level. Thus, the page entitled III refers to Level 3, etc.

The pages with deposits and withdrawals were for keeping track of points earned and spent. The page with Anecdotal Record was used to note important information that had affected the student's performance that week. The space at the bottom of that page was for noting how the majority of the weekly points were spent. Besides the regular privileges, each student worked for special rewards and must spend 75% of his weekly points by Friday.

About every 15 days each student's progress was evaluated:

1. If the student had 10 consecutive days of average he went to the next level.

2. If the student had made less than 6 days average a conference was called with the student. The problems were discussed and a special program was set up. If improvement was not made, he would be dropped to a lower level.

When a student had reached Level 6 he had no card or register. After two weeks, an observation was made on all behaviors worked on in Intervention. If the behaviors were at acceptable levels, the student was graduated. Two follow-up observations and conferences, 10 days and 15 days after graduation, completed involvement if the student was progressing satisfactorily.

Special Programs: The A-1 teachers designed many special programs to supplement the general operation of the Levels Program. Examples of these programs were:

Student 1 had a job at McDonald's. He left school at 12:30 if the following conditions had been satisfactorily met.

a. Dresses down for P.E.

b. Attends Health, Science, Math and Language Arts.

c. Has completed the daily tasks in the above 4 classes.

Student will be responsible for giving Intervention teachers a signed statement by all of his teachers indicating that the above conditions have been met.

Any teacher not signing the statement will give student the assignment to be completed and the student will not be excused from school until that assignment is completed. He will not be allowed to go to McDonald's until that assignment is completed. This program has been coordinated with Mt. View Intermediate teachers and the management at McDonald's.

Student 2 continued to have invalid reasons for missing school. Therefore the Intervention staff felt that the following procedures must be enforced.

a. If Student 2 leaves school without permission (written note from Intervention staff) he will not be readmitted to school unless brought to school by one of his parents.

b. Student 2 must come to school every morning. The Intervention staff decided whether Student 2 should go home due to sickness.

c. Under no conditions will Student 2 be allowed to leave school before 12:00.

d. If Student 2 is asked to leave school due to defiant behavior, he will not be readmitted to school unless brought to school by one of his parents.

e. Continued truancy will result in court action by the juvenile authorities.

Student 3 will be placed on a ½ day schedule in A-1 for the first 5 days of school, the purpose being to develop rapport. At the end of the 5 day period, depending on the behavior in A-1, he will be started in the regular classrooms. Any deterioration in the regular classroom program may result in return to beginning program in A-1:

a. If fighting is displayed, the teacher will not give direction to Student 3. The teacher will tell him to get his pass where it is normally kept, or just hand him a pass and send him directly to A-1. After he gets to A-1, his mother will be called and she will take him home.

b. If he refuses to leave the room, or continues to create any disturbances, the office will be called for the Intervention teachers.

c. If Student 3 refuses to cooperate with the Intervention teachers, then the principal will be notified and he will call the Police Department which results in immediate drop from the A-1 program and the school will take steps for expulsion.

Parent Responsibility: The mother will come to the school and take her son home on request.

Another exemplary program involved the use of video tapes. It had been used for role playing, group discussions, problem solving discussion groups, individual behavioral counseling, and family counseling. The use of the video tape system had increased the success of the Intervention Program in reducing certain overt behaviors such as stuttering, consistent swearing, and inappropriate facial expressions.

For instance, video tapes were used in the role playing situations. The intervention team concluded that the role should be developed by the students. Therefore, the students were encouraged to write down difficulties they were experiencing at home and school. "Scripts" included various solutions attempted and their outcome. At this time no value was placed on either the problem or solution. The scripts were collected and handed back to the students. Each student would volunteer to role play a particular script with a video tape taken of the play. At the conclusion of the exercise the video tape was analyzed through a group discussion in which heavy emphasis was placed upon the positive aspects of the individual role playing and the positive methods of solving a particular problem. These video tapes were then kept for references. They became extremely valuable, especially when a similar problem occurred as the student had the opportunity to visualize and analyze how his peers resolved a smiliar situation.

The use of the video tape in individual coun-

seling with students was valuable because it allowed instant visual and auditory feedback. With this combined stimuli the student could more objectively visualize his behaviors. This assisted the student in deciding which behaviors he wished to strengthen and which to diminish.

In conclusion, video tapes provided unique opportunities for students, and offered them an opportunity to experiment with various aspects of their behaviors.

Results:

1. To reduce the incidence of deviant behaviors in junior high students.

Students have been listed by number with pre and posttest data on one or two behaviors. Table 1 shows programs changed 68% of the behaviors dealth with.

Criterion level of completion was dealt with in the following manner: since many of the students returned to a referring teacher, criterion levels were decided by the teacher with whom the student was reintegrated. The Level Program, by requiring daily indication of teacher satisfaction, built in criterion levels of completion at each step. The student moved up through the levels and was eventually graduated; based on the regular classroom teacher's acceptance of his behavior as indicated by their response on the student's daily card.

2. To reintegrate junior high students back into the regular classroom on a full time basis.

Time spent in the A-1 class was reduced as the student moved up in the Levels Program. Table 2 lists each student by number and records the percent of time in A-1 and the regular class at each level.

Third Party Evaluator's Comments:

An examination of the results of this program shows that data was collected as specified in the objectives and evaluation plan. This evaluator wishes to thank the project for their cooperation during the year and commends them for completing the objectives as required.

This evaluator sees some unique features of this program to which readers ought to attend. The Levels Program, for instance, is a very systematic way of reducing time spent in the A-1 class and increasing time spent in regular class. Also, the video tape program is one worthy of attention.

As in all programs, there are negative issues which can be raised. With this program, criticism should be offered in the realm of producing change in student behavior. Sixty-eight percent of the students improved their behavior because of this program and 38% increased time in the regular class. The question must be asked, are these gains significant?

Two factors, at least, should be considered, however: (1) this older age population is extremely difficult to work with and techniques at best are often less than effective. (Reinforcers, for instance, are impossible to identify at times.) (2) No baseline is available for a program of this type, which would tell us what type of gains should be expected.

All in all, I would hope that the experiences gained by the project staff and the benefits that did occur with the students would justify the dollars spent.

Figure I, Individual Student Report Card

Date	Name			
Behavior		Signature	Academics	Signature
9:05 1 2 3 4 5 9:48			1 2 3 4 5	
9:52 1 2 3 4 5 10:35			1 2 3 4 5	
10:39 1 2 3 4 5 11:22			1 2 3 4 5	
11:26 1 2 3 4 5 12:09			1 2 3 4 5	
12:13 1 2 3 4 5 12:56			1 2 3 4 5	
1:00 1 2 3 4 5 1:43			1 2 3 4 5	
1:47 1 2 3 4 5 2:30			1 2 3 4 5	
2:34 1 2 3 4 5 2:53			1 2 3 4 5	
2:57 1 2 3 4 5 3:40			1 2 3 4 5	
5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120 125 130 135 140 145 150 155 160 165 170 175 180 185 190 195 200 205 210 215 220 225 230 235 240 245 250 255 260 265 270 275 280 285 290 295 300				

51

Figure 2

Video Tape Program

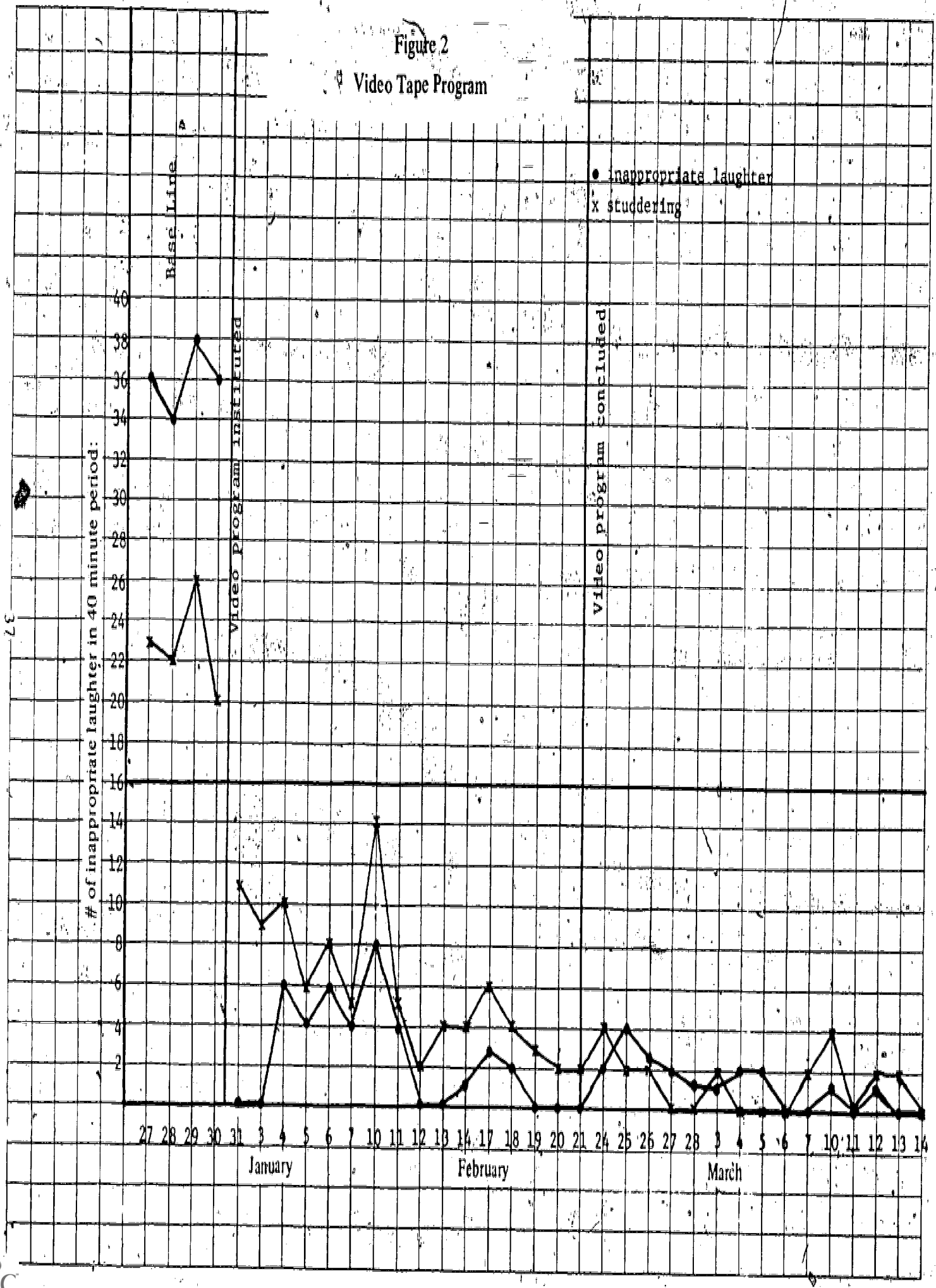


Table 1

Pre, Post, Probe Data on Inappropriate Behaviors By Students

Student	Behaviors	Baseline	Pre-Grad. Probe	10 day Post-Grad. Probe	15 day Post-Grad. Probe
1	Assignments not completed	19 out of 35 per wk.	5 out of 35 per week	15 out of 35 per week	
2	School days not attended	30 out of 45 days	moved out of the district		
3	Tantrums; leaving class	15 per week	1 per week		
4	Interaction with peers	0 in 40 hours	invited student participated to school function 3 X		
5	% of written assignments not compl.	40%	50%		
6	Number of times stutters in 40 min. class period	22 in 40 minutes	3 in 40 minutes		
7	School days not attended	22 days out of 43	13 days out of 42	moved out of district	
8	Physical and verbal threats toward teachers	10 times a day	released from compulsary education		
9	Physical Fighting	Did not happen often but was severe when it happened.			
10	Physical and verbal threats towards teachers & students	15 times a day	placed in a group home		
11	School days not attended	40 days out of 90	15 days out of 67		
12	Swearing at teachers	20 times a week	2 times a week		
13	% of work completed	0%	70%	Student 2	
14	% of work completed	0%	80%		
15	Physical Fighting	2 times per week	1 time in 6 weeks		
16	Physical/verbal threats to a teacher	6 per week	12 per week	released from compulsary education	
17	School days not attended	20 out of 33 days	19 out of 68 days	Student 2	
18	Assaulting teachers	4 in 143 days	0 in 65 days	Student 3	
19	School days not attended	3 days per week	4 days per week	placed in group home by parents	
20	Leaving school	4 days per week	0 days per week		

Table 2

Percent of Time Spent in A-1 Class per Week

Number	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4		LEVEL 5	
	A-1	Reg.	A-1	Reg.	A-1	Reg.	A-1	Reg.	A-1	Reg.
1	46	54	46	54	23	77	8	92	8	92
2	46	54	Moved out of District							
3	46	54	46	54	23	77	8	92	8	92
4	46	54	46	54	23	77	8	92	7	93
5	36	64	46	54	23	77	14	86		
6	46	54	46	54	23	77	8	92		
7	46	54	Moved out of District							
8	100	Officially released from compulsary education								
9	46	54	46	54						
10	46	54	Placed in group home							
11	46	54	46	54						
12	46	54	46	54						
13	Work Release Program: ½ school and ½ work. See Student 1.									
14	Special contract: ½ school and ½ work.									
15	46	54	46	54	24	76	8	92	8	92
16	46	54	Officially released from compulsary education.							
17	46	54	46	54	See Student 2					
18	See Student 3									
19	46	54	Placed in group home by parents.							
20	46	54	46	54	23	77				

Title of Project: *A Program for the Emotionally Handicapped*

Location of Project: *School District #9, Coos Bay*

Population Served: *12 Emotionally Handicapped Children*

Funding Allocated: *$12,410*

Project Beginning Date: *August 28, 1974*

Project Ending Date: *June 13, 1975*

Background and Rationale:

The final report received from the project did not contain a background and rationale section.

Objectives and Evaluation Plan:

1. To reduce the number of deviant behaviors in 8-10 children.

Specific behaviors are to be identified, baseline data will be taken, a program will be developed to remediate the problem, intervention data collected, a criterion level of acceptable performance will be specified for each program.

2. To improve the academic performance for selected children in the areas of reading, math, and spelling.

A pre and post Standford Achievement Test will be used.

3. To re-integrate children into a regular classroom setting.

Log of time spent in the regular class and the intervention class for each child on a weekly basis.

Methodology:

The final report from the project did not contain a methodology section.

Results:

1. To reduce the number of deviant behaviors in 8-10 children.

The final report did not contain any data for this objective.

2. To improve the academic performance for selected children in the areas of reading, math, and spelling.

The final report did not contain any data for this objective.

3. To re-integrate children into a regular classroom setting.

Those data contained in Table 1 show the percent of time each child spent in the classroom for the emotionally handicapped.

Third Party Evaluator's Comments:

As one reads this final report, it becomes very apparent that many sections are missing.

The cover letter that was sent with the "resume" to the coordinator of Title VI-B funds stated that this was "a resume of what transpired during the 1974-75 school year." This cover letter was from the assistant superintendent of School District #9.

As those objectives are reviewed in the results section, no relevant data were submitted for objectives one and two.

Objective 3 dealing with the re-integration of children into the regular classroom has its data contained in Table 1. In reviewing those data found in Table 1 it may be seen that 12 children spent an average of 64% of their time in the classroom for the emotionally handicapped. The table does not show the length of time spent in the regular classroom.

This report was to be sent to Teaching Research and its due date was July 1, 1975. The report was mailed to the Coordinator and was received by him October 29, 1975. It was then sent to Teaching Research the first part of November. The incomplete report was approximately 3 months late.

The project staff had difficulty from the beginning. When this evaluator visited the project October 30, 1974, the discrepancies were discussed with the teacher, teacher's aide, principal, and the

director of pupil personnel. A visit report was sent to the Assistant Superintendent of Schools. At that time the staff seemed very interested in correcting these discrepancies. The teacher and the aide expressed an interest in acquiring skills in the areas of programming and data collection. It was scheduled with the Head Teacher of the Preschool/Day Care Center at Teaching Research that he would work with the teacher and aide for two days. The teacher, teacher's aide and the principal of the school attended two days of training December 2-3, 1974. This training was provided with Teaching Research bearing the expense of the training.

The training covered such areas as:

1. Defining high priority problem behaviors in measurable terms.

2. Collecting baseline data, designing intervention strategies and changing strategies based on data collected.

3. A referral system between the regular classroom and the class for the emotionally handicapped.

4. A system for re-entry of the child into the regular classroom.

The staff left Teaching Research seemingly enthusiastic about the project and they felt that they could correct those existing discrepancies.

It is not known to this evaluator what transpired after the staff attended the training session, but when the second visit was made May 8, 1975, many of the same discrepancies were noted in the visit report form sent to the Assistant Superintendent of Schools.

It is apparent to this evaluator that the project staff (those in charge of the program as well as those conducting the program) simply failed to do what was specified in the letter of agreement.

This is an unfortunate situation for the project staff however the persons that received less than what they were entitled to were the children in the program.

Table 1

Percent of Time Each Child Spent In Class for the Emotionally Handicapped

Child	%
1	35
2	60
3	68
4	80
5	90
6	90
7	40
8	50
9	80
10	95
11	95
12	70
	$\bar{x}$ = 64%

Title of Project: *Play Therapy for Emotionally Handicapped Children*

Location of Project: *Fern Ridge School District #28-J*

Population Served: *44 Emotionally Disturbed and 186 Children not Identified as Handicapped*

Funding Allocated: *$20,000*

Project Beginning Date: *August 26, 1974*

Project Ending Date: *June 11, 1975*

Background and Rationale:

The purpose of this project was to assist children with emotional and/or behavioral problems in developing skills which enable them to function more adequately in a public school program.

The individual child's relationships with both his teacher and his peers are considered to be of importance to his adjustment within the school setting. Therefore two forms of service were made available under the Title VI program. First, group play therapy was offered to children having relationship problems with peers. Second, referring teachers concerned about management and/or basic math and reading problems were offered training in constructing and administering behavioral programs.

It has been estimated that a sizable number of elementary children within the district were experiencing relationship problems with peers and/or difficulty functioning within the regular classroom. From a teacher questionnaire that was administered during February 1974, it was determined that 21.1% (162) of the Fern Ridge School children were having serious problems relating effectively with peers. It was also determined that 18.4% (140) children were very difficult to motivate and/or manage in the classroom.

Until the introduction of Title VI services during the 1974-75 school year, no formal program had existed within the district to serve these children.

Objectives and Evaluation Plan:

1. Alter the behavior of the child identified as emotionally disturbed.

Screening using the Hill-Walker. Identify target behavior, collect baseline data, plan intervention strategy, collect ongoing data, establish criterion level of success. Data will be reported on the following: number of children, number of programs, number of programs in which the child's behavior changed successfully. Exemplary programs will be discussed in detail.

2. Alter the classroom teacher's behavior in dealing with emotionally disturbed children.

The number of children referred by the teachers. Baseline data will be collected to determine how many behavior programs a teacher is conducting subsequent to intervention by the Title VI team. The number of child programs conducted by the teacher in the classroom following Title VI services will also be collected.

Methodology:

Staff. The project staff consisted of the project director (.50 FTE), two part-time play therapists (total .60 FTE), and three part-time behavioral patterns observers (total .50 FTE). A district resource teacher also participated as a member of the staff, providing training in the remediation of basic academic skills. The project director and play therapists each have master's degrees and extensive experience in working with emotionally disturbed children and in training teachers. The behavioral pattern observers each hold high school diplomas. They received play and classroom observation training from the director. The resource teacher holds a master's degree in special education.

Pre-intervention Activities. The identification and referral of children to project staff was made by classroom teachers by completing the Walker Problem Behavior Identification Checklist. An intake conference was then carried out by a project staff member with the referral agent(s) to: (1) obtain specific information about the behavior(s) of concern and the condition under which it occurred or did not occur, and (2) obtain the

teacher's decision regarding the type and extent of services requested. Next, pre-intervention data on the target behavior(s) was collected by the teacher and/or a behavioral pattern observed. A second conference was then held with the referring teacher to: (1) review pre-intervention plan, (2) establish behavioral objectives, (3) develop an intervention plan, and (4) specify the data collection responsibilities and schedule.

Intervention Activities. Group Play Therapy – The play groups took place in a room which contained selected toys. The toys provided a safe medium through which the children could act out the form and pattern of their relationship problems. Some examples of play objects which were used are families of toy animals and dolls, puppets depicting personality characteristics, and building blocks.

Two project play group workers conducted hour long sessions once a week with groups of four to seven children. The high rate of activity which occurred during play stimulated the children to act out their relational problems frequently. This gave the workers an opportunity to observe and identify the dominant pattern of transactions for each individual in the group as he/she played with toys and/or peers.

It was assumed that many behaviors of a child form a pattern which express his/her current emotional needs and/or conflict. For example, a child's dominant pattern may be to engage others in power struggles on a frequent basis. As a result, the child may emit a wide range of behaviors which stimulate anger and retaliation from others. Without consciously realizing that he is causing the anger, the child may view the world as a hostile and dangerous place. Since angry responses from others are usually stimulated frequently when this pattern is well entrenched, the child's view of the world is "realistically" confirmed. For this reason, the workers used the information obtained about a child to tailor interventions which dealt with the pattern of the behaviors rather than isolated behaviors.

The intervention strategy used consisted of a balance between (1) limited setting, (2) interpretations, and (3) skill building instruction. Limit setting was used as a method of assisting children in recognizing and accepting responsibility for their behavior. Only two rules were established in order to minimize imposed structuring and maximize child determined structuring of activities and relationships. The first rule specified that no solid objects could be thrown at or used to strike another person. The second rule was called the "stop for good" rule. The purpose of this rule was to equalize each child's power to protect himself from attack or intrusion from a peer. For example, a child was playing with a toy car. A peer came over and tried to take it away. The child playing with the toy said "stop for good on my car!" This meant that the peer could not touch or use the toy car until the toy was either discarded or the child imposing the "stop for good" rule said "go" which was a signal indicating that the restriction was no longer in effect. Should a child violate the first or second rule, a group worker would intervene. In order for the child to return to the play situation, he would need to accept responsibility for the behavior which produced the rule violation by saying what he did and then stating a readiness to return to play and possibly an alternative and more adaptive way of getting what he wanted.

Interpretation was used as a method of assisting children to understand the ways in which their problem behavior indirectly expressed their feelings and needs. For example, one child who wanted to play with a group of children appeared to feel left out because he was not asked to play. As a result he interrupted the game. A group worker said to the boy, "Billy, I think you want to play with Pat, John, and Joey and feel hurt because they didn't ask you. I think that when you run through their game, you're telling them you feel bad because they didn't ask you to play."

Interpretation was also used in teaching children to understand the relationship between their own behavior and the emotional reaction that Billy produced in his peers as he ran through their game was anger. The interpretation used was: "Billy, when you run through their game, I see Pat, John, and Joey get angry at you. What happens when you run through their game?" Based on the interpretation that Billy received following many problem interactions, he began to see that he stimulated anger in others. For Billy and other children served, understanding their part in stimulating problems helped them to be more receptive to learning alternative and more effective social skills.

Skill building instruction was used as a method

of teaching children to identify and express their feelings and wants in a direct way and to use social skills which would lead to a cooperative contact with others. To continue with the above mentioned boy, Billy was "coached" on how to state what he wanted and how to initiate a contact with the boys he wanted to play with. During the coaching procedure, Billy was praised for his adaptive responses and his peers for their listening behavior and direct expressions of feelings.

The traditional form of group play counseling or "play therapy" consists primarily of interpretation. The Title VI staff believed that self understanding of the problem was important but not sufficient, in most cases, to stimulate relationship growth. It was therefore decided to combine the limit setting, interpretation, and skill building instructional techniques to achieve not only self understanding but also the acquisition and strengthening of social and emotional skills useful in negotiating cooperative and meaningful contacts with others.

Once a child entered the play group, ongoing data on target behaviors were collected during recess periods by a behavioral patterns observer. This information was used by Title VI staff to evaluate the progress of a referred child, remediate the intervention when necessary, and consult with the referring teacher.

Teacher Training. Fifteen teachers and three aides who worked with children identified as emotionally disturbed received training in developing and implementing behavioral management and/or adademic programs during the year. An additional six teachers, who had not made referrals but who were interested in training, were served.

Behavioral management training was provided by the director. Training in establishing basic academic programs was carried out by the director and a district resource teacher. Rather than setting up a formal course, a low key approach was taken. This approach consisted of seeking out those teachers interested in receiving assistance and negotiating with them, on an individual basis, a training plan based on their needs, time availability, and energy. Work with teachers occurred primarily on an individual basis before, during and after school, and occasionally during breaks.

The basic knowledge and skill areas included in both the behavioral management and basic academic training programs were the same. They consisted of basic behavioral principles, pinpointing behaviors of concern, constructing behavioral objectives using Robert Mager's format, collecting before-intervention data, designing an intervention plan, implementing the plan, continuing to collect data, and using procedures designed to review, evaluate, and if necessary, refine that plan. Two types of training activities were used concurrently. This first consisted of individual meetings with a teacher. During these meetings, a straight forward and brief coverage of concepts within skills areas was provided and followed by an immediate application of those skills to the problems of identified children. Logistical decisions and procedures necessary to implement diagnostic or intervention plans within the classroom were also discussed.

The second training activity occurred in the classroom and consisted of applying diagnostic and intervention procedures. Depending upon the skill level of the teacher or aide, the trainer assumed varying degrees of involvement in delivering the service. If necessary, the trainer began by modeling and then gradually relinquished operational responsibility and used shaping procedures until the trainee could carry out the task independently.

Results:

1. Alter the behavior of the child identified as emotionally disturbed.

Fourty-four emotionally disturbed children received service. Service consisted of one or more of three interventions depending upon the child's needs. The interventions were: (a) direct service in the form of group play therapy to assist children with peer relationship problems, (b) indirect service in the form of behavioral management, and (c) basic academic remediation training to referring teachers. Table 1 (column 2) provides a numerical breakout of the 44 children receiving each type or combination of service.

Table 1 (column 3) outlines the number and type of intervention programs developed and implemented for referred children within and across interventions. Table 1 (column 4) describes the number and type of intervention programs which were successfully completed. An implemented program was defined as the pinpointing of a target behavior, the construction of a behavioral objective which included a performance aim or criterion, the development of an intervention plan, the implementation of that plan, and the collection of

performance data, i.e., frequency or duration measures on the target behavior. A program was considered successfully completed when the child's performance on the target behavior reached the performance aim as stated in the behavioral objective.

In an effort to provide a more complete understanding of the play group therapy, behavioral management training, and academic remediation training results, an example of target behaviors plus one or more behavioral objectives and successfully completed programs were provided for each type of intervention.

As previously mentioned, frequency or duration measures were collected on behaviors of concern. Some examples of behaviors for which data were collected during recess periods and used to evaluate the progress of children receiving group therapy are: frequency measures – conversational phrases said, conversational phrases said in a masculine tone of voice, defends self when attacked, angry statements said, conflicts initiated, e.g., hits, pushes, teases; duration measures – time alone, plays alone, in proximity to peers but not playing, parallel play, involved peripherially in a group play activity, actively involved in a group play activity, and fantasy play, e.g., pretending to be a monster.

Before providing an example of some behavioral objectives and successfully completed programs, a brief description of the third grade boy for whom they were constructed follows: The main reason for Jeff's referral to the project was his persistent fighting, arguing, and bossiness with peers during play periods. His Walker Problem Behavior Identification Checklist scores were especially high in the areas of disturbed peer relations and immaturity (See Figure 1). After receiving the referral, a project staff member met with Jeff's teacher to get more information about his problems. From her description and some preliminary playground observations, it was determined that Jeff used two approaches extensively to initiate and maintain contacts with peers. One was to engage a passive peer in following his directives, e.g., "Push me while I am on the swing!" or "Get me the ball!", etc. The other was to start a fight or bug kids until they would chase him. Once they started chasing him, he would egg them on by letting them catch up to him and then speed up and call them names. Some of his other negative attention seeking behaviors included grabbing a boy's hat, shoving a boy into a mud puddle, and interrupting conversations. What Jeff appeared to want was to make friends and be included in play activities. The way that he was going about it, though, insured just the opposite.

Three objectives were established for Jeff: (1) Jeff will reduce his command-complaint contacts with peers during recess play situations, i.e., over three consecutive 10 minute observation periods, Jeff will engage in 0 minutes of command-complaint contacts with peers. Command-complaint contacts were defined as Jeff directing a peer and the peer following his orders, e.g., "Swing me!" and the peer complies. (2) Jeff will reduce his conflict contacts with peers during recess play situations, i.e., over three consecutive 10 minute observation periods, Jeff will engage in 0 minutes of conflict with peers. Conflict contacts were defined as name calling, arguing, hitting, taking an object, or some other behavior which led to and included conflict. (3) Jeff will increase his cooperative play contacts and neutral to friendly talk with peers, i.e., over three consecutive 10 minute observation periods, Jeff will engage in at least 8 minutes of cooperative play and/or neutral to friendly talk with a peer(s) during recess play situations. Cooperative play was defined as parallel or interactive play with a peer(s) in the absence of arguing, fighting, or directing. Examples of neutral to friendly talk included obtaining or providing information, negotiating a play activity, and offering to share.

The collection of pre-intervention data on command-complaint, conflict and cooperative contacts with peers was carried out on October 14th and 16th (see Figure 2). Jeff joined the primary boy's play group on October 17th and continued his involvement on a weekly basis until May.

During play group sessions, staff focused principally on three objectives. The first was to assist Jeff in becoming more aware and accepting of his need to make and keep friends. The second was for him to recognize the relationship between the occurrence of his negative attention seeking behavior and the emotional reaction which he stimulated in his peers. The third was to help him acquire and strengthen social skills which would increase the likelihood of him making successful contacts with peers.

To accomplish these objectives, a balance between limit setting, interpretation, and skill build-

ing instruction was provided. Limit setting was used when Jeff threw or tried to use a solid object to strike a peer. It was also used when he violated the "stop for good" rule when peers imposed it on him. Initially his reaction to the limit setting was prolonged denial coupled with a curt admission of his rule violation. This was followed by a more rapid assumption of responsibility for his behavior and some remorse. The remorse was handled by the staff in a matter of fact way in order to dissipate, as much as possible, Jeff's discomfort regarding his need to make friends. More specifically, when Jeff would state what he had done and start to apologize, a staff member would merely say, "Hey, Jeff, I don't want to hear you apologize. I just want to hear what you did and that you are ready to rejoin the group." As time went on, Jeff readily stated his responsibility for rule violations. Concurrent to the increased comfort in assuming responsibility for his behavior, rule violations began to decrease.

Interpretation was used with Jeff following problem incidents to elevate his awareness of the wants that he had, the discomfort that he was experiencing regarding them, and how his problem behavior, which was an expression of that discomfort, interferred or precluded him from obtaining what he wanted. Interpretation and feedback were also used during and at the end of sessions to point out the ways that Jeff more directly expressed his wants and the adaptive social responses that he was using to make contacts. Jeff's initial response when interpretations were presented was to negate what the group worker said. Again, as time went on, he was able to listen and consider the observations provided and to inititate his own evaluations regarding how he was feeling, how he might have handled a problem situation differently and how he effectively made contact with a peer.

Skill building instruction was coupled with limit setting and interpretation. As staff identified how Jeff wanted to be involved with peers, e.g., joining a peer in building a house out of blocks, getting a toy that a boy was holding but not using, etc., they moved in quickly before he used his old tactics, interpreted what they thought he wanted, got a verification from him and suggested alternative and more adaptive behaviors to use. As he practiced these new skills in the group, which were initially awkward, staff guided and provided encouragement to him and his peers as they negotiated their relationship. Jeff's ability to successfully initiate, maintain and terminate contacts with peers improved not only within the play group but on the playground (See Figure 2).

Some examples of behaviors on which data were collected to evaluate the progress of children whose teachers received behavioral management training are: tattles to teacher, assignments completed, on task, math problems completed correctly, math problems completed correctly relative to a daily child established aim, and brings pencil to class.

Jenny, a bright first grade girl, was referred to the project because she was persistently refusing to do math assignments. See Figure 3 for her Walker Problem Behavior Identification Checklist. The teacher had tried a number of different approaches such as praising and making privileges contingent upon completing the assignment. Neither had worked. In fact, the teacher reported that the girl seemed more resistent to carrying out the task following these efforts. An example of this occurred following a compliment by the student teacher. Jenny said vehemently, "No, it isn't nice work!"

After a Title VI staff member obtained classroom observation information on Jenny, training began for the teacher. Since she had had previous training in pinpointing, constructing behavior objectives, developing an intervention plan, and collecting data, attention was focused on a discussion of possible reasons for the child's resistance and the use of that information in developing an intervention strategy. From the teacher's and Title VI staff member's observations, resistance appeared to occur and increase when the teacher or student teacher tried to guide Jenny toward doing the assignment. What Jenny seemed to be doing was avoiding external adult control. To evaluate this possibility, an intervention plan was developed whereby the control for determining the number of math problems to be completed during a given period would be turned over to Jenny. It was decided that at the beginning of each math period, Jenny would be asked to state her aim for the day, i.e., the number of addition or subtraction problems she wanted to complete. Also, she was asked to count out that number on her math sheet and draw a line after the problem which represented her aim. Should she say zero, that would be accepted and no conversation would follow in an

effort to alter her decision. If she continued to say zero for 5 days, an alternative plan would be constructed. Since some of the addition problems had two digit answers and a majority had one, it was decided to translate Jenny's daily aim statement into numerals written to get a more accurate picture of the performance changes that occurred. The behavioral objective was: Jenny will state a performance aim of at least 16 math problems (20 numerals written) and will reach or exceed that number with an accuracy of 90% or better on 3 consecutive days.

Following the collection of pre-intervention data on the 31st of January (See Figure 4), which the teacher indicated was representative of Jenny's performance during the pervious month, the intervention (Program 1) was started on the 3rd of February and continued until Jenny's absence, February 17-21. When she returned on the 24th, the teacher changed math sheets from addition to subtraction and forgot to ask Jenny for her aim. Since all went well and the first objective had been reached and exceeded, a second objective and program were constructed. The objective stated: Jenny will complete the entire subtraction math sheet, i.e., 50 subtraction problems each having a single digit answer, during the math period without being asked for a self established aim and with at least 90% accuracy (45 numerals correct and 2 or less numerals in error) on 2 consecutive days. Program 2 consisted merely of giving the math sheets to Jenny and not asking for an aim, as was the procedure with other children in the room. Should she want information or assistance during the period, that was provided.

As can be seen from the data in Figure 4, her performance under Program 2 improved during the next 2 days and a follow-up day, March 3rd, but off-task behavior again occurred during the math period on March 4th. The teacher decided to immediately reinstate Program 1, i.e., having Jenny state, count, and mark her aim for the day. This plan brought Jenny back on task and was maintained until March 11th when the teacher felt she was ready to work without providing her established daily aim. Two successful days followed during which Jenny not only completed her entire math sheet, but asked for a second one. Since the criterion had been reached for the second objective, data collection was discontinued. During three followup contacts with the teacher before the end of the school year, she reported that Jenny's on-task behavior had maintained.

Some examples of academic pinpoints on which data were collected to evaluate the progress of children whose teachers received academic remediation training are: says mixed sounds, says blends, says sight words, words read orally from a reader, spells sounds, spells sight words, writes numerals to addition, subtraction, multiplication and division problems.

Danny, a third grader, was referred to the project by his teacher for a number of problems, two of which were his low reading and spelling skills. See Figure 5 for his Walker Problem Identification Checklist scores. After administering a criterion reference reading inventory developed by the Regional Resource Center for Handicapped Children, and spelling timings, areas of weakness were identified. His ability to read and spell sounds, blends and sight words were all low. It was also found that he was limited in his ability to read orally from a text. Since a significant amount of individual attention would be required to help Danny above and beyond what his teacher could provide, a teacher's aide was trained to administer a battery of language arts programs, under the supervision of the boy's teacher with periodic consultations from Title VI staff.

The Merrill Linguistic Reading series was selected and used to generate reading and spelling programs, starting with Book 1. A program consisted of direct instruction on sounds and/or words not yet mastered followed by a timing over that material. Timings were used to help Danny strengthen his reading and spelling skills and to obtain daily measures of skill performance in relation to established behavioral objectives. The performance information was in turn used on a weekly basis to evaluate the instructional plan. If progress was adequate, the instructional plan was maintained. If progress was not evident, the instructional plan was modified. A 1 minute timing and a proficiency of 60 correct sounds, blends, and words said with two or less errors was used for reading projects. A 2 minute timing and a performance proficiency of 60 correct letters written in sequence with two or less errors was used for spelling projects. Danny's programs which were administered two to three at a time during two separate daily instructional periods included: reading vowel and consonant sounds, phonetically regular words, sight words

and reading in context beginning with Book 1 of Merrill, plus spelling vowel and consonant sounds, phonetically regular words and sight words which were used within the reader.

During the service period of November 21st through May 29th, Danny completed 95 reading and spelling programs. More specifically, he reached the reading performance criterion on short vowel and consonant sounds (1 program completed), phonetically regular words through Book 4 (19 programs completed), sight words through Book 5 (7 programs completed) and oral reading in context through page 51 of Book 4 (42 programs completed). In spelling, Danny reached the performance aim of vowel and consonant sounds (1 program completed), phonetically regular words through Book 4 (19 completed) and sight words through Book 5 (5 programs completed).

To illustrate, Danny's performance on a pretest two minute timing covering the spelling of all short vowel and consonant sounds was 24 correct letters and 6 errors (see Figure 6). During the test and on the preceding timings, Danny was asked to write the appropriate letter following the aid's verbalization of a sound. Immediately after Danny completed writing a letter, the next sound was stated and so on until the two minutes had elapsed.

Since his performance of 26 correct letters and 6 errors indicated an ability to discriminate most sounds but not at a proficiency of 60 correct letters and two or less errors, it was decided to present him with all short vowel and consonant sounds at once rather than a series of subsets which would have been advisable given his sound recognition was totally absent or limited. The behavioral objective which was established stated: Danny will write at least 60 letters correctly with two or less letters in error during a two minute timing when a random series of all short vowel and consonant sounds are read to him. The intervention consisted of providing instruction on those sounds missed during the previous day's timing. After receiving instruction, Danny was timed on all short vowel and consonant sounds. The daily performance was then computed by Danny and the teacher's aide and followed by a comparison of the score with that of the previous day. From the data (See Figure 6), it can be seen that Danny moved toward the performance aim and reached it on December 13th, with some ups and downs in the process.

2. Alter the classroom teacher's behavior in dealing with emotionally disturbed children.

Fifteen teachers and three aides (Table 2, I.D. numbers 1-18A) requested training in order to help 24 children identified as emotionally disturbed. Ten of the 18 trainees asked for behavioral management training, and 8 for behavioral management plus training in the remediation of basic academic skills. Subsequent to receiving training, which was provided by the director and a district resource teacher, only 3 of the trainees (Table 2, I.D. numbers 11, 12 and 15) had carried out 5, 12, and 2 programs respectively, for a total of 19. Following training, a total of 287 child programs had been conducted by 18 trainees: 24 behavioral management, 103 reading and spelling, and 160 mathematics, e.g., numeral writing, set recognition, addition, subtraction, multiplication and division. The 19 programs, which were completed subsequent to the training, are not included in the above sub-totals. For a breakout of the child programs which were conducted by individual trainees following the intervention, see Table 2, letters were used to denote children already counted. The letter B stands for one child and C for four children.

Eight of the 18 trainees (Table 3, I.D. numbers 11-18A) who worked with emotionally disturbed children, plus 6 additional teachers (Table 3, I.D. numbers 19-24) who had not made referrals to the project requested training in developing and implementing academic and behavioral programs for children not identified as handicapped. Most of the teachers and aides in this group felt that by developing programs and monitoring child performance, they could more effectively identify and remediate areas of their instruction which needed improvement. It was recognized that the children who would receive service were not "handicapped", but Title VI staff felt justified from a preventive standpoint to respond to this need. As a result, 6 additional teachers received training and 186 more children benefited from the Title VI program. None of the 6 additional trainees had conducted children programs subsequent to the intervention. The figures in Table 3 therefore represent the number of programs carried out following training.

Performance aims for reading and spelling programs ranged from 40 to 60 correct responses with two or less errors during a 1 and 2 minute timing respectively. The probe sheets used for mathe-

matics timings, were obtained from the Regional Resource Center for Handicapped Children, the district office, or developed by individual teachers. Teacher 11, for example, modified and expanded RRC addition and subtraction probes so that a child, as he or she moved through the material, would be alternately exposed to the addition and subtraction process in order to grasp a better understanding of their relationship to one another. Also included in her sequence of math probes is an ongoing and cumulative review of skills previously mastered.

Performance aims for mathematics programs typically ranged from 20 to 50 numerals written correctly and two or less errors during a 1 and 1½ minute timing, depending on the grade level.

An additional impact occurred from the Title VI Program at the end of the school year. The principal and resource teacher at one of the elementary schools were interested in surveying the math computational skill strengths and weaknesses of all children in their school in order to obtain information useful in planning and improving instructional strategies for next year's mathematics program. Because of their exposure to criterion reference testing and its merits by Title VI staff during the year, they decided to use it. A teacher's aide, I.D. number 18A, was trained to administer and score the Regional Resource Center Mathematics Inventory. Following training, 126 children were tested. The principal and resource teacher stated that the information collected provided a very clear profile of where each child was along the math skill continuum and where instructional remediations needed to occur.

Although the district elementary teaching and administrative staff were enthusiasitc about the intervention strategies introduced by the Title VI project for emotionally disturbed children, district monies were not appropriated to maintain the program. Extensive budget miscalculations occurred during the 1974-75 school year which resulted in the cut-back of existing programs. Hence, no funds can be used for the initiation of new programs such as those developed through the Title VI Project at this time. It's hoped that tlie district's financial problems can be remedied quickly so that we can reconstruct and expand services to children requiring special assistance.

Third Party Evaluator's Comments:

In reviewing those data contained in Table 1, this evaluator was impressed with the total number of programs implemented (390) and the number of programs successfully completed (366). Ninety-four percent of programs implemented were successfully completed. The bulk of the program came in the areas of Academic Remediation Training followed by programs in Group Play Therapy.

Prior to the Title VI-B project staff's training of regular classroom teachers in the areas of behavior management and in the remediation of basic academic skills, only three teachers had carried out 19 programs. The summary data contained in Tables 2 and 3 indicate a dramatic increase in teacher conducted programs across three major areas.

This evaluator would like to suggest to the project staff that they might consider an additional component to their program. This component would provide some training information to the parents of emotionally disturbed children.

The project staff is to be commended for a thorough report and a project that objectively displayed a change in teacher and child behavior. A project of this quality should be continued.

Table 1
Programs Implemented and Successfully Completed

Intervention(s)	Number of Children Served	Number of Programs Implemented				Number of Programs Successfully Completed			
		GPT	BMT	ART	Sub. Total	GPT	BMT	ART	Sub. Total
Group Play Therapy (GPT)	20	38			38	27			27
Behavioral Management Training to Referring Teacher (BMT)	2		3		3		3		3
Academic Remediation Training to Referring Teacher (ART)	1			5	5			5	5
GPT and BMT	6	22	6		28	18	3		21
GPT and ART	5	15		79	94	13		79	92
GPT, BMT and ART	9	26	14	141	181	24	12	141	177
BMT and ART	1		1	40	41		1	40	41
Total	44	101	24	265	390	82	19	265	366*

* 94 % of the Programs Implemented were Successfully Completed

Table 2

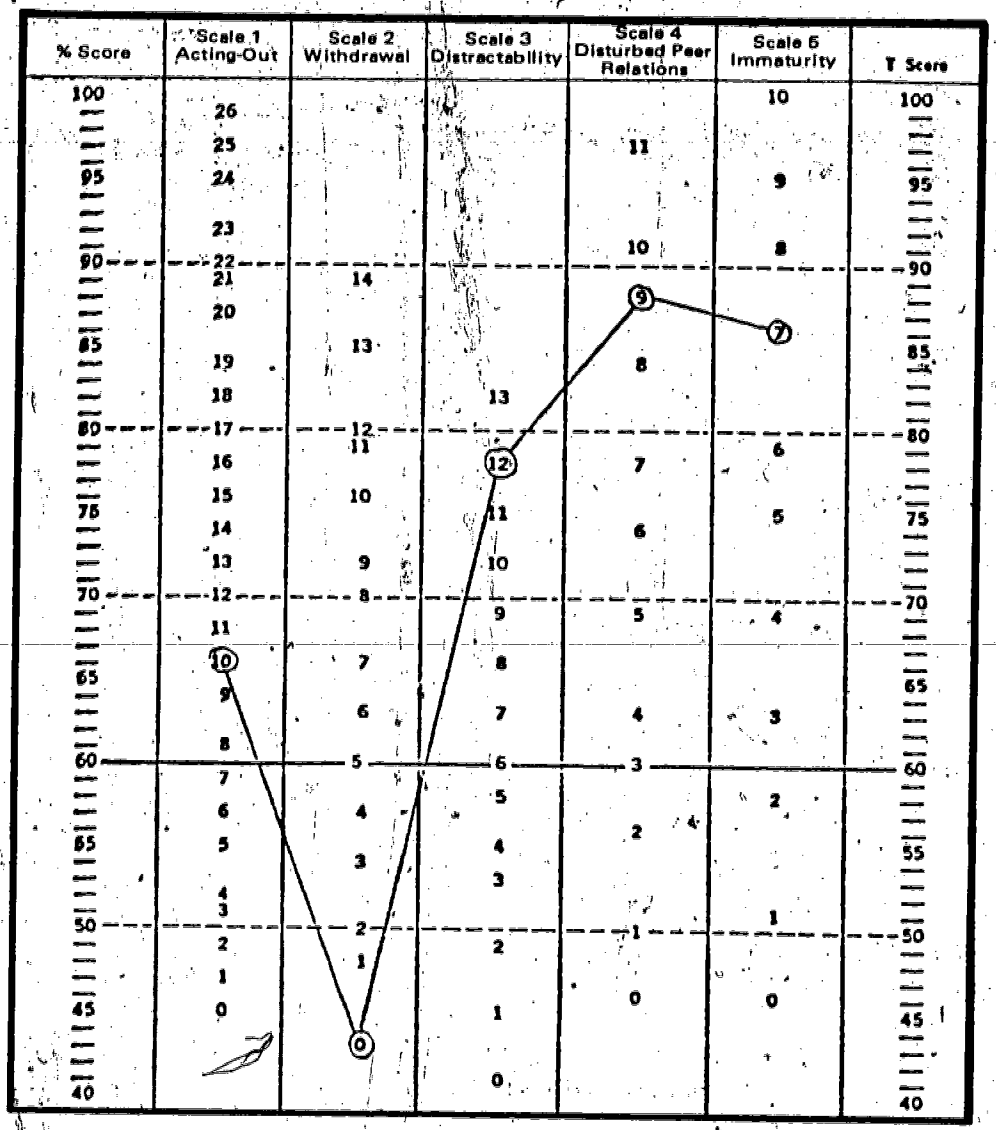
Emotionally Disturbed Children Served

Teacher/Aide I.D. Number	Number of Emotionally Disturbed Children Served	Beh. Man. Program Conducted	Basic Reading &/or Spelling Program Conducted	Basic Math Program Conducted
1	1	1	0	0
2	1	1	0	0
3	B	1	0	0
4	1	1	0	0
5	1	2	0	0
6	1	1	0	0
7	3	3	0	0
8	C	4	0	0
9	1	1	0	0
10	B	1	0	0
11	2	2	0	19
12	3	4	8	57
13	2	0	0	71
14A	B	2	95	0
15	2	0	0	6
16A	1	0	0	2
17	3	0	0	3
18A	2	0	0	2
Total	24	24	103	160

Table 3

Other Children Served

Teacher/Aide	Number of Emotionally Disturbed Children Served	Beh. Man. Program Conducted	Basic Reading &/or Spelling Program Conducted	Basic Math Program Conducted
11	22	0	0	439
12	18	0	206	454
13	25	0	0	803
14A	8	0	238	4
15	4	0	11	13
16A	17	0	0	21
17	6	0	0	6
18A	5	0	0	5
19	20	0	0	119
20	28	0	0	159
21	19	0	0	394
22	7	0	235	0
23	6	0	0	9
24	1	1	0	10
Total	186	1	690	2506



Student: Jeff

Figure 1. Hill Walker Problem Behavior Identification Checklist

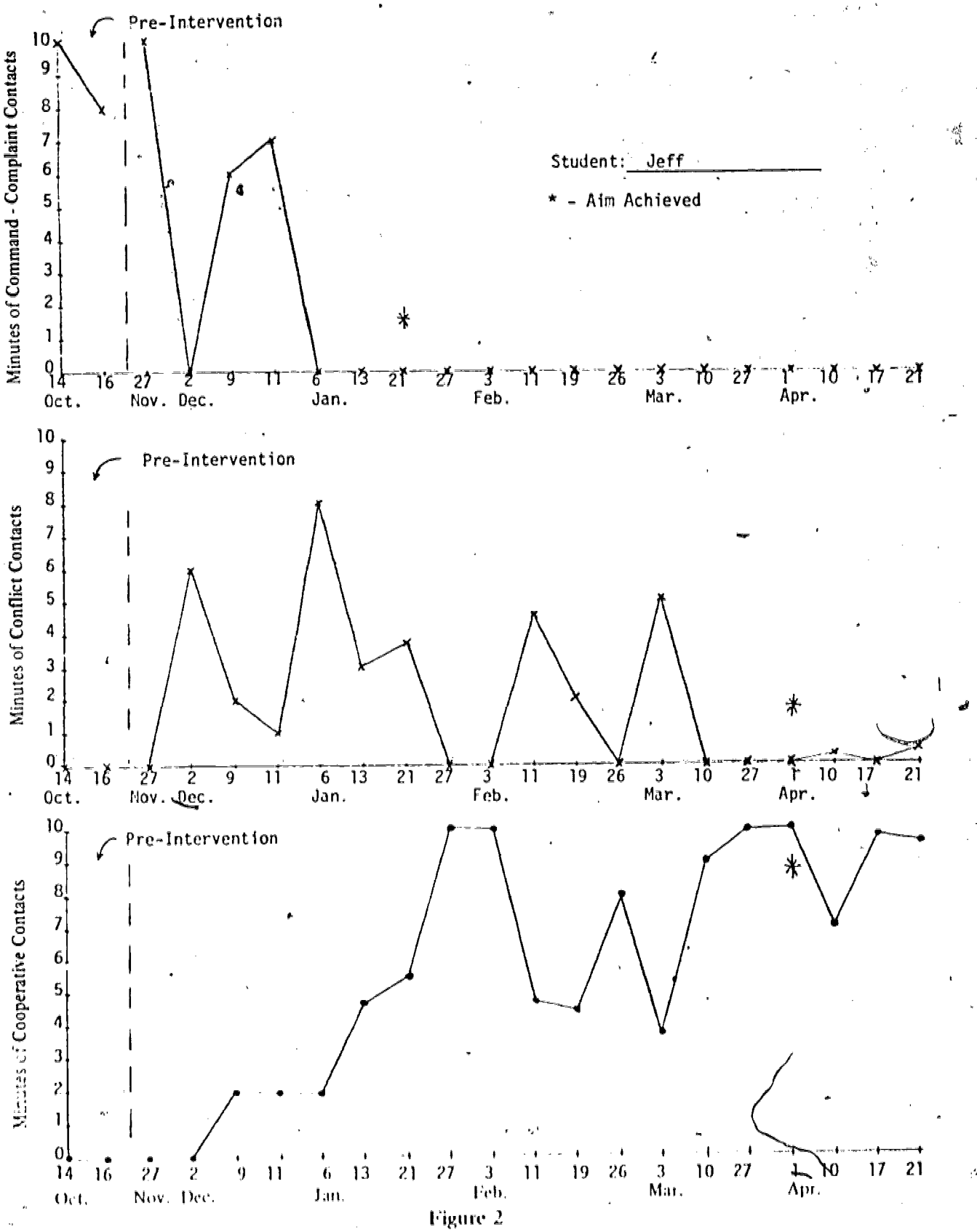

Pre-Intervention
Minutes of Command - Complaint Contacts
Student: Jeff
* - Aim Achieved
Oct. Nov. Dec. Jan. Feb. Mar. Apr.
Pre-Intervention
Minutes of Conflict Contacts
Oct. Nov. Dec. Jan. Feb. Mar. Apr.
Pre-Intervention
Minutes of Cooperative Contacts
Oct. Nov. Dec. Jan. Feb. Mar. Apr.

Figure 2

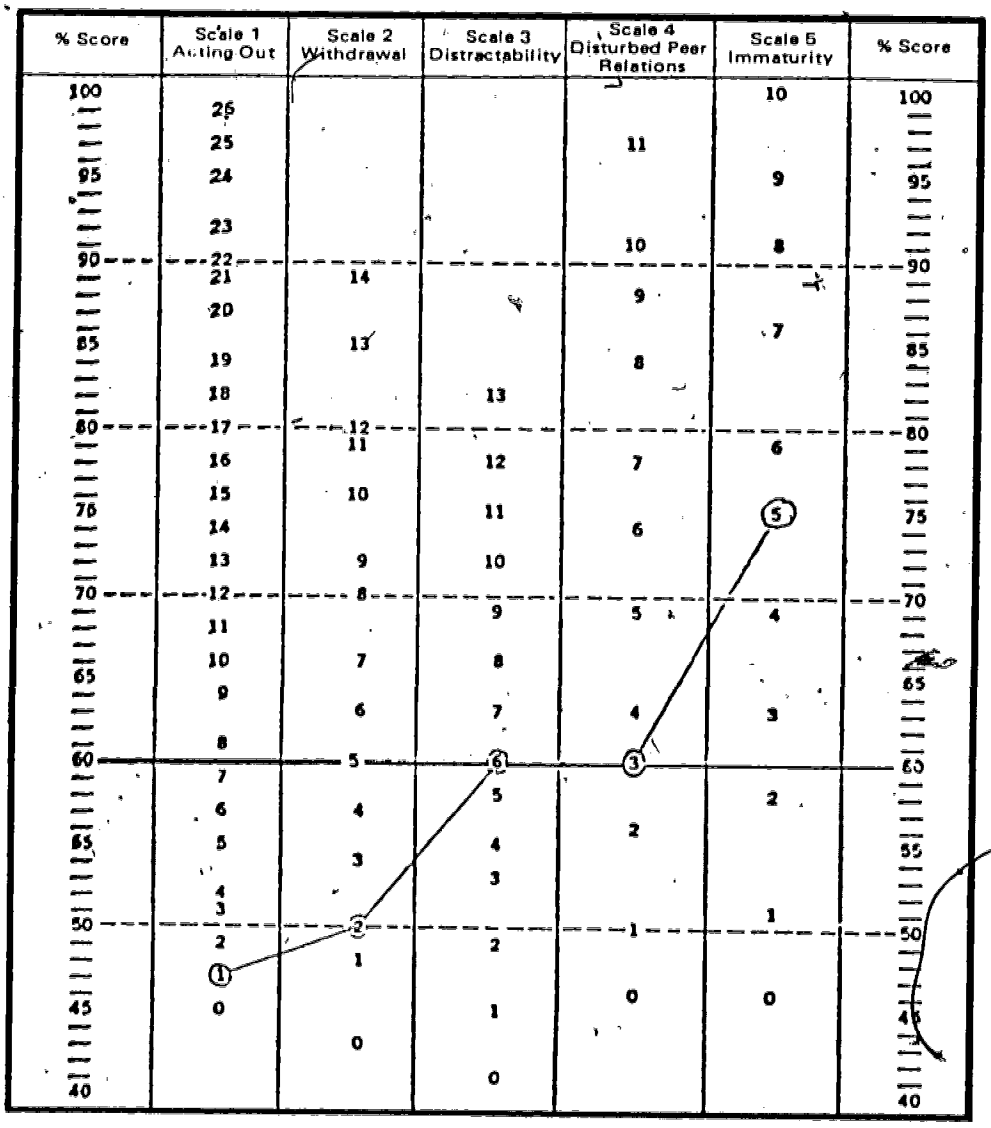


Figure 3. Walker Problem Behavior Identification Checklist

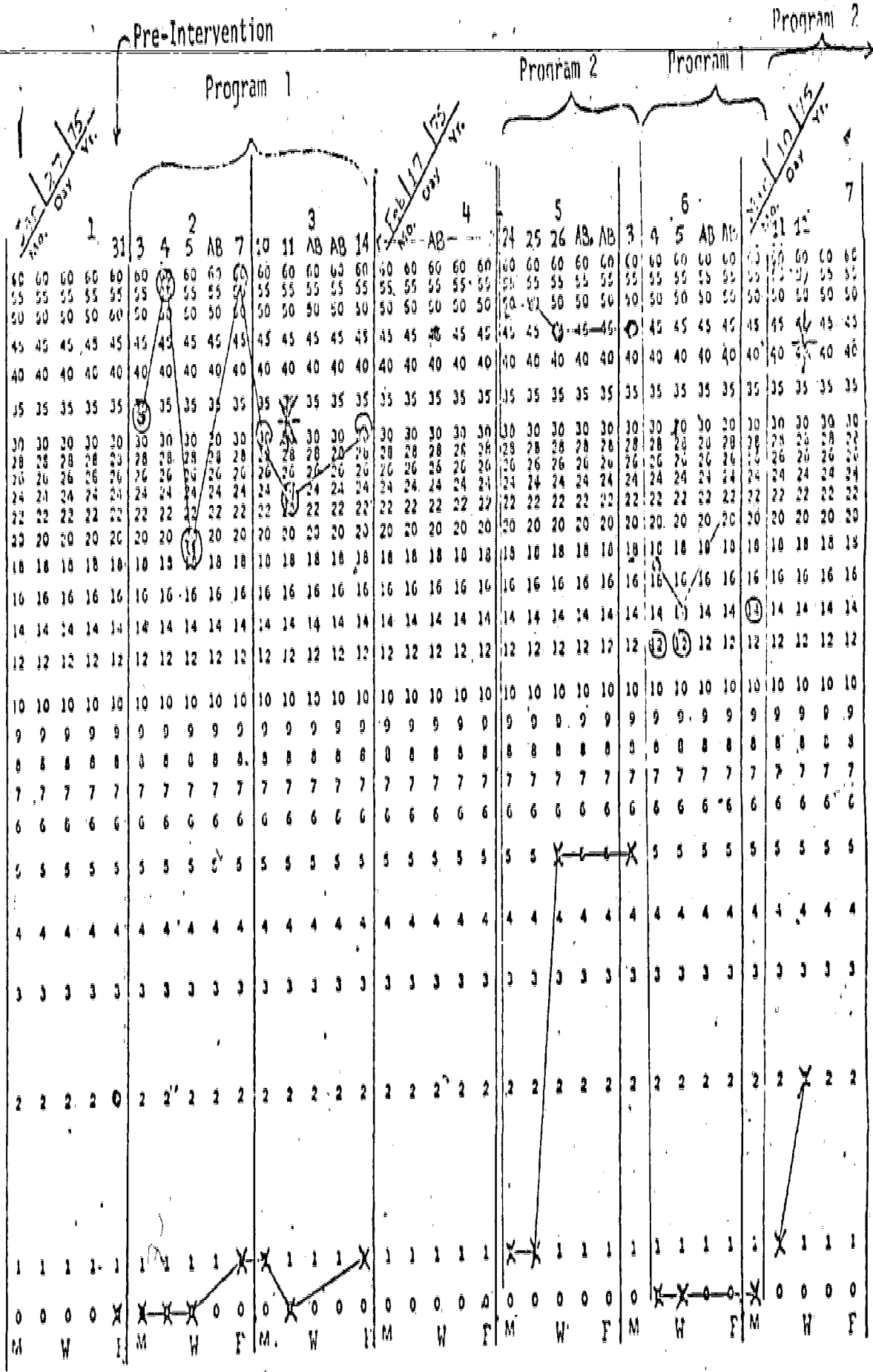
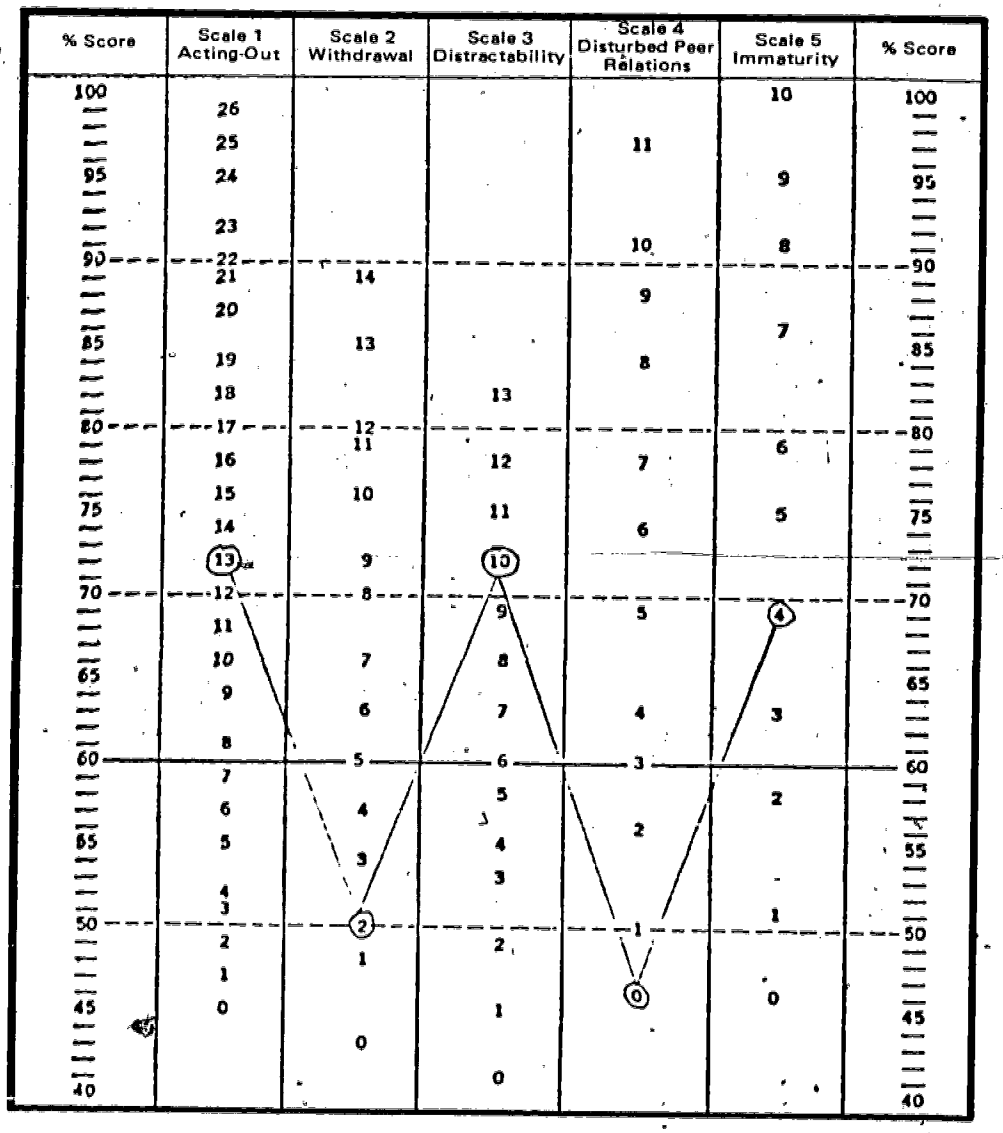
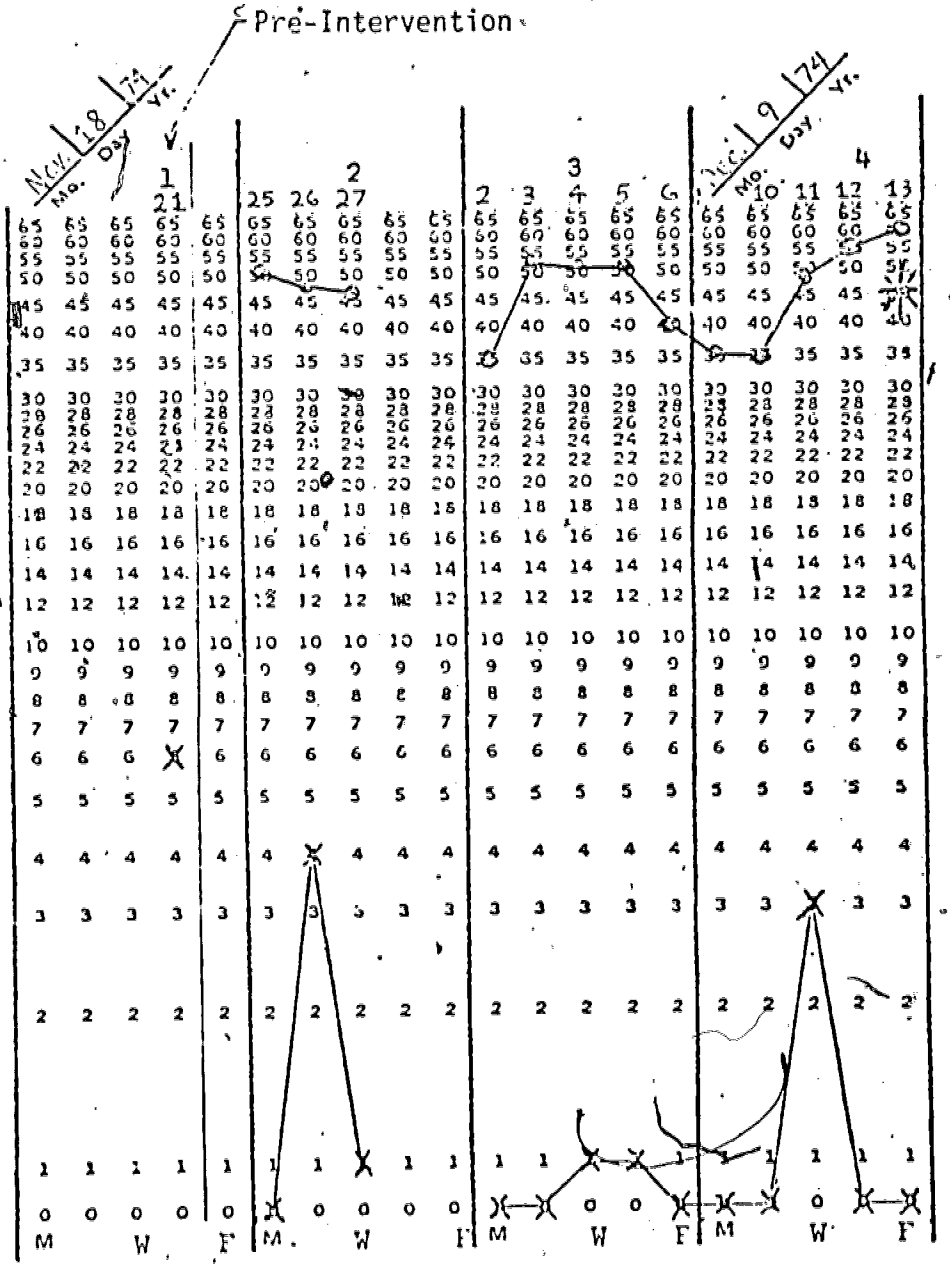


Figure 4. Numerals Written/Math Period



Student: Danny

Figure 5. Walker Problem Behavior Identification Checklist



• Letters Written Correct
X Letters Written In Error
* Aim Achieved

Student: Danny

Figure 6. Letters Written/Two Minutes

Title of Project:	*Normalizing Education for the Handicapped*
Location of Project:	*Central School District #13J, Independence*
Population Served:	*30 Emotionally Disturbed*
Funding Allocated:	*$20,000*
Project Beginning Date:	*July 1, 1974*
Project Ending Date:	*June 30, 1975*

Background and Rationale:

Central School District #13J conducts programs for children with extreme learning problems, the educable mentally retarded and the trainable mentally retarded. Intermediate Education District services are available for children with speech and hearing handicaps. The primary need in this district was for educational services for the emotionally disturbed children. This project was therefore designed to:

1. Acquaint all elementary teachers with information about emotionally disturbed children.
2. Provide intensive inservice training for teachers who have emotionally disturbed children in their classrooms.
3. Provide a setting for screening, diagnosis and initial prescriptive treatment before placement in the classroom.
4. Provide a continuing process through observation and followup of children placed, and through individual conferences, provide assistance to the teacher in planning and implementing behavior modification and classroom management strategies.

Objectives and Evaluation Plan:

1. To reduce the number of deviant behaviors in children to allow them to function appropriately in a regular classroom.

The Walker Behavior Checklist will be administered by the classroom teacher. Baseline data will be taken for each deviant behavior, treatment strategy initiated, and interim data will then be taken. Criterion levels of acceptable performance for both academic and deviant behavior will be established by the classroom teacher. A contract will be developed between the classroom teacher and the special teacher. A narrative description of the training that will occur with parents will be described in the final report. The number of children returned to the classroom will also be noted in the final report.

2. Children who are enrolled in this project will progress 7 months in math and reading.

Wide Range Achievement Test will be utilized.

Methodology:

The Resource Teacher was responsible for processing referrals, collecting data, and developing prescriptive programs for the children in the project classroom. She also worked on a more informal basis with teachers. These contacts ranged from teacher conferences, classroom observations, and suggested management techniques to helping the teacher set up a token economy program for a particular student. She was also responsible for the inservice activities of the project and working with parents through individual conferences and parent meetings. She consulted with the Polk County Child Development Center, Children's Services Division, Intermediate Education District speech therapists, and the Education-Psychology Department at Oregon College of Education.

A half-time resource assistant worked in the project classroom and attended parent meetings and inservice meetings when possible. She was a school counselor and directed the weekly social development sessions as well as conducted ½ hour play therapy sessions for several of the students during the last half of the year.

The project supervisor served in an advisory capacity and assisted in the assessment of children referred from two of the schools. He was also responsible for the referral of one student to the Polk County Child Development Center.

The consultant was appointed from the Extreme Learning Problems program at Oregon College of Education. She observed students and staff in the Learning Support Program classroom, consulted on educational evaluations, attended Steering Committee meetings, and held weekly conferences with the Resource Teacher. She also conducted an inservice program on "Using Behavior Modification Techniques in the Regular Classroom."

One undergraduate student from Oregon College of Education volunteered 6 hours a week in the project classroom winter and spring quarters. She helped students with their assignments, applied appropriate behavior mod techniques, took interim data, and also learned to lead group meeting discussions with the students.

Another student helped with the social development sessions, and during winter quarter two graduate counseling students did some practicum activities with three students, and one ELP student took data in the Learning Support Program classroom.

Ten children were served by the project classroom during the year, however, only six children attended the class at any one time. Learning activities were prescribed for the individual students during the 2 hour work period. Points were earned in the classroom for good student behaviors plus work completed correctly. The points were used to buy free time activities. The point cards were shown to the regular classroom teacher in the afternoon and taken home daily. Parents were asked to reinforce their child if he had achieved a pre-determined goal. The most effective reinforcers seemed to be activities which involved spending time with a parent. The point card was signed by a parent and returned to the project classroom the next day, thereby facilitating daily communication between the home and the project personnel.

In addition to the 2 hour work period, the morning session ended with a ½ hour group counseling session. Activities from Rational Emotive Education were most effective in helping students learn to recognize and deal with their feelings and resultant actions. Once a week a 45 minute social development group session was held in the gym, followed by a discussion of the interactions which had taken place. Five students also participated in weekly ½ hour individual play therapy sessions at various times during the year.

The students ate lunch in the school cafeteria under the supervision of a project staff member. Then they returned by school bus to their regular schools for the afternoon session. Two teachers continued using the point cards through the afternoon and two set up their own token system. Other teachers collected data during various phases of the project and three students counted their own behaviors. Teachers also implemented appropriate materials or management techniques suggested by the project staff.

Contact with target teachers was primarily on an individual conference basis. The original intent was to have weekly meetings with each teacher but this was not always possible or necessary. Five half-day inservice meetings were held, during which time substitutes were hired for any teacher involved in the program. Other teachers were also invited on an informal basis to some of the later inservice sessions. Each teacher with a child in the project classroom was invited to spend one morning observing and working with him there.

Parent contacts included school conferences, observations of the project classroom, home visitations by the teacher and telephone calls. Two evening parent meetings were also held. The first dealt with rational emotive counseling and the second was an open discussion of suggested techniques to deal with specific behavioral problems.

A steering committee comprised of a school psychologist, a learning disability specialist, two district supervisors, and the principal of the elementary school in which the project was housed, gave direction and consultation to the project staff.

Dissemination of information was facilitated by the resource teacher's speaking to the local Lion's Club and two Oregon College of Education special education classes. Thirty-five Oregon College of Education students and other persons observed the project classroom and discussed their observations with the teacher and resource assistant. A written description of the project was provided each visitor. A mid-year report to the school board was covered by the local newspapers.

Results:

1. To reduce the number of deviant behaviors in children to allow them to function appropriately in a regular classroom.

Table 1 shows the T-scores of the 10 target students on the Walker Problem Behavior Identification Checklist. The checklist was completed by the classroom teacher prior to the student's admission to the Learning Support Program classroom. When a student had a T-score above 60 he was referred as a possible candidate for the program. The "plus scores" represent individual scale scores higher than those shown on the profile analysis chart.

Table 2 shows the amount of time spent in the Learning Support Program classroom, the on-task behaviors, and the disposition of each student served.

The mean on-task behaviors in Table 3 show a baseline of 42.5% prior to admittance to the Learning Support Program class, an average of 88% in the LSP class, and 70.8% in the regular classroom during the last month.

The specific behaviors worked on with each student were agreed upon in a contract between the classroom teacher and the resource teacher.

Table 4 shows the contacts made by the project staff on behalf of the target students. These included conferences, telephone calls, home visits, observations, etc. The project averaged 10.7 contacts with parents, 14 contacts with teachers and/or principals, and 2.9 other contacts per student.

Two parent meetings were held in the evening. Five parents of three students attended the first, and six parents of four students attended the second.

Substitute teachers were hired from project funds so that six target teachers could observe the student and work with him in the Learning Support Program classroom. Parents were also encouraged to watch their child through the observation window and then to sit by him as he worked. Five parents came. The students seemed to appreciate both types of observations and really worked to show how well he was doing in the morning activities.

Five half-day teacher in-service meetings were held. These were attended by the teachers and student teachers working with target children. After the first of the year other teachers were also invited to several inservice meetings.

A parent questionnaire was administered at the end of the program. Recommendations by parents included more parent counseling and parent meetings, more teachers should be trained in this field, and the program should be offered children at an earlier age.

2. Children who are enrolled in this project will progress 7 months in math and reading.

Table 5 shows the scores obtained on the pre- and posttests of the Wide Range Achievement Test. These data contained in the table include math and reading only.

The posttest for Student H was given 2 months after he left the program. The resource teacher administered the test at the student's new school. He was very distracted by slight extraneous noises in the hall and seemed to be more interested in telling about the pushing and shoving games that he and his new friends enjoyed.

Third Party Evaluator's Comments:

The project staff are to be commended for their successful undertaking of a program with several important components.

Those data submitted to the third party evaluator indicate that all objectives were met by the project staff.

Those data submitted in Tables 2, 3 and 5 indicate that the staff were sensitive to each child's needs and designed appropriate programs to fill these needs.

The third party evaluator would like to suggest to the project staff for future consideration a parent training component to the current program. This component would include the training of parents to deliver cues, consequences and collect data appropriately.

The third party evaluator thanks the staff for a well organized report.

Table 1

T-Scores of Target Students on the
Walker Problem Behavior Identification Checklist

Student	Acting Out	Withdrawal	Distract-ability	Disturbed Peer Relations	Immaturity	T-Score
A	97	57	78	97+	63	90+
B	61	43	78	97	63	73
C	57	76	60	84	100+	80
D	68	63	72	91	69	80
E	78	57	63	56	79	74
F	95	63	72	56	75	86
G	80	57	72	50	69	75
H	89	43	75	97+	63	90+
I	76	63	60	84	100+	85
J	84	57	66	97	63	84

Note. Plus scores (+) represent individual scale scores higher than those shown on the profile analysis chart.

Table 2

Number of Months Spent by Each Child in
the Learning Support Program

Student	Time in LSP Class			Disposition
	Date Entered	Date Left	Months In LSP Class	
A	10/14	2/26	4.5	Full time in regular class
B	2/19	5/23	3.3	Recommend return to LSP class in the fall
C	11/5	5/6	6.0	Left the state unexpectedly
D	1/21	5/23	4.0	Recommend regular class next year
E	10/23	1/14	2.8	Mother removed child against recommendation
F	3/12	5/23	2.5	Tentative recommendation LSP room in the fall
G	9/23	5/25	8.0	Summer recommendations family in Poyama Land
H	10/24	1/31	3.3	Moved unexpectedly
I	2/17	5/23	3.3	Recommend regular class next year
J	9/23	1/15	3.8	Left state and returned to district later
			x = 4.1	

Table 3

Mean On-Task Behavior in the Learning Support Program and the Regular Classroom

Student	Percentage On-Task Behaviors				
	Baseline Reg. Class	Interim - LSP Class	Gain LSP Class	Post-data - Reg. Class	Gain Reg. Class
A	54.3	93.9	39.6	85.3	31.0
B	35.7	87.0	51.3	37.6	1.9
C	51.0*	86.4	35.4	66.0	15.0
D	50.6	94	43.4	75.4	24.8
E	30.6	80.7	50.1	66.7	36.1
F	28.3	91.5	63.2	88.3	60.0
G	76.3	90.7	14.4	63.1	(13.2)
H	40.0*	85.0	45.0	– –	– –
I	38.0	89.0	51.0	82.6	44.6
J	20.5	82.0	61:5	72.2	51.7
$\bar{x}$ =	42.5	88.0	45.5	70.8	25.2

*Baseline data taken during first week in LSP classroom

Table 4

Number of LSP Staff Contacts Per Student

Student	Months In LSP Class	LSP Staff Contacts			
		Parents	With Teacher and/ or Principal	Observations	Other (Agencies & testing)
A	4.5	13	9	8	2 Ed. Eval.
B	3.3	8	14	15	3 Ed. Eval.
C	6.0	13	13	11	6 school psych, opthamologist Ed. Eval.
D	4.0	19	19	10	3 school psych
E	2.8	10	15	7	3
F	2.5	10	9	14	4 opthamologist
G	8.0	24	36	18	4 Polk Co. Child Dev. Children's Serv. Div.
H	3.3	3	7	4	2 moved - new school
I	3.8	4	12	10	
J	3.	3	6	10	2
x	4.1	10.7	14.0	10.7	2.9

Table 5

Pre- and posttest results on the
Wide Range Achievement Test Scores

Student	Months In LSP Class	Reading			Mathematics			$\bar{x}$ Gain
		Pre	Post	Gain	Pre	Post	Gain	
A	4.5	6.5	7.0	.5	5.7	8.2	2.5	1.5
B	3.3	2.7	3.1	.4	2.8	3.0	.2	.3
C	6.0	2.7	3.6	.9	2.6	3.0	.4	.6
D	4.0	2.9	3.8	.9	3.2	3.9	.7	.8
E	2.8	1.4	2.0	.6	1.4	2.4	1.0	.8
F	2.5	1.5	1.9	.4	2.8	2.8	—	.2
G	8.0	2.5	4.2	1.7	2.8	3.6	.8	1.2
H	3.3	1.4	1.7*	.3	2.2	1.9*	(.3)	—
I	3.3	4.5	4.8	.3	2.2	2.6	.4	.4
J	3.8	1.5	2.7	1.2	2.1	3.2	1.1	1.2
$\bar{x}$ =	4.1							$\bar{x}$ = .7

*WRAT given at his new school 2 months after leaving the district.

Title of Project: *Gilchrist Schools Resource Room*

Location of Project: *Klamath County School District, Klamath Falls*

Population Served: *4 EMR and 13 ELP children in grades 1-8*

Funding Allocated: *$20,452*

Project Beginning Date: *September 4, 1974*

Project Ending Date: *June 6, 1975*

Background and Rationale:

Prior to the 1974-75 school year, the Klamath County School District did not provide full time special education services to the children in the Gilchrist Schools. With the passage of the "Right to an Education Act" however, the Klamath County School District became responsible for providing full time services, partially or wholly, to children needing special education services within the Klamath County School District.

The Resource Room Concept at Gilchrist was established to facilitate the needs of 10 to 15 EMR and/or ELP students at Gilchrist Schools. Prior to the resource room's inception, these students were being served in the traditional self-contained regular classroom model. This model was considered ineffective because of the following noted weaknesses:

1. Lack of a special education teacher.
2. Lack of special education materials.
3. Lack of special educational training and knowledge by regular classroom teachers in setting up individualized special education programs.
4. Lack of individualization for students needing special education services.
5. Lack of services in the Klamath County School District that could serve the Gilchrist Schools and students on a regular basis.
6. Distance of 100 miles, one way, from the limited available services of the core of Klamath County School District and further from any regional services Gilchrist students might be qualified to use.
7. Students were being promoted socially to the next grade level while being academically inept thus increasing their frustration level and negative attitude toward school and the educational system.

Due to the aforementioned factors, a new treatment model was proposed to meet the educational needs of the EMR and ELP qualified children in the Gilchrist Schools. In the new model, special education services for students in grades 1-8 are provided.

Objective and Evaluation Plan:

1. To improve the academic performance of 10 to 15 children in the areas of language, reading and mathematics (all children may not receive instruction in all areas.)

Pre and posttests given on the following: Northwest Syntax Screening Test, Metropolitan Reading Test, and Stanford Diagnostic Arithmetic Test. A log will be maintained on each child to determine the amount of time each child spends daily in the resource center and in the regular classroom.

Methodology:

The project staff consisted of one resource teacher and one full time resource room aide. The teacher holds a master's degree in special education and has had extensive training and experience in working with EMR and ELP children. The teacher also has had training in utilization of behavior management techniques.

The resource room aide has had previous experience in the classroom and running in individual programs.

Program services are extended to grades 1 through 8, with emphasis being placed on the lower grades for preventive-remediation and remediation purposes. Students were referred by the regular classroom teachers and were given a WISC Test to qualify for the Resource Room Project.

Once qualified, the students were scheduled into the resource room at varying time intervals for an average time span of 30 to 35 minutes a day. The student spent the rest of the day in their regular classroom.

The staff scheduled each student into the resource room during the time period that his most difficult subject was taking place in the regular classroom, so that student frustration could be alleviated. The resource room personnel sent material packets to the regular classroom teacher for use with the special education student in their class.

During the course of the year some students were rescheduled for 3 to 4 hours a day in the resource room. Instruction in the resource room for each child was individualized according to the child's needs. Pretest scores determined much of the need and the direction of the individual's academic learning program.

Criteria on program success was 80% completion and accuracy for each lesson presented. A paper clip token system was used as an incentive for the students to reach criterion as rapidly as possible. With the paper clip token system the student must complete five papers under the 80% scale mentioned. When five papers have been completed, a paper clip is earned. Once nine paper clips have been accumulated the student earns a free day in the resource room.

Also behavior modification techniques were implemented in dealing with inappropriate behaviors in the resource room. A star token system was initiated to pay off all appropriate behavior from the child.

In-service training for regular teachers consisted of two or three group meetings at the beginning of the 1974-75 school year and many individual conferences thereafter.

Results:

1. To improve the academic performance of 10 to 15 children in the areas of language, reading and mathematics (all children may not receive instruction in all areas).

A total of 20 children were seen over the course of the year. Of these 20 children, 14 were in the program for a minimum of 4 months. Table 1 is a daily log of student attendance.

Results of the pre-post Northwestern Syntax Screening Tests are shown in Table 2 and indicate mean gains of 4.1 for receptive language and 6.0 for expressive language.

Results of the pre-post Metropolitan Achievement Test are shown in Table 3. Mean gains for word attack skills vary from (.10) to .25 and for reading from (.10) to .15. The mean gains on the primary reading test form A was 1.15 for the total score and 2.10 for the % rank.

Results of pre-post Stanford Diagnostic Arithmetic Test are shown on Table 4. Results show a total average gain per student of GS +2.1. Four students were unable to perform on this given test; therefore, they were programmed in basic arithmetic concepts.

Third Party Evaluator's Comments:

The project concentrated its energies on one major objective. The documentation that occurred in regards to the achievement of this objective clearly states that it was satisfactorily met.

One fact which appears within the data submitted relates to the appropriateness of standardized test instruments versus a behavioral checklist. One sees by the data either very slight gains made on these standardized test instruments or exceedingly high scores. With a checklist approach appropriate behaviors are identified which the child lacks and teaching strategies are designed to remediate these deficits in learning. It is recommended by this evaluator that this project might consider the use of a behavioral checklist system. There are resource centers which are using the checklist system and it is suggested by this evaluator that the staff visit a resource center before the coming school year. This visit would allow the staff to gather information regarding the use of a behavioral checklist system.

Table 1

Daily Attendance Log for Students in the Gilchrist Schools Resource Room Project

Student	Program		Daily Attendance				
	Entry	Termination	Resource Room	Absent	Regular Class	Total	% of Days in Resource Room
1	10-23-74	5-29-75	113	12	12	137	82
2	9-16-74	5-28-75	104	18	40	162	64
3	9-12-74	5-29-75	132	19	13	164	80
5	11-25-74	5-28-75	87	11	16	114	76
6	9-11-74	5-28-75	138	10	17	165	84
7	9-23-74	1-17-75	43	4	4	51	84
8	9-12-74	1-17-75	72	2	4	78	92
9	9-16-74	5-28-75	78	23	61	162	48
11	9-12-74	5-28-75	145	7	12	164	88
12	9-12-74	5-28-75	154	4	6	164	94
13	9-12-74	5-28-75	143	13	8	164	87
14	9-12-74	5-28-75	125	27	12	164	76
15	9-12-74	5-28-75	139	13	12	164	85
16	9-23-74	5-28-75	99	12	25	136	73
17	9-10-74	4-22-75	72	40	28	140	51
18	1-12-75	5-28-75	142	5	17	164	87
19	9-12-74	10-2-74	12	3	--	15	80
20	9-10-74	10-31-74	26	7	4	37	70
TOTALS			1824	230	291	2345	$\bar{x}$ =78

Note. Days in regular class refers to days when the student remained in the regular class during the scheduled special education time because of a film, field trip, special presentation, etc., which we felt would be a good educational experience for the student on that particular day.

Table 2

The Northwestern Syntax Screening Test (Language) Results for Students in the Gilchrist Schools Resource Room Project

Student	Months in Program	Grade Level	Receptive			Expressive			Total Gain
			Pre	Post	Gain	Pre	Post	Gain	
1	7	5	33	38	5	36	38	2	7
2	8	7	36	37	1	29	39	10	11
3	8	6	37	40	3	34	39	5	8
5	6	6	38	36	(2)	37	40	3	1
6	8	2	30	33	3	26	37	11	14
7	3	4	32	37	5	35	40	5	10
8	4	4	32	37	5	34	34	0	5
9	8	7	39	39	0	37	40	3	3
11	8	6	34	37	3	36	40	4	7
12	8	4	26	31	5	19	34	15	20
13	8	3	20	33	13	11	37	26	39
14	8	1	23	31	8	23	21	(2)	6
15	8	5	31	39	8	32	40	8	16
16	7	5	35	37	2	36	37	1	3
18	8	6	35	37	2	39	38	(1)	1
			$\bar{x}$ = 4.1			$\bar{x}$ = 6.0			$\bar{x}$ = 10.1

Table 3

The Metropolitan Achievement Test (Reading) Results for Students in the Gilchrist Schools Resource Room Project (used standard scores)

Student	Months In Program	Grade Level	Pretest Word K.	Pretest Read	Posttest Word K.	Posttest Read	Total Gain Word K.	Total Gain Read
Form B grades 3 & 4								
7	3	4	5.0	4.6	5.0	4.4	0	(.2)
8	4	4	4.4	3.9	4.3	4.4	(.1)	.5
							$\bar{x}$ = (.05)	$\bar{x}$ = .15
Form Bm grades 5 & 6								
1	7	5	4.1	3.4	4.5	3.9	.4	.5
3	8	6	3.4	3.3	2.8	4.5	(.6)	1.2
5	6	6	3.5	3.8	3.2	3.3	(.3)	(.5)
11	8	6	3.7	4.4	3.6	4.0	(.1)	(.4)
15	8	5	4.1	3.2	3.2	3.3	(.9)	.1
16	7	5	4.3	4.4	4.3	4.4	0	0
18	8	6	2.8	4.5	3.6	2.9	.8	(1.6)
							$\bar{x}$ = (.10)	$\bar{x}$ = (.10)
Advanced Reading Test Form Am								
2	8	7	3.5	3.3	4.0	2.5	.5	(.8)
9	8	7	4.1	3.8	4.1	4.5	0	.7
17	4	8	3.0	2.8				
20	3	8	2.7	1.7				
							$\bar{x}$ = .25	$\bar{x}$ = (.05)

			Total Score	% Rank	Letter Rate	Total Score	% Rank	Letter Rate	Total Score	% Rank	Letter Rate
Upper Primary Reading Test Form A											
6	8	2	5.5	5.1	C	6.9	7.9	B	1.4	2.8	B
12	8	4	7.5	8.8	B	8.3	9.7	A	.8	.9	A
13	8	3	6.1	6.3	C	7.5	8.9	B	1.4	2.6	B
14	8	1	4.9	3.8	C	5.9	5.9	C	1.0	2.1	C
									$\bar{x}$ = 1.15		$\bar{x}$ = 2.10

Table 4

The Stanford Diagnostic Arithmetic Test Results for Students in the Gilchrist Schools Resource Room Project

Student	Months In Program	Grade Level	Test I Concepts Pretest RS	Test I Concepts Pretest GS	Test I Concepts Posttest RS	Test I Concepts Posttest GS	Test II Computation Pretest RS	Test II Computation Pretest GS	Test II Computation Posttest RS	Test II Computation Posttest GS	Total Gain RS	Total Gain GS
Form X Level I												
7	3	4	5.7	4,1	5.4	3.8	2.4	2.6	2.5	3.0	(.2)	.1
12	8	4	3.0	1.5	3.3	2.3	1.3	1.6	1.6	2.6	.6	1.8
15	8	5	2.8	2.1	4.2	2.6	2.0	2.7	1.9	2.7	1.3	.5
Form X Level II												
1	7	5	1.1	2.5	1.7	3.8	6.0	3.2	1.2	3.6	0	0 (4.2) 1.7
2	8	7	2.1	4.5	4.0	7.1	3.0	3.0	2.6	4.6	4.0	8.0 5.5 4.2
3	8	6	2.5	5.1	2.4	4.9	1.6	3.0	1.5	3.9	1.0	1.0 (.2) .7
5	6	6	9.0	2.0	3.8	6.7	8.0	3.4	1.3	4.8	0	2.0 (9.9) 6.1
8	4	4	2.3	4.8	2.8	5.4	9.0	3.4	4.0	3.1	0	1.0 (3.5) .3
9	8	7	2.4	4.9	3.8	6.7	3.0	4.9	3.3	5.1	2.0	2.1 1.8 2.0
11	8	6	1.8	4.0	2.8	5.4	7.0	3.3	2.2	4.4	5.0	7.0 (1.8) 2.5
16	7	5	1.7	3.8	4.1	7.3	3.0	3.0	1.7	4.0	0	.4 1.5 4.5
17	4	8	2.2	4.7			2.8	4.8			2.0	
18	8	6	2.4	4.9	3.0	5.7	2.0	4.2	3.1	5.0	0	1.0 2.7 1.6
20	3	8	1.5	3.3			2.6	4.6			2.0	

Test III Pre RS	Test III Pre GS	Test III Post RS	Test III Post GS	Total Gain RS	Total Gain GS
				$\bar{x}$ = (.53)	$\bar{x}$ = 2.17

Note. Students 14, 6, 19 and 13 could not even begin to do this test or lower levels thereof. These four students are lacking in the very basic concepts. We worked on the basic concepts of 1+1, 1+2, 2+2, 2+3, and 1-1, 2-1, 3-1, etc. We compiled enough data from the MAT, NSST, PAC, to set up a program in basic mathematics and concepts dealing with mathematics for these students.

Title of Project: *Area Speech Therapist*

Location of Project: *Lake County*

Population Served: *63 Speech and Language Impaired:*
52 Articulation
1 Auditory Discrimination
4 Delayed Speech and Language
2 Hearing Impaired
1 Neuromuscular
1 Stuttering
2 Tongue Thrust

Funding Allocated: *$3,749*

Project Beginning Date: *August 1974*

Project Ending Date: *June 1975*

Background and Rationale:

It was determined by the special education staff that approximately 80 children attended various public schools in the county who had speech and/or hearing impairments. Prior to the inception of this Title VI project these children were served by a speech therapist from the Jackson County Intermediate Education District who came to the Lake County schools two Saturdays per month to serve this population. It was obvious with the large number of speech and hearing problems present that this arrangement was not sufficient to serve the needs of these children. Consequently, the current Title VI program was initiated. The purpose of this was to serve all of these children on a frequent basis using a certified speech correctionist in Lake County.

Objectives and Evaluation Plan:

1. To provide ongoing professional assistance for speech impaired children.

Behavioral checklist will be used to measure articulation behaviors. A pre- posttest using the Photo Articulation Test. In addition, baseline data and intervention data will be gathered in the child's acquisition of each of the desired behaviors.

2. To provide an ongoing testing, screening and diagnostic program for speech impaired children.

Lists of children screened and the results of the testing and the recommendations made for each child will be reported.

3. To recruit and train volunteers to assist the clinician in serving speech impaired children.

A list of the volunteers and the frequency of the services they provide will be reported. Data from weekly observations on the volunteer performance will be taken on the Teaching Research Observation Form. Volunteers will perform at an 80% correct response rate.

4. To provide hearing screening for children in Lake County.

The number of children screened, the number of referrals made and the disposition of these referrals will be reported.

5. To provide teacher inservice in the area of speech and language so the teachers may provide better referrals for the speech clinician.

A therapist made pre- posttest will be provided. The number of referrals made by the classroom teacher and the number of appropriate referrals made by the classroom teacher.

6. To provide inservice training for the parents of speech impaired children.

The "Teach Your Child to Talk" parent training program will be utilized to train the parents. The Wasco County pre- posttest made specifically for this series will be used.

Methodology:

Project Staff: The project was directed by the IED Superintendent, aided by the Curriculum Coordinator, and conducted by the Speech Pathologist. Qualifications and/or experience of the project staff is as follows:

I.E.D. Superintendent:
- B.S. in Education
- M.ED. in Administration
- College courses in psychology of the exceptional child in addition to regular psychology courses
- Individual casework in the psycho-education clinic, U. of O.
- Course work and experience in speech and dramatics
- 2 years experience as an I.E.D. specialist doing individual casework with students
- 24 years administrative experience

Curriculum Coordinator:
- B.S. Elementary Education
- M.A. Elementary Education
- Coursework in extreme learning disabilities
- Credential in special education from California
- 15 years teaching in elementary education
- 9 years curriculum supervision
- Taught reading workshops at Oregon College of Education
- Wrote and directed all state and federal funded projects for Lake County

Speech Pathologist:
- B.A. Elementary Education
- M.S. Education — Specialization — Speech Pathology

Description of the Program: Lake County covers an area of 8,340 square miles with a population of 6,343. Because the population was scattered and sparse, the speech pathologist worked on an itinerant basis, moving from school to school.

The schedule was applied in such a way that the week days were spent evenly between Lakeview and the County schools.

One of the special considerations of this county-wide project was the distance between schools. A round trip to Adel is 72 miles. From Adel to Paisley is 69 miles, requiring 1½ hours driving time. The period of stay at Paisley was 1½ hours. The remainder of the day was spent driving to Christmas Valley to spend the night because it is 27 miles from Christmas Valley to Fort Rock, but 125 miles from Lakeview to Fort Rock. The morning was spent at Fort Rock and the afternoon in Silver Lake, 27 miles away. The drive from Silver Lake to Lakeview is 100 miles.

Each school was visited the following number of days:

Adel	12	Fremont	36	Paisley	36
Bullard	35	Fort Rock	31	Silver Lake	31
Day Care	3	A.D. Hay	36	Union	36

Some of the visitations were utilized for testing, either audiometric or speech.

Plush was visited twice for testing only. There were no speech cases.

The articulation therapy followed can be seen in Table 1.

By the time the articulation case was to be released he was required to include the correct sound in his communication, thinking, social control, and egocentric functions of speaking.

Following the State Audiological Screening of the school children, the children referred were tested individually. The results of the individual testing were then explained to the children's parents and copies of the audiograms were sent to the family physicians. It was also explained to the parents and physicians that an otolaryngologist from Klamath Falls would be in Lakeview to conduct an otology clinic. The parents were advised to take their children to their doctor, who then referred them to the otolaryngologist.

Later copies of the case reports were sent to the family physicians. Copies were also put into the children's cumulative files at school. A letter was also sent to the parents explaining the disposition of their children.

Aide Program: The aide program took on a different form this year. An aide worked at Paisley until parents requested that she discontinue working with their children. The student aide in Lakeview moved away. Because of the number of corrections, the need for an aide program diminished and teachers requested to work with their speech children themselves in the same role which the aide had assumed.

Results:

1. To provide ongoing professional assistance for speech impaired children.

A behavioral checklist was used to record the date each child reached his goal. (See Table 1)

A pre-posttest using the Photo Articulation Test was administered and those results are found in Table 2. Twenty-five percent of the children were corrected.

2. To provide an ongoing testing, screening and diagnostic program for speech impaired children.

These data can be found in Table 3.

3. To recruit and train volunteers to assist the clinician in serving speech impaired children.

Because of circumstances, the aide program took on a different form this year. An aide worked at Paisley until the parents of the child requested that therapy be discontinued. The student aide working in Lakeview moved away. Because of the number of corrections, the need for an aide program diminished and teachers requested to work with their speech children in the same role the aide had assumed.

4. To provide hearing screening for children in Lake County.

The number of children screened, the number of referrals made and the disposition of these referrals can be found in Table 3.

5. To provide teacher inservice in the area of speech and language so the teachers may provide better referrals for the speech clinician.

The number of referrals made by teachers can be found in Table 4.

6. To provide inservice training for the parents of speech impaired children.

Inservice training for parents did not take the form of the "Teach Your Child to Talk" program. A letter was run in the local newspaper explaining the work of the speech pathologist and asking that parents questioning their child's speech development contact the speech pathologist. Three families of preschool children responded. The child in each family had a legitimate speech problem.

Third Party Evaluator's Comments:

Objectives 1, 2 and 4 were met by the project staff.

There was no data submitted in the final report regarding data collected on volunteer performance as required in Objective 3.

Objective 5 was partially met in the area of number of referrals made by the teacher, which are contained in Table 4. Data was not submitted covering the pre- posttest to be administered to the teachers.

Under Objective 6, the project staff did not use the "Teach Your Child to Talk" parent training program and the Wasco County pre- posttest was not administered to the parents.

Table 1

A Record of Skill Acquisition of Each Child

Re: _____ Teacher: _____

Grade: _____ Date: _____

School: _____

_____ is being seen by the speech therapist, _____ times a week. He/She is working on the following articulation, hearing or voice problem _____. He/She has made this progress toward his/her goal:

Date Goal Reached		
_____	1.	Discrimination of incorrect sound vs. correct sound.
_____	2.	Produce sound in isolation.
_____	3.	Produce sound in beginning position of words.
_____	4.	Produce sound in final position of words.
_____	5.	Produce sound in middle position of words.
_____	6.	Produce sound in beginning position of words in phrases.
_____	7.	Produce sound in final position of words in phrases.
_____	8.	Produce sound in middle position of words in phrases.
_____	9.	Produce sound in beginning position of words in sentences.
_____	10.	Produce sound in final position of words in sentences.
_____	11.	Produce sound in medial position of words in sentence.
_____	12.	Produce sound in more than one position of words in reading.
_____	13.	Produce sound in all positions of words in more than one word in reading.
_____	14.	Produce sound in any and all positions of words in telling stories.
_____	15.	Produce sound in any and all positions of words in conversational speech.

Table 2

Photo Articulation

Correction of Various Consonant Sounds

School	Student – Grade		Error Sounds/Sept.	Error Sounds/June	Difference 1-2
Adel	1	1	/l/	none	Moved
	2	K	Lang. Dev.	none	Moved
Bullard	1	1	/r/	none	Released-immature
	2	K	/s/	none	Corrected
	3	3	/s/	none	Corrected
	4	3	/sh/	none	Corrected
	5	K	/ɵ/	/ɵ/	Word Level
	6	3	/r/	none	Corrected
	7	2	/r/	none	Corrected
	8	1	/r/	none	Corrected
	9	3	/r/	none	Corrected
	10	K	/ɵ/, /s/ blends	/ɵ/	/ɵ/-Word Level
	11	3	/5/	/5/	/s/ blends-Corrected
	12	K	/r/	/r/	/5/-Word Level
	13	K	/ɵ/	/ɵ/	Conversation Level
	14		/l/	none	Released-immature
	15	1	Stutter	Stutter	
	16	1	/s/ blends	none	Corrected
	17	1	/ɵ/	/ɵ/	Conversation Level
	18	3	/r/	/r/	Conversation Level
Day Care	1		Lang. Dev.	none	Moved
Fremont	1	1	/s/ blends, /ɵ/	/	/s/ blends-Corrected
	2	3	/k/, /s/ blends, /sh/, /r/, /ɵ/	/r/, /ɵ/	/k/-Corrected
					/s/ blends-Corrected
					/sh/-Corrected
					/r/-Sound Level
					/o/-Sound Level
	3	1	Lang. Dev.	Lang. Dev.	
	4	1	/s/	none	Corrected
	5	Special Ed.	/sh/, /s/ blends	/s/ blends	/s/-Corrected
					/s/ blends-Word Level
	6	3	/s/	none	Corrected
	7	3	/s/	none	Moved
	8	3	/s/	/s/	/s/-Reading Level
	9	1		none	Moved
	10	1	/ɵ/	/ɵ/	/ɵ/-Reading Level
	11	3	/r/, /5/	/r/, /5/	/r/, /5/-Conversation Level
	12	2	/l/	/l/	/l/-Sound Level
	13		f/ɵ	none	Moved
	14		f/ɵ	f/ɵ	Conversation Level
	15	1	/s/	none	Corrected
	16	3	/r/, /5/	/r/, /5/	At the reading level with both sounds
	17	1	/r/, /5/	/r/, /5/	At the sound level with both sounds
	18	K	/s/	/s/	/s/-Sound Level
Fort Rock	1	1	/s/	/s/	Moved
	2	1	/ɵ/	none	Corrected
	3	1	/ɵ/	none	Corrected
	4	1	/l/, /sh/	none	Corrected
	5	1	/r/, /5/	none	Corrected
Hay	1	4	Tongue Thrust	none	Corrected
	2	4	/s/	/s/	Conversation Level
	3	4	/s/, /5/, /sh/	/s/, /5/	/5/-Corrected

Table 2
(Continued)

School	Student	Grade	Error Sounds/Sept.	Error Sounds/June	Difference 1-2
					/s/-Word Level /sh/-Conversation Level
	4	5	/r/, /5/	/r/, /5/	Both are at conversation Level
	5	4	/s/	none	Corrected
	6	5	/sh/, /s/ blends	/sh/, /s/ blends	Moved
	7	5	/r/	/r/	No difference
	8	5	/r/	/r/	Moved
Jr. High School	9	7	Enunciation	Enunciation	Same
Paisley	1	K	/s/	/s/	Same
	2	K	/s/ blends	/s/ blends	Word Level
	3	1	Lang. Dev.	Lang. Dev.	Discontinued at the parents request
	4	K	/s/	/s/	Word Level
	5	K	Lang. Dev.	Lang. Dev.	Same
	6	K	Lang. Dev.	Lang. Dev.	Moved
Union	1	4	/s/	/s/	Can produce the sound in all positions in reading-not conversation
	2	1	/l/, /sh/, /r/, / /,	/l/, /5/, /r/	/sh/-Corrected /l/-Reading Level /r/-Sound Level /5/-Sound Level
Silver Lake	1	1	/r/, /5/	none	Corrected
	2	1	/sh/	none	Corrected
	3	1	/l/, /s/	/l/, /s/	Moved

Table 3

Children Referred, Screened, Needing Speech and Hearing Therapy

Number of Children Referred	35
Number of Children Screened	271
Needing Therapy	65

Table 4

Summary of Otology Clinic Referrals

CASE	DISPOSITION
Tim	Probable normal hearing/Yearly audio
Priscilla	Ear wax/rinse out ears
Virgil	Chronic Bilateral serous otitus media/Vocal Cord Nodules/Yearly audio and ear exam
Carolyn	Needs T & A tubes/Referred
David	Vocal cord nodules. Prognosis - good, in time
Verla	Vocal Cord Nodules/Prognosis - good in time
Jamie	Right ear - Probable deafness/Left ear - good/ Check audio in Blinstrub's office
Mary	Right ear - Nerve loss/Check audio Blinstrub's office
Tammy	Right ear - Serous Otitus/See family doctor in 2/3 weeks
Lore	Serous Otitus Media/T & A tubes - Check audio in Blinstrub's office
Terri	Marked Bilateral Serous Otitus/T & A, tubes
David	Velopharyngeal Incompetence/Continue Speech Therapy
Mark	Serous Otitus Media/T & A, tubes
Kathy	Vocal Cord Nodules/Prognosis - good in time
Keith	Probable High Tone hearing loss. Yearly audio
Jackie	Bilateral Serous Otitus/See family doctor
Chris	Right ear - serous Otitus Media/Left ear - Normal/See family doctor in 2/3 weeks

Title of Project: *Jackson County IED Program for the Visually Handicapped*

Location of Project: *Jackson, Josephine and Klamath Counties*

Population Served: *17 legally blind and legally partially sighted students*

Funding Allocated: *$25,318*

Project Beginning Date: *August 26, 1974*

Project Ending Date: *June 6, 1975*

Background and Rationale:

Seventeen preschool and school aged children who resided in Jackson, Josephine, and Klamath counties had been identified as visually handicapped and were served by their local districts with the help of the itinerant teacher of the visually handicapped. Of these children, half were receiving indirect service such as ordering of large print materials, conferring with classroom teachers, supplying low vision aids, and evaluating visual efficiency. The remaining half were receiving direct service to supplement their classroom instruction. This service consisted of prescriptive programming in the areas of educational deficits and was carried on by volunteers, parents and classroom aides.

The weaknesses in the program were found in the unavailability of trained consistent paraprofessional time. The visually handicapped children who required direct service also needed daily instruction. This need had not been met consistently due to:

1. The turnover of volunteers; this left gaps in the child's program while other volunteers were being recruited.
2. The further loss of time, since the itinerant teacher trained new volunteers throughout the year (requiring approximately 2 weeks of daily on-site inservice training.
3. The volunteer's reluctance to drive to the rural schools where the visually handicapped children were located due to the fuel shortage.
4. The existing classroom aide's obligation to other students and duties as directed by their classroom teacher.
5. The parent's time commitments to other activities and family members.

Paraprofessional help, when recruited and trained, had been very effective, but the inconsistency of service had in several cases markedly slowed the child's progress.

The previously described weaknesses in the program in Jackson, Klamath, and Josephine counties had been eliminated by a full time aide to the itinerant teacher. This aide traveled to each child requiring direct service, carrying out the prescriptive programs. Paraprofessional help was used as a supplement to this consistent instruction.

The services that were provided for preschool visually impaired children were not satisfactory because of an increased number of preschool children and a limited staff to serve them. Consequently, it appeared appropriate to provide educational services for preschoolers in a centralized, self-contained classroom.

Objectives and Evaluation Plan:

1. Given that selected school aged visually handicapped children have behavioral deficits in Braille, orientation and mobility, typing, social, self-help, motor development, language and academic subjects, each child will acquire those deficit behaviors which have been specified through assessment.

Collect and analyze data on student progress in each area using a behavioral checklist. Students will be evaluated before training begins and as skills are acquired on the checklist. The data will be noted as each new skill is acquired.

2. Given that selected preschool aged visually handicapped children have behavioral deficits in Braille, orientation and mobility, typing, social, self-help, motor development, language and academic subjects, each child will acquire those deficit behaviors which have been specified through assessment.

Collect and analyze data on student progress in each area using behavioral checklists. Students will be evaluated before training begins and as skills are acquired on the checklists. The date will be noted as each new skill is acquired.

3. The teacher-aide will demonstrate the skills to analyze and update [illegible] present cues correctly 90% of the [illegible] consequences

correctly 90% of the time, and collect data correctly 90% of the time.

The coordinator of the program for the visually impaired will approve the quality of updating that is done on the programs. Observational data will be taken on the aide's ability to present cues, deliver consequences, and collecting data using the Teaching Research Observational Form. In addition, a pre- posttest on behavior modification definitions will be given to the aides.

4. Given that the preschool teacher lacks skills in behavior modification techniques and presentation of prescriptive programs, inservice training will be provided to teach the following behaviors: presenting prescriptive programs, using behavior modification techniques, and recording data.

Observational data will be taken on the teacher using the Teaching Research Observation Form. This data will be reported in the final report.

5. The aides working in the preschool will demonstrate the skills to analyze and update programs, present cues correctly 90% of the time, deliver consequences correctly 90% of the time and collect data correctly 90% of the time.

The coordinator of the program for the visually handicapped will approve the quality of updating done on all programs in the preschool. Observational data will be taken on the aide's ability to present cues, deliver consequences, and collect data using the Teaching Research Observational Form. In addition, a pre- posttest on behavior modification definitions will be given to the aides.

Methodology:

Project staff consisted of:

1. Coordinator – Certified teacher of the visually handicapped, M.A. in Education of Exceptional Children.
2. Preschool teacher – Certified Headstart and kindergarten teacher.
3. Aide – High school graduate and part-time college student.
4. Three high school volunteers at preschool who worked daily for two hours.

The population for this project included 17 legally blind or partially sighted children between 0 and 21 years old. A portion of these children are preschool age. They were served at home and in existing preschools until January 1975 when a preschool was begun for them in Medford, Oregon. All school aged children were enrolled in an appropriate local public school program. They were provided with prescriptive programming by either the program aide or a volunteer if it was found that they had a specific educational need or deficit. Approximately half of the students needed only indirect service. This means that these students displayed no educational deficits and were able to compete effectively with their peers. These students all had access to supportive services such as large print books, tape recorders, in-service training for their teachers, reader service, and other special equipment as needed.

The students whose evaluation showed that they had educational deficits were then provided with instruction by an aide or volunteer in the program as well as the listed supportive services. The prescriptive programming included many subject areas such as Braille, social behaviors, self-help skills, motor development language, handwriting, and academic subjects. In the beginning the teacher conducted on-site evaluations of the child's progress a minimum of three times a week, then gradually reduced that to once a week and never less than three times monthly.

At the preschool, eight children came into the classroom daily for 2½ hours. They were instructed not only as a group but also in individual prescriptive programs. The curriculum adopted was the Portage Guide to Early Education. In addition to the clipboards of prescriptive programs, biweekly checklists were kept of behavioral objectives for circle time, snack time, motor skills, mobility skills, appropriate play, and field trips.

Results:

1. Given that selected school aged visually handicapped children have behavioral deficits in Braille, orientation and mobility, typing, social, self-help, motor development, language and academic subjects each child will acquire those deficit behaviors which have been specified through assessment.

Tables 1 and 2 are a summary of the data collected on five students in a variety of academic and other skills required for the student.

Table 1

Number of Objectives Achieved by School Age Children

Student	No. of Programs	Achieved Successfully
1	4	4
2	1	1
3	1	1
4	2	2
5	7	7
	15	15

Table 2

Summary of the Content of Objectives Achieved by School Age Children

Student	Objectives
1	a. Match, find and name basic shapes b. Discriminate the difference in size of basic shapes c. Discriminate colors d. Discrimnate Braille characters
2	a. Spell and write 302 words
3	a. Write five letter words on the line, on the margin
4	a. Use sighted guide procedures to and from classes b. Have no more than five errors per page when typing school assignments
5	a. Identify letter of alphabet b. Read survival words c. Copy upper case letters d. Copy lower case letters e. Identify written numbers f. Write numbers given orally g. Identify coins by name

2. Given that selected preschool aged visually handicapped children have behavioral deficits in Braille, orientation and mobility, typing, social, self-help, motor development, language and academic subjects, each child will acquire those deficit behaviors which have been specified through assessment.

The Portage Preschool Curriculum was used as a criterion referenced inventory for each preschool child. Pretest data indicated certain skills were deficit for each child. Table 3 is a summary of the number of objectives achieved on the Portage Curriculum during the school year.

Table 3

Number of Objectives Achieved by Children on the Portage Curriculum

Student	No. of Objectives Achieved	Duration in Program
1	8	9/30/74 – 5/30/75
2	34	9/12/74 – 5/30/75
3	35	1/06/75 – 5/30/75
4	13	1/06/75 – 5/30/75
5	33	1/06/75 – 5/30/75
6	13	1/06/75 – 5/30/75
	136	

$\bar{X}$ = 22.67 objectives achieved

3. The teacher-aide will demonstrate the skills to analyze and update programs, present cues correctly 90% of the time, deliver consequences correctly 90% of the time, and collect data correctly 90% of the time.

In-service training was conducted in the fall. It was comprised of a videotape of prescriptive programming, modeling of a program, and having the aide run a program alone. The procedure of modeling and then letting the aide run the program was repeated many times during training. The Teaching Research Observation Form was used, which is a series of 10 minute time samples showing the percentage of appropriate cues, consequences, and data collected. The aides scores are shown in Table 4.

Table 4

Average Aide Scores Utilizing the Teaching Research Observation form

Observation	Date	Consequences	Cues	Data
1	10/14/74	90%	100%	100%
2	10/15/74	100%	100%	100%
3	10/21/74	100%	100%	100%
4	10/21/74	100%	100%	100%
5	11/ 9/74	100%	100%	100%

After the initial in-service training during which criterion level was reached, a monthly evaluation form was used for the aide. This evaluation included the above mentioned skills of cues, consequences, and data collection but also writing programs and updating programs. These observational data were averaged for the aide across all areas. Table 5 shows the average correct performance by month for delivery of cues, consequences, recording data, writing programs and updating programs.

Table 5

% Correct Performance by Month

Month	% Correct
January	96
February	96.4
March	96.4
April	95
May	96

4. Given that the preschool teacher lacks skills in behavior modification techniques and presentation of prescriptive programs, inservice training will be provided to teach the following behaviors: presenting prescriptive programs, using behavior modification techniques and recording data.

In-service training was conducted in the fall. It was comprised of modeling of program, and having the teacher run a program alone. Observations taken on the teacher during training are summarized in Table 6.

Table 6

Observational Data on the Teacl

Obervation	Date	Consequence	Cues	Data
1	10/14/74	100%	55%	60%
2	10/15/74	40%	80%	100%
3	10/21/74	100%	75%	100%
4	11/ 9/74	100%	100%	100%
5	11/10/74	100%	100%	100%

After the initial in-service training during which criterion level was reached, a monthly evaluation form was used for the teacher. This evaluation included the delivering of cues and consequences, and data collection but also writing programs, updating clipboards, attending in-service meetings and other skills. The percent correct for each month in summarized in Table 7.

Table 7

Summary of % of Correct Performance by the Teacher

Month	% Correct
January	89
February	87.5
March	87.5
April	91
May	94

5. The volunteers working in the preschool will demonstrate the skills to analyze and update programs, present cues correctly 90% of the time, deliver consequences correctly 90% of the time and collect data correctly 90% of the time.

In-service training for the volunteers consisted of observation, viewing a videotape on prescriptive programming, modeling a program, and letting the aides themselves run the program. The modeling and observing was repeated many times until aides reached criterion level. Their scores are given in Table 8.

Table 8

Summary of Volunteer Performance Data

Volunteer	Date	Consequences	Cues	Data
1	2/ 5/75	90%	100%	100%
	2/11/75	25%	87%	100%
	*2/12/75	100%	100%	100%
	*2/14/75	100%	100%	100%
2	2/ 5/75	85%	50%	100%
	2/11/75	100%	70%	90%
	*2/12/75	100%	100%	100%
	*2/14/75	100%	90%	100%
3	2/11/75	100%	13%	100%
	2/11/75	87%	100%	100%
	*2/12/75	100%	100%	95%
	*2/14/75	100%	100%	100%
4	2/ 5/75	25%	75%	0%
	2/11/75	40%	60%	0%
	2/12/75	80%	100%	80%
	*2/14/75	90%	100%	90%

*criterion level reached

The writer feels that frequent observational data is necessary to assure the aides continuous maintenance of criterion level performance. However, inadequate supervisory time did not allow for this data to be kept on a regular basis. They were, however, supervised daily in the preschool setting by staff members.

No pre and posttests were given to volunteers on behavior modification. However, it is felt by the writer that these volunteers gained an understanding of the principles of behavior modification and were able to apply them appropriately in their contacts with students.

Third Party Evaluator's Comments:

Each of the objectives for this project were achieved by the project staff. Each of the children served in this project demonstrate the acquisition of skills.

Data in Tables 1, 2 and 3 indicate that children did acquire new skills during the project year. Performance data for the teacher aide, teacher and volunteers indicated a high level of correct performance. These data can be seen in Tables 4, 5, 6, 7 and 8.

Outstanding features of this program include the use of paraprofessionals, individualized programming, the use of consequences to increase the rate of skill acquisition and the use of "scope and sequence" curriculum (i.e. Portage) as a basis for instruction.

It is the opinion of this third party evaluator that this model of serving the visually impaired should be incorporated by each of the regional facility programs that serve the visually impaired in Oregon. Each component of this model appears to be an efficient methodology to serve this population.

Title of Project: *Intervention Class for Emotionally Handicapped*

Location of Project: *Lincoln County School District, Newport*

Population Served: *Emotionally Handicapped*

Funding Allocated: *$27,743*

Project Beginning Date: *August 19, 1974*

Project Ending Date: *June 27, 1975*

Background and Rationale:

There are approximately 2,600 children aged 6 to 12 in the Lincoln County School District. The district special education staff and the Lincoln County Mental Health Clinic staff have identified 163 of these children who are emotionally disturbed to the extent that special treatment must be provided for them. Of the 163, about 50 to 75 children are considered to be severely emotionally handicapped. The behavior and unique educational problems of these children makes it important that some special educational program be provided for them. While the Lincoln County School District has provided a variety of other special education programs and classes as well as professional consultation and resources for teachers, no real provision for the seriously "maladjusted" child who cannot be contained in a regular classroom has been made up to now. These students display behaviors that make it extremely difficult, if not impossible, for them to profit from classroom instruction, but at the same time have at least potentially normal abilities. There is an obvious need to provide a program for such children so that their behavior can be changed and brought under control to the extent that they can profit from instruction and function appropriately in normal settings.

Objectives and Evaluation Plan:

1. To change the behavior of identified maladjusted or emotionally handicapped elementary school children so that they can return to and function in a regular class.

(A) Behavior rate data collected before, during, and after intervention; (B) number of children reintegrated into regular class; (C) a follow-up behavior rate data on students 2, 4, and 6 months after reintegration.

2. To change the behavior identified in elementary classroom teachers so they can maintain the appropriate behavior of emotionally handicapped children after the child has returned to the class.

Data will be taken on each teacher on her ability to deliver cues, consequences, and collect data appropriately.

3. To change the behavior of parents of emotionally handicapped children so they can maintain appropriate behavior of their child.

A log will be kept on the attendance of parents at the parent training meetings and their visitations to the classroom. Data will be collected on those data collected by the parents.

Methodology:

The staff was made up of a core team, which included two certified teachers and a full time aide. One of the certified teacher's skills was in the area of special education, behavior modification, and behavioral techniques, while the other teachers' skills lay in curriculum, instruction, and interpersonal relationships. Both certified personnel had been employees of the Lincoln County School District for 4 years; each in a different part of the county, providing a wide range of acquaintances, making staff and administration more accessible.

The aide chosen for this program had a wide range of experiences in education. Over the last 7 years, she was involved in schools as a substitute teacher, both in regular and special education classrooms. She also participated in several training workshops and came to the project highly motivated and very qualified.

The support staff included the Lincoln County Student Services Specialist, a psychologist from the Lincoln County Mental Health Department, and a consulting psychologist from the University of

Oregon. The team could be expanded to include all persons with a vested interest in the child. Where appropriate, teachers, parents, principals, medical doctors, and case workers from the public agencies were all invited to give input in program development.

Upon receiving a request to include a child in the caseload, the Intervention Team went through a series of steps to determine whether or not the child was indeed emotionally handicapped. First, the referring party completed an interview form and a behavior checklist. Over a 3 day period, one or more members of the team made classroom observations, ranging in length from 30 minutes to 5 hours. The purpose of these observations was to collect baseline data. If a determination was made to include the child in the program, as a result of his behavior, the following took place: the party making the referral met with the team or a team member to set specific behavior change goals. The inappropriate behaviors were listed and then prioritized based on which was most important to eliminate. A behavioral management program was then written by the Intervention Team. When completed, usually within 2 or 3 days, the program was reviewed by any and all persons directly involved in the management of the program. At this point, the program was still open to criticism, suggestion, and negotiation. If necessary, corrections and additions were made, or a complete rewriting was carried out. Next, the program was presented and explained to the child. Finally, all involved parties signed the program agreement to make it a more formal contract.

As long as the data showed that positive changes in behavior were in fact occurring, the program was maintained as written. However, no change, or a negative change, caused one of two things to happen: (1) a rewrite of the program – all who signed were involved as negotiations opened up again, or (2) removal of the child from the regular classroom to the Intervention Classroom for full or part-time enrollment. If a child was placed in the Intervention Classroom, the major goal became the modification of inappropriate behavior to an acceptable level, so that placement into the regular classroom could occur as quickly as possible.

The original proposal for this project spoke to removing students from the regular classroom and placing them in a special classroom called the Intervention Classroom. The portable classroom did not get completed as scheduled; consequently, the team began work in the regular classroom, found that approach to be well accepted and quite satisfactory, and therefore continued to utilize that approach where possible.

The project included three components: students, teachers, and parents. The emphasis with students was to decrease the incidence of inappropriate behavior in the classroom and/or home setting. This was accomplished by using a set of consequences to eliminate unacceptable behavior and reinforcements to strengthen new, appropriate behavior. The amount of time spent with each child by the intervention team was dependent on the age of the child, the nature of the behavior being demonstrated, and the rapidity with which the child learned the new specified behaviors.

The Intervention Team found themselves working at three levels with various students. They dealt with 14 children at Level I. This meant that someone from the team was directly involved with the student; actually wrote and helped to implement the program. Implementation meant: (1) actually administering consequences and reinforcement; (2) cueing the teacher to administer consequences and reinforcement; (3) collecting and recording data; (4) teaching the classroom teacher to collect and record data; and (5) modeling appropriate teacher behavior. At Level II, the team wrote a program, but left its administration up to the teacher. This was done in cases where the teacher felt confident managing the program due to workshop training or some other like reason. This particular type of intervention occurred with 12 students. The team was involved with 15 interventions at Level III. This level included observations of a child, and simply a consultation with the referring party. If a program was designed, it was done by the teacher or parent with little or no involvement by the team.

Many parents were involved with the programs designed by the team, either as a reinforcing agent in the home or as administrators of a separate but consistent home program. As reinforcers, parents simply rewarded good school behavior as reported by the teacher. In cases where the parents sought to modify the child's home behavior, a separate contract was drawn up.

Our role with teachers involved providing training workshops for a total of 47 teachers, assisting

with administration of programs, and providing information, encouragement, and support for teachers learning new behavior management techniques.

To assist teachers meant that the intervention team collected information before, during, and after treatment. They used behavior rate data, and percent on task data; and they shared information with the teacher at the end of the observation session in order to evaluate the direction in which to move. They found that teachers were very receptive to the Intervention Program and that a large number of those served reported significant and positive changes in the behavior of students.

Results:

1. To change the behavior of identified maladjusted or emotionally handicapped elementary school children so that they can return to and function in a regular class.

The Intervention Team worked with 40 individual children referred for having problem behaviors. In addition, three teachers requested assistance in managing the behavior of their entire class. Formal data collection was carried out before, during, and after the intervention on 12 individuals and the three classroom cases (See Table 1). The results of these interventions indicate that 85% of the programs continued and completed were successful in decreasing the problem behavior at a level acceptable to the teacher.

In May 1975, the teachers who referred students for problem behaviors were asked to complete a questionnaire. Eighty-nine percent of the teachers returning the questionnaire reported a significant decrease in the rate of problem behaviors. They also indicated a significant increase in positive behaviors. Two teachers reported a slight change in behavior, and one said he saw no change. Also, 93% of the teachers questioned indicated that the intervention program was helpful, and that they would be likely to use the services in the future.

It should be noted that 35 students remained in their regular classrooms while their teachers managed programs to change the problem behaviors. Two students received instruction in the Intervention Class in the morning, and returned to the regular classroom in the afternoon. Three students were unable to be managed by their regular classroom teachers and were placed in the Intervention Class.

2. To change the behavior identified in elementary classroom teachers so they can maintain the appropriate behavior of emotionally handicapped children after the child has returned to the class.

In this project, the major responsibility for changing the problem behavior of children at school rested on the regular classroom teacher. As the intervention team instructed the teacher in behavior management techniques, the teacher applied these techniques in managing the problem child. With these newly learned techniques, some 40 teachers improved the behavior of approximately 150 students on programs for individual children and entire classrooms.

To emphasize the effect of the teacher's behavior upon his other student's behavior, several teachers were asked to count their own statements to the target children (Table 2). This proved to be a useful technique in some instances, however was viewed by others as threatening, and was not pursued by the Intervention Team. Our main concern was that the teacher reinforce positive behavior and consequate negative behavior in an objective, non-damaging fashion.

3. To change the behavior of parents of emotionally handicapped children so they can maintain appropriate behavior of the child.

The role of parents of children referred to the Intervention Team varied. Some parents merely gave their approval of the intent of the program for their child while parents of 11 children were actively involved in rewarding positive school behavior at home. A small number of parents were interested in changing problem behaviors at home. Of six interested, one family carried out a program for 1 week; another collected baseline data, then decided they didn't need help. Various extenuating circumstances made it nearly impossible to work with the remaining families.

During the year of this project, the Intervention Team members had 57 meetings, conferences, and training sessions with individual families, which involved 18 target children.

Third Party Evaluator's Comments:

In reviewing those data submitted by the project staff it is obvious that Objectives 1 and 2 were met.

The data contained in Tables 1 and 2 clearly indicate substantial success in bringing about intended change in various pinpointed behaviors of both students and teachers. This success can prob-

ably be attributed to the project staff through management techniques.

The project staff is to be commended for their success in assisting teachers to acquire skills in the areas of student and classroom management. Those data contained in Table 2 indicate these successes. The data concerning the training of classroom teachers in the area of behavior management is impressive.

There was no data submitted by the project staff regarding "data collected on those data collected by parents" under Objective 3. The project staff indicated in the final report that only a small number of parents were interested in changing child behavior at home and only one family collected baseline data. Under these circumstances there certainly would not be any data available for the final report.

This evaluator would like to encourage the staff to continue its attempt in getting parents involved in a very valuable program.

Table 1

Change in Student (or Group) Behaviors

Student	Behavior	Date Started	Baseline (average)	Treatment		Follow up Probes			Date Terminated
				Phase I (average)	Phase II (average)				
1	Hits, pushes, etc.	9/16/74	210/day	2.25	.86	1/17/76 1	3/1/75 0	4/30/75 0	6/5/75
2	Talks out	10/2/74	60/day	9	—	5/1/75 0			11/8/74
3	Hits, pushes, etc.	9/18/74	51/day	0	Moved from District				10/31/74
	Out of seat	9/18/74	69/day	21					
4	Talks out	11/18/74	51/day	0	0	6/3/75 0			10/31/74 6/5/75
	Turnarounds	11/18/74	72/day	16	0	0			
	On task	11/18/74	38%	65%	95%	93%			6/5/75
5	On task	11/5/74	34%	60%	Moved				6/5/75
6	Out of seat	10/17/74	10/min.	0	0	3/27/75 0			3/3/75 6/5/75
	Teasing	10/17/74	20/day	0	1	0			
	On task	10/17/74	5%	91%	89%	93%			6/5/75
7	Talks out	10/23/74	114/day	78	0.75	3/13/75 0	4/15/75 0	5/27/75 0	6/5/75 6/5/75
	Out of seat	10/23/74	30/day	30	2.2	0	0	0	6/5/75
	Fights	10/23/74	4/week	0	3				6/5/75
8	On task	2/12/75	27%	90.4%		3/28/75 89%	4/15/75 84%	5/5/75 98%	6/5/75
9	Verbal response to adults	1/27/75	0/day	0	0	3/28/75 0	4/15/75 0	6/3/75 0	6/5/75
10	On task	1/6/75	43%	63%	92%	5/13/75 93%	5/21/75 97%	6/3/75 85%	6/5/75
11	Talks out	4/7/75	42/day	21		5/13/75 15			6/5/75
	Negative statements	4/7/75	180/day	0		0			6/5/75
	Out of seat	4/7/75	36/day	0		0			6/5/75
12	Talks out	5/13/75	258/day	5.4	0	6/3/75 0			6/5/75

	Out of seat	5/13/75	45/day	2.4	0	0			6/5/75
Group II	On task at same time	1/27/75	15%	44%	70%	5/6/75 67%			4/7/75
Group III	On task at same time	1/13/75	1.4%	85%		2/20/75 82%	3/26/75 72%	4/16/75 70%	2/14/75
Group IV	On task at same time	2/13/75	6%	60%	42%	5/13/75 20%			3/13/75
	Talks out	2/13/75	16/min.	.21	.77	1.0			3/13/75
	Out of seat	2/13/75	.70/min.	.03	.37	0			3/13/75

Table 2

Change in Teacher Behavior

Teacher	Behavior	Date Started	Baseline (average)	Treatment Phase I (average)	Phase II (average)	Follow up Probes			Date Terminated
Ms. M	Praise to Student 1	9/16/74	0/day	120	21	1/17/75 18	2/3/75 60	4/30/75 21	6/5/75
Ms. B.	Praise to Student 6	10/17/74	2/day	24	46	3/27/75 63			6/5/75
	Disapprovals to Student 6	10/17/74	20/day	17	6	3			6/5/75
Mr. H.	Praise to Student 7	3/12/75	0/day	2		5/6/75 1			6/5/75
	Disapprovals to Student 7	3/12/75	5/day	2		0			6/5/75
Ms. M.	Praise to Student 12	5/13/75	6/day	18	12	6/3/75 3			6/5/75
	Disapprovals to Student 12	5/13/75	70/day	2	0	0			6/5/75
Mr. H.	Praise to Class	1/27/75	3/day	20	50	5/6/75 6			4/7/75
	Disapprovals to Class	1/27/75	40/day	15		6			4/7/75
Ms. Sm.	Praise to Class	2/13/75	2/day	99	75	5/13/75 45			3/13/75
	Disapprovals to Class	2/13/75	120	9	21	60			

Title of Project: *Coos Regional Program for Hearing Impaired Students*

Location of Project: *Coos and Western Douglas Counties*

Population Served: *Hearing Impaired Students;*
11 Deaf Students; 7 Hard of Hearing Students;
60 Students Receiving Indirect Services

Funding Allocated: *Title VI Funds: $14,000*
Local Tax Funds: $13,200

Project Beginning Date: *August 26, 1974*

Project Ending Date: *June 10, 1975*

Background and Rationale:

Hearing impaired persons in the geographically isolated Coos and Western Douglas Counties formerly had to travel at least 115 miles to reach persons trained to help them with their handicap. The Coos Regional Program for Hearing Impaired Students was established to meet the educational needs of these people on a local basis.

Beginning with the 1973-74 school year, Coos County, through Title VI Funds, received the services of a teacher of the deaf. At the close of the 1973-74 school year a total of 17 hearing impaired children had been identified as needing one-to-one instruction in language and communicative skills for the following school year. Local funding has provided for the services of one teacher of the deaf for 1974-75. However, additional help was needed to serve all students with serious hearing impairments.

The purpose of this project was to expand existing services by employing another person with training and experience in teaching deaf and hard of hearing persons who could teach on an itinerant schedule. This person would serve in addition to the teacher employed with local funding and would thereby fill the need for services to the hearing impaired students in Coos and Western Douglas Counties.

Objectives and Evaluation Plan:

1. The hearing impaired child will expand his receptive language.

The Language Sequence of System Fore (Los Angeles Unified School District, Special Education Division) will be used to establish baseline data, ongoing data and the gains made by specific hearing impaired children; OR, the teacher will develop behavioral vocabulary checklists which will identify those words not in the student's receptive language. Baseline data, ongoing data and gains will be collected and reported for specific hearing impaired children.

2. The hearing impaired child will increase his functional oral and written expressive language.

The Oral Expressive Language Test, and the Written Expressive Language Test (L. Keller) will be administered on a pre-posttest basis when appropriate for specific hearing impaired children; OR, the Language Sequence of System Fore will be used to establish baseline data, ongoing data and the gains made by specific hearing impaired children.

3. The hearing impaired child will expand his speechreading skills.

The teacher will develop behavioral checklists for speechreading.

4. With amplification, the child will improve his auditory discrimination of sounds and speech.

The teacher will develop behavioral checklists for sound discrimination.

Methodology:

The program staff consisted of two itinerant teachers of the deaf. This program was administered by the Coos County IED, however, the teachers worked cooperatively with personnel from the seven local school districts, the Public Health Department, the Department of Vocational Rehabilitation and other local agencies, as well as with speech clinicians and parents.

During the 1973-74 school year, 11 students were identified as having educationally handicapping hearing impairments. At the close of that

school year another six students had been referred by the Eugene Speech and Hearing Center, the school nurses, the Public Health Department, or by the speech clinicians. In the 1974-75 school year, 17 children were then served by the two itinerant teachers. During the latter part of the year one more student was included in the program, making a total of 18 students. Each of these children was seen from 1 to 2½ hours per week depending on the child's age and need. In addition, two community college student volunteers contributed 2 hours per week throughout the year to one child. These volunteers spent 1 hour of this time working with the hearing impaired student individually, and the other hour involved in regular classroom activities. A teacher-tutor was hired by one district to assist a junior high student with academic class assignments 5 hours per week. Two high school students worked 1 hour per week for one semester with a fourth grade hearing impaired child and received credit in their high school Modern Problems Class.

Programming for the hearing impaired students consisted of work on language skill activities, auditory training, lipreading and speech. Specific vocabulary and language were related to the subject areas of reading, math, social studies and science.

The following are examples of the types of activities which were conducted:

1. Given three consecutive verbal commands, the student was able to follow these instructions correctly: "Give me the cup, open the box, and pick up the penny."
2. Given a picture, the student was able to spontaneously name three items.
3. Given three sets of illustrations the child used the comparative form of the adjectives: big/bigger; small/smaller; and fat/fatter. For example: This ball is big. This ball is even _____.
4. Given a choice of three topics, the student developed written paragraphs which were later checked for correct use of written language structure and punctuation.
5. Using an environmental sound tape, the student selected the picture card appropriate to the signal presented.
6. Given a pair of words, presented in a whisper, the student speechread the words and determined whether the pair was the same or different. For example: horse/house, coat/coat.
7. Using an auditory trainer the student listened to combinations of specific sounds in individual words and repeated these sounds correctly.

Results:

1. The hearing impaired child will expand his receptive language.

The gains made by those students using the Language Sequence of System Fore are shown in Tables 1 and 2. The gains made by those students using behavioral vocabulary checklists are shown in Table 2. The Language Sequence of System Fore presents instructional objectives arranged according to child development levels from birth to about 10 years of age. For those hearing impaired students whose skills did not fall within this developmental range, individual behavioral vocabulary checklists were developed.

Scores given in Table 1 are written with the number of items mastered on the Language Inventory posttest preceding the baseline number of items failed on the Language Inventory pretest.

The System Fore Language Sequence was used as the program instructions directed. However, for the purposes of focusing on receptive and expressive language skills, the Language Sequence was evaluated and the objectives were keyed to these two specific areas. Table 1 reflects the selection of receptive and expressive language items. The baseline number of items shows only those receptive and expressive items which the students did not pass. Table 1 does not show the total number possible of receptive or expressive items taken from the Language Sequence.

Table 2 illustrates student progress in the complete Language Sequence program which included all four strands of skills and not just receptive and expressive language skills.

The Systems Fore Language Sequence is divided into four language areas called strands. These strands, or skill areas, are labeled: (1) Phonology (Sound System); (2) Morphology (Inflections and Derivational Forms); (3) Syntax (Sentence Structure); and (4) Semantics (Meaning) – Receptive (R) and Expressive(E).

Each strand lists specific objectives called items. The items within the strands are arranged accord-

ing to child development levels. These levels describe language behaviors beginning at birth (level 0) and continuing to 10 years of age (level 18).

Figure 1 shows the Strands and the Items (objectives) presented at the child development level 4 which corresponds to a developmental age of a child 4 to 5 years old. This Figure is the form used to record the results of the Informal Inventory which is a non-standardized test that specifies an activity to assess each item listed in the Language Sequence. The results shown indicate baseline data (0) and the number of these items mastered (X). Gain is defined as those items failed in the pretest, but mastered in the posttest of the Informal Inventory.

Scores given in Table 3 are written with the number of words acquired before the total number of words selected. The teachers of the hearing impaired students selected vocabulary words needed for the students to complete individual and class assignments. A pretest was given and the unknown words were then placed on individual checklists. Students were given credit for words known (pretest) or acquired after they used the words correctly in sentences and/or after they gave verbal definitions of the words as they were used in their original context.

2. The hearing impaired child will increase his functional oral and written expressive language.

Results can be seen in Tables 1 and 4. The syntax scores in Table 4 denote the percentage of the language sample which was spoken or written correctly. These scores were obtained in the following manner:

A. The taped sample was transcribed or the student provided a written sample.

B. An error score was derived using the following criteria as errors: word additions, omissions or substitutions, incorrect word order, incorrect use of verb tense and/or use of plurals. (Spelling errors in the written sample were not counted as errors.)

C. The number of errors was subtracted from the total number of words.

D. A percentage figure was then derived from a comparison of the total number of words spoken/written correctly and the total number of words spoken/written.

This Inventory Sample was used to plan specific language activities for individual students.

3. The hearing impaired child will expand his speechreading skills.

Results are given in Table 5. Scores shown in Table 5 are written with the number of correct items speechread before the total number of items selected.

The teachers selected speechreading tasks such as (1) identification of specific words within a sentence; (2) repetition of word, phrase or sentence presented; and (3) discrimination of paired words which were the same or different.

Material was presented twice, without being spoken aloud, about 3 feet away from the student. If the student responded incorrectly when the item was given initially, that item was placed on an individual speechreading checklist. When the student was able to compare the item correctly, a gain of one was recorded.

4. With amplification the child will improve his auditory discrimination of sounds and speech.

Results are given in Table 6. The scores are given with the number of correctly identified sounds or speech items before the total number of items selected.

The teachers selected auditory discrimination tasks appropriate to the needs of individual students. These tasks included: (1) discrimination of 50 environmental sounds presented on a tape; (2) identification of environmental sounds surrounding a specific occasion and presented on records; (3) response to puretones presented with an audiometer; and (4) identification of words and phrases presented on the language master taped cards.

When the students responded incorrectly after the auditory item was initially presented, that item was placed on an individual auditory discrimination checklist. Gains were recorded when the student identified the auditory signal presented by: (1) name; (2) picture; or (3) object.

Third Party Evaluator's Comments:

The staff is to be congratulated for preparing a very thorough and complete final report.

Phase data submitted to the Teaching Research staff displayed significant gains made by individual children in programs designed to meet each child's needs. An exception to those gains previously mentioned was found in Table 4 under **Audio Tapes — Oral Sample** where the mean gain was

found to be a minus. This minus could be contributed to the high pretest scores which averaged 90%.

This program provided a much needed service to the children of Coos and Western Douglas Counties. It is most satisfying to this evaluator that a behavioral checklist was used for each child and treatment strategies were based on those data collected in the program.

Table 1

Language Sequence of System Fore

Student	Receptive Language Skill Items	$\bar{X}$ Percent of Items Gained	Expressive Language Skill Items	Percent of Items Gained
3*	2/2	100	9/19	47
4	Not Valid	Not Valid	12/14	86
6	4/4	100	8/12	67
10	0/1	0	9/14	64
12	9/11	82	10/13	77
13	2/3	67	6/10	60
14	4/7	57	7/14	50
15	3/3	100	6/6	100.
16	4/7	57	7/9	78
17	6/6	100	4/5	80
		$\bar{x}$ = 66%		$\bar{x}$ = 71%

*Each of the students in the program received an identifying number. These numbers correspond to those used in the data reported in Impact 8. Students were evaluated in the skill areas, Objectives 1 - 4, which were appropriate to their needs. Thus, data is not listed for every student under each objective. Data for student 18 is not listed at all, due to his inclusion in the program two months before the end of the school year.

Table 2

System Fore Language Inventory

Student	Level 0	1	2	3	4	5	6-7	8	9	10	11	12	$\bar{X}$ Gain
Pre			83	76	61	67							
3 Post			96	100	82	71							16%
Diff			13	24	21	4							
Pre								56	60				
4 Post								92	100				38%
Diff								36	40				
Pre		94	70	44									
6 Post		100	96	79									22%
Diff		6	26	35									
Pre								80	73	73	75	71	
10 Post								100	87	100	86	71	14%
Diff								20	14	27	11	0	
Pre				82	46	58							
12 Post				97	94	75							27%
Diff				15	48	17							
Pre	36												
13 Post	73												37%
Diff	37												
Pre			96	62	46	54							
14 Post			96	88	76	58							15%
Diff			0	26	30	4							
Pre			65	77									
15 Post			100	97									28%
Diff			35	20									
Pre			65	68									
16 Post			87	85									20%
Diff			22	17									
Pre			78	59									
17 Post			96	97									28%
Diff			18	38									

$\bar{X}$ = 25%

Note: A score of approximately 80% is considered passing. Percentage scores were computed by adding the total number of tasks correct in each level and dividing that figure by the total number of tasks in each level.

X = Mastery
O = Failed Item
⊠ = Failed Item on Pretest but Mastered Item on Posttest

Date _____

LOS ANGELES UNIFIED SCHOOL DISTRICT
Special Education Division

LEVEL 4

S.L.I.

		PUPIL NAMES					
		Student #3	Student #4	Student #6	Student #12	Student #14	Student #16
	PHONOLOGY (Sound System)						
1.4.1	Uses words with initial, medial, final consonants	X	X	O	⊠	⊠	⊠
1.4.2	Discriminates differences in sounds in similar words (bat/cat)	X	X	X	⊠	X	O
1.4.3	Increases ability to blend sounds	⊠	X	O	⊠	⊠	⊠
1.4.4	Repeats melody patterns	⊠	X	O	⊠	X	O
1.4.5	Uses contrast in word stress	X	X	O	⊠	⊠	⊠
1.4.6	Copies right oblique line	X	X	X	X	X	O
1.4.7	Copies a cross	X	X	X	X	X	O
1.4.8	Draws at least 2 recognizable forms	X	X	X	⊠	X	O
	MORPHOLOGY (Inflections & Derivational Forms)						
	SYNTAX (Sentence Structure)						
2-3.4.1	Begins to use auxiliary verbs (is flying, is walking)	O	X		X	X	
2-3.4.2	Uses derivational endings of nouns (farm/farmer)	X	X		⊠	X	
2-3.4.3	Uses comparative form of adjective (big/bigger)	⊠	X		⊠	X	
2-3.4.4	Uses singular and plural nouns correctly (ball/balls)	⊠	X		X	⊠	
2-3.4.5	Uses noun-verb agreement (The cat plays. The boys run)	X	X		⊠	O	
2-3.4.6	Uses complete simple sentences beginning with: there, it, this, here	X	X		X	⊠	
2-3.4.7	Uses complete simple sentences ending with locator (here, there) or adjective (good, red)	X	X		X	X	
2-3.4.8	Separates verb from adverb (He took it off)	X	X		X	O	
2-3.4.9	Substitutes pronoun for subject in compound sentence	O	X		X	O	
2-3.4.10	Uses simple questions	X	X		X	X	
2-3.4.11	Repeats sentence of 12-13 syllables	O	X		⊠	O	
	SEMANTICS (Meaning)						
	Receptive						
R 4.4.1	Obeys 4 prepositions	X	X		⊠	⊠	
R 4.4.2	Demonstrates increased understanding of cause and effect	X	X		⊠	X	
R 4.4.3	Follows 3 consecutive commissions	X	X		X	⊠	
R 4.4.4	Uses gesture to show action	X	X		⊠	⊠	
R 4.4.5	Identifies body parts, using himself as a reference	X	X		X	X	
R 4.4.6	Recognizes object pronouns (him/her/them)	X	X		⊠	O	
	Expressive						
E 4.4.1	Makes broad categorizations (food, animals)	X	X		X	X	
E 4.4.2	Talks while he builds or draws *	O	X		⊠	X	
E 4.4.3	Uses opposite analogies	O	X		X	⊠	
E 4.4.4	Verbalizes an awareness of senses	X	X		X	⊠	
E 4.4.5	Uses sentences 5 or more words in length *	⊠	X		⊠	O	
E 4.4.6	Shows auditory judgment *	⊠	X		⊠	X	
E 4.4.7	Deals verbally with non-present situations	O	X		O	O	
E 4.4.8	Spontaneously names pictured action	⊠	X		X	O	

Figure 1 Language Cover Check Sheet

Table 3
Receptive Language Vocabulary Checklists

Student	Vocabulary Words	% of Words Acquired
1	64/88	73
2	17/17	100
5	24/37	65
7	31/35	89
9	27/44	61
11	32/36	89

Table 4
Language Inventory Sample Syntax Scores

Student	Audio Tapes – Oral Sample			Students' Written Samples		
	Pre	Post	Gain	Pre	Post	Gain
1	87	85	(-2)	71	88	17
5	89	93	4	78	84	6
7	93	89	(-4)	75	95	20
9	93	89	(-4)	78	76	(2)
11	90	93	3	92	91	(1)
		$\bar{x}$ =	(.6)			$\bar{x}$ = 8

Table 5
Speechreading Skills Checklists

Student	Speechreading Items	% of Items Gained
1	24/24	100
3	19/19	100
4	33/33	100
5	16/21	76
6	15/15	100
		x = 95%

Table 6
Auditory Discrimination Checklists

Student	Sounds or Speech Items	% of Items Acquired
2	18/18	100
3	36/40	90
4	30/30	100
5	24/24	100
6	33/33	100
7 *	7/21	33
8	22/22	100
9	28/28	100
10	12/18	67
12	31/31	100
13	7/10	70
14	25/27	93
16	27/27	100
17	17/20	85
		$\bar{x}$ = 88%

*This student was unable to complete posttest due to absences.

Title of Project: *Changing Oral Language Behavior in Children*

Location of Project: *Oregon City*

Population Served: *Language Handicapped*

Funding Allocated: *$12,500*

Project Beginning Date: *August 1, 1974*

Project Ending Date: *June 1, 1975*

Background and Rationale:

There are approximately 38,000 students enrolled in the local school districts served by this project. There are an estimated 1,140 students who would benefit from language instruction as presented in this project.

Interviews with specialists in the target schools revealed that although specialists are aware of programmed language instruction materials, less than 10% feel confident in using such materials effectively and economically to decrease instructional time and increase learning.

There is a need to decrease the amount of instructional time used to ameliorate communication problems in the linguistically handicapped students so that they can be integrated into the regular class activities in a shorter period of time.

Analysis of the present student data collection system indicates that there is presently no way of recording and retrieving special education data in an efficient manner so that continuous monitoring of student programs can be achieved.

Objectives and Evaluation Plan:

1. By the end of the one year project 100 students will have been enrolled for language remediation with 85% of the students completing each prescribed language program within 4.5 hours with 90% accuracy.

A record of students enrolled and language instruction time will be kept to see if 85% complete the program in 4.5 hours.

2. Ninety percent of the students enrolled will increase language skills.

Pre and post language evaluations relating to the instructional program will be analyzed to determine if 90% of the students made 50% gains in language skills.

3. Each student will complete a minimum of two programs.

A list of students completing at least two programs will be maintained.

4. By September 1, 1974, 20 speech and language clinicians will be trained in the Monterey Language Program. Each clinician will pass a performance and written examination at 90% level of proficiency.

A list of instructors who have been trained in Programmed Language Skills will be made and a record kept of the post evaluation scores.

5. Each clinician will enroll a minimum of five language handicapped children.

A list of students enrolled by each clinician will be maintained.

Methodology:

Project Staff. Twenty speech pathologists representing 19 school districts participated in the program. They were instructed and evaluated by two representatives from the Monterey Language Program.

Description of Program. The children received instruction in using syntactical language structures. Each program is designed to be completed in a maximum of 4.5 hours.

The Monterey Language Program consists of curriculum of 40 individual language training programs. They are designed to teach specific grammatical constructions and vocabulary both individually and in combination. There are 55 discrete and 158 combined language forms taught in the curriculum. The target of each of the programs is the use of the forms in grammatically correct, semantically appropriate conversation. The programming unit includes a curriculum screening test with measures of both language adequacy and program accuracy.

Each program in the curriculum has an individualized pre- and post-criterion test. Also, the program features a placement process which places the student on the correct step within the program. Each program has the automatic branching feature which provides pre-selected alternatives to the program step should the student experience difficulty. Thus, the programming responds to the individual strengths and weaknesses of each student. In addition, carryover procedures are an integral part of each program to insure that the newly acquired language is used outside the language training sessions. The entire system has complete accountability built into every level of operation. These programs are built on the universal program concept. Therefore, they are designed to be used with people of wide range language deficiencies. The programs have been used with equivalent success on a wide variety of language disorders including students labeled as dysphasic, mentally retarded, profoundly deaf (with and without visual support systems), language delayed, foreign speaking, hard of hearing, and others. In a similar manner, the programs are designed to work equally well with various ages from preschool through childhood. Also, they are designed to be used in both group and individual training lessons. The language programs were laboratory tested for 40,000 instructional hours with data retrieval on all lessons. Currently, over 200,000 instructional hours of field operation have been amassed. This represents over 60 million language responses gathered across various language dysfunctions, ages, geographical areas, and educational settings. On the average, a dysphasic child with only three to six naming responses will need 11.4 programs (about 42 hours of training) to have sufficient oral language capacity to function in the first or second grade of public school. The capacity of 40 programs in the curriculum will take a student well beyond that point, if desired. Students perform on the program with an average accuracy of 90%. It takes an average of 794 responses to complete any one program (the exception is trainable mentally retarded who take 1,600 responses this one exception is due to frequent use of the automatic branching). The average instructional time per program is 3.7 hours. The average non-language student finishes a program with a 97% accuracy of use of the language form in conversation. F.M. telemetry and educational records have verified carryover of the language usage to other environmental settings for all successfully completed programs. For each 1.5 hours of training there is on the average, an improvement of one percentage point on the accuracy score of the curriculum screening test.

Results:

Report by the Monterey Learning Systems: This report is based on data submitted by 15 instructors using the Monterey Language Program. Analysis of the data shows that 58 students received instruction and 103 language programs were completed.

Table 1 details the critical performance data. The figures on the top row are the standards established by the Behavioral Sciences Institute based upon their research. The second row shows the data from the Oregon City project. The data summarized included all information received before May 9, 1975. This is shown in the column labeled date. The number of instructors, students and programs completed are indicated in the next three columns. The "% correct responding" column shows the average accuracy with which the students responded while on the program (93.0). This is followed by the standard deviation (5.1). Next is shown the average number of responses made by the students to complete a program (783). The average time to complete a program is recorded in hours (2.8). The "rate" refers to the average rate of responses per hour (293.0). Pre- and post Criterion Test scores are shown in the next two columns. The last column shows the mean number of calendar days to complete a program.

The Behavioral Sciences Institute standards should be used as guidelines for examining the results of the analysis of data from the project. Two key factors in the effectiveness of the programs are accuracy and rate. These figures should be closely watched.

Also included are schedules showing the data broken down by student (Table 2). This information can be used to monitor student and teacher performance so optimal gains will be realized. We hope it will be useful in identifying areas of strength, identifying problem areas, and providing feedback to teachers. Following is a narrative interpretation of the data analyzed.

The data show that instructors and their tutors are using the program very competently. This is an outstanding first report and all participants are to

be complimented on their skills. Results of the data analysis indicate that instructors should be achieving success in improving the communication skills of their students.

The accuracy score exceeds the standard and the rate is within range. Keep up the good work.

A comparison of the high standard deviation (551.0) around the mean number of responses to complete a program and the low standard deviation (5.1) around the accuracy score indicates that the programs are providing for the individual differences of students in terms of responses needed to learn the task, while maintaining high response accuracies across the entire group of students.

Pre- and post Criterion Test scores indicate that students entering the program with limited skills completed programs with above average posttest scores. A t-test analysis shows the difference between the pre- and post Criterion Test scores to be significant at the .01 level.

An analysis of variance test was done with the accuracy scores to determine if any particular teachers were having an unusual amount of difficulty. The test was also done across students to identify any particular sub-groups showing a significant deviation from the standard. Results of the test showed no significant differences between teachers or between students.

We at Monterey Learning Systems want to compliment the instructors on such neat and accurate record keeping. This not only makes our job easier, but also enables us to produce a complete and accurate data analysis. Thanks.

1. By the end of the one year project 100 students will have been enrolled for language remediation with 85% of the students completing each prescribed language program within 4.5 hours with 90% accuracy.

Fifty-eight children were enrolled in the program. The mean time for all children was 2.8 hours and over 85% of the children completed programs with 90% accuracy. These data are contained in Table 1.

2. Ninety percent of the students enrolled will increase language skills.

The mean score for 58 children on the post criterion test was 97.8%. These data are contained in Tables 1 and 2.

3. Each student will complete a minimum of two programs.

Fifty-eight children completed 103 programs which is an average of 1.8 programs per child.

4. By September 1, 1974, 20 speech and language clinicians will be trained in the Monterey Language Program. Each clinician will pass a performance and written examination at 90% level of proficiency.

There were 20 speech and language clinicians trained in the Monterey Language Program. Fifteen of these clinicians conducted programs.

5. Each clinician will enroll a minimum of five language handicapped children.

There were eight clinicians that enrolled five or more language handicapped children. There were seven clinicians that enrolled less than five language handicapped children.

Third Party Evaluator's Comments:

The third party evaluator's position in this project was somewhat unique inasmuch as a thorough evaluation was completed by the Monterey Learning Systems people. This evaluation is contained in the results section.

Those data contained in the summary indicated that Objective 1 was partially met. Fifty-eight students were enrolled in the program and the objective specified 100 students. The project staff stated that it had set priorities for children to be served and 58 of these children qualified for the program. Ninety-one percent of the children completed programs in an average length of time 2.8 hours which exceeds the evaluation requirement of 4.5 hours of Objective 1.

Under Objective 2 the average post criterion test score was 97.8 and the pre-criterion test score was 6.8 which is a gain of 91 which exceeds the evaluation for the objective.

Under Objective 3 it is stated that each student would complete at least two programs. The data indicates that 58 children completed 103 programs or an average of 1.8 programs per child. The project staff indicated that not all children needed both programs.

It was specified in Objective 5 that each clinician would enroll 5 language handicapped children. Those data submitted indicate that this objective

was not met. Eight clinicians enrolled 5 or more language handicapped children and seven clinicians enrolled less than 5 language handicapped children, while 5 failed to conduct programs. The reasons for this objective not being met by the project staff is unknown to this evaluator.

Despite the minor deficiencies noted in Objectives 1, 2, and 5 the gains made by the children in the program are impressive which is substantiated by the Monterey evaluation.

Table 1

Language Project Summary – Monterey Learning Systems

	Behavioral Sciences Institute Standard	Oregon City Public Schools
Date	–	5-9-75
No. of Instructors	–	15
No. of Students	–	58
No. of Programs	–	103
% of Correct Responding	89.9	93.0
Standard Deviation	16.1	5.1
Mean No. Responses	794.0	783.0
Time	3.7	2.8
Rate	300.0	293.0
Pre-Criterion Test	22.0	6.8
Post-Criterion Test	93.0	97.8
Mean No. Calendar Days	–	38.4

Table 2

Data Collected by Clinicians on Children Enrolled in the Monterey Learning Program

CHILD	% CORRECT RESPONSES	VARIANCE	MEAN RESPONSES	SESSION NUMBER	TIME	RATE	PRE-CRITERION TEST	POST-CRITERION TEST	CALENDAR DAYS
1	84.4	692	625	10	2.3	272	0	100	20
2	75.7	76.4	677	13	--	--	0	100	24
	86.5	144	895	11	3.5	256	0	80	40
3	98	19.3	583	10	1.9	307	0	80	50
	84.4	692	625	10	2.3	272	0	100	20
4	98.7	2.3	474	6	2.0	273	0	--	12
5	93.7	7	715	6	2.3	311	60	100	18
	89.1	32.6	1665	14	5.0	333	--	--	56
6	99	2.4	759	6	2.2	345	0	100	37
	91	24.8	1291	10	3.8	340	0	100	49
	86.7	57	1123	10	2.4	468	0	--	42
7	88.5	42.6	770	6	2.4	321	0	100	28
	78.7	179	2057	20	8.5	242	0	100	88
8	96.3	12.6	564	6	2.0	282	0	100	28
9	96.2	21.3	574	6	1.9	302	0	100	57
	93	33	472	5	1.5	315	100	100	21
10	98.8	1.6	442	5	1.5	295	0	100	8
11	94.6	39.7	529	5	2.1	252	0	100	6
	98.8	2.6	147	8	2.5	299	0	100	34
12	99.9	.1	700	7	2.0	350	0	100	8
13	95.1	33.4	480	6	2.4	200	0	100	8
	99.9	0	666	6	2.3	290	0	100	8
14	98.6	8.4	910	9	4.2	217	0	100	21
	99.5	.3	490	4	1.5	327	0	100	--
15	99.4	1.2	720	7	2.6	277	0	100	92
	98.8	64.2	760	8	2.9	262	0	100	7
16	99	4	728	6	2.3	317	0	100	42
	96.2	5.3	603	6	1.9	317	0	100	28
	99.2	.6	591	6	1.7	248	0	100	20
17	97.4	3.8	833	9	2.9	287	0	100	34
	94	21	428	5	1.4	307	0	100	47
18	96.7	5.7	1006	9	3.4	296	0	100	56
	93	59.6	914	7	2.3	397	0	100	40
19	91.7	26.2	1140	9	2.8	407	0	100	2
	92	31.6	674	6	2.0	337	0	100	38

Table 2 continued

CHILD	% CORRECT RESPONSES	VARIANCE	MEAN RESPONSES	SESSION NUMBER	TIME	RATE	PRE-CRITERION TEST	POST-CRITERION TEST	CALENDAR DAYS
				4	1.2	702	0	100	35
20	91.3	62.9	482	8	2.5	326	0	90	30
21	96.4	9.4	815	7	1.9	304	40	100	35
22	96.6	5.6	578	9	2.5	291	0	100	51
	97.9	17.6	727	11	3.6	283	0	100	36
23	91.2	72.6	839	4	1.1	201	0	100	31
24	90.3	47.5	221	17	4.7	279	0	100	63
	92.8	29.6	1310	9	2.2	290	0	100	40
	95.1	31.4	637	6	1.5	269	0	100	58
25	95.5	13	404	9	2.4	298	0	100	37
	94.8	13.7	715	9	2.5	281	0	100	54
26	87.4	22.5	702	10	3.8	128	0	100	33
27	91.3	25.6	485	11	2.6	389	0	100	56
28	84.8	214	1012	12	2.3	459	0	80	--
	91.8	64.6	1056	30	9.0	258	0	80	70
29	76.4	362	2323	47	11.8	359	0	100	157
	75.8	352	4233	24	7.4	301	0	100	56
30	80	147	2225	30	7.6	339	0	100	111
	79.1	140	2570	14	3.7	238	0	100	28
31	89.3	361	881	10	2.2	368	20	100	56
	95.3	81.7	809	8	1.8	448	20	100	--
32	93	173	809	9	1.8	366	20	100	--
	93	36	659	11	3.4	259	0	100	--
33	95	56.1	882	4	1.1	356	0	--	--
	98.3	5.6	392	7	1.8	442	0	100	36
34	94.7	24.8	796	9	2.2	329	0	100	23
	98.8	2.4	723	9	2.7	290	0	100	26
35	90.6	77	784	6	1.5	379	40	100	--
36	93.3	19.8	569	8	1.9	399	0	100	18
	98.9	5/8	758	2	.5	55.5	20	100	2
37	96	18	111	7	1.8	369	0	100	36
	91.7	104.5	664	11	3.4	221	0	100	66
38	95.7	98.8	752	2	.6	225	20	100	2
	95.5	40.5	135	7	2.1	228	0	100	44
39	96	34.2	478	3	.9	160	60	100	20
	89	49	144						

Table 2 continued

CHILD	% CORRECT RESPONSES	VARIANCE	MEAN RESPONSES	SESSION NUMBER	TIME	RATE	PRE-CRITERION TEST	POST-CRITERION TEST	CALENDAR DAYS
40	97.4	18.6	484	7	2.1	230	0	100	30
	98.3	44.9	808	11	3.3	245	0	100	78
	92.4	46.9	418	7	2.2	190	0	100	23
41	88.6	228	730	9	2.9	252	0	100	40
	94.2	21.2	317	5	1.7	186	0	100	22
42	90	60.2	651	8	1.7	283	0	100	19
	90	62.9	697	9	2.6	268	0	100	16
43	93.7	30.3	519	6	2.0	260	0	100	16
44	89	222	111	14	4.5	25	0	100	35
	91	82.6	1037	11	3.7	280	0	100	28
	93	47.5	1193	14	4.3	277	0	100	64
45	92.2	162.3	1051	13	3.9	269	0	--	--
	89.8	100.2	1070	12	3.7	289	0	--	28
46	98.5	1	535	4	1.6	334	0	100	14
47	94.7	10.2	225	6	2.0	113	60	100	30
48	91.7	31	1627	27	5.4	301	0	--	--
49	95	34	191	4	1.3	147	0	100	13
	94.1	47.3	326	7	1.6	204	60	80	--
	94.5	17.8	741	10	2.8	265	40	--	--
50	88.3	197	405	7	2.3	176	60	100	27
	95.1	43.8	455	8	2.2	207	60	100	36
51	84.9	554	1158	13	4.3	269	0	100	37
	95	50	69	2	.5	138	0	--	--
	97.8	5.5	850	9	2.8	304	0	100	37
52	94	22.7	614	9	2.4	256	0	100	31
	95.6	40.1	793	16	1.9	417	0	80	61
53	100	0	100	3	.8	125	0	100	6
54	92.2	64.2	891	10	4	223	20	80	66
	93.7	171	993	18	5.7	174	0	100	63
55	92.3	28.2	893	15	4.5	198	20	100	75
56	87.1	69.1	727	10	3.4	214	0	80	34
57	92.7	128	658	12	3.5	188	0	30	121
	98.8	3	910	15	4.5	202	0	100	72
58	93.4	51.6	728	10	3.3	221	0	80	26

Title of Project: *Pleasant Hill Emotional and Learning Disabled*

Location of Project: *Pleasant Hill Elementary School*

Population Served: *13 Emotionally and Learning Disabled Children from Grades 4, 5, and 6*

Funding Allocated: *$18,000*

Project Beginning Date: *July 1, 1974*

Project Ending Date: *June 30, 1975*

Background and Rationale:

The Pleasant Hill School District No. 1 is located in the southern tip of the Willamette Valley, about a 10 minute drive from Eugene, Oregon. The district covers an area of 113 square miles with an estimated population of 5,000 persons. The majority of the populace either drives into Eugene for employment or works in the forest products industries in Oakridge or the Cascade Range of mountains east of the school district. The school district has only limited financial support from industry and depends almost entirely upon local property taxes for support.

The educational system of the district follows a 3-3-2-4 plan with a total of 1,400 students and 81 certified staff members involved. Within this student population, 260 students are currently enrolled in the Primary School, 300 in the Elementary School, 270 in the Junior High School and 495 in the High School. It is the belief of the district that the development of a person's perceptions of himself is a continuing process which requires constant focus on relevant experiences throughout his entire life. Therefore, it is the responsibility of the district to recognize the needs of the individual and provide an instructional program consistent with that need.

The 1973-74 survey of the Pleasant Hill School District educational program indicated a specific need at the elementary school for students with an emotional handicap and/or learning disability. The elementary staff members prepared in writing a pilot project to provide a behavior/emotional modification program and an intensive instructional program to alleviate most deviant behavioral problems. The project was approved by the Pleasant Hill School Board and the Oregon Department of Education and was implemented in September 1974.

Objectives and Evaluation Plan:

1. To change the behavior of the socially maladjusted, emotionally disturbed elementary child so that he can function adequately in the regular classroom.

The Walker Problem Behavior Identification Checklist and the Devereaux Elementary School Behavior Rating Scale would be used to identify the socially maladjusted and/or emotionally disturbed elementary child. A behavior would be specified that would be modified for each child in the program. Baseline data was to be obtained on that behavior and a prescriptive program developed and presented to the child. Data would be taken on a weekly basis, with maintenance data collected on six children for the remainder of the year.

2. To increase the academic skills of 12 children in areas of reading and math.

Stanford Diagnostic Reading and Math Tests were selected for pre- and posttesting.

3. To change the behavior of 10 classroom teachers so that they can change the behavior of the socially maladjusted, emotionally disturbed child so that he may function adequately in the regular classroom.

The teacher will design a program for a specific behavior and collect data on that behavior. Data will be collected on five of ten classroom teachers and reported at the year's end.

4. To decrease the number of hours per day that each child is spending in the "Resource Classroom."

A log will be kept daily for each child which specifies the number of hours the child spends in the regular classroom and in the resource room.

Methodology:

Project Staff: The project teacher, with 7 years of teaching experience, has a Bachelor of Arts

Degree (1953), Master of Science Degree (1955) and a Standard Elementary Teaching Certificate.

The project instructional aide has a 19 year old daughter with a learning disability, vital interest in children, practical knowledge of student learning and behavioral development, and attended various inservice training workshops.

The elementary school counselor (not paid for by project funds, but vital to the success of the program), has nine years of educational experience, has a A.A. Degree and a B.S. Degree, a Basic Elementary Certificate and a restricted Counseling Certificate.

Description of the Program: The "Resource Classroom" was set up as a highly structured individualized program. The 13 fourth, fifth and sixth graders who participated in the class came to the Resource Room during their regular language arts reading block in the morning and math period in the afternoon. Because of different schedules for each grade level, the entire group was not in the classroom at one time, except for one 20 minute overlap in the morning. This short period was utilized as a "coming together" time . . . sharing experiences, story hour and group lessons.

The children returned to be with their homeroom class for Social Studies, Science, Health, Music and P.E. They also attended a library period (45 minutes weekly) with the Language Arts group to which they had originally been assigned, and on occasion, were excused for special assemblies, art enrichment activities, etc. The routine was structured sufficiently so that the children knew what was expected of them, but flexible enough to allow for change or unexpected breaks in the schedule.

Instruction was primarily individual. Each child had a clipboard with the day's assignment sheet and all worksheets and work book pages clipped underneath. Text books, extra pencils and any other materials the child may have needed were also laid out. In addition, each child had a file box for spelling words and a red cardboard "flag" to signal the teacher, instead of raising his hand or calling out. This easy access to all materials was to facilitate optimum use of work time.

Another factor designed to allow for greater efficiency and help by the teacher and aide was the room arrangement. Each child had two desks . . . one for clipboard and materials and one for work space. Desks were arranged in a circle with extra chairs available for the teachers to work with children at their desks. An area rug in the center was used for games, working with clay, etc., during the 5 minute breaks and free time periods.

One corner of the room had a folding door that could be pulled to provide more privacy in working with individuals or small groups. A tape recorder and earphones were kept in this area and used daily to record oral reading, work book lessons and for listening activities.

Materials used in instruction varied with each child. In many cases, children brought their texts and workbooks with them from their previous class and these were used but at the rate and level that could bring success. Reading texts included Lippincott Basic Reading Series, Scott Foresman "Open Highways," Harper and Row Readers, with Sullivan materials and linguistic readers for children who were considerably below grade level. The spelling program began with the Dolch Word Lists I and II and proceeded to words drawn from their individual files and other sources. Harper and Row's "Reading Road to Spelling" was also used for the study of phonic elements and dictation. The Math Series used with all children was "Essential Modern Math" by Ginn.

Each child was expected to begin with his assignment as soon as he entered the class. Help was given by the teacher and aide as indicated by the child signaling with his flag. Certain precision teaching techniques were employed daily, such as Hegge and Kirk phonic lists, precision writing of letters, and daily math time tests. Some of these were given to the class as a whole, others administered individually.

The schedule was arranged to have a 20-25 minute work time followed by a 5 minute break. During the break the aide would chat and/or play games with the children while the teacher would meet individually with a child for discussion of particular problems, goals, or points the child had earned. Use of timers insured a prompt return to work.

In addition to the highly structured and individualized academic emphasis, a structured behavior modification program was practiced. Each child had a "points chart" (See Figure 1) which listed room rules and regulations. Points were given for appropriate behavior during worktime, break and recess, as well as for completing assignments.

The points were then tallied by the teachers at the end of the day and utilized by the children to purchase small toys, games, models, etc. Free time was another option chosen by some students. The teaching staff atempted to also pair praise, smiles, touch and teacher attention, with the giving of points. "Happy Day" charts and diplomas were used on occasion, as were notes or calls to parents for good behaviors, rather than contacting home only when there was problem.

Cross procedures, that is, the loss of points and warnings of inappropriate behavior, were also used in the class. The "points sheet" had a reverse side that listed behaviors which were not allowed in the class. Children who engaged in such were given a verbal warning followed by a written warning listing the behavior. After two such warnings, a child was sent to a "time out" corner for 5 minutes. More than two time outs in a given day resulted in the child's suspension for the rest of the day.

Results:

1. To change the behavior of the socially maladjusted, emotionally disturbed elementary child so that he can function adequately in the regular classroom.

During the second week of school, teachers were asked to refer to the project staff children that might be possible candidates for the "Resource Room." The Walker Problem Behavior Identification Checklist and Devereaux Elementary School Behavior Rating Scales were used to help in identifying these children.

In addition, the teacher making the referral met with the project teacher to discuss and list particular behaviors that should be modified. With these in mind, the project teacher and aide observed the children in various settings, e.g., classroom, recess and other subject areas such as P.E. and Music. A minimum of three observations for each child referred was made. Figure 2 shows the observation form used.

Before the child was admitted to the class, a series of other procedures took place. The principal and school counselor met with the resource teacher and aide to discuss the referrals and data based on the initial observations and behavior ratings. Parents were contacted and gave written permission for the child to attend the class and for further testing, if necessary.

Psychological testing was given by the counselor, if needed, and finally the resource teacher met with each child individually to discuss the reasons for his coming to the class and to list the goals and behaviors he was to change and to learn the requirements and rules of the resource room.

Because one of the most frequently mentioned problems listed by referring teachers was "non-attending behavior," this behavior was selected as one that all children should modify in the resource class. Points were given for on task behavior, as well as reminders for not being on task.

Table 1 shows this range of on task behavior as observed in the regular classroom, then in the resource room, and finally, for a few, back in the regular class. Note that with the exception of Students 6 and 8, on task behavior was below 75% in the regular classroom, baseline falling as low as 25% (Student 2) and 28% (Students 5 and 7) on some occasions.

It was the goal of the resource teachers to maintain at least 75% on task behavior with 80-85% a reasonable expectation. The table indicates that this was accomplished with the majority of students during all of the observations made. Student 3 had two lapses below 75%, as did Student 6. Student 4 had one; the others maintained above the 75% level and frequently about 80% as well.

Students 6 and 7, who returned to their regular classes, showed a drop of attending behavior at the times observed. Student 8 seemed to have maintained his high level.

In addition to modifying the on-task behavior for all children assigned to the resource class, several other behaviors were also specified based on recommendations from the referring teacher. Some behaviors were modified simply by nature of the resource class itself, e.g., out of seat, talking out, not starting on time. Children were told when entering the class that such behaviors were not permitted, therefore these seldom took place in the resource class. Other behaviors were phrased in less concrete terms and therefore more difficult to measure, e.g., "Have a Realistic Concept of Capabilities" or "Utilized Own Abilities."

Figures 3, 4, 5, and 6 show some of the behaviors, both academic and social, that were selected and efforts made to modify them.

Student 9 in Figure 3 had reduced the number of teacher reminders to stay on task from 4 per day in baseline to 2 or less after an intervention program was begun. He met his goal on some days, but did not always maintain it.

Student 10 was seriously below grade level in reading and needed daily drill in increasing speed and accuracy in phonic elements. Figure 4 shows the gain he made in reading words per minute.

Students 11 and 12 were referred to the class primarily on the basis of being careless in work habits. These two students had frequent misspelling of words and incorrect letter formations. Figure 5 indicates that both students held their errors to the goal of three or less per page in the first period. During the second period, Student 11 had one relapse, otherwise both stayed below the three error margin.

Figure 6 shows a high rate of fluctuation. Student 1 was asked to reduce unnecessary comments or off the subject remarks when working with the teacher. Various reinforcements were tried, primarily in the area of adding or subtracting points. Some progress would be made, then a reversal. One must conclude that the reinforcements, either negative or positive, were not sufficient or not consistently enough applied to cause the desired behavior change.

2. To increase the academic skills of 12 children in areas of reading and math.

Stanford Diagnostic Reading Tests are administered to all children in the Pleasant Hill Elementary School during the first weeks in the fall. Therefore, these test results were utilized by the project staff for the pretest data needed. The Stanford Diagnostic Math Test was administered to the children after they had been admitted to the resource class.

Posttesting took place during the third week in May. Students 6, 8 and 9 were tested in their regular classrooms approximately the same time.

Table 2 indicates gains and/or losses made in the area of reading, as measured by the Stanford Diagnostic Reading Tests. An examination of the table indicates the following results:

All students made gains in Reading Comprehension. Student 7 made only .1 of a year gain, while others varied from .5 to 2.3 years. In the areas of Vocabulary, Auditory Discrimination, Syllabication, etc., some students made significant jumps in stanine levels, while a few remained the same, or showed a loss.

Student 1 showed a loss in Vocabulary, but gains of 1, 2 and 3 stanines in each of the other skills.

Student 2 made gains in all skills.

Student 3 made gains in all areas except Sound Discrimination. The raw score (not provided in the table) was higher on the posttest but not significant enough to move to the next stanine level.

Student 4 showed gains in all areas.

Student 5, the only sixth grader in the resource room for reading, made gains in all but Blending. Again, his raw score was higher on the posttest, but not sufficient to move to another stanine.

Student 6 remained at the same stanine level in all skills, although raw scores showed a slight increase. It should be noted that Student 6 had returned to his regular class for reading on February 1.

Student 7 showed a loss in Vocabulary of 2 stanine levels, gained 1 in Auditory Discrimination and remained the same in the others. He also had returned to his regular class in April.

Student 10, as shown by the table, was reading far below his grade level when tested last December. He showed a gain of at least one year in Comprehension and 2, 3, and 5 stanines in Vocabulary, Auditory Discrimination, and Blending. In the two areas where no stanine jump is visible, Syllabication and Beginning and Ending Sounds, it is interesting to note that raw scores were just 1 below the next stanine.

Students 11 and 12 entered the class in late February and early April, respectively. They both showed gains in all skills. Student 11 was also tested with the Level II form and showed a 5.7 reading level in Comprehension as contrasted with a 4.4 on Level I.

Table 3 shows the pre- and posttest results of the Stanford Diagnostic Math Tests. Again, there is primarily a growth as evidenced by the scores, ranging from 13 in Computation by Student 1 to 3.7 years in Concepts by Student 3. Two losses were shown: -.3 in Concepts by Student 5 and -.1 by Student 7.

It is noteworthy that Student 5 showed little

growth and/or losses in most areas of Math. From a subjective evaluation by the teacher, this is not surprising because of his attitude and interest level in this subject throughout the year.

Student 7 also showed negligible growth in both Reading and Math, except Computation, where he increased 1.3 years. Student 1 showed about the same increase (.8) in each.

The mean gain in Concepts Skills is 1.4 compared with 1.0 in Computation. The mean gain in Reading Comprehension is 1.0 years. Although the project staff would like to have seen greater gains, they believe that the objective of increasing skills was met by the year's program.

3. To change the behavior of 10 classroom teachers so that they can change the behavior of the socially maladjusted, emotionally disturbed child so that he may function adequately in the regular classroom.

In order to enable the staff to design intervention programs of their own, it was felt by the project staff that an inservice class should be conducted by a behavior specialist. After considerable delay and unforseen problems in securing such a person, the training was finally begun in March.

A 4 week . . . 2 hours after school . . . workshop type class was held with 14 staff members, including teachers and aides, in attendance.

Figures 7, 8, 9 and 10 indicate some of the programs designed by the class participants.

In Figure 7, an aide to a fifth grade reading teacher, who worked with small group for part of the reading period, wanted to reduce talkouts. She charted several of the students for a period of 2 weeks. This student reached his goal of one or less per period and she did not continue the charting.

The school counselor worked individually with a child experiencing problems with reversals. The graph indicates a good attempt in reaching his goal of 30 correctly written letters per minute.

A third grade teacher from the Primary School in the district worked on increasing speed and accuracy with multiplication facts. Although the program was not conducted for a long period of time, the desired goal of 30 correct responses was reached. Note Figure 8.

Figure 9 shows a program designed by the resource class aide in helping a student increase her speed in writing answers to 50 multiplication facts. The desired goal was 50 in 1 minute, which the child did not achieve. But she reduced her time from 3 minutes at baseline to 1.5 minutes, approximately.

The school's special reading teacher made wide use of behavior modification techniques with her pupils. Points were given for good behavior as well as increasing rates in various skills . . . reading books outside of class and passing certain levels of achievement.

In the area of increasing words read per minute, Student 10 was tested with the Stanchfield Linguistic Readers Test and the gain is shown on Table 5.

In addition to the intervention programs discussed above, several other classroom teachers worked closely with the project staff in designing strategies with children from their homerooms who were also in resource class. Figures 11 and 12 show forms that were used by Students 3 and 4 to modify certain behaviors specified by the homeroom teacher. This particular teacher was very conscientious in filling out the daily contracts with the students and returning them to the project teacher for credit.

It is hoped that this kind of cooperation and follow up between teachers and a more widespread use of programs that were started this year would continue in the future.

4. To decrease the number of hours per day that each child is spending in the "Resource Classroom."

A daily attendance log was kept for each child throughout the year. These data can be found on Table 6. Of the 13 students enrolled in the class, Students 1-8 began early in the fall. Student 9 joined the class in November, Student 10 in January, and Students 11 and 12 much later in the spring. The majority of the students came for both reading and math, but Students 8 and 9 were enrolled only for the language block, while Student 13 came in just for math. Student 10 spent more hours per week in the resource class because of his low reading ability. The project teachers worked with him an additional hour each day during his social studies period.

Student 8 was the only one returned to his class on a full time basis. At first, he was not able to work independently enough and was returned to the resource class for part of the language period.

After 2 weeks he was returned to his class for the entire time and the teacher felt that he was maintaining the goals she had set for him.

Students 6 and 7 were also returned to their reading class in the spring and came back just for math. Student 5 was permitted to return to his language class for an additional hour weekly so long as he cooperated and contributed to the class.

Many of the children seemed to function more successfully in the structure and with the individual help offered by the resource classroom. Because of this, the project teachers may have been unduly reluctant to return the children to their regular classes. Another reason that more were not returned was that many did not sufficiently meet the requirements listed in the original referral.

In conversations with the teachers of Students 6, 7 and 8, who had returned to their regular classrooms, it was felt that the transition had been successful and the students were functioning on a fairly satisfactory basis in their regular classroom.

Third Party Evaluator's Comments:

The third party evaluator would like to thank the project staff for a very thorough and detailed report.

This evaluator would like to take this time to congratulate the staff for meeting and exceeding objectives set down in the letter of agreement.

The reduction of the number of hours spent in the resource room and the increase of number of hours spent in the regular classroom is a strong indication of the project staff's objective of returning the child to the normal peer setting. This objective is to be strongly encouraged.

Those data submitted regarding the academic gains made by each child was most impressive to this evaluator.

Table 1 shows a very significant increase in on task behavior which certainly lends credibility to the staff's management procedures.

Those data submitted in the final report and Figures 3 through 9 plus the careful screening of children before entry into the resource room indicate to this evaluator that this was an exemplary first year program.

The continued emphasis by the project staff in assisting the regular classroom teacher in the areas of child management and individualized instruction is strongly supported by this evaluator.

Again, congratulations on a fine project.

Table 1

Percent of On-Task Behavior of Students Enrolled in Resource Classroom and Regular Classroom 1974-1975

	Baseline Observations	Resource Class Observations																		Observations of Returned Children To Regular Class			
Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	1	2	3	4
1	40	50	43	75	80	92	82	98	97	94	82	86	92	94	96	85	96	72	92	95				
2	25	35	75	95	91	96	82	84	88	96	92	96	95	96	97	98	98	94	95	97				
3	58	72	68	94	78	95	98	90	91	90	90	93	62	91	92	60	94	95	93	92				
4	72	52	74	68	92	99	95	98	98	80	92	97	95	83	92	97	95	98	96	98				
5	58	74	28	92	74	98	94	75	82	81	90	91	94	82	80	91	78							
6	70	12	78	92	94	97	99	91	90	65	68	98	99	82	98	75	65				68	52		
7	28	30	35	78	82	98	98	99	91	90	99	97	84	82	90	85	85	75	88	90	75	65		
8	62	78	85	90	94	97	98	94	95	85	92	94	92								94	92		

$\bar{x}$ of Baseline Observations = 54.25%

$\bar{x}$ of Resource Class Observations = 89.03%

$\bar{x}$ of Observations of Children Returned to Regular Class = 74.33%

Table 2

Grade Score

Pre and Posttest Results of
Stanford Diagnostic Reading Test
Form W

Level I

Student	Reading Comprehension Pre	Post	Gain
1	2.1	2.9	.8
2	2.1	4.4	2.3
3	4.4	5.1	.7
4	2.1	3.0	.9
5*	6.7	7.2	.5
6*	4.5	5.3	.8
7	2.7	2.8	.1
8*	4.6	5.8	1.2
9*	2.4	4.6	2.2
10	1.4	2.3	1.0
11	3.4	4.4	1.0
12	2.3	3.4	1.1
			$\bar{x}$ Gain 1.05

*These students took Stanford Level Form W

Table 3

Pre and Posttest Results of Stanford Diagnostic Math Test
Form W Level I N=8

Student	TOTAL SCORES Concepts Grade Score Pre	Post	Concepts Grade Score Pre	Post	Concepts	Computation
1	2.1	3.0	2.6	2.9	.9	.3
2	2.6	4.4	2.8	3.3	1.8	.5
3	3.3	7.0	3.2	4.0	3.7	.8
4	2.8	4.4	2.7	3.9	1.6	1.2
5	4.9	4.6	3.9		(.3)	
6	4.9	6.6	3.4	4.3	1.7	.9
7	4.5	4.4	3.2	4.5	(.1)	1.3
10*		2.9		3.3		
11*		4.5				
12*		2.8		3.0		
13	2.3	3.9	2.0	4.0	1.6	2.0
					$\bar{x}$ Gain of 8 Students = 1.4	$\bar{x}$ Gain of 7 Students = 1.0

+ Students 8 and 9 had not been enrolled in Resource Room for Math.
* Students 10, 11 and 12 came into the program late and were not given pretests.

WORK TIME	BREAK	POINTS in the BANK	WARNING
1. Stay seated.	1. Stay in your seat, talk quietly to neighbors.		1. Not working on assignment
2. Put your flag up for help and talk only to teacher	2. Play with clay, draw, or read a book.		2. Not following directions
3. Stay busy.	RECESS		3. Fighting or hurting someone.
4. Use good judgment.	1. Walk quietly when coming or leaving room.		4. Destroying property or taking someone's property.
	2. Use recess for sharpening pencils and going to the bathroom.		5. Using bad judgment.

Behavior Work completed	FRIDAY	WARNING	TIME OUT
Behavior Work completed	MONDAY	WARNING	TIME OUT
Behavior Work completed	TUESDAY	WARNING	TIME OUT
Behavior Work completed	WEDNESDAY	WARNING	TIME OUT
Behavior Work completed	THURSDAY	WARNING	TIME OUT

Figure 1.

Table 4

WRAT Spelling Test – Student 10

Date	Pretest	Posttest	Gain
12/74	1.6		
5/75		2.7	1.1

Table 5

Stanchfield Linguistic Readers Test – Student 10

First-Pre-Primer	First Reader
12/74	5/75
Pre: 10 words per minute	Post: 100 words per minute
Gain: 90 words per minute and from pre-primer to a first grade reading level.	

Table 6

$\bar{x}$ Number of Hours Spent in the Resource Room and the Regular Classroom per Week by Each Student

	Beginning of School Year		End of School Year	
Student	Hours Per Week in Resource Room	Hours Per Week in Regular Room	Hours Per Week in Resource Room	Hours Per Week in Regular Room
1	15	17.5	15	17.5
2	15	17.5	15	17.5
3	15	17.5	15	17.5
4	15	17.5	15	17.5
5	15	17.5	14	18.5
6	15	17.5	5	27.5
7	15	17.5	5	27.5
8	10	22.5	0	32.5
9	10	22.5	10	22.5
10	20	2.5	20	12.5
11	15	17.5	15	17.5
12	15	17.5	15	17.5
13	5	27.5	5	27.5
	$\bar{x}$ 13.85	$\bar{x}$ 17.88	$\bar{x}$ 11.46	$\bar{x}$ 21.04

$\bar{x}$ hours in Regular Class beginning of year	17.88
$\bar{x}$ hours in Regular Class end of year	21.04
$\bar{x}$ Gain	3.16

Total possible number of school hours per week = 32.5

Name _____ Date _____

OBSERVER _____ SHEET NO. _____ TIME _____

BASELINE _____ ELP _____ FOLLOW-UP _____

CLASSROOM BEHAVIORS:

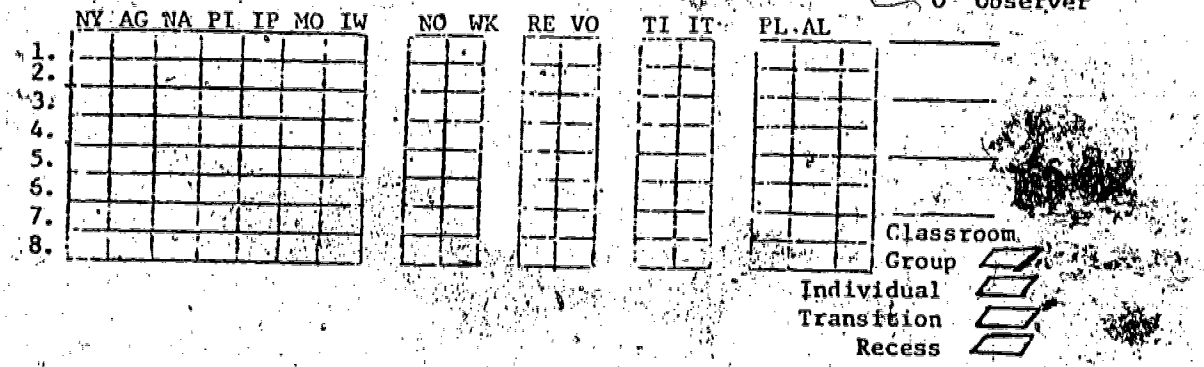
NY	Noisy	RE	Recites	PI	Play with others
AG	Aggressive	VO	Volunteers	AL	Alone, isolated from others
NA	Not attending	TI	Teacher initiation		
PI	Peer initiation	IT	Initiation to teacher		
IP	Initiation to peer				
MO	Movement around room				
IW	Inappropriate task				
NO	Appropriate group behavior				
WK	Individual work				

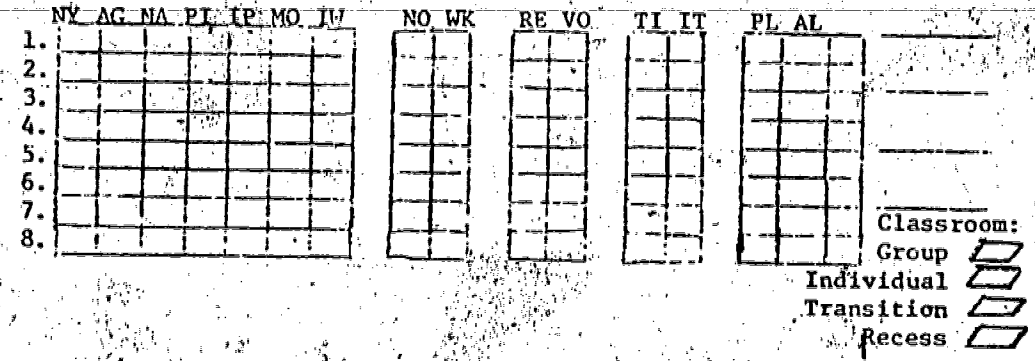
RESPONSES

O	No response
A	Attention
P	Praise
C	Compliance
D	Disapproval
NC	Non-Compliance
PH	Physical (+ or -)

AGENTS

T	Teacher
P	Peer
O	Observer





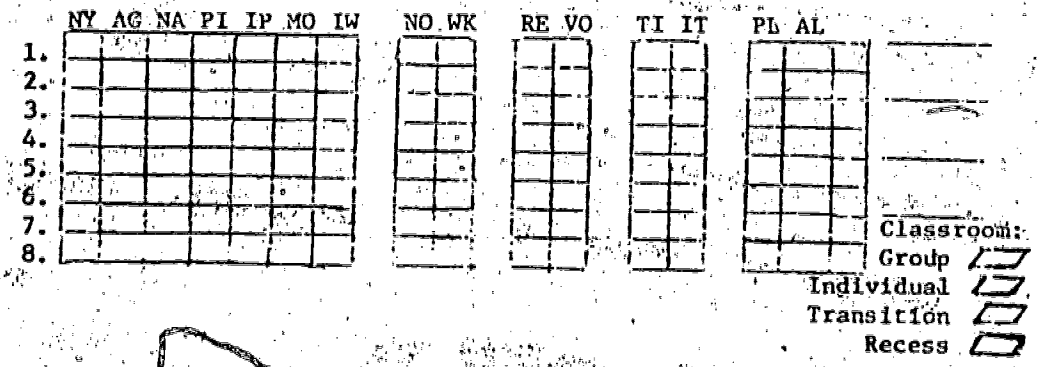
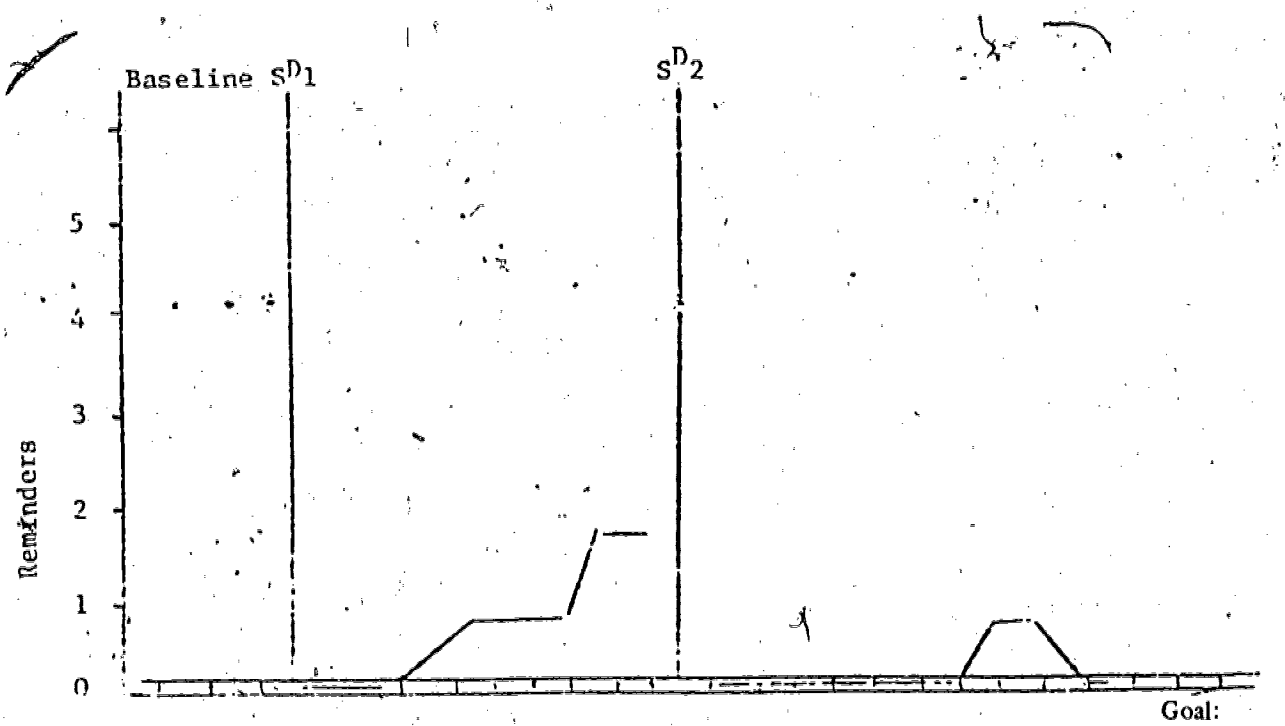


Figure 2

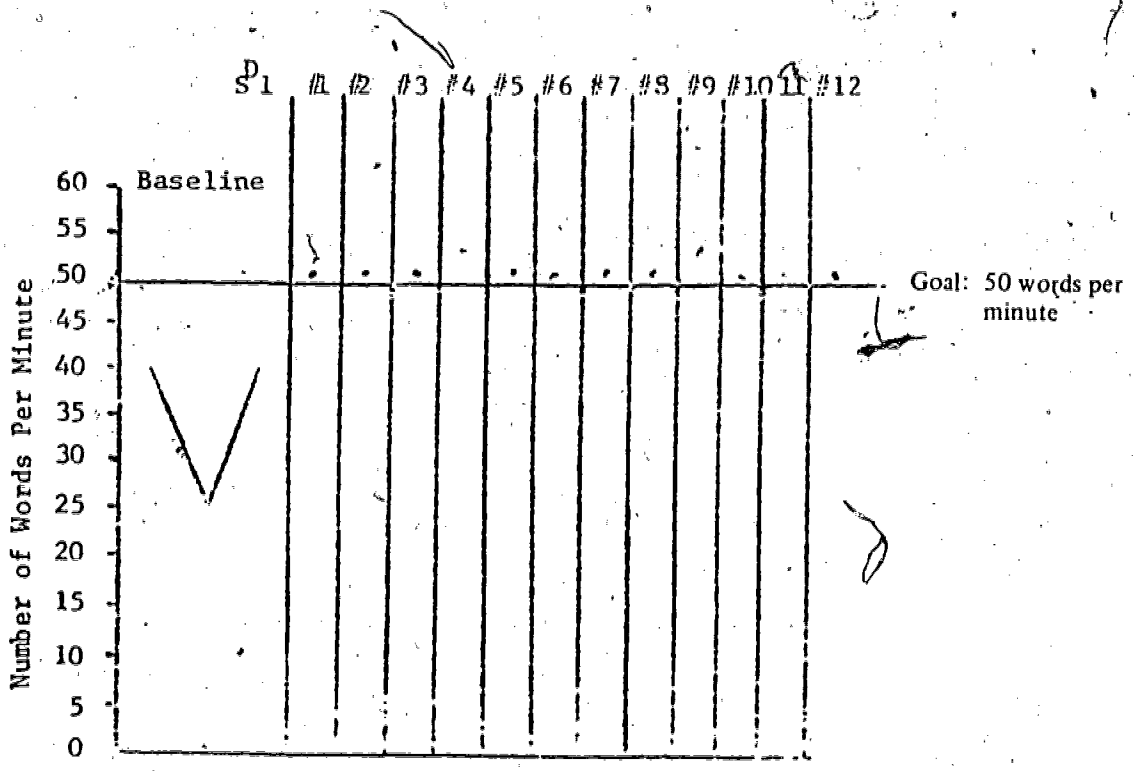


Observations

$S^{D}1$ Ten extra points per day, if no reminders:

$S^{D}2$ Talk by teacher – review of goal and reminder of points needed to earn model

Figure 3. Student 9: Reduce Reminders to Stay on Task

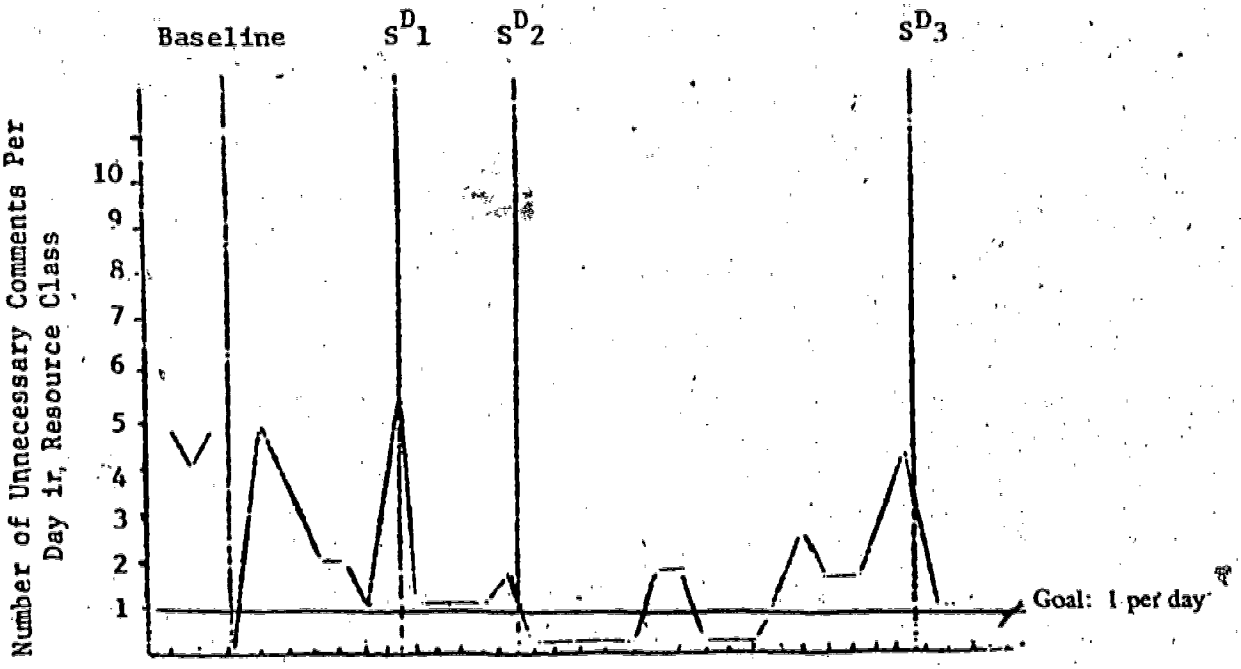


Observations

$S^{D}1$ Teacher posted chart. Advised student of goal to read 50 words per minute.

– Student passed daily goal and progressed through l lessons #1 - #12.

Figure 4. Student 10: Increase Speed in Reading Phonic Words Per Minute



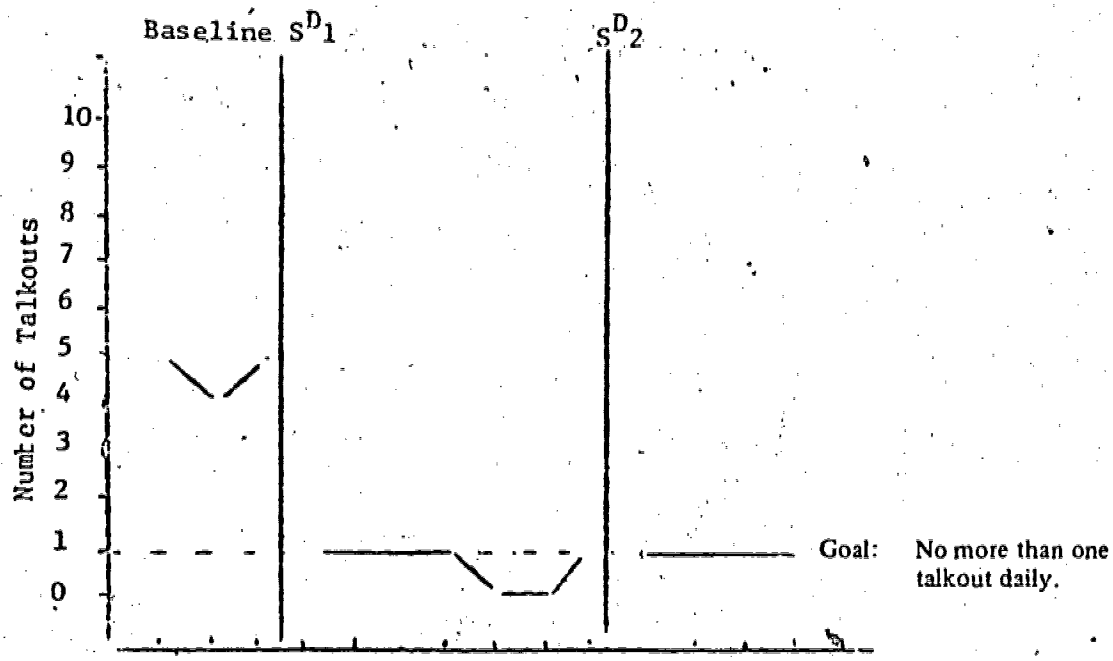
Observations

S^D1 Took off points for unnecessary comments.

S^D2 Gave extra points per period for reducing.

S^D3 Reinstated – points and + points if goal was met.

Figure 6. Student 1: Reduce Unnecessary Comments



Dates of Observations

S^D1 Aide told child she would chart talkouts and display to class.
Goal to reduce to 1 or less per period.

S^D2 Aide did not display chart in class.
Child maintained level of 1 per period.

Figure 7. Talkouts in Reading Period

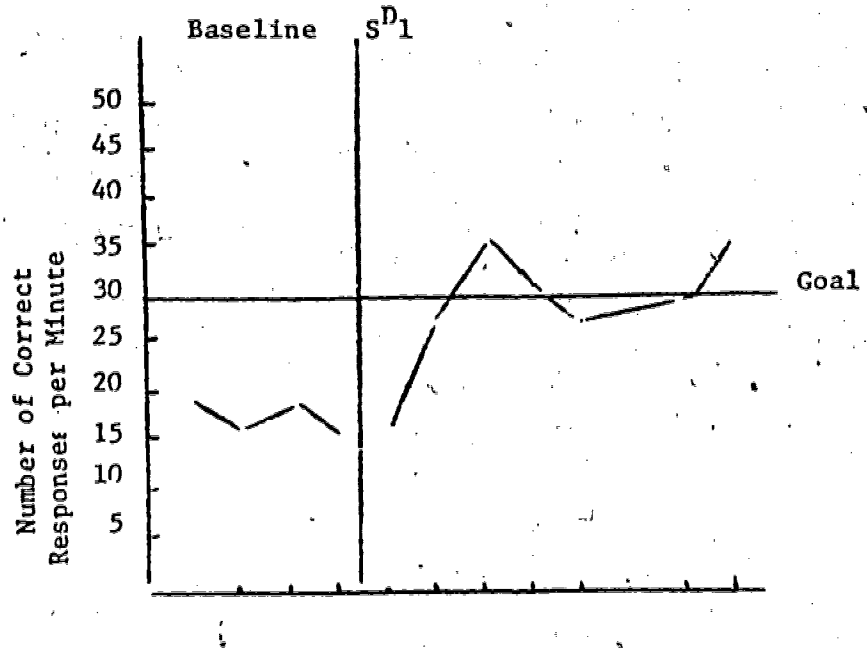


Figure 8. Writing Letter "d" Correctly

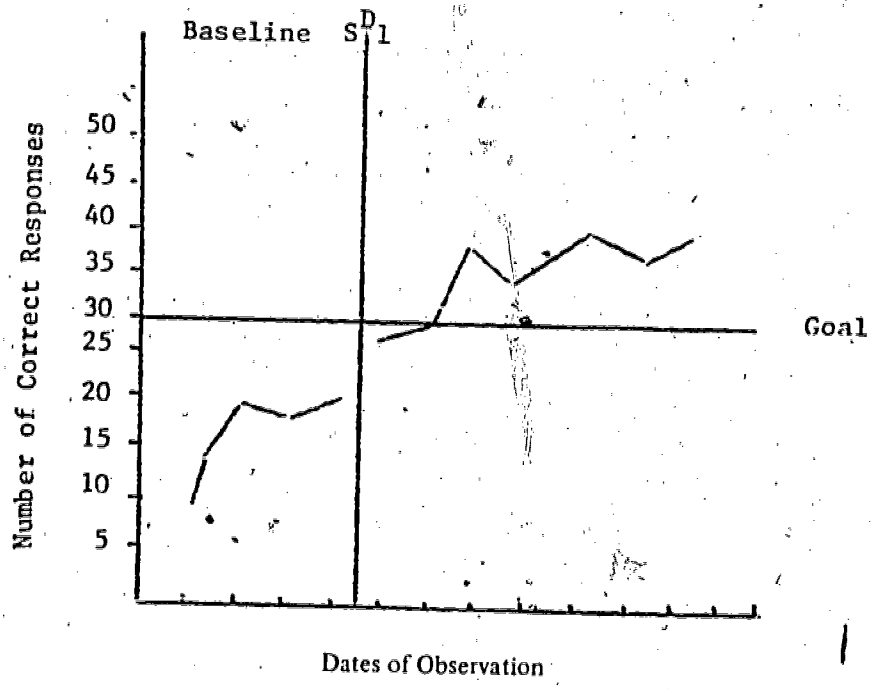
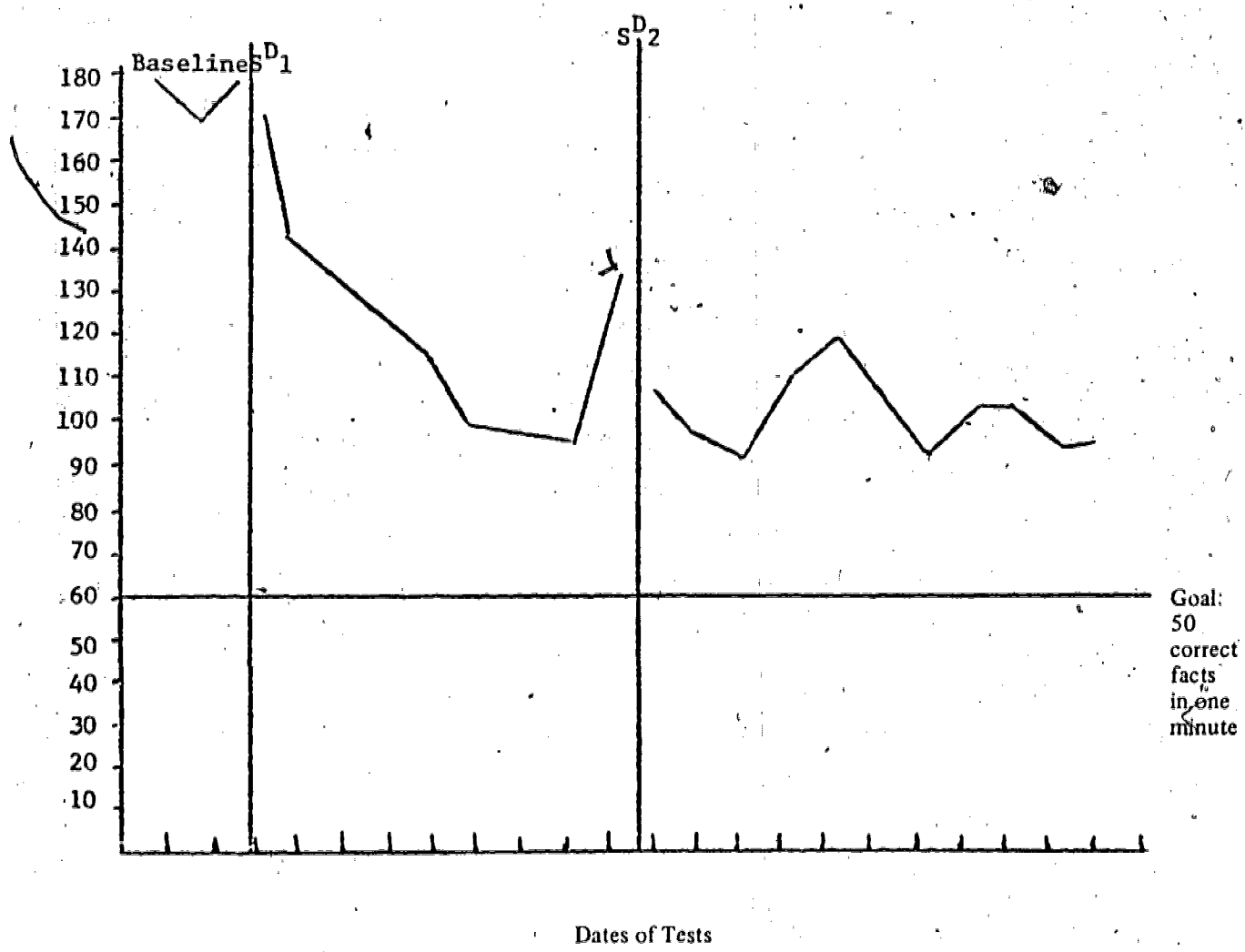


Figure 9. Multiplication Facts (3's and 4's) per Minute



S^D_1 Aide encouraged student to try to reduce time. Began chart on desk.

S^D_2 Aide told class of student's goal. Continued encouragement . . . praise in front of class and daily charting.

Figure 10. Number of Seconds to do 50 correct x and ÷ facts

		Mon.	Tues.	Wed.	Thurs.	Fri.
Takes coat off at once. (without reminder)	a.m.					
	p.m.					
Gets to seat and gets materials out promptly.						
Leaves for P.E. on time.						

Each check represents 1 minute of time to be cashed in Resource Class for free time in the library.

Figure 11.

	Mon.	Tues.	Wed.	Thurs.	Fri.
1. Go directly to desk and sit down. (no side trips along the way)					
2. Quiet during milk count. (getting out books, etc.)					
3. Finish lunch before circulating.					
4. Better attitude. (no scowls, mutterings, etc.)					
5. Really working during worktime.					

Each check is to be exchanged for free time or toward a model. Check in Resource Class.

Figure 12.

Title of Project: *Habilitation of Hearing Impaired Infants Through Parent Education and Performance Training*

Location of Project: *Multnomah County IED, Portland*

Population Served: *10 Hearing Impaired Infants, Ages 1 - 3*

Funding Allocated: *$21,000*

Project Beginning Date: *September 3, 1974*

Project Ending Date: *July 31, 1975*

Background and Rationale:

Prior to September 1974, 10 hearing impaired infants under the age of 4 years had been identified by Infant Hearing Resource in the Portland metropolitan area. No funds were available to provide intensive habilitation for these children and their parents. In addition, there were three major needs in programming for families with hearing impaired infants: (1) a written curriculum for sequential development of auditory and language skills in hearing impaired infants ages 0-4, (2) a written curriculum for parents outlining skills and information needed for developing communication in their children, and (3) a means to provide parents with self-evaluation of their performance skills.

Consequently, this project was designed to provide habilitation for the 10 children. The parents received intensive training in techniques of modeling, reinforcing language behaviors, developing auditory skills in their children, and utilizing videotape as a means of self-evaluation. Curricula objectives, activities, and evaluation for hearing impaired infants and for parents were developed and were made ready for field testing.

Objectives and Evaluation Plan:

1. Hearing impaired infants enrolled in the program will show an increase over baseline behavior in auditory, and receptive and expressive language skills as measured on the Infant Curriculum.

Record number of objectives achieved in Auditory, Receptive and Expressive sections of Infant Curriculum pre and post.

2. Parents will display knowledge of auditory and language habilitation as evidenced by 75% attainment on Project Auditory and Language Habilitation Test.

Auditory and Language Information Test will be administered pre and post.

Record the number of objectives achieved in each information section of the Parent Curriculum pre and post.

3. Parents will demonstrate ability to apply habilitation techniques with a 75% attainment on Project Parent Performance Observation Sheet.

At least one parent from each family (the parent accompanying child to sessions) will be observed working with his/her child and rated on the Parent Performance Record pre and post. (2 observations)

At least one parent from each family (the parent accompanying child to sessions) will be observed during performance and discussion to determine the number of objectives achieved in the Performance Sections of the Parent Curriculum pre and post.

4. Project teachers will complete the first draft of the Infant Performance Based Curriculum and the Parent Education and Performance Curriculum by July 31, 1975 (to include objectives, activities, and evaluation procedures).

Curricular materials will be in written form by July 31, 1975.

Methodology:

Staff for this project included a director who also taught five children and their parents, a second teacher who was responsible for the training of five other infants and their parents. In addition to training, each participated in the design and development of the curriculum produced in this project. A third staff also participated although her salary was not funded through this project. This individual assisted in the design of training programs and

the collection and analysis of all data that was collected. She also participated in the design of the curriculum. All staff had master's degrees in deaf education.

Upon enrollment in the project, teacher assignments were made and the family orientation process was initiated. Each infant and at least one parent came to the clinic twice a week for 50 minute sessions. Initial sessions involved collection of data on baseline behaviors of the infants and orientation of their parents. In this process of diagnostic evaluation and observation, the teachers recorded the child's specific developmental level and the number of skills he exhibited in the areas of audition, receptive language, expressive language and prespeech vocalization.

Baseline data were shared with the parents who were then asked to record data in each critical area throughout the year. Behavioral objectives were set up for each child with his parents. Time was set aside in these initial sessions for discussion with the parents regarding specific programming for their child, general information about hearing loss and education of hearing impaired infants, and particular problems and questions they had. All parents were informed of the following expectations for parents as participants in the Project: They must actively participate in lessons; attend one parent meeting per month; read suggested books and articles; maintain a notebook containing reprints and articles provided; keep data on their child's developmental status in all areas; and, be aware of his educational needs.

During habilitation, teachers demonstrated techniques for the parents who participated in most activities. The teacher would then videotape the parent utilizing the techniques and allow the parent to view their performance and discuss it with the teacher. The sessions included the following: auditory stimulation involving response to voice; noisemakers; environmental sounds or music; language stimuli designed to encourage babbling, imitation, and words; and, general developmental activities in areas such as visual perception, motor skills, and problem solving.

Once a week each teacher visited the child's home in order to observe the parent engaging his child in a pre-planned activity. The teacher provided feedback to the parent about his stimulation techniques, the child's response, the quality of communication relationship between parent and child, and how the parent met or failed to meet his behavioral objectives. Since a major goal of the project was to train the parents to facilitate communication growth in their children, the home session was one of its most helpful aspects. In the natural home environment both parent and child were more relaxed. The teachers particularly appreciated these sessions as they were forced to step out of the "teacher of the child" role and function in a guidance capacity with parents.

As a result of the frequent habilitation sessions, home visits, and parent-teacher discussions, excellent communication lines were established with most families. This intensive family contact was a major asset of the project.

Evening parent meetings were designed to impart information on specific topics. Guest speakers included a language development specialist, two audiologists, a career education teacher from the State School for the Deaf, the deaf parents in the Project. During two evening education sessions, parents watched and discussed videotapes of their children's lessons. The tapes demonstrated teaching techniques, different levels of communication development and other educational concepts. All reported that this was the most effective learning medium they experienced.

Throughout the year all learned behaviors for each child were recorded by his teacher. These behaviors included: 1) awareness and discrimination of sound; 2) receptive language; 3) pre-speech vocalization; and 4) expressive language.

Results:

1. Hearing impaired infants enrolled will show an increase over baseline behavior in Auditory, Receptive Language and Expressive Language skills as measured on the Infant Curriculum.

In many instances the number of objectives achieved does not reflect the amount of auditory information learned by the child. For instance, a child who learned to recognize 20 environmental sounds during the year would get credit for accomplishing only one objective. However, all children showed gains in auditory behavior during the project year. Table 1 shows the number of objectives that each child met the criterion level of acceptable performance.

All children showed gains in receptive language.

Data were recorded in two ways: Table 2 shows the number of objectives achieved in the receptive language section of the Infant Curriculum. Table 3 shows the levels at which the child was operating according to normal language development at the beginning and at the end of the project year and the language gains in months each child made during the project.

All children made gains in expressive language. Data were recorded in two ways: Table 4 shows number of objectives achieved on Infant Curriculum. Table 5 shows expressive language levels relative to normally hearing children on the Infant Hearing Curriculum.

2. Parents will display knowledge of auditory and language habilitation as evidenced by 75% attainment of project Auditory and Language Habilitation Test.

Tables 6 and 7 demonstrate gains made by parents.

3. Parents will demonstrate ability to apply habilitation techniques on project Parent Performance Observation sheet.

Tables 8 and 9 show parent gains in performance during the year.

4. Project teachers will complete the first draft of the Infant Performance Curriculum and the Parent Education and Performance Curriculum by July 31, 1975.

These curricula have been completed and are ready for field testing in Parent-Hearing Impaired Infant programs during the 1975-76 school year.

The Infant Curriculum includes objectives for development of auditory skills, receptive language and expressive language, activities to teach the objectives, and evaluation criteria.

The Parent Curriculum includes information and performance objectives, activities and evaluation in six areas: general development; auditory development; receptive language development; expressive language development; changing behavior (optional); and, use of Total Communication (optional).

Both curricula are designed to be used with either aural/oral or Total Communication systems.

Third Party Evaluator's Comments:

Each of the objectives in this project have been achieved by the project staff.

The objectives achieved by both hearing impaired infants and parents are contained in a comprehensive scope and sequence curriculum designed and field tested by the project staff. This curriculum is designed for use by both teachers and parents of the hearing impaired infant and has demonstrated itself to be an invaluable guideline for the education of this population. Other programs can secure copies of this curriculum by writing to Infant Hearing Resource, Good Samaritan Hospital, Portland, Oregon.

It should be particularly noted that the objectives for both parents and children are very comprehensive. One must look at the Infant Hearing and Parent Curriculum to determine this. Consequently, the $\bar{x}$ number of objectives achieved by parents ($\bar{x}$ 11.5 information and 19.6 performance) do not appear to be dramatic unless one looks at each objective.

This staff is to be commended for their efforts in this project.

Table 1
Number of Auditory Objectives Achieved
(of 34 Total Objectives)

Child	Pre 9/74	Post 7/75	Gain
1	1	7	6
2	1	5	4
3	12	18	6
4	26	29	3
5	9	16	7
6	6	14	8
7	24	26	2
8	30	33	3
9	0	2	2
10	9	10	1
			$\bar{x}$ = 4.2

Table 2
Number of Receptive
Language Objectives Achieved
(of 57 Total Objectives)

Child	Pre 9/74	Post 7/75	Gain
1	8	30	22
2	2	16	14
3	17	31	14
4	24	37	13
5	24	35	11
6	20	33	13
7	17	24	7
8	42	55	13
9	6	17	11
10	32	44	12
			$\bar{x}$ = 13.0

Table 3

Levels at Which Child Operated Relative to Development of Receptive Language in Normally Hearing Children on the Infant Hearing Resource Curriculum

Child	Pre 9/74	Post 7/75	Gain over a 10 month period
1	13-14 months	25-30 months	12 months
2	4-6	13-14	9
3	13-14	25-30	12
4	25	31-36	6
5	13-14	25-30	12
6	15-18	25-30	10
7	13-14	19-24	6
8	31-36	43-48	12
9	7-9	19-24	12
10	25-30	37-42	12
			$\bar{x}$ = 10.3 months

Table 4

Number of Expressive Language Objectives Achieved (of 122 Total Objectives)

Child	Pre 9/74	Post 7/75	Gain
1	13	32	19
2	2	25	23
3	30	53	23
4	59	79	20
5	24	35	11
6	24	40	16
7	40	49	9
8	80	105	25
9	9	20	11
10	47	57	10
			$\bar{x}$ = 16.7

Table 5

Levels at Which Child Operated Relative to Development of Expressive Language in Normally Hearing Children on the Infant Hearing Resource Curriculum

Child	Pre 9/74	Post 7/75	Gain over a 10 month period
1	10-12 months	19-12 months	9 months
2	0-3	10-12	10
3	13-18	25-23	12
4	19-24	31-36	12
5	10-12	19-24	9
6	13-18	25-30	12
7	13-18	19-24	6
8	31-36	43-48	12
9	4-6	13	9
10	19-24	25-30	6
			$\bar{x}$ = 9.7 months

Table 6

Parent Achievement on Written Test (27 Total)

Parent	Pre 9/74	Post 7/75	Gain	
1	15	22	7	81%
2	12	24	12	89%
3	20	25	5	93%
4	(a)			
5	22	24	2	89%
6	(b)			
7	18	27	9	100%
8	19	26	7	96%
9	20	24	4	89%
10	24	26	2	996%

(a) This parent/child were enrolled in program for third year. Parent was unable to attend because of work and was excused from participation because of length of time in Program.

(b) Children 5 and 6 are twins; information same as for child 5.

Table 7

Number of Objectives Achieved in Information Sections of Parent Curriculum (42 Total)

Parent	Pre 9/74	Post 7/75	Gain
1	0	25	25
2	3	19	16
3	11	17	6
5&6	13	39	26
7	24	37	13
8	33	41	8
9	16	23	7
10	28	42	14
			$\bar{x}$ = 11.5

Table 8

Parent Scores on Parent Performance Observation Sheet (24 Total)

Parent	9/74 Correct	N.I. *	7/75 Correct	N.I. *	Gain	% Correct
1	6	18	17	7	11	71
2	6	18	11	13	5	46
3	20	4	22	2	2	92
5&6	14	10	18	6	4	75
7	16	8	19	5	3	79
8	18	6	20	4	2	83
9	9	15	12	12	3	50
10	22	2	24	0	2	100

* Needs Improvement

Table 9

Number of Objectives Achieved in Performance Sections of Parent Curriculum (112 Total)

Parent	Pre 9/74	Post 7/75	Gain
1	29	56	27
2	1	40	39
3	43	54	11
5&6	27	64	37
7	71	89	18
8	51	81	30
9	20	46	26
10	89	98	8
			$\bar{x}$ = 19.6

Project Title: *Profile Development and Education Predictions for Deaf Children Ages 2½ to 6*

Location of Project: *Tucker-Maxon Oral School for the Deaf, Portland*

Population Served: *32 Hearing Impaired*

Funding Allocated: *$10,153*

Project Beginning Date: *August 1, 1974*

Project Ending Date: *June 30, 1975*

Background and Rationale:

One of the major challenges facing educators of the preprimary deaf is that of the initial diagnosis and subsequent recommendation for educational placement.

Experience has identified two difficulties with current diagnostic and education recommendation procedures:

a. Limited amount of time permitted each specialist on the diagnostic team. The physical, psychological, audiological, and educational evaluations usually occur within a 1 or 2 day span.

b. The unnaturalness of the setting. The children are usually in a strange environment, surrounded by new people, often fatigued by the rapidly occurring experiences, and expected to respond in such a manner as to allow valid evaluations and educational recommendations.

These two factors often result in a typical response on the part of the young deaf child and can seriously impede the attainment of objectives by members of the evaluation team.

A survey of some 61 children admitted to Tucker-Maxon Oral School prior to 1974 revealed that 17 (28%) had conditions which were not detected during the initial evaluation and which had major implications upon the subsequent educational programming.

Research studies continue to demonstrate that basic preparations for listening, reasoning, language processing, and cognitive thinking are determined to a significant degree by the type of environment encountered during the preprimary period. Hearing impaired children with concomitant handicaps require early identification and individualized programming in order to ameliorate the effectiveness of the primary and elementary educational program.

The project was designed to encompass the development of a battery of tests and procedures designed to form an educational profile for each preprimary deaf child. Measurements to be obtained included:

a. Intellectual potential

b. Degree of hearing loss

c. Utilization of residual hearing – degree of auralness

d. Visual acuity

e. Motor coordination and visual perception

f. Social maturity

g. Level of cognitive thinking

h. Levels of receptive and expressive language

i. Parental attitudes and skills

j. General physical condition

Emphasis was to be placed upon the testing of procedures and materials which could be used by those having daily contact with the child, e.g., preprimary teachers, school audiologists, school psychologists, and coordination and perception specialists. In lieu of attempting the development of an educational profile in a matter of 1 or 2 days, the proposal was to use a 9 month period in which observations and evaluations by a group of professionals from related disciplines would eventually be fused into an educational recommendation for presentation to parents and to the receiving school.

Objectives and Evaluation Plan:

1. Development of a battery of tests designed to serve as an educational profile for each preprimary

deaf child.

Component parts to include:

a. Intellectual potential

b. Degree of hearing loss

c. Utilization of residual hearing

d. Visual acuity

e. Motor coordination and visual perception

f. Social maturity

g. Level of cognitive thinking

h. Levels of receptive and expressive language

i. Parental attitudes and skills

j. General physical condition

2. Prediction of the academic, social, and communicative attainment of each preprimary child.

At the conclusion of the project, Tucker-Maxon Oral School would have determined the following:

a. Listing of standardized tests selected and rationale for their use in the Educational Profile.

b. Development of modified teacher-made tests and rationale for their inclusion in the Profile.

Methodology:

The project used 13 staff to administer various standardized and teacher-made evaluation instruments.

Staff included:

a. Program Coordinator

b. Preprimary Instructors (3)

c. Parent Counselors (4)

d. Coordination and Perception Specialist

e. Audiologist

f. Primary Instructor

g. Psychological Consultant

h. Coordinator of Motor Coordination Programming

The project entailed the following components:

a. Intelligence Potential: Each child was administered the Leiter International Scale during the fall and winter. Three classes of children received the Hiskey-Nebraska Test of Learning Aptitude in the late spring. Comparisons were made to determine:

–Advantages in administration, scoring, and/or interpretation.

–Comparison of obtained scores with teacher evaluations in November and May.

–Specific areas of weakness which would relate to visual, perceptual, or motor coordination conditions.

b. Degree of Hearing Loss: Each child was tested in the audiological suite at Tucker-Maxon Oral School or at the Portland Center for Hearing and Speech. In cases where obtained results varied significantly from previous audiometric findings, additional follow-up testing was conducted.

c. Adjustment to Hearing Loss: Children above the age of three were programmed through the Audiotone Auralometer, an electronic device which permitted the classroom teacher (under the supervision of the audiologist) to determine the optimum hearing aid fitting for each child and to conduct a basic auditory education curriculum in order to assess the following:

–Degree of auralness for each child. (To what degree is the child depending upon aural input for academic, social, and environmental information?)

–To what degree is the child capable of functioning without a high gain body unit and able to meaningfully interpret input from ear level aids of selected frequency amplification?

d. Visual Acuity: Children above the age of three were given two visual acuity tests:

–A screening pretest designed to identify young deaf children with visual acuity deficiencies. (Administered on campus by a team of optometric volunteers.)

–A complete vision evaluation conducted by the College of Optometry, Pacific University, after initial training by classroom teachers.

e. Motor Coordination and Visual Perception: Children above the age of three were individually tested to determine a "developmental quotient" based upon measurements of eye movement, binocularity, visual perception, and fine/gross motor development.

Children with identified areas of concern were provided with developmental activities designed to increase their successful experiencing of said skills.

Measurements were to be obtained to determine degree of progress (if any) at conclusion of 8 weeks

of supplemental activity.

f. Social Maturity: Staff members evaluated each child according to the Psycho-Social Checklist. This checklist was modified from one previously used elsewhere on measuring and social maturity of hearing impaired children. The list contains upwards of 480. The items are further divided into 51 subgroups and 8 main groupings.

Classroom instructors were responsible for tallying of each child's status and formulating some type of judgment as to the social maturity of each child.

g. Level of Cognitive Thinking: Preliminary work at the Peninsula Oral School, Redwood City, California, indicates that the average deaf child is immature in mental imagery and representative reasoning abilities. Traditional preprimary curriculums in schools for the deaf tend to remain on the "single image" level. Faculty members found only a limited number of younger deaf children age to visualize and reason on "operational" or "transformational" levels.

It had been hoped to develop a cognitive scale for hearing impaired children involving classification, seriation, and measurement. However, the 1974-75 school year was primarily spent in orientation of faculty, development of a curriculum and discussion of how to evaluate responses. Development of a scale for measuring the attainment of deaf children probably should await additional training and experience on the part of the staff. While considerable literature on the theory and application of Piaget-type curricula is available, there is a shortage of firm data upon which to build measuring tools and procedures.

h. Language Level: As a result of a previous Title VI research project, the staff at Tucker-Maxon had developed a language scale which permitted the determination of a child's receptive and expressive language on a defined continuum.

The original plan was to utilize this instrument in the measurement of the children's language. However, in order to participate in a research project involving several other schools for the deaf in the United States, the project procedure was modified by the utilization of the Scales of Early Communication Skills for Hearing Impaired Children. This project was developed by the staff at the Central Institute for the Deaf, St. Louis, Missouri.

i. Parental Attitudes and Skills: A parent curriculum of knowledges, skills and desired attitudes has been developed. The materials were organized so that behavior objectives could be utilized for each parent. The original proposal was to survey parents in the Fall and again in the Spring. Changes in four basic areas were to be charted:

—Parental attitude toward the child.

—Parental attitude toward handicap.

—Parental knowledge concerning educational goals.

—Supportive skills and activities of parents.

j. Academic Readiness: The Anton Brenner Developmental Gestalt Test of School Readiness and the Fort Worth Preschool Screening Instrument were to be administered during the Spring in order to evaluate their effectiveness in identifying the readiness of young deaf children to begin formalized programming in reading, math, and language arts.

Results:

1. Development of a battery of tests designed to serve as an educational profile for each preprimary deaf child.

Standardized tests selected and rationale for their use in the educational profile are listed as follows:

a. Intellectual Potential

Each child was measured by the Leiter International Scale during the fall or winter. Three classes of children received the Hiskey-Nebraska Test of Learning Aptitude in the late Spring. Observations of those administering the tests and classroom teachers of participating children revealed the following:

(1) Both tests were influenced by the type of motor coordination/visual perception training of the school curriculum. This was more so with the preprimary child than those over the age of 6.

(2) The Leiter International Scale was somewhat easier to administer and required less time. The Hiskey test was most reliable when administered in two sessions.

(3) The large majority of Tucker-Maxon children scored low on the "bead and

block" pattern test of the Hiskey. This may have been due to it being the first test in the series or reflects a lack of previous comparable experiences.

(4) Scores obtained on the 2 and 3 year olds on both tests were of doubtful reliability. Future testing will be done by the regular faculty member/parent counselor. This should reduce the variability caused by the test being administered by a relative stranger.

(5) There was little correlation between teacher evaluation of oral communication skills and scores obtained on the Leiter. The Hiskey scores tended to correlate more closely with the teacher evaluations.

(6) Scores obtained with the Leiter were skewed to the right, reflecting a student body of above average potential. However, faculty members felt the Leiter scores were influenced by the visual perception and motor coordination activities carried on throughout the school year.

Percent of Children	4%	43%	49%	4%
I.Q.	70-89	90-109	110-130	131-149

(7) The mean score on the Leiter was 105, with the median being 111. The difference reflected the presence of three children with low Leiter scores.

(8) Hiskey cautioned against interpreting the "Deaf Learning Age" as an I.Q. quotient.

(9) Rank-difference correlation coefficient between Leiter and Hiskey tests was p = 39. It was not significant when converted to Fisher's function.

Whether the two tests measure different skills, abilities, and knowledge should be subjected to additional study.

b. Utilization of Residual Hearing

Each child received a complete audiological evaluation which usually involved the classroom teacher as an assistant to the audiologist.

Nineteen of the students, ages 4 through 6, were given a minimum of eighteen weeks of daily individualized auditory discrimination activities using the Audiotone Auralometer. This instrument enabled the classroom teacher (under the direction of the audiologist) to subject each child to a variety of amplification settings, selecting the one on which the child scored the highest number of correct responses. If the setting differed significantly from the one incorporated into the child's own hearing aid, additional audiological testing was done to determine if a new aide should be recommended.

Results of this phase of the project were:

(1) Of the 19 preprimary students in this phase of the project, all except two were recommended for ear-level placement of hearing aides instead of the body type currently in use.

(2) All students consistently scored higher with the Auralometer than with the individual hearing aids.

(3) Differences in responses were generally attributed to improved fidelity, slightly reduced volume, and ability to localize.

(4) By the close of the project, 14 of the children had been outfitted with ear-level units. Parent logs revealed sufficient instances of improved acuity to conclude that the personal ear-level aids were providing improved amplication over the traditional body and/or group units.

(5) The 19 preprimary students had an average hearing loss of 92 db in the better ear through the speech range. These profoundly deaf children at the close of the school year were consistently achieving the following:

–Songs of varying tempos.

–Sentences of differing lengths.

–Sentences of equal lengths but varying phrase lengths.

–Sentences of equal lengths and equal phrases but different vowels.

–Sentences of equal lengths, phrases, and same vowels.

–Phrases of varying lengths.

–Phrases of equal length but different vowels.

–Phrases of same length and same vowels.

–Words of differing number of syllables.

–Words of same number of syllables but different vowels.

–Words with same number of syllables and vowels but different consonants.

After one semester of daily individual programming, 66% of the pilot group had progressed into step k, 17% were to step f, and 17% were at step d.

(6) An additional 14 older children were scheduled for auralometric work-ups during the summer and early fall with the objective of eventually switching the majority of profoundly deaf students to ear level aids.

(7) On the basis of our initial findings, the Regional Facility for the Deaf (Southwest) in Medford has arranged for the purchase of one auralometer. Tucker-Maxon will provide inservice training for personnel from the Regional Facility.

c. Visual Acuity

In cooperation with Dr. Donald Saxton, College of Optometry, Pacific University, two visual acuity tests were modified for use with profoundly deaf preprimary students.

The first test was a modified screening procedure designed to quickly identify students with acuity and/or perceptual problems. The children were screened at school in order to identify problems which would result if this approach were implemented in other schools for the deaf.

Results of the screening test were as follows:

(1) Two out of 26 children passed through the screening but were later identified as having visual acuity problems sufficient to require fitting of lenses.

(2) Nine out of 26 were identified as having visual acuity and/or perception problems. Of these only four had previously been examined by an eye specialist. Twenty percent of the preprimary and primary enrollment was comprised of children with untreated visual conditions. This eventually resulted in prescribing of corrective lenses for these students.

(3) Classroom teachers conducted mock visual testing with equipment provided by the college of Optometry or made by the Instructional media personnel at Tucker-Maxon.

Testing vocabulary, procedures, and following of oral directions were provided each student a minimum of three times prior to going out to Pacific University for a complete visual examination.

(4) Control groups were formed which did not receive the orientation training prior to their first test. After the subsequent training, a second test was administered and the results compared.

(5) From subjective evaluation reports of the optometrists, on-site observations by classroom teachers, and by subsequent retesting, the general recommendation was that deaf children receive orientation and "mock" testing prior to visiting an optometrist or opthamologist.

(6) Dr. Donald Saxton, College of Optometry, Pacific University, developed a series of orientation steps for use in training of deaf children prior to visual testing. These training steps will be modified for description and presentation in a professional journal.

(7) Children under the age of seven were difficult to test (visual screening and complete evaluation) without the orientation procedures.

(8) Major limitation of this phase of the project appeared to be that some children failed to connect "make believe equipment" of the orientation periods with the actual equipment used at the College of Optometry.

(9) Recommendation was to the effect that all deaf children should receive thorough orientation prior to being given eye evaluation testings. Every second year was the recommended frequency.

(10) Greatest improvement in test findings occurred with students who mastered the technical terminology of the orientation periods.

(11) A more detailed explanation of this phase of the project is being prepared by Dr. Donald Saxton.

(12) Parent and faculty orientation surveys were developed and utilized in pretestings discussions with optometrists at Pacific University.

d. Motor Coordination and Visual Perception

During the month of August 1974, the staff attempted to build up expertise in the use of the Cratty Developmental Sequences, the 3-D Test for Visualization Skill, and the Perception Development Research Associates curriculum.

By September it was felt that the 3-D Test was resulting in a wide spread of attainment scores for children of the same age. (This was also noted in the research carried out by Petitclerc.) There was concern that the test did not differentiate between those children who were immature but would eventually be able to perform adequately from those who would have serious limitations without special programming.

In view of the controversies surrounding various approaches to motor coordination and visual perception, it was deemed best to modify the project by turning this phrase over to someone experienced in diagnosis and prescriptive training.

His report is as follows:

SUMMARY OF SCREENING PROGRAM

David P. Dunning
1616 Willamina Avenue
Forest Grove, Oregon 97116

Tucker-Maxon Oral School

PURPOSE: To evaluate the younger children attending T-M on a basis somewhere between superficial and in-depth, for developmental problems, particularly those which might be expected to lead to future academic difficulties.

AREAS ASSESSED: Each child was assessed in his gross motor, fine motor, functional visual, and sterognostic abilities.

QUANTIFICATION: A developmental age was assigned informally using a composite of time tables from Gesell, Doman and Delacato, and Beery and Buktenica. The scale ends at 96 months. A developmental quotient was determined using the following formula:

$$\text{Developmental Quotient} = \frac{\text{Chronological Age}}{\text{Developmental Age}}$$

A.D.Q. below 90 is usually cause for further, more in depth testings, but is not necessarily indicative of real or impending problems.

FINDINGS: Problems were overwhelmingly concentrated in the visual area. While minor lags of development were seen in other areas, none were felt to be of sufficient severity to warrant further testing. Visual problems have been broken down into six areas: coordinative eye movements; binocularity (leading to three dimensional depth perception called steropsis); visual perceptual assessed by the Developmental Test of Visual Motor Integration (VMI); possible color weakness (the test I have is very non-definitive and can only suggest the need for further testing); reading (assessed solely as ability to see a word, remember it for a few minutes, and distinguish it for one or two other words); other problems which may require referral such as amblyopia, visual acuity, vertical imbalance, etc.

Child	Developmental Quotient	Eye Movement	Binocularity	Perception	Read	Other
1	103					
2	88					Acuity
3	100					
4	59	x	x			x
5	88		x	x		x
6	98	x				
7	71	x	x	x		x
8	97			x?		
9*						
10	80		x	x		
11	75			x		x
12*						
13	95		x			
14	80	x	x			
15	115					
16	89		x	x		Gross Motor
17	96		x	x		Acuity
18	64	x	x	x		x
19	68	x	x			x
20	100					Acuity
21	62	x			x	x
22	89				x	
23	83	x	x	x	x	
24	96		x	x		
25	101	x				
26	84					Gross Motor Fine Motor
27	97		x			Acuity
28	110	x				x
29	97			x		
30*						
31	88		x	x		Fine Motor (Printing)
32*						
33	100		x			
34	95	x				x
35	110	x	x	x		x

*Children under age of 3 were not scored. Time available was too limited for proper conditioning and verification.

The following observations can be made:

1. Of the nine students previously identified by the staff as having limited academic progress, eight were identified by having a Developmental Quotient below 90. (Mr. Dunning did not have access to student records nor teacher evaluations.) One student identified by the staff as having severe learning difficulties scores above 100 in the Developmental Quotient. In addition, one student making adequate academic progress scored below 80.

   The Developmental Quotient did identify a majority of preprimary students at Tucker-Maxon who were experiencing academic difficulties.

2. A large majority of the low Develop-

mental Quotient scores were attributed to visual problems in the following areas:

a. Coordinative eye movements
b. Binocularity
c. Visual perception
d. Reading (ability to see and recall "shape" of a word)

3. The nine students (eight identified by their low Developmental Quotients and one by the insistance of the faculty) were programmed into the Frostig Program for the Development of Visual Perception.

4. At the end of the school year there was still considerable question as to whether the basic problem was one of delayed maturation or of a pathological nature. Frostig commented on the question by saying:

"It is impossible to predict from any method yet developed whether a child will overcome his handicap by himself."

The concern of the faculty remained as to how much valuable time which previously had been devoted to language, prereading, speech, and auditory education should be reassigned for visual perception training.

5. The difference correlation coefficient between the Leiter International Scale and the Developmental Quotient was r=/68.

6. Nine students having low Developmental Quotients (below 90) were programmed individually in a modified **Frostig Program for Development of Visual Perception**. Areas stressed were:

a. Visual-Motor Coordination
b. Figure-Ground relationship
c. Position in Space
d. Spatial Relationships
e. Perceptual Constancy

7. The Visual-Motor phase was completed prior to the closing of school. The paraprofessional working with the children reported approximately 50% completed. At that point (June 1st) there had been no significant signs of difficulty.

If the trend continues through Perceptual Constancy and Position in Space it would then appear that the Developmental Quotient is measuring attributes other than those contained in the Frostig materials.

8. It would appear that the Developmental Quotient identified children with learning difficulties. It was a more accurate measure than the Leiter International Scale and the Frostig Program for the Development of Visual Perception.

10. In summation, one could conclude that the children currently having academic difficulties at the Tucker-Maxon Oral School tend to be those involving:

a. Coordinative eye movements
b. Binocularity
c. Visual Motor Integration (as measured by Developmental Test of Visual Motor Integration)

e. Social Maturity

The original objectives of the project were:

(1) Develop checklist of social skills attained by most profoundly deaf children at ages 3 through 6.

(2) Compare checklist for deaf children with comparable social scale used on hearing children.

(3) Attempt to determine if delayed or inconsistent social skills were the result of:

–Home parameters

–Language deficiencies

–Other concomitant handicaps

A study of social skills attained by hearing children revealed a wide difference of opinion as to the "normal" age at which the psychosocial skills are obtained.

While the skills were listed in a sequence of attainment, it appeared that the impact of a wide assortment of variables within the child, his home, and the outside environment made it impractical to be as specific in terms of age as had originally been proposed.

Drawing from a guide developed by the CREED study in a New York, the faculty evaluated each of

the 32 children on a Psycho-Social Checklist which contained some 546 objectives.

In view of the large number of variables in operation, it did not seem realistic to attempt a comparison of deaf children with hearing peers. While this would have been of tremendous interest and value to educators to the deaf, this objective seemed beyond the capabilities of the present project and staff.

The faculty utilized the Checklist to determine a baseline for each child in the fifty-two areas of the "Psychological Self." In the course of the year the staff utilized the material in these ways:

(1) Evaluation of current social status of child.

(2) Counseling of parents as to parent responsibility in development of skills within the hearing impaired child.

(3) Utilization of Checklist as a curriculum guide in the preprimary and primary units.

While the sheer number of objectives (546) overwhelmed some faculty members and parents, the general acceptance of the Checklist was gained through realization that only a limited number of objectives were under active programming at any one time.

The emphasis shifted from an attempt to give a child some form of "social score" to concern for proper programming at school and within the home. Perhaps this is a more profitable and realistic approach at Tucker-Maxon Oral School at this time.

f. Cognitive Thinking

A curriculum prepared by Celia Stendler Lavatelli was scheduled into the language arts periods in all preprimary and primary classes. The Lavatelli materials were developed to conform to guidelines and procedures stressed by Jean Piaget.

Definitive norms for hearing children have yet to be obtained. However, the following general observations were submitted by the faculty after one semester of daily programming:

(1) Classification activities were accomplished by deaf children in much the same manner as with normally yearing except when groupings involved three or more variables. Considerable difficulty was often observed and additional materials and exposures were necessary in order for the deaf children to complete the objectives.

(2) Seriation tasks involving shapes and sizes were completed on about the same level as for hearing peers. The addition of color, however, and the decision making involving shades resulted in considerable difficulty for many of the deaf students.

(3) In activities of conservation, young deaf children approximated their hearing peers. However, there did appear to be a slight lagging behind of some seven year olds.

(4) The Lavatelli curriculum has been implanted within the language curriculum at Tucker-Maxon, and beginning with the 1975-76 school year, all children ages 3 through 8 will receive daily programming in Piaget oriented activities.

g. Language

Prior to the opening of the 1974-75 school year, Tucker-Maxon Oral School was invited by the Central Institute for the Deaf to take part in a national study involving the development of a scale of early communication skills for hearing impaired children. A major part of the study involved the receptive and expressive language level of preschool and primary age children.

A decision was made to utilize the Central Institute scale rather than one previously developed by the staff at Tucker-Maxon. The major advantage was to allow our children to be compared with a national sample.

The Scales of Early Communication Skills for Hearing Impaired Children are designed to evaluate speech and language development of hearing impaired children between the ages of 2 and 8 years. The instruments divided into four scales:

(1) Receptive Language

(2) Expressive Language

(3) Non-Verbal Receptive Skills

(4) Non-Verbal Expressive Skills

All children under the age of 8 were administered the Scales. A baseline was obtained in October and reexamined in June. Scores were

forwarded to the Central Institute for the Deaf in St. Louis, Missiouri, so that norms can be developed on a national basis. It is hoped that by the end of the 1975-76 school year Tucker-Maxon children can be evaluated language-wise on a national norm for children being education in oral/aural schools for the deaf.

The following observations were submitted by the faculty:

(1) The Scales did provide for measurement of attitudes. Some students were capable of a higher level of language communication but for various reasons did so only when highly motivated. The Scales did not provide for any such input.

(2) The Scales called for "all or nothing" answers. "Sometimes," "part of the time," or "usually" were not included. Faculty members tended to break the directions and write in comments or add limiting notes and comments.

(3) The Scales measured five levels of receptive language and nine steps of expressive language. Faculty recommendations were for additional levels so as to obtain a more sophisticated measurement.

(4) The non-verbal section was deemed incomplete. No differentiation was made between children capable of oral communication who revert to non-oral and non-verbal modes and children incapable of oral communication.

(5) No provision was made for measurement of differences between language level during formal classroom situations and informal peer communication outside of the classroom. In many cases there would be a substantial difference in language level between the two types of communications.

(6) While the faculty felt the Scales had promise, there was concern that in the present format they were too general and provided insufficient measurements along the continuum.

h. Parental Attitudes and Skills

The project proposal called for fall and spring surveys to measure:

(1) Parental attidues toward the child.

(2) Parental attitude toward handicap.

(3) Parental knowledge concerning educational goals.

(4) Supportive skills and activities of parents.

A basic curriculum for parents of preschool deaf children was developed. A "working version" of the survey was in preparation when faculty members reported concerns about the probable validity of parent responses.

Parents at Tucker-Maxon had participated in two previous surveys in the last 5 years. One was an extensive one concerning parental ambitions and expectations for their hearing impaired children. The second one involved determination of parental objectives in language and speech.

Staff members reported that several parents had disclosed that their previous responses had been modified "by what we thought was the right answer — not necessarily what we did or believed."

In view of the probability of a survey of limited validity, Tucker-Maxon contracted with a parent counselor to determine the status of the parent's ability to participate in the project. After two sessions with a group of parents, the report concluded:

(1) The Tucker-Maxon parents were most anxious to give "right answers."

(2) Many parents were fearful of admitting their limitations and "imperfections" even though the surveys were designed to eliminate any possibility of identification.

Modification of this phase of the project results in 15 parents and 6 faculty members being asked to list the basic parental attributes which would be most helpful in parenting a hearing impaired child. Twelve responses occured most frequently. (They have been restated by project director.)

(1) Successfully reducing child's dependency upon parents.

(2) Supportive in being able to organize their time to assist child when help is needed.

(3) Keeping abreast of activities in the classroom.

(4) Reviewing with child his understanding of materials covered in school.

(5) Expanding child's vocabulary through home experiences.

(6) Maintaining a high level of expectation for the child.

(7) Volunteering in school activities.

(8) Awareness of child's reading level and able to supply high-interest reading experiences within home situations.

(9) Providing a variety of enrichment activities within home, neighborhood, and community.

(10) Taking initiative in orienting neighborhood and community as to impact of deafness and potential of those who are deaf.

(11) Capability of expanding child's sentence patterns.

(12) Accepting of only best speech effort of the child.

h. Academic Readiness

One phase of the project was the evaluation of the Anton Brenner Developmental Gestalt Test of School Readiness as an indicator of preschool children who are ready to move into the primary curriculum.

The advantages of the test were:

(1) It was designed for use by classroom teachers.

(2) Items are based upon perceptual and conceptual differentiating abilities.

(3) Ease of administration.

(4) Is "culture free" and does not rely upon spoken English (speech reading for the deaf.)

(5) Ease of correction and reliability of scores.

The test was administered to all Tucker-Maxon children ages 4 through 7.

The following results were obtained:

(1) The 5 and 7 year olds tended to cluster into the HIGH readiness level. Their BGT scores ranged in the 70's and 80's. The scores were basically in harmony with teacher evaluations as to readiness for formal reading and intensive use of print.

(2) The Draw-a-Man subtest seemed to be a stronger indicator of true functioning level than did the number producing or the sentence Gestalt. The Draw-a-Man scores tended to be lower than the other four subtests.

(3) The faculty questioned the value of the test for students already enrolled in the school. They felt their daily experiences with the children enabled them to obtain an accurate assessment of each child's readiness level. (It should be kept in mind that class size never exceeds seven children.)

(4) Faculty recommended that the Brenner Gestalt Test be used as part of the initial evaluation of children being considered for admission if the age range is between 4½ and 7.

Pilot studies of two other tests to indicate readiness for elementary school programming were also conducted:

Twenty students were given the Pupil Readiness Evaluation test developed by the Fort Worth Public Schools. The test was designed to identify students ready for regular first grade work.

The test was divided into sections:

(1) Memory – Auditory long term and Auditory Immediate

(2) Following Directions – Visual long term and Visual Immediate

(3) Understanding Language – Auditory and Visual

(4) Closure – Auditory and Visual

(5) Communication – Manual and Verbal

(6) Relationships – Visual and Auditory

(7) Motor – Gross and Fine

Comments by the staff participating in this subproject included:

(1) The test required between 50 and 60 minutes to administer.

(2) When given individually this was time consuming for the classroom teacher. Group testing was not effective.

(3) The test generally identified those children who were ready to begin the regular primary curriculum (equal to first

grade).

(4) Teachers recommended use of the Brenner Gestalt Test instead of Fort Worth because of ease of administering same and the relatively short period of time required.

An additional evaluation tool used with twenty children in the project was the Santa Clara Inventory of Developmental Tasks. It is a series of 60 tasks divided into four levels of difficulty and encompassing eight areas:

(1) Motor Coordinator
(2) Visual Motor Performance
(3) Visual Perception
(4) Visual Memory
(5) Auditory Perception
(6) Auditory Memory
(7) Language Development
(8) Conceptual Development

Comments from participating teachers included:

(1) Materials were well prepared, directions were clear, and teaching suggestions were excellent.
(2) Inventory is best administered on a one-to-one basis.
(3) Inventory identifies the child's performance level but does not attempt to grade children.
(4) Each teacher should have materials in the room, but test could be administered by a teacher aide.
(5) Inventory is best used not as a diagnostic tool but rather as an on-going part of the curriculum for ages 4 through 7.

A third part of the project was the development of an Integration Quotient for use in determining when deaf children are read for integration into classes with normally hearing peers.

There is considerable pressure across the country for early mainstreaming of aural/oral children into regular groupings with hearing peers. Of concern are the readiness of the profoundly deaf child to cope with communication within a fluid and active classroom, the expressive and receptive language levels required for active classroom participation and the reading abilities necessary for independent learning.

The Tucker-Maxon Integration Quotient is comprised of eight sections. Points are awarded for component parts of each. Sections are:

(1) Intellectual Potential
(2) Reading Achievement
(3) Social Adjustment
(4) Hearing Loss
(5) Speech Intelligility
(6) Receptive Skills
(7) Language
(8) Parents

Third Party Evaluator's Comments:

The objectives for this project were achieved.

The information provided on each test contained in the battery of tests given to the children at Tucker-Maxon Oral School should provide valuable input to others who are attempting to utilize standardized tests with this population of children.

The project staff is to be commended for a very comprehensive analysis of these tests.

Title of Project: *Classroom Services to Emotionally Disturbed and Learning Disabled*

Location of Project: *Portland Public Schools, Area 1*

Population Served: *192 Emotionally Disturbed*

Funding Allocated: *$17,000*

Project Beginning Date: *July 1, 1974*

Project Ending Date: *June 30, 1975*

Background and Rationale:

The needs assessment conducted by the Teaching Research Division for the State Board of Education in December 1971, identified emotionally disturbed students as one of the priority concerns of the state in the field of special education.

The 1972-73 Title VI program was developed as a result of a needs survey done in Area 1. The survey indicated that teachers felt a great need for help with children exhibiting deviant behavior.

Fifty students were served in 1972-73. This served only a portion of children who needed help.

In order to serve many more students and to increase the number of trained teachers who can deal with emotionally disturbed children, the 1973-74 program was expanded. The Title VI Specialist, Trend Coordinator, and Learning Problems Specialist joined together to form the Area 1 Behavior/Learning Disabilities Team.

In 1973-74 the Title VI Specialist served 94 students with direct consultation and prescriptive programs.

As a member of the Area 1 Behavior/Learning Disabilities Team, the Title VI Specialist's prime focus was to provide specific help and training for classroom teachers. Since the training was practicum oriented, children were being served at the same time the teachers were being trained.

Objectives and Evaluation Plan:

1. Emotionally disturbed students will exhibit behavior consistent with reasonable classroom expectations within 6 months of their inclusion in the project.

The Hill-Walker Behavior Problems Identification Checklist will be administered on a pre-posttest basis. In addition, behavior counts will be taken to show the desired deceleration or acceleration of behaviors.

2. Teachers will increase the number of positive comments to students.

Counts and analysis of teacher talk in terms of positive and negative comments will be recorded. Data will be taken on 20 teachers, 10 from the first session; 10 teachers from the second inservice session. A modification of the Teaching Research Observation Form will be used.

3. Teachers will learn to apply techniques of behavior modification to both students and themselves.

The teacher will write a program for a child pinpointing the exact movement cycle, describing both antecedent and subsequent events and methods of measurement. Samples of these programs will be submitted in the final report.

Methodology:

One teacher, the Title VI Specialist, was employed. The job role of this person was to: (1) coordinate the Area 1 Title VI project to provide services to emotionally disturbed and learning disabled students in Area 1 elementary schools; (2) work with principals and teachers in developing pupil management programs; (3) collect data on student behavior in classrooms for use in consultation with teachers to design programs for behavior improvement; (4) design and conduct inservice classes for teachers; and (5) serve as a member of the Area 1 Behavior/Learning Disabilities Team.

The Area 1 Behavior/Learning Disabilities Team was composed of:

(1) A Title VI specialist (behavior and classroom organization specialist; (2) A Trend Coordinator (Curriculum management specialist; and (3) a Learning Disabilities Specialist.

The team members combined their specialities to provide better service and training coverage in Area 1 schools.

The Title VI Specialist served a total of 192 individual students. These students were served in the following ways:

1. Direct service to students – 32 students.
2. Designing student prescriptive programs with classroom teachers, parents and auxiliary personnel – 27 students.
3. Direct assistance to teachers and parents in the implementation of student prescriptive programs – 64 students.
4. Training inservice class members in the design and implementation of a prescriptive program – 69 students.

Training was the prime focus to bring about specific identifiable pupil behavior change. The Title VI Specialist conducted the training through:

1. Individual consultation with principals, counselors, teachers, instructional aides, volunteer parent tutors, and social workers.
2. Demonstrating classroom organization-management strategies and behavior modification techniques.
3. Demonstration of magic circles and total class meetings.
4. Demonstration of role playing in the classroom.
5. Demonstration of individual and peer group counseling sessions.
6. Preparation of curriculum materials and demonstration of its usage in the classroom.
7. Observation by teachers of parent-teacher (specialist) conferences.
8. Faculty meeting seminars.
9. School workshops.
10. Co-teaching school district inservice classes.

The Behavior/Learning Disabilities Team conducted inservice training for approximately 69 teachers in two sessions during the year. The following objectives were used as the basis for each session:

As a result of participation in the class, teachers will be able to:

1. Use the classroom consultant services offered by the teaching team.
2. Identify learning and behavior problems.
3. Collect baseline data to determine the frequency of the behavior and the situation in which it occurs.
4. Develop and implement instructional strategies which include alternative approaches.
5. Collect data for evaluation purposes.
6. Practice counseling techniques which enable teacher and students to set mutually appropriate target.
7. Make a choice from more than two options in a confrontative situation.
8. Acquire human relations and interpersonal communication skills.
9. Identify own behavior and make a commitment for change.
10. Develop and implement procedures which provide a successful learning and teaching environment.

Results:

1. Emotionally disturbed students will exhibit behavior consistent with reasonable classroom expectations within 6 months of their inclusion in the project.

Hill-Walker Data: The Hill-Walker Problem Behavior Identification Checklist data was completed by all the participants of the inservice classes. Each participant collected Hill-Walker data on the student for which a behavior intervention plan was designed and implemented.

In some instances, a student was expelled, suspended or moved, during intervention. Therefore, post Hill-Walker data is not available on these students. Some inservice participants changed and initiated an intervention plan with a different student without informing the Title VI Specialist. On these students, pre Hill-Walker data is not available. Some of the students, according to the Hill-Walker, were not "problem students" (T score 60 or above). The inservice participants selected those students whom they felt had behavior problems interfering with their learning. See Table 1 and Figure 1 for data from the first inservice training session and Table 2 and Figure 2 for the data from the second inservice training session:

Behavioral Data: The inservice participants selected those behaviors which they felt interfered with the student's academic or social progress. Figure 3 shows target behaviors and percentage of selection.

Behavior counts were made at the beginning of each behavioral program conducted for each student. Table 3 shows the reduction of deviant behaviors under teachers trained in session 1 and Table 4 shows the reduction for children served by those teachers trained in session 2.

2. Teachers will increase number of positive comments to students.

The Title VI specialist collected data on twenty teachers, ten volunteers from each inservice class. A modification of the Teaching Research Observation Form was used. See Table 5 for a summary of the increase in positive comments made to children by teachers and the decrease in negative comments made to children by teachers.

The Specialist recorded the number of positive comments and negative comments, during the observation period. Table 5 shows the teacher's percentage of increase or decrease of positive and negative comments to students.

After each observation period, the Specialist held a conference with the teacher. At this time, the observation data was reviewed. A summary of the data in Table 5 is as follows: 85% of the teachers increased the percentage of positive comments; 15% of the teachers decreased the percentage of positive comments; 90% of the teachers decreased the percentage of negative comments; 10% of the teachers increased the percentage of negative comments; and 50% of the teachers had one or more count ratios of 4:1 or more.

3. Teachers will learn to apply techniques of behavior modification to both students and themselves.

A Behavior Intervention Plan was written by each member of the inservice classes. The plan format used included: baseline data (behavior description and count), behavior goal, treatment plan, and evaluation data.

Ninety-two percent of the plans submitted showed success or partial success in attaining the target behavior goals. The following is a summary of the success of the intervention plans designed by the teachers: 16% of the plans showed 100% improved change; 41% of the plans showed 75% or above improved change; 75% of the plans showed 50% or above improved change; 88% of the plans showed 33% or above improved change; 92% of the plans showed 10% or above improved change; and 8% of the plans showed 0% improved change.

Figures 4 and 5 are examples of programs designed by teachers during the inservice training. Heavy black writing are comments made by the members of the training team as feedback to the classroom teacher.

Third Party Evaluator's Comments:

These data indicate that each of the objectives for this project were achieved by the project staff.

Data submitted in Tables 3 and 4 indicate that teachers were able to reduce the numbers of socially deviant behaviors demonstrated by the children. Tables 5 and 6 indicate that teachers through training were able to increase the percentage of positive reinforcers provided to children and decrease negative comments or punishers delivered. An analysis of prescriptive programs designed by classroom teachers to reduce behavior problems in children do indicate by child data that they were of sufficient quality to be successful.

The methodology used for this project is a sound one – that is, to train teachers to use behavioral procedures who will in turn design programs to decrease deviant classroom behavior of children. This concept provides considerably more generalization of learned behaviors than having a behavioral specialist provide direct intervention with children.

Programs which serve the emotionally disturbed child in Oregon should avail themselves of the procedures used in this and other similar Title VI-B projects if they are not currently using them.

Table 1

First Session

Raw Scores – Pre and Posttest

Walker Problem Behavior Identification Checklist

Pretest: 10/15/74 Posttest: 12/10/74

	I Acting Out		II Withdrawal		III Distract.		IV Dist. Peer R1		V Immaturity		Total Score		T Score	
Student #	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	12	7	0	0	10	10	7	4	0	0	29	21	68	60
2	21	–	1	–	11	–	3	–	1	–	37	–	76	–
3	18	7	0	0	10	8	0	0	3	3	31	18	70	57
4	12	9	10	0	13	9	8	4	6	2	45	28	84	67
5	15	12	2	0	8	8	3	0	3	0	26	25	65	64
6	0	0	0	0	5	3	0	0	0	0	5	3	44	42
7	25	0	0	0	11	3	9	0	5	0	50	3	89	42
8	9	0	4	0	2	2	4	0	0	0	19	2	58	41
9	13	5	0	0	9	7	5	3	5	3	37	18	76	57
10	1	1	3	0	0	0	0	0	0	0	4	1	43	42
11	0	0	1	0	2	0	1	2	1	0	4	3	43	42
12	0	3	0	0	2	2	0	0	0	0	2	5	41	44
13	3	1	0	0	12	11	8	8	1	0	24	19	63	58
14	0	0	3	0	8	7	0	0	0	0	11	7	50	46
15	4	3	2	0	9	8	9	4	0	0	28	15	62	54
16	–	12	–	4	–	55	–	10	–	0	–	31	–	70
17	9	2	2	0	6	2	0	0	2	0	19	4	58	43
18	14	8	0	0	8	5	0	0	4	0	22	19	61	58
19	24	15	4	2	8	6	13	3	0	0	47	30	86	69
20	5	2	0	0	9	6	4	0	0	0	18	8	57	47
21	9	5	2	0	8	3	3	0	3	2	22	17	61	56
22	10	9	0	5	9	9	12	10	12	12	43	45	82	84
23	5	5	0	0	5	3	4	0	0	4	14	12	53	51
24	5	6	0	0	3	3	1	5	0	0	9	14	48	53
25	12	16	6	4	8	4	5	3	6	9	35	36	74	75
26	15	9	2	0	9	3	0	4	3	4	29	20	68	59
27	7	1	0	0	11	6	0	0	3	0	21	7	60	46
28	8	3	0	2	7	6	0	0	3	2	18	13	57	52
29	15	5	0	4	7	6	3	3	0	1	25	15	64	54
30	6	–	0	–	7	–	0	–	0	–	13	–	52	–
32	22	1	0	0	11	9	8	0	0	0	41	10	80	49

Two participants did not return checklists to Title VI Specialist.

Table 2

Second Session
Raw Scores – Pre and Posttest

Walker Problem Behavior Identification Checklist
Pretest 2/18/75 Posttest 4/22/75

Student	I Acting Out		II Withdrawal		III District		IV Dist. Peer R I		V Immaturity		Total Score		T Score	
#	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
33	17	4	0	0	6	5	0	0	0	0	23	9	62	48
34	6	3	6	0	10	6	3	0	4	0	29	9	68	48
35	8	3	0	0	7	3	0	0	0	0	15	6	54	45
36	12	8	2	0	8	6	1	0	0	0	23	14	62	53
37	15	17	0	0	9	8	0	2	0	0	24	27	63	66
38	3	7	0	0	6	4	0	0	1	6	12	17	51	56
39	21	16	1	0	8	3	0	5	7	6	36	30	75	69
40	12	8	6	4	5	2	4	4	4	4	31	22	70	61
41	15	15	2	0	9	9	0	6	4	2	30	32	69	71
42	7	7	10	4	7	4	4	2	5	7	33	24	72	63
43	12	7	0	2	7	6	0	4	2	2	21	21	60	60
44	15	21	2	2	9	12	6	12	1	6	32	53	71	93
45	20	3	0	0	7	0	0	0	0	0	27	3	66	42
46	8	1	0	0	10	7	0	0	0	0	18	8	57	47
47	15	11	3	0	11	6	1	3	4	3	34	23	73	62
48	16	2	6	1	12	8	5	1	2	2	41	14	80	53
49	15	14	10	10	9	6	7	4	7	5	48	35	87	74
50	9	0	0	0	10	4	0	0	0	0	19	4	58	43
51	7	3	0	0	9	5	0	0	0	0	12	12	51	51
52	16	6	0	0	11	10	7	4	3	0	37	19	76	58
53	7	6	0	0	10	5	0	0	4	11	17	16	56	55
54	18	4	0	0	5	7	0	0	0	0	23	11	62	50
55	14	7	1	1	6	6	8	4	0	0	29	18	68	57
56	17	7	0	0	5	3	1	0	0	0	23	10	62	49
57	1	1	0	3	6	9	0	7	0	1	7	20	46	59
58	0	0	0	0	9	4	4	0	0	0	13	4	52	43
59	–	1	–	0	–	4	–	4	–	3	–	12	–	51
60	–	0	–	4	–	4	–	0	–	0	–	8	–	47
61	–	4	–	2	–	7	–	0	–	0	–	13	–	52
62	–	21	–	0	–	9	–	0	–	0	–	30	–	70
63	–	3	–	0	–	4	–	0	–	0	–	7	–	46
64	–	14	–	0	–	9	–	0	–	0	–	23	–	62
65	12	4	2	0	8	4	4	1	3	2	29	11	68	50
66	22	10	6	0	11	4	3	0	5	0	47	14	84	53

Table 3

First Inservice Session
Raw Means Behavior Counts

Student	Target Behaviors	Mean Count		% of Improvement
		Pre	Post	
No. 1	Talks Out and Off Task	2.4 p/m	.08 p/m	97
No. 2	Off Task	60m:2x	–	–
No. 4	Off Task	30m:13x	30m:4x	69
No. 5	Verbal Aggression and Off Task	52m.	73m.	0
No. 6	Out of Seat	30m:6x	30m:2x	67
No. 7	Verbal Aggression	60m:4x	60m:2x	50
No. 8	Last Minute Change of Mind	1d:2x	1d:0x	100
No. 9	Non-Attending	40m:10x	40m:3x	70
No. 10	Off Task	1d:12x	1d:3x	75
No. 11	Frequent Absenses	1wk:3d	1wk:0d	100
No. 12	Non-Attending	70m:7x	70m:2x	71
No. 13	Non-Attending and Resisting Authority	60m:7x	–	–
No. 14	Noise-Making	30m:4x	30m:2x	50
No. 15	Off Task	4m.	2m.	50
No. 16	Out of Seat	25m:6x	25m:1x	83
No. 17	Non-Attending	75m:7x	75m:3x	57
No. 18	Talks Out	35m:13x	35m:0x	100
No. 19	Non-Attending and Resisting Authority	26m.	–	–
No. 20	Off Task	21m.	7m.	67
No. 21	Noise-Making	30m:2x	30m:0x	100
No. 22	Verbal Aggression	37m:16x	37m:5x	69
No. 23	Resists Authority	45m:12x	45m:8x	33
No. 24	Talking Out	10m:13x	10m:15x	0
No. 25	Talks Out	30m:3x	30m:0x	100
No. 26	Off Task	30m:6x	30m:3x	50
No. 27	Late to Classes	1d:3x	1d:2x	33
No. 28	Talks Out	30m:46x	30m:3x	93
No. 29	Physical Aggression	10m:29x	10m:3x	90
No. 32	Talks Out	5m:8x	5m:3x	63
				$\bar{x}$ = 54.28

KEY:
d = days
m = minutes
x = times

Table 4

Second Inservice Session
Raw Means Behavior Counts

Student	Target Behaviors	Mean Count Pre	Mean Count Post	% of Improvement
No. 34	Out of Seat	20m:10m	20m:9m	10
No. 35	Talks Out	75m:7x	75m:2x	71
No. 36	Non-Attending and Physical Aggression	50m:10x	50m:4x	60
No. 37	Non-Attending and Talks Out	26m:9x	25m:5x	45
No. 38	Talks Out	60m:14x	60m:11x	21
No. 39	Noise-Making	20m:12x	20m:8x	33
No. 40	Off Task	5m:8x	5m:2x	75
No. 41	Verbal Aggression	80m:5x	80m:3x	40
No. 42	Non-Attending	30m:5x	–	–
No. 43	Slow Starter	6m.	1.3m.	78
No. 44	Noise-Making	45m:21x	–	–
No. 45	Talks Out	40m:4x	40m:0x	100
No. 47	Off Task	20m:13x	20m:2x	85
No. 48	Talks Out	25m.	2m.	92
No. 49	Off Task	15m:15m	15:0m	100
No. 50	Off Task	22m:14x	22m:3x	79
No. 51	Leaning Back on Chair	60m:6x	55m:6x	0
No. 52	Talks Out	30m:8x	30m:1x	88
No. 53	Off Task	50m:10x	50m:2x	80
No. 54	Leaves Shoes Out	1wk:15x	1wk:4x	73
No. 57	Noise-Making	3d:3x	3d:1x	67
No. 58	Off Task	15m:8x	15m:8x	0
No. 59	Assignments Incomplete	9d:67%	2d:0%	100
No. 60	Off Task	30m:8x	30m:8x	75
No. 61	Refusal to Work	–	10m:6x	–
No. 62	Wears Coat in Classroom	16m.	5m.	69
No. 63	Talks Out	40m:3x	40m:2x	33
No. 64	Off Task	30m:29x	30m:15x	48
			$\bar{x}$ =	60.88

KEY:
d = days
m = minutes
x = times

Table 5

Positive and Negative Comments
Percentage of Increase and Decrease

Teacher	Positive Comments (Initial)	Positive Comments (Final)	Percent Δ Positive Comments	Negative Comments (Initial)	Negative Comments (Final)	Percent ∇ Negative Comments
1	57%	61%	3%	25%	18%	16%
2	36%	63%	27%	29%	12%	41%
3	5%	25%	67%	48%	30%	23%
4	41%	52%	12%	35%	29%	9%
5	29%	10%	∇-49%	53%	54%	Δ+1%
6	50%	56%	6%	22%	20%	5%
7	48%	41%	∇- 8%	32%	33%	Δ+1%
8	38%	48%	12%	38%	9%	62%
9	46%	60%	13%	25%	15%	25%
10	15%	36%	41%	50%	7%	75%
11	38%	63%	25%	38%	11%	55%
12	52%	62%	9%	26%	17%	21%
13	23%	47%	34%	31%	18%	27%
14	59%	63%	3%	12%	11%	4%
15	59%	64%	4%	18%	18%	0%
16	31%	40%	13%	41%	20%	34%
17	38%	44%	7%	34%	32%	3%
18	43%	48%	5%	43%	16%	46%
19	50%	63%	12%	29%	13%	38%
20	33%	47%	18%	33%	21%	22%
21	41%	32%	∇-12%	32%	30%	3%

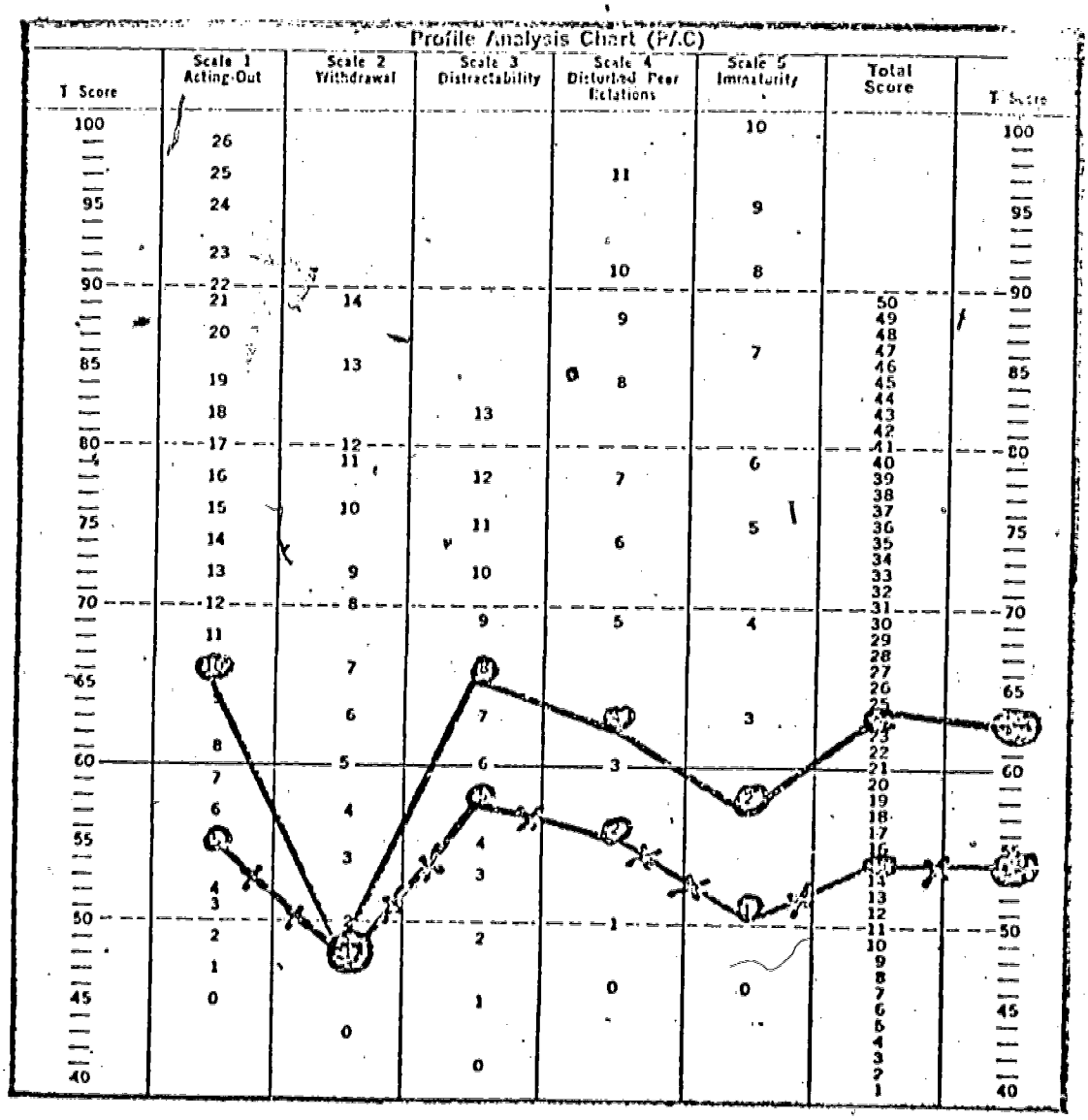


Figure 1

First Session

Mean Raw Scores

Walker Problem Behavior Identification Checklist

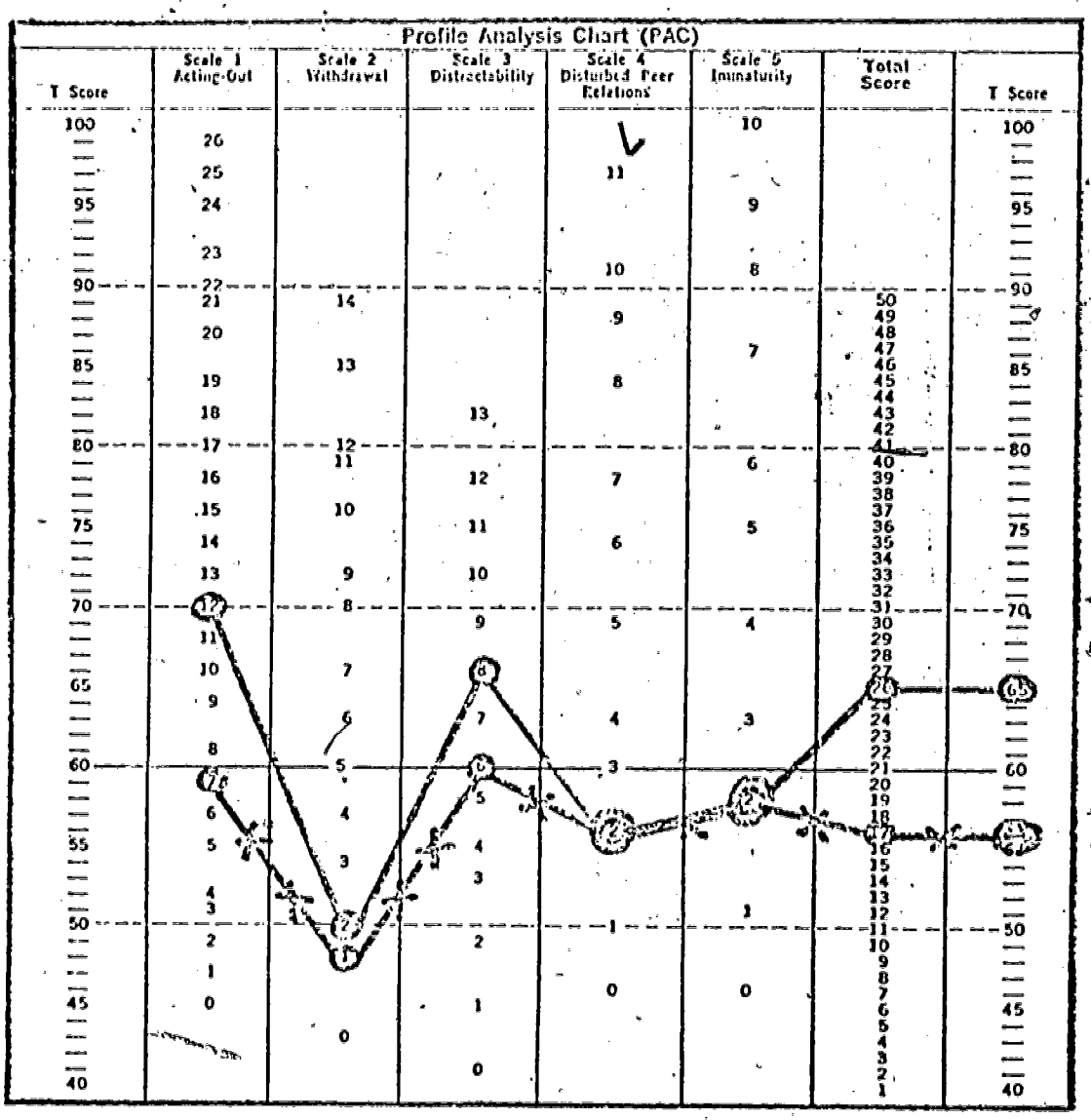


Figure 2

Second Session

Mean Raw Scores

Walker Problem Behavior Identification Checklist

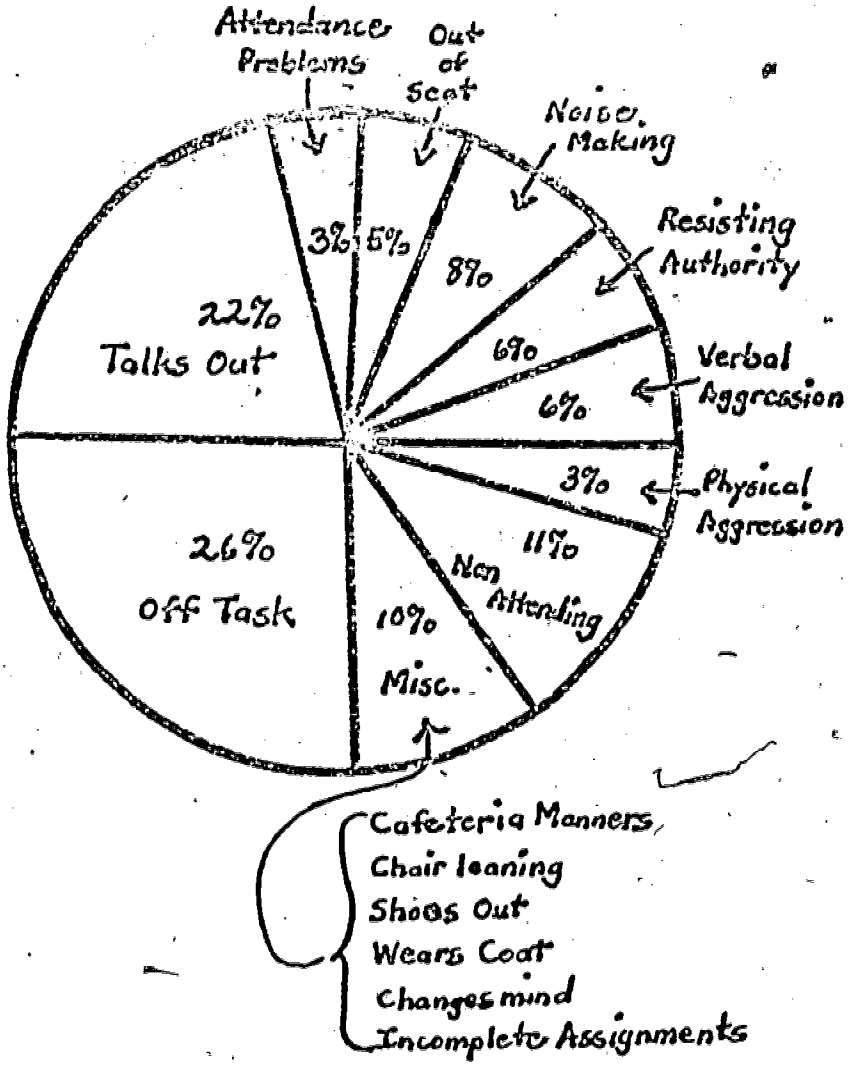


Figure 3. Target Behaviors

Student: _____ Manager: _____

Age 13 Grade: 7 Date Started: February 18, 1975

Behavior Problem: Talks out: Verbally disuptive

Behavioral Definition: During language arts class calls out irrelevant remarks which divert the attention of the other class members.

Baseline Data: Mean 40:4

Date	Time Started	Time Stopped	Total Min Observed	Movement Cycle	Rate per	Measurement System	Talley
2-18	9:54	10:38	40	5 times	--	Frequency	1111
2-19	9:54	10:38	40	4 times	--	"	1111
2-20	9:54	10:38	40	4 times	--	"	1111

Behavior Goal: Will cease irrelevant remarks during class.

Post-Plan Data:

Date	Time Started	Time Stopped	Total Min Observed	Movement Cycle	Rate per	Measurement System	Talley
4-17	9:54	10:38	40	0 times	--	Frequency	0
4-18	9:54	10:38	40	0 times	--	"	0
4-21	9:54	10:38	40	0 times	--	"	0

Post-Plan Behavior Prescription: Great results! Gives all his time and attention to his work during language arts class. He no longer disturbs the class in any manner. He showed delight over the happiness his mother was given in receiving the positive call about him. He acts happy and seems eager each day to begin his work. Neat! At his request, his mother was called a second time to infomr her the situation was continuing to be a very good one. Good!

Figure 4. Behavior Modification Plan

Intervention Plan:

1. I will keep a record of the times that he talks out during language arts class.

Good! He is responsible for gathering data.

2. I will have an agreement that when he can eliminate the talking out for an entire week, I will call his mother to inform her of his good behavior. (Note: Other calls have been made previously to inform his mother of his good behavior. He is eager that she receive a good report. This means more to him than a tangible reinforcement.

Mother approval is certainly a strong reinforcer to him.

3. Teacher will give social reinforcement each day toward the end of the class periods that has worked without irrelevant remarks. "You worked well today. Neither one of us had to record any calling out."

Good!

4. Will write a contingency contract: "I will work for one week without calling out remarks. Then I will be able to have my mother informed of my good behavior.

5. After the second week of elimination of the calling out remarks, another social reinforcement will be given to ___ by informing the principal of his improved behavior (again, is eager that the principal receive a good report about him. He is also eager that his mother receive another call.)

"Good guy" reputation is important to him. Is peer reputation important to him?

Student: _____ Manager: _____

Age 10 Grade: 5 Date Started: March 12, 1975

Behavior Problem: During work periods is not attending to his tasks.

Behavioral Definition: Not completing his work. During work periods is not attending to his tasks. Instead he is talking, day dreaming, playing with materials, getting a drink, resharpening pencils, etc.

Baseline Data:

Date	Time Started	Time Stopped	Total Min Observed	Movement Cycle	Rate per	Measurement System	Talley
2-25	9:30	10:15	45 min	on task 22 min	50%	Duration	off task 23 min.
2-25	2:45	3:10	25 min	8 min	31%	Duration	17 min
2-28	9:25	9:40	15 min	11 min	75%	Duration	4 min
2-28	10:30	11:15	45 min	11 min	25%	Duration	34 min

Behavior Goal: To keep on task for 30 minutes

Does he work "on task" for 30 minutes? Great results. 92% improvement.

Post-Plan Data: Mean: 2 minutes off task.

Date	Time Started	Time Stopped	Total Min Observed	Movement Cycle	Rate per	Measurement System	Talley
4-23	10:00	10:20	20 min	on task 15 min		Duration	off task 5
4-23	1:30	1:15	15 min	13 min		Duration	2
4-24	9:30	9:50	20 min	17 min		Duration	3
4-24	1:30	1:45	15 min	15 min		Duration	0

Post-Plan Behavior Prescription: Begins work more quickly. Keeps on task longer. The improvement is most noticeable when the work presented is highly structured. His behavior seems to be improved as much by the collection of gold stars as by the 10 minute activity.

And on ability level ???

Figure 5. Behavior Modification Plan

Intervention Plan:

1. Teacher and ___ will conference about behavior and its result in loss of learning. We will prepare a contract that is acceptable to both of us.

Has his work been individualized?

2. Will write a contingency contract and sign it. The contract that wrote follows. The specifics were decided by ____. Good!

He did not wish to start on smaller steps.

"I will finish my daily assignments. Each assignment I finish will be checked off on a graph I keep. Each day I do this I earn 10 minutes at the end of the day to do whatever activity I wish to."

Great, he is managing his own program:

3. Tangible reinforcer will include colored stars put on graph for each assignment completed.

4. Teacher will socially reinforce when he is working and ignore him when he is not.

Good pairing of reinforcement and extinction procedures.

Title of Project:	*Itinerant Language/Learning Disorders*
Location of Project:	*Portland School District #1*
Population Served:	*31 children with Language Learning Disorders*
Funding Allocated:	*$19,302*
Project Beginning Date:	*July 1, 1974*
Project Ending Date:	*June 30, 1975*

Background and Rationale:

The original Title VI Project #257 serviced 17 children during the 1972-73 school year. The children serviced evidenced growths in cognitive and perceptual skills as they related to reading, writing, spelling, math, and communication. In addition, 15 teachers and 10 children not previously served received incidental service because of the itinerant teacher being in the building.

The Title VI Project was extended for the 1973-74 school year in order to eliminate specific gaps and weaknesses in the original project. These gaps related to the problems of working with the classroom teachers in an effective program to create change for the language/learning disordered child within the regular classroom.

During the 1973-74 school year 40 primary aged children serviced made perceptual, academic and language gains according to project objectives. Additional children were also reached by means of a teacher inservice class. A request was submitted for another extension on the Title VI project for the 1974-75 school year. The rationale for the extension was to continue the itinerant service to children identified in schools as language/learning disordered and to work with classroom teachers in implementing special programs for children within the regular classroom.

Objectives and Evaluation Plan:

Twenty-five children will be served by the project facilitator/teacher in the following ways: (1) 10 children will receive combined remedial-teacher services; (2) 15 children will receive consultative services. An additional 2-40 children will be served by the project facilitator/teacher through the teacher inservice class.

1. To perform at grade level with consideration of mental age in reading, writing, spelling and math.

Criterion referenced inventories, Jastak Wide Range Achievement Test and Draw-A-Person.

2. To achieve expressive and receptive language skills to function adequately.

Tape recorded language sample, Los Angeles Language Inventory and teacher-made tests of basic concepts.

3. To assist teachers and/or personnel in systematically assessing individual needs. Assist teacher and personnel on planning materials and methods to meet those needs.

Samples of programs developed by the classroom teacher and subsequent data collected on these children will be submitted in the final report.

Methodology:

Staff for this project consisted of one full time project facilitator/teacher and one full time aide. In addition, two teachers provided special reading classes within their regular reading program for 18 of the children served in this project. Expansion of the resource room in this year's project served to provide not only materials but specific assistance in programming utilizing these materials to teachers and aides. The teacher inservice class was again provided, along with special training sessions for volunteers working with the programs.

The Itinerant Language/Learning Disorders Program was designed to provide appropriate teaching methods, materials and programming to children who displayed severe language or learning problems. The program provided a combination of services to these children, either servicing their needs within the regular classroom through special prescriptive programs or through part-time attendance within a learning center. Five basic services

were provided to these children and their teachers:

1. **Remedial Services:** During the 1974-75 school year, itinerant services were provided for four children identified as language/learning disabled. This service is the one-to-one or small group remedial tutoring described in the original Title VI project. The children remained within their regular classroom and received special help in reading, spelling, math, and/or language from the itinerant teacher who prescribed programs written from data obtained during a computer educational assessment. In addition to the four children serviced by the project teacher, other children were serviced by itinerant teachers from the language disorders staff who were salaried by the Portland School District. A total of three itinerant teachers serve the three Portland School areas.

The project facilitator/teacher also worked within a Learning Center at one elementary school. The Learning Center program is a new program begun in Portland Schools this year. This service provides remedial tutoring in reading, spelling, math, and language to language/learning disabled children within one school building. This service expands the language/learning disorders program to include children in grades 4 through 8. Nine children were seen by the project facilitator/teacher within the Learning Center at Lane School. All children were seen daily in a group situation ranging in time from 40 minutes to ½ day. The remainder of the school day for each child was spent within the regular classroom.

2. **Teacher Services:** For both the itinerant children and children served within the Learning Center, materials and programs were provided for each child within the regular classroom situation. The classroom programs were mutually planned by the language/learning disorders teacher and the classroom teacher. Individualized programs of instruction were implemented within the classroom to meet children's needs outside of the tutoring situation.

3. **Consultative Services:** As a result of teacher inservice class in language/learning disorders, consultive services were provided to two teachers who established special reading programs within a regular classroom program. These two classes served 18 children who were identified as having language and/or learning problems. The plan of each classroom was to train the classroom teacher to identify and evaluate children who were failing in reading, spelling or language in the primary grades. The teacher was provided with consultive services in the area of materials and prescriptive program design from the Title VI project facilitator/teacher. In addition, aides were utilized by each teacher for 2 hours daily.

4. **Teacher Inservice:** The Itinerant Language/Learning Disorders Program also provided an inservice class for classroom teachers, speech clinicians, reading teachers, and other personnel to identify children with specific language/learning problems and assist them in planning to meet individual needs. This was accomplished for 44 classroom teachers and other school personnel through a teacher inservice class supported through Title VI and the Portland Public Schools, District No. 1.

Two inservice classes were each taught two terms. The first term of each class was for information gathering. Teachers attended 11 sessions and received information on identification and evaluation of children with language/learning disabilities. At the completion of the first term, each teacher prepared a screening tool to assist her/him in the diagnosis of children within their own classrooms.

The second term dealt with more clinical application of skills in remediating identified problem areas in children. Teachers remained within their own classroom and the Title VI itinerant teacher visited each teacher, helping with program goals, materials, and programs for each child identified by the teacher. At the completion of the second term, teachers presented their programs and data to the entire inservice class in an exchange of ideas and materials.

5. **Resource Center Services:** With the expansion of Title VI for the 1974-75 school year, a Resource Materials Center was provided for use by classroom teachers, the speech clinician, and other school personnel. The Resource Materials Center consisted of Title VI materials and programs to be sent out to teachers in the inservice class, teachers on consultative programs, or teachers requesting special materials or programs.

Results:

1. To perform at grade level with consideration of mental age in reading, writing, spelling and math.

The evaluation procedures for the academic programs were: Criterion Referenced Inventories, the Jastak Wide Range Achievement Test (WRAT) and the Draw-A-Person Test. The following data were obtained on each child who evidenced difficulty on the pretest and who therefore participated in the itinerant program. (Coding on data charts: a slash through a score indicates this score was not included in computing mean scores as data on pre- and posttests was not complete.) The pre- and posttest scores for the Draw-A-Person Test were not submitted by the project staff. It was felt the scores did not significantly alter the diagnostic information for the child.

Table I demonstrates gains made by 13 children on the Wide Range Achievement Test in the area of reading. Numbers in the pre- and posttest columns indicate grade level.

Children enrolled in the reading program made an average gain of .9 grade levels in 6 months. Children 1 through 9, seen on a daily basis by the Itinerant Language/Learning Disorders teacher, made an average gain of 1.0 grade levels in 6 months. Children 10 through 13, seen on an itinerant basis in small groups several times weekly, made an average gain of .7 grade levels in 6 months.

The Criterion Referenced Inventories that were used in the program are a breakdown of academic skills into sequenced steps. These skills range from decoding consonant sounds to decoding advanced multi-syllabic words. Not all children completed the entire sequence as each step is scheduled for a specific decoding rate before progressing to the next step.

Table 2 shows the entire sequence of steps for the Criterion Referenced Inventory with mean rates given for all children completing each step. The data are shown in total responses per minute over the number of errors. For example, 28/8 would be interpreted as 28 responses per minute with 8 errors. A difference score of +22/-6 would be interpreted as an increase of 22 responses per minute and a decrease of 6 errors over pretest.

Children in the reading program increased their rate of decoding skills by 20 responses per minute and decreased their errors by 7 responses per minute.

Table 3 demonstrates gains made by 13 children on the Wide Range Achievement Test in the area of math. Numbers in the pre- and posttest columns indicate grade level.

Children enrolled in the spelling program made an average gain of .9 grade levels in 6 months. Children 1 through 9, seen on a daily basis by the Itinerant Language/Learning Disorders teacher, made an average gain of .9 grade levels in 6 months. Children 10 through 13, seen in small groups several times weekly, made an average gain of .9 grade levels in 6 months.

Table 4 shows the completed sequences in spelling for the Criterion Rederenced Inventory with mean rates given for all children completing each step. The same sequence of phonic skills are used for decoding in spelling that are used for reading. The following data is given in letters per minute, correct over error. For example, 15/4 would be interpreted as 15 responses per minute with 4 errors.

Children in the spelling program increased their rate of decoding skills in the reported sequences by 9 responses per minute and decreased their errors by 1.

Table 5 is indicative of gains made by those children participating in the project on the Wide Range Achievement Test in the area of math. Numbers in the pre- and posttest columns indicate grade level.

Children enrolled in the math program made an average gain of .9 grade levels in 5 months.

Table 6 shows the sequence of steps in the Criterion Referenced Inventory skill area of math. Five children were programmed for math and the following represents their mean data on tasks covered. Data is given in digits written or spoken per mintue, correct over error. For example, 73/1 would be interpreted as 73 responses per minute with 1 error.

Children in the math program increased their rate of response by 18 responses per minute and decreased their errors by .4.

2. To achieve expressive and receptive language skills to function adquately.

Evaluation procedures for Objective 2 included: an audio-tape recording taken for each child enrolled and scored according to mean length of response, administration of the Los Angeles Sequenced Language Inventory and Teacher Made Tests of Basic Concepts. Teacher made tests of

basic concepts were not submitted in the final report and are not, therefore, included here.

Table 7 reflects the mean length of response for 5 children where length of response demonstrated itself to be a problem. Data are given in mean length of response to a series of 12 pictures. There were 5 questions asked of each picture to elicit a taped sample of 60 responses.

Children enrolled in the language program made an average gain of 1.2 words per sentence.

Table 8 indicates number of levels gained for 11 children on the Los Angeles Language Inventory. There are 18 levels from birth to 10 years of age. For school age years, three levels are comparable to approximately one grade, or one year. Passing score for each level is 80% correct.

Children receiving language help during the year made three levels gain on the Los Angeles Language Inventory. This gain is comparable to approximately 1 year's growth in 6 months time.

3. Itinerant facilitator/teacher will assist teachers and/or personnel in systematically assessing individual needs, and assist teachers and personnel on planning materials and methods to meet those needs.

Evaluation of assistance provided by the Language/Learning Disorders Project to teachers and personnel was in the submission of sample programs developed by the teachers and subsequent data collected on these children.

A. An inservice class was provided to 44 teachers, speech clinicians and other school personnel. The course was two terms in length.

B. Through additional funds this class was also provided to 5 target schools in the form of a workshop. This enabled 34 additional teacher to obtain assistance in assessing child needs and planning for those needs.

C. A summer workshop in Language/Learning Disabilities was attended by 27 speech clinicians.

A great many sample programs were submitted by the project staff but could not be included here because of their length.

Tables 9 and 10 show subsequent data collected on children who participated in a special reading program designed by teachers involved in the inservice class and assisted by the Language/Learning Disorders project staff. Data is given for the Wide Range Achievement Test in the areas of reading and math. Pre- and posttest column numbers indicate grade levels.

Children enrolled in special reading classroom I made an average gain of 1.0 grade levels in 8 months in reading.

Children enrolled in special reading classroom II made an average gain of .4 grade levels in 4 months in reading.

Children enrolled in special reading classroom I made an average gain of .18 grade levels in 8 months in spelling.

Children enrolled in special classroom II made an average gain of .8 grade levels in 4 months in the area of spelling.

Third Party Evaluator's Comments:

This project, as in past years, has demonstrated itself to be an outstanding one, both in terms of training children and in training teachers to follow through in the classroom with the same procedures. Although 1974-75 is the last year this project will apply for Title VI funding it is encouraging to know most aspects are being continued by the Portland Public Schools.

Dissemination of information in this project has been a most successful element. Through inservice training and additional funded workshops, a large number of teaching personnel were trained who in turn will affect a large number of children with language/learning disorders.

This project might well serve as a model for other school districts attempting to meet the needs of children identified as having difficulty in language and learning within the regular classroom setting.

Table 1

Academic Scores-Reading
Jastak Wide Range Achievement Test
Scores of Those Children Programmed for Reading

Child	Pretest	Posttest	Gain	Time Enrolled (months)
1	K.8	1.4	.6	8
2	2.7	3.6	.9	8
3	2.1	4.7	2.6	7
4	3.0	4.5	1.5	7
5	1.9	2.6	.7	7
6	K.6	1.1	.5	6
7			Moved	
8	2.7	3.8	1.1	3
9	1.3	1.5	.2	3
10	1.4	2.4	1.0	8
11	1.2	2.1	.9	5
12	1.4	1.6	.2	5
13	1.3	2.2	.9	7
$\bar{x}$	1.7	2.6	.9	6

Table 2

Academic Scores-Reading
Scores for All Children Programmed in Reading

Decoding Sequence	Mean Rate at Pretest	at Posttest	Difference
Consonants	28/8	50/2	+22/-6
Vowels	26/10	38/4	+12/-6
Consonant-Vowel-Consonant Words	14/11	36/2	+22/-9
Consonant Blends-CCVC	14/9	28/2	+14/-7
Sight Vocabulary-Dolch List	15/13	31/4	+16/-9
Consonant Blends-CVCC	21/8	38/4	+17/-4
Long Vowel Words	14/13	52/3	+38/-10
Two Syllable Words	8/12	26/5	+18/-7
Advanced Words	8/13	24/7	+16/-6
$\bar{x}$	16/11	36/4	+20/-7

Table 3

Academic Scores-Spelling

Scores for Those Children Programmed for Spelling

Child	Pretest	Posttest	Gain	Time Enrolled (months)
1	K.9	1.5	.6	8
2	2.6	3.5	.9	8
3	1.8	3.2	1.4	7
4	2.5	3.9	1.4	7
5	1.8	2.6	.8	7
6	K.6	1.2	.6	6
7			Moved	
8	3.0	4.2	1.2	3
9	1.1	1.4	.3	3
10	1.2	2.0	.8	8
11	1.4	2.5	1.1	5
12	1.3	1.8	.5	5
13	1.5	2.5	1.0	7
$\bar{x}$	1.6	2.5	.9	6

Table 4

Academic Scores-Spelling

Criterion Referenced Inventory

Scores for All Children Programmed in Spelling

	Mean Rate		
Decoding Sequence	at Pretest	at Posttest	Difference
Consonant-Vowel-Consonant Words	15/4	23/2	+8/2
Consonant Blend Words – CCVC	26/2	35/2	+9/0
$\bar{x}$	20/3	29/2	+9/-1

Table 5

Academic Scores – Math
Jastak Wide Range Achievement Test
Scores for Those Children Programmed for Math

Child	Pretest	Posttest	Gain	Time Enrolled (months)
1	K.9	2.2	1.3	8
2	*	*	*	*
3	*	*	*	*
4	*	*	*	*
5	*	*	*	*
6	K.4	1.2	.8	6
7	*	*	*	*
8	2.2	3.2	1.0	3
9	1.9	2.1	.2	3
10	*	*	*	*
11	*	*	*	*
12	*	*	*	*
13	1.6	2.8	1.2	7
$\bar{x}$	1.4	2.3	.9	5

* These children did not receive special programming for math.

Table 6

Academic Scores – Math
Criterion Referenced Inventory
Scores for All Children Programmed in Math

Decoding Sequence	Mean Rate at Pretest	Mean Rate at Posttest	Difference
Oral Counting	73/1	144/1	+71/ 0
Written Digits	21/1	29/0	+ 8/-1
Read Numerals	44/3	69/1	+25/-2
Order Numerals	11/1	21/1	+10/ 0
Simple Addition	8/1	13/1	+ 5/ 0
Simple Subtraction	5/1	10/0	+ 5/-1
Two-Digit Addition	4/2	14/1	+10/-1
Two-Digit Subtraction	1/1	9/0	+ 8/-1
$\bar{x}$	21/1	39/.6	+18/-.4

Table 7

Language Data
Taped Language Sample

Child	Response at Pretest	Posttest	Gain	Time Enrolled (months)
1	7	8	+1	8
2	8	8	0	7
3	6.4	7.8	+1.4	6
9	6.3	6.8	+ .5	3
10	5.3	7.6	+2.3	8
13	5.4	7.6	+2.2	7
$\bar{x}$	6.4	7.6	+1.2	6 mos.

Table 8

Language Data
Los Angeles Sequenced Language Inventory

Child	Response at Pretest	Posttest	Gain	Time Enrolled (months)
1	6	7	+1	8
2	9	12	+3	9
3	–	–	–	7
4	8	10	+2	7
5	10	12	+2	7
6	4	6	+2	6
7	–	–	–	7
8	9	12	+3	3
9	6	8	+2	3
10	6	10	+4	8
11	6	10	+4	5
12	6	9	+3	5
13	6	10	+4	7
$\bar{x}$	7	10	+3	6 mos.

Table 9

Special Class-Reading
Conducted by In-Service Class Participants
Jastak Wide Range Achievement Test

Classroom I

Child	Response at Pretest	Posttest	Gain	Time Enrolled (months)
1	1.3	2.3	+1.0	9
2	1.3	1.4	+ .1	4
3	1.5	1.4	- .1	4
4	1.0	1.3	+ .3	9
5	1.1	1.4	+ .3	5
6	1.5	3.6	+2.1	9
7	1.2	2.8	+1.6	9
8	1.3	2.5	+1.2	9
9	1.2	3.1	+1.9	9
10	1.4	2.5	+1.1	9
11	1.9	2.9	+1.0	9
$\bar{x}$	1.3	2.3	+1.0	8 mos.
		Classroom II		
1	K.7	1.3	+ .6	4
2	1.4	1.7	+ .3	4
3	1.4	1.9	+ .5	4
4	1.8	2.5	+ .7	4
5	1.0	1.5	+ .5	4
6	1.6	1.3	- .3	4
7				4
$\bar{x}$	1.3	1.7	.4	4 mos.

Table 10

Special Class-Reading
Conducted by In-Service Class Participation
Jastak Wide Range Achievement Test

Child	Level at Pretest	Posttest	Gain	Time Enrolled (months)
Classroom I				
1	1.3	2.7	+1.4	9
2	K.9	1.3	+ .4	4
3	1.3	1.4	+ .1	4
4	K.9	1.4	+ .5	9
5	1.0	1.5	+ .5	5
6	1.3	2.6	+1.3	9
7	1.3	2.3	+1.0	9
8	1.1	2.6	+1.5	9
9	1.0	2.3	+1.3	9
10	1.4	2.2	+ .8	9
11	1.5	2.6	+1.1	9
$\bar{x}$	1.2	2.0	+ .8	8 mos.
Classroom II				
1	K.5	1.4	+ .9	4
2	1.2	1.8	+ .6	4
3	1.2	2.0	+ .8	4
4	1.5	2.6	+1.1	4
5	1.3	2.5	+1.2	4
6	1.8	2.2	+ .4	4
$\bar{x}$	1.2	2.0	+ .8	4 mos.

Title of Project: *Special Intervention for High Risk First Graders*

Location of Project: *Lynch School District #28*

Population Served: *Potential Learning Problems – 39 First Graders*

Funding Allocated: *$16,312*

Project Beginning Date: *October 7, 1974*

Project Ending Date: *June 6, 1975*

Background and Rationale:

The Lynch District conducted a fall screening of first grade children for the first time during the 1973-74 school year. Areas included in the screening were dental, vision, hearing, gross motor, social maturity, visual and auditory perception and speech and language. Through the child screening process, numerous children were identified who were expected to have difficulty with school (high risk) and it was felt that these children would benefit from some special attention or assistance during the very vital first year.

The Title VI Project was a systematic early intervention program for high risk children, using either the Lynch Team Approach or the Distar Reading and Language Program. The project was designed to prevent some potential learning problems for first grade children and, at the same time, determine if the Lynch Team Approach seems the best means of early learning for district high risk first grade students.

Objectives and Evaluation Plan:

1. To identify two groups of 20 children of high risk who have comparable reading readiness scores. These groups will be first graders.

Slingerland Pre-Reading Test and the Metropolitan Readiness Test.

2. To compare and discuss the results of reading scores of one group of 20 children using the Lynch Team Approach and of 20 children who have been trained by Distar Reading and Language Programs.

A comparison of the scores on the Gates-MacGinitie Test for each group.

Methodology:

The project staff included two teachers, an aide and 12 volunteers. Both teachers worked .50 FTE and were the principle instructional staff. Both are experienced classroom and Extreme Learning Problems teachers and one is a trained and experienced Distar teacher. One clerical aide was assigned to the project to assist with record-keeping and instructional materials. Twelve volunteer aides were utilized at the school where the team approach was in operation.

All students received the first grade screening and project students were then selected for participation on the basis of first grade screening results and an evaluation of these data in relation to classroom performance. All project students participated in their regular daily reading instructional program and in addition, received 25 minutes of Title VI assistance each day. Included in the screening were the areas of:

1. language
2. speech
3. hearing
4. visual acuity
5. visual perception
6. auditory perception
7. fine motor skills
8. social maturity
9. gross motor skills

The following tests were used.

1. Snellen
2. Keystone Telebinocular
3. Pure tone Audiometric
4. Slingerland Test of Pre-Reading Skills
5. Boyd Developmental Scale
6. Selected Speech and Language tests
7. Selected tests of motor development
8. Metropolitan Readiness

Selection of student participants was done on a staffing basis and included the project staff, principals, and classroom and special education teachers.

Daily individual or small group instruction was provided to the Lynch Team Approach students (Treatment Group I) in:

1. Reading utilizing a multi-sensory approach (auditory - visual - kinesthetic - tactile association);
2. Language development appropriate to the student's needs in sequencing, sentence length, vocabulary, articles and verb tense;
3. Auditory training to improve student's auditory discrimination and memory;
4. Gross motor training to develop a greater sense of body awareness, coordination, flexibility and balance.

Daily small group instruction was provided to the Distar students (Treatment Group II) in Distar I Reading and Language Programs.

Four groups of five students each received Distar I Reading instruction through the Title VI project 4 days a week for 25 minute periods. The first period began at 12:00 noon, with succeeding groups receiving instruction at 12:30 p.m., 1:00 p.m., and 1:30 p.m.

The Distar Reading Program was adherred to until mid-March and at that time we began omitting group story reading and clapping signals for three of the four groups. These students were ready for independent reading activities while the fourth group continued on the Distar schedule.

Individual chalkboards were provided at the beginning of the year to allow daily practice of independent spelling of sounds and new and review vocabulary words.

Class time did not permit finishing Take-Home Sheets. Instead, these were quickly scanned, any new formats explained, and the work left to be finished at home. We devised a reward system for children finishing their Take-Homes and returning them to us with the signature of their parents. Many of the parents followed through faithfully on this.

Three weeks before posttesting was scheduled, we began typing the stories from the storybook on separate sheets of paper, omitting the diacritical markings so students could become more independent of them before the testing period.

All of the students completed Distar I Reading.

Distar I Language was taught to the same grouping of children as Distar I Reading except it was scheduled only 1 day a week for a 25 minute period. The Language I concepts were presented in selected lessons according to the needs of the children. Follow-up lessons were also scheduled as needed.

In addition to Distar I Reading and Language the high risk students received an additional 25 minutes of reading per day in the regular classroom.

Additional scheduling details are given hereafter:

1. All pupils received one 30 minute library period each week;
2. All pupils had three 20 minute P.E. periods each week;
3. All pupils received two 20 minute music periods each week;
4. Some students, according to individual need, were scheduled for small group instruction to develop gross motor skills (2-3/group) on a "random basis" before school.

The major thrusts of the Lynch Team Approach were to:

1. Allow the learner to begin instruction at a point appropriate to his/her development;
2. Allow the learner to proceed at his/her own pace;
3. Provide individualized classroom instruction;
4. Provide individual instruction to those students with persistent learning problems;
5. Teach to specific reading objectives which could then be evaluated for mastery.

The materials used in the Lynch Team Approach were:

A. Readiness
   1. Auditory
      a. Auditory Discrimination in Depth – Teaching Resources
      b. Peabody Language
      c. Slingerland – instructional technique
      d. Language Master cards – teacher made
      e. Participation stories
      f. Audio Progress Lab – Educational Progress Corp.

g. Slingerland – Sound symbol cards and blending charts.
h. Speech to Print – Harcourt Brace
i. Continental Dittos – Rhyming
j. Rhyming Zig-Zag – game
k. Sea of Vowels – game
l. Auditory Perception Training – Developmental Learning Materials

2. Visual
a. Frostig dittos
b. Continental Press dittos
c. DLM blocks and design cards
d. Beads – Teaching Resources
e. Manipulative materials for shapes, size, letters, etc. (Teacher made)
f. Milk carton games (Teacher made)
g. Lacing cards – Teaching Resources
h. Peg boards – Developmental Learning Materials
i. Dubnoff Program 1, Levels 1, 2, 3 – Teaching Resources
j. Directionality Board – Dubnoff – Teaching Resources
k. Individual chalk boards
l. Erie Program – Parts 2 and 4 – Teaching Resources
m. Perceptual Bingo
n. Milliken dittos – visual perception
o. Peg boards – extra large (Teacher made)

B. Reading
1. Slingerland – techniques
2. Merrill Linguistic Readers
3. Sullivan Programmed Reading
4. Macmillan Readers
5. Audio Progress Lab – Educational Progress Corp.
6. Macmillan Individualized Phonics
7. Phonics We Use – Lyons and Carnahan
8. Sullivan Story Books
9. Dolch Readers – Garrard Press
10. Reader's Digest New Skill Builders with the Audio Unit – Levels 1+, 2-1, 2-2, 2-3
11. Teacher made games – Step Ahead
12. Speech to Print – Harcourt Brace
13. Library books
14. First Experience with Vowels and Consonants – McGraw-Hill

The specific language and reading readiness skills taught to strengthen readiness for reading were:

A. Language development
1. Expressive language
a. Syntax
b. Speech (articulation, voice, fluency)
2. Receptive language
a. Vocabulary
b. Concept development

B. Auditory skills
1. Auditory attention
2. Auditory discrimination
a. Rhyming words
b. Beginning sounds
c. Ending sounds
3. Auditory memory
4. Auditory integration (blending)
5. Auditory comprehension – following oral directions
6. Auditory-visual integration

C. Visual skills
1. Visual discrimination
a. Colors
b. Shapes
c. Size
d. Letter forms
e. Word forms
2. Visual figure-ground
3. Form constancy
4. Visual sequencing
5. Spatial relationships
6. Visual memory

D. Fine Motor (Visual-Motor)
1. Drawing within limits
a. Tracing
b. Dot-to-dot
2. Cut and paste

E. Directionality – left to right progression

F. Comprehension
1. Sequence
2. Classification
a. Objects
b. Pictures
3. Oral directions

Other specific skills related to learning readiness were:

A. Body Awareness
1. Knowing body parts
2. Using body parts

B. Gross Motor Skills
1. Skipping
2. Hopping
3. Running
4. Tracking and catching a ball

5. Balancing
6. Throwing (at a target)

C. Development of self-awareness

Reading skills were introduced in the following sequence:

1. Letter names, beginning sounds, symbols
2. Sight words – Dolch pre-primer
3. Short vowels – one per month (a, i, o, u, e)
4. Blending – 3-letter words, phonetic examples: pan, man, hat, etc.
5. Final consonant sounds
6. Initial blends and consonant digraphs
7. Long vowels – rule silent 'e'
8. Sight words – Dolch primer and first grade levels
9. Comprehension skills – classifying, sorting
10. Word endings – 's', 'ed', 'ing'
11. Comprehension skills – specific details and main ideas
12. Contractions – 'don't'
13. Compound words – 'milkman'
14. Opposites – 'up-down'
15. "r" controlled vowels – ar, or, ir
16. Final consonant digraphs and "st"
17. Comprehension – sequence – first, last
18. Vocabulary – context clues
19. Medial Vowel digraphs – 'ee', 'ea', 'oa'

Procedures for implementing the program were as follows:

A. Diagnosis of the strengths and weaknesses of high risk students was based on an indepth evaluation following the screening. The following tests were administered by specialists, as indicated.
   1. Kindergarten Auditory Screening Test (KAST) – Speech Pathologists
   2. Developmental Test of Visual Perception – Extreme Learning Problems Teacher
   3. Developmental Test of Visual-Motor Integration – Extreme Learning Problems Teacher
   4. Meeting Street School Test – Extreme Learning Problems Teacher
   5. Peabody Picture Vocabulary Test – Speech Pathologists
   6. WISC – Counselor or Clinical Psychologist

B. Prescriptions were formulated for high risk students according to the specific strengths and weaknesses of the individual.

C. Testing and evaluation for mastery of readiness and reading skills was accomplished by the team coordinator using the following tests:
   1. Silvaroli – Informal Reading Inventory
   2. Beery – Visual Motor Integration
   3. Slingerland – Level I Achievement Test
   4. Teacher-made skills test

D. Weekly staffings, of 30-60 minutes duration, by classroom and P.E. teachers, counselor, principal, speech pathologist and team coordinator were held to coordinate the instructional program.

Scheduling for students was as follows:

1. High risk students received 25 minutes of Title VI reading instruction per day, usually in a skill group (6-7/group), provided by the Title VI-B project staff.
2. High risk students received regular classroom reading 25 minutes per day in a small group (2-7/group);
3. High risk learners received the services of the counselor as needed;
4. High risk learners received 25 minutes of P.E. instruction per day in gross motor skills;
5. Six high risk students received language or speech instruction 25 minutes per day, 4 days a week (2-3/group);
6. Three high risk students received fine motor skills instruction 25 minutes per session, twice a week (1-2/group);
7. The students received twice weekly music instruction for 25 minute periods;
8. The students received 25 minutes of library instruction weekly;
9. The librarian provided weekly instruction in listening skills for a 25 minute period (6-7/group).

Students were instructed in groups ranging in size from 1 to 7. Twelve parent volunteers were selected to help with first grade high risk learners. Each volunteer spent 3 hours a week at the school and usually worked with one student at a time for 25 minutes. The volunteers trained in specific skills by the reading specialist and/or classroom teacher.

Individual case folders were maintained and included the following information:

1. Diagnoses
2. Prescriptions
3. Assigned activities
4. Progress reports
5. Mastery sheets

Results:

1. To identify two groups of 20 children of high risk who have comparable reading readiness scores. These groups will be first graders.

Excerpts from the Data Analysis Report completed by Multnomah County Intermediate Education District Testing and Evaluation Department show the two treatment groups are comparable, as shown in Table 1.

Method: High risk grade 1 students in Treatment Group I and Treatment Group II were identified by scores obtained on the Slingerland Pre-Reading Screening Test administered to beginning first graders. The Metropolitan Readiness Test was administered to all students in each of the two high risk groups.

Null Hypothesis: There is no significant difference between the mean and variance of the scores obtained by Treatment Group I and the mean and variance of the scores obtained by Treatment Group II as measured by "t" and an analysis of variance at the .05 level of confidence.

The Null Hypothesis is accepted and there is no significant difference between the means and variances of the two treatment groups as measured by performance on the Metropolitan Readiness Test at the start of treatment.

2. To compare and discuss the results of reading scores of one group of 20 children using the Lynch Team Approach and of 20 children who have been trained by Distar Reading and Language Programs.

It was hypothesized that two groups would be equal in achievement, however this was not the case, as is indicated by the following portion of the Multnomah County Intermediate Education District Testing and Evaluation Department Data Analysis Report.

Method: At the end of the treatment period the Gates-MacGinitie Reading Test was administered to the students in both treatment groups. The means and variances of the scores obtained by the two treatment groups were compared. Those comparative data are contained in Tables 2, 3, and 4.

Null Hypothesis: There is no significant difference between the means and variances of scores obtained on the Gates-MacGinitie Reading Test A Form 1 by Treatment Group I and by Treatment Group II, as measured by "t" and analysis of variance at .05 level of significance.

The Null Hypothesis is rejected and the Treatment Group I mean scores are significantly higher than the Treatment Group II mean scores on vocabulary, comprehension, and combined scores obtained on the Gates-MacGinitie Reading Test.

It was also hypothesized that 75% of the students in each group would attain Gates-MacGinitie raw scores of 21 in vocabulary and 12 in comprehension at the conclusion of the project. Tables 5 and 6 show actual individual raw scores by students and treatment group.

Table 7 indicates the percentage of students making the raw score expectations and shows the difference between the two groups in vocabulary and comprehension scores.

Third Party Evaluator's Comments:

It is apparent by the data contained in the final report that objectives 1 and 2 have been met. When Tables 5 and 6 are reviewed it can be said that significant gains have been made by those high risk children participating in both programs.

The Lynch Team Approach used a wide range of teaching materials and methods in a structured data base setting. The deficiencies of each child were dealt with individually and as criterion level was reached in a specific skill area the child was promptly advanced in his programming. The results in Table 5 are indicative of skill acquisition by each child in the program. The raw scores range from 20 to 48 in the area of vocabulary and 9 to 33 in the area of comprehension. This evaluator feels this wide range could be attributed to highly individualized programs developed to meet each child's needs.

The high risk students received 25 minutes reading instruction in the regular classroom per day for a total of 50 minutes of instruction. Six of these high risk students received an additional 25 minutes language or speech instruction. The librarian provided weekly instruction in listening skills for 25 minutes per group. With the other coordinated services provided by the classroom teachers, counselor, volunteers, and principal a very thorough program was conducted by the Lynch Team.

The Distar I Reading Group received reading instruction four days per week for 25 minutes. The instruction period was conducted in the afternoon.

Distar I Language was taught one day per week to the same group for a period of 25 minutes. The high risk students received 25 minutes reading instruction in the regular classroom.

The data contained in Table 6 are those acquired from the high risk children participating in the Distar group. The raw scores range from 17 to 43 in the area of vocabulary and 9 to 21 in the area of comprehension.

Given that these children were high risk students the scores contained in Tables 5 and 6 indicate that both classes conducted sound programs for the individual child, however, the scores acquired by the children in the Lynch Team group were higher than those in the Distar Group.

A structured and intense program such as the Lynch Team provided in addition to a regular reading program will produce positive results when working with high risk children.

Table 1

"t" Test of Treatment Groups I & II

Treatment Group I
(Lynch Team Approach)
Number 20
Mean 56.45
Variance 36.682

Treatment Group II
(Distar Reading & Language)
Number 19
Mean 55.5
Variance 39.842

"t" value = .485. Critical "T" value at the .05 level with 38 df = 1.7

Analysis of Variance

Source	Sum of Squares	df	Mean Squares	F
Methods	21.0156	1	21.0156	0.547
Error	1459.95	38	38.4198	
Total	1480.97	39		

Critical "F" at .05 level = 4.08

Table 2

"t" Test

Vocabulary Scores
(Raw Score)

Treatment Group I
(Lynch Team Approach)
Number 20
Mean 36.9
Variance 54.831

Treatment Group II
(Distar I Reading & Language)
Number 19
Mean 31.05
Variance 39.052

"t" value = 2.67. Critical "t" value at .05 level with 37 df = 1.69

Analysis of Variance

Source	Sum of Squares	df	Mean Squares	F
Methods	378.953	1	378.953	8.23
Error	1656.1	36	46.9928	
Total	2035.053	37		

Critical "F" value at the .05 level = 4.08

Table 3

Comprehension Score
(Raw Score)

"t" Test

Treatment Group I (Lynch Team Approach)	Treatment Group II (Distar I Reading & Language)
Number 20	Number 19
Mean 21.1	Mean 14
Variance 51.358	Variance 18.88

"t" value = 3.76. Critical "t" value at the .05 level with 37 df = 1.69

Analysis of Variance

Source	Sum of Squares	df	Mean Squares	F
Methods	501.158	1	501.158	13.82
Error	1305.68	36	36.269	
Total	1806.84	37		

Critical "F" value at .05 level = 4.08

Table 4

Total Score
(Vocabulary and Comprehension Scores Combined)

"t" Test

Treatment Group I (Lynch Team Approach)	Treatment Group II (Distar I Reading & Language)
Number 20	Number 19
Mean 58	Mean 45.05
Variance 191.368	Variance 86.05

"t" value = 3.43. Critical "t" value at the .05 level with 37 df = 1.69

Analysis of Variance

Source	Sum of Squares	df	Mean Squares	F
Methods	1738.12	1	1738.10	12.372
Error	5057.58	36	140.488	
Total	6795.70	37		

Critical "F" value at .05 level = 4.08

Table 5

Treatment Group I

Lynch Team Approach – Gates-MacGinitie Raw Scores

Student	VOCABULARY		COMPREHENSION	
	Raw Score	Grade Equivalent Score	Raw Score	Grade Equivalent Score
D. H.	48	3.5	32	3.4
S. N.	46	3.2	33	3.6
P. P.	45	3.0	24	2.2
T. A.	44	2.8	30	3.0
R. P.	42	2.6	17	1.6
D. L.	41	2.5	28	2.7
D. K.	40	2.4	16	1.6
R. A.	39	2.3	30	3.0
B. G.	39	2.3	25	2.3
T. S.	39	2.3	21	1.9
M. T.	39	2.3	19	1.7
M. N.	38	2.2	26	2.4
T. F.	37	2.1	19	1.7
M. J.	37	2.1	20	1.8
S. B.	32	1.7	18	1.7
J. B.	30	1.7	10	1.4
D. W.	29	1.6	18	1.7
M. A.	29	1.6	15	1.6
E. W.	24	1.5	9	1.4
R. B.	20	1.4	12	1.5
	$\bar{x}$ 36.9	$\bar{x}$ 2.3	$\bar{x}$ 21.1	$\bar{x}$ 2.1

Table 6

Treatment Group II

Distar Group – Gates-MacGinitie Raw Scores

Student	VOCABULARY Raw Score	VOCABULARY Grade Equivalent Score	COMPREHENSION Raw Score	COMPREHENSION Grade Equivalent Score
J. R.	43	2.7	19	1.5
J. E.	40	2.4	20	1.8
B. P.	39	2.3	16	1.6
S. H.	38	2.2	17	1.6
T. H.	36	2.0	18	1.7
E. W.	34	1.8	14	1.5
K. T.	32	1.7	21	1.9
T. T.	31	1.7	20	1.8
K. L.	30	1.7	19	1.7
D. H.	30	1.7	10	1.4
D. E.	30	1.7	9	1.4
L. S.	29	1.6	17	1.6
M. C.	29	1.6	12	1.5
T. S.	28	1.6	13	1.5
M. C.	28	1.6	9	1.4
D. D.	27	1.6	9	1.4
S. W.	26	1.6	9	1.4
R. A.	23	1.5	9	1.4
J. B.	17	1.3	11	1.4
	$\bar{x}$ 31	$\bar{x}$ 1.8	$\bar{x}$ 14	$\bar{x}$ 1.5

Table 7

Percentage of Students Attaining Raw Score Expectations

Instruction Group	N	Vocabulary	Comprehension
Lynch Team Approach	20	95.0	90.0
Distar Instruction	19	94.7	63.1
Difference		0.3	26.9

Title of Project: *Operation Catch Up*

Location of Project: *Washington County IED*

Population Served: *136 Learning Disabled*

Funding Allocated: *$22,650*

Project Beginning Date: *September 1, 1974*

Project Ending Date: *June 15, 1975*

Background and Rationale:

Laboratory or clinic school settings in which teachers can learn and practice new remediation skills with children are few in number. Inservice classes which have as their focus improvement of methodologies, are often theoretical and not practical in nature. This project focused upon upgrading classroom teachers' diagnostic/prescriptive/reinforcing skills in a practicum setting – the laboratory students being those academically disabled students of the teacher participants.

Objectives and Evaluation Plan:

1. Selected children will attend a competency level of acceptable performance on selected behaviors specified in Appendix A of the Key Math Diagnostic Arithmetic Test.

Pre/posttesting will be administered on the Key Math Diagnostic Arithmetic Test. Posttest will evaluate only those items selected as priority problem areas beginning with those behaviors on which errors were noted during pretesting.

2. Selected children will attain a competency level of acceptable performance on selected behaviors specified in the Engelmann-Becker Placement Test, in the Distar Placement Test, or the Silvaroli Classroom Inventory in the areas of letter identification, word identification, word attack; word comprehension and passage comprehension.

Pre/posttesting will be administered on the Englemann-Becker Placement Test, the Distar Placement Test or the Silvaroli Classroom Inventory. Posttest will evaluate only those items selected as priority problem areas beginning with those behaviors on which errors were noted during pretesting.

3. Presented with an oral spelling list of approximately 50 words (drawn from reading and/or writing lessons) that selected children had previously indicated they could not spell, or the Continuous Progress Spelling Inventory, the children will spell the selected words correctly with 80% accuracy.

A word list of approximately 50 words or the Continuous Progress Spelling Inventory will be presented orally to each child at the conclusion of the project.

4. Selected children will demonstrate an increase in the number of behaviors critical to "legible handwriting".

A Handwriting Behavioral Checklist will be used. Selected children will be pre/posttested on this checklist. The increase in the number of new behaviors each child has acquired will be noted.

5. Approximately 20 teachers will acquire competency to: (a) evaluate a child's performance in a specific curriculum area; (b) write a prescriptive program to remediate deficient behaviors, and (c) provide a program to one child or a group of children and demonstrate progress in a deficient area.

The project staff will submit five examples of programs designed by classroom teachers and the child data that is accumulated from each program.

6. The project team will meet each parent individually at least once and provide two group meetings for parents during a 9 week period.

Attendance data at group and individual meetings and a narrative description of the general content of the individual and group meetings will be submitted in the final report.

Methodology:

Three persons were employed with project funds: a head teacher with a Master's degree in Special Education with work in learning disabilities, mental retardation and behavior disorders; an

experienced instructional aide with extensive training in positive reinforcement theory and reading; and a full-time substitute teacher who released the classroom teachers to spend extended periods in the clinic. One of these building teachers worked with the clinic team at all times. The project director was employed with IED funds, since coordination of the project was one of many duties.

The criterion for selection of teacher participants was based on 100% commitment by all building (intermediate) teachers; thereby their school became a project school. Criteria for student selection were the degrees of academic need for "catching up" in one or more of four areas: reading, math, spelling or handwriting. Students who referred themselves were given first priority. No student who was referred by parent or teacher and who chose not to attend the center was asked to do so.

Extensive pre and posttesting was done. The diagnostic tools used for identification and improvement of academic disabilities were:

Key Math Diagnostic Test
Individualized Computational Skills Placement Test
Silvaroli Classroom Reading Inventory
DISTAR and Englemann-Becker Corrective Reading Placement Tests
Continuous Progress in Spelling Placement Test
Kottmeyer Spelling Inventory
Teacher-made Handwriting Checklists

All participating classroom teachers were given instruction in use of the instruments, and assisted with pre and posttesting.

The Catch Up Center staff was dedicated from the beginning of the project to the concept that "acceptable performance", as spelled out in the project objectives, was to be based upon any gains, measured however finely. Staff remediated children whose self concepts and attitudes toward school were so poor that the first several weeks in each project school were spent in building self responsibility and self respect, as in building basic skills. The entire program operated in an atmosphere of positive reinforcement, put into fact by a token economy system. Measurable results were therefore surprisingly high — a reward in themselves for the children, the project staff, and the cooperating teachers.

Individual teaching plans were drawn for each child by the head teacher; skill groups based upon mutual need were formed; and appropriate materials chosen to meet those needs. Classroom teachers assumed teaching responsibilities for individuals and small groups after the head teacher modeled appropriate methodologies. (The exception to this was the responsibility for the DISTAR and EB Press groups, since the degree of training required was more sophisticated than the project could provide within its limitations.) Classroom teachers planned continuing activities for individuals or small groups of children who would receive further remedial instruction in their own homerooms after the clinic moved on. The emphasis was on small group, rather than individual tutoring for two reasons: (1) groups are much more practical from the classroom teacher's scheduling point of view, and (2) a healthy degree of peer competition is possible in groups.

Scheduling of students into the clinic was a complicated task. Originally approximately 20 children per school had been anticipated, but never were fewer than 40 enrolled at any one time. Math and reading sections were scheduled for 45-60 minute sessions each; spelling and handwriting were 30 minute periods. These sessions all overlapped one another.

A paucity of materials were maintained. A few machines were used (and supplied by IED funds): two System 80 consoles, two Digitors, and a Controlled Reading, Jr. Ditto sheets were at an absolute minimum, and were used exclusively with a high/interest, low-vocabulary set of reading modeling tapes. A few workbooks were used with plastic overlays.

Methodology was the key factor in the remediation. Game boards were adapted to all subject areas, and were used daily not as a reward, but as a teaching tool. Student chalkboard work was extensive. As part of the token economy system, each child kept a passport savings book (supplied by local banks) in which he entered points earned for attempting and completing tasks, with bonus points being awarded for accuracy. Points were spent for tokens and free time activities. Most of the classroom teachers in the project initiated some variation of the token economy system into their own classrooms.

Results:

1. Selected children will attain a competency level of acceptable performance on selected behaviors specified in Appendix A of the Key Math Diagnostic Arithmetic Test.

Twelve of the 14 subtests of the Key Math were used to select the performance objectives for each child. These objectives, taken from the appendix of the test manual and printed on perforated address label sheets, were pasted on large sheets of paper and stored in each child's mailbox. As objectives were met, the child checked them off. A sample plan is shown in Figure 1.

Table 1 displays the averaged raw scores expected for each of the three grade levels compared to the averaged pre/post scores. Because students were expected to score differently in the three grades at three different times of the year, the raw scores have been averaged by grade level.

2. Selected children will attain a competency level of acceptable performance on selected behaviors specified in the Engelmann-Becker Placement Test, in the DISTAR Placement Test, or the Silvaroli Classroom Inventory in the areas of letter identification, word identification, word attack, word comprehension and passage comprehension.

Tables 2, 3 and 4 display measurable gains. Silvaroli Classroom Reading Inventory was used with all reading students as a pre/post tool for two reasons: First, to compare gains made by utilizing various reading methods based upon children's needs and abilities; second, to discover reading problems not measurable with paper-pencil, timed test, e.g., oral reading errors such as miscalls, omissions, insertions, repeats, "don't knows", etc., and comprehension errors in answering questions of a specific nature – factural, inferential, vocabulary meaning.

3. Presented with an oral spelling list of approximately 50 words (drawn from reading and/or writing lessons) that selected children had previously indicated they could not spell, or the Continuous Progress Spelling Inventory, the children will spell the selected words correctly with 80% accuracy.

Table 5 displays the gains made by 54 children on the Kottmeyer Spelling Inventory.

The Engelmann-Becker Spelling Test was made of 25 of the more difficult words from the first 30 reading lessons. Fourteen of the 32 children in the Engelmann-Becker Press Reading Program were placed in this spelling program. They studies 20 words weekly from their reading lessons, following the Eight Study Step format from the CPS Program. Table 6 displays these data.

4. Selected children will demonstrate an increase in the number of behaviors critical to "legible handwriting".

Handwriting students were enrolled only if they displayed dysgraphic-like behaviors. Thirty-six, who literally had difficulty writing their own names were remediated.

Staff changed from the handwriting behavior checklist originally designed by the head teacher to timed samples of large and small cursive letters (based upon the SST program – Washington State), with the objective being to increase speed and accuracy.

5. Approximately 20 teachers will acquire competency to: (a) evaluate a child's performance in a specific curriculum area; (b) write a prescriptive program to remediate deficient behaviors, and (c) provide a program to one child of a group of children and demonstrate progress in a deficient area.

The data concerning teacher competencies are, in the main, subjective. Skills were taught and observed by staff in two ways:

(a) Classroom teachers observed ongoing modeling behaviors by staff, and practiced under supervision.

(b) Classroom teachers participated in an after school graduate credit seminar taught by the director and the head teacher.

Teachers demonstrated competencies in evaluating children's performance in the academic areas by assisting with the pre and posttesting with an adequate degree of success. Four of the seminar sessions were held 4 days in a row before the clinic team moved to a project school, and were for the purpose of learning, practicing and interpreting the diagnostic tests. Some children were brought in for practice sessions. Project staff observed the teachers in the actual testing situations, and were pleased with the reinforcing behaviors used by most. Without exception, project teachers tested other children in their own classroom for in-class remediation.

Prescriptive programs were written for individuals or groups of children by all the teachers as part of the seminar requirements. While the majority of

the projects were in remedial math, several others concerned such things as transition times between classes, teaching English as a second language using DISTAR methods, and a full year's reading program for a low group which continued clinic methods and materials. See Figure 2 for a sample program.

Proficiency in implementing programs was demonstrated in the clinic setting. The head teacher and the director observed teachers as they moved from group to group, and/or child to child as directed. Data are totally subjective in this area, which is therefore a weakness of the program.

However, since the project staff operated as "guests" in the project schools, and there was naturally a varying difference in attitude of participating classroom teachers, the element of project staff posing a threat as "resident experts" was always present. To avoid this phenomenon as completely as possible, no hard observation data were taken to be shared with teachers. General seminar and faculty room discussions were of more value.

The degree of enthusiasm and commitment held by the building principal made a great difference in changes in teacher competencies. As the project director continued to make follow-up visits to project schools, it became obvious that the greatest amount of teacher commitment to continued use of project methods and materials was in direct proportion to administrative willingness to furnish moral and financial support.

6. The project team will meet with each parent individually at least once and provide two group meetings for parents during a 9 week period.

Thirty-nine percent of the student's parents attended group meetings which consisted of an overview of the program; its history and philosophy, methods and materials, followed by a question and answer period.

Thirty-five percent of the parents attended one or more individual conferences (all were invited by letter). One hundred percent of those called specifically to attend did so.

All parents received an individually written report at the end of the remediation period.

The staff was disappointed in the degree of parental involvement. However, those who came to meetings, and those who returned a written evaluation form were grateful, enthusiastic, and committed to continuing their children's progress at home.

Many parents made visits, borrowed materials, volunteered time and things to help, and attended school board meetings to initiate similar programs being carried on at district expense.

Specifically schedule individual conferences usually concerned health problems and/or their accompanying handicaps (vision, hearing, behavior disorders), and appropriate referrals to other agencies; referrals to summer school or special tutoring, and reports of great or little progress.

Conferences requested by parents were those in which parents expressed personal needs. These often included frustration or bewilderment about the differences in their children's behaviors in the regular classroom.

Third Party Evaluator's Comments:

Five of the six objectives for this program were achieved by the project staff.

Objective 5, which was related to teacher performance, was not achieved. While the programs designed by teachers were submitted (See Figure 2 for an example), they do not meet the criterion for an acceptable prescriptive program. The program submitted was simply a list of behavioral objectives to be taught, not statements of how to teach them. In addition, no child data were submitted which would have been an indicator of the appropriateness of the program.

Despite the fact that only five of the six objectives were achieved, the gains made are to be commended. The gains demonstrated in math, reading, spelling and writing are remarkable when one realizes that only 12 weeks was spent in each of three elementary schools in Washington County. In addition, the project staff was faced with the problem of "selling" this concept to the principal and teaching staff three times. This in itself is a remarkable feat.

This model used by the Washington County IED is further evidence of the model now accepted by the State Department of Education as an appropriate one to serve learning disabled children.

Reduction of Transition Time

Objective: To reduce transition time between break and math to a maximum of three minutes.

Procedure:
1. Time students for baseline five days without them knowing.
2. Discuss purpose with class and meaning of efficient use of time by showing them the baseline.
3. Discuss desired results (set a goal).
4. Prepare a classroom line graph easily visible for all students.
5. Explain timing procedure, data collection, recording of data.
6. Record baseline on graph.
7. Decide on reward to be earned when goal is reached. (popcorn party for example)

Results: Two separate graphing periods were recorded. The first period was begun following the setting of the baseline. Data was collected for five days and resulted in the following graph:

Figure 1. Sample Program

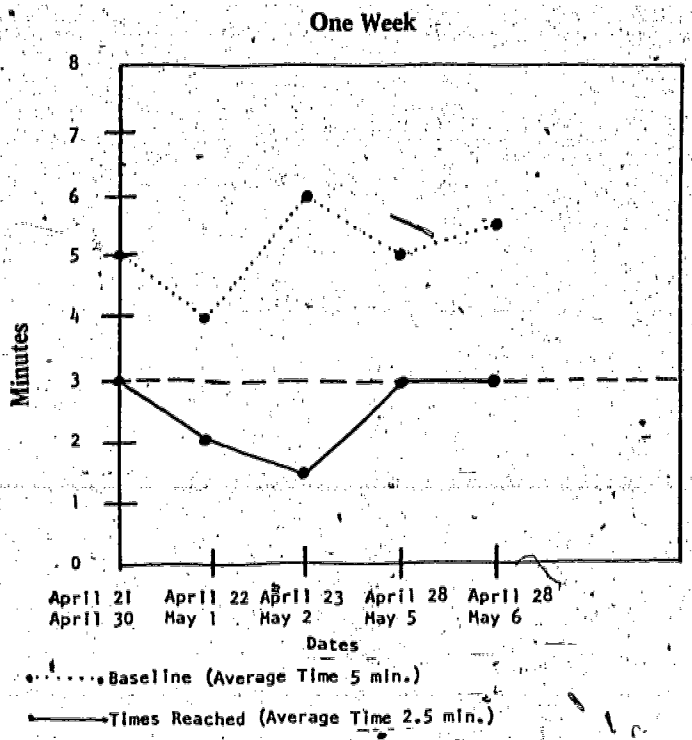


Figure 1 (con't.) Sample Program

A second graph was prepared extending the time to ten days. The results for this graphing period were the following:

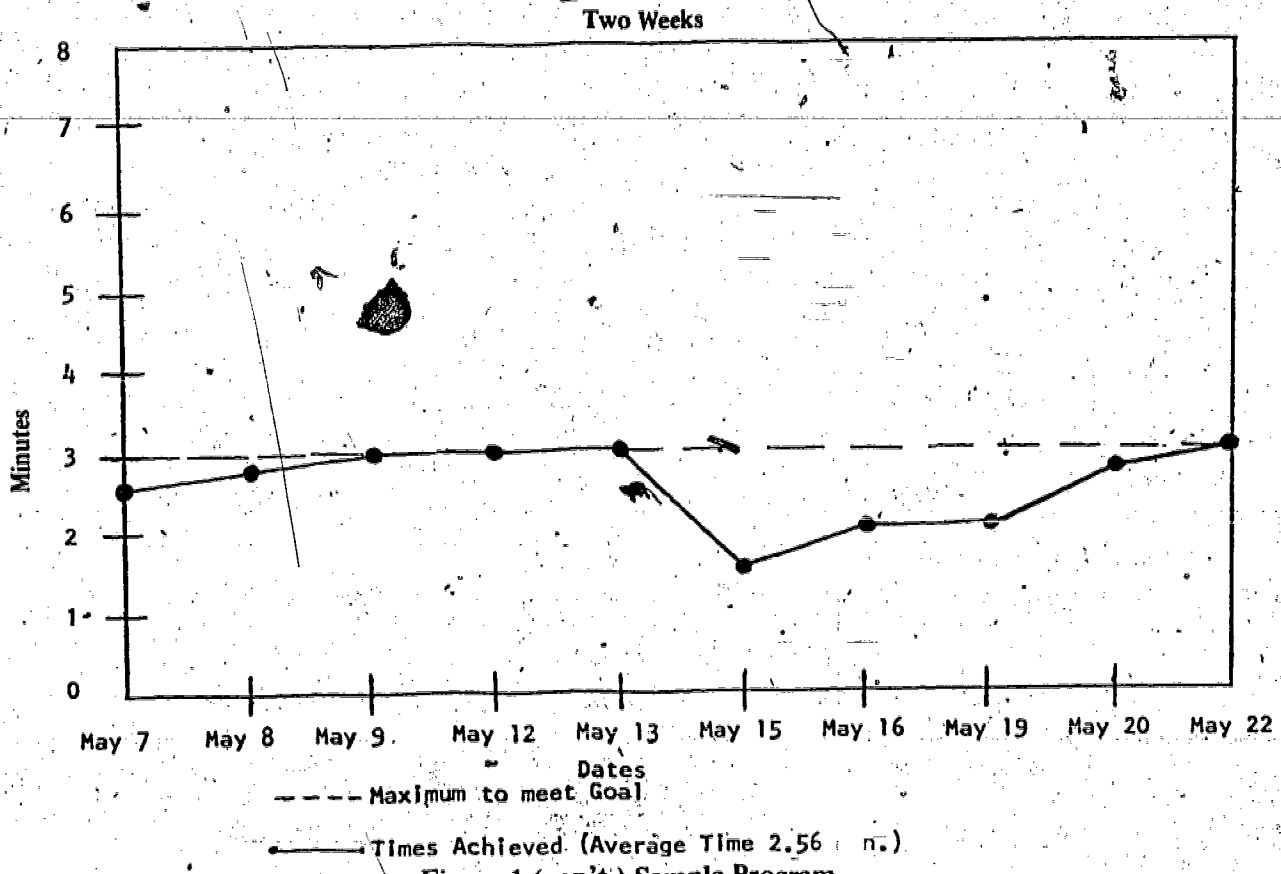


Figure 1 (con't.) Sample Program

INSTRUCTIONAL PLAN (MATH) FOR STUDENT "X"

INSTRUCTIONAL PERIOD: SEPT. 6 – NOV. 20, 1975

MEASUREMENT

M-6 Given the problem of measuring a large field, recognizes the relative length of an inch, a foot, and a yard, along with their appropriateness for this particular purpose

M-7 Given the concept of a dozen, indicates objects commonly purchased in this quantity

M-8 Given the concept of a dozen indicates the number of elements

M-10 Given a ruler and a line, measures the line to the half inch

MULTIPLICATION

F-2 Given three equal sets, multiples to compute product

F-3 Given a one-digit number, multiplies by itself to compute product

F-4 Given a one-digit number, multiplies by itself to compute product

F-5 Given two one-digit numbers, multiplies, resulting in a two-digit product

GEOMETRY & SYMBOLS

C-16 Given three abbreviations for time periods, identifies the abbreviation for hour(s)

C-17 Given two abbreviations for weights, identifies the abbreviation for pound(s)

C-18 Given the symbols for feet and inches, identifies symbol for foot (feet)

D-6 Given a one-digit and a two digit number, computes their sum

D-7 Given two one-digit numbers, computes their two-digit sum

D-9 Given two two-digit numbers, computes their three digit sum requiring regrouping

SUBTRACTION

E-6 Given two-digit numbers, subtracts to compute result

E-7 Given a two-digit number and a one-digit number, subtracts with regrouping required

E-9 Given a three-digit number and a two-digit number, subtracts with regrouping required

E-10 Given a three-digit number possessing two zeros, and a two-digit number, subtracts with regrouping required.

MENTAL COMPUTATION

H-4 Given two computations presented in sequence, solves by addition, then subtraction

H-5 Given two computations presented in sequence, solves by addition, then subtraction

H-7 Given three computations presented in sequence, solves by multiplication, addition, then subtraction

H-8 Given three computations presented in sequence, solves by subtraction, addition, then multiplication

ADDITION

D-6 Given a one-digit and a two digit number, computes their sum

D-7 Given two one-digit numbers, computes their two-digit sum

D-9 Given two two-digit numbers, computes their three digit sum requiring regrouping

MONEY

L-5 Given a pie graph, identifies the portion representing the greatest value

L-8 Given groups of coins of mixed value, indicates the one with the combined value sufficient to make a specified purchase

L-9 Given a group of coins and currency, indicates their combined value

L-11 Given the cost of purchase, and money available, makes change in amounts up to fifty cents

TIME

N-10 Given a clock set to the half hour, indicates the correct time

N-11 Given a clock set to the hour, indicates the time three hours hence

N-12 Given a clock set to the quarter hour, indicates the correct time

N-13 Given a clock with the alarm hand set to the hour, indicates the time at which it will ring

N-14 Given a calendar and a specific time interval with its starting date, indicates the ending date of the interval

N-15 Given a calendar marked with a major holiday notation, identifies the month represented

N-17 Given the question of the number of days in the year, makes the correct response

Figure 2. Sample Program Designed by a Classroom Teacher

Table 1

Mean Scores for Key Math Diagnostic Test

School: A, B, C (Average)

Instructional Period: 9 weeks
(Pretesting – 2 weeks; Posttesting – 1 week)

SUBTEST	N=	EXPECTED GRADE LEVEL RAW SCORE	PRETEST RAW SCORE	POSTTEST RAW SCORE	RAW SCORE GAIN
Fractions					
Gr. 4	5	5.0	3.2	4.4	1.2
Gr. 5	9	6.0	3.0	4.6	1.6
Gr. 6	9	7.5	6.0	8.2	2.2
Geometry & Symbols					
Gr. 4	27	15.6	13.5	15.8	2.3
Gr. 5	20	17.0	16.0	17.3	1.3
Gr. 6	9	18.0	16.7	17.7	1.0
Addition					
Gr. 4	33	10.3	7.9	9.9	2.0
Gr. 5	20	12.0	10.1	11.4	1.3
Gr. 6	9	12.5	10.5	12.1	1.6
Subtraction					
Gr. 4	31	8.3	6.2	7.6	1.4
Gr. 5	20	10.0	7.0	9.8	1.8
Gr. 6	9	11.0	8.1	9.9	1.8
Multiplication					
Gr. 4	17	5.3	3.2	4.8	1.6
Gr. 5	20	7.0	5.1	6.6	1.5
Gr. 6	9	8.0	5.5	7.5	2.0
Division					
Gr. 4	14	4.0	2.8	3.6	.8
Gr. 5	20	5.0	3.9	5.4	1.5
Gr. 6	9	7.0	3.4	5.3	1.9
Mental Computation					
Gr. 4	14	5.3	4.0	5.9	1.9
Gr. 5	20	7.0	4.4	6.0	1.6
Gr. 6	9	8.0	4.4	6.8	2.4
Numerical Reasoning					
Gr. 4	14	7.7	5.8	8.3	2.5
Gr. 5	20	9.0	6.6	9.3	2.7
Gr. 6	9	10.5	8.3	9.5	1.2
Money					
Gr. 4	31	8.3	6.3	7.6	1.3
Gr. 5	20	10.0	7.9	9.5	1.6
Gr. 6	9	11.0	8.9	11.4	2.5
Measurement					
Gr. 4	32	16.3	11.1	15.3	4.2
Gr. 5	20	20.0	15.3	18.8	3.5
Gr. 6	9	22.0	18.2	21.7	3.5
Time					
Gr. 4	32	13.3	10.6	12.3	1.7
Gr. 5	20	15.0	12.3	14.5	2.2
Gr. 6	9	16.0	14.0	15.4	1.4
Numeration					
Gr. 4	12	16.0	12.9	15.3	2.4
Gr. 5	20	18.0	14.8	16.8	2.0
Gr. 6	9	19.0	15.7	17.9	2.2

Note: A raw score gain of as few as one point on some subtests advanced a student's grade level score.

Table 2

Silvaroli Informal Reading Inventory

School: A, B, C (Average)

Instructional Period: 9 weeks
(Pretesting – 2 weeks;
Posttesting – 1 week)

Story Reading

Grade	N=	Pretest Grade Level Average	Posttest Grade Level Average	Gain
4	2	P	2.0	2.0
	6	1.0	2.3	1.3
	6	2.0	2.8	.8
	15	3.0	4.1	1.1
5	2	2.0	3.5	1.5
	4	3.0	4.1	1.1
	7	4.0	5.0	1.0
	1	5.0	5.0	0
6	1	P	2.0	2.0
	1	1.0	3.0	2.0
	1	3.0	4.3	1.3
	3	3.0	4.3	1.3
	2	5.0	6.0	1.0
	1	6.0	7.0	1.0

Table 3

E-B PLACEMENT TEST

School: A, B, C (Average)

Instructional Period: 9 weeks
(Pretesting – 2 weeks; Posttesting – 1 week)

Average Errors

Grade	N=	Pretest	Posttest	-Average- Fewer Errors
4	18	21.9	10.4	11.5
5	8	23.3	10.7	12.6
6	6	22.2	8.5	13.7
Total	32	22.5	9.9	12.6

Table 4

DISTAR

Grade	N=	Sounds Correct Pretest	Sounds Correct Posttest	Sounds Correct Gain	Blending Sounds Pretest	Blending Sounds Posttest	Blending Sounds Gain
4	4	77.3%	98.5%	21.2%	85%	95.3%	10.3%

Table 5
KOTTMEYER SPELLING

School; A, B, C (Average)

Instructional Period: 9 weeks
(Pretesting – 2 weeks; Posttesting – 1 week)

Grade	N=	Pretest	Posttest	Gain
4	19	3.2	3.9	+ .7
5	21	3.3	4.4	+1.1
6	14	3.3	4.1	+ .8

Table 6
TEACHER MADE ENGLEMANN-BECKER SPELLING TEST
25 Words

Grade	N=	Pretest # Correct	Posttest # Correct	Difference
4, 5, 6	14	12.1	18.7	+6.6

Table 7
HANDWRITING TIMED SAMPLE REPORT
Average Correct Responses Per Minute

		Large Cursive			Small Cursive		
Grade	N =	Pretest	Posttest	Gain	Pretest	Posttest	Gain
4	11	11	23	+12	21	33	+12
5	11	12	26	+14	23	33	+10
6	4	15	29	+14	25	37	+12

Title of Project: *Mainstreaming the Exceptional Child*

Location of Project: *Douglas County School District #4*

Population Served: *22 Extreme Learning Problems*
44 Educable Mentally Retarded
10 Emotionally Disturbed

Funding Allocated: *$20,462*

Project Beginning Date: *August 12, 1974*

Project Ending Date: *June 30, 1975*

Background and Rationale:

Two years prior to the initiation of this Title VI project, all educable mentally retarded students, emotionally disturbed students, and trainable mentally retarded students, were housed in a separate school building within the district. At the beginning of the school year 1973-74, these students were moved out onto the regular school campuses of four elementary schools and set up as self-contained classrooms. There was little, if any, integration with regular students or teachers with the exception of lunch and recess times.

During the course of the year, it was noted that there were students in these special classrooms who could very possibly function in academic and non-academic areas within the mainstream of education, but there was little movement in this direction. There was a shortage of time and personnel to facilitate the necessary steps toward any sort of integration and so the administration took action in initiating the Title VI project.

The main thrust of the project was to integrate as many special education students into regular classrooms and programs for as much of the school day as possible. In addition, it was understood that the regular classroom teacher might also need assistance in adjusting the curriculum to facilitate learning, to gain more knowledge of the techniques of behavior management, and to collect the data that would aid the tracking of growth in the target pupil's behavioral and learning skills.

Objectives and Evaluation Plan:

1. When participating in integrated classrooms, the target population shall show a statistically significant decrease in the demonstration of those behaviors believed to result in self-defeating and/or socially unacceptable behavior and shall show increasing tendencies toward those behaviors believed to result in socially adaptive behavior.

The participating and project staff members shall complete a checklist showing the frequency of behaviors exhibited by each target child. Data collection will occur during the first 2 weeks and again during the last 2 weeks the child participates in integrated activities.

2. Goals will be set for each child assigned to a special classroom indicating the optimum percentage of the school day he should be integrated into regular classroom activities. Ninety percent of the pupils will participate in these activities commensurate with goals set for them.

A log will be kept showing the amount of time each child spends in integrated classroom activities.

3. During integrated classroom activities, project pupils will successfully master the concepts and skills presented at a level commensurate with their capabilities. Ninety percent of the project pupils will achieve criterion 85% of the time.

The Woodcock Reading Test and the Key Math Test will be administered to each child both pre and post.

Methodology:

In order to implement the Title VI project, two half-time resource teachers were hired to coordinate the integration activities at four elementary schools in the district. This coordination consisted of four facets of the mainstreaming process.

1. Liaison between the regular classroom teacher and the special education teacher.
2. Assisting the regular classroom teacher's acquisition of behavioral management tech-

niques as needed, in order to deal with behavioral problems.

3. Providing additional and supplementary curriculum sources to both the regular and special education classroom teachers.
4. Supervising the Title VI aides assigned to the project.

Because the two half-time resource teachers were working at four different sites, teacher aides were hired to maintain the daily activities prescribed for each school. These four aides were each assigned to a school site, where they became part of the integration team. The aides had seven functions in the mainstreaming process:

1. Accompanying target students to their mainstreamed classes.
2. Functioning as a "regular" aide to the regular classroom teacher, to facilitate the integration into the social mainstream with the other children.
3. Noting assignments given in the regular classroom.
4. Giving assistance to target students as needed to complete these assignments.
5. Providing supplementary assistance to target students back in the special education classroom.
6. Assessing the target student's capability of working independently in the regular classroom (with appropriate input from the teachers).
7. Keeping records of all of the above with the various measuring implements developed for the project.

Since the location of the four special education classrooms had been previously decided, the mainstreaming process was carried out within the confines of the four campuses. Each of the special education classrooms was ungraded in the sense that the children ranged in age from first grade through sixth. Therefore, the potential placement range included the entire elementary school. This being a new concept in the district, it was felt that the target student population should only be placed in the rooms of those regular classroom teachers who were interested enough in this philosophy to volunteer adding some of these children to their present class loads. With this in mind, the two resource teachers set up full staff meetings with each of the four schools, in order to describe the program and explain the support services which would be made available to volunteering teachers. These teachers were then free to discuss the implications and make their decisions as to whether they were indeed willing to take this project on, and which subject areas they felt would be most comfortable and feasible for them.

Selection of potential students for mainstreaming was made via evaluations of each of the special students by their teachers; discussions with potential cooperating/regular teachers to determine the level of skills they expected in their own classroom; and individual diagnostic tests of reading and arithmetic using the Key Math and Woodcock tests. Taking all of this material, together with the volunteered subject areas, the target students were then placed in a classroom of children approximating as closely as possible chronological age similarities, and either reading or math skill similarities as the subject area required.

Once these decisions were made, the target pupil was prepared for the change in schedule by his or her special education teacher. The cooperating teacher, in most cases, made some preparation in his or her own classroom also, both in preparing appropriate materials and in setting the climate for acceptance of the new students. A strong effort was made by the cooperating teachers, aides, and special education teachers, to make certain that the mainstreamed child was not singled out as being different from the other children, by integrating the target child into already existing groups or programs. Included in the initial individual prescription for each child was a tentative schedule of withdrawal of aide support both in the mainstreamed classroom and back in the special education room. So, initially, the aide accompanied each child into the new room, but only assisted the target child as appropriate in the natural course of events during the class period. The next step was to have the target child go to the new class on his own and be met there by the aide. Eventually, the child took himself to the class, worked on assignments given, and finished out-of-class assignments independently.

Every person involved in the Title VI project was treading into new territory, so it was most important that there be good and clear lines of communication established among all the people

involved. After the Title VI resource teachers had coordinated the various facets of information involved concerning the actual integration of the target pupils, it then became a matter of keeping everyone up to date on academic and social skills developments. The regular classroom teacher and the special education teacher were able to discuss the target pupils on a casual basis during the course of the school day, but in order to have a cohesive, continuous prescriptive program going, more in-depth information was needed on a regular and systematic basis. At this point, the information and data the aides collected on a daily basis was invaluable. Feedback was available to either teacher whenever they felt it was needed, and the Title VI resource teachers were available to pull all the information together as necessary.

A meeting was arranged with the staff team to develop an appropriate strategy for the specific behavioral difficulties encountered with this group of children. The team felt that the behaviors the children should be working to learn should be stated and explained to them in a positive rather than negative manner. Other questions that were considered and defined were: which behaviors should be reinforced; how they should be reinforced; when they should be reinforced; and the kind of reinforcers that were available and feasible. The final target behaviors agreed upon (each worth one point daily):

1. The child will sit down as soon as he is in the work area and will move quietly to the next work areas when requested to do so.
2. The child will raise his hand before making oral responses to questions.
3. The child will complete the daily written assignments.

Each child could earn a total of 15 points every week if he was on his best behavior every day, and these points were charted every day on a large graph the children could see. Obviously not very many children were expected to score 15 points each week, so the minimum number of 10 points was set in order for a child to get the payoff.

The payoff was a mimeographed paper on which was printed, "You are Invited to a Reading Party," with a blank space for the teacher to fill the child's name in. During the Reading Party, which was held during the last 10 minutes of the period each Friday, the children listened to old favorite stories, watched film strip stories, sang songs or were introduced to new books. They could also take their "invitation" home with them. The children who did not accumulate the minimum of 10 points merely stayed at their work stations and continued their regular work.

Results:

1. When participating in integrated classrooms, the target population shall show a statistically significant decrease in the demonstration of those behaviors and/or socially unacceptable behaviors and shall show increasing tendencies toward these behaviors believed to result in socially adaptive behavior.

A Student Checklist was used by the aides to record observable behaviors. These were filled out on a monthly basis although only the first and last recordings were used to compute the total growth. The mean growth is shown in Table 1. Only those children who were mainstreamed in academic areas were charted, because deviant behaviors appeared more frequently in these more highly structured areas. All these children made some growth in every instance, which we feel may be partially due to the greater amount of one-to-one interaction between the target pupil and the teacher or aide. Additionally, in no instance was a child withdrawn from a mainstreamed class because of deviant behavior. Behavior problems, when they did occur, were very quickly remediated or eliminated because of the cooperation between the staff members involved.

2. Goals will be set for each child assigned to a special classroom indicating the optimum percentage of the school day he would be integrated in regular classroom activities. Ninety percent of the pupils will participate in these activities commensurate with goals set for them.

As shown in Table 2, the amount of mainstreamed time ranged from 19% to 87% of the regular school day. Every one of the target pupils were mainstreamed for at least lunch and recess activities. Forty-six percent of those children mainstreamed were integrated into the academic subjects such as reading, mathematics, social studies and science.

Sixty-two percent were mainstreamed into the non-academic areas such as art, music and physical

education. The variance in number is because several children were integrated in both academic and non-academic subject areas. Most of the children began integrating out in one area only. Then as they appeared to be succeeding and more capable of independent work, additional and appropriate subjects were introduced. Of all the children that were integrated into the mainstream, only ten percent were unable to cope with the integrated class and were withdrawn from it. Aide support decreased 75% as the year went along. There were several other activities in which the target children were integrated which were not tracked, including afterschool sports, camping, and field trips with their mainstreamed classmates, and a series of two or more a week mini-courses that consisted of special interest activities.

3. During integrated classroom activities, project pupils will successfully master the concepts and skills presented at a level commensurate with their capabilities. Ninety percent of the project pupils will achieve criterion 85% of the time.

The Woodcock and Key Math tests were administered to each student in the special education class to use as an assessment of the basic skill level of each child. Each child was placed in a regular classroom according to the skill levels necessary for functioning in that particular class. Contrary to popular opinion, mainstreaming did not hinder these children's growth. In these two academic areas, and additionally in skill related subject areas, there was indeed growth, ranging from 1 month to 2 years, 2 months as shown in Table 3. Additionally, several children went on to perform very successfully, close to the top of their (integrated) class. Oral participation, voluntary extra projects, and in one case, winning an elective office was noted during the project year.

Besides the conclusions we have been able to draw from the data and observations we have collected during this project year, there were peripheral effects that although not measured were very definitely visible. The cooperating teachers mentioned to the two resource teachers that they were pleasantly surprised to discover that children from a special education class were very much like their own "regular" students and were not, as they had anticipated, an extra burden. They felt also that the process of preparing materials and methods for this project made them more aware of the need for individualized instruction in the regular classroom as a general practice.

The students themselves seemed to gain more confidence in their own abilities as the year progressed. This was noted by the increased frequency of volunteered information, the number of children that gained the confidence to give oral reports in front of their peers, and the number of target children who participated in various field trips with regular classes. Most important to us though, was the fact that two students will be placed full time into regular classes next year. For those youngsters moving on to junior high school, two will be placed in the Remedial Track and three will be mainstreamed out of the junior high school special education class into the Remedial Track.

Satisfied parents were another unexpected bonus. They expressed their delight at the growth of their children's academic skills and social behaviors, and were very supportive of the Title VI project.

There was a general consensus that the Title VI mainstreaming project was considered satisfactory by the children, the teachers, and the parents.

Third Party Evaluator's Comments:

The third party evaluator would like to thank the project staff for a very complete report. The project staff submitted a great deal of important data other than those dealing specifically with the objectives but, because of the constraints placed on the size of the final document, these other data had to be removed.

Those data contained in Table 1 suggest that there was change in children's and/or teacher's behavior.

Those data contained in Table 2 regarding mainstreamed time were impressive. The total mean mainstreamed time for 43 children was 34%. These data suggest that the resource teachers were successful in this objective.

Those gains made by the students in academic areas are shown in Table 3. The mean gain for 43 students on the Key Math was .4 months.

The mean gain for 28 students on the Woodcock Reading Test was .6 months.

These gains are significant and the staff is to be commended.

Table 1

$\bar{x}$ Growth in Points For Those Students Mainstreamed in Academic Areas

N = 17

Student	$\bar{x}$ Growth in Points
School R Students	
1	2.6
School G Students	
1	1.4
2	1.9
3	2.2
4	.7
5	1.0
6	.8
12	2.6
13	1.1
School W Students	
1	2.5
2	1.1
3	1.9
School F Students	
9	1.2
11	3.5
12	1.9
13	1.5
14	
	$\bar{x}$ = 1.7

Table 2

Percentage of Mainstreamed Time by Student and Group

N = 43

Student	Academic	Non-Academic	Total
School R Students			
1	27%	21%	48%
2		21%	21%
3		21%	21%
4		24%	24%
5		24%	24%
		$\bar{x}$ =	27%
School G Students			
1	4%	28%	32%
2	66%	21%	87%
3	66%	21%	87%
4	4%	28%	32%
5	4%	28%	32%
6	5%	25%	30%
7		28%	28%
8		32%	32%
9		21%	21%
10		28%	28%
11	18%	21%	39%
12	18%	25%	43%
13	18%	23%	41%
		$\bar{x}$ =	41%
School W Students			
1	17%	35%	52%
2	4%	30%	34%
3	17%	26%	43%
4		39%	39%
5		39%	39%
6		26%	26%
7		26%	26%
8		26%	26%
9		35%	35%
10		26%	26%
11		39%	39%
		$\bar{x}$ =	35%
School F Students			
1		19%	19%
2		19%	19%
3		19%	19%
4		21%	21%
5	45%	36%	81%
6		19%	19%
7		24%	24%
8		32%	32%
9	13%	22%	35%
10		19%	19%
11	13%	23%	36%
12	27%	19%	46%
13	14%	21%	35%
14	30%	19%	49%
15		19%	19%
			$\bar{x}$ = 34%

Table 3

Key Math and Woodcock Reading Test Results for Mainstreamed Children

N = 43

Student	Key Math Pretest	Key Math Posttest	Key Math Gain	Woodcock Reading Pretest	Woodcock Reading Posttest	Woodcock Reading Gain
School R Students						
1	3.4	3.4	0	3.3	3.4	.1
2	.8	.8	0	1.2	1.8	.6
3	.5	.8	.3	K.6	1.9	1.3
4	2.6	2.6	0	1.7	1.7	0
			$\bar{x}$ = .07			$\bar{x}$ = .5
School G Students						
1	1.3	.7	(.6)	Not tested	1.4	–
2	.2	.9	.7	P.Kg 9	Kg 9	1.0
3	0	1.0	1.0	Kg 8	1.6	.8
4	.5	1.1	.6	Not tested	1.6	–
5	1.2	1.6	.4	Not tested	1.4	–
6	1.3	1.8	.5	Not tested	1.6	–
7	1.9	1.9	0	3.0	3.3	.3
8	2.2	2.6	.4	1.6	1.8	.2
9	2.5	2.6	.1	1.8	2.2	.4
10	2.3	2.8	.5	Not tested	1.4	–
11	2.6	2.9	.3	1.8	2.3	.5
12	2.6	3.4	.8	1.5	1.8	.3
13	3.0	3.2	2	2.2	2.6	.4
			$\bar{x}$ = .4			$\bar{x}$ = .5
School W Students						
1	3.4	Not tested	–	3.6	3.6	0
2	2.1	2.8	.7	1.9	2.2	.3
3	2.2	3.1	.9	1.6	2.9	1.3
4	2.1	2.8	.7	1.5	1.9	.4
5	1.9	2.5	.6	1.8	1.8	0
6	1.7	2.6	.9	–	1.8	Not tested
7	1.5	1.78	.2	–	–	Not tested
8	1.4	1.9	.5	–	–	Not tested
9	1.3	1.7	.4	1.4	1.8	.4
10	.7	1.0	.3	–	–	Not tested
11	2.0	2.4	.4	–	–	Not tested
			$\bar{x}$ = .6			$\bar{x}$ = .4
School F Students						
1	–	K.5	–	Not tested	K.7	–
2	.3	.2	(.1)	Not tested	K.7	–
3	.3	.7	.4	Not tested	K.8	–
4	2.6	2.9	.3	1.4	1.7	.3
5	1.0	1.2	.2	1.3	1.5	.2
6	.8	2.0	2.2	Not tested		–
7	1.7	2.3	.6	2.0	2.4	.4
8	2.4	3.0	.6	3.3	4.2	.9
9	3.1	3.5	.4	2.1	2.7	.6
10	2.3	3.6	1.3	2.9	3.5	.6
11	3.3	4.0	.7	3.4	4.7	1.3
12	3.4	4.0	.6	4.2	4.7	.5
13	3.5	4.1	.6	2.8	3.2	.4
14	4.0	4.7	.7	3.6	4.6	1.0
15	.9	.7	(.2)	Not tested	2.1	
			$\bar{x}$ = .6			$\bar{x}$ = .6
			Total x gain = .4			Total x gain = .5

Title of Project: *Homebound Component of Multiple Handicapped Program*

Location of Project: *Douglas County IED, Roseburg*

Population Served: *17 Handicapped Children:*
3 Cerebral Palsy
4 Behavior Disorder
5 Neurologically Impaired
1 Visually Impaired
2 Deaf/Hearing Impaired
1 Seizure Disorder
1 Down's Syndrome

Funding Allocated: *$20,000*

Project Beginning Date: *August 19, 1974*

Project Ending Date: *June 20, 1975*

Background and Rationale:

This project was initiated to serve preschool and multiple handicapped children (identified by Project Childfind) who would not be attending the Multiple Handicapped Program in Roseburg. Prior to the 1974-75 school year there was no program serving the multiple handicapped. It was felt that by using a diversified referral system involving both agencies and school districts, and also utilizing the media to inform the public of the available services, that a well-coordinated preschool for the handicapped could be established.

Objectives and Evaluation Plan:

1. To increase the skills of multi-handicapped preschool children in the curriculum areas of self-help skills, motor development, language, and academics.

Collect baseline data, design intervention programs, specify criterion levels of acceptable performance, collect interim data, and report the number of behaviors on which each child reaches criterion level.

2. To train three teacher aides to present cues, deliver consequences, discriminate responses and take data correctly 90% of the time.

The Teaching Research Observation Form or a modification will be used. One data point per month per aide will be reported in the final report.

3. To train parents to present cues, deliver consequences, discriminate responses and take data correctly 90% of the time.

The Teaching Research Observation Form or a modification will be used. One data point per month per parent will be reported in the final report.

Methodology:

The project staff included the coordinator of the Multiple Handicapped Program, who functioned as supervisor and program manager, and two homebound trainers who implemented programs with children and trained parents to implement prescribed programs. The speech therapist, physical therapist and teacher of the deaf (staff of the Multiple Handicapped Program) functioned as consultants and provided appropriate assessments.

Data from Project Childfind provided initial screening information. Referrals were received from parents, school districts, public health nurses, Children's Services caseworkers, the 4-C Council, Family Services Clinic, Crippled Children's Division, Headstart, and the Speech and Hearing Center in Eugene.

Educational assessments were provided for all 17 children participating in the project. Twelve additional children were assessed for educational placement in the fall of 1975. The educational assessment team consisted of: 1) the Multiple Handi-

capped Program coordinator, responsible for parent interviews assessing self-help skills and fine motor skills; 2) the Multiple Handicapped Program speech therapist, responsible for assessing speech/language skills; and 3) the Multiple Handicapped Program physical therapist, responsible for assessing gross motor skills.

The Multiple Handicapped Program coordinator was responsible for writing the individualized programs and communicating those programs to the homebound trainers. The homebound trainers were responsible for implementing the programs, training parents and collecting data on child performance. The homebound trainers were also required to keep weekly time sheets of travel, direct contact with children, and meetings with the coordinator.

The Teaching Research Multiple Handicapped Curriculum, the Jackson County Handicapped Preschool Curriculum and the Portage Project Checklist and Cards were utilized to design individualized programs. Individualized programs were designed in the areas of behavior management, infant stimulation, self-help skills, receptive language, and expressive language. Teaching and manipulative materials were left with the parents until the child reached criteria on prescribed programs.

Results:

1. To increase the skills of multi-handicapped preschool children in curriculum areas of self-help skills, motor development, language and academics.

Table 1 presents the data on children reaching criteria on prescribed programs. The number of implemented programs where children reached criteria were considerably higher of those parents that received training and did implement programs. These data can be found in Table 3.

2. To train three teacher aides to present cues, deliver consequences, discriminate responses and take data correctly 90% of the time.

The teacher aides presented cues, delivered consequences, discriminated responses and collected data with 90% accuracy by March of 1975.

3. To train parents to present cues, deliver consequences, discriminate responses and take data correctly 90% of the time.

The parents presented cues, delivered consequences, discriminated reponses and collected data with 90% accuracy by March of 1975.

Third Party Evaluator's Comments:

It is appropriate that the project staff be commended for conducting a very important program for homebound multiple handicapped children.

Those data supplied by the staff were most impressive in the areas of parents with training and the number of programs these parents implemented.

The average number of programs per child reaching criteria was 14.9. These data indicate the staff's ability to collect data regularly and to make decisions based on that collected data.

The third-party evaluator would like to thank the project staff for a fine report.

Table 1

Achievement Data on 17 Homebound Multiple Handicapped Children

Referral Source	Child	Age	Program Dates		Student Programs Achieving Criteria						
					Behavior Management	Infant Stimulation	Self-Help Skills	Language Skills	Motor Skills	Cognitive Skills	Total
Public Health Nurse	1	18 Mo.	10/30/74	5/30/75	2	–	9	5	12	–	28
4-C's	2	3 Yrs.	3/31/74	4/30/75	3	–	–	–	–	–	3
C.S.D.	3	22 Mo.	3/26/74	5/30/75	1	–	4	3	4	–	12
Headstart	4	5 Yrs.	3/31/74	4/28/75	1	–	–	–	–	–	1
Headstart	5	4 Yrs.	3/31/74	4/28/75	2	–	–	2	–	–	4
C.C.D.	6	3 Yrs.	10/30/74	12/20/74	2	–	1	2	1	–	6
Parents	7	13 Mo.	3/26/74	5/30/75	–	4	–	–	2	–	6
C.C.D.	8	12 Yrs.	12/20/74	5/30/75	4	–	1	–	–	–	5
C.C.D.	9	3 Yrs.	10/30/74	5/30/75	2	–	6	12	8	–	28
School District	10	4 Yrs.	1/6/75	5/30/75	–	–	2	–	–	–	2
School District	11	5 Yrs.	11/20/74	5/30/75	1	–	10	10	8	8	37
School District	12	6 Yrs.	1/6/75	6/4/75	1	–	10	14	10	6	41
Eugene Sp/Hrg.	13	2 Yrs.	12/20/74	5/30/75	1	–	1	5	–	–	7
Family Services	14	4 Yrs.	1/6/75	6/6/75	5	–	4	10	10	4	33
Eugene Sp/Hrg.	15	3 Yrs.	1/6/75	6/6/75	–	–	6	12	8	–	26
C.S.D.	16	5 Yrs.	3/31/74	4/28/75	2	–	–	–	–	–	2
Public Health Nurse	17	9 Mo.	12/20/74	5/30/75	–	4	–	2	6	–	12
										Total	253

x Programs per child = 14.9

Table 2

Parent/Guardian Implementation of Programs

Child	Total Programs	Minimum Days Per Week of Program Implementation: 3 days	1 day	2 days bi-weekly	0 Days	Parent Training
1	28	X				Yes
2	3	X				Yes
3	12		X			No
4	1		X			Yes
5	4	X				
6	6				X	No
7	6		X			No
8	5			X		No
9	28	X				Yes
10	2		X			No
11	37	X				No
12	41	X				Yes
13	7		X			No
14	33	X				Yes
15	26	X				No
16	2		X			Yes
17	12	X				No

Table 3

Mean Number of Programs Meeting Criteria, Implemented by Parents/Guardians, With or Without Training

Parents/Guardians	No. of Children	Total No. of Programs	$\bar{x}$ No. of Programs Implemented Per Child
with training	7	136	19.4
without training	10	117	11.7
	17	253	Difference = 7.7

Title of Project:	*Contingency Management*
Location of Project:	*Sandy Elementary School #46*
Population Served:	*15 Emotionally Disabled Children*
Funding Allocated:	*$22,364*
Project Beginning Date:	*July 1, 1974*
Project Ending Date:	*July 1, 1975*

Background and Rationale:

At the time the project was undertaken, the needs of students with emotional and/or behavioral problems were not being met in this district. Through the Special Education Department, services were provided for the educably retarded, the students with extreme learning problems, and for students with speech problems. However, prior to the project the only services provided for the emotionally disturbed child was supportive counseling through the building principal and whatever parent counseling the teacher, principal, or special education teacher was able to give. Although individual programs in reading and math had been developed which would allow teachers to place each student at his skill level and to adjust the curriculum to meet each student's learning needs, in the classroom the disturbed child and his teacher had need for additional specialized support. Further, outside supportive agencies were located a distance from Sandy making it difficult for parents and school personnel to make effective use of these services. The project was designed to meet the needs of more students and to provide direct services to students with emotional and/or behavior problems, and to their teachers and parents.

Objectives and Evaluation Plan:

1. To modify the behavior of the socially and emotionally disturbed child so that he can function appropriately in a regular classroom.

Baseline data will be taken on the frequency of each behavior specified. Treatment strategies are to be initiated and data taken on the effectiveness of these strategies.

2. To monitor the degree of maintenance for appropriately programmed behavior in emotionally disturbed children.

Probe data will be gathered in September, January, and May on the behaviors programmed for children during the 1973-74 academic school year. Data will be collected in the same manner as was collected during the baseline and treatment phases of each child's behavioral program.

3. To determine the degree of response generalization in emotionally disturbed children.

Three inappropriate behaviors will be selected on one or two children. Then using multiple baseline design, two behaviors will be monitored while one behavior is under treatment. Results will be reported in terms of the degree of change in each of the behaviors not under treatment.

Methodology:

Staff for this project consisted of one teacher-coordinator with training in behavior modification and a part-time aide.

Upon referral of a student by the principal and the teacher, a staffing was held with the principal, teacher, teacher-coordinator, and other personnel who had contact with the student. After the teacher had specified the problem behavior, three to five classroom baseline observations were made (15-20 minutes each) and a conference was set up between the teacher and teacher-coordinator. Specific high-frequency behaviors were pinpointed. For those behaviors which would most immediately respond to reinforcement, an intervention plan was discussed, and the responsibilities of both teacher and

teacher-coordinator delineated in order to insure the most effective remediation. Contingencies were established for appropriate behavior. The program was discussed with the student so that he understood the purpose of the program, the objectives he would be working toward, and to insure his commitment to the program as well. At this point, the parents were contacted, the problem discussed, and possible reinforcement strategies appropriate to the classroom and home environment explored.

Depending on the child's needs and the classroom situation, the program was undertaken directly in the classroom on a daily basis by the teacher-coordinator or the teacher with supportive aid from the teacher-coordinator. In either case, the teacher was given assistance in the use of reinforcement principles and assumed more and more classroom responsibility for the program as the student's acceptable behavior accelerated. Weekly meetings were established with the teacher and student to check progress as indicated on the data-collection sheets. As the specified appropriate behavior accelerated and maintained, phase changes were made so that the length of time the behavior was emitted was extended and the child took more responsibility in the monitoring of his own behavior. If the data indicated the behavior was not reaching established criterion, then data were collected to verify the efficacy of the contingencies. When behavior was being maintained and the program was terminated, follow-up observations and conferences were made to insure that the appropriate behavior continued.

The Title VI aide was involved in data collection, tutorial work with students, and cuing and reinforcing task skills essential for classroom success. Emphasis was on self-monitoring, self-control and contractual agreements or goal setting for appropriate behavior. In many instances students were taught a rudimentary understanding of the interaction between the individual and the environment, so that the student could recognize how behavior maintains and elicits negative or positive responses from others. Consequences of behavior were explored and alternative behaviors discussed which would change the contingencies in the environment and evoke more positive responses. Students pinpointed behaviors to be changed, worked through a program with the Title VI coordinator, were given task assignments to perform more appropriate behaviors, and were asked to record behavior and how it was consequated by others. In this manner, it was hoped that appropriate behaviors would generalize more readily and maintain over time.

Results:

1. To modify the behavior of the socially and emotionally disturbed child so that he can function appropriately in the regular classroom.

A total of 55 children were seen by the teacher-coordinator during the project year. Of these 55 children, 47 children had behavioral programs initiated. Forty-four showed a deceleration of inappropriate behavior and/or an acceleration of appropriate behaviors. A total of 61 programs were conducted to a successful completion.

The following two programs show exemplary types of treatment strategies:

Student 1

Behavior

Inappropriate teacher-student interaction: ignores teacher when called upon; no eye contact when talking to teacher.

Baseline

Inappropriate interaction – 9.6 for school day 9:00–3:30 (See Figure 1).

Treatment Strategies

1. The behavioral objective for the program was as follows: Student will reduce inappropriate interaction to no more than two for the period 9:00–11:30.

2. The terminal goal was no more than one inappropriate student-teacher interactions for the period 9:00–3:30.

3. The treatment strategy was as follows:
   a. Student and teacher-coordinator pinpoint the behaviors to change.
   b. Student pinpoints positive behavior that is incompatible with pinpointed negative behavior (i.e., answering teacher and giving eye contact).

c. Student and teacher-coordinator undertake behavior rehearsal of appropriate behaviors and situations that call for such behavior.
d. Student given assignment to perform desired behaviors in three-fourths of the teacher-student interactions between 9:00–11:30.
e. Student kept daily count of appropriate and inappropriate behaviors (also confirmed by teacher).
f. Student receives verbal praise for and behavior description of appropriate behavior from teacher and teacher-coordinator.
1. During the period 5/12–5/23 inappropriate interactions decelerated and averaged 1.2 (See Figure 1).

[redacted]e Change 1: As the inappropriate behavior decelerated, phase change 1 was implemented using the same program but extending the time period to 9:00–3:30.

Terminal Data

Upon termination of the program (6/4) inappropriate interactions had decelerated to the average rate of .86.

Comments

Student involvement in pinpointing behavior, keeping data, and behavior rehearsal of appropriate behavior were most helpful in the deceleration of a somewhat low-frequency behavior in a short period of time and the acceleration of more acceptable behavior.

Student 2

Behavior

Not on task and/or wrong task. Does not follow class schedules for period 9:00–12:30.

Baseline

30% on task behavior (see Figure 2).

Treatment Strategies

1. Behavioral objective was set as follows:
Student will be on correct task at appropriate time 75% of the time for the period 9:00–12:30.
2. The terminal goal was set at 80% on task behavior for the period 9:00–12:30.
3. The treatment strategy was as follows:
a. With verbal and written reinforcement every three minutes, student stays on task for five minute blocks of time.
b. For every five minutes on task, student was reinforced with one minute free time.
1. During the period 12/9–1/28 on task behavior averaged 72%.
4. Phase Change 1: Although appropriate behavior did not meet criterion (75%) the somewhat erratic nature of the data indicated a need for program change. The student was still having difficulty cuing into the three rotating class schedules and determining his own schedule. It was also found that the student had difficulty telling time which was crucial to his success in the particular structure of this classroom. Consequently, the student's time-telling skills were locked in. The remainder of the program was as follows:
a. Student was given verbal cues and reinforcement needed to orient student to visual time schedule cues for proper tasks at acceptable times.
b. Teacher-coordinator made checks between 9:00–12:30 to give verbal cues if not on task and verbal reinforcement for correct on-task activity.
c. Student schedule was taped on desk with time for each class change depicted on clock dial.
d. Student was verbally reinforced (free-time phased out) for each time slot that he was on correct task.

Terminal Data

Upon termination of program (4/2) follow-up observations were made and on task behavior had maintained at 95.8%

Comments

The most successful feature of this program was teaching and reinforcing basic survival skills in an unstructured classroom with a complicated time schedule to a student with few independent survival skills. The use of the visual cues–a series of picture clocks designating schedule changes–in conjunction with verbal cues and praise was most helpful in orienting the student to classroom routine. It is also interesting to note that free time reinforcement was quickly phased out and behavior accelerated and maintained through the use of visual cues and verbal praise alone which is

more easily and effectively managed by the classroom teacher.

2. To monitor the degree of maintenance for appropriately programmed behaviors in emotionally disturbed children.

The following two programs demonstrate the degree of maintenance of appropriate behaviors programmed for students during the academic year 1973-74. Comparison probe data shown was taken in September, January, and May. A brief outline of the programs follows:

Student 3

Behavior

Nonattending; clowning; out of seat; talking out.

Baseline

Attending Behavior—42% (See Figure 4); Disruptive Behavior—48% (See Figure 3).

Treatment Strategies

1. The behavioral objective for the first phase of the program was as follows: Student will attend 70% of the time for a period of 40 minutes and disruptive behavior will be reduced 80% for a period of 40 minutes.
2. The terminal goal was the student will attend 80% of the time each day and disruptive behavior will be reduced 100%.
3. The treatment strategy was as follows:
   a. Program explained to student.
   b. Work card on student desk: One point for every one minute of appropriate behavior.
   c. When student has accumulated 15 points he earned five minutes of free time in RE area.
4. Phase Change 1 (See Figures 3 & 4).
   a. Program extended to full day and program change explained to student.
   b. Teacher kept daily record on desk of completed assignments and acceptable behavior.
   c. Gold star given for each period that assignment completed and appropriate behavior demonstrated.
   d. Ten minutes of free time given for each half day student earns 4/5 of possible stars.
   e. Student takes chart home and "Happy Gram" for earning 4/5 of stars.

Terminal Data

Attending Behavior – 91%
Disruptive Behavior – 0%

Probe Data (See Figure 5)

September: Attending Behavior—6.7%
Disruptive Behavior—8.9%

January: Attending Behavior—72%
Disruptive Behavior—10%

May: Attending Behavior—74%
Disruptive Behavior—8%

Student 4

Behavior

Refusal to work on task, out-of-seat, talking out, dropping work materials.

Baseline

Attending Behavior—54% (Figure 6)
Disruptive Behavior—34% (Figure 7)

Treatment Strategies

1. The behavioral objective for the first phase of the program was as follows: Student will attend to task in 1—1 situation 80% of the time from 10:00—10:30 and appropriate class behavior will occur 95% of the time.
2. The terminal goal was for the student to attend to all class tasks 70% of the period from 9:00—2:15 and appropriate behavior will occur 80% of the time.
3. The treatment strategy was as follows:
   a. Program discussed with student. Examples of appropriate behavior role-played; i.e., following directions at once.
   b. Work card with appropriate behaviors listed placed on student's desk.
   c. Teacher-coordinator reinforced student on card every one minute.
   d. When 15 points earned, student received five minutes free time with teacher-coordinator.
   e. After free time, student given verbal praise for working well with teacher-coordinator and that he is now going to work on his own.
   f. Teacher-coordinator observed (5-10 minutes) independent work behavior and then praised independent activity and appropriate class behavior.
4. Phase Change 1 (Figure 6 & 7): As appropriate behavior stabilized in the first phase, phase change 1 was implemented utilizing the same procedures as listed above. However, an additional time period (12:00—12:30) was added and student recorded his own points on

work card for the first five minutes of the second period. The accuracy of these points was verified by the teacher and the student was immediately given two minutes free time for independent activity.

5. Phase Change 2 (Figure 6&7): Appropriate behavior maintained in phase change 1 and change was made in the program so that the responsibility of the program was the teacher's and student's.
   a. Student and teacher tracked student's behavior. Student marked work card, teacher then verified and gave free time in morning period.
   b. Student and teacher set work objective for morning period and free time was contingent on appropriate class behavior as marked on work card and completion of task within designated time period.
   c. Teacher-coordinator observed afternoon session and reinforce independent activity and class behavior.
6. Phase Change 3 (Figure 6 & 7): Program was extended for a full day with the same appropriate behaviors expected.
   a. Day was divided into two periods—morning and afternoon.
   b. Happy Face button was given at the end of each period for appropriate behavior.
   c. When student earned Happy Face button two days in a row, student took button home.

Terminal Data

Attending Behavior—81% (Figure 6)
Disruptive Behavior—0% (Figure 7)

Probe Data (See Figure 8)

September: Attending Behavior—75%
Disruptive Behavior—1.2%
January: Attending Behavior—87%
Disruptive Behavior—0%
May: Attending Behavior—91%
Disruptive Behavior—2%

Comments

While both students maintained programmed behavior within acceptable limits, the degree of maintenance of appropriate behavior is more evident in student 4. From reviewing the data, several factors may have been operating. Student 3's program consisted mainly of point reinforcement and free time activity for appropriate behavior which was gradually extended over the day. The program for Student 4 progressed in smaller steps and reinforcement was operating on several different levels—reinforcement for work completed, for independent work skills, and self reinforcement through self-monitoring or recording, and goal setting for self. It would seem that the emphasis on independent work behavior from the onset and a greater degree of student involvement in the program through self-recording and goal setting allows for greater self-reinforcement as opposed to other or external reinforcement, which is perhaps more effective in the maintenance of behaviors over a period of time.

3. To determine the degree of response generalization in emotionally disturbed children.

The following two programs illustrate the accomplishment of this objective.

Student 5

Behavior

Out-of-seat, nonattending, playing with materials on and in desk.

Baseline

Attending Behavior—20%; In seat behavior—30%; Playing with materials—50% (See Figure 9).

Treatment Strategies

1. Using multiple baseline design, in seat behavior was placed under treatment while nonattending and playing with materials were monitored. Behavioral objective was set as follows: Student will remain in seat 80% of the time during math period. (Note: Terminal data will be reported in terms of the degree of change in each of the behaviors not under treatment.)
2. The treatment strategy was as follows:
   a. In-seat countoon placed on student's desk with limit set on number of out-of-seats.
   b. Student circled times out-of-seat; teacher kept track on paper cuff on wrist.
   c. At the end of math period, teacher and student compared number of out-of-seat behaviors. Teacher verbally praised student and if acceptable in-seat behavior was demonstrated, student was given gold star on countoon.
   d. Student took countoon home daily and was reinforced at home.

3. Phase Change 1 (See Figure 9): On task behavior was included in the program at this point. The same program was maintained and student was given a point every five minutes she was on task. Student needed 70% of possible points to receive gold star.

Terminal Data

In-seat behavior under treatment: 94%
Attending behavior not under treatment: 45%
Playing with objects not under treatment: 48%
Attending behavior placed under treatment: 78%
Playing with objects under treatment: 20.5%

Student 6

Behavior

Out-of-seat, nonattending, incompletions of tasks, yawning.

Baseline

Attending–36%; In-seat–44%; Yawning–5.6 yawns per first half hour of day (See Figure 10).

Treatment Strategies

1. Attending behavior was placed under treatment while in-seat behavior and yawning were monitored. Behavioral objective was set as follows: Student will stay on task for five minute blocks for a 50 minute block and will attend 60% of the time.
2. The treatment strategy was as follows:
   a. Discussed and set attending goal with student at the beginning of each day.
   b. Contract written by student. Tape placed on desk for charting.
   c. For every five minutes on-task student received one minute free time.
   d. Red/green card on student's desk used to cue for on and off task behavior.
   e. Student given verbal and written reinforcement every minute.
3. Phase Change 1 (See Figure 10): As attending behavior accelerated and maintained, phase change 1 was implemented. Free time was eliminated and verbal and written reinforcement was used exclusively. As the teacher was becoming very concerned about the yawning behavior, the red/green cue card was generalized to the yawning behavior.
   a. Student wrote daily contract and goal sheet for one half day on completion of tasks.
   b. Student verbally reinforced for first half hour of day and data was taken on yawns and in-seat behavior.
   c. Teacher-coordinator checked in with student and reviewed contract and goal sheet. Student was verbally reinforced.
4. Phase Change 2: Program was extended to cover whole day.

Terminal Data

Attending behavior under treatment: 68.3% ÷ Phase 1 = 92.4%
In-seat behavior not under treatment: 94.6% ÷ Phase 1 = 99.7%
Yawning behavior not under treatment: 5.1 yawns
Yawning behavior under treatment: .89 yawns

Comments

In reviewing the degree of response generalization in emotionally disturbed children, it is perhaps difficult to define a correlation between the behavior under treatment and the deceleration of inappropriate behaviors not under treatment. It can be noted that placing a behavior under treatment (attending) that is incompatible with other behaviors does bring about their deceleration. However, the data and programs do underscore some meaningful information for the classroom teacher with regard to efficiency and effectiveness. With due consideration to the demands of time and number of students in a classroom, it would be more efficacious to initially choose a behavior such as out-of-seat that has an easily observable and measurable movement cycle. From our experience, focusing initially on attending behavior takes more personnel time and closer observation than is often reasonable in a classroom setting while a less complex behavior is more readily and accurately reinforced–a very important consideration in the first stages of a program. Further, it allows time to find an effective reinforcer, to accustom the student to the program, to make necessary changes, to experience success, and consequently make a smooth transition to the inclusion of more complex behaviors in the program. This seems to more readily insure a rapid response generalization.

Third Party Evaluator's Comments:

This evaluator was favorably impressed with the quality of this program in the Sandy School District. The staff person in this project readily

demonstrated a sophisticated skill level not often found.

A review of the types of data submitted and the kinds of treatment programs conducted support this statement. Objectives 2 and 3 for example are not kinds of data that one would normally expect to find in a contingency management situation but were handled quite properly. A word in regards to objectives 2 and 3 – in objective 2, the intent was to measure skill maintenance. Each behavior which was examined for skill maintenance had been effectively programmed the previous year as reported in Figures 3, 4, 6, and 7. Both programs show quite acceptable levels of skill maintenance throughout the school year. The project staff comments at the end of this section are quite interesting and may be quite correct. However, all types of variables may have helped maintain these behaviors none the least of which may have been an increase in the skill level of the new teacher toward classroom management. At any rate, these data do not lend themselves toward answering that question.

Objective 3 which looks at response generalization offers no surprises. What we see happening is what one would expect. In-seat behavior is compatible with attending behaviors and as one goes up, the other should also. Likewise yawning and playing with materials is not necessarily compatible and we would not expect change. The data supports these assumptions. It would have been interesting to look at the same behaviors in different environments, i.e., at home, under different teachers. Does behavior which is brought under control in one environment affect that same behavior in other environments? Once we have determined the degree to which this happens, then what is the best way to expedite response generalization across environments?

Additionally, it is unfortunate that this program could not be continued next year because of district budgeting problems. Quality programs such as this one are extremely worthwhile to a school district and quite readily justify their cost.

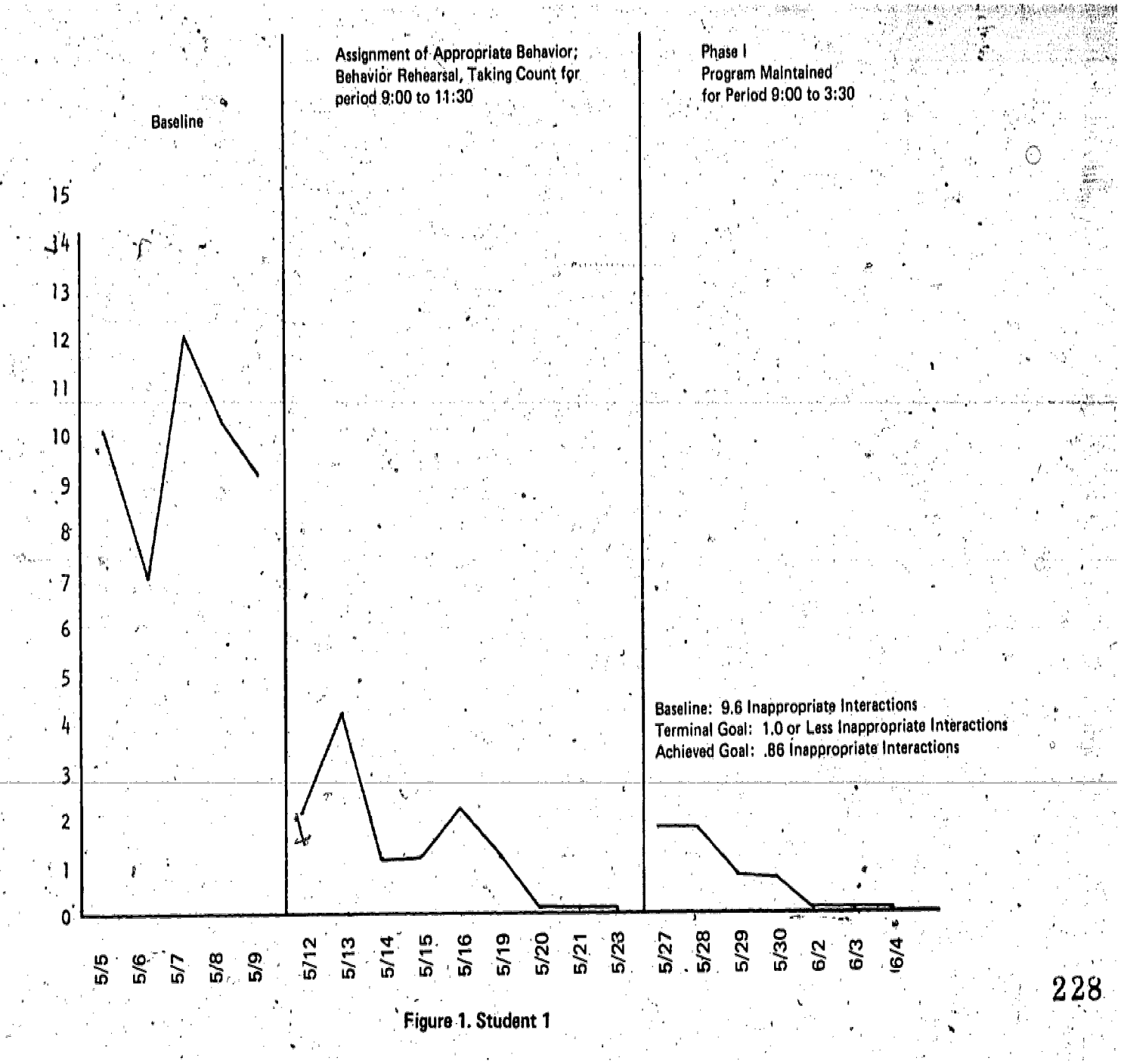


Figure 1. Student 1

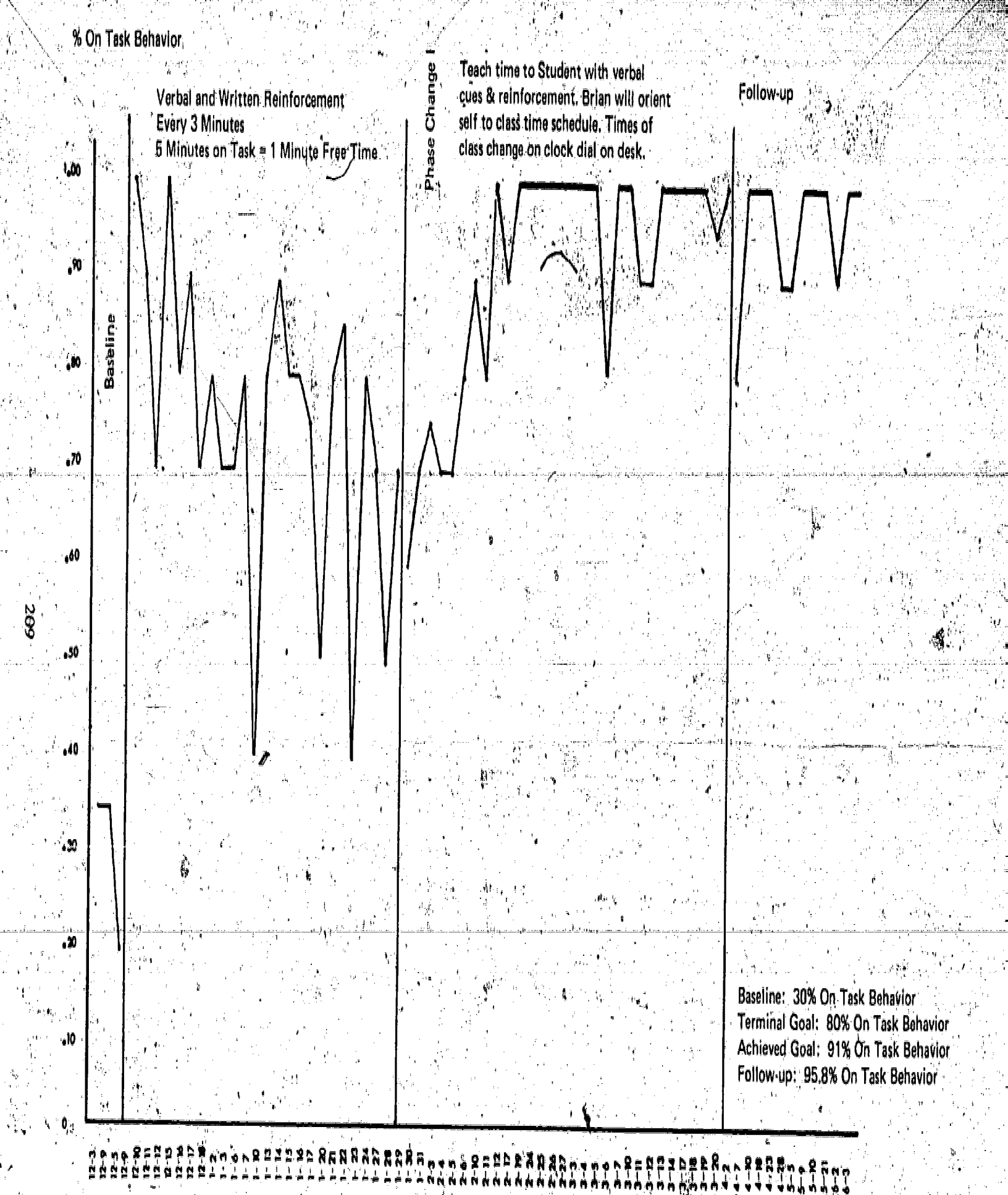


Figure 2. Student 2

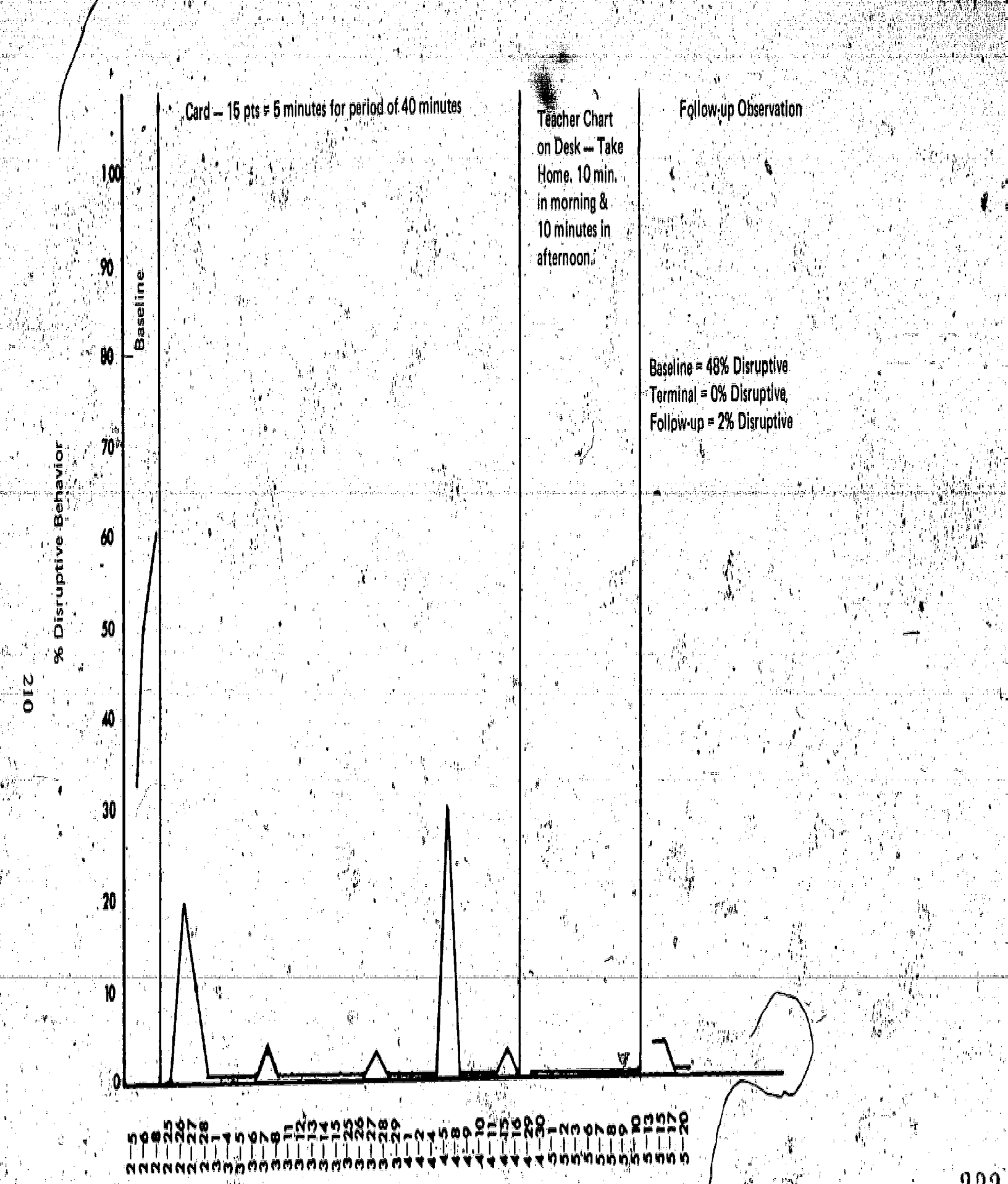


Figure 3. Student 3

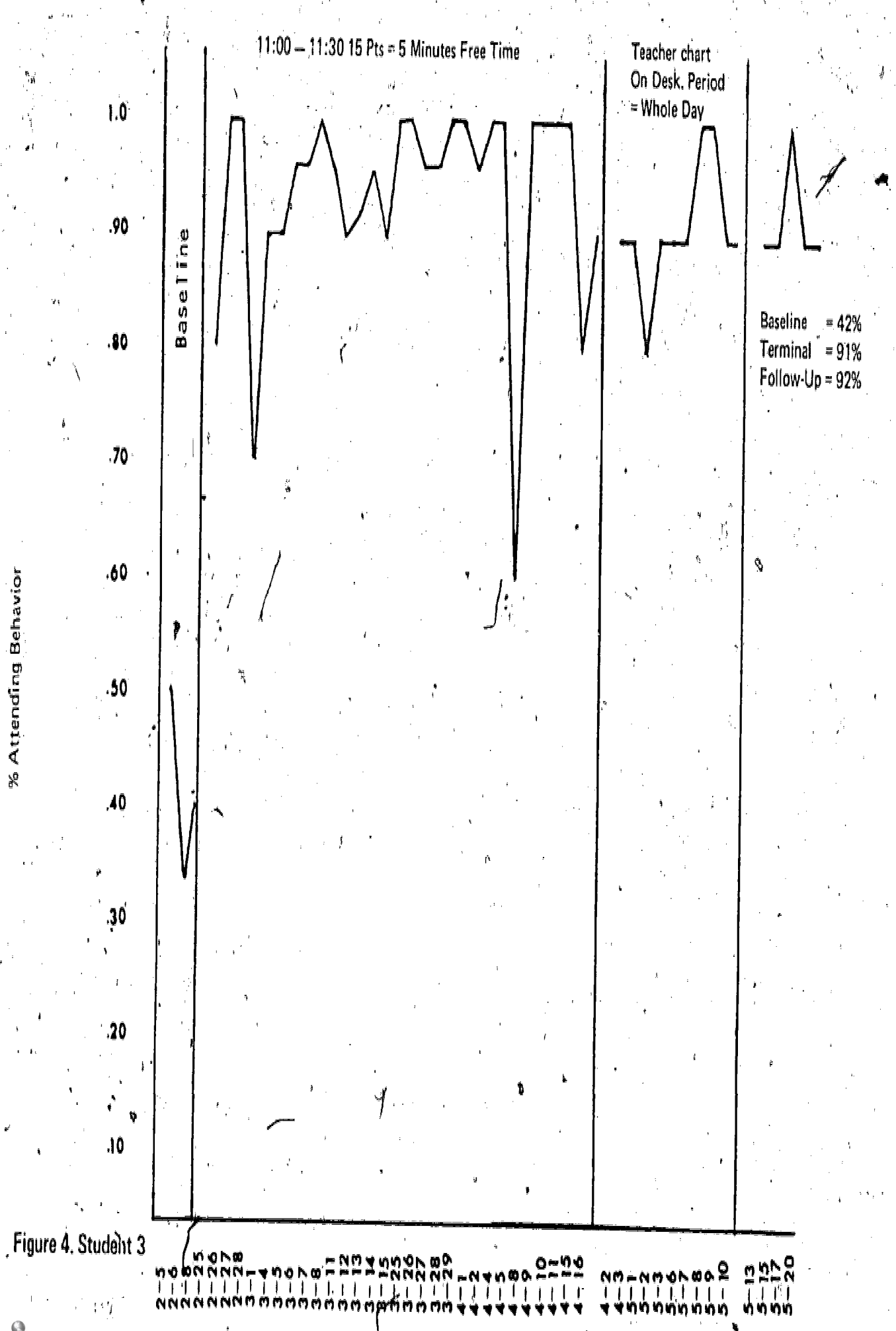


Figure 4. Student 3

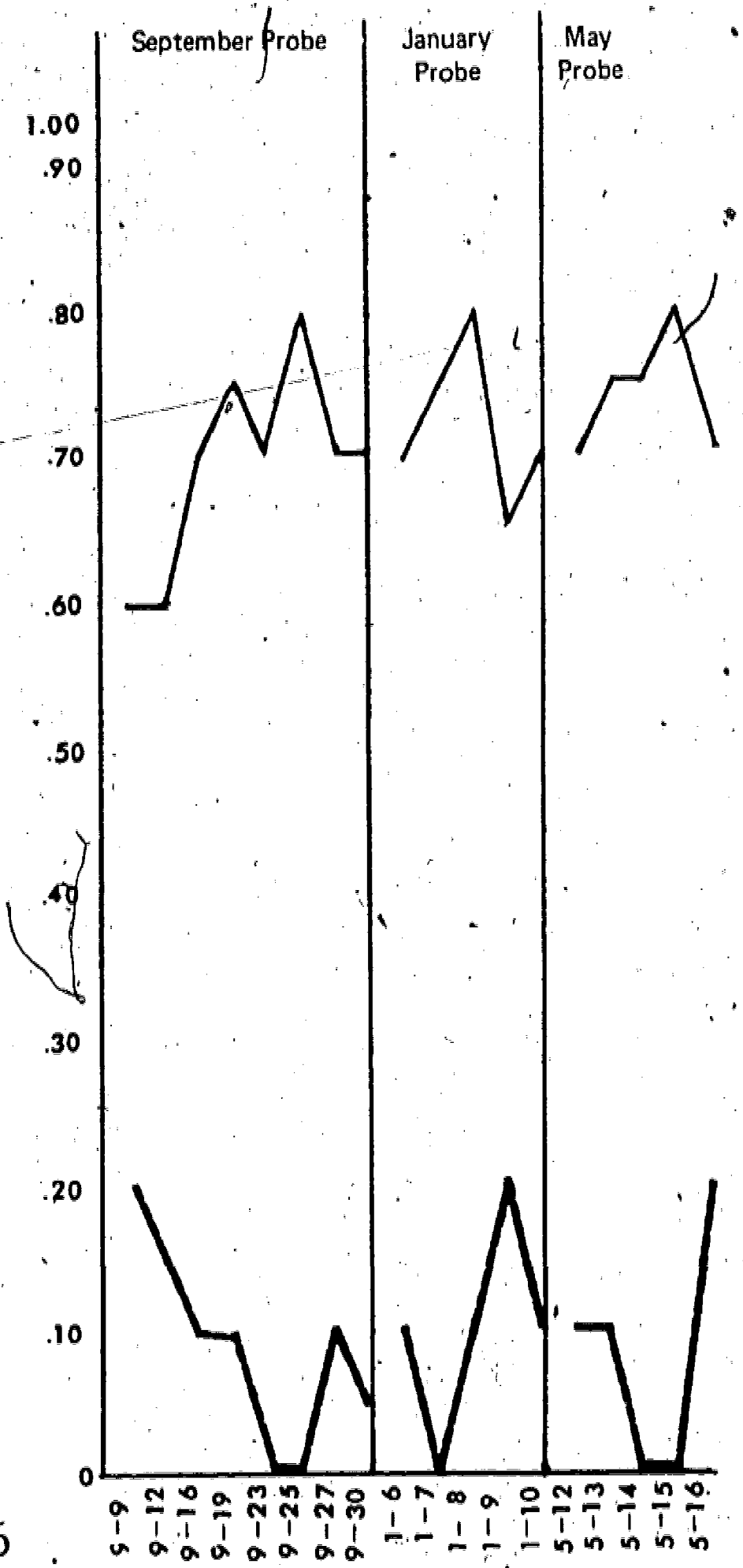


Figure 5. Student 3

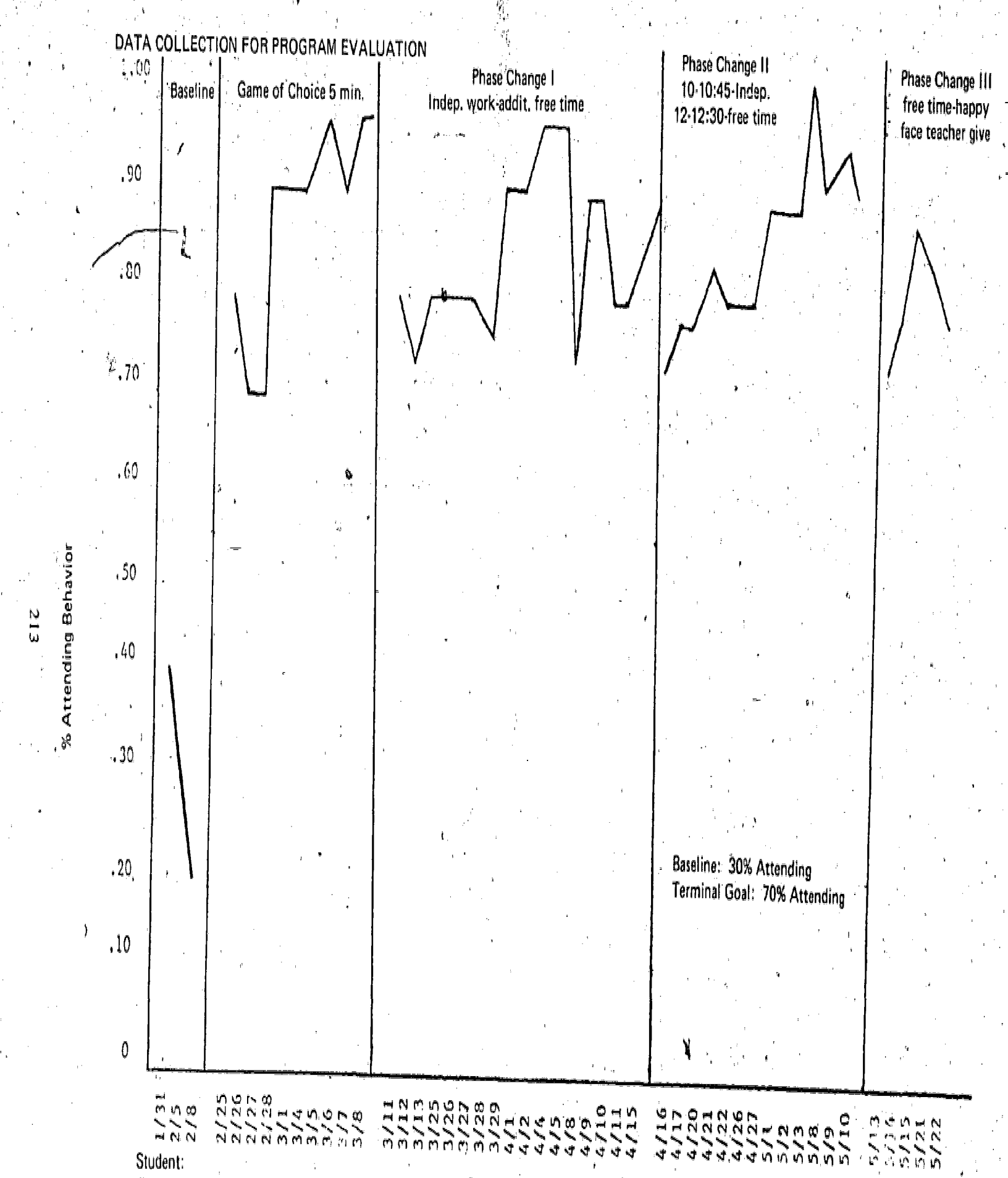
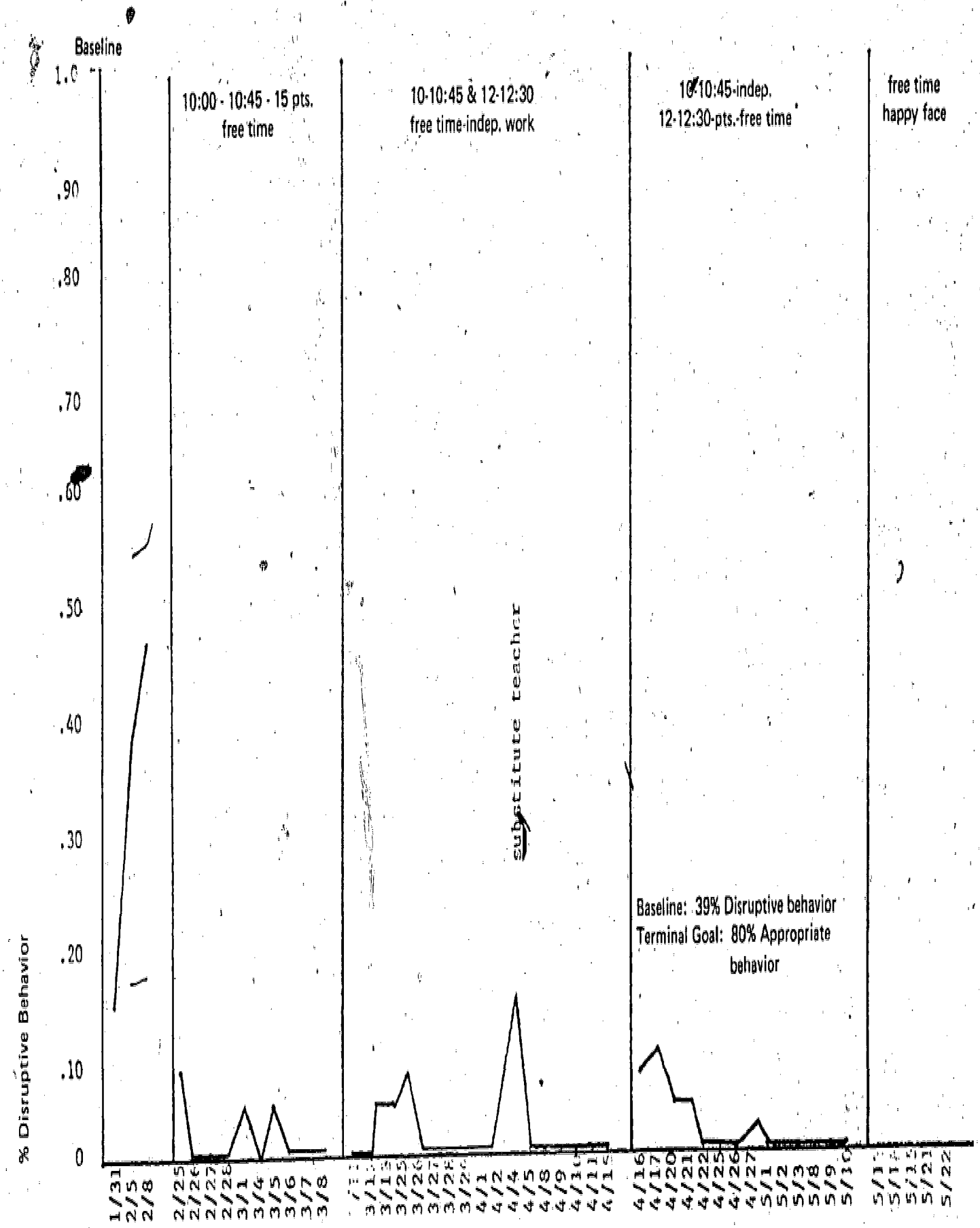


Figure 6. Student 4



Student:
Grade:
Teacher:

Figure 7. Student 4

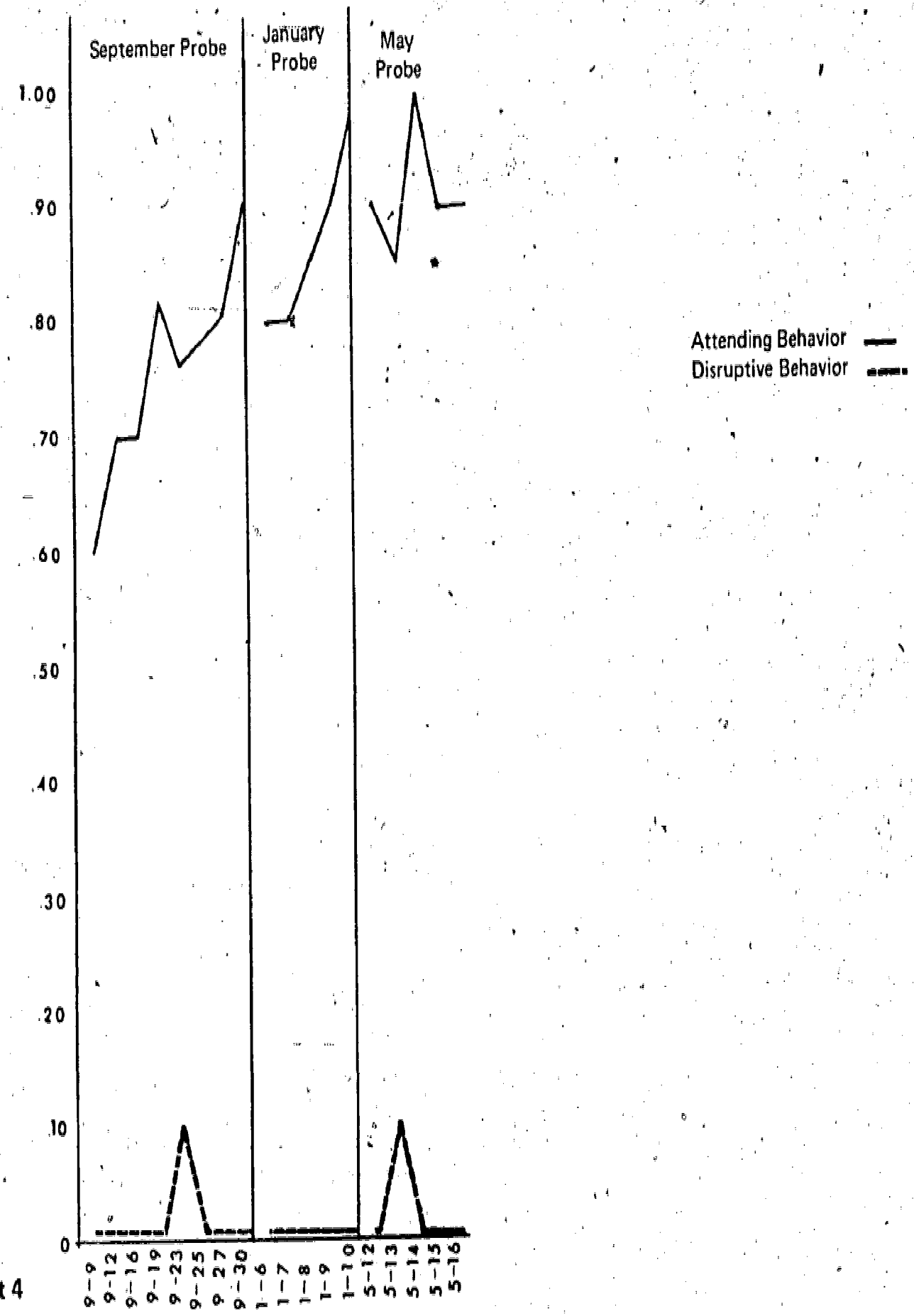


Figure 8. Student 4

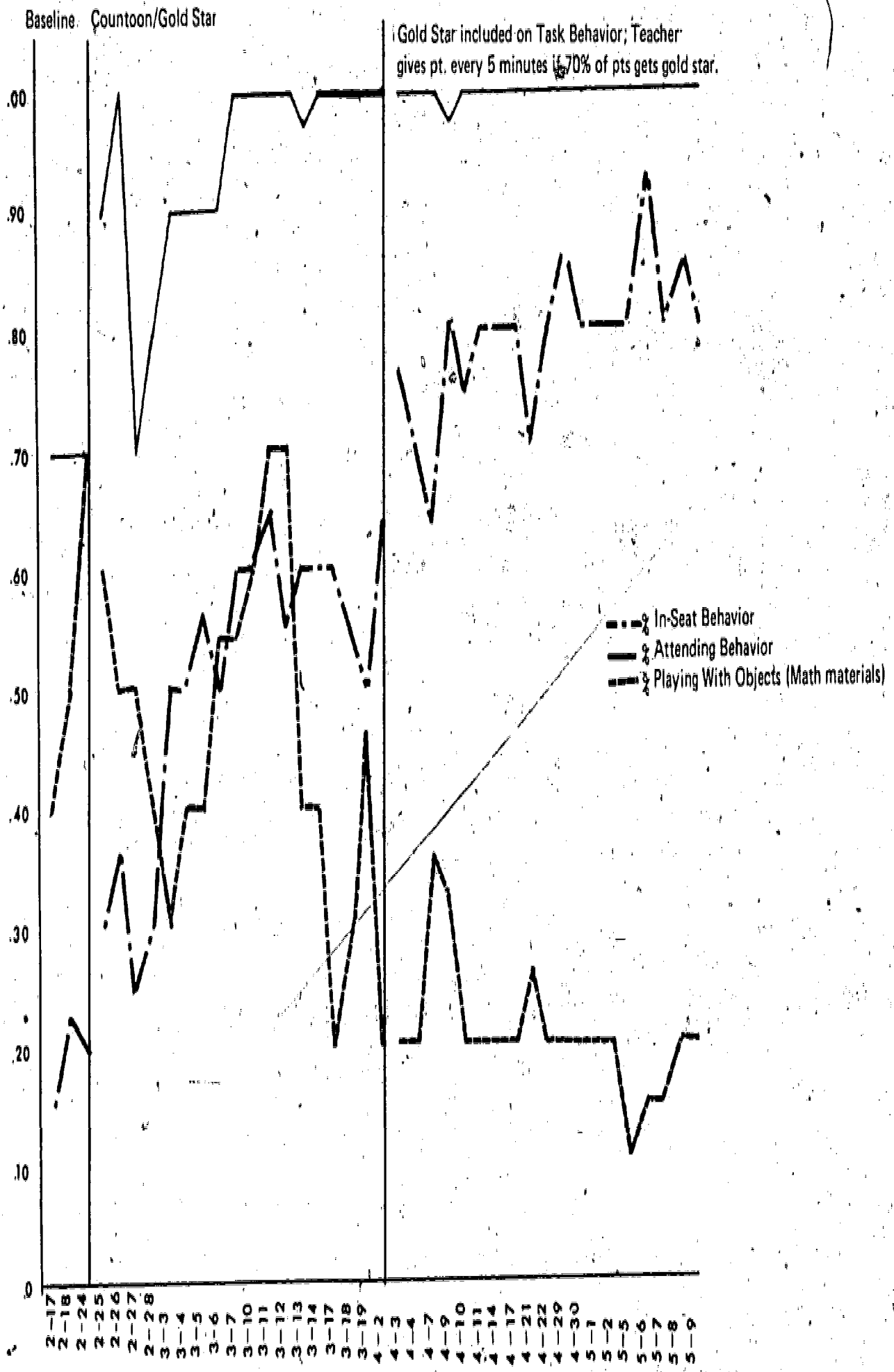


Figure 9. Student 5

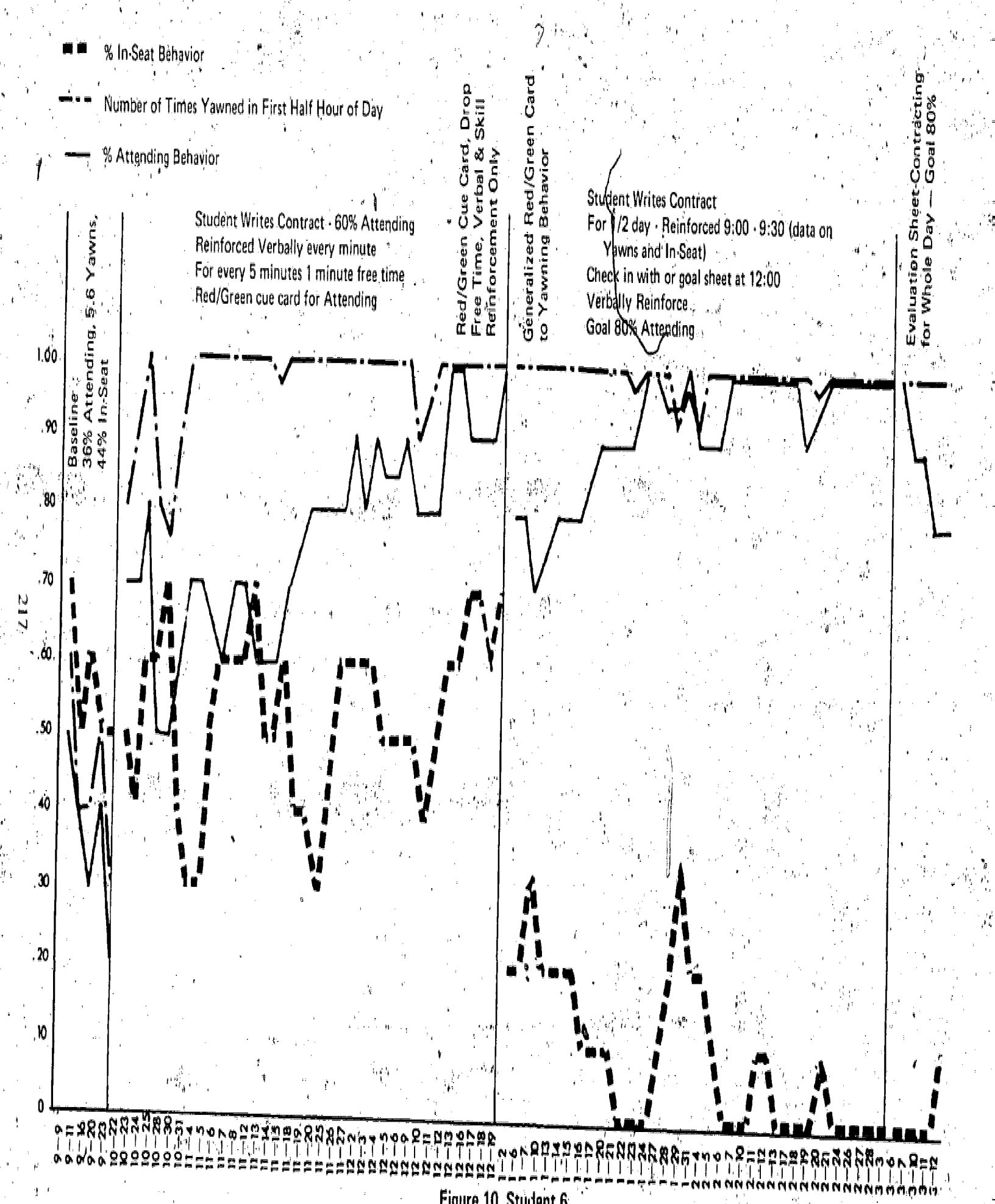


Figure 10. Student 6

Title of Project: *Program for Emotionally Disturbed Elementary Children*

Location of Project: *Springfield School District #19*

Population Served: *11 Emotionally Disturbed Children, ages 10-12*

Funding Allocated: *$18,600*

Project Beginning Date: *August 28, 1974*

Project Ending Date: *June 13, 1975*

Background and Rationale:

It has been the policy of School District #19 to leave a child in as normal a school setting as possible. However, there are certain children with serious emotional problems for whom attendance in such a classroom is not profitable. Up until 5 years ago, the only alternative in District #19 for any age student of the above type was home instruction. Five years ago, five junior and senior high students of this type were excluded from or refused to go to school and were referred for special help. We tried an experimental program of grouping them together for a longer period as an alternative to home instruction. This class has been operating since that time. Due to tight budget problems, another class was not initiated until the fall of 1973. This class was for seriously disturbed children ages 6-9 years, leaving seriously disturbed children ages 10-12 with home instruction as the only alternative. This Title VI-B project partially filled the gap in District #19 for aiding emotionally disturbed children by establishing a class for the 10-12 year old student.

Objectives and Evaluation Plan:

1. To reduce or increase the incidence of undesirable and/or desirable behaviors.

The resource teacher will develop a checklist of deviant behaviors for each child. A scale of improvement from 1-5 will be specified. This data will be collected monthly on each child for each deviant behavior specified. A copy of this scale is to be submitted to Teaching Research as soon as it is developed.

2. To increase academic skills for selected children in the areas of reading and math.

Informal reading inventory, informal math inventory. These will be submitted to Teaching Research as soon as they are developed or selected.

3. To integrate the emotionally disturbed children into the regular classroom.

A log which will specify the amount of time and type of time spent in the regular classroom and the intervention classroom will be developed. A copy of log format is to be sent to Teaching Research as soon as it is developed.

Methodology:

Project Staff: The teacher had 8 years experience as a classroom teacher plus 3 years experience as a certified extreme learning problems teacher. She had additional training in emotional problems and possesses a natural perceptiveness of behavior in people.

The aide worked 5 hours per day from September 1, 1974, to December 20, 1974, and 6 hours per day from January 6, 1975, to May 2, 1975. The aide was a part-time student in the CSPA department at the University of Oregon. He doubled as a bus driver for the district Primary ED and the Project class until it was necessary to add extra aide time beginning January 6, 1975. On May 2, 1975, it was necessary for him to resign due to illness. Another aide was hired to replace the person who had resigned. The new aide had previously had a year of experience and training as an aide in the Child Center in Eugene which proved valuable to the class in terms of control and relationship with the children.

The Clinical Psychologist was used for four 2

hour sessions as a consultant to the teacher concerning problems with certain children, and for five 2 hour sessions in aiding in establishing a weekly parent-child therapy session.

A certified elementary teacher with a special feeling for troubled children, was made acquainted with the procedures of the class and was able to substitute for either the teacher or the aide when they were ill.

Support Personnel (Not funded by Project funds). Director of Project: Director of Elementary Curriculum, District #19: Supervisor of Project: Coordinator of Special Education, District #19; and the Principal of Guy Lee Elementary School.

Other School Staff. Classroom teacher, school counselor, health aides, etc., were supportive and aided in integration. Bus driver for both the Primary ED class and the Project class. Lane County Mental Health – Children's Section staff who counseled with several children in the class and consulted with the class teacher.

Description of Program. Initially, each child was given individual instruction in math and reading. As behaviors improved, the subjects offered increased in number, and group instruction was effective. Individual assistance was available and was given throughout the school day as the students worked on assignments. Since January 1975, students have received daily group instruction in spelling, math, language arts, social studies, creative writing, and cursive handwriting. At the end of each day, the students could choose from a number of mini-class activities offered. These include workshop, radio, record player, tape recorder, filmstrips, games and art exercises.

Three mornings each week, group problem solving sessions were held on the order of Glasser's class meetings. Once each week, parent training sessions were held using Gerald Patterson's *Families* as a guide.

A contingency program based on a money economy was developed. Each student was able to earn a specified amount of money for times when he exhibited appropriate school behaviors. Students were able to apply for, be interviewed for, and negotiate contracts for various classroom jobs such as social director, custodian, librarian, secretary, interior decorator, etc. Out of the money earned, each student was required to pay a daily tuition, rent or buy school supplies should he come unprepared for work, and purchase a mini-class activity at the end of the day. All rates were determined by the students at the beginning of each quarter.

Inappropriate behaviors were handled by giving time outs in five-minute increments. Time out cost each student who received it $1 per minute based on the money economy contingency program. If a student used all his money, he was declared "bankrupt." He was not allowed to owe money or get into a "hole" he may have found too discouraging to face.

When student behaviors were appropriate to the regular classroom for reasonable periods of time, the student was placed in a regular class for 1 hour increments, the ground work having been laid with the receiving teacher.

Although a weekly log to be completed by the receiving teacher was planned, this turned out to be an unreasonable burden. Instead, daily verbal reports were given by the receiving teacher to the instructor.

Of the 11 youngsters enrolled during the course of the year, one student achieved full-time placement in a regular classroom. Two students achieved half-time placement following the noon recess, and one student achieved half-time placement during the morning hours for math and language arts instruction.

Results:

1. To reduce or increase the incidence of undesirable and/or desirable behaviors.

A checklist of inappropriate and appropriate behaviors was developed by the instructor. Each child was rated each month. A total was obtained and a bar graph developed. A score of 133 would indicate a child who exhibits only inappropriate behaviors. Data was not gathered for December because of the Christmas holidays, nor for April when there had been a critical illness in the instructor's family.

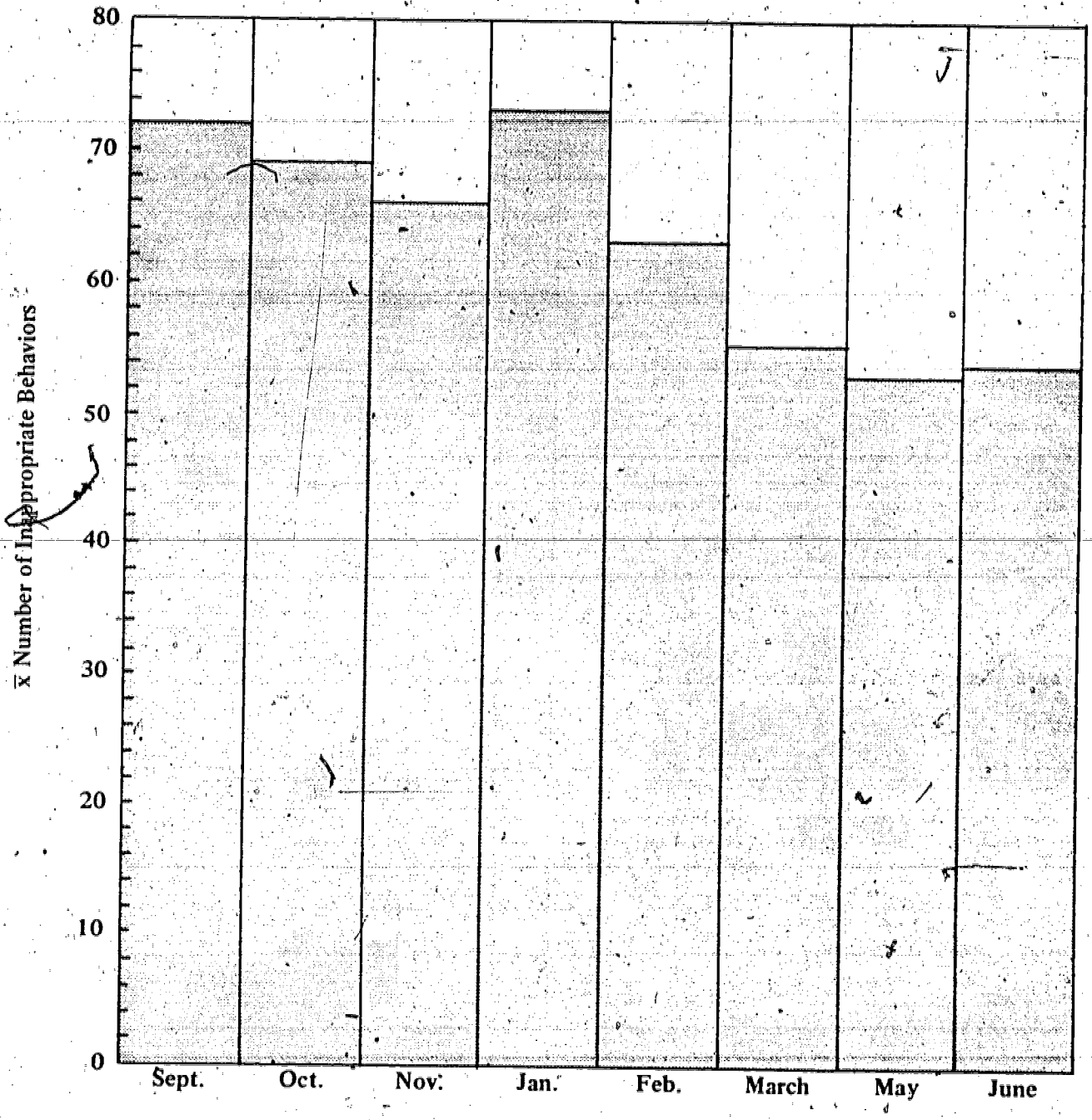
Table 1 reflects the monthly average score for the group. The average scores show a gradual and consistent decrease in the incidence of inappropriate behaviors throughout the year.

2. To increase academic skills for selected children in the areas of reading and math.

The Silvaroli Informal Reading Inventory and

Table 1

Average Incidence of the Number of Inappropriate Behaviors in the Group (N=11) During 1974-75



247

the Regional Resource Math Inventory were selected as evaluation instruments.

It was not possible to pretest all of the students upon their arrival. Youngsters who were not pretested refused to cooperate or exhibited such behaviors as: tearing up the test, crying, breaking the pencil, or curling up on the floor and refusing to move. It was not possible to get back to them later as it would have caused serious disruption to the class as a whole. All students were able to be posttested.

In many cases, the daily performance of the student was superior to his performance on the posttest. Also, it was felt by the staff that the math instrument was not appropriate for the intermediate age group. The test did not provide realistic information regarding the student's true level of ability in math.

The results of the Regional Resource Math Inventory are found in Table 2. The table shows the pretest, posttest and the difference.

The results of the Silvaroli Reading Inventory are found in Table 3. The students were in materials ranging from pre-primer (PP), primer (P) and graded materials 1 through 6.

The table contains three main areas; Independent Reading, Instructional Reading and the Frustrational Level of Reading. Table 3 indicates the results of the Silvaroli Reading Inventory for seven children.

3. To integrate the emotionally disturbed into the regular classroom.

Of the 11 children enrolled during the course of the year, four of them have been integrated into the regular classroom. The regular classroom teachers have been exceptionally receptive and helpful to these youngsters. Of the four who have achieved integration, one has been placed successfully full time, and three have been placed for 2 to 3 hours.

A log which specified the amount and type of time spent in regular classroom was developed. However, it was not a successful tool. The receiving teachers found it too vague and burdensome. The intervention instructor attempted to fill them out each week; however, it was found to be too cumbersome and repetitive.

Daily verbal reports were sought from the receiving teacher. Problems and solutions were discussed and implemented. Notes were kept on each child integrated and are summarized below.

Child 1. A 9 year old fourth grade boy subject to violent temper tantrums and reluctant to work on pencil and paper tasks. Integrated for 1 hour after lunch beginning in February. Activities in regular room included: social studies (movies, discussion, drawing), vocal music, and art. Time extended to 2 hours in March. Activities: lunch, recess, social studies, art, and music. Time extended in May to 3 hours, 12:00 to 3:00. Activities: lunch, recess, social studies, art, music, and physical education. No violent outbursts were reported. Teacher found him distractable and anxious. With firm encouragement, his task behavior increased in all areas except when he was required to write. He continues to leave a written task and wander; however, he was not disturbing to others.

Child 2. A 9 year old fourth grade boy who required constant adult attention and was reluctant to work on any school-like task without an adult beside him. Initially integrated full time in September at the recommendation of his therapist. Returned to the intervention room in late October angry and out of control. Had to be restrained frequently to protect him from hurting others or himself. Integrated for morning math class for 45 minutes in January. Returned after 2 days at own volition claiming he was unable to do the work. Integrated for 1 hour in the afternoon in February. Activities: lunch, recess, and story. Integrated for 2 hours in the afternoon in March. Activities: lunch, recess, story, social studies, music. Integrated for 3 hours in March. Activities: lunch, recess, story, social studies, music, art, science, and physical education. The teachers reported that the child was cooperative in all areas except when he was required to read and write. He was an excellent member of discussion groups, cooperated in physical education and produced exceptional art work. When the boy refused to read or write, he became disruptive in the extreme and was returned to the intervention room for the remainder of the day.

Child 3. A 10 year old fifth grade boy seriously learning disabled and subject to emotional temper tantrums and impulsive disruptive behaviors. Integrated into middle language arts class for 90 minutes each morning in January. Activities: reading, writing, spelling, and library. The teacher reported the child to be anxious to please and a willing worker most of the time. He was returned once for refusing to work. Several incidents of

Table 2

Regional Resource Math Inventory Pre- Posttest Results for Children in the Class for the Emotionally Disturbed

Informal Math Inventory	Child # 1			2			3			5			6			7		8		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
Oral Count	66	76	10	69			20	52	32	94	108	14	114			89			102		
Oral Set	25	35	10	35			12	20	8	16	37	21	35			35			41		
Read Numbers	39	52	13	55			32	53	21	12	69	57	51			55			73		
Write Numbers	13	21	8	21			16	23	7	35	37	2	34			25			27		
Order I & II	5	7	2	8			2	7	5	5	10	5	8			8			7		
Addition Facts	8	7	1	2			9	12	3	21	21	0	15			13			10		
Subtraction Facts	3	4	1	5			7	15	8	4	19	15	11			12			15		
Equation (Add)	0	6	6	1			4	4	0	4	9	5	0			14			3		
Equation (Sub)	2	5	3	6			15	8	7	3	6	3	0			6			3		
Add w/o Carry	0	9	9	7			0	8	8	15	17	2	17			10			5		
Sub w/o Borrow	0	5	5	5			0	3	3	8	13	5	10			7			6		
$\bar{x}$ Gain			6						8			12									

crying were reported which the teacher handled with sensitivity. The youngster continues to be forgetful and impulsive; however, these behaviors do not appear to be unusual when compared to other fifth graders in his class. Integrated 2 weeks later (in February) into a combination fourth, fifth, and sixth grade class for basic skills for 1 hour each morning. The teacher reported that the youngster was a cooperative and willing student who seemed to take pride in his work. There were no reports of temper tantrums or crying. However, it was reported on several occasions that he appeared depressed and indicated he didn't wish to do anything that day. At such times, the youngster was firmly encouraged, and he was able to continue. He was returned on two occasions for coming without his materials.

Child 4. A 9 year old third grade boy who was subject to impulsive and violent reactions toward his peers. Integrated for 1 hour reading class in the morning in March. Activities: individualized programmed reading instruction, physical education, and math. Integrated for full school day in April at teacher's and child's separate requests. Activities: full third grade curriculum. The teacher's reports were positive in every respect. She often commented, "I wish they were all like . . . ." There were two serious incidents which the teacher recognized as behavior which might be expected of any other third grader. These were handled appropriately and in accord with prevailing school policy. The intervention teacher did not involve herself in these matters.

In conclusion, it can be said that the four students who have achieved integration have been successful. Of the seven other children who were not integrated, one child, while making marked and steady progress, showed no interest in integration but may be partially integrated this fall; three have been in the class less than 5 months; one moved after being in the class for only a few weeks; and two were so severely disturbed that they needed to be withdrawn to insure the safety of the other students.

Third Party Evaluator's Comments:

In reviewing Table 1 which deals in the reduction of inappropriate behaviors by the children in the class for the emotional disturbed one sees a reduction of these behaviors from September 1974 to June of 1975. An increase of inappropriate behavior in January may possibly be contributed to the lack of structured school programming during the holiday season in December. This increase in January suggests the importance of having parents involved in specific training programs which they could conduct during no school time. The mean number of inappropriate behaviors for the first 4 months was 70.2 and the mean number of inappropriate behaviors for the last 4 months was 56.

The results contained in Table 2 shows a pre-posttest administered to three children. Those gains made by the three children are significant. Posttest data was collected on four children and four children were not tested. The project staff may want to consider a procedure in gathering data that would not require a formal pre- and posttest. A data system which takes the child at his level and records his acquisition of skills may be more appropriate.

The Silvaroli Reading Inventory Data contained in Table 3 indicates a substained gain made by Child #5 and a modest gain made by Child #1. A posttest score only was available for four children. Four children were not tested for reasons stated by the project in the report.

Under objective 3 the integration of the emotional disturbed into the regular classroom was successful. Four of the 11 children were integrated on either a part-time or full time basis.

Table 3

The Sivaroli Reading Inventory Results for Children in the Class for the Emotionally Disturbed

	Child #													
	1		2		3		5		6		7		8	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Independent Reading	PP	P	PP		P-1		2	5	3		3		3-4	
Instructional Reading	1-2	1-2	P		1-2		2-3	6	4		3[2]		45	
Frustrational Level of Reading	2	2	1		2		3	6-7	4		3[2]		5-6	

Pre-Primer (PP), Primer (P) and graded materials 1 through 6.

Title of Project: *Prevention: An Early Intervention Program*

Location of Project: *Wasco IED, The Dalles*

Population Served: *72 Parents of Preschool Children*

Funding Allocated: *$2,760*

Project Beginning Date: *September 1, 1974*

Project Ending Date: *June 1, 1975*

Background and Rationale:

This is a third year Title VI ESEA project designed to reduce the incidence of functional speech and language problems of the preschool aged population through the use of an adult education program. The program is designed to instruct parents in the area of normal speech and language development with suggested methods and procedures for facilitating this development in their preschool children.

Most authorities agree that as many as 70% of the speech problems among school aged children are preventable during the developmental years. This project is designed to attempt this goal.

Objectives and Evaluation Plan:

1. To reduce the incidence of speech and language impaired children in Wasco and Sherman Counties.

Data will be reported in regards to the Riley Articulation Test and the Peabody Picture Vocabulary Test on all children entering the first grade for the years 1972, 1973 and 1974. These data will be compared to identical data collected on first graders in Crook County for the same respective years.

2. To train parents in the prevention of speech and language disorders in their preschool children with the use of "Teach Your Child to Talk" materials.

A pre and posttest will be given to all parents taking the workshop. Data will be reported in regards to the differences achieved between the pre and posttest. Also the number of parents taking part in the workshops will be reported.

Methodology:

Staff for the project consisted of four speech pathologists who have all been trained in the use of the "Teach Your Child to Talk" program. The four speech pathologists were responsible for conducting the workshops for the parents. In addition, a project aide was assigned to contact potential workshop participants, write letters and submit newspaper articles for publication. The project aide attended a session with the project director during which she was given the "Teach Your Child to Talk" workshop so that she would be more familiar with the content of the workshop in order to better answer questions of potential workshop participants.

Each workshop consisted of three evening sessions, approximately 2½ to 3 hours in length. Through the use of numerous slides, tape recordings and movies, the normal stages of speech and language development from birth to age five were presented with specific activities and suggestions for each age level.

A pre-posttest was developed to measure a change in attitude and the increase in information by parents participating in the workshops.

Results:

1. To reduce the incidence of speech and language impaired children in Wasco and Sherman Counties.

Table 1 indicates that first grade children in the Wasco-Sherman County Schools (where a majority of the parents participated in the workshops) exhibited a higher mean mental age than did children in the comparison schools where no parent training was provided.

Table 2 shows a reduction in the number of children scoring 83 or less on the Riley Articulation Test over the three years listed on the table.

2. To train parents in the prevention of speech and language disorders in their preschool children with the use of "Teach Your Child to Talk" materials.

Table 3 shows the gain made by parents on the pre-posttest given to all workshop participants.

Third Party Evaluator's Comments:

This evaluator would like to commend the staff for their concise and timely report. As the objective and evaluation strategies are reviewed, it becomes apparent that all of the objectives have been met.

It is worth noting that there was a significant difference in the mean mental age between those children whose parents did not participate in the workshop and those children whose parents did participate in the workshop. Also a significant reduction in the percent of children scoring 83 or less on the Riley Articulation Test took place over a three year period.

Table 1

Mean Mental Age Comparisons of First Graders Using the Peabody Picture Vocabulary Test

Test Group	1972-73	1973-74	1974-75
Wasco/Sherman Counties (Experimental Group)	6 yr 8 mo	7 yr 0 mo	7 yr 1 mo
Crook County (Control Group)	6 yr 7 mo	6 yr 7 mo	6 yr 7 mo

Table 2

Percent of First Grade Children Scoring 83 or Less on the Riley Articulation Test

Test Group	1972-73	1973-74	1974-75
Wasco/Sherman Counties (Experimental Group)	77/347=22%	60/312=19%	51/316=16%
Crook County (Control Group)	29/206=22%	26/189=14%	37/181=20%

Table 3

Mean Performance Scores of Workshop Participants on the Attitudinal and Informational Test

Year	N[a]	Attitudinal			Informational		
		Pre	Post	Gain	Pre	Post	Gain
1972-73	112	27.88	30.84	2.96	35.56	40.41	4.85
1973-74	53	28.19	30.35	2.16	36.17	40.90	4.73
1974-75	72	28.11	30.96	2.85	35.82	41.26	5.44

Note: Maximum score on the Informational Test was 46, Attitudinal Test was 35.

[a]: Number of participants completing all workshops.

Title of Project:	*Itinerant Teacher of the Deaf in Malheur County*
Location of Project:	*Malheur County IED*
Population Served:	*5 Deaf and 10 Hearing Impaired Children*
Funding Allocated:	*$15,000*
Project Beginning Date:	*August 26, 1974*
Project Ending Date:	*May 31, 1975*

Background and Rationale:

The purpose of this project, funded by Title VI-B beginning in the Fall of 1973, was to employ an itinerant teacher to serve the deaf and the hearing impaired children already attending classes in the regular classrooms in Malheur County. This project is now in the second year and services are expanding for the children enrolled in this program funded by Title VI-B. In reviewing the past 2 years of this program it seems to be narrowing the gap that was previously present by the initiating, expanding, and improving the instruction for the deaf and the hearing impaired children of Malheur County.

Objectives and Evaluation Plan:

1. To improve the speech reading skills of selected children.

The Jean Utley Speech Reading Test was administered on a pre and a posttest basis to improve speech reading ability.

2. To improve the auditory discrimination skills for all children.

The Wepman Test for Auditory Discrimination, Forms I and II, were given on a pre and a posttest basis.

3. To improve the articulation skills for selected children.

The Photo Articulation Test (PAT) was used to reduce articulation errors and to increase speech intelligibility in a non-therapy environment. The PAT by Pendergast, Dickey, et al, was substituted for the Laradon Articulation since the latter test was not available. This substitution was in agreement with the third party evaluator.

4. To improve the receptive and expressive language skills for selected children.

The Peabody Picture Vocabulary Test was given on a pre-posttest basis for receptive language skills. The Northwestern Syntax Screening Test was used for expressive language skills on a pre- posttest basis. The Stanford Diagnostic Reading Test, Form X, Level I and II, was used to assess the reading and general language skills of the children on a pre and a posttest basis.

All children used the duplicated worksheets recommended by experienced directors and teachers for the deaf and the hearing impaired for vocabulary, syntax, oral and written skills and reading comprehension according to their needs and grade levels.

Methodology:

The project staff for the second year of the project consisted of one certified itinerant teacher for the deaf and hearing impaired children of Malheur County. Each child in this program received individualized instruction two or three times a week according to his own particular needs. The grade school children received instruction for a 30 minute period, and the high school students received the regular time of the high school period. Each child receiving this service was determined for eligibility by referrals from principals, classroom teachers, counselors, speech therapists, parents, state audiologists, the personnel in the program for handicapped children in Oregon, special education directors, the Malheur County Health Office personnel, County Family Service Clinic, County Vocational Rehabilitation Office, the Oregon State Board of Health and other civic organizations interested in helping the deaf and the hearing impaired children of Malheur County.

The annual initial screening was arranged by the State audiologist and through the Malheur County

Health Office personnel, who then made referrals for individual audiological testing by the State audiologist and examination by an otologist early in the school year.

The following skills and activities were incorporated by the itinerant teacher into an individualized program for each child according to the grade level and requirements of the child so that he could function in the regular program of the school. A total auditory perception training program which consists of tapes included memory, motor, figure-ground, auditory discrimination and imagery was purchased and used from the Developmental Learning Materials and used on a regular instructional basis. The cassettes in this program determined the gross sounds, auditory discrimination, and articulation that each child needed. In addition to the recorder, which also monitored the voice of the child with residual hearing, a speech mirror, a Maico auditory trainer with the regular accessories, the Language Master System with the Language Master card program which included phonics, blends, consonants, vowels, vocabulary, syllabication, and sentences according to the grade level and mental age of the child was also in regular use. The entire set of Basic Vocabulary Study Cards by Dormac Pub. Co. was used for selected children.

The Northwestern Syntax Screening [redacted] was administered for the expressive skills of the children who seemed to have this particular need. In addition to this test, the Stanford Diagnostic Reading Test, Form X, was also given even though it was not specifically stated in the objectives and the evaluation goals so that any gains or losses could determine more clearly what the result of the test would be since new materials, such as the cassettes from the Developmental Learning Research Materials and the Language Master, were used.

There were no new teachers in the school system who needed orientation this year for teaching hearing impaired children in a regular classroom. A bilingual aide in the Ontario High School Learning Center proved very valuable in assisting a bilingual child who has a severe hearing loss. The aide worked under the direction of the itinerant teacher. Conferences with teachers and parents were scheduled with those concerned.

A newsletter was sent to all parents of hearing impaired children and to all schools in which these children were enrolled.

Results:

1. To improve the speech reading skills of selected children.

Table 1 presents the results of the Jean Utley Speech Reading Test. This test consists of 31 sentences for pre and posttesting. The sentences become progressively more difficult. The child is instructed to repeat the exact sentences which the teacher pronounces. No hearing aids were used while taking this test. For a better interpretation for the reader, a scoring table is included in the table. Only three children did not show a gain in speech reading.

2. To improve the auditory discrimination skills for all children.

Table 2 presents the scores for the pre and the posttests, Forms A and B, of the Wepman Test for Auditory Discrimination. This test consists of 30 words that are different and 10 words that are the same. The child does not face the teacher because if he did he could in some cases lip read the teacher. (See score legend for error score.) The -X difference (error score) indicates improvement as the child eliminates his errors. The same is true for NY score. The words differ in Forms A and B.

3. To improve the articulation skills for selected children.

Table 3 presents the results of the Photo Articulation Test (PAT) which consists of pictures for sounds, vowels, and dipthongs using the tongue, lip, and vowel sounds. It can be readily seen that nearly all the children improved their final scores.

4. To improve the receptive and expressive language skills for selected children.

Table 4 shows the receptive skill results using the Peabody Vocabulary Test. Raw scores of the selected children were reported. All of the children except two show a significant improvement for receptive skills in the pre and the posttests.

The Northwestern Syntax Screening Test (Expressive) results are found in Table 5. The data describing the difference between the pre and the posttests are found in the difference column.

The results of the Stanford Diagnostic Reading Test are given in Table 6 by Stanine for both Levels I and II in areas of reading comprehension,

vocabulary, syllabication, sound discrimination, blending, beginning and ending sounds, and rate of reading. In Level I the reading is divided into Literal and Inferential subtests. Two children were not able to take Level I of this test because of the reading entailed, therefore making the test invalid. One child did not qualify because of the grade level. A close study of this table indicates progress in most of the areas. Six children made gains in the reading comprehension and two remained the same. Only two children showed no gain. Significant gains were in vocabulary and sound discrimination. Blending indicated no losses.

Third Party Evaluator's Comments:

The third party evaluator would like to thank the project staff for submitting a very precise and thorough report.

The project staff completed the data collection as required by the objectives and should be congratulated.

In reviewing those data submitted this evaluator is somewhat overwhelmed with heavy involvement in formal pre and posttests that have been administered. The amount of time spent by the staff in conducting and compiling these tests must have been considerable. This evaluator would like to suggest, for the staff's convenience, that selected behavioral checklists and appropriate criterion referenced inventories might be considered in future programs.

Again, congratulations on a fine project.

Table 1

The Jean Utley Speech Reading Test

Subject	Form A Pre	Form B Post	Difference
1	Excellent 94%	Excellent 97%	+3
2	Excellent 97%	Excellent 94%	-3
3	Dropped Temporarily		
4	Excellent 97%	Excellent 97%	0
5	Excellent 97%	Excellent 97%	0
6	Excellent 90%	Excellent 97%	+7
7	Excellent 78%	Excellent 81%	+7
8	Good 65%	Excellent 87%	+32
9	Good 65%	Excellent 81%	+25
10	Excellent 81%	Excellent 71%	-10
11	To Oregon State School for the Deaf		
12	Excellent 87%	Excellent 97%	+10
13	Excellent 74%	Excellent	+13
14	Good 55%	Poor	-16
15	Fair 45%	Fair 47%	+2
			x gain +5

Note: Scoring Table: Test contains 31 sentences. Forms A & B differ in content.

Number Correct = Percentage 1-31

Excellent	= 70% or over	No. Correct = 22+
Good	= 55% – 69%	No. Correct = 17-21
Fair	= 40% – 54%	No. Correct = 13-16
Poor	= under 40%	No. Correct = 1-12

Table 2
Wepman Test for Auditory Discrimination
N = 13

Subject	Form A Pre		Form B Post		Error Score Difference	
	X	Y	X	Y	X	Y
1	1/30	0/10	0/30	0/10	-1/30	0/10
2	0/30	0/10	0/30	0/10	0/30	0/10
3	Dropped Temporarily					
4	0/30	0/10	0/30	0/10	0/30	0/10
5	8/30	1/10	8/30	0/10	0/30	-0/10
6	5/30	2/10	1/30	0/10	-4/30	-1/10
7	23/30	2/10	12/30	0/10	-11/30	-2/10
8	20/30	0/10	15/30	1/10	-5/30	+1/10
9	8/30	1/10	2/30	0/10	-6/30	+1/10
10	5/30	0/10	11/30	0/10	+6/30	0/10
11	To Oregon State School for the Deaf					
12	10/30	0/10	7/30	3/10	-3/30	+3/10
13	4/30	0/10	1/30	0/10	-3/30	0/10
14	30/30	0/10	28/30	1/10	-2/30	+1/10
15	5/30	0/10	3/30	0/10	-2/30	0/10

Note: Scoring Table: X = Different Words — Error Score no/30
Y = Same Words — Error Score no/10

Table 3
Photo Articulation Test (PAT)
N = 12

	Tongue			Lip			Vowel			Total		
Subject	Pre	Post	Diff	Pre	Post	Diff	Pre	Post	Diff	Pre	Post	Diff
1	57	60	+3	18	18	0	17	18	+1	92	96	+4
2	Not Selected											
3	Dropped Temporarily											
4	57	60	+3	18	18	0	18	18	0	93	96	+3
5	54	60	+4	17	18	+1	18	18	00	82	96	+7
6	48	58	+10	16	18	+2	18	18	0	82	94	+12
7	35	41	+6	15	18	+3	18	18	0	68	77	+19
8	43	57	+14	16	18	+2	18	18	0	59	83	+24
9	60	60	0	18	18	0	18	18	0	96	96	0
10	49	52	+3	13	16	+3	17	18	+1	79	86	+7
11	To Oregon School for the Deaf											
12	57	60	+3	18	18	0	18	18	0	93	96	+3
13	55	59	+4	17	18	+1	14	18	+4	86	94	+8
14	12	12	0	7	4	-3	10	13	+3	29	29	0
15	42	52	+10	15	17	+2	18	18	0	75	87	+12

X gain + 8

Table 4

The Peabody Picture Vocabulary Test

Subject	Form A Pre-Raw Score	Form B Post-Raw Score	Difference
1	86	102	+16
2	96	104	+8
3	Dropped temporarily		
4	100	108	+8
5	79	75	-4
6	Not selected for this test		
7	50	60	+10
8	52	61	+9
9	61	67	+6
10	46	66	+20
11	To Oregon State School for the Deaf		
12	75	88	+3
13	60	66	+6
14	19	9	-10
15	57	62	+ 5
			X gain +6

Table 5

Northwestern Syntax Screening Test (Expressive)

Subject	Grade	Pre	Post	Difference
1	6	36	40	+4
5	5	38	38	0
7 (Sp. Ed.)	7	34	40	+6
8 (Sp. Ed.)	11	38	38	0
9	3	38	38	0
10	4	30	38	+8
12	3	30	38	+5
13	6	40	38	-2
14	Sp. Ed.	6	5	-1
15	1	36	40	+4
				X gain +3

Table 6
Stanford Diagnostic Reading Test Form X
Level II Stanine

Subject		Read. Comprehension			Total Read.			Vocabulary			Syllabication			Sound Discrimination			Blending			Rate of Reading		
		Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.
1	Literal	7	6	-1	6	6	0	5	8	+3	7	5	+2	5	7	+2	8	9	+1	6	8	+2
	Inferential	6	7		5	5	0															
2	Lit.	3	4	+1	5	5	0	5	6	+1	3	6	+3	6	7	+1	5	6	+1	7	7	0
	Inf.	6	5	-1																		
3	Lit.	Dropped Temporarily																				
	Inf.																					
4	Lit.	3	6	+3	4	6	+2	7	7	0	5	7	+2	5	8	+3	7	7	0	4	7	+3
	Inf.	6	5	-1																		
5	Lit.	4	4	0	3	2	-1	1	8	+7	9	9	0	6	7	+1	7	7	0	2	9	+7
	Inf.	3	3	0																		
6	Lit.	6	6	0	6	8	+2	7	9	+2	4	7	+3	4	5	+1	8	8	0	6	7	+1
	Inf.	6	8	+2																		

Level I (Stanine)

Subject	Read. Comprehension			Vocabulary			Auditory Discrimination			Syllabication			Beg.&End.Sounds			Blending			Sound Discrimination		
	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.	Pre	Post	Diff.
7	7	3	-4	4	7	+3	8	8	0	6	7	+1	5	5	0	9	9	0	5	7	+2
8	1	1	0	1	9	+8	4	7	+3	2	2	0	1	1	0	2	5	+3	1	1	0
9	4	4	0	3	5	+2	9	9	0	5	4	-1	6	8	+2	8	8	0	7	7	0
10	2	2	0	7	6	-1	8	7	-1	4	8	+4	3	5	+2	4	9	+5	2	7	+5
11	1	2	+1	3	9	+6	4	8	+4	3	7	+4	2	6	+4	5	8	+3	2	5	+3
12	To Oregon State School for the Deaf																				
13	Not Valid																				
14	Not Valid																				
15	Not Valid																				