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ABSTRACT

The Parent-Child Reading System (PCRS), a way of organizing instructional materials for reading so that parents can become continuously involved in helping to improve their children's reading abilities, may be used in connection with family learning center (FLC) workshops, in schools, or in institutions maintaining contact with schools. This document provides an overview of PCRS and includes sections describing the evolution of the system, the materials, ways to replicate the system in a potential learning site, and the operation of a PCRS. A general reference section contains the PCRS letter code, a frequency distribution chart, lists of materials and objectives, principles to follow in designing an FLC, discussions of book conferences, the personalized approach to teaching reading, rewards and interest centers, management of the FLC, and motivation. (JM)

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THE DES MOINES FAMILY LEARNING PROJECT

THE PCRS

(PARENT - CHILD READING SYSTEM)

SPECIALIST'S GUIDE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Editor: Martin Miller

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is a joint effort of the Des Moines Public Schools
and the Des Moines Area Community College

Operated by
The Department of Community and Adult Education
Des Moines Schools
1800 Grand
Des Moines, Iowa 50307

Dr. Gareld Jackson, Director

Materials Created and Adapted by
Anita Aymer, Beverly Horwitz, Marsha Laurenzo
Cynthia Sears, Molly Tedesco

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PREFACE

The Parent-Child Reading System (PCRS) described on the following pages is presented as one way of organizing reading skills and instructional materials so that parents can become continuously involved in improving the reading abilities of their own children. On the surface, the PCRS may seem a rather bulky and complex approach to a simple task. However, we have found that "bulk" and complexity rapidly disappear, as the system becomes habit for both Family Learning Specialist (FLS) and parent.

The need for such a system was built on some rather standard observations:

- In every child and every group of children there exists a wide variety of learning styles and reading needs.
- No single approach or commercial product can adequately serve the needs of every child; a variety of instructional material must be secured to meet these needs.
- These materials must be organized in such a way as to meet each child's needs on a one-to-one basis.
- Such an organization must have the capacity for expansion and the ability to be tailored to different schools and neighborhoods.

In addition, we felt that involving a parent in the reading education of his child meant developing in him instructional abilities that would enable him to help his child with specific reading skills.

Most of the approaches to parent involvement that we reviewed were based on such motivational principles as, "Read to your children," "Take them to the library," "make and play reading games with them." While generic approaches such as these have their merits, they also imply

1. That parents lack the ability to cope with the more technical aspects of reading and language instruction, and
2. Parents cannot commit more than a passing amount of time to their own child's reading growth.

It has been our experience, on the contrary, that:

- Parents <u>can</u> acquire a knowledge of many technical aspects of reading instruction. They can learn, for instance, not only the meaning of the concepts "vowel digraph" or "common element,"

and their function in language and reading, but also how to help their children master the attendant skills--if these concepts are "demystified" and presented in relatively clear terms.

- Parents can and want to commit time to their child if they can see their children feel better in being successful and that they have been an important contribution to that success.

General approaches to parent involvement imply two additional benefits to this "getting together" of parent and child:

- An increase in the child's motivation to learn to read.
- An increase in the understanding parents and children have of each other.

It has been our experience that both of these human relations needs of parents and children are nurtured by an approach which allows the parent to be responsible for "some" of the teaching of his own child.

The PCRS then, occupies the territory midway between general reading encouragement and a formal academic program. Properly used, it will help develop in parents an educational role to which they have had little previous access, making them something more than a "helper with homework" and something less than a classroom teacher.

The system has its roots in fact in the classroom: In structure it is an adaptation of a management reading system (System I, Read) designed for classroom use by the Omaha Public Schools, and credit for its organization goes to the staff of the Central Reading Clinic of that school district. The original System I organized, in behavioral objective form, some 300 reading skills on the third to sixth grade continuum and coded instructional materials against those skills. Our approach in the PCRS has been to expand the content of the system to include the reading "spectrum" Kindergarten through the third grade, modify the diagnostic process so parents gain quicker access to the instructional material itself, and allow parents a period of "planning time," in which they have an opportunity to prepare for their child the "lesson" they will be "teaching."

By minimizing the role of teacher in the position of the Family Learning Specialist and by maintaining an empathetic rapport with both parents and children, we have attempted to diminish much of the parental fear attached to education and "school." Our goal was to create in elementary school buildings an enjoyable environment in which both children and parents could grow; and it was to this end that the Family Learning Project materials--both the PCRS and the Family Learning Center workshops--were created.

Used in conjunction with these workshops, or separately, in schools or in other institutions maintaining linkages with schools, the PCRS should demonstrate that reading skills are a powerful vehicle for positive change in the self concept of both parent and child. While our own internal research indicates that participating children do improve their classroom reading skills, self concept change is sometimes better observed than measured, and comes to a focus in the accomplishment of a young mother who proudly states: "His teacher said he has improved more than any other child in his grade."

That has been our experience. We hope yours will be the same.

I. A BRIEF LOOK AT THE EVOLUTION OF PCRS

Year 1

When Family Learning Centers (FLC) began in November of 1972, at two elementary schools on Des Moines' south side, they did so with the following objectives:

- To capitalize on the natural concern of parents for their child's success in school.
- To offer them the opportunity to help their child succeed in school, and ultimately.
- To involve them in an educational program of their own.

These two sites began with an adult thinking skills program (Think, Innovative Science Inc., Stamford, Conn.) and a resource manual for reading readiness skills (PATTR, Pendell Publishing Co., Midland, Michigan.) The Think materials provided us with a means to help adults with skills normally taught on the periphery of reading (logic, comprehension, analogy and analysis), while being couched in a highly visual, motivational format. PATTR (Personalized Approach to Teaching Reading) provided us with a reading readiness curriculum organized with strategies--specific things parents could do themselves--to develop specific readiness skills.

While the centers were successful in the above goals, the program, in a sense, became internally competitive parents were showing more interest in helping their children than in completing or furthering their own education. Parents were asking for "more workshops" in response to a series of human relations and toy lending sessions offered by FLC staff in the final semester of that first year. In addition, what we had intended as "modeling" in our approach to children was not being "picked up" by parents attending, largely, we discovered, because we had failed to point it out to them.

Further, since second year plans called for the expansion of the reading curriculum to parents of children in grades kindergarten through six, what was needed was:

1. An informally presented, but formally organized workshop curriculum in parent-child relations.

2. A systematic method of serving the reading needs of virtually any child (short of those children with specific learning disabilities) while keeping the structure of prescribed strategies for specific skills, as found in PATTR.

Hence, FLC staff designed a series of ten workshops dealing with areas crucial to parenting, and began the modification of the Omaha, System I, Read. (A further explanation of the workshop development can be found in A Manager's Guide and in the introduction to The Family Learning Center Workshops.)

Year 2

In the second year, the project expanded to two additional sites, and prior to implementing the Omaha system in these four sites, several modifications were made.

1. Redefine the Quantity of the System: An analysis was made of both the reading skill categories and the objectives within them to determine which were unnecessary for use in the FLC. The goal here was not to limit the system, but to provide each site with materials sufficient in the scope and in depth. Our assumption was that since the FLC would involve a parent and his child in reading activities twice a week at most, it simply did not need the same quantity of materials as required by daily classroom use. The result of this analysis provided each site with materials adequate to the needs of parents and their children at 1/10 the cost of the original program.
2. Planning Time: From our first year experience with the PATTR material, it became obvious that we needed to build into the FLC schedule a time for parents to prepare the material they would be using with their children. Thus, each parent, individually or in groups, was scheduled between 15 minutes to one-half hour prior to the arrival of his child at the center.
3. Testing: In the original system, placement was accomplished by the administration of various levels of a standardized reading achievement test, followed by individual pre-tests for each objective. Our initial reaction was to prepare instruction sheets for parents so they could accomplish the testing themselves. In addition to proving unwieldy, this testing arrangement simply took too long. We were occupied for lengthy periods of time in finding out what the child already knew, as opposed to the skills in which his parent could help. Thus, extensive redesign of the entrance diagnosis was needed to put the child and his parent quickly in touch with the instructional material appropriate to his need.
4. Expansion of the System: During this second year, the initial materials, Think and PATTR were coded against the modified sequence of objectives, filling out both the lower and upper

regions of the system. An analysis was made of the reading concepts taught by these materials and the results of this analysis were entered against appropriate objectives.

Year 3

During the third year, the FLC model currently in use by the Des Moines Public Schools was essentially defined. In this year, the project expanded from four to six sites, each site maintained by a permanent half-time professional Family Learning Specialist. (A further description of this position and qualifications can be found in the Manager's Guide "Staff and Staffing Patterns.")

Final design of the Diagnostic Survey was completed, which led to the following development of Prescription Charts:

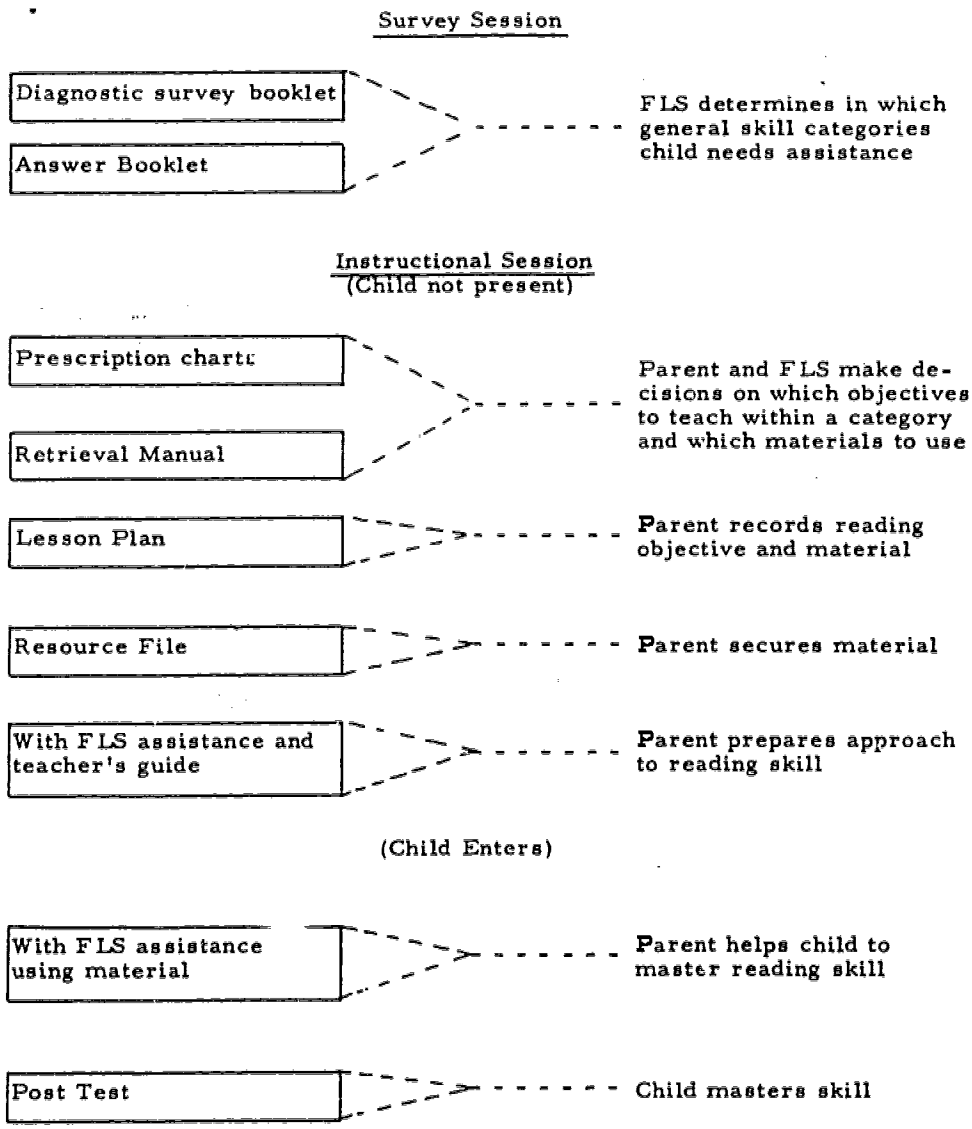
1. With the Diagnostic Survey we gained an indication of the categories (Auditory Discrimination, Long and Short Vowels, etc.) in which the child needed help. To indicate the specific objectives within each category, we matched objective numbers with the category to which they belonged.
2. With this matching on charts A, B, C and D, the FLS and parent could tell in which objectives their child would be working, but we had to "fish" through all the objectives in a given category to find those appropriate to the child's age and ability. The charts were subsequently revised to include a designation of the level of difficulty of each objective.

The overall effect of this streamlining gave the parent and FLS more immediate access to the "correct" materials.

Thus, the development of the PCRS has been that of evolution from use rather than production according to hypotheses. As a group, the volumes of the PCRS represent a kind of cohesive determination, on our part, to provide a system capable of being used both by Family Learning Centers in Des Moines and by other educators interested in establishing similar operations. Individually, each volume has a distinct function, and is dealt with more specifically in the following section.

II. THE PCRS--PICKING UP THE PIECES

The PCRS is a management reading system. Each FLC site has over 500 pieces of instructional material coded into this system. The instructional materials themselves are individually laminated workbook pages, sections from learning packages, and games produced by such commercial publishers as Ginn and Company, SRA, Barnell Loft, Lyons and Carnahan, etc. All materials are stored in an area of the FLC called the Resource File. As such, the five volumes of the PCRS are not a collection of materials, they are a way of organizing those materials and prescribing their use. The process can be described as follows.



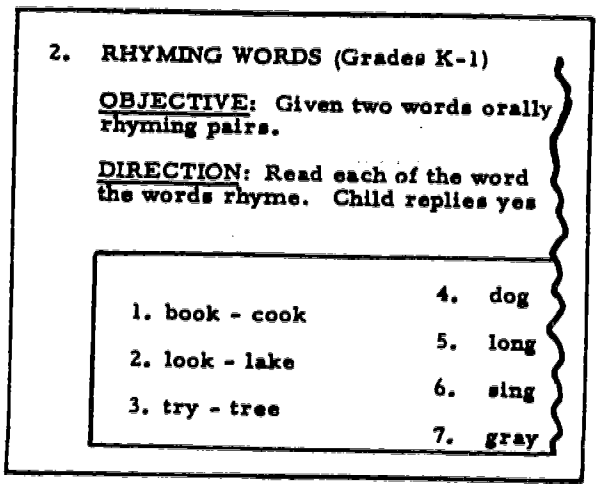
Diagnostic Survey Booklet

The Diagnostic Survey Booklet contains twenty-nine exercises designed to assess the child's reading strengths and weaknesses. Though not designed to read out in grade equivalents nor administered as a "test" it has the function of test as the word is commonly understood. The survey tells the FLS in which of the reading skill categories the child should begin.

The Diagnostic Survey Booklet need not be reproduced; only one copy for the FLS is needed in each site.

The booklet is divided into two surveys:

- Survey 1, (pages 1-6) contains exercises for work recognition skills and is generally applicable to grades K-3.
- Survey 2, (pages 7-12) in two parts, deals with vocabulary and work study skills, and applies generally to grades 3-6.



2. **RHYMING WORDS (Grades K-1)**

OBJECTIVE: Given two words orally rhyming pairs.

DIRECTION: Read each of the word the words rhyme. Child replies yes

1. book - cook	4. dog
2. look - lake	5. long
3. try - tree	6. sing
	7. gray

Each exercise carries:

The general skill category

The objective in behavioral terms

Directions for the FLS

And the diagnostic items themselves.

General proficiency for all exercises is 80%, except where indicted. (See page 2, exercise 3).

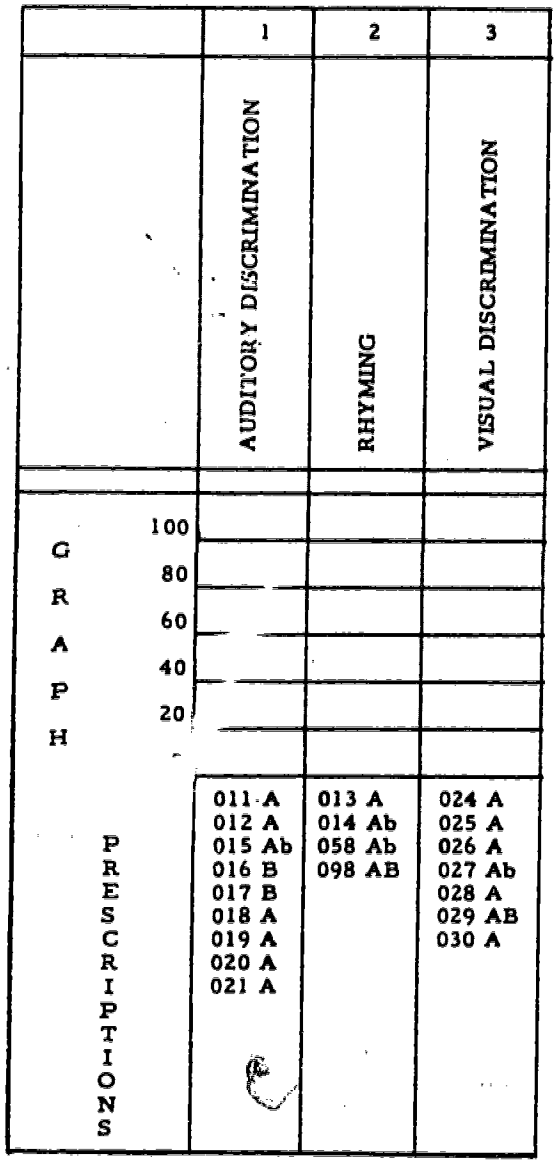
In use, certain exercises will be read by the FLS, and others by the child, so there will be some trading back and forth of the booklet. We suggest that the FLS and child be seated side by side during survey sessions, thus avoiding any "confrontation" associated with "testing." All in all, we have found it best to keep the atmosphere relaxed and informal and as far removed as possible from that of standardized testing. (Answers to each exercise are located toward the end of the booklet, pp. 13-17.)

Prescription Charts and Lesson Plan

The last five pages of the booklet contain the PCRS Prescription Charts and the Lesson Plan. As the Survey directions indicate, the Prescription Charts are a tool to help locate the specific objectives upon which the child should begin working. The Lesson Plan provides a place to record that information.

Because each child will need a complete set of Prescription Charts and a Lesson Plan, these last five pages should be cut from the booklet and used to reproduce a quantity sufficient to the anticipated number of children.

Each chart is organized in the same basic format:



	1	2	3
	AUDITORY DISCRIMINATION	RHYMING	VISUAL DISCRIMINATION
GRAPH 100			
80			
60			
40			
20			
PRESCRIPTIONS	011 A 012 A 015 Ab 016 B 017 B 018 A 019 A 020 A 021 A	013 A 014 Ab 058 Ab 098 AB	024 A 025 A 026 A 027 Ab 028 A 029 AB 030 A

1. The numbers across the top of each chart correspond to the numbered Diagnostic Survey exercises.

2. Skill category titles are followed by a graph upon which is plotted the child's proficiency.

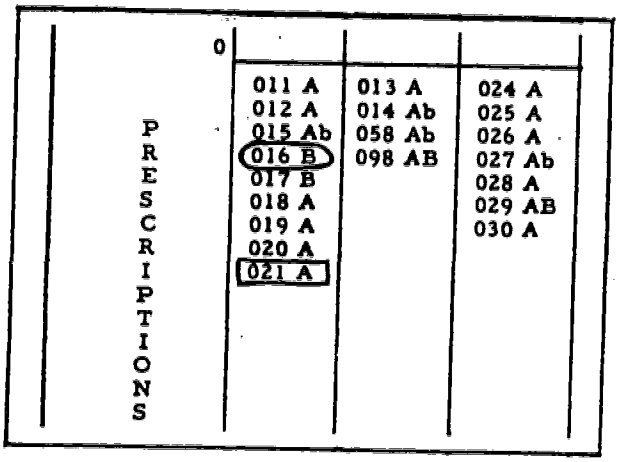
3. Below the graph are listed all of the objective numbers relating to the skill category. Thus, for the child who is less than 80% proficient in Survey exercise 1 (Auditory Discrimination) the FLS can, depending upon the age and ability of the child, assign any or all of the 10 objectives for that category.

The objectives and an indication of what materials parent and child will use are located in the Retrieval Manual.

Assisting this decision is the general rule that lower prescription numbers indicate objectives of lower complexity. There are exceptions to this rule, however, which are further defined by the letters that follow each number. These letter codes indicate whether or not there are, in the Resource File, materials appropriate to the age and ability of the child. A more thorough definition can be found in Reference Section, "PCRS Letter Codes," but a rough rule of thumb is:

A. In need of readiness skill development
B. Beginning reader
C. Reading in developmental areas
D. Possesses wide application of sophisticated reading skills
E. Mature reader

Any of the above letters capitalized indicate that materials for an objective apply primarily to children in the above levels. Small letter codes indicate that the materials for an objective can be used for children in these levels.



Thus, in the category "Auditory Discrimination," prescription number 016 has materials in the Resource File that are applicable to the beginning reader who still has some difficulty with auditory discrimination. While of a higher number, prescription 021 has materials applicable only to the child who is still in the reading readiness stage.

You will note that there are no survey exercises for the categories on charts C and D. Nevertheless, these charts should be used in conjunction with charts A and B, and we recommend that assignments be made from them. This is especially true for children working with objectives coded B, C or D, since children working with "A" level material will need few objectives in work-study or comprehension skills. Children who are advanced enough to be using primarily "E" level material will generally be beyond word recognition and vocabulary development.

Further description of the use of the prescription charts can be found in the Survey Booklet directions.

Answer Booklet

The Answer Booklet provides the FLS with a record of the child's responses to each exercise in the Diagnostic Surveys.

Since an Answer Booklet will be needed for each child who attends, we recommend that you dispose of the cover and the title page, leaving the handwritten "name" page uppermost, reproducing the remainder in the same booklet format. However, financial and physical limitations may demand that you cut the spine, reproduce each page in sufficient quantity and bind them with brads, staples or whatever method is most convenient.

The booklet is handwritten to add a small sense of informality to the survey session and to distinguish it from the other PCRS manuals. To further this distinction we would suggest reproducing the Answer Booklet on colored paper.

In structure, of course, the Answer Booklet mirrors the Diagnostic Surveys, one response section for each survey exercise. In use, it is intended that the FLS record the child's responses, by checking, circling, etc., except where the Survey direction indicates the child writes his response. This is more applicable to survey #2 (see P.6) and is intended to isolate reading abilities from the effects of poor writing or spelling. In determining proficiency for each exercise, the FLS counts correct responses only, and determines the percentage according to an even multiple of 10. Proficiencies for each exercise are plotted on the graphs in charts A and B as noted above.

Retrieval Manual

The PCRS Retrieval Manual acts as a bridge between the theoretical diagnosis of the child's reading needs and the actual instructional material his parent will be using to meet those needs. In short, it tells the parent and FLS what materials to "pull" from the Resource File.

Only one Retrieval Manual is needed for each FLC site, and it can be used in its published form. However, the manual is printed on one side of each page only to allow the FLS to cut the pages into individual objectives and paste them on 5" x 8" cards. This avoids one person tying up the whole system while recording materials on his lesson plan.

Each of the objectives is numbered and corresponds with the number on Prescription Charts A, B, C and D. You may have noticed gaps in the

numbering sequence, as on page 57 in the Retrieval Manual. This is to allow the addition of your own objectives and materials to each skill category. As an example, you may have, on hand, materials which are not coded into the PCRS. Let's assume you wish to add them to the system under the category "Possessives. However, should you find that your materials don't relate exactly to objectives 245-248, we would suggest that you write a new objective, label it 249 and code your materials against it.

Below each objective is what at first glance may appear to be a collection of phonetic neologisms. These are, in fact, abbreviated titles of commercial material located in the Resource File. Turn to page 57 again, objective 242. "Ph Wrk (B)" indicates that Phonics Workbook "B" contains material related to this objective.

Specifically, the parent will be using pages 112, 118, 120 of that workbook. A complete list of these codes and materials can be found in the reference section "The Resource File."

Several objectives contain the designation "S.E.O." (Page 75, #320) and "M.T.O." (Page 113, #524). Specialist Evaluated Objectives are those in which the judgement of the FLS (as opposed to a post test) determines whether or not the child has mastered the skill. Materials Tested Objectives are similar, being those in which the designated material functions as a post test. A more complete explanation can be found in the reference section "SEO's and MTO's."

As stated above, the PCRS contains fewer materials and objectives than the classroom model fromwhich it was adapted. We include the entire system, however, for potential users who have the capacity to expand it, and indicate objectives used in the FLC model by a dot preceeding each objective number. Specific materials used in the FLC Resource File are likewise indicated.

Beyond its more abstract function of relating materials to objectives, the Resource Manual can provide the FLS with an opportunity to communicate to each parent such necessary information as

- The particular skill in which he will help his child
- Why that skill is important; what subsequent abilities will build on it
- What materials they will use and why they are being chosen

- What approaches the child's parent can take in helping the child
- How to observe, in the child's behavior, his mastery of the skill

Thus, the Retrieval Manual will initially be the nexus for conference between Family Learning Specialist and parent. It has been our experience that at first, the FLS will select both objectives and materials to be secured from the Resource File, with each parent recording this information on the Lesson Plan. In time, we have found, many parents will be able to maintain the entire process on their own, with minimum input from the FLS.

Once the Lesson Plan has been filled out, each parent secures the designated page or pages from the Resource File, and with the FLS assisting, prepares his approach to the skill in question.

Post Tests

With the exception of SEO's and MTO's noted above, the Post Tests determine whether or not the child has mastered the skill on which he and his parent have been working. Whereas the Diagnostic Surveys act as a simple entrance into the various skill categories, the Post Tests provide a kind of multiple exit, verifying that the child should, in fact, move from one objective or category to another.

Only one Post Test Manual is needed at each site. However, we believe the manual will be difficult to use in its published form. Children do not write directly on the Post Test pages, but rather with a grease pencil, or similar instrument, on a soft plastic overlay. This is most unwieldy in a bound volume. Therefore, we suggest disposing the cover, peeling the pages individually, and storing them in a standard ring binder or file.

The format of the Post Tests is varied and is determined by the level of difficulty and nature of the objective being tested. (The name and date lines on each test may be disregarded.)

You will note that all of the Post Test numbers in Volume I are dotted, indicating their use in the Des Moines model and corresponding with the same dotted numbers in the Retrieval Manual. In replicated sites based solely on the Des Moines system, Volume II will not be needed. We suggest, however, that it be stored for any future expansion of the PCRS.

Answers for each post test are printed on the reverse. Responses to most of the tests for the more basic skills are self-evident, and in many cases (Volume I, Post Test 019, for instance) no answers are given. These tests are designated "Self Checking" at the top center of the reverse side because the correctness of the child's response is immediately observable to his parent or the FLS. In most cases we suggest that the FLS administer the Post Test with the parent present.

"Test Outs"

The Post Test process generally is one in which the child is given a test of the same number as the objective on which he has worked. This, in effect, moves the child from one objective to another--within the same skill category. There will be instances, however, in which the FLS feels that further work in a skill category is not needed. In such cases, a Post Test of a higher number may be used to pass the child out of that category provided the letter codes are the same.

9A	9B	10
LONG & SHORT VOWELS	VOWEL DIGRAPHS & DIPHTHONGS	R CONTROLLED VOWELS
•106 Bc	•128 B	152 Bc
•107 B	•129 B	•153 bCDe
•108 B	•130 bCd	•154 BCDe
•109 Bc	•131 bCD	•155 bCDe
110 B	•132 B	•156 bC
•111 B	~~•133 bCD~~	•157 bC
112 Bc	134 bCd	•158 bC
•113 B	•135 Bc	

For example, let us assume you have been assisting a parent and his child in working through objectives 128 and 129 (Category 9B "Vowel Digraphs and Diphthongs.") The child's behavior in his work with materials indicates to you he does not need further work in this category. To avoid unnecessary effort, you could administer the Post Test for objective 135 since the letter code "B" indicates it is a skill of the same order. He should not be given Post Test 133, however, since the letter code "bCD" indicates a skill of a higher order. A score of 100% on Post Test 135 would indicate that he had a command of vowel digraph skills appropriate to his age and present ability, and he could thus begin work on another skill category.

The Resource File

The Resource File is a central location at each FLC site containing all the workbook pages, games, and learning packages coded against objectives in the Retrieval Manual. Preparing a Resource File involves a good deal of effort and some expense, but because the final result is a bank of materials that are nonconsummable, both effort and cost will amortize themselves over many years The Resource File should be physically located on tables in the FLC rather than housed in a file cabinet or on bookshelves. The more "open" physical location tends to promote a feeling of accessability for both parent and child, a feeling quite crucial to the overall atmosphere of the Family Learning Center.

In keeping with the goal of promoting genuine interest in reading, it is suggested that each FLC site maintain a small library of books and magazines for both parents and children. This has been accomplished in the current model in various ways. One site is located in the same room as the school library, another in close proximity to the school media center. Still another received a large collection upon termination of an adjoining federal project. All have received donations from individuals and commercial-firms. The library need not be large at first, but is an excellent adjunct to the child's work in the PCRS. (See reference section "Book Conferences.")

Reward System

While not part of the materials produced in the PCRS, a reward system could be an integral part of its use, serving as an additional motivation in the child's reading progress. There are several alternatives open to the user of the PCRS, involving both tangible and intangible rewards for the completion of defined activities. For a further discussion, see reference section "Rewards.

III. HOW TO CONSTRUCT A SYSTEM OF YOUR OWN

In approaching the task of replicating the PCRS in a potential Family Learning site, the user has two basic options:

1. A one-for-one reproduction of the Des Moines model.
2. A start-from-scratch effort, building a system from materials on hand.

Either option should provide you with a system tailored to the capacities of your site; however, while the first involves less effort, the second may prove less expensive. Your choice will depend largely upon:

1. The budget you have that can be used to purchase new instructional materials.
2. The amount of instructional materials on hand that is already coded into the system (See reference section "The Resource File").
3. The number of these materials that can be used exclusively in the FLC Resource File.

A. The Des Moines Model

Materials used in the Des Moines model were selected on the basis of how many times they were coded against objectives in the Retrieval Manual. We assumed that most of the students we would be serving would be working with Level B or C material, and naturally looked for materials with a high use in these levels. As can be seen from reference section "Frequency Distribution Chart," Phonics Workbook was selected, in part, because it is coded against 23 level 'B' objectives and 29 objectives in level 'C'. After a selection was made on this basis, we went back through the skill categories to find those in which additional depth was needed. Upon receipt of these commercial products, we had a Resource File with sufficient materials in all categories. The Des Moines FLC model (essentially the objectives, materials and post tests designated with dots) reflects this process.

A variation of this process was used in constructing the system at two additional sites. In each of these new locations a survey was made of material already on hand. Those materials that were already coded against the system were not requisitioned. Secondly, in conference with the educational coordinator

at these sites, some additional materials (again, already coded into the system) were procured, thus allowing not only an expansion of the PCRS in those schools, but also a kind of individual tailoring of the system to the needs of the building.

If your budget is such that it will allow the purchase of new materials, you need simply to requisition those materials marked with a dot on the listing in reference section "The Resource File." Then follow the steps listed in Section C below. (It is a good idea to inventory other materials on hand at your site and add them to the system. We have found that in many elementary buildings there are teachers, librarians, and other staff aware of current materials used infrequently.)

B. Constructing Your Own

If you choose to "start from scratch," you will need to follow the steps below. Included is an approximate time line for your planning. In using the time line, we suggest you first determine the opening date of your program (Section IV, A below) and work backwards, filling in dates appropriate to the interval. The time intervals allowed are estimates only and are based on the availability of one staff person to accomplish the tasks. They may need to be changed depending on:

- Whether more than one staff person can be assigned to each task.
- The volume of material intended for the Resource File.

1. Determine scope and depth of your system.

   BEGIN: 11 wks. before opening
   ALLOW: 2 wks.

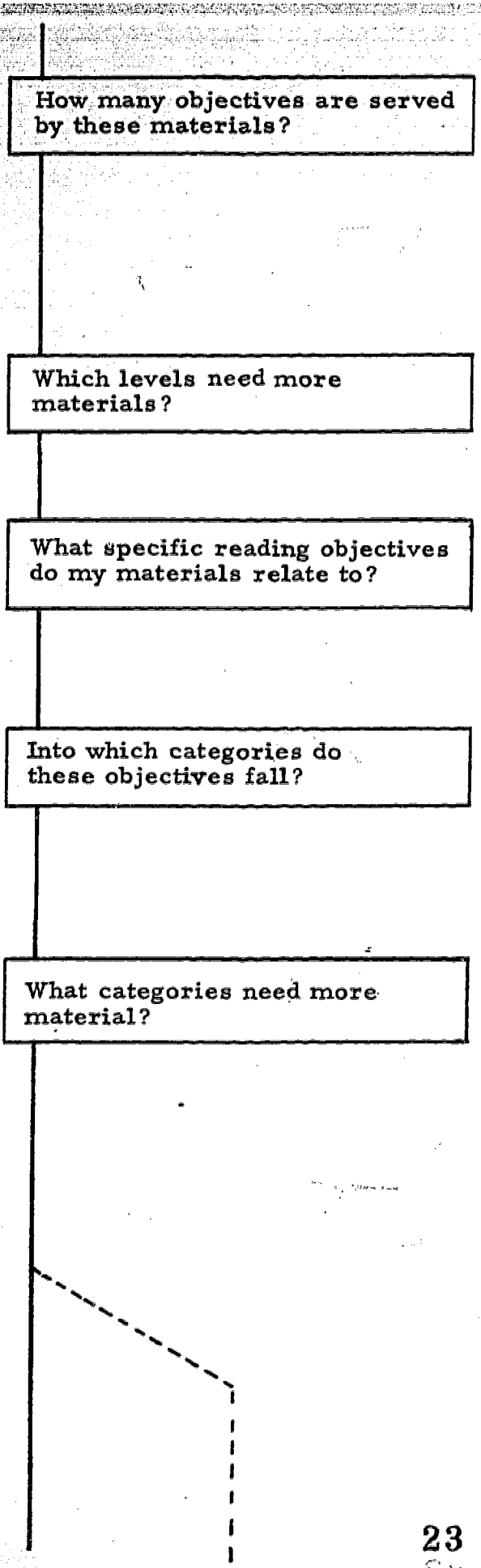
   Begin:_____

   Complete:_____

a. Reproduce one copy of reference sections "The Resource File," and "Frequency Distribution Chart".

What materials are on hand that are coded into system?

b. Inventory materials, and check on "Frequency Chart" those on hand to which you will have sole access. (It is not advisable to have frequently used material located in another room.)



c. Using "Frequency Chart," determine the number of objectives served for each of the levels (A, B, C, D, E) in which you anticipate children working. Total the number of objectives for each level.

d. Make a note of any level you judge deficient in materials.

e. Analyze Retrieval Manual: Mark each objective served by the material you have checked on the "Frequency Chart." Make a list of these objective numbers.

f. Reproduce one copy of charts A, B, C, D and cross out on the charts all objective numbers from the list you have made. This will indicate how much depth you have in each skill category.

g. Based upon the levels of student you will be serving (ABCDE), the amount of material you have in support of objectives on that level, and the modified charts showing the skill categories in which those objectives fall, you can now determine.

1) Whether your system is sufficient (go to #2 below).

2) Whether you need to purchase additional materials (go to 1.1 below).

3) Whether to code in additional on hand materials (go to 1.2 below).

1.1 Prepare list of additional material.

BEGIN: 11 wks. before opening
ALLOW: 1 wk.

Begin:_____

Complete:_____

Review "Frequency Chart" and list additional materials that will most often serve the deficient level. Repeat steps 1 e and 1 f above until you are satisfied the materials cover deficient levels. (Go to #2 below.)

1.2 Coding additional on hand material.

BEGIN: 10 wks. before opening
ALLOW: 1 wk.

Begin:_____

Complete:_____

a. Analyze each exercise or page of the workbook, book, learning package, etc. and determine the skill category to which it applies.

What objectives does this exercise pertain to?

b. On each page, etc. in question, list the objective numbers that pertain to its category (use Prescription Charts).

To what specific objective does this exercise apply?

c. Review each objective in Retrieval Manual and determine into which objective the page "fits." Write in your abbreviated title and page number of the exercise

OR

What if exercise does not pertain to any existing objectives?

d. If the exercise in question does not apply to any of the objectives, it is better to write a new objective, number it, and code your materials, than it is to "bend" an existing objective. Repeat this process until you judge all categories to have sufficient material. (Go to Section 'C' below.)

SG: 18

2. Requisition materials.

BEGIN: 9 wks. before opening
ALLOW: 6 wks.

Begin:_____

Complete:_____

The time allowance in this case will need to be adjusted according to availability of material and shipping times designated in publisher's catalogues.

C. While You're Waiting for Materials to Arrive

1. Design environment and secure furnishings.

BEGIN: 9 wks. before opening
ALLOW: 4 wks.

Begin:_____

Complete:_____

If you haven't designed the physical setting for your FLC, now is a good time to do so. Although there will be several limitations from one site to another--physical size, location in building, local purchasing policies--there are some basic criteria around which a good FLC environment can be built. Perhaps the most important is that the arrangement and choice of furnishings should warmly reflect, in a "living room" decor, both the values of the surrounding neighborhood and the attitude of the Family Learning Specialist. We recommend that the atmosphere of any FLC should be as far removed as possible from the aura commonly associates with "classroom." Further comments can be found in reference section "Designing the FLC Environment."

Environment should "mirror" neighborhood.

2. Initiate internal staff relations.

BEGIN: 9 wks. before opening
ALLOW: (A continuous process)

Begin:_____

The relationships that the Family Learning Specialist maintains with other staff at the FLC site are both complex and crucial to the success

Staff relations "support" Family Learning Center.

3. Begin publicity planning.

BEGIN: 8 wks. before opening
ALLOW: (A continuous process)

Begin:_____

SG: 20

of the program. It will be impossible for the FLS to offer, singlehandedly, the services of a Learning Center in an elementary setting.

While the FLS should be responsible for the printed publicity and recruitment for FLC activities, support from all sources will be needed to "back up" the publicity and to provide the FLS with information regarding the child's needs. This support will need to be elicited, especially in replicated sites where the FLS is a permanent half-time staff member. In addition to frequent communication with the school principal, we would suggest that the FLS, during this period, maintain consistent contact with school staff, by offering assistance when possible in various classrooms, and by such seemingly mundane things as making sure that lunch and break times coincide with those of the teaching staff. In short, the FLS should participate in any activity in which she will be perceived as a member of the school staff. A further discussion of this process can be found in the Manager's Guide "Staff Relationships."

Though you have more than likely given some previous thought to the question "How will I get parents and children to attend?", it is during this "waiting period" that some

What form should publicity take?

How much publicity activity?

What barriers need to be broken down?

specific publicity plans should be made. Publicity for any activity is a combination of factors--printed fliers, newsletters, brochures, word-of-mouth, house-to-house and internal staff relations--and the FLC is no exception. Because enrollment in the FLC is continuous, publicity should be viewed as a process, as opposed to an event, a kind of total communication with the community. The potential FLS needs to begin planning strategies that define what form that communication will take.

It is conceivable that in some sites the simple issuance of a written invitation (one week prior to the first orientation) will create sufficient awareness and motivation. In other sites such printed publicity must be coupled with house-to-house recruiting, posters placed in community businesses, and presentations made to PTA's, church, social, and service groups.

The degree of effort an FLC can direct at publicity activities, while on the one hand being controlled by available time, is on the other, a function of the psychological "closeness" that the community has to the school. This may in fact be a negative function, a barrier, to successful communication with parents and children.

Barriers define publicity needs.

4. Modify Retrieval Manual.

BEGIN: 7 wks. before opening
ALLOW: 1 wk.

Begin:_____

Complete:_____

Mark the objectives you will use.

SG: 22

Other barriers that deserve consideration are the past associations parents have with school. The fact that FLC services are not the "kind of thing people are used to" in an elementary school can, in fact, cause suspicion, a suspicion enhanced by the fact that many parents find themselves in an era where educational promises outweigh their own delivery.

Such obstacles are not impossible to overcome. We view them more as serving to define the publicity process. In short, it is crucial that the FLS "know the territory." A more complete discussion of recruitment is contained in the Manager's Guide, "The Publicity Process."

a. If you have requisitioned the materials used in the FLC model, the only modification of the Retrieval Manual is the separation and filing of those pages containing designated objectives. Don't throw out the unmarked objectives--you will use them if you later expand the PCRS.

b. If you have modified the Des Moines model or have started from scratch, you will need to make sure that all the objectives you have chosen (as well as the materials)

Making a Retrieval File.

5. Modify Prescription Charts and Lesson Plan.

BEGIN: 6 wks. before opening
ALLOW: 1/2 wk.

Begin:_____

Complete:_____

How many copies to reproduce?

are clearly marked and separated from the rest. In either case, we strongly recommend the construction of a retrieval file as described below.

c. The Retrieval Manual will be used daily by parents, and usually it will be well handled by more than one parent at each session. If the manual is kept in its present form or in a ring binder, one parent will tend to tie up the entire system while filling out the Lesson Plan for his child. We therefore suggest that you:

1) Cut apart the objectives you have selected.
2) Paste them on 5 x 8 (or larger) cards.
3) File them in sequence, with tabs indicating every group of ten.

Used in this way, the retrieval file is accessible to even 10 parents at a time, as they individually pull their objective, fill out the Lesson Plan and return the card to the file.

a. In cutting the Prescription Charts and Lesson Plan from the Diagnostic Survey Booklet, cut at least 1/4" from the spine. This will keep the booklet from falling apart in use.

b. If you have decided to use the Des Moines model, reproduce a quantity of each chart and Lesson

Mark objective numbers you will use.

Prepare child's file folder.

6. Modify Post Test Manual.

BEGIN: 6 wks. before opening
ALLOW: 1/2 wk.

Begin:_____

Complete:_____

Plan equal to the number of children you anticipate. (File the original for future reproduction.)

c. If you have constructed a system of your own, you will need to mark on the charts the prescription numbers that correspond to those objectives in your own Retrieval Manual (file). Then reproduce a sufficient quantity of each chart and the Lesson Plan and file the original for future use.

d. Staple one copy of each chart and the Lesson Plan to standard manilla folders and store for opening day.

Some modification of the Post Tests will be necessary even if you have decided to replicate the Des Moines model. It is doubtful that children can write on a plastic overlay on the Post Tests in their published form. If you have constructed the PCRS using the Des Moines objectives, you will need to store Volume I in a ring binder, or laminated in a vertical file.

Save Volume II for future expansiion. If you are modifying the system you will need to peel out from Vol. I and/or Vol. II, the Post Tests that correspond with the objectives in your retrieval file. Store the remainder as above.

7. Secure auxiliary equipment.

BEGIN: 5 wks. before opening
ALLOW: 2-4 wks.

Begin:_____

Complete:_____

The PCRS in itself does not require additional equipment for its use. However, some of the instructional material you have requisitioned may require cassette tape players, head phones, a record player and listening station. You should secure these items at this time, as well as the supplies you will need.

8. Make preliminary instructional schedule.

BEGIN: 5 wks. before opening
ALLOW: 1 wk.

Begin:_____

Complete:_____

Although your initial schedule will most likely change after meeting the parents in their first orientation, we have found that in some FLC sites, a few ground rules can be laid. In most schools, for instance, there is a morning and afternoon unit of kindergarten. You may want to consider scheduling instructional sessions 1/2 hour prior to the close of these units. This would allow parents an adequate planning period and the child can enter the center when his class ends. The same arrangement can be made for parents of children in the other grades--scheduling their attendance 1/2 hour prior to the end of the school day. Other attendance periods will depend on such factors as lunch and dinner hours, church attendance,

Schedule instructional sessions around end of school day.

Consider neighborhood factors.

the number of working parents in the neighborhood. One Des Moines site, for example, maintains a schedule almost solely in the late afternoon and evening--to accommodate the working schedule of attending families.

D. What To Do With the Materials When you Receive Them

The instructional materials ultimately placed in your resource file must meet at least two physical conditions:

1. They must be capable of being used individually, on the basis of one-skill-to-one-child.
2. They must be nonconsummable, having a life span of at least 3 years, in order to make them cost and effort effective. As they are published, workbooks must be modified before they are received. (Do not modify learning packages such as SRA, EDL, etc. or Teacher's Editions.)

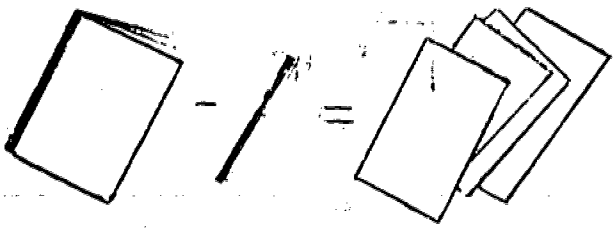
1. Separate workbook.

   BEGIN: 4 wks. before opening
   ALLOW: 3 days

   Begin:_____

   Complete:_____

Cut spine. If you have access to a print shop where the workbooks can be trimmed by professional staff, we suggest you use it. It is far less time consuming and more exact than using a paper cutter.



2. Provide each page with its own identification.

BEGIN: 4 wks. before opening
ALLOW: 2 days

Begin:_____

Complete:_____

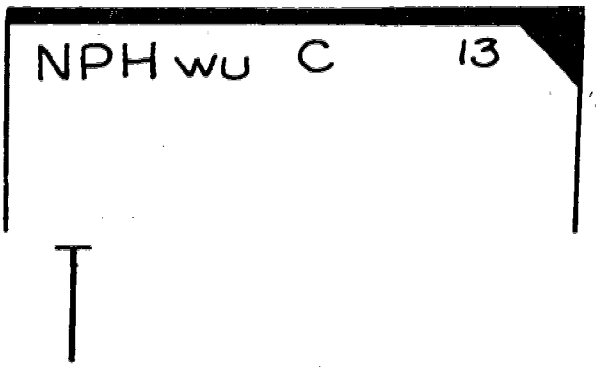
Color code top edges of each page. Use a different design for each workbook. This insures that the pages will not be misfiled after use by parent or FLS. If you are unfamiliar with a particular publisher, this is a good chance to determine briefly the particular approach taken to any given skill. A cursory examination of the material at this time will pay off later as you select activities for the child and his parent.

3. Title and number each page.

BEGIN: 4 wks. before opening
ALLOW: 2 days

Begin:_____

Complete:_____



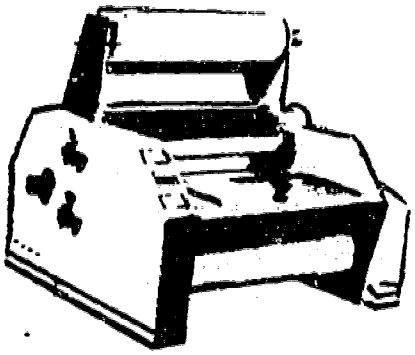
In large lettering, print abbreviated title and page number of workbook on each page. This will insure that the page will be refiled in proper sequence. (Pages will be stored vertically in the Resource File, keeping from view page numbers printed at the bottom.)

4. Laminate.

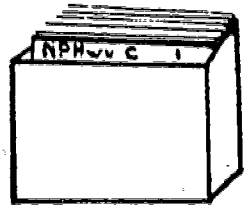
BEGIN: 3 wks. before opening
ALLOW: 3 wks.

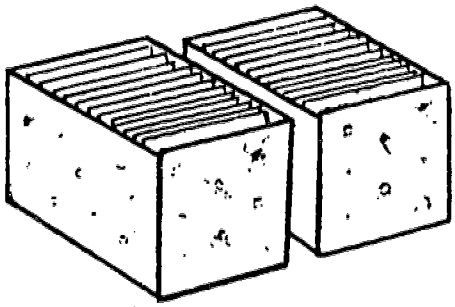
Begin:_____

Complete:_____



5. File.





Laminate each page. This is perhaps the most costly aspect of the preparation. Commercial lamination costs upwards of 40¢ per page. However, with the current trend toward centralized educational media services, lamination may be secured at a savings of 75% through a county school system, community college or other public institution. We strongly recommend laminated material. If this is absolutely impossible, you will need to:

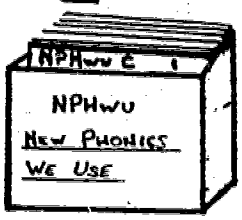
a) Minimize the handling of each page of material.

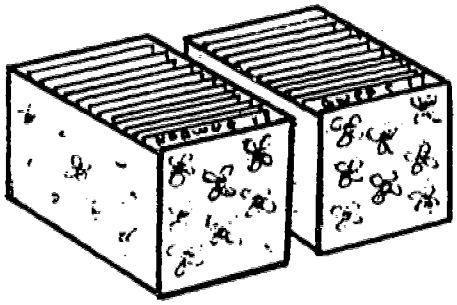
b) Design a universal answer sheet so that children do not write their responses directly on the page.

Laminated, the pages, of course, can be written on with grease pencil and later erased with a soft cloth.

When laminated, place the materials upright in vertical containers, keeping each workbook in a container of its own or separating one from the other with large cardboard cards. We have used the kind of colorful corrugated storage boxes purchased at discount stores; they are inexpensive and have proven durable enough for our purposes.

6. Label containers.





In large letters label the containers in your Resource File with both the abbreviated and full title. If several workbooks are in one container, label the cards with the abbreviated title and provide, on a large chart, an explanation of these abbreviations.

Your system is now complete and ready for use.

IV. HOW TO MAKE THE PCRS WORK

A. Determine Opening Date:

In most sites the opening day of the FLC should be more than a routine decision. Two determining factors are:

1. The amount of staff time available for preparation of the system as detailed in Section III above.
2. The date on which the Family Learning Specialist is employed.

In either case, we recommend that a replicated FLC open two-three weeks after the first day of school. This allows parents, teachers, and children to settle into their respective responsibilities and minimizes the chances of FLC publicity becoming lost in the initial energy associated with "back to school."

Where the FLS is employed shortly before the beginning of the school year, we recommend that the Learning Center opening coincide with parent-teacher conferences. In addition to the fact that extensive "start up" activities are attendant to a first year FLC, parent-teacher conferences are an event at which parents have a mental "set" for discussion, on a one-to-one basis with elementary teachers, the educational progress of their own children. Furthermore, these conferences often provide cause for the parent's question: "What can I do to help my child in school?" The elementary teacher who is aware and supportive of the FLC can offer it as a concrete answer to this question. The child's teacher can suggest to each parent that, following this conference, he "ought to drop down and visit our Family Learning Center." At this point the parent is provided with an "entree" to the program; he can be acquainted by the FLS as to its services and invited to attend the "Orientation Party" scheduled for the following week.

B. Throw an Orientation Party

An "Orientation Party," though technically a misnomer, will take on aspects as diverse as the personalities of the FLS and participants. It is a combination "confab" and work session that allows parents:

- To get to know each other.
- To get to know the Family Learning Specialist.
- To become acquainted with the materials and workings of the PCRS: to gain a "hands on" preview of how they will be working with their child.
- To become confident that they will be a valuable source in the child's growth.

It is important that parents gain an understanding of the PCRS at this orientation, but it is equally important that they enjoy the experience. Some parents will come simply out of curiosity. For others, the orientation affords a chance "to get out of the house." While we view these parents as having a bone fide motivation, we also look upon the orientation as an opportunity to shape an indistinct feeling into a positive force in the child's life. First impressions are much discussed and much maligned, but first impressions at an FLC orientation generally determine the future duration of the parent's attendance. If he liked it, if he learned something from it he considers valuable, he'll come back.

In addition to preparing activities for which door prizes (cook books, handyman tips, book marks, etc.) will be awarded, you will need to prepare the child's folder.

1. Staple prescription charts and lesson plan on opposite sides.
2. Insert an answer booklet.

For the orientation, we think it best to save the folders for later distribution.

When the parents arrive, have the coffee perking in the corner. You may want to, after introducing yourself, ask them to fill out a name tag. In some situations name tags are an annoyance, but they do have the function of putting all on a somewhat equal footing and ease the use of first names without loss of respect.

In beginning the orientation, you will want to provide one or more activities that serve as "ice breakers." One which we use on a number of occasions is the following:

1. Upon entering the center, each parent is given a blank 3 x 5 file card, and asked to write on it, while the group is assembling, their name and three things they value in their lives. (These can be qualities; "beauty, honesty, integrity," other people; "my family, my children, my friends," feelings or physical objects--whatever the parent wishes.)

2. At the start of your orientation, ask each parent to pick out another parent whom he has not met.

3. Each parent should share with his new "partner" those values written on his card.

4. Assembling together in the group again, each parent introduces the other to the group and shares with the group, the values of the other person: "This is __(name)__, and the things she values are...."

5. If the group is small, each parent can introduce himself and share his values with the others.

This activity serves not only to relax the tension through writing but also provides cause for lively discussion of the values of others. Parents are given an opportunity to get to know each other, and as a rule, will be surprised at how similar the things they value are to the values of the group. (The cards can later be used in a drawing for door prizes.)

In conducting the "hands on" run through of the PCRS--the business portion, so to speak, of your orientation--it is wise to avoid any tendency for it to become "strictly business." In your overview of the system, if you stress that the center is not a classroom, but an attitude, a resource, and a basis for a sharing of beliefs, values and knowledge among parents, children and staff, you will avoid the inclination of the parent to perceive himself in a subordinate role. If parents complete the orientation believing this, you are well on the way to building reciprocal trust.

After an overview of the PCRS and the Learning Center, the FLS should guide the participants through the following steps.

1. Pass Out Child's Folder.

Give each parent a chance to examine the folder. Asking them to write their child's name on it and the enclosed Answer Booklet tends to personalize these items--the beginnings of commitment.

2. Explain and Demonstrate Diagnostic Surveys.

In your discussion of the surveys, make some attempt to dispel the notion of "test." Such a notion is stubborn and residual; refer parents to their child's Answer Booklet and "role play" one of the exercises (Rhyming Words, for instance), explaining that as you read each word

pair, the child simply responds "yes" or "no" and you will place a check when he is correct.

3. Demonstrate Prescription Charts.

Give each parent an extra copy of Chart A, and mention that for each number on the chart there are in the resource file materials they will be using. Use "Rhyming" as an example and have parents circle several objective numbers.

At this point, some indication should be made of when the Survey Sessions will take place (before, during, after school, etc.) and that generally, the parent will not be present. It is worth explaining that this will be beneficial to the child, especially at first, since it avoids any natural pressure the child might feel, even though his mother or father wouldn't exactly be "watching over his shoulder."

4. Demonstrate Use of the Retrieval Manual.

If you have constructed a Retrieval File as described in Section III, you will want to give each parent an objective number. Explain the use of the abbreviated titles and point out their correspondence to labels in the Resource File. In this discussion, mention the fact that, when you meet with them the next time--in the first "Instructional Session"--it is these items (Retrieval, Charts, Resource) with which you will be dealing.

5. The Lesson Plan.

While explaining the Lesson Plan, its format, and its use, mention the dual parental responsibility in recording the appropriate information from the objective number, and also in using it as a "map" of the Resource File.

Subsequent to this discussion, take a break for questions and then suggest that each parent locate material using Chart, Retrieval and Lesson Plan. "Assign" each parent an objective number on Chart "A". (Have the parent circle the number.) Ask each parent to pull the "assigned" objective from the Retrieval File and fill out the Lesson Plan. Each parent should then find the designated page(s) in the Resource File. Give parents a chance to discuss this experience, and to ask questions; then repeat the process. Don't overlook the importance of refiling both objective and material in correct sequence.

After the final "practice run," ask the parents to keep the material they have located. Discuss with them how you will, using the material, help them prepare it prior to their children entering the center, discussing the skill in question, its importance, how to approach it, and the use of teacher's editions as a resource for this approach.

6. Rewards, Games and Interest Centers.

Depending upon the time allowed and the emphasis you wish to place on these items, you may want to discuss their function in the FLC. We suggest that such a discussion will give parents a more complete picture of the Learning Center, and thus a broader experience, motivating their decision to enroll. For a group of parents of younger children, the final phase of the orientation could be a reading-game making session.

7. Discuss Schedule and Enroll Each Parent.

During your explanation (preferably using a chart) it is important that the parent understand how much time and for how long a period he will be involved with his child. Though his involvement is voluntary, of course, it will be significant, and in a sense his enrollment becomes a kind of minor contract with his child.

Although you may be tempted to think, "After all this, can anyone possibly say no?" give them that opportunity. In our first year's experience, we learned to guard against a mild tendency to pressure parents into enrollment. We also recommend that, initially, parent attendance be staggered (5 to 10 minutes) during the Instructional Sessions. This allows more individual attention to those unfamiliar with the FLC experience; in time, as the Family Learning Specialist has a "routine" established, parents can be enrolled in larger groups.

Each of the above orientation activities may need tailoring to fit the personality of the FLS. Short of the elements in a "hands on" run through, there is no single way to conduct or mix the ingredients of an orientation. What works for one person may embarass another to dismay. The point is this: What you believe in will generally "work" for you and will be accepted by participating parents. What won't work, however, are the following equations:

Activities, objective etc. = Homework
Room = Classroom
FLS = Teacher

Each Learning Specialist needs to find her own way of negating these equations in the minds of parents. They crop up especially in apprehensive situations--as the orientation may well be, if it is the first opportunity for parents to meet the Learning Specialist. School, for many of them, carries with it severe associations with "the correct answer" and there is some danger of this fear being enhanced by the PCRS. We believe that the Learning Specialist can do much to dissipate this tension during orientation by displaying, with some warmth and acceptance, an attitude that tells parents she is more interested in them and their children as people than she is in the correct functioning of a rather mechanical collection of reading skills.

C. The First Survey Session

Scheduling the first Instructional Session for the week following your orientation will allow you to survey children's reading skills before their parents attend. Subsequent Survey Sessions can be held before school (for afternoon Kindergarteners) during lunch hours and recess, or after school. The administrative structure of some schools may permit Survey Sessions during other class periods. Such is the case in one site in Des Moines and is perfectly suited to the operation of the FLC.

Step by step directions are found in the Survey Booklet itself; and, as the directions imply, the Surveys are designed to be used on an individual basis. Overall, we suggest that the atmosphere of a Survey Session be kept light, friendly, conversational. As usual, the more information the child is given about the function of the surveys, the more he will relax.

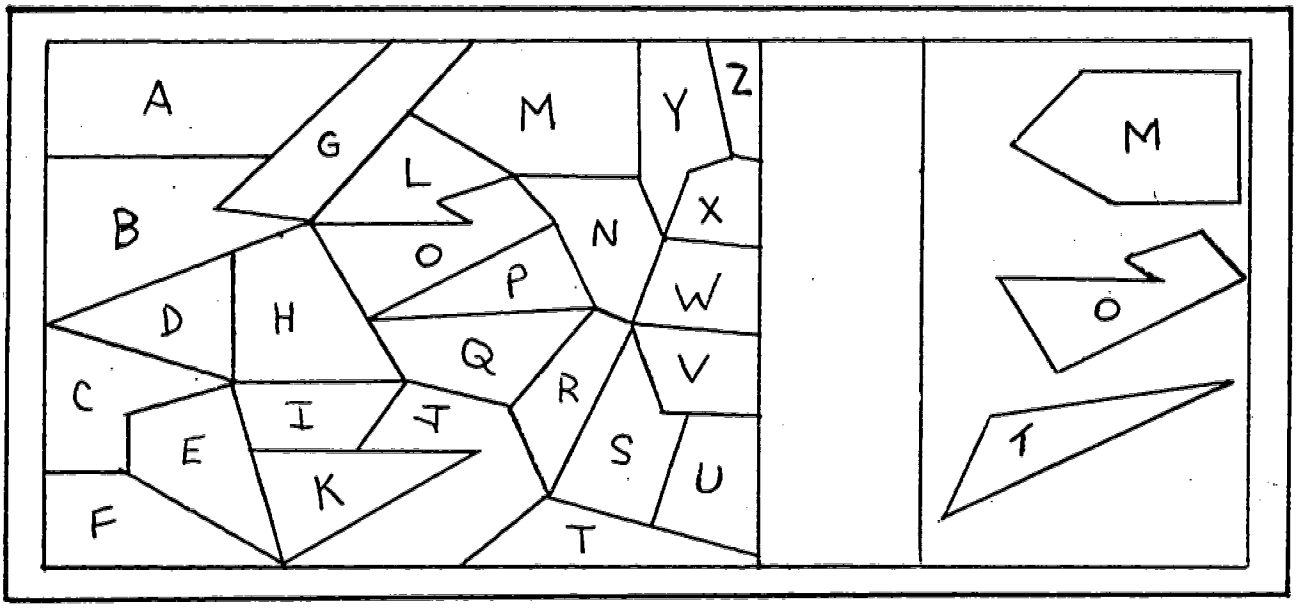
Ideally, the child's parent should not be present during a Survey Session, but this is sometimes unavoidable. In such cases, you will need to provide the parent with something to do, so that his time is not wasted, and to avoid any unnecessary pressure on the child (real or imagined). We suggest the following:

1. Allow the parent to become familiar with the material codes and child's materials. Give him a list of the materials available and sample pages to locate.

Locate these:		Materials Available
N Ph WU "A"	73	N Ph W U - New Phonics We Use A B C D E
G W E P "3"	10	G W E P - Ginn Word Enrichment Program 3 4 5 6
B.L. Locate	B25	B.L. - Barnell Loft Sounds - Working with Sounds B C D Loc. - Locating the Answers A B C Main - Finding the Main Idea A B C

2. Give the parent a game to copy and make for his child. This can be especially beneficial for the parent of a young child. The puzzle game illustrated below is a simple and versatile choice.

PUZZLE GAME



The game is a matching game for capital and small letters. It can be adapted to many reading skills, e.g. antonyms, prefixes, etc. Two copies of identical puzzle boards are made. One has small letters and the other has matching shapes for the corresponding capital letters. One remains intact as a board and the other shapes are cut out to be used as puzzle pieces.

D. The First Instructional Session

By this time you will have

1. Administered the Diagnostic Surveys to all children whose parents enrolled
2. Scored the Surveys
3. Plotted these scores on the Prescription Charts A and/or B
4. Circled on the Charts, objective numbers appropriate to categories in which child needs assistance

Since each parent should have acquired some feeling for the PCRS, he will expect things to happen in roughly the same sequence as presented at the orientation. He will not usually feel confident, but you can begin to ease his fears by maintaining the same attitude as during orientation.

1. Review Child's Reading Behavior in Diagnostic Survey.

As you review with his parent the child's reading skills (using the Prescription Charts), take some care to avoid the appearance of criticism. Use positive examples. "He does well, has a sound grasp of rhyming words, and you can help him learn the difference in shades of color." Explain to the child's parent the importance of the skills of which he needs to have a better command.

2. Parent Fills Out Lesson Plan Using Charts and Retrieval File.

For the first Instructional Sessions, the learning specialist should assist the parent in locating the objectives and the materials in the Resource File. Referring to the objective, you should discuss with the parent

your reasons for choosing it and the nature of the materials appropriate. Assist each parent in recording the information designated on the Lesson Plan. This information is actually a record of educational decisions, and while initially those of the FLS, parents will in time be able to make them on their own.

3. Parent Secures Material.

After the child's parent has "pulled" the pages pertinent to the skill in question, discuss with him such things as the propriety of the material to the child's age, why you think it will appeal to him, and the effectiveness with which it deals with the objective.

4. Parent Prepares Approach to Objective.

In the initial weeks, the learning specialist will provide much of the instruction to the child. However, this instruction should not be provided unilaterally; the child's parent who is involved continuously as a partner equal to the learning specialist and who is given a chance to demonstrate techniques the FLS has "modelled," will in time internalize those techniques and provide much of the instruction unassisted.

In any case, the FLS should, during this planning period, give the parent at least one specific activity to use in teaching the child a given skill. The number of these activities should increase as the parent demonstrates his assimilation of the learning specialist's approach. He may fail, but if he is given no role in teaching his child, he will quickly sense that he is an appendage, and will leave the program with the belief that it failed to live up to its promises.

In this manner, children, their parents, and the learning specialist work through the material for each objective--with the FLS keeping a constant, (though revolving from parent to parent) check on the child's progress. Left alone, some parents and children tend to race through as much material as possible. As the Learning Specialist monitors the parent-child effort, she will be able to ascertain when the child seems to have a grasp of the skill in question. At this point, the appropriate Post Test is secured and, if the child is proficient on the Post Test, he and his parent begin work on another objective.

Although each Learning Specialist will have a different teaching style, with different emphases, there are some things in managing PCRS Instructional Sessions we feel should be consistent.

1. Make sure that more objectives are listed on the Lesson Plan than can be accomplished in one session.

   The actual number will depend upon your knowledge of both parent and child, but should strike a balance between giving them too much or too little "to do." Ideally, you should provide a sense of direction, a sense of where they are going, without making it seem either too easy or too difficult to "get there." Incidentally, the proper balance will avoid unnecessary time spent in reassigning objectives and securing materials.

2. Set specific approaches for parents to use for each skill.

   Help them formulate, using teacher editions and your own suggestions ("You might try reading these words to him, and ask which sound the same," or "Be sure to emphasize that a rhyming word has the same ending sound as another.... Use this word list and give him a few examples before he begins") language that carries both information and positive attitude. Capitalize on the fact that the parent has had at least five years experience in teaching his child such necessary skills as shoe tying, dressing himself, eating, street crossing, controlling behavior. Use examples of peer learning. While we tend to treat these as insignificant, because they are basic, they represent a kind of minimal survival skill. So does reading. If nothing else, the result may be increased reliance on the use of examples as a teaching technique.

3. Leave parent and child alone.

Once you feel that a child's parent has a secure grasp of what to do with his material and his child, leave him alone. Give him a chance to explore the objectives and the material by himself. He may fail, but if you let him fail it is far less damaging to his confidence than if you take complete responsibility from him. At any rate, such failures are usually neither unforgivable nor irreparable.

4. Check back and help parent realize approach.

Notwithstanding the comments above, you will need to get back with the parent and his child, without giving them the impression that you're watching over their shoulders. A simple, "How are things going," will generally both indicate your interest and elicit problems, which you can then help correct.

5. Be interested when goal is achieved.

When the parent asks you to look over the child's work, he is asking also that you evaluate how well he has "performed." Tell him, truthfully, but tactfully, if corrections need to be made. When his child has successfully completed a Post Test, don't be in too much of a hurry to get to the next objective--even if the parent is. Commend the child and change the subject, --"chit chat" for a moment--on a topic of interest to both of them. Relate a joke, a story about yourself, about another family member--something that will shift attention to an area other than reading material.

6. Reset goal/approach.

This may mean moving to the next page, the next objective, or the next skill category, each requiring their attendant explanations.

7. Have faith in your sixth sense that tells you when something is going wrong.

There will be some parents who will remain apprehensive and authoritarian and while you can't stop that immediately, if you "get there" in time you can stop it from "spreading." Raised voices are an obvious

clue. Often physical evidence--scowls, frowns, silence--are more subtle. Learn to trust your own judgement in such situations and "get there." If you act in time, you can add some levity to the situation (generally some form of confrontation between parent and child) and can then come to some agreement with the parent (that perhaps he is expecting too much) or the child (that perhaps he's purposefully avoiding all the patience of his mother or father). While these are oversimplifications, the point is that you maintain your sensitivities to such situations and act immediately.

The above suggestions define a kind of cycle for the Family Learning Specialist during any Instructional Session. If there is one cardinal rule of this cycle it is this: DON'T SIT DOWN. Keep moving. Sit down with parents and children, certainly, for only as long as you need. Then move to the next parent. If you sit down at your desk, especially, it quickly and effectively tells parents that you have "more important things to do." Keep moving; mix and "match wits" with parents and kids. A bit of conversation here, some information there, even staring out the window is better than gravitating toward your desk. While the example is exaggerated, the principle is not, and simply stated is: Rotate your attention. It is a difficult principle and requires some stamina and organization, but it will pay off in the child's and his parent's certainty that their involvement "matters."

One Final Word

The pages that follow--the Reference Section--are not intended as appendices. To paraphrase in a sense, "the last should be read first," for they contain information that is both general and specific to the tasks of the Family Learning Specialist.

The entire Specialist's Guide, we assume, will give rise to many unanswered questions. We assume also that potential users possess the resourcefulness to fill in gaps of which we are unaware. The PCRS is intended to be modified. While it is a system of reading skills, it is also a vehicle for bringing parents and children closer together. We trust that its future modification and evaluation will be constructed according to those terms.

The PCRS

Specialist's Guide

GENERAL REFERENCES

PCRS LETTER CODES

All of the skills in the PCRS are divided into levels of difficulty. The primary "A" through the most advanced, "E", are indicated next to each prescription number on Charts A, B, C and D. The distribution of objectives in each area is indicated in the chart below.

LEVEL	WORD ATTACK	COMPREHENSION	VOCABULARY	WORK/STUDY
A	88%	0%	4%	8%
B	52%	19%	18%	11%
C	29%	24%	22%	25%
D	13%	39%	13%	35%
E	7%	59%	3%	30%

It is advisable to consider which level most suits the child. A first grade child may be most comfortable in Level A and a fifth grader in Level D, but each child should be judged individually. All first graders may not be in Level A.

Each chart uses capital and small letters to indicate the primary and secondary level choices. For example, prescription number 157 is designated "a B c", indicating that the objective is primarily suited for a child in Level B but it may also be used for children in Levels A and C. The latter levels are the secondary application for that prescription.

Once a level is assigned to a child, he should remain in that level unless he can achieve 75% proficiency on a post test for a higher level. The choice of levels is to be made by the Family Learning Specialist.

A description of the typical student for each level follows.

LEVEL A The child in Level A will need readiness skills in auditory and visual discrimination. He will have almost no reading vocabulary. He will be studying sounds and their relationships with letters and will need to learn the alphabet. He may not be able to score on a reading test, and FLS judgement will be an important factor in making his assignment to Level A since there will be little evidence from tests.

LEVEL B The child assigned to Level B skills will be a beginning reader. He is involved intensively with learning the basic, consistent phonics and applying these skills. He will be working on initial consonants and consonant groups, regular vowels, basic comprehension skills, and basic study skills. He may be reading by sight and have poor phonic abilities, or he may have phonics well in hand and need much reading practice. At any rate, this is an important time of learning and applying skills. His skills develop very quickly, and the FLS will need to be careful to select objectives which encourage him to complete the assigned tasks satisfactorily. He needs a lot of free reading, and, if he is retarded in reading, he will need some help in motivation.

LEVEL C The child working with Level C objectives will be developing his reading skills, will have developed several interests in reading and will be applying skills and study skills to various assignments requiring reading in the content areas. He may or may not be motivated to read. He will require extensive free choice reading. He will be working on complex vowels, silent letters, and syllabication as new phonic skills. He will need continuous review in Level B objectives as the FLS sees the need. He will be working with more sophisticated comprehension and study applications of his reading. He may have many skills in phonics and comprehension which are below par for his age; good use of the criterion referenced tests in Levels B, C and D will usually locate these needs.

LEVEL D This student will be working with wide application of his more sophisticated reading skills in the content areas. He will be able to recognize words efficiently but will need review of some word recognition skills. He will usually

have definite reading tastes and will stick to them unless encouraged to try new subjects. He will be studying more advanced comprehension skills while gaining insight into criticism. An important part of his studies will be in the area of study skills and reading experience.

LEVEL E The student in this range of objectives will be a mature reader with few, if any, word recognition problems. His efforts should go into vocabulary development, increasing comprehension, sophistication and study skills. He will be capable of higher level interpretations of content, mood, style, intent and structure of the things he reads. His sense of criticism will be well developed, and his appreciation of the art of literature will be developing. He can be helped through the development of methods of study, rate and organization of his work and thought. Normally he will be studying works of recognized literature in techniques beyond technical needs in reading. He may or may not be motivated to read. The FLS' opportunity here is the development of taste through the student's reading experience with high freedom of choice to select among books and other reading material. Measurement of grade level for a student at this level is practically meaningless because he has probably specialized his reading in some areas which will not show on standardized tests.

FREQUENCY DISTRIBUTION CHART

	Level A	Level B	Level C	Level D	Level E
AFRImp		1	11	5	4
AudD	3				
ARP	2	18	15	7	2
BasRS		2	5	4	2
BeBR		3	10	4	1
Bl-Context		1			
BL-Dir	1	1			
BL-DConc.				1	
BL-Idea				1	
BL-Facts			1		2
BL-Locate			2		
BL-Sounds		8	5		
BRPow.			2	1	
BRSK		5	3		
Clu	1	8	1		
ConR		7	7	2	
Criterion		3			
CTC	3	5			
Des. F. Gd. Rdg.		1	4	5	
Dm Ph		6			
DRS		3	3	2	
EARS	2				
EDL-Ref.	1	12	12	1	
EDL-S	1		4	1	
EDL-SS	1	1	3	3	
FTalkAlph	2	2			
Gates Peardon		2	1	1	
GWEP	5	19	9	1	
HTRW	1	1			
JMag		3	6	1	
LAS		4	5		

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	Level A	Level B	Level C	Level D	Level E
LAW		2	7		
Lk. up L.			3	2	
LMast	1	2	3	4	
Look and write	1		2		
LWP		1	1	2	
McC					5
MLP-Comp.		1			
MLP-Let.	1				
MLP-Lis.	5	2			
MLP-Words		5			
MR		6	11	3	
MWDr.Sp.	1	7	12	2	
MWTRW			1		
My Puzzle Book		1			
New Look	1	3	4	5	2
NPhwu	1	4	1		
NPracR			2	1	
On the Move		3	7	4	5
PaceR	1	4	2		
Ph Wrk	7	30	20	3	
Phwu	5	23	29	4	
PIFn	5	12	14	1	
Prgm. Phon.		3	3		
PWSee		6			
PWU(LGK)	1				
RATT			8	2	
R. BET. LM		1	5	6	1
RCon			1		
R. Dev.			3	3	
RHRP		4	2	1	
RHRP Dict.		2			
R. Mean		1		1	
RO	3	13	11	2	

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	Level A	Level B	Level C	Level D	Level E
R.P.PRO.	1	16	16	5	
RSkP	3	13	6	1	1
S in R	1	1		8	4
Scholastic Plus 1		5			
SAW		1	8	1	
SKP	1	7	12	1	
SLGK					
SRA-Map			5	1	
SRA-Reading Lab 1		25	30	8	1
SRA-LSP		1	2		
SRA-TPG		4			
SRA Word Games		2			
Space Talk	2				
SSB	APPLIES TO ALL LEVELS				
T.A.C.			3	4	1
TarB		1	2		
TarG		7	3		
TarR	5	7			
TarY		5			
Try	2	7	2	1	
Use D			13	1	
VOV		1	4		
WeAB			1		
WPacer			9	4	
WPrac.		1			
WTRW		2			
PATTR	24				
Think	14	46	42	10	

THE RESOURCE FILE AND ABBREVIATED TITLES

The following list represents all of the material and their abbreviated titles coded against the objectives in the Retrieval Manual and stored in the Retrieval File. Materials used in the Des Moines Model are dotted.

AFRImp	Activities for Reading Improvement Steck Vaughn	
AudD	Auditory Discrimination Training Program (Records) Learning Through Seeing	
ARP	Audio Reading Progress Educational Progress Corporation	
BasRS	Basic Reading Skills Scott, Foresman Company	
BeBR	Be a Better Reader Prentice-Hall Inc.	
●BL-Context	Using the Context Barnell Loft, Ltd.	● Level B
●BL-Dir	Following Directions Barnell Loft, Ltd.	● Level B
●BL-DConc.	Drawing Conclusions Barnell Loft, Ltd.	● Level B
●BL-Idea	Getting the Main Idea Barnell Loft, Ltd.	● Level B

●BL-Facts	Getting the Facts Barnell Loft, Ltd.	● Level B
●BL-Locate	Locating the Answer Barnell Loft, Ltd.	● Level B
●BL-Sounds	Working with Sounds Barnell Loft, Ltd.	● Levels A through D
BRPow.	Building Reading Power Charles E. Merrill Books, Inc.	
●BRSk	Building Reading Skills McCormick-Mathers	
	Atomic Submarine Rocket Space Ship Speedboat Jet Plane	● Streamliner
Clu	Clues to Reading Progress Educational Progress Corporation	
●ConR	Conquests in Reading Webster McGraw Hill	
CPSp.	Continuous Progress in Spelling Economy Company	
Criterion	Griterion Random House	
CTC	Clues to Consonants - Patterns Sounds and Meaning Allyn and Bacon, Inc.	

Des.F.Gd.Rdg.	Design for Good Reading Harcourt, Brace, World	
Dm Ph	Durrell Murphy Phonics Practice Kit Harcourt, Brace, World	
DRS	Developing Reading Skills Laidlaw Brothers	
EARS	Early Approaches Reading Skills Individualized Instruction Inc. an affiliate of The Economy Company	
EDL-Ref.	Reference Educational Development Laboratories	
EDL-S	Science Educational Development Laboratories	
EDL-SS	Social Studies Educational Development Laboratories	
FTalkAlph	First Talking Alphabet Scott, Foresman Company	
Gates Peardon	Gates Peardon Practice Exercies in Reading Teachers College Press	
GWEP	Ginn Word Enrichment Program Ginn and Company	Book 3, 5 and 6
HTRW	Refer to Ways to Read Words Teachers College Press	

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Inst. Read.	Instant Readers Holt, Rinehart and Winston, Inc.
JMag	Joe Magic D. C. Heath
LAS	Letters and Syllables-Patterns Sounds and Meaning Allyn and Bacon, Inc.
LAW	Learning About Words Teachers College Press
Lk. up L.	Look Up and Learn Random House/Singer
LMast.	Language Master Bell & Howell
Look and Write	Look and Write (Progress Vocab.) Educational Development Laboratories
LSP	Listening Skills Program Science Research Associates, Inc.
LWP	Listening With a Purpose Coronet Cassettes
McC	McCall Crabbs Standard Test Lessons in Reading Teachers College Press
MLP-Comp.	Michigan Language Program "Word Attack and Comprehension" Learning Research Associates, Inc.

MLP-Let	Michigan Language Program "Reading Letters" Learning Research Associates, Inc.	
MLP-Lis	Michigan Language Program "Listening" Learning Research Associates, Inc.	
MLP-Words	Michigan Language Program "Reading Words" Learning Research Associates, Inc.	
● MR	Singer, Random House Reach Search	● Challenge ● Launch
MWDr.Sp.	Magic World of Dr. Spello Webster McGraw Hill	
MWTRW	More Ways to Read Words Teachers College Press	
● My Puzzle Book	My Puzzle Book Garrard Pub.	
New Look	"A New Look at Reading in Jr. High" Omaha Public Schools	
● NPhwu	New Phonics We Use Lyons and Carnahan	● Levels A through G
NPracR	New Practice Readers Webster McGraw Hill	

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On th Move	On the Move Omaha Public Schools	
ORL	Oral Reading and Linguistics Benefic Press	
PaceR	Pacesetters for Reading Troll Associates	
PER	Plays for Echo Reading Harcourt Brace & World, Inc.	
● Ph Wrk	Phonics Workbook Reardon Baer	● Books A, B, C
Phwu	Phonics We Use Lvons and Carnahan	
PIFn	Phonics is Fun Modern Curriculum Press, Inc.	
Plus One	Plus One Scholastic	
Prgm. Phon.	Programmed Phonics Educators Publishing Service	
PWSee	Phonics with Write and See New Century	
● PWU(LGK)	Phonics We Use Learning Games Kit Lyons and Carnahan	

• PATTR	Personalized Approach to the Teaching of Reading Pendell Publ. Co.
• PR	Phonics Rummy Kenworthy Educational Service
RATT	Reading Attainment System Grolier Educational Corporation
R.BET. LM	Read Better, Learn More Ginn and Company
RCon	Reading For Concepts Webster McGraw Hill
R.Dev.	Reading Development Addison Wesley Publishing Co.
RFU	Reading for Understanding Science Research Associates, Inc.
RFU-Junior	Reading for Understanding Science Research Associates, Inc.
RHRP	Random House Reading Program Random House
R.Mean	Reading for Meaning J. B. Lippincott Company
RO	Read On Random House/Singer School Division
R.P.PRO	Reading Practice Program Harcourt, Brace, Jovanovich

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RSkP	Reading Skill Practice Pad Reader's Digest	
S in R	Success in Reading Silver Burdette	
SAW	Syllables and Words-Patterns Sounds and Meaning Allyn and Bacon, Inc.	
SKP	Skillpacers Random House	
SLGK	Spelling Learning Games Kit Lyons and Carnahan	
Sp. Bind.	Spellbinder New Century	
• SRA	Reading Laboratory Science Research Associates, Inc.	• Laboratory 1C
SRA	Map and Globe Skills Science Research Associates, Inc.	
SRA-LSP	Listening Skills Program Science Research Associates, Inc.	
SRA-TPG	Talking Pictures Game Science Research Associates, Inc.	
• SSB	• Study Skills Books Scholastic Press	• Reaching Up • Reaching Higher • Basic Reading Collection I

SpTlk — Space Talk
Individualized Instruction Inc.

T.A.C. — Tactics in Reading
Scott Foresman

TarB — Target Blue
Field Educational Publications

TarR — Target Red
Field Educational Publications

• Think — Think
• Books 1-9
• Language Analysis (L.A.), Tapes 1-123
Innovative Sciences, Inc.

Try — Try This
Harcourt, Brace & Javonovich

TSTW — The Sun That Warms
Ginn and Company

TY — Target Yellow
Field Educational Publications

• UseD — Use Dictionary

Voc.D. — Vocabulary Development
The Macmillan Company

VOV — Views on Vowels - Patterns Sounds and Meaning
Allyn and Bacon, Inc.

WeAB	We Are Black Science Research Associates, Inc.
WPacer	Wordpacers Random House, Inc.
WPrac.	Word-Analysis Practice Harcourt Brace & World, Inc.
WTRW	Ways to Read Words Teachers College Press

GAMES

Though not formally coded against PCRS objectives, the use of games will be important to the potential user, especially if a large percentage of participants will be parents of younger children. Games provide an excellent non-threatening and enjoyable opportunity for parents to teach and talk with their children. The list below represents, in part, those games used in the Des Moines model. Not included are the wide variety of hand made games provided by parents, both individually and at creative work sessions.

Description	Supplier
Wood Puzzle Rack	ABC School Supply
Tinker Toy set	
Candy Land Game	
3 Bears	
ABC Finger Paint Paper	
Crayola Finger Paints	
Rhyming Zig Zag	
Silly Sounds	

Description	Supplier
Sea of Vowels Opposites Flannel Aid 8 Scene Sequence Cards	ABC School Supply
Press & Check Bingo Prefixes & Suffixes Education Password Game	Milton Bradley, Co.
Readers Digest Playskills Games Kits	Readers Digest
Consonant Blends & Digraphs Playing Cards	McGraw Hill
Junior Phonics Rummy Rescue ABC Game	Latta School Supplies & Equip.

SEO'S AND MTO'S

Specialist Evaluated Objectives and Materials Tested Objectives are concepts originally developed for use in the Omaha Public Schools. Their rationale and explanation is reprinted here with slight modification based on their application to the PCRS.

Specialist Evaluated Objectives

As a child's reading skills develop, the learning process switches to use and interaction of the skills he has learned before. More interpretations are required, and there are fewer skills where there are only right or wrong answers. The child's problem shifts, for example, from learning that sh has the first sound in shoe to recognizing an author's purpose and style.

In the child's early learning, materials of the workbook type provide direction and practice because of the specific nature of the skills involved. In later instruction the Learning Specialist must be involved in outlining the learning goal and methods of achieving it. The FLS must determine when the goal has been reached through critical study of the child's attempts in reaching the goal.

This kind of objective is called a Specialist Evaluated Objective (S E O). The more advanced the child gets in technical reading abilities, the higher the percentage of S E O 's he will have assigned. He will be expected to spend more time on each individual objective and be more independent of minute by minute guidance. For the advanced reader, careful outlining of his tasks and occasional conferences will result in a high learning rate.

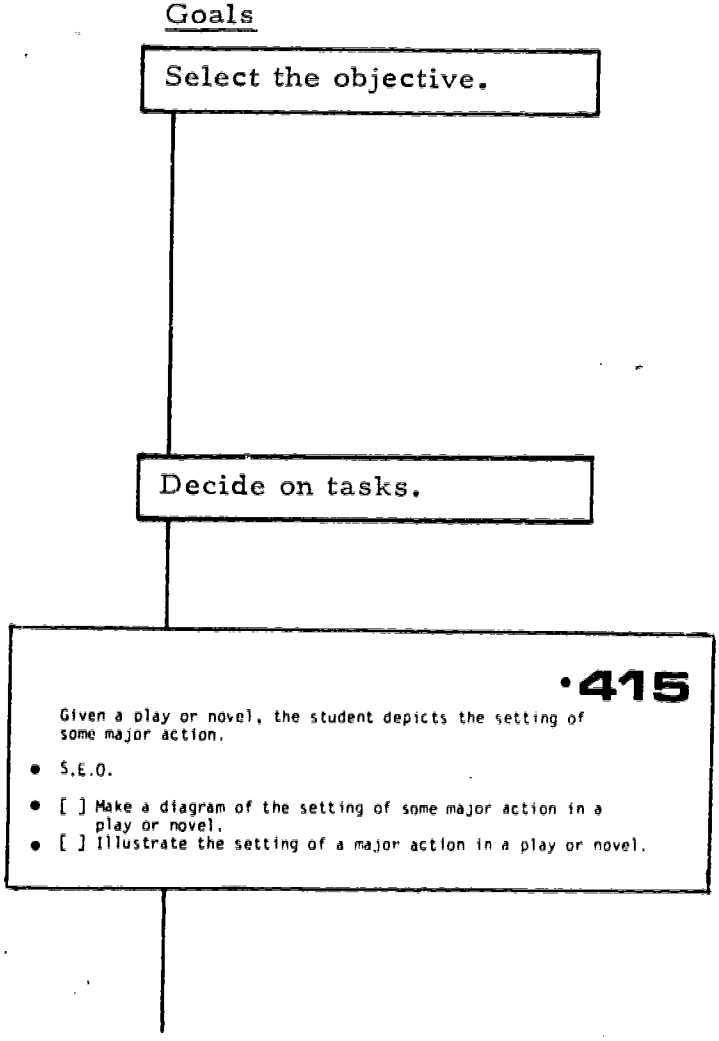
LISTED Specialist Evaluated Objectives

There are no written tests for S E O 's. It is easy to fall into the habit of assigning objectives on the basis of available tests. If this happens, the S E O 's can be ignored. A list of suggested activities, with simplified explanation of the objectives, is given on the pages that follow this discussion. If you have a child in Levels D or E, consider using some of these activities to gain the desired objectives in addition to those that can be evaluated by tests.

Tasks Defined

Most S E O 's need expanding; in other words, the tasks to be used in reaching the objective must be defined by the Specialist. Some tasks are listed under S E O 's. Others may be designed by either FLS, parents, or students. The tasks assigned should clearly lead to the specific objective.

Tasks not listed in the Retrieval File should be written on the Lesson Plan and thoroughly discussed by FLS, parent and child. Because many of the S E O 's apply to later reading skills, they provide an excellent means of grouping together older children and their parents for learning conferences. Such conferences bear consideration in light of the fact that any parent involvement in the education of later elementary children is likely to be perceived by those children as "kid stuff." Using S E O 's to organize these groups can be one way of erasing this perception.



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Process

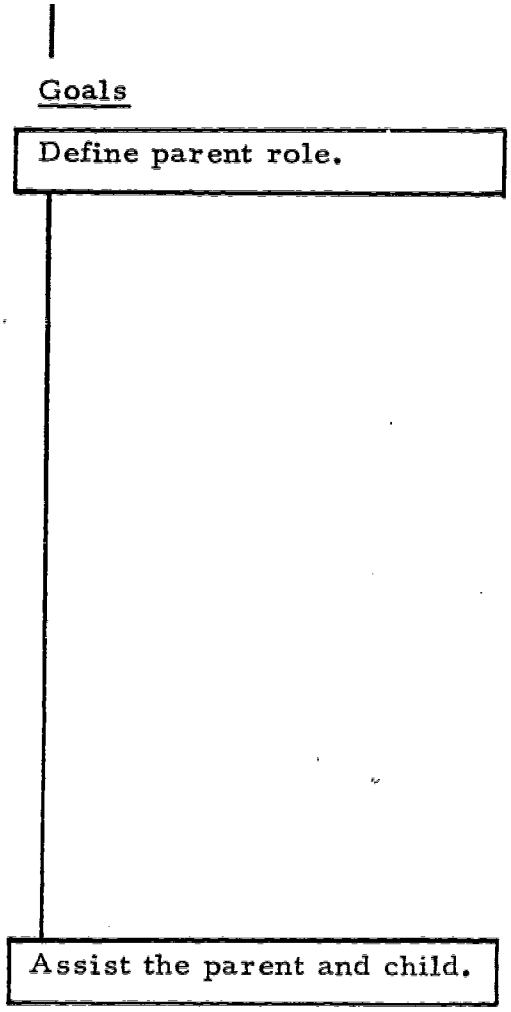
In book conferences with children or in general observations, decide to assign one or more objectives.

The decision can be made on observation of need, on the basis of child readiness, to provide reading experience, or to complete a plan for a given child.

Certain tasks will need to be designed to provide the experience the child will need to meet the objective.

Some tasks are listed under the objective in the Retrieval Manual.

If these are not suitable or complete enough, write others. Make sure the task will lead to the objective. There should be enough experience in the tasks to assure the objective is reached at a satisfactory level of performance.



Process

The role of the parent in SEO's will be somewhat different than for other objectives, largely because of the age of the child and the advanced skill level. It is probably best for the parent to assume the role of "comrade" in these tasks, and actually work through the task together with the child, as opposed to presenting information about a given skill. Many of the SEO's are sophisticated enough that they will appeal to the parent. During the planning time, however, the parent should be informed of the total nature of the task at hand.

This is routine in the center, but some special effort may be necessary. If the learning task is extremely complex as some may be, you may want to check occasionally to make sure directions are being followed correctly. You may also need to spend extra time in developing the concepts needed to complete the tasks.

A Brief Description of Listed S E O 's

The following list provides an abstract of the S E O 's listed in the Retrieval Manual. Although the Des Moines Model has not placed much formal emphasis on objectives 001-009 they are included here and in the Retrieval Manual for possible use in replicated sites.

LEVEL	OBJECTIVE	GIVEN	PERFORMANCE
A-E	001	Reading Center	uses entry and exit procedures
B-E	002	Reading Center	locates all materials
B-E	003	A material	explains use of material to another student
A-E	004	Audio-visual equipment	operates the equipment to complete lessons
A-E	005	Book conference procedure	completes a book conference
A-E	006	Conversion chart and score	converts score to percentage
A-E	007	Requirements for record keeping	keeps required records
A-E	008	A visitor	gives a tour
A-E	009	A completed objective	helps another student reach it
A-B	042	A written story he has dictated	reads it
A-B	043	X words he chooses	reads all the words
A-B	044	X new words chosen by the teacher	reads them
A-C	045	X words from a standard list	recognizes them in phrases and sentences
A-B	046	X sentences of Dolch words and familiar nouns	reads sentences fluently
B-C	102	List of common elements and passages he selects	underlines all the listed elements
B-E	209	Reading passage	underlines all prefixes and suffixes
B-E	227	Selected affixes or roots	gives global meaning for each
B-E	290	Story he can read	draws illustration of a major action
B-E	292	Passage he has read	answers general questions about it
B-E	304	Passage he has read	writes one statement to summarize the main idea
B-E	319	Recorded portion of a story	reads the rest of the story

LEVEL	OBJECTIVE	GIVEN	PERFORMANCE
C-E	320	An incomplete story	projects a logical conclusion
C-E	322	Book he selects	predicts content of the book
D-E	342	Passage including a series of occurences	makes time line on the occurences
B-E	343	Book he has read	presents information about the book to a group
B-E	346	Illustrated book	discusses art critically with an adult
B-E	361	Story he reads	illustrates one major action
B-E	362	Collection of books	selects and reads X books
B-E	363	Collection of books	reads X books and has an adult conference
B-E	364	Collection of books	reads X books and completes a conference with another student
B-E	365	Choice between reading and non-reading activity	elects to read
B-E	366	Book he chooses	convinces another student to read it after he is finished
B-E	367	Book he reads	relates an occurrence in the book to a personal experience in a book conference
B-E	368	Book having characters	answers specific questions about the characters in a conference
B-E	369	Book he has read	writes X answers to questions given
C-E	376	Material containing idioms	identifies and lists all idioms
B-E	388	Metaphor or simile in context	tells difference between literal meaning and intent
E	391	On request	constructs a metaphor or simile
E	392	Passage with exaggeration, understatement, irony	identifies the figure and names it

LEVEL	OBJECTIVE	GIVEN	PERFORMANCE
D-E	397	Selection containing imagery	indicates the imagery
D-E	401	A series of actions of one character	identifies one action that is out of character
D-E	402	Character dialogue	points out consistencies in the character's statements
B-E	403	Series of traits of a character in something he has read	identifies the character they pertain to
C-E	404	Character with unreal traits	identifies the unreal traits
B-E	405	Fictional or biographical selection	lists series of adjectives describing the character
C-E	406	Fictional or biographical selection	locates direct statements made by the author to indicate traits in the characters
D-E	407	Selection in which characters are under stress	indicates forces that cause stress
E	408	Selection having characters and actions	summarizes characterization
D-E	409	Action story	locates the character actions that define traits
E	413	Passage in which author varies style	indicates the variations and suggests reasons for the variation
C-E	415	Play or novel	depicts the setting of some major action
E	416	Fictional or poetic account	describes accurately story line and setting and their interaction
D-E	417	Two or more passages he can read	compares the styles
E	418	A poem	discusses the subjective influences of sound conventions on the poem's meaning
E	419	A poem	demonstrates the effect of word selection on oral reading

LEVEL	OBJECTIVE	GIVEN	PERFORMANCE
E	420	A poem	scans for pattern of meter
C-E	421	A poem	identifies the rhyme pattern
E	422	A word	indicates the stress pattern in poetic feet
B-E	439	An appropriate passage	reads orally to an audience
B-E	440	Joke/riddle/poetry	reads to one or more students
B-E	441	Timely newspaper article	reads to an audience
B-E	442	Choral reading or play	records with another student
B-E	443	Prepared article	reads to an audience
C-E	444	Poem he has prepared	reads to an audience
D-E	450	Passage	divides it into meaningful phrases
C-E	490	Classified advertisements	answers questions posed by the teacher
D-E	494	Reference materials in a library	answers questions posed by the teacher
D-E	513	Content areas	uses specialized reading skills
B-E	531	Graph	answers questions posed by the teacher
D-E	536	Special interest area	reads several books and reports
E	537	Passage of study materials	uses notetaking skills to aid memory
D-E	547	Application for employment	fills it in with his own history

MTO'S

Materials Tested Objectives are those objectives listed in the Retrieval Manual for which the designated material functions as a Post Test and verifies the child's proficiency in the skill in question. MTO's have been included in

the Des Moines Model, even if the material listed is not used. Such materials as indicated in the objective are general enough to be secured from sources other than publishers.

BOOK CONFERENCES

Because an important goal of the PCRS in a learning center is the child's self-motivated participation in reading activities, the establishment of a small library within the FLC, or the location of the center in close proximity to the school library/media center is especially important. A book conference is an event which affords both Learning Specialist and parent a chance to improve and assess the child's "real" reading skills. Book Conferences will, for the most part, be used in conjunction with SEO's; and while it is certainly "allowable" that the child read a particular book in the center, it is not advisable that he do so during an instructional session. We prefer that, where an entire book is called for by an objective, the child read the book at home, during lunch breaks, etc. Hence, SEO's which will result in a book conference should be maintained simultaneously with objectives which call for parent input during instruction.

This is not to say that the parent has no role in objectives calling for a conference. Using Objective 401, for example, the child's parent can, after preparation with the FLS, elicit during the child's reading, responses to the following questions:

- What character in the book is most interesting to you?
- How would you describe that character, what makes him "tick?"
- What actions of the character support your description?
- Does "he" act consistently?
- Give an example of an action that is "out of character."
- What prompted this action, in your mind?

Such a dialogue can well be carried on by parent and child in their own home, lending some credibility to the fact that reading is not solely a school related function, but can provide an appropriate cause for interchange and discovery between parent and child.

When the ultimate conference is held in the Learning Center, the FLS should encourage the child's parent to conduct it. This affords the parent a feeling of accomplishment and encourages a closer rapport between parent, child, and FLS. Such support usually leads to more reading practice for the child.

If the child is reading a book during school hours, as a reward, during lunch breaks, etc., it is frustrating for him to look for that book the next day. Use a "reserve shelf" to solve the problem. When a child starts a book he wants to continue reading during school, he should print his name on a marker that will protrude from the top of the book and place the book on the reserve shelf in the reading corner. (See Reference Section "Rewards and Interest Centers.") It works best to have the book cover and name marker exposed, helping the child identify himself as "a reader."

DESIGNING THE FLC ENVIRONMENT

In designing the FLC environment several principles were kept in mind:

1. To dispel any pre-conceived connection between "schooling" and the Learning Center we attempted to secure furnishings (couches, living room tables, chairs, large colorful easy chairs, etc.) that would "symbolize" a program that was non-traditional in nature.
2. In style, the furnishings we felt, should approximate the general character of the surrounding neighborhood. Thus, to avoid the streamlined feeling of "Danish Modern" and office furniture, we secured used, reupholstered couches, chairs and inexpensive, but sturdy, dining room furniture. We especially looked for furnishings whose construction and material would stand up to hearty use.
3. Notwithstanding the purported informality of the Learning Center, we felt that its furnishings should be arranged to provide:
   a. clearly defined learning areas.
   b. open floor space for manipulative activities for children.
   c. flexibility for individual, small-group and large group activities.

The sample diagram and inventory of FLC equipment on the following pages reflect the above concerns.

Things to Look for in a Family Learning Center

A. Each learning area clearly and colorfully defined through use of shelving, tables, partitions, etc.

B. Quiet areas separated from noisy ones.

C. Table arrangement provides for individual, small-group and large-group activities.

D. Furniture is appropriate in quantity and size.

E. Seating arrangement is spontaneous, not assigned.

F. Room design makes best use of room's permanent features (lighting, water, blackboard, outlets, etc.)

G. Amount of open floor space available for manipulative activities, construction, etc.

H. Children encouraged to write own names on completed work.

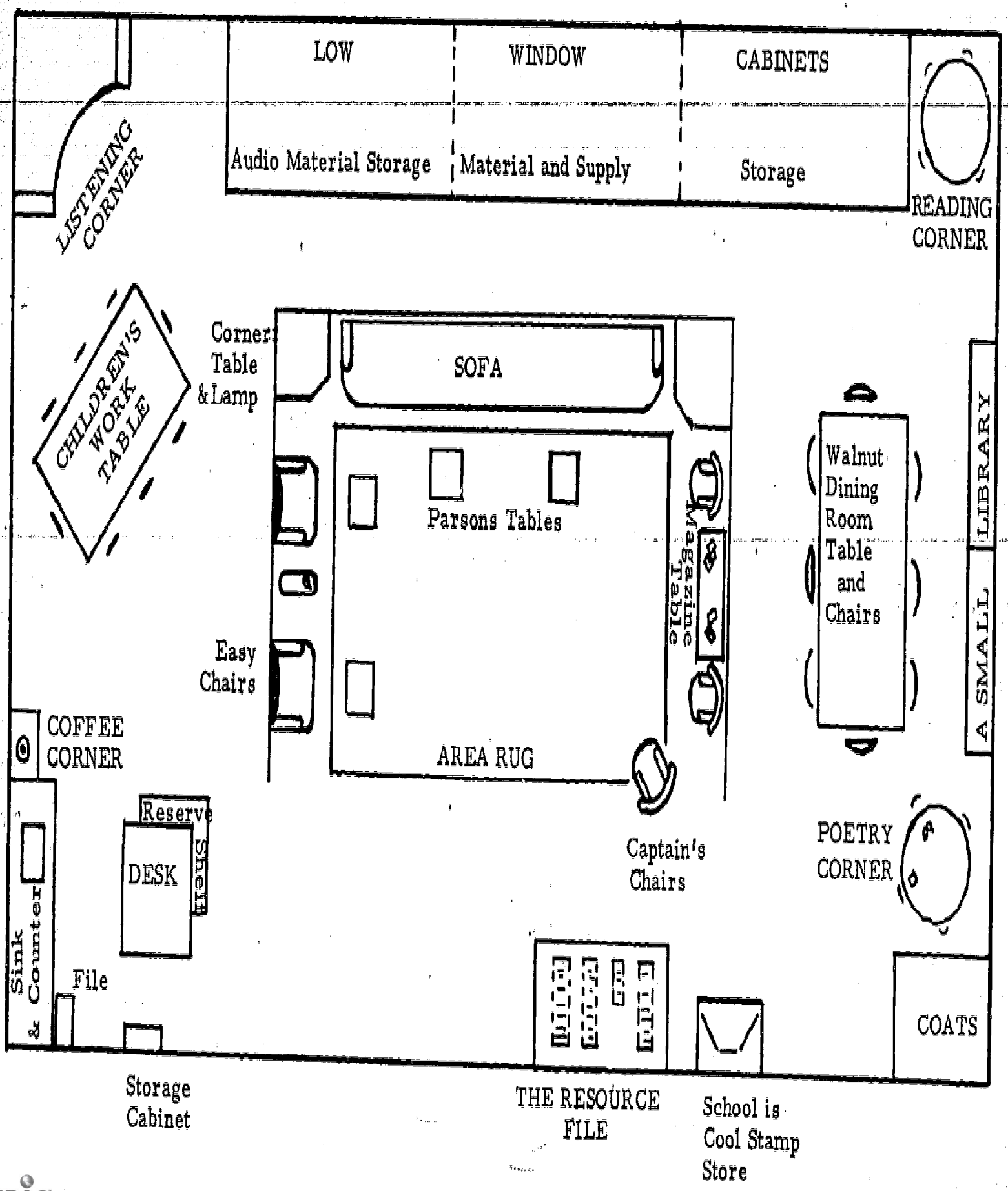
I. Materials for different activities are stored as portable units (in trays, boxes, etc.)

J. Materials are within easy reach.

K. Resource File is attractively arranged, and on tables.

L. Other materials are arranged on shelves so that shelves are not crowded.

M. Materials having different parts (e.g. puzzles, lotto games) are complete and in good shape.


LOW
WINDOW
CABINETS
Audio Material Storage
Material and Supply
Storage
LISTENING CORNER
READING CORNER
CHILDREN'S WORK TABLE
Corner Table & Lamp
SOFA
Parsons Tables
Magazine Table
Walnut Dining Room Table and Chairs
LIBRARY
A SMALL
Easy Chairs
COFFEE CORNER
AREA RUG
Reserve Shelf
DESK
Captain's Chairs
POETRY CORNER
Sink & Counter
File
COATS
Storage Cabinet
THE RESOURCE FILE
School is Cool Stamp Store

PATTR

The Personalized Approach To Teaching Reading (PATTR), Pendell Publishing Company, is a management manual for kindergarten classrooms that organizes prescribed strategies for the mastery of reading readiness skills. In the PCRS, it forms a large part of the readiness section of the Resource File and as such, is coded against objectives on this level.

Surveying the child's reading readiness skills can be accomplished by the Family Learning Specialist in one of three ways:

1. Using the PCRS Diagnostic Surveys and exposing the child to only those objectives that correspond to his needs.
2. Using the self-contained PATTR "tests" provided in the manual.
3. Using the PATTR group tests (secured from the publisher).

Use of the last two methods will tend to put the child in contact with PATTR material alone. While there is nothing "wrong" with this procedure, especially for the child whose needs do not extend beyond readiness skills, there is some danger that children will not come into contact with materials that could cause increased progress. PATTR is organized into small, discrete tasks for the young child, and although these provide much motivation by being small enough for mastery, that very success can cause in parents and children a desire to stick with material that is rewarding, but not challenging. We would recommend that even for kindergarten children if PATTR tests are used as a diagnostic tool, they be coordinated with the PCRS surveys and other level "a" materials coded against PCRS objectives. Lastly, PATTR strategies, coded or uncoded, can be used as take home activities in support of objectives through which the child is working, using the in-center materials of the Resource File.
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REWARDS AND INTEREST CENTERS

Rewards and interest centers used in conjunction with the PCRS can be an important motivational adjunct to the child's reading progress. Use of rewards should be systematized to the extent that the awarding of "prizes" (activities in interest centers or "dime store" items) is consistent for all children. The activities meriting a reward should be clear to all parents and children, and preferably displayed on a chart in the Learning Center. Interest centers--poetry corners, listening centers, book nooks--should be attractively "separated" from those other "work areas" in the environment.

Initially, FLC sites in Des Moines used a variation of "Funny Money" designed for use with the original system. Paper bills were printed in different denominations and awarded upon completion of prescribed tasks. These bills were then traded for the privilege of using materials in an interest center.

As a modification of the principle, we would recommend the use of a small stamp book format, in the manner of "green stamp" booklets. Each time the child completes a prescribed activity, he is given the number of stamps that activity is "worth." Use of such a stamp booklet will necessitate a small redemption center, if dime store items are used in addition to interest centers. The following is a suggested list of "behavior" for which stamps can be awarded:

- One stamp for successfully completing a page from the Resource File
- Two stamps for successful completion of Post Test
- Two stamps for time in the center that is spent profitably
- Two to three stamps for completion of special project related to reading

TIPS ON FAMILY LEARNING CENTER MANAGEMENT

I. Keep material in order.

A. Give help and direction to the parents in returning materials to the right place.

B. After each Parent-Child reading session, thumb through materials for proper sequence for the benefit of the next session.

C. Keep a running inventory on all supplies such as Lesson Plan Sheets, Diagnostic Surveys, Charts, etc.

II. Keep room looking fresh and attractive.

A. Re-do labels, direction charts, book charts, etc. when they begin to look tacky.

B. Make sure pencils are available. If grease pencils are used for laminated materials, make sure paper towels are handy.

C. Keep the coffee corner looking clean and inviting.

D. Have magazines available for browsing visitors.

E. Keep listening centers and other interest corners in top working condition.

F. Check audio equipment for defects periodically.

III. Maintain babysitting service for parents.

A. Select responsible babysitters from the community. Parents or high school students may be used.

B. Maintain a babysitting room near the center for easy pick-up and drop-off of children.

C. Payment of sitters can be maintained by the FLC budget or directly by parents.

MOTIVATION*

Defining motivation is like defining childhood. Ask twenty people what it means to be motivated and you would probably have twenty different answers. One thing we may agree on is that it has to do with behavior or what a person does. We see a person's motivation through his actions.

Motivation is getting someone to do something.

Motivation is what causes a person to continue to do something he is already doing.

Motivation changes a person's behavior from one activity to another.

Start, continue or change in behavior; does not that sound a lot like what we are trying to do every day in school? We try to get Mike to go to work on his learning task. Or there is Sally who does one task well but never seems to get another one finished. And then Arnold always seems to be doing something, but it is seldom what we would like to have him doing. If we could just get them motivated!

MORALE

Part of motivation is morale. We have heard a lot about morale in reference to men in the army; it is just as important to the students who are learning in our schools. People with low morale usually do not try very hard because they are not sure of themselves and are not quite sure what they are doing is important. If we can boost morale, we can usually boost what we see as motivation.

Morale is made up of at least three factors:

Self Confidence

If a person is sure of his ability and knows he usually succeeds, he will try a little harder and work a little longer than another person who does not have that confidence.

Belief in the task

The person who believes in the importance of whatever he is doing will likewise work harder and longer to finish it.

Confidence in a successful ending

When he believes he can finish the task successfully, a person will work longer and harder.

*System I, Read: Teacher's Manual, Omaha Schools, Omaha, Nebraska, 1973.

NEEDS

We act because we have needs. At some time a need serves as the trigger for every action. The work of teaching is only humane and personalized when the consideration of these needs serves as the basis of our work. The call for individualization is really a call for dealing with people on the basis of their needs.

We have always been fairly successful with children who come to us with needs that support the learning process we have designed in the school. It is the child whose needs require some interpretation and adjustment of our approach who has had trouble in our classrooms. There is not room here to discuss the wide range of human needs. The interpretation of these in any individual may be the "art" in the teaching profession. We see needs through experience, we study them professionally and we listen as they are described by a number of authors who are writing today with the interpretation of known psychology as a reference. It does seem clear that ignoring the needs of learners we are trying to influence is ignoring the heart of teaching.

NEEDS IN ORDER

Maslow has given us a ranking of needs. He suggests certain needs must come first before the others can be satisfied. He ranks the broad categories of need in this order.

Physiological needs

These are body function needs required to support and sustain life.

Safety needs

These are needs to keep the person from harm or injury of both physical and psychic varieties.

Belonging needs

These are social needs to be a part of a group and have its acceptance and support.

Esteem needs

These needs all relate to the respect others feel for us. Once we are accepted, we look for the right to lead or to be recognized for our own special abilities.

Self Actualization needs

After we have earned the esteem of others, we look into ourselves and work to become what we have the potential to become. Here we react to our own image of what we are and should be.

Maslow suggests these needs must be filled from the top down. Physiological needs will take precedence at some point of intensity over all other needs; needs in the realm of safety will dominate the belonging needs, etc. Learning can be related to any level of need. If we are worried about safety in some way, we will learn something to make ourselves safer. If all the other needs are reduced, we will be able to work on learning how to be what we feel we ought to be.

LEARNED BEHAVIOR

When a person reacts to something, his reaction sometimes seems out of place for the situation. If we ask a child to read orally to a class, for example, we might get different reactions from different children. One child might be pleased at the chance. Another might show worry and tenseness. Another might get up and walk from the room. Each student is reacting to the situation as he has experienced it in the past. The first child sees it as a means of meeting a need for recognition or esteem. The others see it as a threat to esteem or belonging, perhaps because they have met the threat in the same context before. They have learned.

These feelings of threat are really needs or tensions created by the situation. How the child reacts is also to some extent a learned behavior. The person who gets up and walks from the room has probably learned to do this as a means of escape. When the situation becomes too tense for him, he leaves; it is his customary behavior for situations loaded with tension. The other student, the one who shows his concern when asked to read, has not yet acted. We can see there is a need there -- that tension has been created. How he reacts and learns to react in the future depends on what happens if he tries to read. If the reaction is positive, he may learn to approach the task with the same enthusiasm as the first child. If the reaction is negative, a new kind of need will be added and the child will react. Too often he will learn to use a reaction causing him to fail in reading.

This discussion of need has been simplified, of course. It is clear, however, the consideration of need is a key issue in motivation and the teaching-learning relationship. And we need to remember what we observe as behavior today is mostly a result of past experience.

MOTIVATION TO BEGIN DOING SOMETHING

In our definition we listed getting someone to do something as one part of motivation. Very often we focus on this factor in motivation. Most television commercials are attempts to get people to do something for the first time. Our needs for belonging, esteem, etc. are brought to mind and then the use of product X is given as an answer to our need. Appeals to our curiosity are there in the words new and different. In education we do the same thing to some extent, trying to interest Alexander in one more lesson by starting with a gimmick, using something new, taking a new approach. Many, many times it works, and he tries what we ask him to do. But then we forget another definition of motivation. Motivation is what causes a person to continue to do something is is already doing. When Alexander tries something for the first time, our reaction, the reaction of others he works with, the success he has in meeting his needs -- these all become a part of Alexander's motivation to continue. Since learning to read is such a long process, this continuation is as important as the initial effort. It is this kind of motivation we deal with day after day. How can we sustain good learning behavior?

Freedom to Follow Needs

We must continue to show the tasks we suggest are related to the student's needs. Suppose we ask Mary Lou to read a book, something she claims she has never done before. If the book she reads has nothing to do with any of her interests or needs, she may learn that reading books does not contribute much to answering the questions she has about things. This fact is the basis for a free selection of reading materials. There is no way a teacher can know enough about the interests and needs of each child to be able to select the right book for the right child in even a majority of the cases of book selection. We can continue to apply motivating pressure through curiosity for reading books on new subjects and interests, but free selection from a big choice of materials seems the only way to approach the satisfaction of student needs for students in a group.

Goals

We can also influence continued effort in learning by setting goals with the child. These are selected because they are related to needs. In students where motivation is weak, goals should be short term. They should be seen by the child as important and attainable so morale will stay high. A grade on a report card serves as an appropriate goal for only a few children because it is so distant.

He knows so little about how he can effect it on any given day. A task like learning three words each day for three weeks is much more attainable and, therefore, leads to more sustained effort.

Incentives

Another method of motivating the continuation of an activity is attaching a reward to the completion of a goal. This provides tangible evidence of reaching the goal. Incentives may be rewards having some value in themselves for the child because they fill a specific need, or they may be tokens which are traded in for a reward which fills that need. The token is a kind of intermediate step used in teaching the child to defer the reward. The rewards we can use are limited by the apparent consensus of the community in which we work. At this time the acceptable tokens and rewards are defined as a chance to read or a chance to advertise success. Generally, reward systems that fall in these categories are acceptable.

SUMMARY

Obviously, the treatment of so complicated a subject as motivation cannot be complete in a paper this short. Entire books have been written about the subject, and some of the modern interpretations of motivation and interpersonal interaction add to our understanding. The essential factor must be continued study. When we accept the responsibility for continued research and practice to bring teaching closer to reacting to personal needs of students, we will have taken some additional steps toward providing effective learning opportunities. Major steps have been taken in recent years; there are many more steps to come.

You may want to follow up this subject with more reading. Here is a list of books that shed light on the subject of motivation.

Buckley, Nancy K., Walker, Hill M. - Modifying Classroom Behavior
Illinois: Research Press Company, 1970.

Harris, Mary B. - Classroom Uses of Behavior Modification
Charles E. Merrill Publishing Company, 1972.

Homme, Lloyd - How to Use Contingency Contracting in the Classroom
Illinois: Research Press Company, 1970.

Kagan, Jerome - Understanding Children
New York: Harcourt Brace Jovanovich, Inc., 1971.

Krumboltz, John D., Krumboltz, Helen B. -Changing Children's Behavior
New Jersey: Prentice-Hall, Inc., 1972.

Patterson, Gerald R., Gullion, M. Elizabeth - Living With Children
Illinois: Research Press Company, 1971.

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