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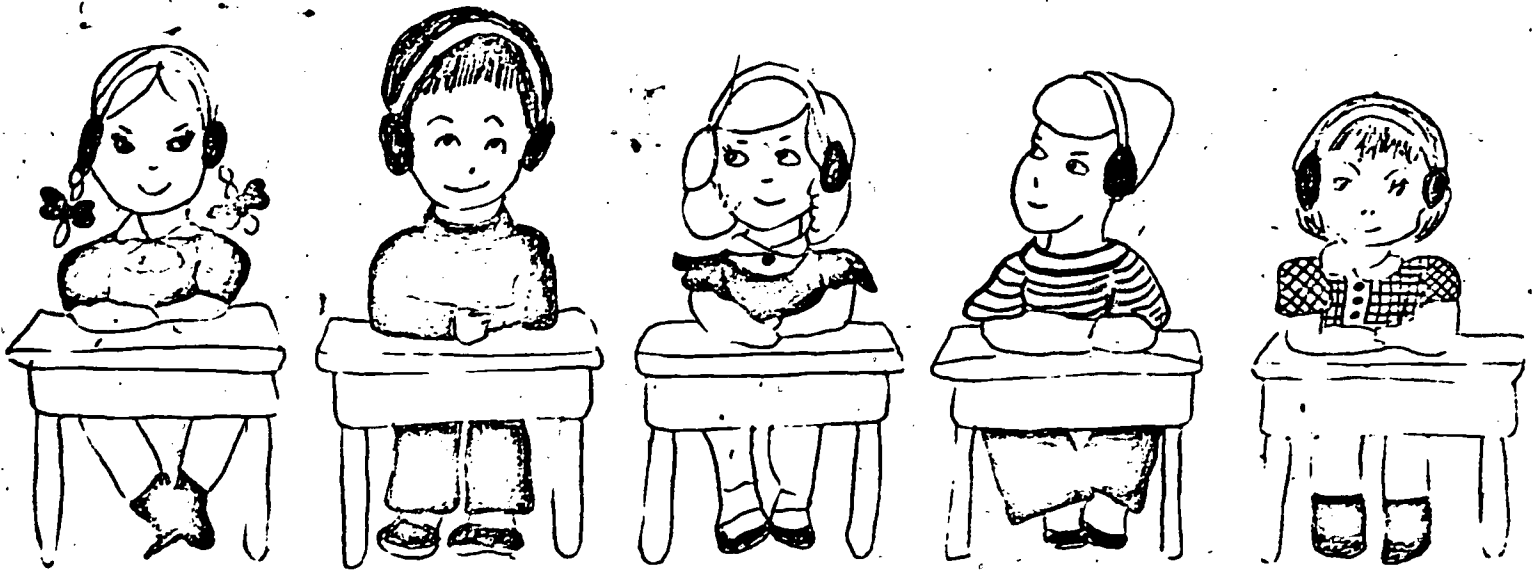
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ABSTRACT

The primary focus of this document is the mechanics of organizing a learning center for readiness-level children. The first section outlines procedures for using the learning center, including determination of student eligibility, referral of students, placement, and evaluation. Also included are: a referral form; a list of evaluation instruments; behavioral objectives; a prescription sheet; a list of suggested materials for programming--multimedia, books and kits, commercial games, duplicating worksheets, and sample game-board sheets; a floor plan of Comanche Learning Center; and signs with symbols for prereading students. The appendix contains sample scheduling, evaluation, attendance, and record sheets for Language Master, Hoffman Lab, System 80, SRA Schoolhouse, and Moving up in Numbers materials. (LL)

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ED 134944



SUGGESTED AID
FOR ORGANIZATION
AND RECORD KEEPING
IN A LEARNING CENTER

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

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Comanche Elementary School

Helen Blackburn

January, 1976

Shawnee Mission Public Schools, Kansas

CONTENTS

Procedures Followed in Beginning Operation of a Learning Center

Referral Form

List of evaluation instruments

Behavioral objectives

Prescription sheet

Suggested Materials for Programming

Multi-media

Books and Kits

Games - Commercial

Duplicating worksheets

Sample game board sheets

Floor plan of Comanche Learning Center

Student signal signs

Appendix

Sample scheduling chart

Sample evaluation sheet

Sample attendance sheet

Sample record sheets:

Language Master

Hoffmann Lab

System 80

SRA Schoolhouse

Moving Up In Numbers

Child's evaluation sheet (awards)

PROCEDURES FOR USING THE LEARNING CENTER

I. Eligibility:

- A. Any student may be eligible to work in the Learning Center if he shows evidence of being an accelerated student in one or more of the content areas. His purpose for coming to the Learning Center is for enrichment of the regular classroom program.
- B. Students who have fine motor problems and may profit from a typing program or need instruction in cursive handwriting.
- C. Students who are working below grade level in one or more content areas: spelling, reading, math.
- D. Students who need intensive work in the process skills:
 - auditory discrimination
 - auditory memory
 - visual discrimination
 - visual memory
- E. Students who because of the open space classroom need a more structured time to their school day. Behavior modification techniques are used with these students.

II. Referral:

- A. Is made by the classroom teacher if the student is exhibiting difficulty in an academic area.
- B. Is made by the Special Services Screening Team.

III. Placement:

- A. Students are placed only after their needs are diagnosed by pre-testing and an individual prescription made to remediate these needs.
- B. Students are scheduled as agreed cooperatively by classroom teacher and Learning Center. If time cannot be worked out, the student is placed on a waiting list.
- C. Students who have been screened and evaluated by the Special Services Team are given priority by the Learning Center.

IV. Evaluation:

- A. Conferences with the classroom teacher are held periodically to communicate progress of the Learning Center student and to coordinate the remediation program with classroom work.
- B. All Learning Center students working in System 80 programmed instruction are administered post-tests. The Criterion for mastery is determined by the Learning Center teacher.
- C. A student may be programmed or re-cycled in other material if mastery level is below 85% or in the judgment of the Learning Center teacher, more work is needed.
- D. A written evaluation in triplicate copy is made available for the classroom teacher, parent, and the student's Learning Center record.

COMANCHE ELEMENTARY SCHOOL

Referral Form

For: Teacher's use before screening.
(Bring child's permanent records to screening.)

Student Name _____ Date of Birth: _____ Age _____

Parents/Guardian _____ Home Phone _____

Name of Achievement Test _____ Late Adm: _____

Subtest names & Grade equivalents _____

Name of I.Q. Test: _____ Late Adm _____ I.Q. _____

Has Student been evaluated by a psychologist, speech or hearing clinician? Explain _____

Describe any type of service child may have received from reading teacher, Learning Center or tutor _____

Agencies other than school serving child or family _____

Any physical disorders (hearing, sight, nutrition, allergies, etc.) _____

When have the parents been contacted and how do they feel about the child's problem? _____

REASON FOR REFERRAL:

Learning difficulties

Visual-motor

Physical handicap

Impaired hearing

Impaired vision

Impaired speech

Mental retardation

Gifted

Behavioral problems

Other: _____

Academic levels where Child is Working:

Math _____

Science _____

Reading _____

Social Studies _____

Spelling _____

Language Arts _____

Reading Difficulties

Phonics

Comprehension

Word attack skills

Reversals

Other: _____

Arithmetic Difficulties

Computation

Memory of facts

Story Problems

Understanding concepts

Other Difficulties

Handwriting

Spelling

Language skills

Listening

Speaking

Behavioral Patterns:

Short attention span

Does not complete assignments

Completes assignments to quickly

Withdrawn

Aggressive

Fails to listen

Uncoordinated

Failure to follow directions

Cheating

Fearful

Out of seat behavior

Talks out

Social adjustment-Peer Relationship i.e. many friends, few friends; etc. _____

Others: _____

What do you see as the pupil's basic problem(s)? (Use other side for additional space.)

Resource screening team who might be helpful: nurse speech therapist psychologist

special service itinerant social worker teacher(s).

Bring this referral form and samples of the child's work with you to the building screening meeting.

Teacher/Teachers to contact for screening

LEARNING CENTER
EVALUATION INSTRUMENTS

Readiness:

1. Comprehensive Special Services Cooperative (C.S.S.C.)
2. Readiness Test
2. Daberon Screening Device for School Readiness
3. Early Detection Inventory: Tollett Publishing Company
4. Evanston Early Identifications Scale: Tollett Publishing Company
5. Kindergarten Auditory Screening Test: Katz
6. Murphy-Durrell Reading Readiness Analysis
7. Prereading Battery: Clymer-Barrett

Reading:

1. Basic Sight Word Test: Dolch Words
2. Classroom Reading Inventory: Silvaroli
3. Cooper-McGuire Diagnostic Word Analysis Tests: Croft Publishing
4. C.S.S.C. Reading Tests
5. Durrell Analysis of Reading Difficulty
6. Gates-MacGinitie Reading Testing
7. McCullough Word Analysis Tests
8. PIAT Peabody Individual Achievement Test: AGS
9. Standard Reading Inventory: McCracken
10. Stanford Diagnostic Reading Tests, Level I, II
11. Woodcock Reading Mastery Tests: AGS

Other Tests:

1. Basic Concept Inventory: Englemann
2. Detroit Test of Learning Aptitude
3. Developmental Test of Visual-Motor Integration: Beery and Buktenica
4. Boehm Test of Basic Concepts: Psychological Corporation
5. Durrell Listening Reading Series: Primary, Intermediate
6. Keymath: diagnostic arithmetic test: AGS
7. Learning Methods Test: Mills
8. Slosson Intelligence Test
9. Wide Range Achievement Test

PROGRAMMING WORKSHEET

STUDENT _____ SCHOOL _____ GRADE _____ SCHOOL YEAR _____

TEACHER _____ SPECIALIST _____

SPECIFIC SKILL(S) TO BE WORKED ON	METHODS & MATERIALS TO BE USED	DATE STARTED	CRITERION FOR MASTERY OF SKILL(S)	DATE OF MASTERY
-----------------------------------	-----------------------------------	-----------------	--------------------------------------	--------------------

PRESCRIPTION SHEET

Pupil's Name _____ School _____ Grade _____

Date _____ Teacher _____

Skill Deficit	Behavioral Objectives	Monday	Tuesday	Wednesday	Thursday	Friday

Skill Deficit	Behavioral Objectives	Monday	Tuesday	Wednesday	Thursday	Friday

Skill Deficit	Behavioral Objectives	Monday	Tuesday	Wednesday	Thursday	Friday
9						

SUGGESTED MATERIALS FOR PROGRAMMING

MULTI-MEDIA

Hoffman Lab

Hoffman Information Systems
5623 Peck Road
Arcadia, California 91006

Language Master

Bell and Howell
7100 McCormick Road
Chicago, Illinois

Wallensak Teaching Tapes

Mincom Division (3M)
Minnesota Mining & Manufacturing Co.
St. Paul, Minnesota 55101

SRA Computapes

Science Research Association
259 East Erie Street
Chicago, Illinois 60611

Tutorgram

Enrichment Reading Corporation, of
America
Iron Ridge, Wisconsin 53035

Reading Improvement Series

International Teaching Tapes,
Incorporated
Lakeland, Florida 33803

Systems 80 - Spelling/Math/Reading

Borg-Warner
7450 North Natchez Avenue
Niles, California 60648

Cyclo-Teacher and
Target Series - ^{and} Phonics/Structural
analysis/Auditory-visual discrimination
Addison Wesley Publishing Company
School Division
106 West Station Street
Barrington, Illinois 60010

BOOKS AND KITS

Moving Up in Numbers

Developmental Learning Materials
7440 North Natchez Avenue
Niles, Illinois 60648

Peabody Language Development Kits

American Guidance Service
Publishers Building
Circle Pines, Minnesota 55014

Readiness for Learning

J. B. Lippincott Company
Educational Publishing Division
East Washington Square
Philadelphia, Pa. 19105

Telling Time

Encyclopedia Britannica Educational Corp.
Visual Education Centre
115 Berkeley Street
Toronto 2a, Ontario, Canada

Specific Skill Series

Barnell-Loft, Inc.
958 Church Street
Baldwin, New York 11510

Croft Skillpacks

Croft Educational Services,
100 Garfield Avenue
New London, Connecticut 06320

Programmed Reading

Educational Developmental Laboratories
(McGraw-Hill, Inc.)
1221 Avenue of Americas
New York, New York, 10020

Merrill Linguistic Readers

Charles E. Merrill Publishing Company
Bell & Howell
1300 Alum Creek Drive
Columbus, Ohio 43216

BOOKS & KITS (continued)

SRA School House and
Distar - Language/ Reading I, II, III
Science Research Association
259 East Erie Street
Chicago, Illinois 60611

Ginn Ward Enrichment Program
191 Spring Street
Lexington, Massachusetts 02173
Level 1 - Look & Listen
Level 2 - Consonant Sounds & Symbols
Level 3 - Vowels & Variants
Level 4 - More Vowels & Variants
Level 5 - Sounds & Syllables
Level 6 - More Sounds & Syllables
Level 7 - Working With Sounds
Ginn - 100 Edition

Decoding for Reading
MacMillan Company
Front and Brown Streets
Riverside, New York 08075

Allyn-Bacon
Elki Division 898
Link Drive
Rockleigh, New Jersey 07647
Clues to Consonants
Views on Vowels
Letters & Syllables

GAMES

GAMES

Lyons and Carnahan (Rand/McNally)
407 East 25th Street
Chicago, Illinois 60616
Spin-A-Sound (consonants)
Digraph Whirl (phonics)
Vowel Dominois (long/short)

Teaching Resources Corporation
100 Boylston Street
Boston, Massachusetts 02116
Math Wheel
Colored Beads (motor skills)
Pattern Cards (motor skills)

Hoover Brothers, Inc.
1511 Baltimore Avenue
Kansas City, Missouri 64108
Kittie in the Kegs
Walk-on-number line
Puzzles
Shapes, color, form board
Flocked alphabet cards

Singer Educational Products
SVE-Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614
Consonant Jumble #5552 (floor game)
Motivator Activity Cards #1005 (bingo)
Consonant Race #5553

Ideal School Supply Company
11000 South Lavergne Avenue
Oak Lawn, Illinois 60453
Silly Sounds (consonants)
Space Flight (blends)
Zig Zag (rhyming)
Sea of Vowels (long/short)
Pyramid Games
Form Boards
Large Parquetry patterns

Developmental Learning Materials
7440 Natchez
Niles, Illinois 60648
Auditory Games
Money Game
Matching cards
Puzzles
L Lacing Boards
Sequential picture cards

Teacher made games - copies attached

DUPLICATING WORKSHEETS

Jenn Publications
815 East Market Street
P.O. Box 1155
Louisville, Kentucky 40201

Continental Press
2336 Farrington Street
Dallas, Texas 75207



come

my

is

jump

little

I

down

a

you

see

to

and

it

me

go

look

with

can

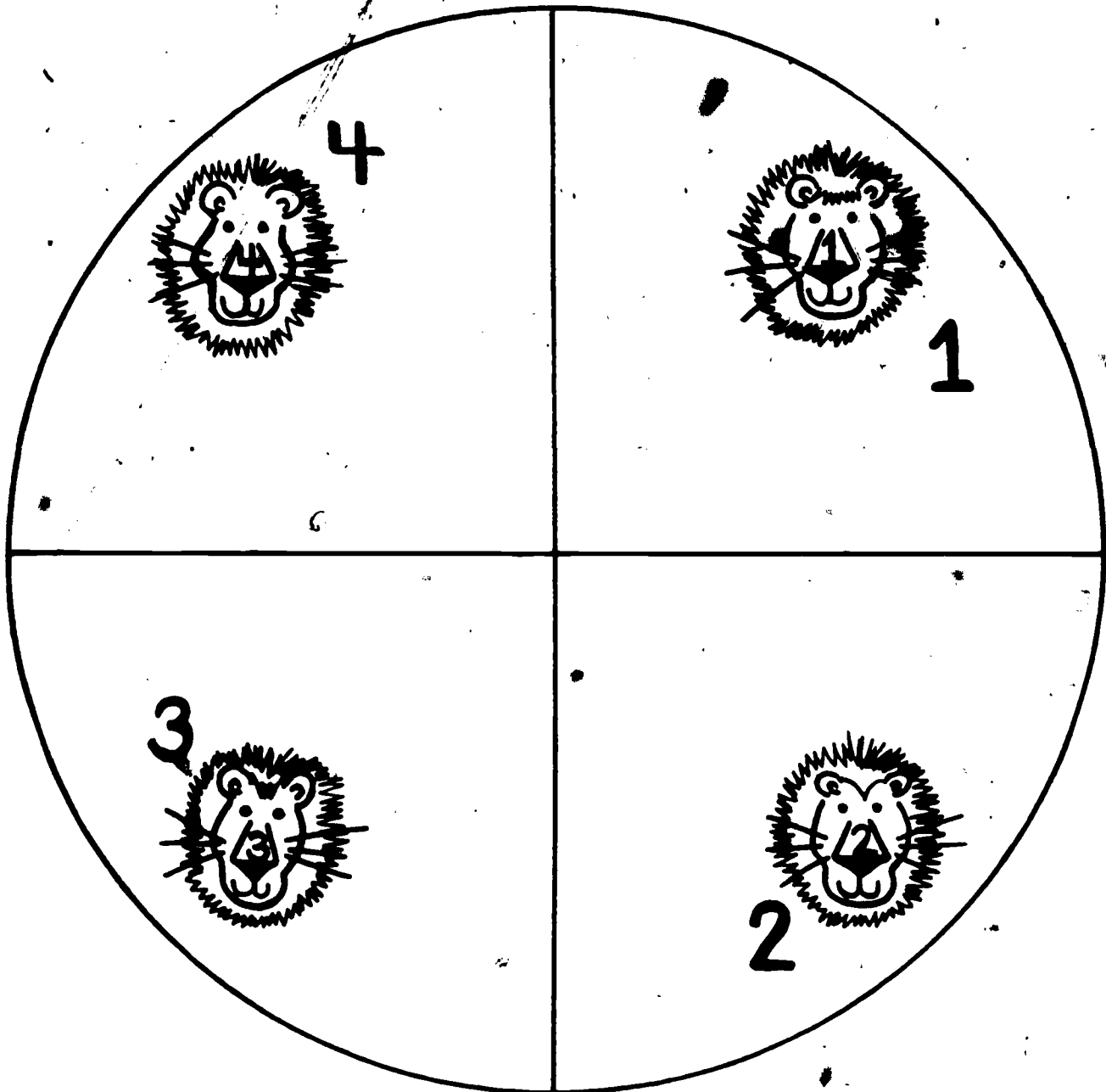
here

the

in

Lion's Den

Spinner for Game 3 - Lion's Den

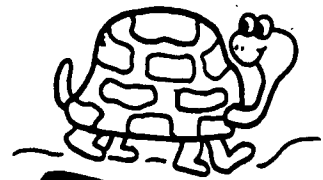


15

32



The Race Is On...



not

big

make

run

look

up

help

red

have

my

get

this

play

ride

blue

jump

in

funny

saw

the

work

green

for

we

at

said

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see

jump

green

work

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saw

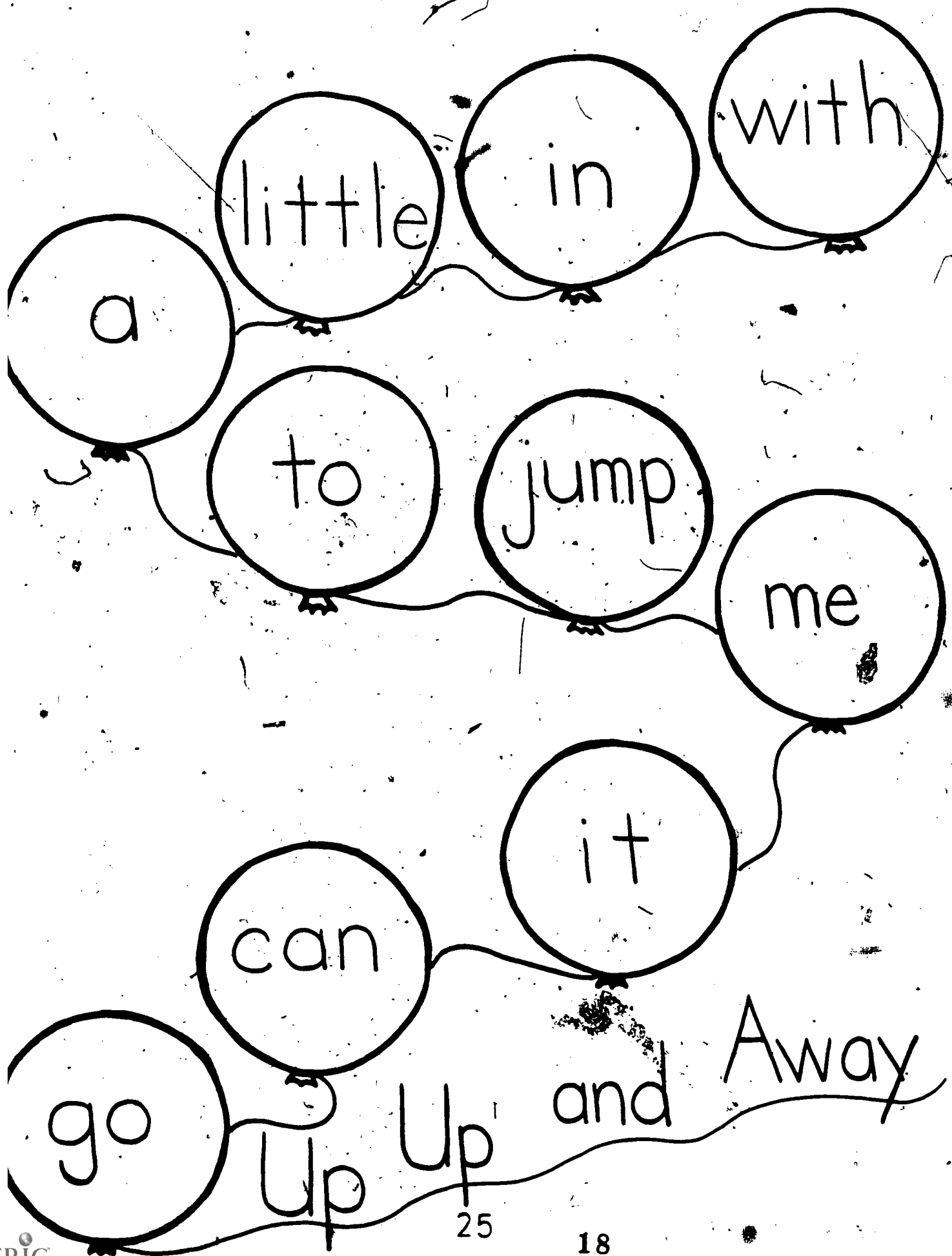
for

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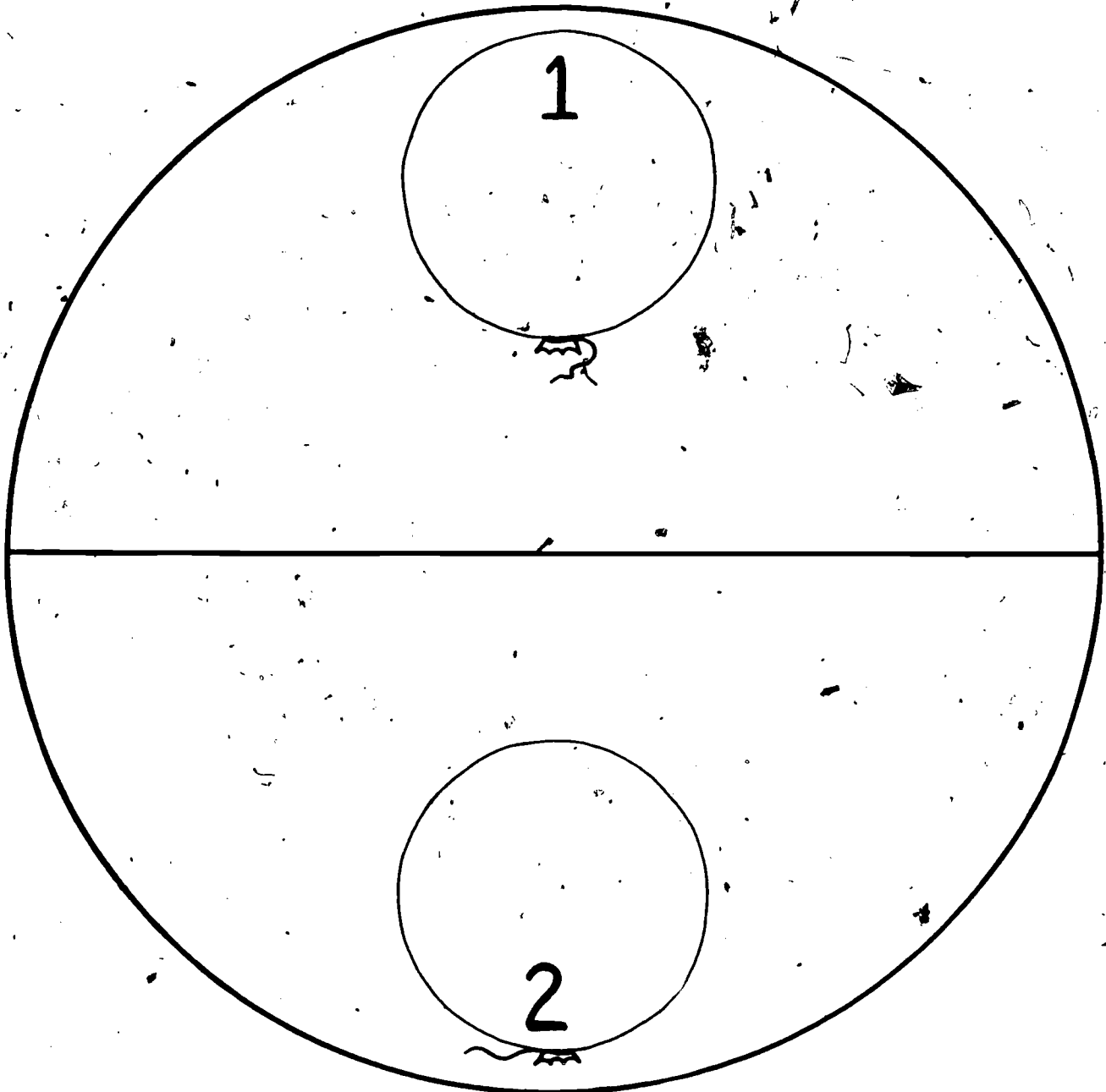
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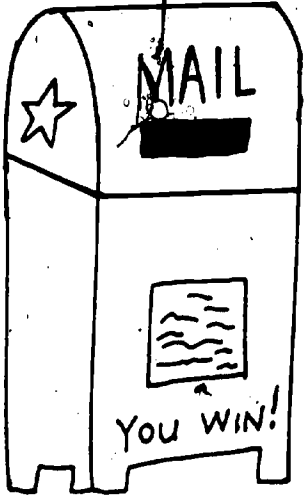
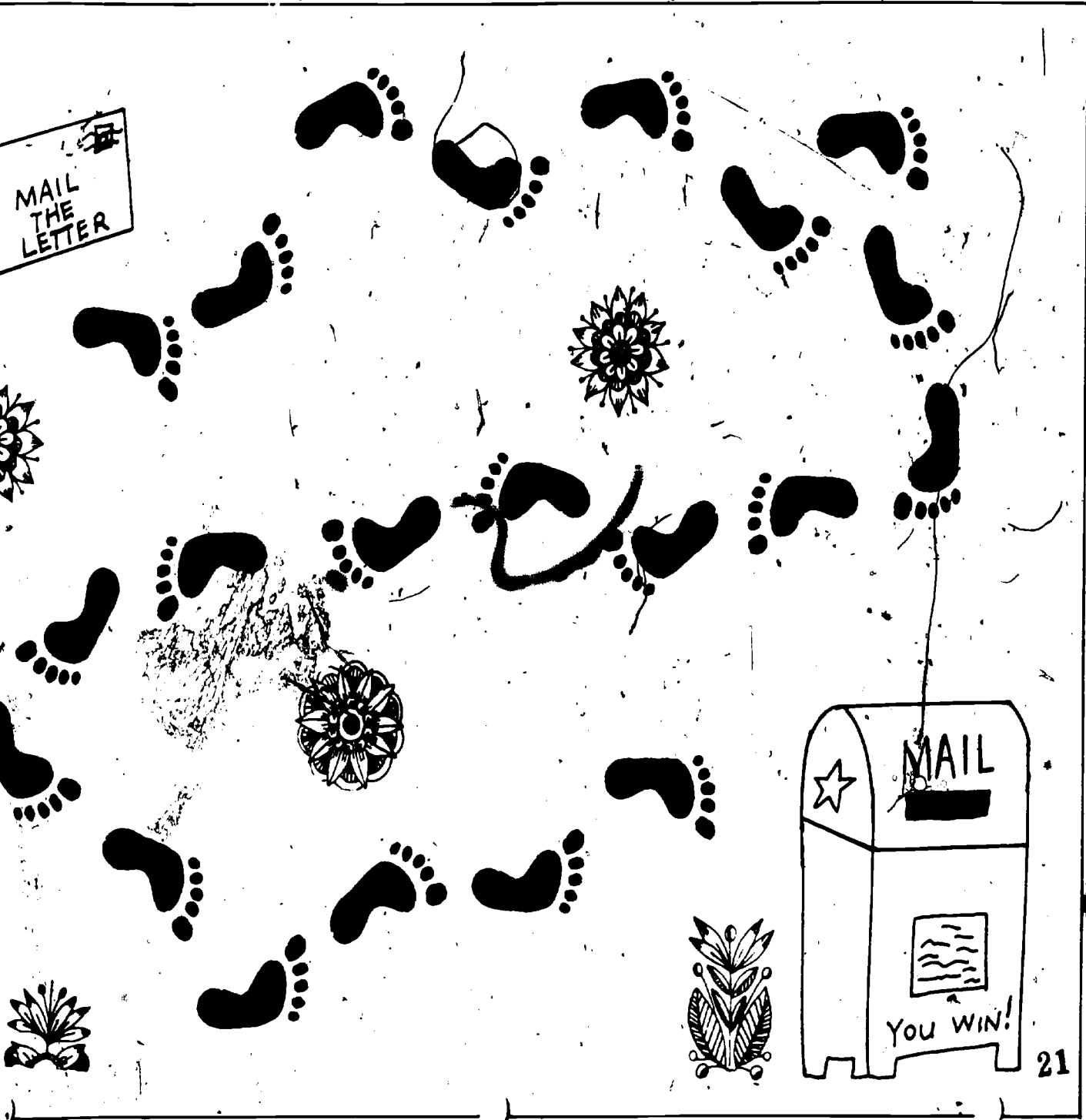
Spinner for Game 2. - Up, Up, and Away



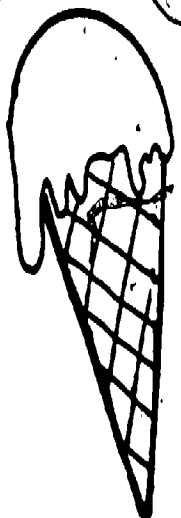
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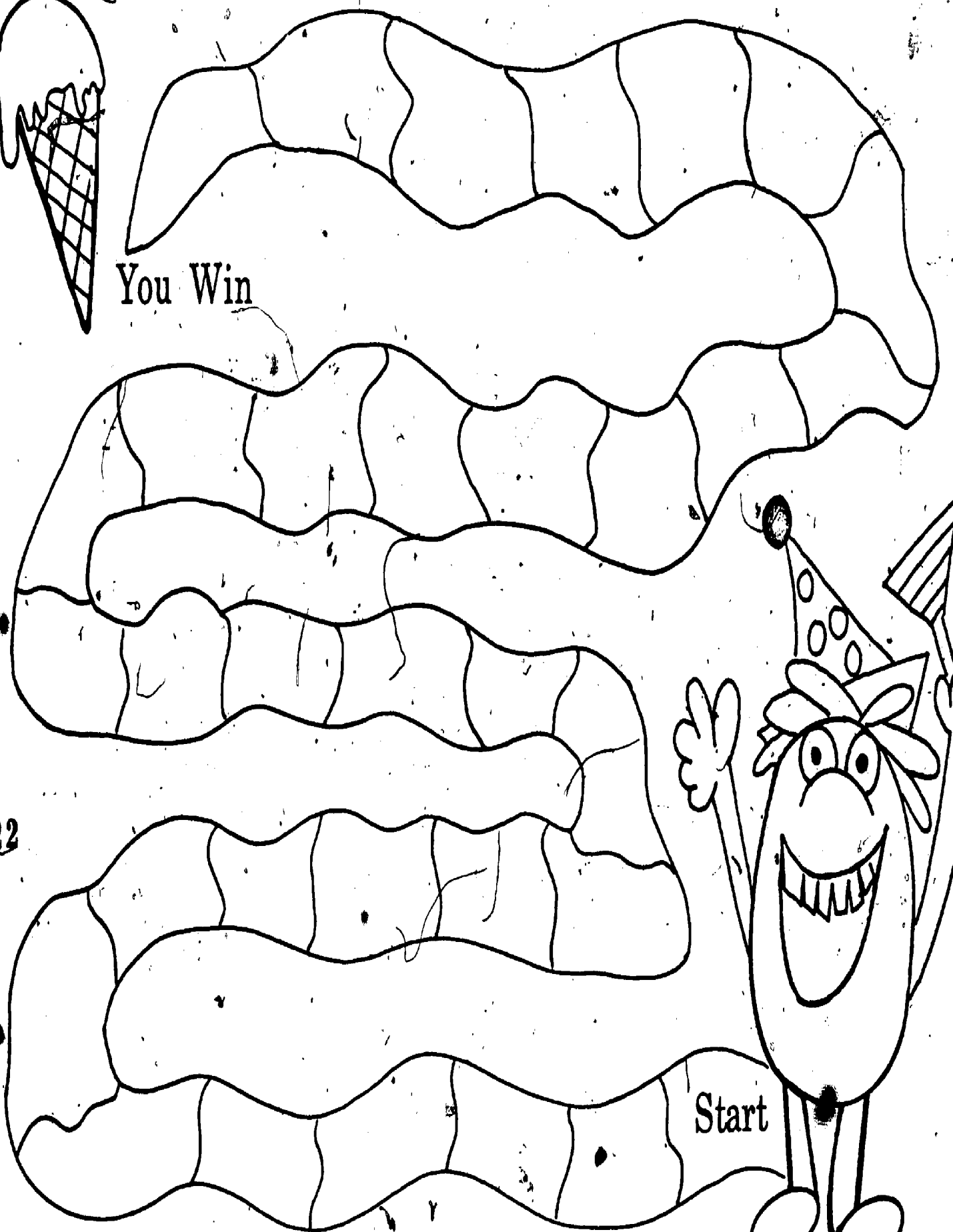
MAIL THE LETTER



21



You Win



Start

22

23

System 80		System 80
System 80	Language Master	Hoffman Lab

System 80	Hoffman Lab	
	System 80	Language Master

File	File	File	File
------	------	------	------

Teacher's Desk

Bookcase

Small groups work here

SRA School house						
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Student record files

Bookcases for storage

Materials for Classroom Teachers

File

Aide's desk

File
File

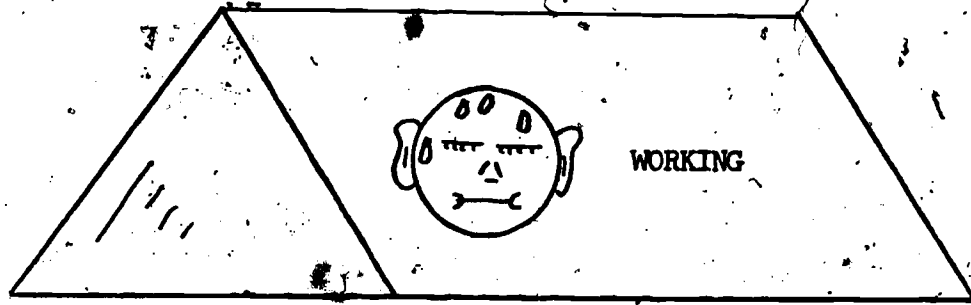
entry

24 storage

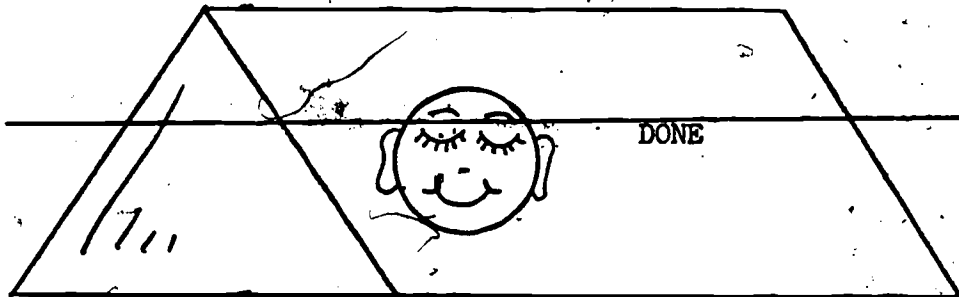
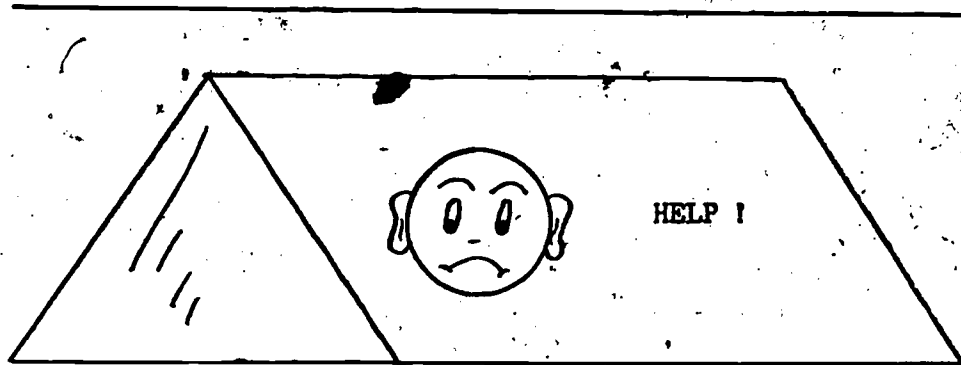
Small groups

Bookcase

STUDENT SIGNAL INDICATOR



Color coding for pre-reading students



- Working - green face
- Help - red face
- Done - yellow happy face

SAMPLE MASTER SCHEDULE CHART

- DAILY -

9:00 to 9:30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9:30 to 10:00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10:00 to 10:30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10:30 to 11:00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11:00 to 11:30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11:30 to 12:00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1:00 to 1:30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1:30 to 2:00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2:00 to 2:30	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2:30 to 3:00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Code: Yellow - System 80 machines
 Blue - Hoffman Lab
 Pink - Special one-to-one teaching
 Orange - Distar Language Arts

REPORT FROM LEARNING CENTER
Comanche Elementary School

TEACHER _____ DATE _____

_____ is in your _____

class. The following is a report on what is being done with this student.

Learning Center Teacher

SAMPLE ATTENDANCE REPORT

	Mon. Jan. 5	Tues. Jan. 6	Wed. Jan. 7	Thurs. Jan. 8	Fri. Jan. 9	total children per week	Mon. Jan. 12	Tues. Jan. 13	Wed. Jan. 14	Thurs. Jan. 15	Fri. Jan. 16	total children per week	Mon. Jan. 19	Tues. Jan. 20	Wed. Jan. 21	Thurs. Jan. 22	Fri. Jan. 23	total children per week		
Com. #1		1				1		1		1		1		1				1	2	
#2	10	7	6	12	4	16	9	12	10	16	2	18	12	12	14	16	5	19		
##3	5	4	7	3	1	9	5	3	1	3	1	7	6	1	2	4		5		
#4	3	4	3	6	1	6	4	3	4	4	1	5	1	1	1	3	1	3		
#5	2	5	5	4	3	8	2	5	2	6		6	4	6	3	6	3	8		
#6	4	3	2	4	1	5	4	3	1	3	1	4	5	7	3	6	2	4		
#8	6	4	5	2	2	12	2	2	2	2	7	5	2	2		1		4		
Total per day	30	28	28	31	12	57	26	29	20	35	5	46	30	29	23	36	12	45		
Total per week	129 visits						57	116 visits						46	45					
Total per month																				

SAMPLE CHILD BY CHILD SIGN-IN

Children Serviced and Tested for the week of January 19, 1976 through January 23, 1976

Child's Name	Dates	Community #.
Doug James	19-20-21-22	5
Jennifer Elliott	19-20-21-22	3
Sue McCoy	19-20-21	3
Hue Tong	19-19-20-20-20-20-21-21-21-21-22-22-22-22-23-23-23	6
Jarred McFadden	19-19-20-21-22-23	2
Chuck Crust	20-22	8
Karen Bledsoe	20-22	5
Rob Schumann	19-21	8
Jeff Pfeiffer	19-20-21-22	5
Stacey Brown	19-20-21-22	4
Tracy Bellavia	22-23	1
Rosalie Heck	23	5
Chris Coppenberger	23	1
Qua Tong	20-22	4
Jemma Yang	19	2
Jessica Peirce	20	1
<i>16 children</i>		
<i>56 visits</i>		

LANGUAGE MASTER - SET 1 - SOUND BLENDING

Name _____

Date _____

SHORT VOWELS						FINAL CONSONANTS					BLENDS	
a	i	o	u	e	a	o	u	e	i	pr - fr - nt - n	cl - sl - sk - s	
1	11	21	31	41	51	61	71	81	91	101	111	
2	12	22	32	42	52	62	72	82	92	102	112	
3	13	23	33	43	53	63	73	83	93	103	113	
4	14	24	34	44	54	64	74	84	94	104	114	
5	15	25	35	45	55	65	75	85	95	105	115	
6	16	26	36	46	56	66	76	86	96	106	116	
7	17	27	37	47	57	67	77	87	97	107	117	
8	18	28	38	48	58	68	78	88	98	108	118	
9	19	29	39	49	59	69	79	89	99	109	119	
10	20	30	40	50	60	70	80	90	100	110	120	

Medial Vowel	LONG VOWEL - FINAL e								Double Vowel				
	ā-e	ī-e	ō-e	ū-e	ā-ae	ī-ie	ū-us	ō-oe	ēa	ēe	āā	ōō	
120	131	141	146	151	156	161	168	174	177	181	186	191	196
121	132	142	147	152	157	162	169	175	178	182	187	192	197
122	133	143	148	153	158	163	170	176	179	183	188	193	198
123	134	144	149	154	155	164	171	177	180	184	189	194	199
124	135	145	150	155	156	165	172	178	181	185	190	195	200
125	136					166	173						
126	137					167							
127	138												
128	139												
129	140												
130													

Hottman Lab - Level 1

Name _____

Date _____

100-10	100-11	100-12	100-13	100-14	100-15	100-16	100-17	100-18	100-19
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3

101-10	101-11	101-12	101-13	101-14	101-15	101-16	101-17	101-18	101-19
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3

31

102-10	102-11	102-12	102-13	102-14	102-15	102-16	102-17	102-18	102-19
1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3

1-Listening Story

2-Do and Discover

3-Mastery Test

name _____



pretest 1 2 3 4 5 6 7 8 9 10 11 12

post-test 1 2 3 4 5 6 7 8 9 10 11 12



pretest 1 2 3 4 5 6 7 8 9 10 11 12

post-test 1 2 3 4 5 6 7 8 9 10 11 12



pretest 1 2 3 4 5 6 7 8 9 10 11 12

post-test 1 2 3 4 5 6 7 8 9 10 11 12



pretest 1 2 3 4 5 6 7 8 9 10 11 12

post-test 1 2 3 4 5 6 7 8 9 10 11 12

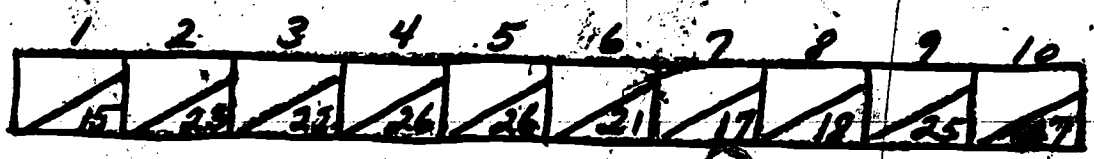


pretest 1 2 3 4 5 6 7 8 9 10 11 12

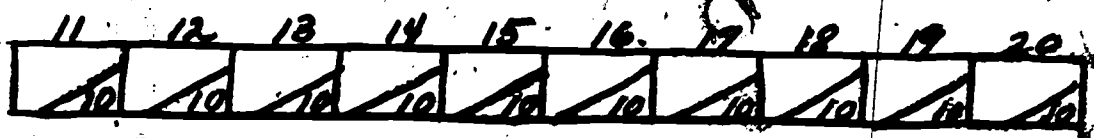
post-test 1 2 3 4 5 6 7 8 9 10 11 12

Community

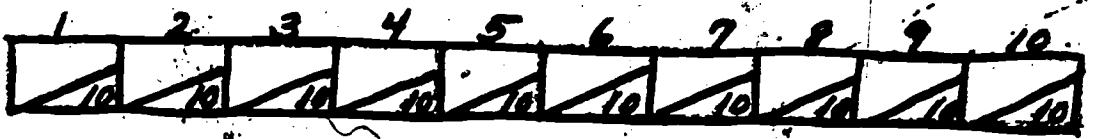
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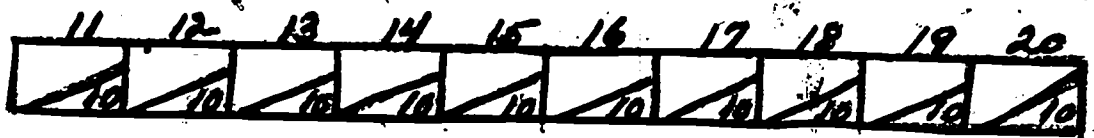
Blue 2



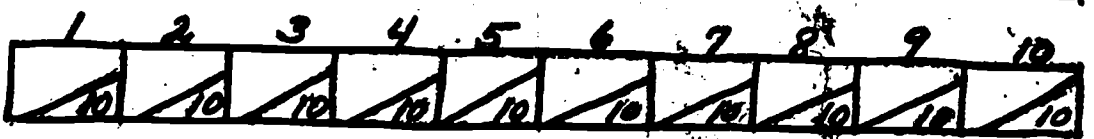
Red 1



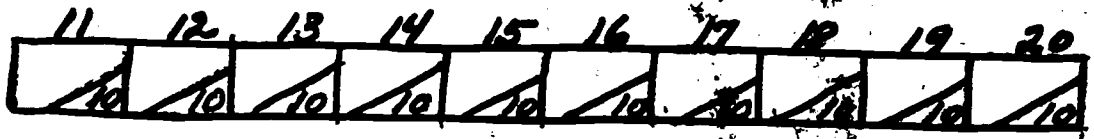
Red 2



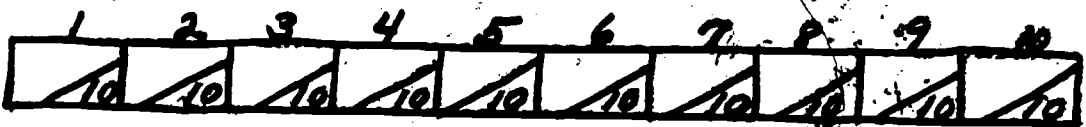
Gray 1



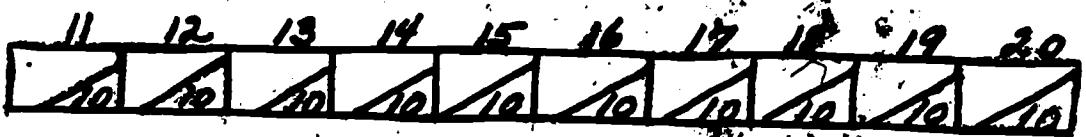
Gray 2



Green 1



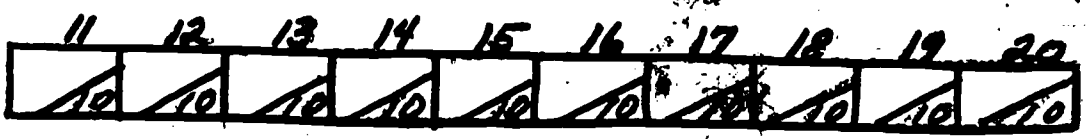
Green 2



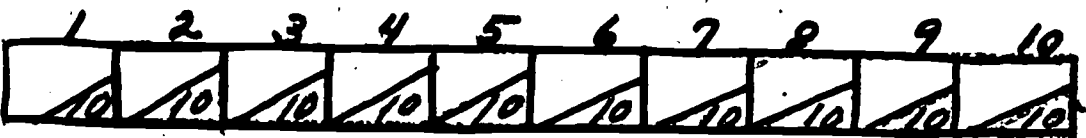
Orange 1



Orange 2



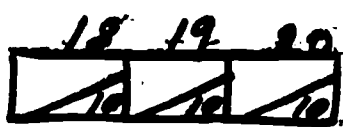
Brown 1



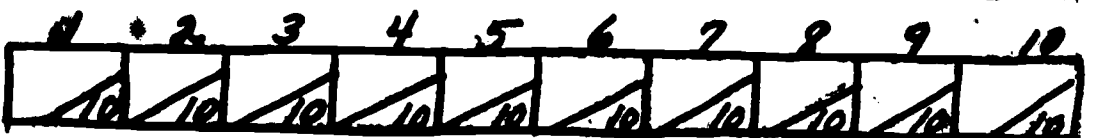
Brown 2



Brown 3

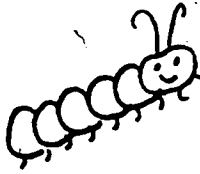


Purple



lame

Date _____



Way to go!!



I was a good worker!

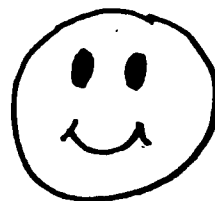
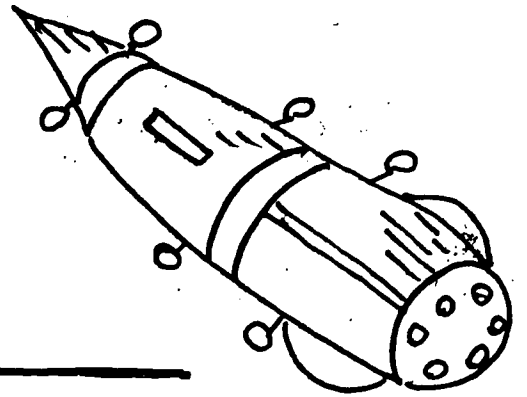


Date _____



Date _____

A-OK!!



Good Work - Well done!

SCRIPT OUTLINE FOR A PRESENTATION
OF AN ORIENTATION TO THE LEARNING CENTER.

Title of Presentation: "Out Of the Reading Closet Into The Maelstrom Of A Learning Center."

Introduction: If you were to walk into many schools today and ask to see the Special Reading Teacher, you would most likely find that person tucked away in a small compact room or in an empty classroom.

Surrounded by books, papers, boxes, a desk, and a small group of chairs, the reading teacher would be meeting with students on a tight schedule - trying to see as many students as she could - administering diagnostic and placement tests - conferencing with teachers - assisting in the inservice programs of the school - chairing curriculum committees or participating as a committee member - monitoring the developmental reading program of the school and the list goes on and on.

Some schools have been attempting to coordinate the talents and expertise of the special reading teacher and the special educator, such as the L.D. teacher and the speech/language clinician, in order to serve more utilization of a Learning Center. In the Learning Center, the reading teacher becomes a part of the Learning Center team.

Definition: What Is A Learning Center?

First, let us differentiate between a learning center and/or a learning station which is found in many classrooms. Under the traditional name of "interest centers" students worked independently but within the structure of the classroom curriculum. Earlier, these interest centers served to help the teacher provide enrichment or remedial activities for which her time was limited.

Interest centers moved to more modern terminology - "learning stations". We began to move toward more individualization with emphasis on student interests. Accountability for work at a learning station took the form of pre and post tests, activity worksheets, and student projects. Students could move from one station to another or remain at one station until his interest was satisfied or waned.

Slide 1.

The Learning Center that we speak of today is a center hub of a school where students, K - 6, may come for a variety of purposes. Their length of time spent in a learning center may be thirty minutes to one hour everyday or two or three times per week.

Slide 2.

Upon entering the Learning Center, the student signs in. This enables us to monitor the child's attendance and provides data on the number of students served in the center. Students on the Learning Center roster vary from day to day but the average is 25. A high month for attendance will be 56 students on the roster and a low month, such as September, may be 23.

Script Outline - page 2

Eligibility: Any student may be eligible to work in the Learning Center if he shows evidence of being an accelerated student in one or more of the content areas. His purpose for coming to the Learning Center is for enrichment of the regular classroom program.

Slides 3 -
4

Students who have fine motor problems and may profit from a typing program or need instruction in cursive handwriting.

Slides 5 -
6

Students who are working below grade level in one or more content areas: spelling, reading, math.

Students who need intensive work in the process skills:

Slides 7 -
8

- auditory discrimination
- auditory memory
- visual discrimination
- visual memory

Slide 9

Students who because of the open space classroom need a more structured time to their school day. Behavior modification techniques are used with these students.

Referral:
Slide 10

- A. Is made by the classroom teacher if the student is exhibiting difficulty in an academic area or is eligible for enrichment instruction.
- B. Is made by the Special Services Team for the educationally handicapped and for the academically talented student.

Placement:

Slide 11

A. Students are placed only after their needs are diagnosed by pre-testing and an individual prescription made to remediate these needs. Evaluation and prescriptions are made by Learning Center teacher or team.

Slide 12

- B. Students are scheduled as agreed cooperatively by the classroom teacher and the Learning Center. If time cannot be worked out, the student is placed on a waiting list. On the average, a student is placed within a week to ten days after initial referral - when testing is completed.
- C. Students who have been screened and evaluated by the Special Services Team are given priority by the Learning Center.
- D. Time assigned for student in Learning Center is determined by his needs: everyday or two times per week minimum. Learning Center teacher decides.

Materials/
Media

The following slides will be illustrative of the materials and media used in programming for students in the Learning Center:

Slide 13
Slide 14

- 1. System 80
- 2. Cyclo-teacher

Script Outline - page 3

- Slide 15 3. Hoffman Lab
- Slide 16 4. Teacher made materials
- Slide 17 a. calendar work
- Slide 18, 19 b. game boards
- Slide 20 5. Listening to tape programs
- Slide 21 6. Kits: Moving Up in Numbers
- Slide 22 Schoolhouse: Word Attack Skills
- Slide 23 7. Consumable Workbooks
- Slide 24 8. Floor Numberline
- Slide 25, 26 9. Parquetry Puzzles
- Slide 27, 28 10. Jumbo Consonant Floor Mat
- Slide 29, 30 11. Spatial Relations Board
- Slide 31, 32 12. Distar Language Group.
- Slide 33

Evaluation:

- A. Conferences with the classroom teacher are held periodically to communicate the progress of the Learning Center student and to coordinate the remediation program with classroom work.
- Slide 34 B. All Learning Center students working in System 80 programmed instruction are administered post-tests. Criterion for mastery is determined by the Learning Center teacher.
- Slide 35 C. A student may be programmed or re-cycled in other material if mastery level is below 85% or in the judgment of the Learning Center teacher, more work is needed.
- Slide 36 D. Evaluation is continuous with the student actively involved in the evaluation process.