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ABSTRACT

Presented are six inservice modules designed for personnel working with severely multiply handicapped students. Facilitator notes, activity notes, activity sheets, and worksheets or recording sheets are presented for the following modules: defining the problem and identifying what will meet the student's need, task analysis, systematic inquiry, behavioral objectives, task analysis of materials, and designing materials for the educationally handicapped. It is explained that these modules focus on a diagnostic-prescriptive model. Evaluation information is presented in the appendix to assess participants' progress. (CL)

INFORMAL DIAGNOSIS AND PRESCRIPTIVE PROGRAMMING: IN-SERVICE TRAINING MODULES FOR PERSONNEL WHO TEACH THE SEVERELY, MULTIPLY HANDICAPPED

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Overview

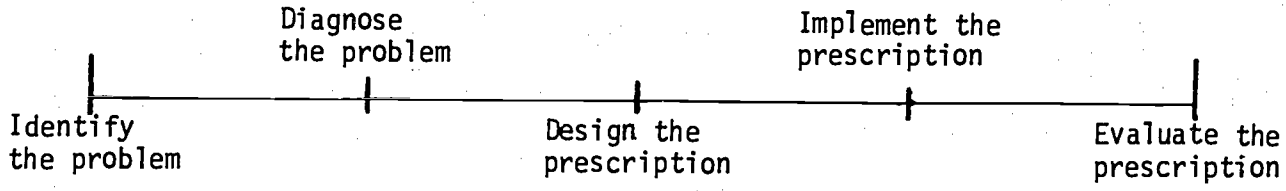
Until recently, the education of the severely, multiply handicapped child has been almost entirely neglected. As a result of recent state and federal legislation, public school personnel are now required to provide individualized education for these children.

Severely, multiply handicapped students are different from many "normal" and "mildly handicapped" students on a variety of relevant instructional dimensions. Even within the range of severely and multiply handicapped, the degree of difference is enormous, considering the number of variables that can be affected (auditory, visual, motor, orthopedic, medical, intellectual, etc.). Due to such differences, the premise offered is that individuals who work with these students (teachers, consultants, paraprofessionals, etc.) must systematically delineate, compensate for the absence of, or directly teach skills that teachers of less handicapped students may assume are operative.

The following in-service modules represent an attempt to teach personnel working with the severely, multiply handicapped informal diagnostic techniques and skills necessary to complete some phases of prescriptive programming. The information that is acquired through this training should not be used in isolation but in conjunction with training in other diagnostic and prescriptive programming skills.

This package contains six modules. They are Defining the Problem and Identifying What Will Meet the Student's Needs, Task Analysis, Behavioral Objectives, Systematic Inquiry, Task Analysis of Materials, and Designing Materials for the Educationally Handicapped.

In looking at the basic continuum of services,



these modules address the first three components. They are based on the premise that educators can gather the necessary information to make instructional, program decisions. The focus is on the information which is presented to the educator every day--the child's response to the present program. This is a dynamic process which changes as the child, and the educator's view of the child, changes.

The sequence of training presented in the modules is analogous to steps taken in any instructional design process. After defining the child's problem, and identifying what other kinds of information need to be gathered to design a program to meet the child's needs, the examination of instruction begins with the basic unit of the task. Through careful task analysis, the requirements, or subtasks, then become the frame of reference for observing the performance of the child. By working with simpler, more manageable units, the child's unique instructional needs become apparent.

In the next module, Systematic Inquiry, the participants practice an informal diagnostic technique to gather information on how a child learns. They examine each task and ask, "If a child could not do this task, how could I change it so he might be able to do it?" By modifying the task, and having the child able to do it because of the modification, a clue to the child's learning style has been found.

After information on what needs to be taught and how to teach it has been collected, the behavioral objectives for instruction can be formulated. In the Behavioral Objectives module, participants learn to write long and short range objectives. By monitoring the response of the child to the objectives, appropriateness and/or need for revision in the instructional program can be determined.

In the Task Analysis of Materials module, participants apply the process of task analysis to instructional materials. The Designing Materials for the Educationally Handicapped module teaches them how to develop instructional materials, if none are available, to meet a specific child's needs.

All the modules include notes to the facilitator that explain how he is to conduct the module. In these notes, the facilitator is asked to divide the participants into small groups to complete certain activities. During this time, the facilitator should circulate among the groups and carefully check their work in order to insure that they are learning the skill being presented.

The Appendix includes information on, and examples of, evaluation procedures that can be used to assess the progress of the participants.

Facilitator Notes for Defining the Problem and Identifying What Will Meet the Student's Need

This module presents a series of questions that, when answered, help participants define a child's problem and identify what will meet his needs.

It establishes a need for the participants to gather more diagnostic information in order to accurately define a child's problem and identify what will meet his needs. Informal techniques for collecting such data are then presented.

Objective of the Module

1. The participants will complete Worksheets 1, 2, and 3, Defining the Problem and Identifying What Will Meet the Student's Need, with 100% accuracy.

Materials Needed for the Module

Facilitator Materials	Participant Materials
Activity Notes	1 copy of Activity Sheet 1a per participant
1 transparency of Worksheets 1, 2, and 3	1 copy of Worksheets 1 2, and 3 per participant
Overhead projector	
Marking pens	

Time Needed to Complete the Module

This module takes approximately forty-five minutes to complete.

Activity Notes for

Defining the Problem and Identifying What Will Meet the Student's Need

(HAND OUT WORKSHEETS 1, 2, and 3.)

1. Take about three to five minutes to look these over.

2. Let's say that a child - Peter - is referred to you.

   a. He is eleven years old.

   b. He's having trouble learning how to undress himself.

(PUT THE TRANSPARENCY OF WORKSHEET 1 ON THE OVERHEAD.)

3. The first thing we may want to do with this referral is to define the problem.

4. The first question to ask yourself when defining the problem is:

   1.1 Who is affected?

   The answer is Peter, his teacher and parents.

5. Then we ask:

   1.2 What is the apparent skill deficit?

   He can't undress himself.

6. Next we ask:

   1.3 What kind of skill deficit is it?

   a. What did we want the student to accomplish?

   We wanted him to independently dress himself.

   b. What has been done? (What/How much did the student achieve?) We need specific information from the teacher to complete this. "Can't undress himself" isn't enough.

   Let's say that he has learned to take his pants off but cannot at this time manage his shirt.

7. Then we ask:

   1.4 What remains to be done?

   He needs to learn how to take off a T-shirt style and dress shirt.

8. Now we need to combine all of the above information into a statement of the problem.

1.5 Problem statement:

Peter's teacher wants him to learn how to remove a T-shirt and dress shirt independently.

9. Finally, ask yourself:

1.6 Are there ways to meet this problem?

At this point, yes.

10. Peter's problem is now better defined. However, we still need to pinpoint what will meet his educational need.

(PUT TRANSPARENCY OF WORKSHEET 2 ON THE OVERHEAD.)

11. Again, we state what we want him to accomplish.

2.1 Peter needs to learn how to remove a T-shirt and dress shirt independently.

12. Next, we ask ourselves:

2.2 What kind of information do I need to program for Peter?

a. What kind of questions do I have?

1) Do I have questions about his
___background (family, previous educational experiences)
___intellectual information (at what level is the child functioning?)
___behavioral information (what can and can't the child do?)
___other information (health, sensory, etc.)

2) Let's say I would like more behavioral information about Peter. Would any of you want other types of information also?

(RECORD RESPONSES ON THE TRANSPARENCY.)

b. Which of these questions are answered by the information you already have?

Do you have any
___background information?
___intellectual information?
___behavioral information?
___other information?

1) With this example, you only have a little behavioral information.

You know that he can put on his pants independently.

2) In other cases, the referring teacher may have given you information that would answer your questions in certain areas and/or you may have read the child's cumulative folder, etc.

(PUT TRANSPARENCY OF WORKSHEET 3 ON THE OVERHEAD.)

c. What questions still need to be answered?

What kind of information do you need to answer them?

___background information?

You might want to know what methods and materials have been previously used with the child.

___intellectual information?

You might ask what tests have been given or need to be given.

___behavioral information?

Can Peter remove a dress shirt if it is unbuttoned?

___other information?

What are some other things that you have questions about?

(RECORD RESPONSES ON THE TRANSPARENCY.)

13. By listing what types of information we still need, we have an indication of where to begin gathering diagnostic data.

14. The next question we ask is:

    2.3 Does this information we have gathered indicate a need to modify the problem statement and goals we established for Peter?

        A. This question can't be answered until you have gathered all the diagnostic information on the child so let's wait and answer it after we've gathered some on him.

(HAND OUT ACTIVITY SHEET 1a.)

Activity Sheet 1a

1. Think of a child you worked with last year.
2. Based on that child's problem, complete worksheets 1, 2, and 3 for Defining a Problem and Identifying What Will Meet the Student's Need.
3. As you finish each page, discuss it with a facilitator.
4. Rejoin the large group for discussion.

(DISCUSS WITH THE GROUP THE ADVANTAGES AND DISADVANTAGES OF USING SUCH A PROCESS WHEN WORKING WITH HANDICAPPED CHILDREN.)

15. Is this the type of process you use to define a problem and identify what will meet the student's need? Are these the types of questions you ask yourself?

16. Do you think it is a worthwhile procedure to use?

17. Do you have any suggestions about questions to add or delete?

18. On pages 2 and 3, we looked at the many types of information you could gather. We're going to concentrate on gathering information that is behavioral. In other words, we are going to concentrate on gathering observable, measurable data.

    a. We're not going to make assumptions about what is going on inside a child's head.

    b. We'll concentrate on what we observe him doing.

19. One way to gather informal diagnostic data is through task analysis.

ACTIVITY SHEETS

Defining the Problem and Identifying What Will Meet the Student's Need

1. Think of a child you worked with last year.
2. Based on that child's problem, complete worksheets 1, 2, and 3, Defining a Problem and Identifying What Will Meet the Student's Need.
3. As you finish each page, discuss it with a facilitator.
4. Rejoin the large group for discussion.

WORKSHEETS

Defining the Problem and Identifying What Will Meet the Student's Need

1.0 Defining the problem.

1.1 Who is affected?

1.2 What is the apparent skill deficit?

1.3 What kind of skill deficit is it?

a. What did we want the student to accomplish?

b. What has been done? (What/How much did the student achieve?)

1.4 What remains to be done?

1.5 Write a problem statement in paragraph form including the information in 1.1, 1.2, 1.3, and 1.4.

1.6 Are there ways to meet this problem?

Probably yes_____ Probably no_____

2.0 Identifying what will meet the student's need.

2.1 What is it that the student is to accomplish? (What are the appropriate goals for the student?)

2.2 What kinds of information are needed for you to program for this child?

a. What questions need to be answered before you can program for the child? Do you have questions in the areas of:

___background information (family, previous educational experiences, etc.)

___intellectual information (At what level is the child functioning?)

___behavioral information (What can the child do? What can't he do?)

___other information (health, sensory, etc.)

b. Which of these questions are answered by the information you already have?

___background information

___intellectual information

___behavioral information

___other information

c. What questions still need to be answered? What kind of information do you need to answer them?

Kinds of Information	Elaborate
___background information	
___intellectual information	
___behavioral information	
___other information	

2.3 Does this information you have gathered indicate a need to modify 1.5 or 2.1?

Yes___ No___

Facilitator Notes for Task Analysis

The task analysis module is one of the most important in the series of packets. Task analysis is the foundation of diagnosis and programming techniques for the severely and profoundly handicapped child.

If this module is the only one being presented at a workshop, the facilitator should point out that task analysis is an informal diagnostic tool that is of exceptional value in gaining diagnostic information about the severely, multiply handicapped child. Most standardized diagnostic tests are not applicable for this type of child.

The facilitator should also use the "Continuum of Services" transparency to clarify where task analysis fits into the overall continuum of defining, diagnosing, and programming for a child. At this time, it could also be stated that although task analysis is both a diagnostic and remedial tool, this module will stress only the diagnostic aspects of the technique.

In order to present this module, the facilitator must select eight non-academic and pre-academic tasks for the group to task analyze. The tasks that the participants are asked to analyze should be placed in order of difficulty. The first one the participants do should be the easiest and "cleanest" to task analyze. The last one they are asked to do should also be fairly easy so that the participants end the module with a positive feeling about their ability to task analyze.

In this module, eight tasks are included as examples. They are similar to those usually included in the curriculum for a severely, multiply handicapped child. They may be used, or the facilitator may select different ones.

Also included are task analyses that previous participants have completed for each of the eight example tasks. These are labeled "Task Analysis by Previous Participants" in the upper right corner. After the participants have completed analyzing a task, they are to compare their analysis with the analysis of a previous participant. If you are asking the participants to analyze a task that is not one of the eight example ones, you will need to prepare a task analysis of it. You might consider putting "Task Analysis of Previous Participants" in the upper right hand corner. This seems to put participants more at ease for they don't think these are checksheets with the "right" answers. They become simply another participant's idea of how to do task analysis.

Stress to the participants that these task analyses are not necessarily correct. They are to be used by the participants to see how others task analyzed the tasks. The discussion that often results when participants compare their responses to what someone else did usually provides many learning experiences. If you do stress that the

answers are not necessarily correct, experience has indicated that you will avoid disagreements among the participants and facilitators about th task analyses. If you do prepare the "Task Analysis by Previous Participants" yourself, try not to become defensive if participants, when comparing yours with theirs, disagree with it.

Encourage the participants to try to break objectives into very small steps when they are first practicing task analysis. If they can do this, they will also be able to task analyze on a more general level. For example, when task analyzing "removing a T-shirt" someone may want to write "pulls shirt off arm" as a task instead of breaking it into smaller tasks, such as "pulls shirt off wrist," "pulls shirt off elbow" and so forth. When working with the severely, multiply handicapped, it is extremely important that each objective is broken down into as many subtasks as possible. Otherwise, when the task analysis is being used to teach the child the skill, he becomes confused or overwhelmed by what is being asked of him.

Some participants will wonder why they need to always include the task of "attending to the task/teacher." This has been included on all of the pages labeled "Task Analysis by Previous Participants" because it is a skill often assumed that the student has, which he often doesn't. By having the participants always include this subtask, it is hoped that they will become more aware of it and check to be sure children can attend.

There are four problems that facilitators may encounter when training people to do task analysis. The first is that participants frequently record abilities, such as "visual discrimination of 'b' and 'd'" or "remembers sounds" as tasks. Stress to them that these are abilities and cannot be in a task analysis unless they can be stated in observable terms. Then assist them in writing these in observable terms.

Another problem concerns recording actual tasks but using words such as "understands" to describe them. Help the participants select action verbs. Many times, the word "demonstrates" is placed in front of every task. "Demonstrates" should probably only be used in one case, "demonstrates an understanding of the language of directions." In most cases, a more observable term can be found.

The third problem is that some participants, when doing task analysis, find it difficult to concentrate only on the objective and not on the child. They think that a task analysis of an objective must consider the child's handicapping condition. The following may help in clarifying this issue.

1. Analyzing a task with a specific child in mind would greatly increase the amount of time needed to task analyze an objective because each time the objective was taught to a child with a different handicapping condition, it would have to be re-analyzed. It makes more sense to decide what tasks are involved in the objective that the child must complete in order to finish the

objective. Then, when it is time to teach the child the objective, modify only the subtasks that are necessary to change in order to individualize for the child's handicapping condition. This takes much less time than re-analyzing an objective. The skill of modifying subtasks is taught in the Systematic Inquiry module.

2. Bateman's example of the main subskills, presented when teaching a normal child to decode (The Essentials of Teaching, page 40), illustrates the concept of considering only the objective, and not the child, when doing a task analysis. The subskills listed are inherent in the objective and are not determine by what the child can and cannot do.

3. Task analysis by definition is looking at the task to determine its own necessary subskills. It is looking at what the task requires of any learner and the essential subskills and/or prerequisites the task demands of the learner. In administering the checklist of test items for each subtask, diagnostic information is gained as to what subskills the individual child can and cannot do and where to begin instruction. At this point, then, the information about the individual child is gathered, and considered, but not before.

The last problem revolves around the amount of papers that must be distributed for this module. The facilitators must be very organized and know when to distribute what papers to whom.

Some participants will finish Activity 2c before others will. Allow them to start Activity 2d without waiting for others. However, this will complicate the distribution of papers, so be prepared for mass confusion unless you're organized!

Encourage the participants to change partners after Activities 2a and 2c. Everyone takes a slightly different approach to task analysis and it is beneficial to expose people to as many of these approaches as possible for more learning is then likely to occur.

Objectives of the Module

1. Participants will isolate, describe, and sequence the subtasks of one of the following non-academic tasks:

   a. Making a peanut butter sandwich.
   b. Cooking a hard boiled egg.
   c. Planting a seed.
   d. Washing a car.
   e. Setting a table with one place setting.
   f. Baking a cake.
   g. Making a bed.
   h. Lighting a cigarette.
   i. Mixing a martini.

2. Given a pack of cards with the subtasks of a non-academic task in random order, participants will sequence the subtasks in correct order with 85% accuracy.

3. The participants will define task analysis and tell four uses of task analysis with 100% accuracy.

4. The participants will analyze five non-academic tasks into their component subtasks and record their task analyses on the Recording Sheets with 95% accuracy.

5. The participants will analyze three pre-academic tasks into their component subtasks and record their task analyzses on the Recording Sheets with 90% accuracy.

Materials Needed for the Module

Facilitator Materials

Activity Notes

Blank transparencies

Approximately ten 3x5 cards per participant

Task Analyses by Previous Participants for Worksheets 4, 5, 6, 7, 8, 9, 10, and 11

1 transparency of

Reasons For	Reasons Against	Ways to Solve

Overhead projector

Marking pens

Participant Materials

1 Activity Sheet 2a per participant

1 Activity Sheet 2b per participant

1 copy of Essentials of Teaching per participant

1 Activity Sheet 2c per participant

1 copy of Worksheets 4, 5, 6, 7, and 8 and Recording Sheets 4a, 5a, 6a, 7a, and 8a per participant

1 copy of Activity Sheet 2d per participant

1 copy of Pre-academic Tasks 9, 10, 11 and Recording Sheets 9a, 10a, and 11a per participant

Time Needed to Complete the Module

Approximately three to three and one-half hours is needed to complete the module. It is best to teach the module in one session. However, if this is not possible, Activities 2a and 2b can be facilitated in one session and Activities 2c and 2d in the second one. Both sessions would then be about one and one-half hours long.

Activity 2b can be assigned as a "homework" assignment which would also shorten the time the module takes to complete.

Activity Notes for Task Analysis

1. In our last activity, we practiced identifying and defining a child's problem. We identified that Peter cannot remove either a T-shirt or a dress shirt. Let's say that we decide to teach Peter how to take off a shirt. In order to teach him we need to gather some diagnostic information that will help us decide what specific task to teach him. An informal diagnostic technique that could help us gather the information is task analysis.

2. One of the basic principles of teaching any child with learning problems, whether they are mild or severe, is that the learning tasks we present to him should be broken down into small, sequential steps. Breaking tasks or objectives into small, sequential steps is task analysis.

(PUT A BLANK TRANSPARENCY ON THE OVERHEAD AND RECORD THE FOLLOWING.)

3. Barbara Bateman, in Essentials of Teaching, describes task analysis "as the process of
   a. isolating,
   b. describing, and
   c. sequencing,
   all necessary subtasks which, when the child has mastered them, will enable him to perform the objective" (Bateman, 1971, p. 33).

4. Teachers, consultants and so forth use task analysis as both a diagnostic and remedial tool. In this module, we'll explore its use as a diagnostic technique.

5. To use task analysis diagnostically, you:

   a. Specify an instructional objective the child is having difficulty meeting.
   b. Break it into subtasks.
   c. Construct a checklist with a test item for each subtask.
   d. Administer the checklist.
   e. Teach the child the subtasks he doesn't know.

      1. When he is able to do all the subtasks that are part of the objective, he should be able to complete the objective.

      2. When you're teaching the subtasks to the child that he didn't know, remember to check for generalization. Sometimes, when you're teaching a child one subtask he may learn another one automatically. So, after teaching the first subtask, administer the test item from the checklist for the next subtask you're going to teach him before starting to teach it to him. It won't take long and it may prevent you from teaching the child something he already knows.

6. There are two things to remember when you're doing task analysis. First, pretend you are a strict behaviorist. You are interested only in behaviors you can observe--those that can be seen, heard, measured, or counted.

   a. Don't attempt to make inferences about what goes on "inside" the child.

      1) For example, let's not use a term like "visual discrimination." A term like that doesn't tell us much. There are many definitions of it. Also, it is hard to measure if the child has problems in this area or not when it is just stated as "visual discrimination."

      2) However, if we state the term in more observable language such as "can match a teaspoon with another teaspoon when a tablespoon is present, then we can see the child perform that task.

      3) We've changed a statement of a task from something we were guessing went on "inside" the child's brain to a task that is observable.

   b. So, concentrate only on the observable subtasks the child needs to do in order to complete the objective.

      1) Ask yourself, "Does the child need to do this subtask to meet the objective?"

      2) "Is it something I can see, hear, count, or measure?"

7. The second point to remember when using task analysis is to concentrate on the objective you're trying to teach the child. At this time we don't need to concentrate on the child himself.

   If you did consider a specific child each time you task analyzed an objective, it would greatly increase the amount of time needed to do task analysis. It would mean that each time you taught the objective to a child with a different handicapping condition, you would have to re-analyze the objective. It makes more sense to decide what tasks are involved in the objective that the child must complete in order to finish the objective. Then, when it is time to teach the child the objective, modify only the subtasks that are necessary to change in order to individualize for the child's handicapping condition.

8. When we're trying to do a task analysis using observable behaviors we use this formula:

   Action verb plus object.

   For example, an action verb is "pick up" and an object is "Kleenex." "Matches" "pictures" is another example.

(HAND OUT ACTIVITY SHEET 2a and 3x5 CARDS.)

Activity Sheet 2a

1. Divide into small groups.
2. The facilitator will give your group a non-academic task. Isolate, describe, and sequence the subtasks which, when mastered, will enable an individual to perform the task.
3. List each subtask on a separate card.
4. Number each card on the back, indicating the correct sequence your group has determined.
5. Provide a title card. Underline the title.
6. Shuffle your task cards out of sequence and place the title card on top.
7. Give your task cards to the facilitator for exchange with another group.
8. When you receive another group's set of task cards, sequence the given tasks as a group. Then compare your group's sequence to the original group's sequencing by checking the number on back of each card. Discuss any discrepancies.

(AFTER THE PARTICIPANTS HAVE COMPLETED ACTIVITY 2a, ASK THEM TO FORM A LARGE GROUP.)

9. Now we are going to continue to apply task analysis to more specific non-academic and pre-academic tasks. These are the kinds of skills you may be teaching children who are severely, multiply handicapped.
10. Task analysis, as we have state previously, is an effective informal diagnostic and prescriptive programming technique to use with any child. The process is the same when you analyze any task - only the objective or task being analyzed varies.

(PUT A BLANK TRANSPARENCY ON THE OVERHEAD AND RECORD THE FOLLOWING.)

11. Let's keep in mind that:
    a. Task analysis involves isolating, describing and sequencing subtasks.
    b. Task analysis is action verb plus object.
    c. Task analysis involves only observable behavior.

12. Let's say we wanted a child to remove his long pants completely without assistance. He couldn't do it so we decided to gather some informal diagnostic information about why he couldn't by using task analysis.

13. Our objective is that Peter will completely remove long pants with an elastic waist, without assistance, when given the command, "Peter, take off your pants."

(RECORD THE FOLLOWING ON THE TRANSPARENCY.)

14. The task analysis of removing long pants is:

    a. Attends to the teacher and task.
    b. Grasps waist band of pants with hands.
    c. Pulls pants from waist to groin.
    d. Pulls pants from groin to mid-thighs.
    e. Pulls pants from mid-thighs to knees.
    f. Pulls pants from knees to calves.
    g. Pulls pants from calves to ankles.
    h. Sits down.
    i. Grasps one pant leg.
    j. Pulls the pants from one ankle and foot.
    k. Pulls the pants from the other ankle and foot.

15. This completes the first and second steps of task analysis. We have listed a specific objective we want the child to achieve and broken it into small subtasks. The third step is to construct a checklist with a test item for each subtask.

16. If I wanted to check to see if the child was attending to the teacher and task, I would first define what attending was in observable terms. Let's say it means looking at the teacher for thirty seconds without looking away while the teacher says, "Peter, take off your pants" and demonstrates the task for him. By defining it in this way, we could observe to see if he did attend. If he didn't we could teach him to because he would need to do this subtask in order to complete the objective.

17. A way to check to see if he could grasp the waist band of his pants would be to see if he could grasp and if he knew where the waist band of his pants were.

18. To check out the remaining subtasks, you could remove the child's pants completely except for the subtask you are checking. For example, you would start with his pants at his waist then say, "Peter, take off your pants." You would pull them down to his knees allowing the child to finish. If he can complete that subtask, you would check to see if he could remove the pants from his mid-thighs. If he could not, you would know that you might have to teach him how. However, don't stop checking the subtasks just because you find one he can't do. Check to see if he could remove his pants if they were

at his groin. For some reason, he may be able to do this yet not be able to remove them from his mid-thighs. If you found this to be true, you wouldn't need to teach him how to remove them from his mid-thighs.

By checking the subtasks in this manner you would determine which subtasks must be taught in order for the child to achieve this self-help skill.

19. Let's take some time to read about Barbara Bateman's method of task analysis and then we'll practice task analyzing some non-academic tasks.

(HAND OUT ACTIVITY SHEET 2b.)

Activity Sheet 2b

1. Read Chapter 3 in the Essentials of Teaching.
2. Return to the large group for discussion.

20. What did you think were the important points in this chapter?

(IF THE FOLLOWING POINTS ARE NOT MENTIONED BY THE PARTICIPANTS, THE FACILITATOR SHOULD PRESENT THEM.

a. In all teaching, it is important to begin instruction on the appropriate level of task difficulty. A thorough task analysis enables the teacher to determine quite precisely where to begin instruction.

b. Task analysis provides an efficient means for assessing what skills the child needs to learn to complete the objective.

c. The uses of task analysis include:

1) Assessing entering behavior,
2) Grouping for instruction,
3) Readiness, and
4) Motivation.)

21. Bateman presents a task ladder model. The bottom rung of the ladder is for entering behavior pre-requisites. The second rung lists the subtasks and the top rung is the instructional objective. During the next activity, you will be looking at task analyses the previous participants did. You will see that they started listing the behavior

pre-requisites as numbers one, two, etc. The last task listed is the one that meets the objective. This is a reverse of Bateman's ladder.

The entry behavior of "attending" is almost always included. It is a good idea to always list this, where appropriate, because it is so important for the completion of every objective and unless we list it we often forget to check to see if the child does attend.

22. In our next activity, we are going to task analyze some non-academic tasks. We will ask you to compare your task analysis to those of previous participants. These are not necessarily the correct answers. We ask you to compare yours with theirs in case you have left out something that they may have included and vice versa. Or, if you aren't sure of the correct sequence, looking at how someone else did it may help you.

23. Please try to use common words when you task analyze these tasks. By using common terms, we can more easily understand what everyone means.

24. Be sure to compare your task analysis with that done by other participants after <u>each</u> worksheet.

(PUT A BLANK TRANSPARENCY ON THE OVERHEAD AND RECORD THE FOLLOWING.)

25. Remember the rules of task analysis.

    a. It is isolating, describing, and sequencing subtasks.
    b. It is action verb plus object.
    c. It involves <u>only</u> observable behavior.

(HAND OUT ACTIVITY SHEET <u>2c</u>, WORKSHEETS <u>4</u>, <u>5</u>, <u>6</u>, <u>7</u>, and <u>8</u> and RECORDING SHEETS <u>4a</u>, <u>5a</u>, <u>6a</u>, <u>7a</u>, and <u>8a</u>.)

Activity Sheet <u>2c</u>

1. In dyads, isolate, describe and sequence the subtasks for each of the non-academic tasks which you have been provided.

2. Compare your answers with examples that previous participants did.

3. Discuss any differences between your task analysis and that of previous participants.

continued on next page...

Activity Sheet 2c continued.

4. Select your task analysis, or one by previous participants, or a composite of both, as your final task analysis of the task.

5. Write your final analysis on the Recording Sheet.

6. At this time, ignore the "Check" and "Systematic Inquiries" columns.

(AFTER THE GROUP HAS FINISHED TASK ANALYZING THE NON-ACADEMIC TASKS, ASK THEM TO FORM A LARGE GROUP.)

26. One of the deficits the severely, multiply handicapped child demonstrates is a lack of language skills. Many of these children exhibit very limited or no expressive language and others seem to lack receptive language. In order to develop a child's language, we teach him skills such as how to discriminate among objects, how to imitate sounds, and so forth. These are often referred to as pre-academic skills.

In our next activity we will task analyze some of these pre-academic tasks. Remember to continue to use observable terms. For this activity, please find a new partner.

(HAND OUT WORKSHEETS 9, 10, and 11 and RECORDING SHEETS 9a, 10a, and 11a.)

Activity Sheet 2d

1. In dyads, isolate, describe, and sequence the subtasks of three pre-academic skills.

2. Compare your answers with examples that previous participants did.

3. Discuss any differences between your task analysis and that of previous participants.

4. Select your task analysis or one by previous participants or a composite of both, as your final task analysis of the skill.

5. Write your final analysis on the Recording Sheet.

6. At this time, ignore the "Check" and "Systematic Inquiries" columns.

27. Remember to compare the task analysis of each pre-academic skill with those that previous participants did after you finish each one.

(WHEN THE PARTICIPANTS HAVE COMPLETED THE ACTIVITY, ASK THEM TO FORM A LARGE GROUP.)

28. Let's brainstorm some reasons for using task analysis as a diagnostic technique, some problems that may be involved in using it and ways to solve some of these problems.

(PUT A TRANSPARENCY ON THE OVERHEAD THAT LOOKS LIKE THIS:

REASONS FOR	PROBLEMS	WAYS TO SOLVE

RECORD THE GROUPS' RESPONSES IN THE APPROPRIATE COLUMN.

ONE OF THE MOST OFTEN MENTIONED REASONS FOR NOT USING TASK ANALYSIS IS THE AMOUNT OF TIME IT TAKES. IF THE FOLLOWING POINTS ARE NOT MENTIONED BY THE PARTICIPANTS, THE FACILITATOR SHOULD MAKE THEM:

a. Task analysis becomes easier and quicker to do the more you do it. Did any of you notice this as your practiced?

b. Although you usually task analyze most objectives you teach a severely, multiply handicapped child, you need to only thoroughly task analyze those objectives he is having problems achieving.

c. Save every task analysis you do. Another child may have problems with that task or one similar to it.

d. Teachers in a building could make a file of all the task analyses they have done. Then, before doing one, you could check the file to see if that task had already been analyzed. If you did put all the task analyses in a file, it would be important to agree on a common set of terms first.

e. There are some books available that contain the analyses of many tasks that other professionals have written. However, even when these are available, you have to know the process of task analysis. For example, every child will not learn the tasks in the same sequence and some of the tasks in the book may have to be broken down even further for some children. If you don't know how to do this, the book won't be of much use to you.)

ACTIVITY SHEETS

Task Analysis

1. Divide into small groups.
2. The facilitator will give your group a non-academic task. Isolate, describe, and sequence the subtasks which, when mastered, will enable an individual to perform the task.
3. List each subtask on a separate card.
4. Number each card on the back, indicating the correct sequence your group has determined.
5. Provide a title card. Underline the title.
6. Shuffle your task cards out of sequence and place the title card on top.
7. Give your task cards to the facilitator for exchange with another group.
8. When you receive another group's set of task cards, sequence the given tasks as a group. Then compare your group's sequence to the original group's sequencing by checking the number on back of each card. Discuss any discrepancies.

Task Analysis

1. Read Chapter 3 in The Essentials of Teaching.
2. Return to the large group for discussion.

Task Analysis

1. In dyads, isolate, describe and sequence the subtasks for each of the non-academic tasks which you have been provided.
2. Compare your answers with examples that previous participants did.
3. Discuss any differences between your task analysis and that of previous participants.
4. Select your task analysis, or the one by previous participants, or a composite of both, as your final task analysis of the task.
5. Write your final analysis on the Recording Sheet.
6. At this time, ignore the "Check" and "Systematic Inquiries" column.

Task Analysis

1. In dyads, isolate, describe, and sequence the subtasks of three pre-academic tasks.
2. Compare your answers with examples that previous participants did.
3. Discuss any differences between your task analysis and that of previous participants.
4. Select your task analysis, or the one by previous participants, or a composite of both, as your final task analysis of the skill.
5. Write your final analysis on the Recording Sheet.
6. At this time, ignore the "Check" and "Systematic Inquiries" column.

WORKSHEETS

Worksheet 4
(Use in Activity 2c)

Task Analysis

Task analyze this self-help skill. The teacher says, "Susan, brush your teeth."

Worksheet 5
(Use in Activity 2c)

Task Analysis

Task analyze this self-help skill. The teacher says, "Joey, put on your socks".

Worksheet 6
(Use in Activity 2c)

Task Analysis

Task analyze this motor skill. The teacher says to the child, who is lying on a bed, "Allan, sit up".

Worksheet 7
(Use in Activity 2c)

Task Analysis

Task analyze this self-help skill. The teacher says, "Kathy, button your blouse".

Worksheet 8
(Use in Activity 2c)

Task Analysis

Task analyze this self-help skill. The teacher say, "Mark, take off your T-shirt."

Task Analysis

Object Discrimination Using Pictures

The teacher places three different picture cards (ball, cup and orange) on the table and says, "Sally, point to the ball."

After the child has pointed to the ball, the teacher asks her to point to the cup and the orange.

Task Analysis

Concept Development

The teacher and child are seated at a table. On the table are placed a ball, an apple and a sock. Beside the table is a box.

The teacher says to the child, "Ann, put the ball in the box."

Task Analysis

Sound-to-Sound Matching

The teacher places a dinner bell, a rattle and a squeeze toy in front of the child. She places an identical set of objects in front of herself. A screen is placed between the child's objects and the teacher's objects so the child cannot see which object the teacher chooses.

The teacher then says, "Johnny, do what I do" and rings the bell. She waits for a response and then continues in the same manner with the rattle and squeeze toy.

RECORDING SHEETS

Recording Sheet 4a
(Use in Activity 2c)

Task Analysis

Alternative Response:

Task Analysis	Check	Systematic Inquiries

Name of task: _____

Task Analysis

Alternative Response:

Task Analysis	Check	Systematic Inquiries

Name of task: _____

Task Analysis

Alternative Response:

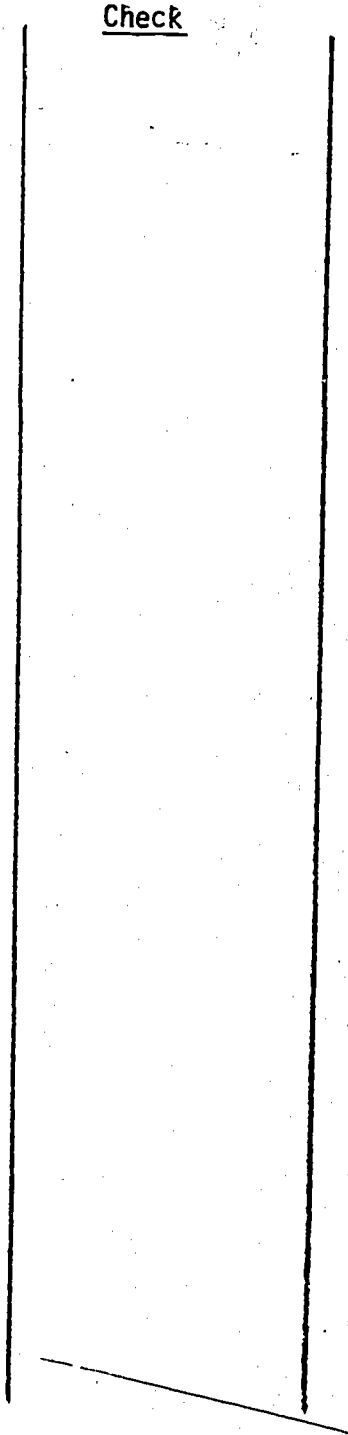
Task Analysis	Check	Systematic Inquiries

Name of task: _____

Task Analysis

Alternative Response:

Task Analysis | Check | Systematic Inquiries



Name of task: _____

Task Analysis

Alternative Response:

Task Analysis	Check	Systematic Inquiries

Name of task: _____

Task Analysis

Alternative Response:

Task Analysis	Check	Systematic Inquiries

Name of task: _____

Task Analysis

Alternative Response:

Task Analysis	Check	Systematic Inquiries

Name of task: _____

Recording Sheet 11a
(Use in Activity 2d)

Task Analysis

Alternative Response:

Task Analysis	Check	Systematic Inquiries

Name of task: _____

PREVIOUS PARTICIPANT SHEETS

Task Analysis of Worksheet 4
by Previous Participants
(Use in Activity 2c)

Task Analysis

Hygiene: Brushing Teeth

1. Attends to teacher and task.
2. Locate toothbrush.
3. Locate toothpaste.
4. Remove cap from tube.
5. Pick up toohpaste tube.
6. Pick up toothbrush.
7. Move toothbrush to toothpaste tube.
8. Squeeze paste from tube.
9. Release toothpaste tube.
10. Can turn on water.
11. Puts toothbrush under the water. Brings toothbrush to mouth.
12. Move the toothbrush in an up and down motion.
13. Move the toothbrush in a back and forth motion.
14. Remove toothbrush from mouth.
15. Spits.
16. Places toothbrush under water to rinse it.
17. Places toothbrush in container.
18. Turns off water.
19. Replaces cap on tube.

Task Analysis of Worksheet 5
by Previous Participants
(Use in Activity 2c)

Task Analysis

Dressing: Socks

1. Attends to teacher and task.
2. Picks up the sock.
3. Guides toes into sock.
4. Pulls on sock from the toes to instep.
5. Pulls on sock from the instep to heel.
6. Pulls on sock from the heel to base of ankle.
7. Pulls on sock from the base of the ankle to top of ankle.

Task Analysis of Worksheet 6
by Previous Participants.
(Use in Activity 2c)

Task Analysis

Motor: Sitting Up

1. Attend to teacher and task.
2. Places both palms of hand to right of body on the bed.
3. Rolls body so it is resting on right side.
4. Pushes body to waist height, resting weight on hands.
5. Pushes body to horizontal or sitting position.
6. Rolls body placing buttocks flat on bed.

Task Analysis of Worksheet 7
by Previous Participants
(Use in Activity 2c)

Task Analysis

Dressing: Buttoning a blouse

1. Attends to teacher and task.
2. Grasp the button.
3. Hold the "vertical hem" of the shirt in right hand.
4. Moves button toward hem of the shirt.
5. Insert button into buttonhole..
6. Pull the button a small portion of the way through the buttonhole.
7. Pull the button one-fourth of the way through the buttonhole.
8. Pull the button one-half of the way through the buttonhole.
9. Pull the button three-fourths of the way through the buttonhole.
10. Pull the button all the way through the buttonhole.

Task Analysis of Worksheet 8
by Previous Participants.
(Use in Activity 2c)

Task Analysis

Undressing: T-shirt

1. Attends to teacher and task.
2. Grasp hem of garment.
3. Pull up hem of shirt from waist to nipples.
4. Pull up hem of shirt from nipples to underarms.
5. Remove shirt from right arm.
6. Remove shirt from head.
7. Remove shirt from left shoulder.
8. Remove shirt from left elbow.
9. Remove shirt from wrist.

Task Analysis

Object Discrimination, Worksheet 9

1. Attends to teacher and task.
2. Matches verbal stimulus of the word with the visual stimulus of the picture.
3. Points to picture.

Concept Development, Worksheet 10

1. Attends to teacher and task.
2. Demonstrates understanding of key word in the directions: "in."
3. Matches stimulus of word ball with object ball
4. Locates ball.
5. Locates box.
6. Grasps ball.
7. Finds the area of the box into which to put the ball.
8. Pulls hands apart to release ball.

Sound-to-Sound Matching, Worksheet 11

1. Attends to teacher and task.
2. Demonstrates an understanding that "do what I do" involves imitation. Matches sound of the object with the concrete object.
3. Picks up object.
4. Shakes or squeezes the object.

Facilitator Notes for Systematic Inquiry

This is the last informal diagnostic module. In it, participants learn to gather data on a child's learning style.

The most difficult part about this module is separating a "check" from a systematic inquiry or modification. The facilitator should constantly review the participants' work to be sure they have made this differentiation.

The article, "Introduction" from Psychoeducational Evaluation of the Preschool Child: A Manual Utilizing the Haeussermann Approach, can be read in total as suggested in the activity notes. However, if there is a shortage of time, the participants need only read the section "Probes" on page four. The facilitator should use concrete objects in the demonstrations of this technique. This seems to clarify the procedure for the participants.

When participants form dyads to complete Activity 3 a, they may be in a dyad with a person who was not their partner during the task analysis activities. This means that their task analyses of Worksheets 9, 10, and 11 may differ. Suggest to them that they select one person's task analysis of Worksheet 9 and complete systematic inquiries for that one only. Then, the other person's Worksheet 10 can be used for the second systematic inquiry endeavor and so forth.

An outcome of having a new partner for the systematic inquiries activities is that a helpful discussion about why certain tasks were omitted or added may result.

The facilitator will need to prepare "Systematic Inquiries by Previous Participants" for Worksheets 9, 10, and 11. If you are using a worksheet for the first time, and don't have systematic inquiries that previous participants have completed, you will need to do them yourself. However, you might consider putting "Systematic Inquiries by Previous Participants" in the upper right corner. Reading this seems to put participants more at ease; they don't feel these are checksheets with the "right" answers.

Stress to the participants that these systematic inquiries are not necessarily correct, but they are to be used by the participants to determine if they left out any steps or misinterpreted something. The discussion that often results, when participants compare their responses to what someone else did, usually provides many learning experiences.

Experience has also indicated, that by stressing the answers are not necessarily correct, many disagreements are eliminated among participants and facilitators about whose response is correct.

If you do prepare the "Systematic Inquiries by Previous Participants" yourself, try not to become defensive if participants, when comparing yours with theirs, disagree with it. One of the most fun things about facilitating is the learning you can also do!

Objectives of the Module

1. The participants, after reading the article "Introduction" from Psychoeducational Evaluation of the Preschool Child: A Manual Utilizing the Haeussermann Approach, will define the two types of probes, and give examples of them, with 95% accuracy.

2. The participants, given three pre-academic worksheets that have been previously task analyzed, will write a method for checking each subtask in the "Check" column of the Recording Sheet with 100% accuracy.

3. The participants, given three pre-academic worksheets that have been previously task analyzed, will write at least two systematic inquiries for each subtask in the "Systematic Inquiries" column of the Recording Sheet with 90% accuracy.

Materials Needed for the Module

Facilitator Materials	Participant Materials
Activity Notes	1 copy of the article "Introduction" from Psychoeducational Evaluation of the Preschool Child: A Manual Utilizing the Haeussermann Approach per participant
Blank transparencies	1 copy of Demonstration Worksheet I
1 copy of Demonstration Worksheet I	1 copy of the Demonstration Worksheet II
1 copy of Demonstration Worksheet II	2 Systematic Inquiry Recording Sheets
2 transparencies of the Systematic Inquiry Recording Sheet	1 Activity Sheet 3a per participant
Systematic Inquiries by Previous Participants of Worksheets 9, 10, and 11	1 set of Task Analysis Worksheets 9, 10, 11 and Recording Sheets 9a, 10a, and 11a per participant
1 transparency of Reasons for | Problems | Ways to Solve	
Overhead projector	
Marking pens	

Time Needed to Complete the Module

Approximately two hours will be needed for participants to complete the module.

Activity Notes for Systematic Inquiry

1. Now we have task analyses of some non-academic and pre-academic tasks. We need to try to pinpoint what a child can and can't do even further through a process called systematic inquiry.

2. In systematic inquiry, we look at each task and ask ourselves:

   "If Peter can't do this task, how can I change it so he might be able to do it?"

   a. Then, you modify the task and see if he can do the modified version or see if he still misses it.

   b. If he can do it in the new way, you've restructured the task. You have a clue to his learning style.

   c. What you're doing is restructuring the tasks in such a way as to control the range of possible sources of error.

(GIVE EACH PARTICIPANT A COPY OF THE ARTICLE "INTRODUCTION" FROM PSYCHOEDUCATIONAL EVALUATION OF THE PRESCHOOL CHILD: A MANUAL UTILIZING THE HAEUSSERMANN APPROACH BY JEDRYSEK, KLAPPER, POPE, AND WORTIS. AFTER ABOUT TWENTY MINUTES, DISCUSS THE ARTICLE WITH THE WHOLE GROUP.)

3. Task analysis identified the subtasks necessary to complete the objective. The list of subtasks represents a range of possible sources of error.

4. In order to identify the specific causes for a child's failure on a task, it is necessary to restructure the task in such a way as to control the range of the possible sources of error. This restructuring is systematic inquiry.

5. As the Haeussermann article points out, there are two ways to modify the task: laterally and downwardly. An example of a lateral modification is: if a child does poorly on a phonics page from the Ginn series, the teacher substitutes a phonics page from the Houghton-Mifflin series, covering the same material. A downward modification is a more substantial modification of the task. Who can suggest some types of downward modifications?

(PUT A BLANK TRANSPARENCY ON THE OVERHEAD AND RECORD THE RESPONSES. EXAMPLES OF RESPONSES ARE:

a. Provide fewer choices.

b. Simplify the response the child must make.

c. Make the items more different from each other.

d. Make the task concrete.

e. Modify the way you present the stimulus.

f. Modify the response mode.

g. Change key words in the directions.)

6. We modify the task to assess the amount and kind of assistance the child needs to do the task. One type of modification often used with the severely, multiply handicapped is prompting. When teaching this type of child, we begin with the presentation of a stimulus, which is a cue for a particular response to occur. Prompts are additional cues, given at the time the task is presented, to enhance the probability that the correct response will occur. There are three levels of prompts that can be used when presenting a task.

   a. Verbal prompts are the first level. An example of a verbal prompt is a teacher saying, "Peter, take off your shirt."

      If the child does not respond to the command, she uses another level of prompting, such as gestural prompts.

   b. When using a gestural prompt, the teacher may gesture to the child or model the desired response for him as a cue to what his response should be.

      If the child continues to be unresponsive, the teacher uses another level of prompting, physical prompts.

   c. Here the teacher physically guides or assists the child to do the desired response.

7. Prompting, then, is seen as another type of downward modification of the task. Knowing the level of prompt the child needs to be able to do the task provides further clues to the child's learning style.

8. The type of prompt required indicates the amount and kind of assistance needed by the child. This type of task modification, or restructuring, is most evident in the non-academic tasks.

9. There are two rules to use when applying systematic inquiry.

(WRITE THESE ON AN OVERHEAD TRANSPARENCY.)

a. Make as minor an alteration as possible.

The restructured task should be as similar to the original task as possible. This ensures that the original skill is still being assessed.

b. Make only one alteration in a task at a time.

This allows for the systematic elimination or error. When you make only one alteration at a time and the child can then learn a task because of that modification, you have definitely pinpointed a way to each him.

This rule is occasionally not held to because it is sometimes not possible to make only one alteration at a time. For example, occasionally when you make an alteration in the way you present the stimulus, or task, you automatically change the way the child is to respond.

10. There may be some tasks for which no modification is possible. You just have to teach that subtask. For example, when looking at the subtask "removes cap from the toothpaste tube," you can make several modifications such as making the cap a bright color, placing it close to child and so forth. But if the modifications don't work you may finally just have to teach him how to remove the cap from the toothpaste tube.

(WRITE THESE ON AN OVERHEAD TRANSPARENCY.)

11. We make inquiries in a specific order.

a. The first inquiry we usually make is to chagne the task so it calls for an alternative response.

For example instead of asking the child for a verbal response ("say it"), we ask for a motor response ("point to it").

b. If the child still can't do the task after we've asked him to respond in a different way, then we:

1) Develop a procedure for checking each subtask in the analysis of our task.

2) Administer the check list and find out which subtasks the child can't do.

3) Modify the subtasks he can't do.

We may modify the way we present the task, vary the level of prompt and so forth.

12. Most tasks are usually presented to the child through the auditory, visual or tactile channels or a combination of these.

13. Most responses the child is asked to make are either motor, such as writing; verbal; or gestural, such as pointing or nodding his head.

14. These two areas--the way tasks are presented to the child and the types of responses he is asked to make--are two elements we frequently change in systematic inquiry.

15. Do you have any questions about any of the material we just talked about?

(HAND OUT DEMONSTRATION SHEET I AND A SYSTEMATIC INQUIRY RECORDING SHEET TO EACH PARTICIPANT.)

16. Let's do a quick task analysis of this task.

(RECORD THE PARTICIPANTS' RESPONSES. A SUGGESTED TASK ANALYSIS MIGHT INCLUDE THE FOLLOWING SUBTASKS:

a. Attends to the teacher and task.

b. Demonstrates understanding of the key words in the directions.

c. Locates his own box.

d. Picks up each object from his box.

e. Matches his object with the objects in the teacher's boxes.

f. Selects the correct box and drops each object in it.)

17. Now let's apply the process of systematic inquiry. Following our rules, we would first change the task to allow for an alternative response. This is the most <u>minor</u> change we can make.

18. So we would present the same task to the child but simplify the motor response required. The <u>teacher</u> could first pick up each object from the child's box. Then she could ask the child to point to the box that has the matching object in it. It is important to notice that although we have not changed the mode of the response (both are motor) we have simplified the response required. Notice that if you are trying to see if the degree of motor response is the problem, you must involve the teacher by having <u>her</u> pick up the objects from the child's box.

19. Let's say the child still doesn't do well on the task even though I have provided for a simplified response. I then go to Rule Two. I first develop procedures for checking each subtask. Then I administer these checks to see what subtasks the child can and can't do. For the sake of demonstration, let's say we check the child out, and he can't do any of the subtasks.

(THE FOLLOWING ARE POSSIBLE WAY TO CHECK EACH SUBTASK IN DEMONSTRATION I. THE TASKS WILL VARY ACCORDING TO HOW THE GROUP TASK ANALYSES THE WORKSHEET.

THE "SYSTEMATIC INQUIRIES," "CHECKS," AND "TASK ANALYSIS" OF DEMONSTRATION I ARE LISTED ON THE PAGE ENTITLED SYSTEMATIC INQUIRIES - TASK ANALYSES, CHECKS AND SYSTEMATIC INQUIRIES FOR DEMONSTRATION I.

IT IS SUGGESTED THAT THE FACILITATOR DO THE INITIAL DEMONSTRATION WITHOUT INPUT FROM THE GROUP. EMPHASIZE THE SEQUENCE OF THE PROCEDURE. AVOID RAPID LISTING IN A MATTER-OF-FACT FASHION. ASSUME THE ROLE OF A DELIBERATE QUESTIONER AND "DIALOGUE" WITH YOURSELF, EMPHASIZING THE RULES AND ORDER OF SYSTEMATIC INQUIRY. USE CONCRETE OBJECTS TO DEMONSTRATE HOW YOU WOULD CHECK AND MODIFY EACH SUBTASK.)

20. The first subtask concerns attending to the task and/or teacher.

(THIS SUBTASK SHOULD ALREADY BE RECORDED ON THE TRANSPARENCY UNDER "TASK ANALYSIS." IF NOT, DO SO. DO THIS WITH ALL THE FOLLOWING SUBTASKS ALSO.)

To develop a check, or test, for this subtask you first must define what attending is using observable words. Set a time limit as part of your definition. Is it five seconds of eye contact with the teacher and table? Two minutes? Then observe to see if the child is attending according to your definition.

(RECORD THIS ON THE TRANSPARENCY UNDER "CHECK." DO THIS WITH ALL THE FOLLOWING CHECKS.)

21. If he isn't attending, the following systematic inquires might be made:

a. Use cue words.
b. Use clicker.
c. Decrease the amount of work you give him.
d. Set up a system where you reward him each time he attends.

(RECORD THESE ON THE TRANSPARENCY UNDER "SYSTEMATIC INQUIRIES." DO THIS WITH ALL THE FOLLOWING SYSTEMATIC INQUIRIES.)

Any other suggestions?

22. The second subtask concerns demonatrating an understanding of the key words in the directions. There are several key words in these directions such as "put," "matches," "your," "other," "object."

23. You need to test the child's knowledge of each. For example, when testing to see if he knows the word "put," give him one item and say, "Put it here." If he can do that, you can be fairly sure he knows the word. For the words "your" and "other" you could say, "Where is <u>your</u> box?" and "Where is the <u>other</u> box?"

24. Some systematic inquiries are:

    a. Change the word "matches" to "looks the same" or "alike".
    b. Instead of using the word "object" you could substitute the object name: peg, penny, etc.

25. Locates his own box is the next subtask. A way to check to see if the child can do this is to observe where the child looks as soon as the directions have been given. This is checking to see if he knows where to begin the task. Or you might give the child another verbal cue by saying, "Find your box."

26. If the child still fails the task we can modify it by:

    a. Modeling the task.
    b. Using physical prompt, i.e., directing his hand to the box.

27. Picks up the object is the fourth subtask. A way to check to see if the child can do this is to clear the table of everything except a penny in a box. Then say, "Give me the penny." We can then find out if he can pick up an object out of a container.

28. If the child can't do the task, we can modify it by:

    a. Eliminating the container and putting his objects on the desk so the child could easily move his objects to matching objects the teacher has.

    b. Using a gestural prompt such as pointing to the object and seeing if the child would then point to the matching object on his own.

    c. Using a physical prompt such as guiding the child's hand and helping him pick up the object.

    d. Simplifying the motor response. The teacher could pick up the object and ask the child to point to the box that holds the matching object.

(SOME PARTICIPANTS MAY SUGGEST "d." HOWEVER, YOU SHOULD NOT ACCEPT IT AS A MODIFICATION SPECIFICALLY FOR THIS SUBTASK FOR IT IS THE FIRST SYSTEMATIC INQUIRY THEY SHOULD HAVE TRIED WHEN PROVIDING FOR AN ALTERNATIVE RESPONSE.)

29. The next task is to match the two objects. A way to check this is to:

    a. Show the child two matching objects, i.e., two balls and ask him "Are these two objects alike?" Are they the same?"

b. Show the child two different objects, i.e., ball and a block and ask the same question to insure the first answer was not a guess.

c. Repeat "a " with different matching objects.

30. If the child can't do this subtask, you can make these modifications:

a. Make the items to be matched less similar (penny and poker chip may be confusing because they are both round).

b. Model the task.

c. Use a physical prompt, such as guiding the child's hand to the correct bo,.

31. Selects the correct box and drops the object into it is the last subtask. This task can be checked by having the child drop any object into any box. Here we are not concerned with the correct response but that he can release an object from his hand.

32. You could modify by using a physical prompt. For example, after the child had located the correct box, the teacher would help him release his grasp on the object.

Any other suggestions?

33. When working with the severely and multiply handicapped child, a lot of time may be spent teaching non-academic tasks. This will include a variety of motor, self-help and socialization skills. When teaching these skills you will find that when restructuring or modifying a task you must rely heavily on:

a. Simplifying responses.
b. Modifying the presentation of the stimulus.
c. Adding various levels of prompting.

34. For example in the Task Analysis module we looked at analyzing taking off a t-shirt. Because of the nature of the task we cannot:

a. Provide an alternative response.
b. Provide fewer choices.
c. Make the task any more concrete.
d. Change the directions.

35. With this type of task, some suggested systematic inquiries are:

a. Simplifying the task by providing a larger size t-shirt to make the response of taking off the shirt easier. You would gradually provide the correct size.

b. Using a verbal prompt, such as "Johnny, take off your shirt."

c. Using a gestural prompt, such as pointing to and picking up the hem of his shirt to get him started.

d. Using a physical prompt, such as guiding the child's hand and helping him pick up the hem of his shirt and guiding it up to his nipples.

36. Any questions or comments?

(DO A SECOND DEMONSTRATION. DURING THIS ONE, THE GROUP SHOULD PROVIDE MOST OF THE INPUT.

BE DIRECTIVE, IF NECESSARY, REMINDING THE GROUP OF RULES AND ORDER OF INQUIRY. FOR EXAMPLE, IF A SUGGESTED INQUIRY REPRESENTS A MAJOR ALTERATION, ASK "IS THAT CLOSE ENOUGH TO THE ORIGINAL TASK? HOW COULD YOU RESTRUCTURE THE TASK SO THE CONCEPT OF THE SKILL BEING ASSESSED REMAINS UNALTERED?" IF THE SUGGESTED INQUIRY CONSIDERS NUMEROUS COMPONENTS OF THE TASK ASK, "COULD WE BREAK THAT DOWN EVEN FINER SO WE ARE MAKING ONLY ONE ALTERATION?" USE CONCRETE OBJECTS TO DEMONSTRATE THE CHECKS AND MODIFICATIONS.)

(THE "SYSTEMATIC INQUIRIES," "CHECKS," AND "TASK ANALYSIS" OF THE DEMONSTRATION II ARE LISTED ON THE PAGE SYSTEMATIC INQUIRIES - TASK ANALYSIS, CHECKS AND SYSTEMATIC INQUIRIES FOR DEMONSTRATION II. THE FOLLOWING ARE POSSIBLE WAYS TO CHECK AND MODIFY EACH SUBTASK OF THE DEMONSTRATION II. THE TASKS WILL VARY ACCORDING TO HOW THE GROUP TASK ANALYZES THE TEST.)

(HAND OUT THE DEMONSTRATION II WORKSHEET AND RECORDING SHEETS TO THE PARTICIPANTS. PUT A TRANSPARENCY OF THE RECORDING SHEET ON THE OVERHEAD.)

37. Let's do a task analysis of this objective which is a motor task.

(RECORD PARTICIPANT'S RESPONSES IN THE "TASK ANALYSIS" COLUMN. A SUGGESTED TASK ANALYSIS MIGHT INCLUDE THE FOLLOWING SUBTASKS:

a. Attends to teach and task.
b. Demonstrates understanding of the key words in the directions.
c. Locates rings.
d. Locates ringstand.
e. Grasps the ring.
f. Places the hole of the ring over the top and center of the ringstand.
g. Drops the ring down the pole of the ringstand.)

38. Following the first rule of systematic inquiry, which is providing for an alternative response, what is an alternative response for this?

(A SUGGESTED ANSWER IS THAT THE RESPONSE CANNOT BE CHANGED.)

39. Attends to the teacher/task is the first task. What would be a check for this?

(IF THE PARTICIPANTS DON'T RESPOND APPROPRIATELY, THE FACILITATOR SHOULD SUGGEST THE FOLLOWING: DEFINE WHAT ATTENDING IS USING OBSERVABLE WORDS. SET A TIME LIMIT AS PART OF YOUR DEFINITION. IS IT FIVE SECONDS OF EYE CONTACT WITH THE TEACHER? TWO MINUTES? THEN OBSERVE TO SEE IF THE CHILD IS ATTENDING ACCORDING TO YOUR DEFINITION.)

40. How could we modify it?

(IF THE PARTICIPANTS DON'T RESPOND APPROPRIATELY, SUGGEST THE FOLLOWING SYSTEMATIC INQUIRIES:

a. Use cue words.

b. Use clicker.

c. Decrease the amount of work you give him.

d. Set up a system where you reward him each time he attends.)

41. Demonstrates an understanding of the key words in the directions is the second subtask. What are the key words and how can we test to see if the child knows them?

(IF THE PARTICIPANTS DON'T RESPOND APPROPRIATELY, SUGGEST THE FOLLOWING: ASK THE CHILD TO PUT HIS HAND ON THE RING.)

42. How could I modify that subtask?

(IF PARTICIPANTS DON'T RESPOND APPROPRIATELY, SUGGEST THE FOLLOWING INQUIRIES:

a. Change the words used in the directions.

b. Teach him the concept "on".)

43. Locates items (ring and ringstand) is the third and fourth task. What would be a check for this?

(SUGGESTED CHECK: ASK HIM TO POINT TO EACH ITEM.)

44. How can I modify that?

(IF THE PARTICIPANTS DON'T RESPOND APPROPRIATELY, SUGGEST THE FOLLOWING:

a. Model the task.

b. Use a physical prompt such as guiding his hand to touch each object.)

45. Grasps the ring is the fifth subtask. What is a check?

(SUGGESTED CHECK: ASK THE CHILD TO PICK UP THE RING.)

46. How could I modify that?

(SUGGESTED SYSTEMATIC INQUIRIES:

a. Model the task.
b. Use a physical prompt such as guiding his hand to pick up each object.
c. Use a gestural prompt such as pointing to the ring.)

47. Place the hole of the ring over the top and center of the ringstand is another task. What is a check for this item?

(SUGGESTED ANSWER: GIVE THE CHILD THE RING AND ASK HIM TO PUT IT ON THE RINGSTAND. OBSERVE HIS RESPONSE.)

48. How would I modify that subtask?

(SUGGESTED SYSTEMATIC INQUIRIES:

a. Model that specific portion of the task.
b. Use a physical prompt to assist him with the task.
c. Provide a ring with a larger hole.
d. Steady the base of the ringstand for the child.)

49. Drops or releases the ring down the pole is the last subtask. What is a check?

(SUGGESTED CHECK: PUT THE RING IN THE CHILD'S HAND, PUT IT OVER THE POLE, RELEASE YOUR HAND, AND SAY TO THE CHILD, "DROP THE RING.")

50. How would I modify that?

(SUGGESTED SYSTEMATIC INQUIRIES:

a. Model the task.
b. Physical prompt such as pulling the child's hands apart so he can release the object.)

51. Does anyone have any questions or discussion about systematic inquiry?

52. We're now going to apply the process to pre-academic tasks. When we do, we're going to do a systematic inquiry for every subtask for practice. When you're using this technique in "real life," you would use it only for those subtasks a child couldn't do. So, although you would check out the child on all subtasks, you might be modifying only one or two subtasks per task.

(HAND OUT ACTIVITY SHEET 3a.)

Activity Sheet 3a

1. Find Task Analysis Worksheets 9, 10, and 11 and Recording Sheets 9a, 10a, and 11a.

2. Select a method for checking each subtask and write it in the "Check" column.

3. Select at least two systematic inquiries for each subtask and write them in the "Systematic Inquiries" column. Be sure they are modifications of the subtask and not checks.

4. Compare your inquiries with those chosen by previous participants.

5. Select your inquiries, those chosen by previous participants, or a combination of both, as your final set of inquiries.

53. Be sure to compare your systematic inquiries with those of previous participants after each worksheet. Try to write your statements in observable terms.

(AFTER THE PARTICIPANTS HAVE FINISHED ACTIVITY 3a, ASK THEM TO RETURN TO THE LARGE GROUP FOR DISCUSSION.)

54. Systematic inquiry is a method of gathering information on how a child learns. We can use this information to plan a prescriptive program for the child. When we do systematic inquiry, we also gather data on what motivates the child and what his preferences for reinforcement are. This information is also very useful to us in planning our prescriptive program.

55. When you do systematic inquiry on a task, you may find that the modifications you make that were successful with the child are applicable to the child's functioning in many areas. For example, let's say you had completed the process of systematic inquiry on an object discrimination task such as pointing to the picture apple when you say the word apple. You found the child needed "concrete" clues, such as working with real objects first. You will probably find the child needs the same kind of modification in order to discriminate shapes (circle, square, and triangle) and sizes (big and little).

56. So, after doing systematic inquiry on several tasks, we may be able to see a pattern in the child's learning style. When we're planning the prescriptive program, we will want to take the child's learning pattern into account.

57. A question, however, that we will need to ask ourselves when we're planning the prescriptive program is, "Is the modification that we

need to make in order for the child to learn a skill one that can be used in a regular teaching situation?" "Or, is it one that will cause him to be removed from the regular teaching situation?" If it is the latter, we may want to re-examine the modification and see if we can't develop a minor modification that will let the child learn in a more conventional manner.

(PUT THE FOLLOWING TRANSPARENCY ON THE OVERHEAD.

REASONS FOR	PROBLEMS	WAYS TO SOLVE

RECORD THE PARTICIPANTS' RESPONSES.)

58. What do you think are some reasons why systematic inquiry should be used?

59. What are some problems you can foresee?

60. What are some possible solutions to these problems?

(THE MOST FREQUENTLY MENTIONED PROBLEM IS THE TIME IT TAKES TO DO SYSTEMATIC INQUIRY. IF THE FOLLOWING ARE NOT MENTIONED BY THE PARTICIPANTS, THE FACILITATOR SHOULD MENTION THEM.

a. You only apply the process of systematic inquiry to those subtasks a child can't do. That may be only one or two per task.

b. You can develop a list of modifications for subtasks that occur frequently in your task analyses. For example, attending is a subtask that almost always appears in a task analysis. You could list several modifications on a 3 x 5 card and save that for future times you're applying systematic inquiries.

c. Share your systematic inquiries. Develop a central file where everyone can put the ones they did. Then, you could check there before doing one yourself.

d. It does become easier and quicker the more you do it.)

DEMONSTRATIONS

(Use in Systematic
Inquiries Demonstration I
Activity 3)

Systematic Inquiry: Demonstration I

Three containers are placed in front of the child. The first container holds a poker chip, the second holds a penny and the third holds a peg. The child is given his own container holding one poker chip, one penny and one peg. The teacher then says to the child, "Johnny, put each object from your box with the object it matches in the other boxes."

(Use in Systematic Inquiry Demonstration I Activity 3)

Systematic Inquiry - Task Analysis, Checks and Systematic Inquiries for Demonstration I

Alternative Response: Teacher picks up the object from the child's box and asks the child to point to the box that has the matching object in it.

Task Analysis	Check	Systematic Inquiries
Attends to teacher/task.	The child will have eye contact with the teacher for _____ seconds.	a. Cue words. b. Clicker. c. Decrease amount of work you give. d. Set up reward for each time he attends.
Demonstrates understanding of language of directions.	Check out understanding of "put," "your," "other," "matches."	a. Change key words, change matches to "same, looks alike". b. Instead of using the word "object" you could substitute object name like peg, penny.
Locates his own box.	a. Observe where the child looks after directions have been given. b. Say to the child "Find your box."	a. Use a clicker. b. Model the task. c. Physical prompt.
Picks up each object from the box.	Clear the table of all but a penny in the box and say, "Give me the penny."	a. Simplify the motor response. b. Gestural prompt. c. Physical prompt.
Pairs the visual stimuli of his object with the same visual stimuli of the response objects.	Show the child two matching objects; ask if they are the same. Show the child two different objects and ask if they are the same.	a. Provide fewer choices. b. Make items to be matched more highly dissimilar. c. Modify the way you present the stimulus. d. Model the task. e. Physical prompt.
Drops the object in the box.	Ask the child to drop any object in a box.	a. Physical prompt.

(Use in Systematic Inquiry Demonstration, Activity 3)

Alternative Response:

Task Analysis	Check	Systematic Inquiries

Name of Worksheet: _____

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(Use in Systematic Inquiry Demonstration II, Activity 3)

Systematic Inquiry: Demonstration II

The child will put four rings on a ringstand, independently, by January 10, 1977, with 100% accuracy.

Sally is sitting on the floor with the teacher. In front of her is a wooden ringstand and four rings. The teacher says, "Sally, put the rings on the peg."

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(Use in Systematic Inquiry Demonstration II, Activity 3)

Systematic Inquiry - Task Analysis, Checks, and Systematic Inquiries for Demonstration II

Alternative Response: The child's response cannot be changed.

Task Analysis	Check	Systematic Inquiries
Attends to teacher and task.	The child will have eye contact with the teacher for _____ seconds.	a. Use cue words. b. Use clicker. c. Decrease the amount of work given. d. Set up a reward for each time he attends.
Demonstrates understanding of language of the directions.	Check out understanding of "on".	a. Change the words used in the directions. b. Teach the concept "on".
Locates rings. Locates ringstand.	Ask the child to point to each item.	a. Model the task. b. Physical prompt.
Grasps the ring.	Ask the child to pick up the ring.	a. Model the task. b. Gestural prompt. c. Physical prompt. d. Provide only one ring: reduce choices.
Places the hole of the ring over the top and center of the ringstand.	Give the child the ring and ask him to put it on the ringstand. Observe his response.	a. Model the task. b. Physical prompt. c. Provide a ring with a larger hole. d. Steady the base of the ringstand for the child.
Drops ring down the pole of the ringstand.	Put the ring in the child's hand, guide it over the pole, release your hand and say to the child, "Drop the ring."	a. Model the task. b. Gestural prompt. c. Physical prompt.

(Use in Systematic Inquiry Demonstration, Activity 3)

Alternative Response:

Task Analysis	Check	Systematic Inquiries

Name of Worksheet: _____

ACTIVITY SHEETS

Systematic Inquiry

Activity Sheet 3a

1. Find Task Analysis Worksheets 9, 10, and 11 and Recording Sheets 9a, 10a and 11a.

2. Select a method for checking each subtask and write it in the "Check" column.

3. Select at least two systematic inquiries for each subtask and write them in the "Systematic Inquiries" column. Be sure they are modifications of the subtask and not checks.

4. Compare your inquiries with those chosen by previous participants.

5. Select your inquiries, those chosen by previous participants, or a combination of both, as your final set of inquiries.

PREVIOUS PARTICIPANT SHEETS

The following are possible "Checks" and "Systematic Inquiries" for Worksheets 9, 10 and 11 that are desscribed in the task analysis module. Examples like these will need to be prepared for the worksheets the participants are to use in Activity 3a.

(Use in Activity 3a)

Systematic Inquiry: Task Analysis, Checks & Systematic Inquiries by Previous Participants of Worksheet 9

Alternative Response: Ask child to give the answers orally.

Task Analysis	Check	Systematic Inquiries
1. Attends to teacher/ task.	Observe child to see if he has contact with the cards for _____ minutes.	a. Use clicker. b. Use cue word.
2. Demonstrates an understanding of key words in directions.	Ask child to point to his "shoe," "hand," etc.	a. Change key word: "point" to "show" or "pick". b. Model the task.
3. Matches the verbal stimulus of the word with the verbal stimulus of the picture.	Ask the child to identify, through pointing, two pictures that you are sure he knows, i.e., dog and boy.	a. Provide fewer choices. b. Provide more dissimilar pictures, ball and orange may be confusing. c. Make task concrete, which one do we drink out of.

Systematic Inquiry: Task Analysis, Checks & Systematic Inquiries by Previous Participants of Worksheet 10

Alternative Response: If the child were incapable of putting something in a container you could teach the concept by the teacher putting things in and out and asking the child to point when the object is in the box.

Task Analysis	Check	Systematic Inquiry
1. Attend to teacher/ task.	Observe to see if child has eye contact with the workbook page for ____minutes.	a. Use cue word. b. Use clicker.
2. Demonstrates understanding of key word in.	Give the child a penny, ask him to put it in your hand.	a. Model the task. b. Physical prompt.
3. Matches stimulus of word with object.	Ask child to show you his shoe, finger, etc.	a. Provide fewer choices. b. Provide highly dissimilar objects.
4. Locates ball.	Ask the child "Where is the ball?"	a. Model the task. b. Physical prompt.
5. Locates box.	Ask the child "Where is the box?"	a. Model the task. b. Pnysical prompt.
6. Grasps the object.	Ask the child "Pick up the sock."	a. Provide objects that are more easily handled. b. Physical prompt.
7. Finds area of box into which to release the ball.	Give the child an object, guide his hand a little toward the box. Observe to see if he can put it over the opening of the box so it will drop in.	a. Provide a box with a larger opening. b. Physical prompt.
8. Pulls hands apart to release ball.	Put the object in the child's hands, guide it over to the opening of the box. Observe to see if the child will release it when you say "Let go."	a. Physical prompt.

Systematic Inquiry: Task Analysis, Checks and Systematic Inquiries by Previous Participants of Worksheet 11

Alternative Response:

Task Analysis	Check	Systematic Inquiry
1. Attends to teacher/ task.	Observe to see if child has eye contact with the teacher for _____minutes.	a. Use cue words. b. Use clicker.
2. Demonstrates understanding that "do what I do" involves imitation.	Remove all stimuli and then say, "Johnny, do what I do." Then touch your head and observe his response.	a. Teach him to imitate through physical prompts.
3. Matches sound of the object to the concrete object. (bell, rattle, squeeze toy)	Check to see that the child knows the sound each object makes before you shield them from him.	a. Provide fewer choices. b. Model the task. c. Physical prompt. d. Let the child have tactile experience with the objects while producing the sound.
4. Picks up the object.	Say to the child, "Pick up the bell."	a. Model the task. b. Physical prompt.
5. Shakes and squeezes objects.	Ask the child to shake the bell or to squeeze the rattle.	a. Model the task. b. Physical prompt.

ARTICLES

Psychoeducational Evaluation of the Preschool Child

A Manual Utilizing the Haeussermann Approach

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Introduction

This manual is designed to be used as a guide in evaluating the educational potential of preschool children by teachers, psychologists, nurses, and others who work with young children in or around the educational situation. It is a supplement to the text by Else Haeussermann *(Developmental Potential of Preschool Children.* New York, Grune & Stratton, Inc., 1958), and no attempt has been made to duplicate the invaluable material found in the original text. The intention here has been to simplify the material for expeditious administration, and to expand the material so it would apply equally well to children without physical handicaps. It will be helpful to consult the Haeussermann text for enriched appreciation of the child's responses. When evaluating handicapped children—those with marked physical, motor, intellectual or emotional deviations—the use of the text is essential. To facilitate complementary use of the Haeussermann text, items in this manual show references to it; where no such cross-reference is indicated, the item did not appear in the original text, and it is now presented for the first time.

It is the intent of this manual to provide to child development workers, especially teachers of preschool children, a readily available easily mastered systematic method for determining the psychoeducational standing of each child in a preschool program. With this kind of psychoeducational assessment at hand, the teacher-evaluator can set her immediate training goals and develop the appropriate curriculum for the individual child. Furthermore, by design, some main test items are followed by a graded series of teaching probes to provide for a fine adjustment of the teaching level. In fact, the teacher is teaching the child with a classroom sample of educational material as she evaluates him. By assessing his response to these teaching probes she identifies his current educational competence and the style in which to approach him most effectively.

Nature and Purpose of a. Educational Evaluation

The educational evaluation is a structured testing and educational procedure designed to assess the child's present functions and level of achievement in a variety of areas. It provides an opportunity to watch the child learn under standardized conditions and to explore his capacity to master new learning. It seeks to discover the obstacles which may be present in the form of specific deficits. Subtle impairments which are not easily discernible may warrant further investigation by a specialist. The evaluation provides a curriculum guide for the teacher; the educational profile of the

child is a basis for planning the educational program, based on the systematic and detailed information revealed about the child. By providing an individualized diagnostic teaching program early in the child's educational career, it may be possible to avoid establishing or compounding habits which handicap his learning. The child may be trained to circumvent specific disabilities and, in some cases, to improve his functioning in areas in which he has deficits.

This is an educational evaluation, not a standardized test. It supplements the information gained by means of standardized tests. The focus here is on careful observation and response, rather than score; functional analysis and achievement capacity, rather than failure. Unlike most standardized tests, the exercises in this manual probe the child's competence in the area being investigated. The emphasis is on a simultaneous, systematic observation of the child's total behavior while responding, without limiting attention to the correctness or incorrectness of responses. The interest here is in exploring how the child has arrived at a solution and whether he has had to detour impaired areas of functioning in order to respond successfully, and not in determining how his performance score compares to that of other children.

The educational evaluation provides no norms. Standardized tests are available when it is necessary, for some special reason, to measure the child against the performance of the majority of children his age. In the educational situation, norms are easily misinterpreted and may be put to ill use. In many cases, norms become a guide to labeling children, classifying them for "homogeneous grouping," and thus limiting the instruction available to them. This evaluation is to be used solely to provide a basis for individualized diagnostic and prescriptive teaching.

The educator or observer, in addition to noting whether the child responds appropriately (or correctly) to each task set before him, simultaneously observes the way in which the child organizes his resources to meet the requirements of the situation. During the course of the interview the evaluator accumulates a picture of the child's style of behavior; she will observe general behaviors and skills which serve either to facilitate or impede learning. The child may be cooperative, agreeable, persistent, with a long attention span; he may be patient, responsive, confident; all of these general behaviors tend to facilitate learning. He may be restless, inattentive, impulsive, easily distracted; these general behaviors tend to handicap learning. The pattern of these behaviors may be observed in the child's approach to every situation.

It must be kept in mind that an educational evaluation, or even a standardized test, reveals little that an observant and experienced teacher does not eventually find out for herself in daily contact with the child. The structured evaluation makes it possible to assess the child more quickly and thoroughly in order to expedite educational planning, or to probe those areas which the teacher, even after extended classroom observation, still finds puzzling.

Area of Functioning and Test Items

Specific learning skills in five areas of functioning are investigated by the 41 test Items. For effective learning, the child must acquire skills in the areas of (1) physical functioning and sensory status, (2) perceptual functioning, (3) competence in learning for short-term retention, (4) language competence, and (5) cognitive functioning. The teacher may investigate the child's competence in each of these areas through the test Items which tap specific skills.

Within each functional area, designated as a *Section*, the Main Items are generally arranged in a sequence of increasing intellectual demand, culminating in a preschool level of mastery. Thus, it is expected that the child entering school will be able to deal successfully with the most difficult Items

in this manual. The introduction to each section describes the area and skills being investigated in that section.

They are presented so that the examiner may know what to look for, and so that he may anticipate how their presence or absence will affect the child's performance in and out of school. The performance on all items forms the basis for an individualized diagnosis and teaching plan for the child in the preschool program. Should puzzling questions about appropriate class or school placement persist, it may be necessary to consult a psychiatrist, neurologist, ophthalmologist, audiologist, or other specialist for further evaluation. Pending the outcome of such consultation, it is reassuring that the conscientious teacher, by using this evaluation, may have a basis for a teaching plan which can, in the interim, improve the level of the child's functioning and alter his learning skills. It is not necessary to defer teaching the child pending the outcome of the consultation; individualized diagnostic teaching is an essential part of the child's treatment, and the teacher's continued observations are invaluable in assisting the consultant in making his diagnosis.

It is possible, with the systematic sampling of skills provided by the range of items, to sample intact skills, and also to explore the nature and extent of impairment when it is present.

Consistencies and inconsistencies across the range of tasks should be clear from the profile of the child's functioning. For example, the child may handle color only at the concrete level, while he can deal with shapes at the verbal level. Individual differences are thus clearly revealed with this instrument.

Main Items

The Main Items in each section are in ascending order of difficulty, culminating in mastery of that functional area at the level appropriate for entrance to first grade. The series of items is designed to parallel growth demands made on the child during his preschool years, in those skills which he will need at school. Within each section it is recommended that the Items be presented to older children in descending order and that the youngest children be given the Items in ascending order. This serial ordering also enables the evaluator to use the successive Items as measures of the child's progress after a period of training when he is reevaluated by these tests. The examiner has the option of exploring all areas of the child's functioning (administering all Main Items in all sections), or investigating only those areas that are puzzling to him (administering Main Items in selected sections). In either case, the educational diagnosis deriving from the child's performance should at the same time serve as an individualized curriculum guide or teaching plan for that child.

Titles of the Items clearly refer to the skills tapped by each item. An attempt has been made to isolate functions completely. For example, Main Item 2 investigates visual acuity, requiring the child to select from the table in front of him a toy which matches a picture ten feet away, in order to determine whether the child sees adequately. It is clear that in order to select the appropriate toy, the child must not only see the picture, but he must also understand the verbal instructions, and he must be capable of accepting a picture as a symbolic representation of a concrete toy. He must also be attentive and cooperative. If the child does not select the appropriate toy, the sensitivity and skill of the examiner will be required to determine whether indeed the child has a visual problem, or whether some other factor intrudes. The test is at best only a neutral tool; the evaluator or examiner must use it to best advantage.

As the child performs successfully on the first Main Item in the section being administered, the examiner then presents each of the succeeding Items in order. When the child is not able to meet the demands of the task to demonstrate the skill tapped by that Item, Probes are provided.