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TITLE Project Yaqui: An Environmentally Based Program for Young Native American Handicapped Children Demonstration Model, Fiscal Years 1981-1984. Final Report.

INSTITUTION Pascua Yaqui Tribal Council, Tucson, AZ.

SPONS AGENCY Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.

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GRANT G008100175

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IDENTIFIERS Culture Based Curriculum; *Early Intervention Programs; Handicapped Childrens Early Education Program; *Yaqui (Tribe)

ABSTRACT

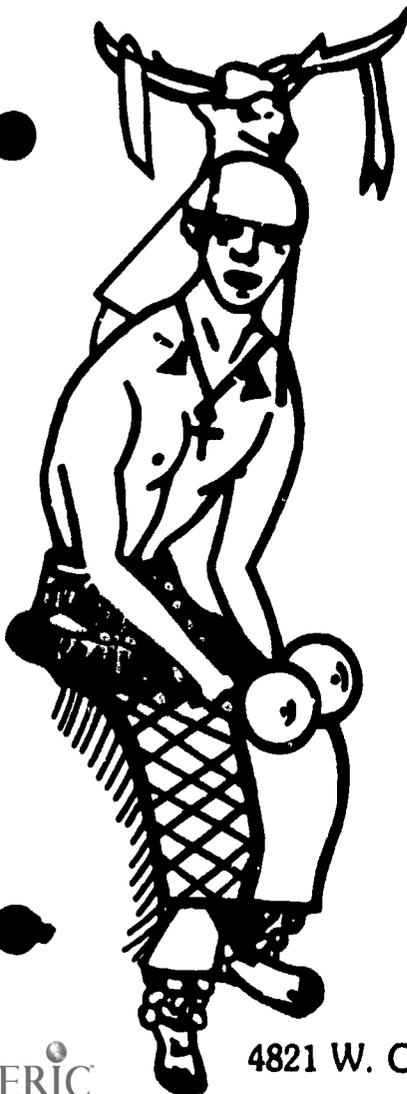
Project Yaqui is a model program to identify and provide intervention for handicapped Native American preschool children. Founded on acceptance of the cultural rules and expectations of the tribal community, the project has five major program components: (1) direct service to children; (2) parent, family, and community involvement; (3) interagency cooperation; (4) development of culturally and linguistically appropriate procedures and materials; and (5) staff training and technical assistance. This report for fiscal years 1981-84 includes program philosophy and rationale, numerous measures of the effectiveness of major program components, budget analyses, and a summary of program dissemination activities. Extensive, detailed information is included in pre- and posttesting and developmental progress of children in the two direct service programs--a preschool for 3-5 year olds and a parent-child program for 1- and 2-year-olds. The child development assessment tools include forms in Spanish and Yaqui. Appendix 1 includes the daily schedule for the preschool, the needs assessment form for parents and families of handicapped children and copies of the record forms for individual children. Appendix 2 contains culturally based curriculum materials that include numerous pictures identified with the Yaqui culture. (JH2)

PASCUA YAQUI TRIBE



FINAL REPORT

Project Yaqui; An Environmentally
Based Demonstration Model
Fiscal Years 1981-1984



Pascua Yaqui Tribal Council
David G. Ramirez, Chairman
August 1, 1984
#G008100175
Carol Loumeau, Director

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PROGRAM PERFORMANCE REPORT (Discretionary Grants)

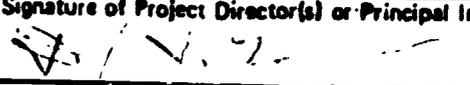
Further monies or other benefits may be, but will not necessarily be, withheld under this program unless this report is completed and filed as required by existing law and regulations (45 CFR 121, OMB No. A-102).

Part I

All grantees with awards from programs listed under "General Instructions" above respond.

1. Date of Report: August 1, 1984	2. Grant Number: G008100175
3. Period of Report: From: August 1, 1981	To: June 30, 1984
4. Grantee Name and Descriptive Title of Project: Pascua Yaqui Tribal Council Project Yaqui: An Environmentally Based Program for Young Native American Handicapped Children	

Certification: I certify that to the best of my knowledge and belief this report (consisting of this and subsequent pages and attachments) is correct and complete in all respects, except as may be specifically noted herein.

Typed Name of Project Director(s) or Principal Investigator(s): David G. Ramirez, Chairman	Signature of Project Director(s) or Principal Investigator(s): 
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Part II ("Accomplishment" Reporting)

A All grantees, except for those with awards under 13.443 are to respond to this Section A. Grantees under 13.443 go to B of Part II

All grantees with awards under 13.444 except those supported solely for "Outreach" activities are to follow the organization of categories listed below in presenting their performance reports. The categories are based on activities common to all Early Childhood projects with the exception noted above for projects solely supported for outreach activities:

- (1) Direct and Supplementary Services for Children's Services
- (2) Parent/Family Participation
- (3) Assessment of Child's Progress
- (4) Inservice Training for Project Staff
- (5) Training for Personnel from other Programs or Agencies
- (6) Demonstration and Dissemination Activities
- (7) Coordination with other Agencies
- (8) Continuation and Replication

The grant application for programs 13.446 and 13.562 provided for the following functions or activities as categorical headings in the budget and narrative sections

Research and/or Development	Dissemination
Demonstration/Service	Preservice/Inservice
Evaluation	Training

Programs 13.451, 13.452, and 13.560 do not usually require a breakout since the primary function or activity is intrinsic to the respective program.

For each of the above programs, functions, or activities (as well as those of special import for certain programs; e.g., replication, advisory councils, parent involvement) discuss the objectives and subobjectives presented in the approved application (in narrative format) in terms of:

- (a) Accomplishments and milestones met.
- (b) Slippages in attainment and reasons for the slippages.

Refer back to your application and utilize your quantitative projections, scheduled chronological order and target dates and data collected and maintained as well as criteria and methodologies used to evaluate results for (a) and (b). For grantees under 13.444, in discussing training or personnel from other programs, include descriptions of types of training institutions or organizations involved, and numbers of trainees and hours of training received.

Also highlight those phases of the plans of action presented in your application that proved most successful, as well as those that upon implementation did not appear fruitful. NOTE: Outreach grantees are to discuss accomplishments and slippages in terms of replication and stimulation of services, resources provided and field testing and dissemination and training in terms of types of personnel receiving training and the number of hours involved.

Grantees finishing this portion of Part II, go to C of Part II.

B. Reporting for Grantees under 13.443 (Research and Demonstration).

Discuss major activities carried out, major departures from the original plan, problems encountered, significant preliminary findings, results, and a description and evaluation of any final product. Either include copies of, or discuss: information materials released; reports in newspapers, maga-

Table 1B—Project Staff Who Provided Services to Recipients in Table 1A
 The actual data do do not differ by more than 10 percent from estimates in my application.

Type of Staff	Number	
	Full-time	Part-time (As Full-time Equivalent)*
Professional Personnel (excluding teachers)	1	
Teachers (i.e., staff member who instruct pupils)	2	.5 (year 3)
Paraprofessional	2	.5 (year 3)

Table 1C - Ancillary Services Provided to Persons with Special Needs (Including Recipients in Table 1A)
 The actual data do do not differ by more than 10 percent from estimates in my application.

Service	Number of Persons
Screened	127
Diagnostic and Evaluative	102
Other Resource Assistance (Specify) Advocacy	7

Table 1I—Preservice/Inservice Training Data
 The actual data do do not differ by more than 10 percent from estimates in my application.

AREA OF CONCENTRATION	NUMBER OF STUDENTS WHO RECEIVED PRESERVICE TRAINING BY DEGREE LEVEL				NO OF PERSONS WHO RE- CEIVED INSERVICE TRAINING	
	AA	BA	MA	POST-MA	REGULAR EDUCATORS	SPECIAL EDUCATORS
1. Administration		2	2	8	2	2
2. Early Childhood				12	10	5
3. Mentally Retarded	8	4	2			
4. Specific Learning Disabilities	20	16	4		4	6
5. Deaf-Blind						
6. Deaf/Hard of Hearing						
7. Visually Handicapped						
8. Seriously Emotionally Disturbed	3	4		6		
9. Speech Impaired	20	15	6	8	2	
10. Orthopedically Impaired						
11. Other Health Impaired						
12. Multihandicapped						
13. Gifted and Talented						
14. TOTAL (unduplicated count)**	51	41	14	34	18	13

*Amount of time for less than full-time work divided by time normally required in a corresponding full-time activity.

**Persons can receive training in two or more areas of concentration. Count such persons one time only in this total.

U.S. Department of Education
Office for Special Education and Rehabilitative Services
EDUCATION FOR THE HANDICAPPED

SUPPLEMENTARY QUESTIONNAIRE

<p>1. APPLICANT NAME (from Item 4 on SF 424) PASCUA YAQUI TRIBAL COUNCIL.</p>	<p>2. DESCRIPTIVE TITLE OF PROJECT (from Item 7 on SF 424) PROJECT YAQUI A DEMONSTRATION, ENVIRONMENTALLY-BASED PROGRAM FOR PRESCHOOL NATIVE AMERICAN HANDICAPPED CHILDREN</p>
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INSTRUCTIONS

Programs may involve Demonstration/Service activities and/or Preservice or Inservice Training activities. Any applicant whose project calls for such activities must fill out the relevant portions of the tables below. Data presented should be for the year of funding requested and will be used as one base measure to determine accomplishment for Demonstration/Service and/or Preservice or Inservice Training activities.

In Table 1 enter the projected performance data for the first budget period into the appropriate boxes. Use age as of the start of the grant project. Data for lines 1 through 11 are for those enrolled or receiving major services and not merely screened, referred, or given minimal or occasional services.

Table 2: Preservice/Inservice Training Activities. Persons can receive training in two or more areas of concentration. While it is acceptable to have duplicate counts of trainees across areas of concentration (rows 1-12), the TOTAL (row 13) should represent an unduplicated count of persons to receive training.

TABLE 1
PART A - DEMONSTRATION SERVICE ACTIVITIES 1981-1984

TYPE OF HANDICAP	NUMBER OF HANDICAPPED PERSONS TO BE SERVED BY AGE			
	AGES 0-2	AGES 3-5	AGES 6-8	AGES 9-21
1. MENTALLY RETARDED	(1) 2	(2) 2		
2. HARD OF HEARING				
3. DEAF				
4. SPEECH IMPAIRED	(15) 24	(15) 22		
5. VISUALLY HANDICAPPED				
6. SERIOUSLY EMOTIONALLY DISTURBED	(3) 6	(2) 5		
7. ORTHOPEDICALLY IMPAIRED				
8. OTHER HEALTH IMPAIRED				
9. SPECIFIC LEARNING DISABILITIES	(12) 24	(10) 17		
10. DEAF-BLIND				
MULTIHANDICAPPED				
12. (unduplicated) TOTAL	(30) 56	(29) 46		

Totals outside parentheses show children who moved from one program to other or who attended more than one year.

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PROJECT YAQUI - FINAL REPORT FISCAL YEARS 1981-84

INTRODUCTION

Project Yaqui: A Demonstration, Environmentally Based Program for Young, Native American Handicapped Children was funded for the period August 1, 1981 - June 30, 1984, by the U.S. Department of Education, Special Education Programs as part of the Handicapped Children's Early Education Program. The grant was awarded to the Pascua Yaqui Tribal Council, Tucson, Arizona.

The key components of the project were:

1. A central records coordinating system for existing tribal departments.
2. Development of a service and educational model that would be responsive to the linguistic and cultural base of Yaqui children - developing a process model that would be replicable by other Indian tribes and organizations.
3. Development of a major test battery that would aid in appropriate assessment and evaluation of learning and language disorders among Yaqui children.
4. Direct participation of the Yaqui people in special education, including identification, placement and program development as well as community education and follow-up of children when they leave the program.
5. Training of school district personnel, social services and health personnel in screening, diagnosis and program development, thus taking a leadership role in helping determine what will best fit the needs of the Yaqui people.
6. Direct services to children would be to serve approximately 50 - 60 children in the Tucson area.

WORKSCOPE MODIFICATIONS

Changes in tribal staff including the departure of the proposed director and the elimination of the Education Department and many of the Health Department employees made it necessary to submit a workscope modification (Appendix 1). A new director was hired December, 1981. The overall goal of the project had not changed only its emphasis, for example: the central records coordinating system and different departments handling various aspects of Child Find was changed to a committee representing each department. All records were kept at Project Yaqui (Child Find, Educational) while other records remained with the appropriate departments. Regular staffings coordinated the information needed from these agencies.

A service and educational model was developed that is both responsive to the Yaqui people and can be replicated by other organizations.

A major test battery was proposed. This battery would have been developed through the efforts of the personnel from both the Health and Education Department. Unfortunately, those positions were eliminated. Instead, two activities were suggested; one, that current tests would be used and a procedure devised so that their use would be both culturally and linguistically appropriate and; two, that an assessment instrument, Assessment by Behavior Rating, Loumeau, C.A. and Sharp, E.Y. 1975, would be field tested and adopted as needed.

Direct participation of the Yaqui people in all aspects of the program became a reality for the project.

Training of school district personnel and tribal personnel was put on a more realistic time line. With tribal agencies receiving on going training and, school personnel and other agencies receiving training as credibility became established.

Direct services to children was changed to cover not only four and five year olds but 1½ - 5 year olds. Two components were suggested, a preschool for 3 - 5 year olds, and, a Parents/Children Together Program for 1½ - 3 year olds. Instead of serving 50 - 60 children, approximately 100 children would be served.

REVIEW OF MANAGEMENT PLAN

The following is a review of the project's goals and their status as of June, 1984.

GOAL	STATUS/COMMENTS
A. <u>Services to Children</u>	
Conduct an environmentally based model program to serve preschool handicapped Yaqui Indian children ages 0-5, that may be replicated by other tribes or agencies.	Completed. Component I, Preschool 3-5 year olds; Component II Parents/Children Together Program, children 1-3 years. An interagency agreement with a local agency served the children 0-1½.
B. <u>Parents/Family/Community/Participation</u>	
Involve the parents, families and community in all aspects of the project.	Completed. A chart, Results of Parents' Evaluation of the Project is included in the section on parents in this report.
	The Parents/Children Together Program for 1½-3 year olds involves the parents with their children in the classes each week.

C. Advisory Board

Develop a viable and diverse advisory board where members can contribute and participate according to their individual backgrounds, expertise and desire in accordance with federal regulations.

Completed. Members of the advisory board include members of the education community; directors of other programs; key persons in related agencies; tribal personnel and parents, and members of the community.

D. Staff Development

Provide on-going developmental opportunities to facilitate the continuing operation of the program and the self improvement of all staff.

Completed. Opportunities were provided for training to enable staff to perform in their positions as well as to move on to more demanding positions; to present information at conferences to their peers and to train others interested in the program.

E. Demonstration and Dissemination

Develop an environmentally based demonstration program to serve preschool handicapped Yaqui Indian Children that may be replicated by other tribes or agencies.

Completed. A Psycholinguistic Cultural Model was developed that uses current tests and techniques in culturally appropriate ways. Presentations at National Indian Child Conference; National Indian Education Association and Council for Exceptional Children, as well as state conferences, has enabled other tribes to find out about the program, to receive materials and to make site visits.

F. Continuation and Replication

Obtain funding to continue the project after the initial funding has ceased; to assist other programs in adapting procedures and techniques developed by the project.

Completed. The program has obtained funding from Head Start. The model developed by the project will be used by the Head Start program, beginning date August 1, 1984. A joint proposal with the local school district has been submitted to the state education department for preschool incentive grant monies. The project will be known as Project Yaqui II. Recent training of the Alexander Band (Cree) from Alberta, Canada has resulted in the group's desire to replicate the Parents/Children/Together Program at their site as of September, 1984.

MODEL DEVELOPMENT

In developing a model, many things had to be considered: the needs of the children and their parents, cultural expectations of the community, as well as the system into which the children and their parents would eventually enter. The model also had to have qualities that could be replicated and adapted by other programs. Methods and techniques used for identification and remediation needed to be methods that could be recreated by other organizations as well as have credibility and acceptance by school districts. The result is a Psycholinguistic/Cultural Model which accepts the social and cultural rules and expectations of the tribal community, using them for the advantage of the children and their families; and, identifies the strengths and needs of the children and uses this information effectively. This last statement may seem simplistic, but, consider that Indian children have long been forced to learn the way the majority culture learns; to try to "fit" into predetermined slots. This technique is not effective and results in frustrated, failing children. The following is a summary of the philosophy, assumptions, rationale and applications of the project's model, and is an example of the materials used for dissemination. The model begins on page 5.

PROJECT YAQUI

FINDING AND SERVING NATIVE AMERICAN SPECIAL NEEDS CHILDREN AGES 1-5 YEARS
A CULTURAL/PSYCHOLINGUISTIC MODEL

CULTURAL: Be aware of and apply expectations and cultural rules developed by the community.

Add to this knowledge the expectations of the system the children will confront.

Provide a comfortable secure environment that exposes the children to both, thus bridging the gap from home to school in a positive, productive way.

PSYCHOLINGUISTIC: Discovering how the children learn. What are their strengths, their needs. How do they process information: What do they choose to store and use? How do the children use internal and external language to understand, think, and organize what they see and hear; and, how do they communicate their thoughts, needs and ideas to others.



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Carol Loumeau, 1984

PROJECT YAQUI**MAJOR COMPONENTS:**

1. Services To Children
2. Parent/Family/Community Involvement
3. Inter Agency Coordination and Cooperation
4. Development of Culturally and Linguistically Appropriate Procedures and Materials
5. Staff Training and Technical Assistance

PROJECT YAQUI: AN OVERVIEW

Finding and Serving Native American Special Needs Children Ages
1 - 5 Years, A Psycholinguistic/Culturally Appropriate Approach.

Approximately 18-21% of the children in special education classes in schools serving Yaqui communities are Yaquis. These percentages are disproportionate to the distribution of the population as a whole. The children placed in these special classes are often categorized as mentally retarded, learning disabled or speech/language impaired.

Faced with such a high percentage of children being referred for special services, the project is attempting two things: to identify early, those children who may need special services, and, to provide an intervention program to reduce the need for those services later on.

There are two major programs in the Services to Children component. The first is a preschool center-based program serving 3-5 year olds. The second, a Parents/Children/Together Program - P/C/T (center-based) involves family members and one and two year olds who each come one morning a week.

The Child Find process for both programs was designed to be socially and culturally appropriate. The Minnesota Child Development Inventory was adapted as a parent interview giving the staff parental input. Screening for both programs involved choosing and using culturally and linguistically appropriate tools that would help in the decision making process. For the preschool, this involved using the Assessment by Behavior Rating (A.B.R.), Sharp, E.Y., Loumeau, C.A., 1975 along with the Minnesota. For the one and two year old groups the DDST and Minnesota were done in the home. Because so few tests are available for this age group and this population, a second level, diagnostic screening was done at the center. All the one and two year olds available were tested using the Developmental Profile II and Slosson Intelligence Test. The results of the Slosson providing an estimate of potential and the Developmental Profile providing a functional level. A psycholinguistic item analysis was done on the language related items on both tests. Results on all of the children provided group norms so that the children could be compared with their peers. Children showing a disparity between estimate of potential and functional level were referred for further evaluation.

Diagnosis for the preschoolers involved using the Leiter International Scale, ITPA (Spanish) and Speech/Language Evaluations. Diagnosis for the P/C/T Program involved using the Bayley, Stanford-Binet and Speech/Language Evaluations.

Assessments of the preschoolers' development are provided by information from the A.B.R. done during the initial screening. Assessments of the one and two year olds is obtained on the Curriculum Assessment Tool (CAT), as well as information from both the Slosson and Developmental Profile. Information from the psycholinguistic item analysis also provides assessment information.

Curriculum and Programs for the 3-5 year olds are center-based with monthly parent meetings. I.E.P.'s are designed individually, but teaching follows culturally appropriate procedures. Children are taught in small groups.

individual sessions and large groups. Teaching procedures are based on identified needs using strengths indicated by the A.B.R. and ITPA.

Pre - Post Data is collected using the Leiter and ITPA as well as the A.B.R.

The P/C/T Program is held twice a week: once for the twos, and once for the ones. The parents or other family members come with a child and participate in a variety of activities which include Centers, Teacher-Parent Time (an instruction time for parents); Teacher-Child Time (rug time) and Free Play (gives parents time to make a take home toy). As parents move from center to center with their children, they read the directions for each activity and try it with them. Parents fill out an observation form that shows what their child did. The topic during Teacher-Parent Time is usually carried over to the take home activity. Parents are shown how to make and use the toy. At subsequent sessions, they are asked how they have used each toy and what they have done with their children. Individual Developmental Plans (I.D.P.'s) are written for each child.

Pre-Post Data is collected using the Slosson, Developmental Profile and the Curriculum Assessment Tool.

Project Yaqui is a model program funded by the U.S. Department of Education, Special Education Programs.

This packet is an attempt to summarize the philosophy, assumptions, procedures and techniques that are part of the program.

This project has attempted to consider a child's heritage rather than ignore it; and to consider the social rules of the community and follow them, while identifying the children's needs and meeting them in a culturally and linguistically appropriate way.

Basic Program Assumptions

1. When working with Native American handicapped preschoolers and their families the cultural and social influences cannot be ignored nor isolated.
2. Requisite language and cognitive skills are developed in a social environment.
3. A higher percentage of Native American children end up in special education classes in proportion to their population as a whole.
4. Programs serving Native American handicapped children need an approach that acknowledges the contributions of the children's culture as positive and supportive and builds on that concept.
5. The children's coping skills are socially influenced and need to be understood and utilized appropriately.
6. Parents/Family/Community members care for their children and wish to be involved in the process of meeting their needs. This involvement process needs to acknowledge cultural, social and individual standards.
7. Agencies that are charged with providing supportive services for Native American handicapped children can become efficient, cooperative adjuncts to a program when they have an investment in the program.
8. Agency personnel become "investors" when a rapport, understanding and acceptance exists between the agency and the program.
9. This rapport, understanding and acceptance can be fostered through deliberate activities.
10. Materials and procedures can be adapted to meet the cultural and linguistic needs of the children and their parents.
11. Program staff can be trained to screen, refer and assess children; plan programs, keep records and report progress when the procedures used to train them are designed around their needs and abilities.

Component Areas

Five distinct component areas have emerged as part of the model:

1. Services for Children
2. Parent/Family/Community Participation
3. Inter-Agency Coordination and Cooperation
4. Development of Culturally and Linguistically Appropriate Procedure and Materials
5. Staff Development

1. Services for Children

Goal: To provide an environmentally based, culturally and linguistically appropriate intervention program for preschool, handicapped Yaqui children ages 1-5 years.

Rationale

This component is based on the following premises:

1. A higher than average percentage of Yaqui children are enrolled in special education classes in various local school districts.
2. Intervention programs can reduce the number and severity of handicapping conditions.
3. The cultural and linguistic needs of the children and their parents must be considered in all aspects of the program.
4. The involvement of parents and other family members will have long reaching effects in both development of the children and overall attitudes towards education and individual goals.

Assumptions

In designing the Services for Children component several assumptions were made:

1. Yaqui children, like other Native Americans, function better in the visual-motor channel than the auditory-vocal.
2. Although this is a trilingual environment: Yaqui, English and Spanish; the Yaqui preschool children will speak Spanish or Spanish and English.
3. Language switching takes place on the part of parents and other family members thus influencing the language choices and functioning levels of the children.
4. Among Yaqui preschoolers, language confusion occurs causing code switching impacting their functional use of language.

5. Cultural and child rearing practices follow a pattern of self determination and little intervention takes place.
6. Because of the practice of self determination, that is, the child chooses his activities and direction, little parent-child interaction and stimulation takes place. Little is expected of a child under the age of seven.
7. Environmental stimulation must be increased to foster language and cognitive development.
8. Parents can be shown ways of interacting with their children that are culturally appropriate.

Philosophy

In considering cognitive style, we know that people differ in the way they think and process information. For too long the emphasis has been on only one way to learn and process.

Environments and the objects in them are perceived differently depending upon the social aspects of the situation. Children's backgrounds play an important role in how they will learn. Research has suggested that there may be two basically different cognitive styles, field sensitive and field independent. Field sensitive people tend to organize their perceptions and experiences as wholes and totalities. They are sensitive to the overall context of the situation (social). Their sensitivity to the field as a whole influences their perception of objects, persons and events.

Field independent people respond to events and objects independently of the field or social context. Their selection and organization of information develops from attention to parts rather than wholes.

Field sensitive children's families tend to stress closeness between children and parents and the child's place in the family. Field independent children's families emphasize development of a separate identity. Yaqui children are almost invariably field sensitive.

Social Rules

The Yaqui children are part of extended families. They participate in all activities. Social rules of conduct include not making eye contact, not bringing attention to oneself and not displaying what you know. Cooperation and group activities are expected among adults. Little planning takes place but everything still seems to get done.

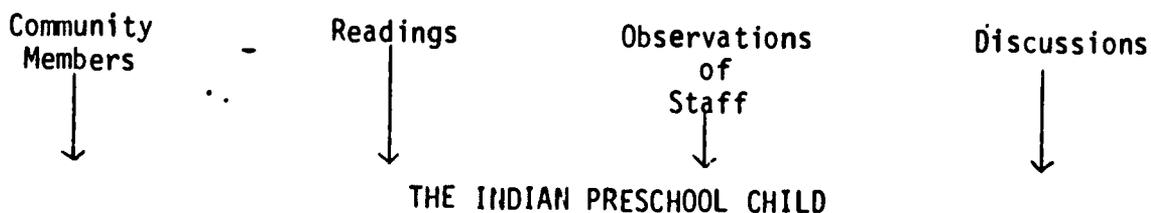
Among the children, shyness, moodiness and resistance to new things are consistent behaviors. Objectives are often met through an indirect approach. Application of what is known about the children's background and needs identifies a more specific objective to provide a preschool environment that both considers the cultural and linguistic expectations and social patterns of the community and meets the developmental needs of the children.

PROJECT YAQUI

MODEL: CULTURAL/PSYCHOLINGUISTIC

Cultural Emphasis

Sources:



1. Works better in small groups.
2. Does not like to be singled out to "perform".
3. Looks away appropriately from adult's gaze.
4. Does not participate in adult activities or discussions.
5. Works cooperatively.
6. Helps others without being asked.
7. Teases.
8. Well developed self help skills.
9. Social skills advanced beyond chronological age.
10. Is quiet and stays close to family member in a new (non-cultural) situation.
11. Does not feel a need for adult directions.
12. Does not acknowledge adult's presence.
13. Does not expect to be acknowledged.
14. Waits to be asked.

Theoretical Basis

Based upon the assumptions that Yaqui preschool children function better in the visual motor channel; that they are not environmentally stimulated to foster language and cognitive development sufficiently; that they are code switching which impacts their language functional levels; and, that their learning is affected by their social rules, an eclectic theoretical base has evolved:

1. Emphasis on cognitive/language development.
2. Stimulation of psycholinguistic processing.
3. Knowledge and application of social rules to stimulate learning.
4. Planning for the development of the whole child.

Applications of this theory include:

Stimulating language and cognitive development through planned preschool activities based on assessed needs.

Emphasis on the auditory vocal processes while utilizing the stronger visual channel.

Planning activities around small and large groups utilizing the team spirit of cooperation as well as other rules of conduct.

Involving family members in as much of the learning process as possible.

A Cultural/Psycholinguistic Model

Cultural: Be aware of and apply expectations and cultural rules developed by the community. Add to this knowledge the expectations of the system (school) the children will confront.

Provide a comfortable, stimulating, secure environment that exposes the children to opportunities to learn in ways and with people s/he can emulate. Provide a bridge between home and school in a positive productive way.

Involve members of the community and families in various aspects of the program.

Psycholinguistic: Discover how each child learns; what are their strengths and their needs; how do they process information; what do they choose to store and use; how do they use it; how do they use internal and external language to understand, think and organize what they see and hear; how do they communicate their thoughts to others?

Combining what is known about what a child knows with what he needs to know, is sometimes called a diagnostic-prescriptive approach. Add to this the identification of how the child is using his knowledge and you then know how to teach him/her.

PROJECT YAQUI
PSYCHOLINGUISTIC EMPHASIS

THE CHILD:

Understands
what he sees
and hears

(RECEPTION)

Thinks about
what he sees
and hears

(ASSOCIATION)

Communicates his
thoughts, needs,
ideas through words,
gestures, drawings

(EXPRESSION)

Sees and hears
likenesses and
differences

(DISCRIMINATION)

Remembers what
she sees and
hears in order

(MEMORY)

Repeats what she
sees and hears

(IMITATION)

THE INDIAN PRESCHOOL CHILD:

1. Discriminates well among colors, shapes, sizes.
2. Learns by watching rather than by being told.
3. Has difficulty attending auditorily.
4. Can tell you what you use something for but may not know it's name.
5. When attending to pictures, may only attend to one aspect.
6. May know the name of a whole - but not it's parts.
7. Can memorize a dance or ceremony and repeat it exactly.
8. Has difficulty remembering, in order, what is seen or heard when it is not in a cultural context.
9. Expects needs to be met. May point rather than ask when in the classroom, yet is very self sufficient elsewhere.
10. Notices every visual aspect of something but may have difficulty with positions in space.

PROJECT YAQUI

SERVICES TO CHILDREN

<u>Screen</u>	Appropriately involve parents, provide feedback to parents.
<u>Refer</u>	Children for follow up evaluation.
<u>Provide</u>	Support for families so that children get evaluated. Parents are present at evaluation.
<u>Parent Conferences</u>	Review information, provide parents with a chance to make informed consent.
<u>Staffing</u>	Parents help make decisions for appropriate action.
<u>Placement</u>	In most appropriate program.
<u>Referral</u>	For further evaluations or follow-ups as necessary.
<u>Assessment</u>	Identifies what child can and cannot do, his strengths and needs.
<u>Individual Programs</u>	Designed to meet the child's needs. Record keeping and updating allows for continual programming.
<u>Progress Reporting</u>	Can be done by showing both number of behaviors gained and number of months acquired.
<u>Transition</u>	Into other programs can be coordinated so that appropriate services are attained.
<u>Advocacy</u>	Parents and children need the support of a program person when entering a new program.
<u>Follow-up</u>	Periodic follow-up with parents and new agency assures appropriate services.

FINDING AND SERVING THE CHILDREN:
PRESCHOOL: 3-5 YEAR OLDS

SCREENING:

Minnesota Child Development Inventory - A parent interview, and parent concerns (done in parent's language)

Vision, Hearing Screening, on site, (done with parents)

Review of Developmental and Medical Information

Play Week

Assessment by Behavior Rating, (done with parents)

Anecdotal Information, Staff Observations

Staffing; Parental Advisement

Referrals/Evaluations

Bilingual Speech/ Language Evaluation (on site)

Leiter International Scale (I.Q.) (on site)

Illinois Test of Psycholinguistic Ability (Spanish) (on site)

Vision, Hearing, Medical Referrals: Health Provider

Staffing; Parental Advisement

Placement

Assessments in September, December, March and June used for updating of program. A.B.R.; Curriculum Assessment Tool

Individual Programs I.E.P.'s

Parental Consent

Progress Reporting

Exit Evaluations, Leiter, ITPA, Minnesota

PARENTS

School District, Other Agencies

Emphasizing the cultural aspect and respecting it gives a child the opportunity to develop a positive self image.

By analyzing the way each child learns, staff can plan the best method for each child.

2. Parent/Family/Community Participation

Goal: To involve the Yaqui parents, families and the community in all aspects of Project Yaqui.

Rationale

This component is based upon the following premises:

1. Yaqui parents care about their children and want them to reach their maximum potential.
2. Yaqui parents are not the only people involved in the raising of their children.
3. The Yaqui community has an interest in the development of all its children.
4. Parents and other family members are a child's first teachers and provide the most effective means of fostering growth and development.
5. Parents, et al, have a right to participate in the planning and evaluation of the program.
6. The Yaqui culture must be considered in deciding how, when and with whom parents will interact.
7. Direct participation of Yaqui people in the identification, placement and program development for their children will be encouraged thus fostering the concept of self determination. These activities may include screening, assessing, program management, observation, coordination with other agencies, planning of parent workshops and classroom activities.
8. Parents need to be advised of their rights and assisted in obtaining them.
9. Parents have needs in obtaining information whether it be on child growth and development, realistic expectations or what services are available to them and their children.
10. Yaqui parents, et al, have a right to be kept informed of all evaluations, assessments and progress reports in a clear and understandable way.
11. The involvement of the parents, family and community is not one sided. Project staff has a responsibility to become involved, establish credibility and demonstrate a respect for the Yaqui people and their culture.

Emphasis has been placed on parent/family community involvement from the initial contact in the community to the transition of the child to another program and then beyond.

Program Elements

1. Parents, extended family and community members can participate in screening and assessment processes providing valuable developmental information.
2. Parents need information supplied to them in a constructive, culturally acceptable way.
3. Provisions need to be made to have parents present during diagnostic procedures, and to acknowledge their rights and responsibilities as parents.
4. Parents can assist the diagnostician and can gain knowledge about the process itself.
5. Parents can participate in the assessment process providing the stimulus, language and input so that the information best defines where a child is developmentally as well as emotionally.
6. Parents are aware when their child has a problem.
7. Parents and family members have needs and concerns in meeting the needs of their children; they need information and support.
8. Parents are capable of running programs and doing activities with their children.
9. Parents and family members benefit from programs that acknowledge their social needs as well as their educational needs:
10. A needs assessment procedure can help to identify parents' needs. Provisions should be made for the parents to make suggestions in addition to what is asked.
11. Parents can meet agency personnel at workshops - thus, creating a bridge of understanding.
12. Information on need assessment forms should actually be used to plan and link parents and families with appropriate agencies.
13. Parents, family, community members and children all benefit when parents are regular participants in all program activities.
14. All community members can give input into the program.

PARENTS/FAMILY COMMUNITY INVOLVEMENT

Initial Home Visits
Parent Interviews
Screening of Children
Conferences
Evaluation of Children
Placement of Children
Assessment of Children
Individual Programs
Progress Reporting
Parents/Children Together Program
Workshops
Field Trips
Classroom Volunteers
Cultural Demonstration
Advisory Board
Tribal Activities
Project Commitment

PROJECT YAQUI

3. Inter Agency Coordination and Cooperation

Goal: To facilitate the coordination of services provided to the children and parents of Project Yaqui.

Rationale

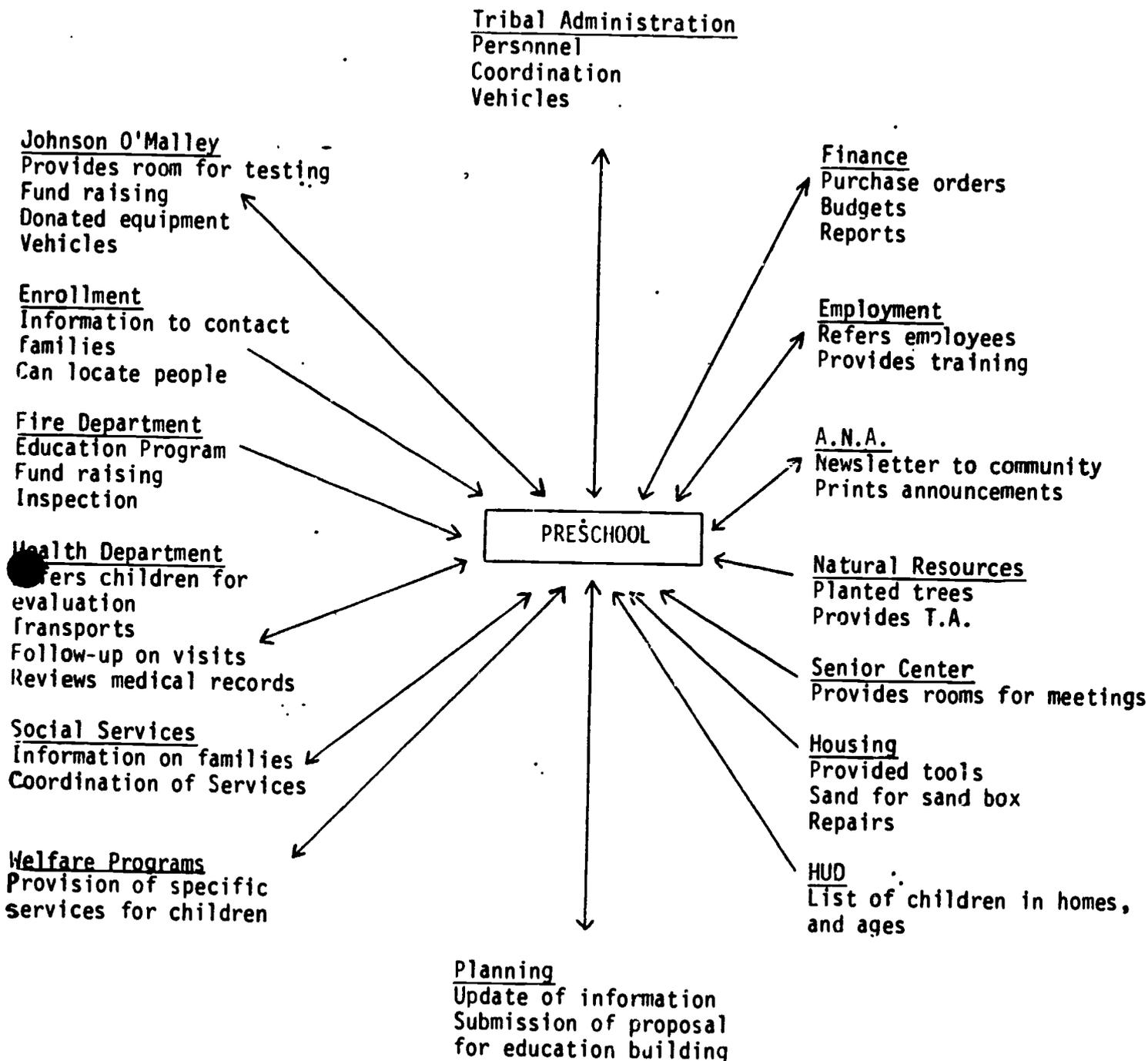
Coordination with agencies both on and off the reservation is vital in order to provide the most relevant and efficient services to both the children and their parents. Inter Agency Coordination and Cooperation has been fostered by identifying agencies that can help and then utilizing them appropriately. Specific emphasis has been placed on sensitizing staff to client needs and project requests, this, in turn, has stimulated better service.

Program Elements

1. There is a need to inform other agencies about what occurs in the program and the kinds of services provided by the project.
2. The transition of information (both ways) is needed of children who are to be served.
3. Credibility must be established if children are to be placed and served appropriately.
4. Advisement of rights of children and parents helps insure needs being met.
5. Advocacy is a part of the total process.
6. Follow up of children by the program can be a positive activity.
7. Agencies that know what you are doing and how - are more inclined to assist.
8. Involve as many agencies as possible in your activities.
9. Stimulate a trusting atmosphere.
10. Include agency staff in your training plans.
11. Ask to be included in theirs.
12. Share materials and procedures.
13. Put them on your mailing list.
14. Let them know that you have something to offer.
15. Include agency personnel on your Advisory Board.
16. Agency personnel that you involve become supportive of your project.
17. Personnel become more "real" to parents and staff when they present or participate in presentations.

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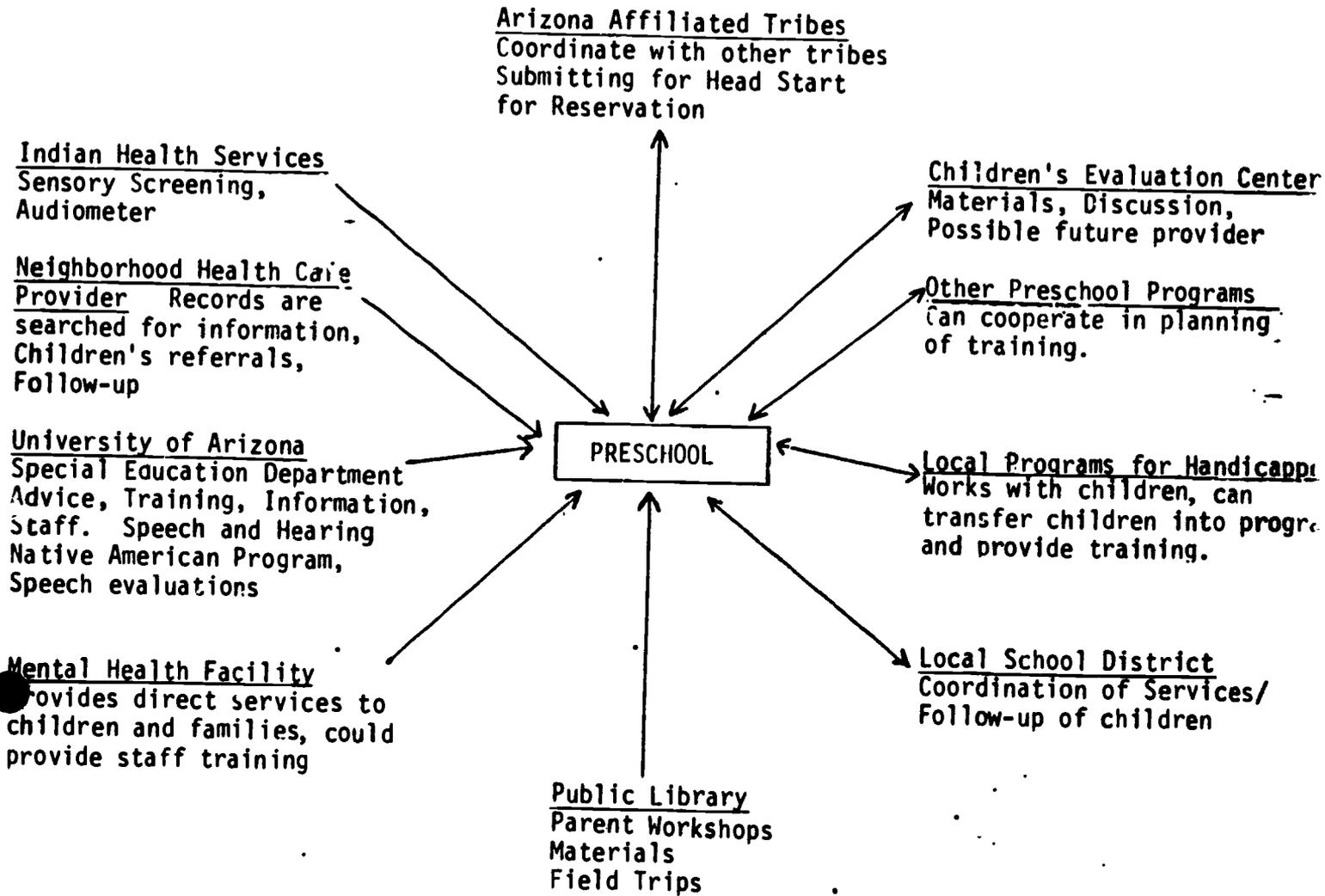
EXAMPLES OF POSSIBLE COORDINATION



PROJECT YAQUI

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EXAMPLES OF POSSIBLE COORDINATION



PROJECT YAQUI

CULTURALLY/LINGUISTICALLY**Appropriate Procedures and Materials:**

Uses cultural expectations and learning styles to determine methods of teaching and evaluation.

Testing - evaluation procedures done with parents, in child's language.

Childrens' strengths and needs are identified - programs designed to utilize strengths to fill in needs.

Materials developed that are derived from the culture and expand on it.

PROJECT YAQUI

4. Development of Culturally and Linguistically Appropriate Procedures and Materials.

The emphasis on material development has been two fold: one; to develop culturally and linguistically appropriate procedures and materials for evaluating children and meeting their needs and two; developing materials and procedures to support the other four component areas.

5. Staff Development

Goal: To provide ongoing development opportunities to facilitate the continuous operation of the program and the self improvement of all staff.

Rationale

This component is based on the following premises:

1. Each staff member comes to the program with both abilities and needs.
2. Each person knows some things well enough to teach them to others.
3. Staff must have a good sense of what the goals and objectives of the project are in order to help meet them.
4. Staff needs change as job descriptions and roles change.
5. Professionals need to keep abreast of changes and new ideas in their respective fields.
6. All staff must be sensitive to the cultural and linguistic heritage of the people served by the program.
7. Members of the tribe need to participate in training sessions in order to further encourage the concept of self determination. A sense of continuous self improvement and experimentation encourages increased skills and self fulfillment.
8. Staff needs to know what the internal workings of the project are to better understand specific requirements.
9. All staff will participate in the planning process of setting objectives for the various components.
10. A well informed staff member is an advocate for the project.

Program Elements

1. Staff members are capable of serving children appropriately.
2. Staff members can make positive observations about a child's needs and behaviors.
3. Classroom staff needs to be available part of the child find process.
4. Staff needs to accept parents as a key element in the child find process, and that they know the children and really care about them.
5. Staff members can become self sufficient in assessing children.
6. Staff members can assist in the process of developing I.E.P.'s
7. Staff can learn how to run programs, keep records and show progress.
8. Staff members who are members of the same community as the children are in an excellent position to know social/cultural background of the children.
9. Staff needs are assessed and training is designed around identified needs.
10. Each staff member brings to the project unique experiences and learnings.
11. Staff can help plan topics and format of training.
12. Staff can assist in program evaluation thus getting feedback concerning their efforts.

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HANDICAPPING CONDITIONS

Initially the children to be served were 3-5 year olds (Fiscal Year 1981-82). As the program progressed, it became apparent that waiting until age three, especially for language and learning delays was too late for some children. A new component, Parents/Children/Together/Program was begun in the Fall of 1982. All children living on the reservation between the ages of 1½ and 5 years were processed for possible placement. Of these children, only certain categories of handicapping conditions emerged. A pattern was emerging: children with attending, receptive, memory or perceptual problems were being identified. These problems were interfering and preventing learning although the children demonstrated normal intelligence. Samuel A. Kirk recently defined developmental learning disabilities as a lack of prerequisite skills. They include (1) disorders in attention, (2) perceptual and receptive disorders, (3) limited use of the mental operations of memory, seeing relationships, generalizing, associating, and (4) language disorders including a limited ability to decode and encode concepts, either verbal or motor.

The one ability most often found lacking was that of attending, both visually and auditorily as well as poor memory and associative abilities.

In the area of speech impaired, children showed severe-moderate receptive expressive language delays in their primary language. Bilingual speech language evaluations were done by two persons, with one of the team members being a Yaqui speech clinician who speaks Yaqui, Spanish and English.

No hearing or vision impaired children were placed. Some older children were identified and services were obtained for them in the school system. Only one health impaired child was found; she was placed in a specialized preschool.

The other areas, mentally retarded and emotionally disturbed, received the least numbers. Only a very small number of children qualified for M.R. Most of the children were in the normal I.Q. range. It was surprising to find so many children in the seriously emotionally disturbed category, especially at such a young age. The two in the 3-5 year old category will be entering school in September. Both will need supportive services.

Exhibit 1 is a summary of the handicapping conditions of the children served. Attendance in a program during a school year is counted as one service unit. Some children attended for more than one year. The total service units provided by the project is 102. A detailed status report of all the children receiving services from the project is included in the Services for Children part of this report.

EXHIBIT 1

Numbers of Handicapped Children Served by Age and by Category, Fiscal Years 1981 - 1984

TYPE OF HANDICAP	F. Y. 81 - 82		82 - 83		83 - 84	
	AGES 0-2	AGES 3-5	AGES 0-2	AGES 3-5	AGES 0-2	AGES 3-5
1. MENTALLY RETARDED			1		1	2
2. HARD OF HEARING						
3. DEAF						
4. SPEECH IMPAIRED						
5. VISUALLY HANDICAPPED		6	11	8	13	8
6. SERIOUSLY EMOTIONALLY DISTURBED		2	3	2	3	1
7. ORTHOPEDICALLY IMPAIRED						
8. OTHER HEALTH IMPAIRED						
*9. SPECIFIC LEARNING DISABILITIES		7	12		12	4
10. DEAF-BLIND						
11. MULTIHANDICAPPED						
TOTAL		15	27	16	29	15

TOTALS EACH YEAR

15

43

44

TOTAL 102

* Developmental Learning Disabilities

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PROJECT STAFF

The initial proposal listed four positions: A director, teacher, Resource assistant and consultant. Because of a late start up date (December, 1981) a budget and workscope revision were submitted. The consultant category was reduced and changed to include psychologists and speech therapist. The timeline of the project was condensed to enable the program to begin serving children as soon as possible (March-April 1982). The teacher and resource assistant positions were split and four half time persons were hired. The teachers had backgrounds in Special Education and Child Development; the Resource Assistants were members of the Yaqui community. During the second year of the project, the teacher with the background in Child Development began the Parents/Together/Program (PCT) with one assistant. The other teacher ran the 3-5 year old component. Teacher positions became six hour positions. As interest in the project increased, so did the work load. The teacher of the PCT program was replaced; she became Office Assistant and Support Teacher. She would sub for either teacher when training or demonstration activities took place. A third resource assistant was hired in year three. This person would sub for the other assistants during training and demo activities, ran programs for the children and developed materials. The director had a background in early childhood and special education. In addition to administrative responsibilities, she also did training sessions, conference presentations, developed materials and ran children's programs.

SERVICES TO CHILDREN: CHILD FIND

The entire Child Find process was designed to be culturally appropriate. Exhibit 2 gives an overview of the process which takes the children from initial screening to advocacy and follow up once the children have left the program. Because there were two parts of the Services to Children, two different processes had to be designed. For the 3-5 year olds, initial screening began in the homes with a parent interview using an adaptation of the Minnesota Child Development Inventory. Children and parents were then invited to a Play Week during which various screening procedures took place. Anecdotal information was collected through staff observation and the Assessment by Behavior Rating (ABR) done with the parents' assistance.

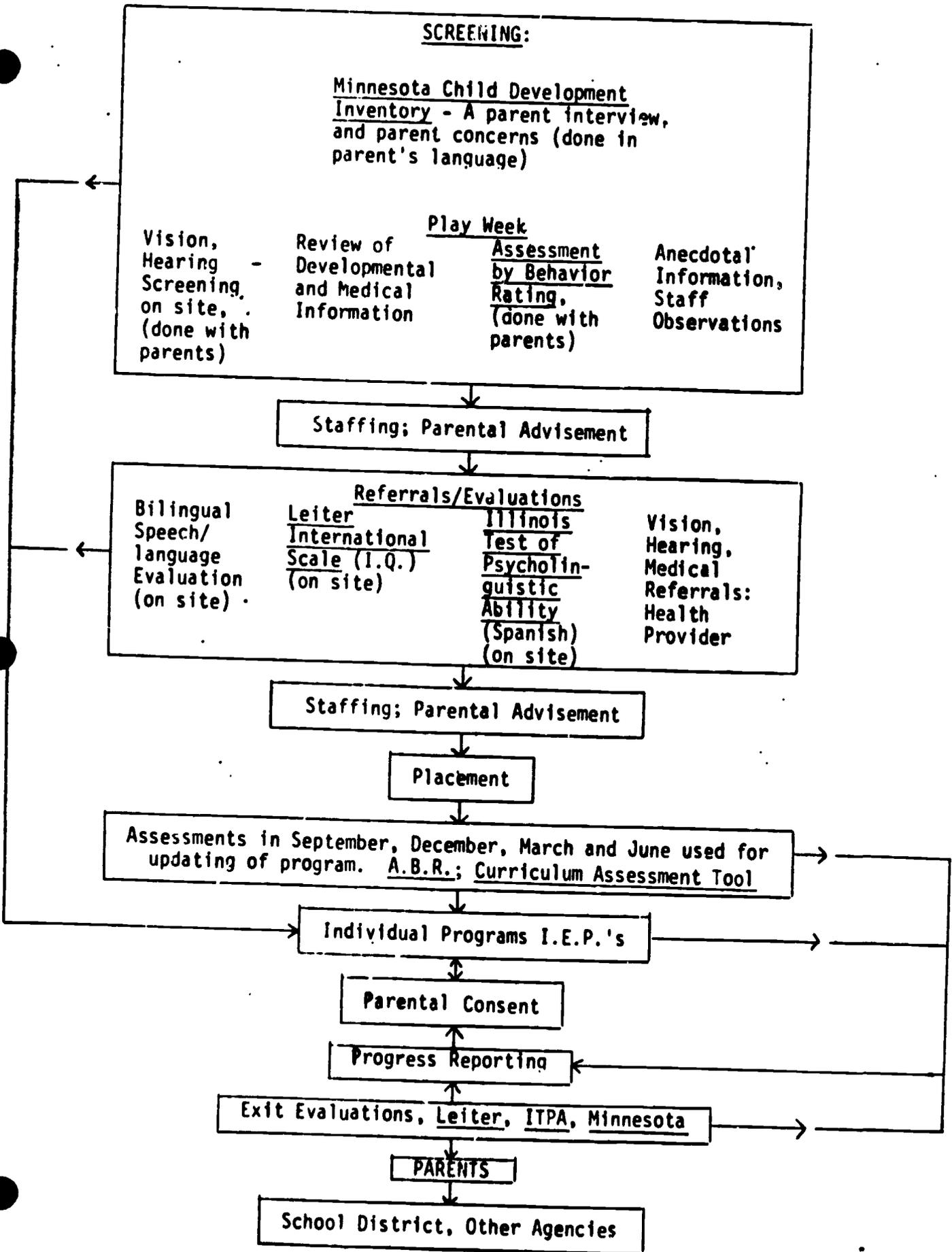
Exhibit 3 gives an overview of the complete Services To Children Find process for the 3-5 year olds.

Initial screening for the 1-3 year olds began in the home also. The Resource Assistant would interview the parents using the Minnesota while the teacher did the Denver Developmental Screening Test (DDST) with the child. The DDST did not prove to be an effective first level screening procedure identifying only the grossest delays. Instead, it became a way of introducing the children to the testing process and the materials. Step 2 of the process, called a Diagnostic Screening, took place in the classroom. This involved administering the Slosson Intelligence Test and the Developmental Profile II together with the parents present (many of the items are similar); anecdotal and other information was also collected. Exhibit 4 gives an overview of the process for 1½-3 year olds. An error analysis of the psycholinguistic

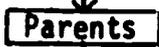
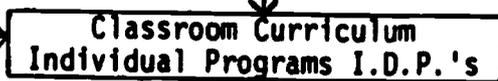
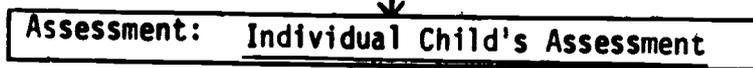
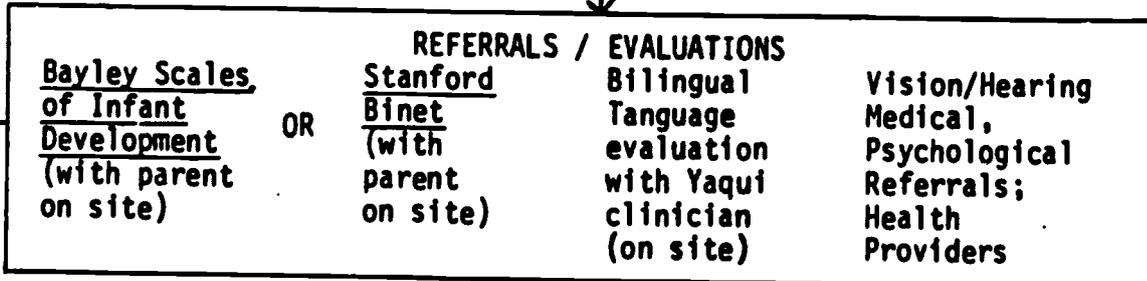
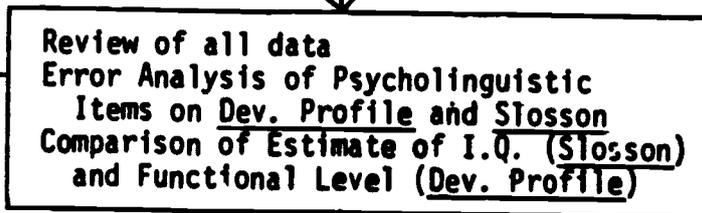
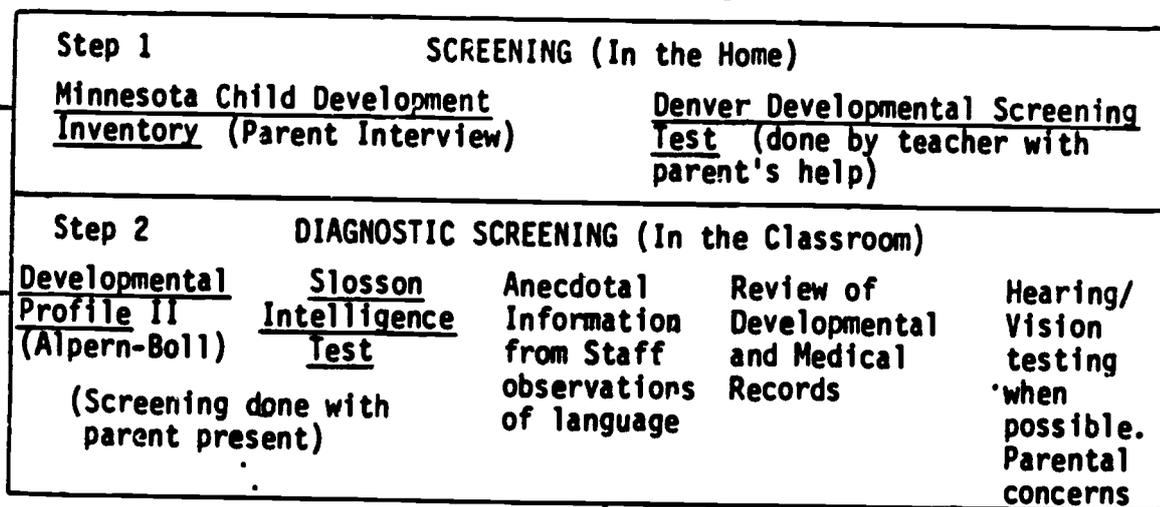
SERVICES TO CHILDREN

<u>Screen</u>	Appropriately involve parents, provide feedback to parents.
<u>Refer</u>	Children for follow up evaluation.
<u>Provide</u>	Support for families so that children get evaluated. Parents are present at evaluation.
<u>Parent Conferences</u>	Review information, provide parents with a chance to make informed consent.
<u>Staffing</u>	Parents help make decisions for appropriate action.
<u>Placement</u>	In most appropriate program.
<u>Referral</u>	For further evaluations or follow-ups as necessary.
<u>Assessment</u>	Identifies what child can and cannot do, his strengths and needs.
<u>Individual Programs</u>	Designed to meet the child's needs. Record keeping and updating allows for continual programming.
<u>Progress Reporting</u>	Can be done by showing both number of behaviors gained and number of months acquired.
<u>Transition</u>	Into other programs can be coordinated so that appropriate services are attained.
<u>Advocacy</u>	Parents and children need the support of a program person when entering a new program.
<u>Follow-up</u>	Periodic follow-up with parents and new agency assures appropriate services.

FINDING AND SERVING THE CHILDREN:
PRESCHOOL: 3-5 YEAR OLDS



PCT I PCT II



items on both the Slosson and Developmental Profile (Exhibit 5). These items were analyzed using S. A. Kirk's model. The results of the Slosson give an "I.Q. potential"; the Developmental Profile II, a functional level. When a disparity between the scores of the two tests resulted as well as a 50% error rate in any two psycholinguistic abilities, a child was referred. This process may seem complex, but really isn't. Neither test would give completely valid results since the Slosson gave equal credit for fine motor abilities and the Developmental Profile was heavily into language acquisition. A comparison of the two seemed ideal.

Children in the 3-5 year old group were referred when the results of the ABR, the Minnesota and Anecdotal Observations indicated a delay of nine or more months.

EVALUATION OF CHILDREN

Cultural and linguistic considerations affected the kinds of tests chosen and where they were given. All tests were given at the preschool with a family member present. For the 3-5 year olds, the tests were: the Spanish ITPA, a Bilingual Speech Evaluation (one member of the team a Yaqui clinician), and the Leiter International Scale. The Leiter was chosen because it is a visual motor test and, historically, Indian children have well developed visual channels. Of the (21) children tested with the Leiter (13) of them were in the normal range on the pretests; on post tests (19) were in the normal range.

For the 1-3 year olds, the tests were a Bilingual Speech/Language evaluation, Bayley Scales, Stanford Binet and Psychological evaluations. In choosing the tests and procedures, consideration was given to what would be acceptable by agencies taking referrals from the project. Several sensitivity training sessions were held for evaluators to prepare them for testing the children.

ASSESSMENT OF CHILDREN

The assessment process for the 3-5 year olds had already taken place during Play Week. Information from the ABR was used to identify goals and objectives. In addition, selected parts of the ABACUS were used. In year one, several parts were used; by year three, only two sections Communication and Pre-academics were still being used. Information from these two instruments was used for the childrens Individual Educational Plan (IEP).

Assessment of the 1-3 year olds was accomplished by combining the two parts of the Learning Accomplishment Profile (LAP) into one continuous instrument omitting any duplication. Information was also taken from the completed Slosson and Developmental Profile. The information collected established the goals and objectives for each child's Individual Developmental Plan (IDP). Exhibit 6 gives a summary of the numbers of children screened and placed in the programs each year. Because of all the information obtained on the children, it became easier to find children who were experiencing problems. By the end of the second year, parents were coming to the project to ask about their concerns, thus, making child find easier.

LANGUAGE PROFILE

REPRESENTATIONAL LEVEL

AUTOMATIC LEVEL

YEARS AND MONTHS

CA

(receiving)
Reception

Association

Expression

(receiving)
Perception

Sequential
Memory

Imitation

Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
Auditory	Visual	Auditory	Visual	Verbal	Manual	Auditory Discrimination	Visual Discrimination	Auditory	Visual	Verbal	Motor
0-6 mos. C-3 S1.5a	A-1					S 1.0b	A-2 S1.5a			C-1 S1.0a	S 1.0a
6 mos - 1 year S 9.5a S 1-0.5b			A-3	S 8.0 S 0-10.0b S 1-0.5a	C-5 C-6				A-4	C-4	S 10.5a S 11.5
1-1 1/2 yrs. C-9 A-6 S 1-2.5	S 1-4.5			C-7 S 1-5a C-8 S 1-2.0a S 1-3.5a S 1-4.0a	A-5						S 1-1.5 S 1-3.5b S 1-4.0a S 1-5.0b
1 1/2 - 2 yrs. A-8 S 1-7.0 S 1-7.5 S 1-10.0	A-9 S 1-11.0b	A-7		C-10 S 1-4.5a C-12 S 1-8.5a S 1-9.0 S 1-11.5a	C-11						S 1-6.5 S 1-9.0b S 1-10.5b S 1-12.5b
2-2 1/2 yrs. S 2-1a S 2-1b S 2-2a S 2-3a S 2-6a	C-14 S 2-4	S-2-5		C-15 A-12 S 2-0a			A-10	C-13			A-11 S 2-0b
2 1/2 - 3 yrs. A-15 S 2-7a C-16 S 2-7a S 2-10a A-18 A-13		S-2-11						C-17 S 2-9 S 3-0			A-14
3-3 1/2 yrs. C-19	C-20 A-16	A-17 S 3-1 S 3-2 S 3-4 S 3-6		C-21				S 3-5			A-18 S 3-1
3 1/2 - 4 yrs. A-20 S 3-4a S 3-7a S 3-7a S 3-8a	S 3-9 S 4-0	S 3-11		C-23 C-24	C-24 A-19 A-21			C-22			
4-4 1/2 yrs. S 4-3		S 4-1 S 4-2 S 4-3						S 4-8			
48	S 4-9 S 5-0	S 4-7 S 4-11						S 4-8 S 4-10			49

Error Analysis of the Psycholinguistic Items on the Slosson and Developmental Profile II

Exhibit 5

35.

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EXHIBIT 6

CHILD FIND ACTIVITIES: FISCAL YEARS 1981-84

Program: Children:	Preschool		PCT	
	Screened	Placed	Screened	Placed
Fiscal Year 1981-82	29	15	N/A	N/A
Fiscal Year 1982-83	20	10	45	25
Fiscal Year 1983-84	11	9	22	9
Totals	60	* 34	67	* 34

* Does not account for referrals.

CURRICULUM

The curriculum for the 3-5 year olds was based on identified needs.* The content was presented in a socially and culturally appropriate manner. Children were exposed to a large group (rug time), medium size groups (group programs), small groups (work jobs), and individual programs (during outside play). A copy of the daily schedule is in Appendix I, pages 8 and 9. It was anticipated that the children would like least the one-to-one individual programs during free play outside. To our surprise, this was their favorite time of the day. Children who were not participating in individual programs would find excuses to come inside, stand around and look with anticipation at any available staff member. Several programs would be run at one time by the teacher, resource assistant, director, office manager, etc. We suspect that the individual adult attention, praise, encouragement, and positive feed back helped to develop a positive self concept for the children. They kept coming back for more. This may explain many of the gains in years documented on the A.B.R. Classroom activities utilized the strong visual channel of the children by using visual and tactile stimuli to keep their attention, while presenting information auditorally. Eventually, the visual stimuli would be removed forcing the children to use the lower channel. Pre testing on the A.B.R. indicating that many of the children had depressed auditory-vocal channels (one-two years), and low visual-motor channels as well (six months-one year). Post testing has indicated that the visual-motor channel is at or above age level for most of the children and that the auditory-vocal channel has come up significantly to within approximately six months of the other channel. The exceptions are those children who still have significant language delays and will need therapy.

Curriculum areas emphasized were receptive-expressive language, associative skills, labeling, pre math, pre academic and fine motor pre writing skills. Self help social and gross motor skills for most of the children were above age level.

The fine motor program is the only program in which every child participated. Results of this program are discussed in the Services to Children (Child Change) part of this report.

The Parents/Children/Together Program (PCT) was begun in the fall, 1982. After finding a large number of children available to screen, it was decided to screen in two stages; the two-three year olds first, then the one-two year olds. Parents of the older children were willing and eager to participate; parents of the younger group were not. Forty-five children were screened. Thirty-one were placed in the program for further evaluation (diagnostic placement). Because of the young age of the children and the difficulty in testing them appropriately, it was decided to add staff observations to the data being collected. Of the thirty-one children, twenty-five were enrolled. The other six became role models (both parents and children) for the identified special needs children. Classes were held

* Sources were the A.B.R., Minnesota, Staff Observations and the results of evaluations.

twice a week, Wednesdays and Fridays with the one-two year olds (PCT I) coming on Wednesdays and two-three year olds (PCT II) coming on Fridays.

In fiscal year 1983-84, twenty-two children were screened and nine placed. Enrollment rose to thirty children, sixteen PCT II, and fourteen PCT I. Many of the children who began the program in 1982-83 were continued into the next year. This was necessary because attendance was so erratic the first year and parents were just getting used to the idea of coming. Several children were screened, diagnosed, placed and then left the program. Data are presented on them to give a better picture of the kinds and numbers of handicaps found. In the second year of the PCT project, parents were given the option of coming on either day. This improved attendance. Because of the uniqueness of the program an example of the daily schedule (Exhibit 7) is included in the body of this report.

Curriculum emphasis for this group was in the area of language development and parenting skills. In the individual activities at each learning center, during parent-teacher time, rug time, and take home activities, the emphasis was on language development as well as other identified areas. A master sheet showing the results of all testing on the children gave the teacher an overview of what to plan for. Activities were planned to range from very simple to more complex so that parents could see a continuum in the development of skills. One of the most popular aspects of the program was the take home activities. These were so popular that parents would miss a class but stop by later and ask for the kit. The materials developed by the project are discussed in more detail in the Demonstration/Dissemination/Materials section of this report.

Samples of forms and materials developed by the project for all the component areas are included in Appendix II and III of this report.

SERVICES TO CHILDREN: CHILD CHANGE

Because there are two distinct programs for this component, the preschool for three-five year olds, and, the Parents/Children/Together Program (PCT): for one-two year olds (PCT I), and two-three year olds (PCT II), each program will be discussed separately.

PARENTS/CHILDREN/TOGETHER PROGRAM, PCT I and II

- * The Child Find process for the one-three year olds involved the Minnesota as a parent interview and the Slosson and D.P. II as a diagnostic screening. Pre-post information on all three instruments is presented for both PCT I and PCT II. PCT II began in the fall of 1982; participation was fairly good and data is available for 1982-83 and 1983-84. PCT I began late winter, 1983. The parents of these children were harder to entice into the program, and came less often. Data is provided on a continuum from 1982-1984.
- * See page 33 for overview.

EXHIBIT 7

PARENTS/CHILDREN/TOGETHER PROGRAM
 Children Ages 1½ - 3 Years

Daily Schedule

- 10:00 A.M. - 10:45 A.M. Learning Centers & Food Experience (Snack)
 10:45 A.M. - 11:05 A.M. Parent/Teacher Time, Children-Outside Play
 11:05 A.M. - 11:25 A.M. Parent/Teacher Time
 11:25 A.M. - 11:55 A.M. Take Home Activity, Children-Free Choice
 11:55 A.M. - 12:00 Noon Cleanup

Learning Centers and Food Experience (Snack):

Parents and children work together. Seven or eight learning centers are set up to give children and their parents experiences in various developmental areas such as large motor, small motor, language social emotional, cognitive and creative. A food experience center is set up for children to receive a nourishing snack as well as provide experiences in self-help skills, nutrition education and math & science.

Parent/Teacher Time - Children outside:

A lesson plan is prepared by the teacher to give parents learning experiences in child development, activities for their children and various other areas concerning children such as dental, health, nutrition, etc. Films, filmstrips and other teaching aids are used for the presentations. Children have outside play while the parents are inside. They are supervised by teachers who emphasize a planned developmental area (such as throwing balls, using water play table, tricycle riding, etc.)

Teacher/Child Time:

Parents, children and teachers join together to experience activities such as music/movement, fingerplays, stories and films.

Take Home Activity - Free choice:

Parents make a game or toy to use at home with their children. Children play in various interest centers and with toys on the rug. Adults who supervise the children emphasize language development.

Cleanup:

Parents clean up Take Home Activity then help their children clean up their toys.

Did Child Change Occur in this Group of Children after the Program was Initiated?

PARENTS/CHILDREN/TOGETHER, PCT II, 1982-83; 1983-84

Thirteen children participated in the program the first year, 1982-83. The Slosson and the Developmental Profile II were used at the beginning of the program and again in June, 1983. (Exhibit 8), Child Change Data PCT II, 1982-83 shows pre post information from the DP II. Gains are measured in months except for the functional level which may be used as an I.Q. The area with the largest gain was Self Help with a gain of 6.6 months, second was Physical Skills, third was Academic Skills. The average gain in I.Q. points was 11.04. The DP II is a highly verbal test that penalizes children who have receptive-expressive delays. If a child with such a delay improves on this instrument, progress has definitely been made. The other test, the Slosson gives children credit for developing physical skills, especially on items under the age of two years. (Exhibit 9), Child Change data from the Slosson shows an average increase of 9.23 points in I.Q. A comparison of the scores on both tests was done when the children entered the program and in June, 1983. (Exhibit 10) shows that on the pre test twelve of the children got higher scores on the Slosson than on the DP II with an average difference of 17.79 points. On the post testing the average difference was 12.9 points. As one moves up through the test items on the Slosson, the items become more verbal and thus similar to the items on the DP II.

Sixteen children participated in the program during the second year, 1983-84. Three children were not available for post testing. The results of the DP II (Exhibit 11) shows the largest gain in Physical Skills, the second largest in Academic Skills and the third, largest in Self Help Skills. Child 15 and 16 came very little and their scores reflect their attendance and severe family problems. Child 4 shows a 12 point loss in functional level. A post language evaluation revealed a severe receptive-expressive delay. Child 8's scores reflect his emotional development; a drop of 21 points indicates there is still a problem. Even though seven of the thirteen children post tests showed gains; the group showed an average loss of - 1 point.

The results of the Slosson (Exhibit 12), showed an average loss of 13.23 points. The Slosson is becoming a more verbal test.

A comparison of the differences between the two tests, (Exhibit 13), shows that of the thirteen children who were tested twice, twelve of them had higher scores on the Slosson for the pre test. This was true of the previous year, also. Only Child 8 had a higher score on the DP II. But, in the post test results for June, 1984, five children had higher scores on the DP II; seven had higher scores on the Slosson; and one got the same score on both. Interestingly, Child 8 got a higher score on the Slosson.

EXHIBIT 8

CHILD CHANGE DATA 2-3 YEAR OLDS P/C/T II

Program Year 82-83

Child	Handicap Code	PRE (months)						POST (months)						GAINS/LOSSES (months)					
		P	SH	S	A	C	*FL	P	SH	S	A	C	*FL	P	SH	S	A	C	*FL
1	SP	18	38	34	20	14	67	32	46	40	26	30	76	14	8	6	6	16	9
2	SP	20	34	32	17	20	71	24	38	34	24	26	85.7	4	4	2	7	6	14.7
3	SP	20	40	28	19	24	73	26	42	34	30	30	103	6	2	6	11	6	30
4	SP	22	38	42	21	28	68	28	48	42	28	28	85	6	10	0	7	0	17
5	SP	20	30	30	12	18	44	20	36	36	20	26	69	0	6	6	8	8	25
6	SP	18	20	16	6	16	24	20	26	22	15	24	55	2	6	6	9	8	31
7	SP	16	28	28	17	24	63	26	32	42	19	26	59	10	4	14	2	2	-4
8	EH	36	44	36	26	32	76	42	66	36	30	30	77	6	22	0	4	2	1
9	SP	22	32	36	17	22	62	24	34	36	22	24	76	2	2	0	5	2	14
11	DLD	28	42	30	24	26	77	38	42	32	28	26	82	10	0	2	4	0	5
12	SP	30	44	38	30	34	83	40	50	54	34	38	85	10	6	16	4	4	2
13	SP	32	42	36	30	26	85	34	44	36	30	28	79	2	2	0	0	2	-6
17	SP	34	44	28	26	28	76	38	52	24	30	30	81	4	8	4	4	2	5

Totals	316	476	414	265	312	869	392	556	468	400	422	1013	76	80	62	71	58	143.5
Averages	243	366	319	203	24	669	301	428	36	308	325	77.9	5.9	6.6	48	5.5	4.5	11.04

KEY: P=Physical Development
SH=Self Help
S=Social skills

A=Academic
C=Communication
*FL=Functional Level
(Scores in I.Q. points)

B=Borderline
S=Significant
D=Delay

SOURCE: Slosson
Intelligence ScaleEXHIBIT 9
CHILD CHANGE DATA
2-3 Year Olds P/C/T II
Program Year 82-83

Child	Handicap Code	PRE			POST			GAINS/LOSSES		
		CA	MA	IQ Estimate	CA	MA	IQ Estimate	CA	MA	IQ Estimate
1	Sp	31	29	93	34	34.5	101	3	5.5	8
2	Sp	24	19.5	78	28	25	89	4	5.5	11
3	Sp	26	22.5	86.5	29	33	114	3	10.5	27.5
4	Sp	31	29.5	95	33	35	106	2	5.5	11
5	Sp	27	18	67	29	25	86	2	7	19
6	Sp	25	16.5	66	27	20	74	2	3.5	8
7	Sp	27	22.5	80	32	24.5	76	5	2	4
8	EH	34	21.5	62	39	27	69	5	5.5	7
9	Sp	27	20.5	76	29	24	83	2	3.5	7
11	DLD	31	31.5	101	34	33	97	3	1.5	4
12	Sp	36	32	86	40	37	92.5	4	5	6.5
13	Sp	35	33	94	38	35	92	3	2	-2
17	Sp	34	27.5	81	37	33.5	90	3	6	9

Totals	388	323.5	1065.5	429	386.5	1169.5	41	63	120
Averages	29.85	24.88	81.96	33	29.73	89.96	3.15	4.85	9.23

KEY: MA=Mental Age

EXHIBIT 10

Differences between I.Q. or Functional Level Scores on the Developmental Profile II and the Slosson.

PCT II, 1982-83

Child	<u>Pre</u>		<u>Differences</u>		<u>Post</u>		<u>Differences</u>	
	DP II	Slosson	DP II	Slosson	DP II	Slosson	DP II	Slosson
1	67	93		25	76	101		25
2	71	78		7	85.7	89		3.3
3	73	86.5		13.5	103	114		11
4	68	95		27	85	106		21
5	44	67		27	69	86		17
6	24	66		42	55	74		19
7	63	80		17	59	76		17
8	76	62	14		77	69	8	
9	62	76		14	76	83		7
11	77	101		24	82	97		5
12	83	86		3	85	92.5		7.5
13	85	94		9	79	92		13
17	76	81		5	81	90		9
				<u>213.5</u>				<u>154.8</u>

Average
Difference 17.79 points

Average
Difference 12.90 points

EXHIBIT 11

CHILD CHANGE DATA 2-3 YEAR OLDS P/C/T II

Program Year 83-84

Child	Handicap Code	PRE (months)						POST (months)						GAINS/LOSSES (months)					
		P	SH	S	A	C	FL	P	SH	S	A	C	FL	P	SH	S	A	C	FL
1	SP	32	46	40	26	30	76	52	58	54	36	36	80	20	12	14	10	6	4
2	SP	24	38	34	24	26	71	32 ^B	44	38	28 ^S	32 ^B	72	8	6	4	4	6	1
3	SP	26	42	34	30	30	103	40	54	44	40	34	100	14	12	10	10	4	-3
4	SP	28	48	42	28	28	85	42	58	48	32 ^S	36	73	14	10	6	4	8	-12
5	SP	20	36	36	20	26	69	30 ^S	42	38	30 ^D	28	75	10	6	2	10	2	6
6	SP	20	26	22	15	24	55	20 ^S	34	20 ^B	22	26 ^S	58	0	8	4	7	2	3
7	SP	26	32	42	19	26	59	42	42	42	37	36	84	16	10	0	18	10	25
8	EH	42	66	36	30	30	77	56	70	54	28 ^S	46	56	14	4	18	-2	16	-21
9	SP	24	34	36	22	24	76	34 ^B	42	36	28 ^S	28 ^S	70	10	8	0	6	4	-6
10	DLD	20	42	36	18	24	67	34	46	36	32	30	91	14	4	0	14	6	24
14	DLD	24	22 ^B	26	22	24	76	44	48	28	32	28	91	20	26	2	10	4	15
15	SP	22	28	22	24	24	96	20	22	24	17 ^S	19 ^B	55	-2	-6	2	-7	-6	-37
16	SP	22	28	22	22	24	88	14	10 ^S	12 ^S	22	26	76	-8	-18	-10	0	2	-12
*18	SP	30	52	46	32	32	76												
*19	SP	20	40	42	22	24	71												
*20	DLD	22	16 ^S	28	12 ^S	22	40												

Totals	402	596	544	366	418	1185	460	570	480	384	376	985	130	82	52	84	64	-13
Averages	251	373	34	229	261	741	359	439	369	295	313	758	10	6.3	4	6.54	9.2	-1

KEY: P=Physical Development
SH=Self Help
S=Social Skills

A=Academic
C=Communication
FL=Functional Level
(Gives an estimate of IQ)

B=Borderline
S=Significant
D=Delay

*=Children left program

EXHIBIT 12
CHILD CHANGE DATA
2-3 Year Olds P/C/T II
Program Year 83-84

Child	Handicap Code	PRE			POST			GAINS/LOSSES		
		CA	MA	IQ Estimate	CA	MA	IQ Estimate	CA	MA	IQ Estimate
1	Sp	34	34.5	101	45	40	89	11	5.5	-12
2	Sp	28	25	89	39	32	70	11	7	-19
3	Sp	29	33	114	40	44	110	11	11	-4
4	Sp	33	35	106	44	37	84	11	2	-22
5	Sp	29	25	86	40	27	68	11	2	-18
6	Sp	27	20	74	38	24	63	11	4	-11
7	Sp	32	24.5	76	44	27	61	12	2.5	-15
8	EH	39	27	69	50	38	76	11	11	7
9	Sp	29	24	83	40	25.5	64	11	1.5	-19
10	DLD	27	24.5	91	35	32	91	8	7.5	0
14	DLD	29	25.5	88	35	28	80	6	2.5	-8
15	Sp	25	25	100	29	21.5	74	4	3.5	-26
16	Sp	25	26	104	29	23	79	4	-3	-25
18	Sp	42	32	76						
19	Sp	31	31	100						
20	DLD	30	27	90						

Totals	489	439	1447	508	399	1009	122	995	-172
Averages	30.56	27.44	90.44	39.08	30.69	77.62	9.38	76.54	-13.23

KEY: MA=Mental Age

EXHIBIT 13

Differences between I.Q. or Functional Level Scores on the Developmental Profile 'I and the Slosson.

PCT II, 1983-84

Child	Pre		Differences		Post		Differences	
	DP II	Slosson	DP II	Slosson	DP II	Slosson	DP II	Slosson
1	76	101		25	80	89		9
2	85.7	89		3.3	72	70	2	
3	103	114		11	100	110		10
4	85	106		21	75	84		11
5	69	86		17	75	68	7	
6	55	74		19	58	63		5
7	59	76		17	84	61	23	
8	77	69	8		56	76		20
9	76	83		7	70	64	6	
10	67	91		24	91	91	+	+
14	76	88		12	91	80	11	
15	96	100		4	59	74		15
16	88	104		16	76	79		3
				176.3			49	73

Average 14.69 points

Average 4.08 10.43 points

Average Difference 10.17

+ = Same

The Minnesota was done as a parent interview at the beginning and end of each program year. Information is provided in seven developmental areas as well as a composite area called General Development. Because this program was a Parent-Child Interaction program, the parents had a good knowledge of what their children had learned. Note should be taken of the fact that a check mark to the left of a number indicates a 20% delay in development and, a check to the right indicates a 30% delay. For program year 1982-83, (Exhibit 14), forty-six checks were placed on the profiles on the pre test. Of these, twenty indicated a 20% delay, twenty-six, a 30% delay. Ten of the thirteen children had at least one check. On the post testing, there were twenty-three checks: fourteen 20% delays and nine 30% delays, for a total of six children.

The gains are recorded in numbers of behaviors. The area where the highest gains occurred was Situation Comprehension with an average of 7.4 behaviors per child. The second highest, Expressive Language, with an average of 6.9 behaviors, and third, Comprehension Conceptual, with an average of 6.4 behaviors. Situation Comprehension assesses the child's ability to function in his environment; Comprehension Conceptual assesses cognitive, psycholinguistic items.

Minnesota (Exhibit 15) for program year 1983-84 showed thirty-six checks on the pre, for nine out of thirteen children. Children 18, 19 and 20 were not counted because they were not available for post testing. Of these checks, twenty-nine were for 20% delays, seven for 30% delays. Post results indicated seven out of thirteen children had a total of seventeen checks; thirteen 20% delays, and four had 30% delays. The largest gain appeared in the Comprehension Conceptual category with an average gain of 11.2 behaviors; second highest was Expressive Language with 9.5 behaviors; third was Self Help with 8 behaviors. (Exhibit 16) summarizes the results found on the Minnesota. The data shows that at the end of the first year, growth was shown in all developmental areas measured. In addition there was a decrease in the number of delays at both the 20% and 30% levels. The average gain per child increased from the first to the second year in each of the top three areas.

Did Change Occur in This Group of Children after the Program was Initiated?

PARENTS/CHILDREN/TOGETHER PCT I, 1982-84

Twelve children participated in the program the first year, 1982-83. Attendance was poor and it was difficult to convince parents that they and their children needed to come. In June, 1983, it was decided to continue the enrolled children into the next program year hoping that the parents would be more comfortable with the program after having been in it a while. This was a new concept. Community members had not experienced before children so young being in a "school". Two additional children were enrolled for the 1983-84 school year. The Slosson and DP II were used at the beginning of the program (1982-83) and, at the end of the program (1983-84). The pre data

EXHIBIT 15

CHILD CHANGE DATA 2-3 YEAR OLDS P/C/T II
Program Year 83-84

SOURCE: Minnesota
Child Development
Inventory

Child	Handicap Code	Number of Behaviors:																								
		PRE										POST							GAINS							
		GD	GM	FM	EL	CC	SC	SH	PS	GD	GM	FM	EL	CC	SC	SH	PS	GD	GM	FM	EL	CC	SC	SH	PS	
1	Sp	87	29	32	45	29	34	✓18	26	107	32	38	52	✓36	43	28	33	20	3	6	7	7	9	10	7	
2	Sp	75	25	33	39	24	26	17	23	✓87	30	33	48	✓31	39	30	31	12	5	0	9	7	13	13	8	
3	Sp	73	24	33	39	24	37	17	27	102	32	38	46	43	40	29	30	29	9	5	7	19	3	12	3	
4	Sp	✓71	26	✓28	✓36	✓21	32	24	19	✓99	29	35	45	✓34	✓34	31	27	✓28	3	7	9	13	2	7	8	
5	Sp	85	28	32	41	28	39	15	✓31	102	30	32	53	35	39	27	33	17	2	0	12	7	0	12	2	
6	Sp	59	25	✓27	✓27	16	20	✓20	15	✓87	27	32	42	34	✓27	24	20	28	2	5	15	18	7	4	5	
7	Sp	85	28	32	44	32	34	22	25	104	32	36	52	48	43	31	33	19	4	4	8	16	9	9	8	
8	EH	87	28	31	✓40	29	34	✓20	✓24	94	33	38	52	38	37	35	33	13	5	7	8	9	3	15	9	
9	Sp	80	25	29	42	28	36	20	25	✓84	31	31	✓43	✓33	38	✓24	31	4	6	2	1	5	2	4	6	
10	DLD	✓54	✓23	✓26	✓30	12	✓21	26	✓17	90	✓24	30	✓41	✓21	34	31	32	36	1	4	11	9	13	5	15	
14	DLD	✓56	26	30	✓32	20	✓25	20	22	92	31	36	47	45	37	28	✓25	36	5	6	15	25	12	8	3	
15	Sp	51	✓19	27	29	✓12	17	✓13	✓15	72	23	28	40	17	28	15	27	21	4	1	11	5	11	2	12	
16	Sp	✓46	✓20	26	29	✓12	18	✓12	✓16	69	22	27	40	17	26	15	27	23	2	1	11	5	8	3	11	
18	Sp		31	29	✓43	✓31	19	✓23	24																	
19	Sp	74	✓23	30	38	23	27	24	29																	
20	DLD	✓63	✓22	✓26	23	7	✓17	✓18	✓17																	
Totals		1040	402	471	577	348	436	309	355	1189	376	434	601	432	465	348	382	286	50	48	124	145	92	104	97	
Averages		69.3	25.1	29.4	36.1	21.8	27.3	19.3	22.2	71.5	28.9	33.4	46.2	33.2	35.8	26.8	29.4	22	3.9	3.7	9.5	11.2	7.1	8	7.5	

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KEY: GD=General Development FM=Fine Motor CC=Comprehension Conceptual SH=Self Help
GM=Gross Motor EL=Expressive Language SC=Situation Comprehension PS=Personal Social
Check to the left of the number indicates a 20% delay, check to the right indicates a 30% delay.
(Information collected by parent interview)

EXHIBIT 16

LEVEL and NUMBER of DELAYS: MINNESOTA
PCT II

	<u>1982-83</u>		<u>1983-84</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
20%	20	14	29	13
30%	26	9	7	4
Total Checks	46	23	36	17
<u># of Children who had checks Total number in Program</u>	10/13	6/13	9/13	7/13

AREAS of GAINS in BEHAVIOR

<u>Area</u>	<u>1982-83</u> <u>Average Gains/ Child</u>	<u>Area</u>	<u>1983-84</u> <u>Average Gains/ Child</u>
Situation Comprehension	7.4	Comprehension Conceptual	11.2
Expressive Language	6.9	Expressive Language	9.5
Comprehension Conceptual	6.4	Self Help	8.0

for children M and N was taken in the fall, 1983. (Exhibit 17), Child Change Data PCT I shows pre-post information from the DP II. Gains are measured in months except for the functional level which may be used as an I.Q. The area with the largest gain was Self Help with 19.7 months; second, was Physical Skills with 9.3 months and, third, was Academic Skills with 7.7 months. This pattern is the same as for the PCT II program.

The pre-post information on the DP II needs to be looked at individually: Child A went from a significant delay in academic skills to normal, but, now shows delays in physical and social skills. Child C went from one significant delay and three borderlines to four significant delays and one borderline. This is a down's syndrome child. During the winter of the last school year she was very ill. Child D went from normal scores to two significant delays and two borderline scores. His attendance was .03%. Child H went from normal scores to two significant delays. A speech language evaluation in June indicated a receptive-expressive delay. His attendance was 21%. Child I went from normal scores to two significant delays and a borderline score. The child's emotional problems are interfering with his learning. Child J showed two significant delays in post testing. He began to exhibit a language delay. Post testing substantiated this. Child K showed a significant delay in academic skills on post testing. Child L showed a borderline score in academics.

An analysis of the DP II results of June, 1984 for both PCT I and II shows that in the PCT II group, six children showed significant delays in Academic Skills and two in Communication Skills; results for PCT I show six children with significant delays in Academic Skills and one with delays in Communication. Items on the DP II, Academics are pre-math, auditory, association and pre-cognitive tasks. Activities were designed to stimulate the auditory-vocal channel while teaching these tasks. Parents would do the tasks but often without any verbalization. Parents of all the children with post significant delays, except one, were observed not talking to the child, not requiring answers, and doing a great deal of the task for the child. The one exception was the parent of the EMH child. Again, it has to be stressed that the DP II penalizes a child who does not have a strong auditory-vocal channel.

Child Change Data from the Slosson (Exhibit 18) shows an average decrease of 7.43 points in I.Q. Pre test information showed nine children with I.Q.'s within the normal range. Post test information showed only six children in the normal I.Q. range. Two of these moved into this range on post testing. Children D, H, and J dropped below the average range. Child D hardly came; Child H's mother was having a difficult pregnancy and couldn't work with him effectively; Child J is the child evidencing a receptive-expressive language delay.

Comparing the pre and post scores of the two tests and looking at the differences between the two scores (Exhibit 19), it is apparent that there was a vast difference between the two scores (21.08 points) on the two pre tests. The differences decreased on the post testing (9.31 points) with

EXHIBIT 17

CHILD CHANGE DATA 1-2 YEAR OLDS P/C/T I
Program Years 82-83, 83-84

SOURCE: Developmental Profile II

Child	Handicap Code	PRE (months)						PRE (months)						POST (months)						GAINS/LOSSES (months)					
		P	SH	S	A	C	FL	P	SH	S	A	C	FL	P	SH	S	A	C	FL	P	SH	S	A	C	FL
A	DLD	16	20	20	S _D 11	22	48							S _D 22	32	B _D 24	28	26	82	6	12	4	17	6	34
B	DLD	16	20	36	15	22	83							26	32	38	28	28	90	10	12	2	13	6	7
C	EMH	S _D 8	B _D 12	16	B _D 15	B _D 12	68							S _D 16	B _D 26	S _D 20	S _D 15	S _D 12	43	8	14	4	0	0	-25
D	DLD	18	14	24	15	14	75							B _D 20	S _D 18	26	S _D 18	B _D 18	58	2	4	2	3	4	-17
E	DLD	18	32	26	18	24	75							38	42	46	32	38	86	20	10	20	14	14	11
F	DLD	16	30	34	18	22	82							22	40	34	26	28	84	6	10	0	8	4	2
G	DLD	18	28	32	15	24	60							32	42	42	34	32	80	16	14	10	19	8	29
H	DLD	18	24	34	15	18	75							S _D 18	34	38	19 _D	S _D 30	33	0	10	4	4	12	-17
I	EH	18	34	24	17	22	77							S _D 24	40	28	19 _D	S _D 24	B _D 54	6	6	4	2	2	3
J	SP	18	20	34	15	20	83							S _D 18	34	36	17 _D	S _D 24	55	0	14	2	2	4	-28
K	SP	18	26	28	15	22	65							34	52	38	26 _D	S _D 36	72	16	26	10	11	14	7
L	DLD	20	30	42	20	28	74							36	44	48	28 _D	S _D 28	72	16	14	6	8	0	-2
M	EH							14	16	24	18	16	100	24	28	24	20	24	80	10	12	0	2	8	-20
N	DLD							16	24	24	15	14	75	30	30	30	20	28	71	14	6	6	5	14	-4
Totals		202	290	350	189	250	865	30	40	48	33	30	175	362	494	472	330	378	994	130	164	74	108	96	-20
Averages		168	242	292	158	208	721	15	20	24	165	15	875	259	353	337	236	27	71	9.3	117	5.3	7.7	6.9	-143

KEY: P=Physical Development
SH=Self Help
S=Social Skills

A=Academic
C=Communication
FL=Functional Level
(Gives an estimate of IQ)

B=Borderline
S=Significant
D=Delay

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SOURCE: Slosson
Intelligence ScaleEXHIBIT 18
CHILD CHANGE DATA
1-2 Year Olds P/C/T I
Program Year 82-84

Child	Handicap Code	PRE			POST			GAINS/LOSSES		
		CA	MA	IQ Estimate	CA	MA	IQ Estimate	CA	MA	IQ Estimate
A	DLD	23	19	83	34	27	79	11	8	-4
B	DLD	18	23	125	31	29	94	13	6	-31
C	EMH	22	14	64	35	16	46	13	2	-18
D	DLD	20	18.5	93	31	22	71	11	3.5	.18
E	DLD	24	24.5	102	37	35	95	13	10.5	-7
F	DLD	22	19	86	31	29	94	9	10	8
G	DLD	25	21	84	38	34.5	91	13	13.5	7
H	DLD	20	22.5	98	33	21	64	13	-1.5	-34
I	EH	22	19.5	89	35	22	63	13	2.5	26
J	Sp	18	19.5	108	31	20	65	13	.5	-43
K	Sp	23	20	87	36	31.5	88	13	11.5	1
	DLD	27	25.5	94	39	30	77	12	4.5	-17
M	EH	18	18.5	103	25	22.5	90	7	4	-13
N	DLD	20	18	90	28	26	93	8	8	3

Totals	302	282.5	1306	464	365.5	1110	170	82	-104
Averages	21.57	20.18	93.29	33.14	26.11	79.29	12.14	5.86	-7.43

MA=Mental Age

EXHIBIT 19

Differences between I.Q. or Functional Level Scores on the Developmental Profile II and the Slosson.

PCT I, 1982-1984

Child	Pre		Differences		Post		Differences	
	DP II	Slosson	DP II	Slosson	DP II	Slosson	DP II	Slosson
A	48	83		35	82	79	3	
B	83	125		42	90	94		4
C	68	64	4		43	46		3
D	75	93		18	58	71		13
E	75	102		27	86	95		9
F	82	86		4	84	94		10
G	60	84		24	89	91		3
H	75	98		23	58	64		6
I	77	89		12	54	63		7
J	83	108		25	55	65		10
K	65	87		22	72	88		16
L	74	94		20	72	77		5
M	100	103		3	80	90		10
N	75	90		15	71	93		22
				274				121

Average Difference 21.08

Average Difference 9.31

the two scores coming closer together. A comparison of the pre and post scores on the DP II and the Slosson with the scores on the Bayley Scales and the Stanford Binet (Exhibit 20), showed that for eleven out of thirteen children, the Slosson came closer to the Bayley and Stanford Binet scores than did the DP II. On the post test scores, seven came closer to the Slosson, six closer to the DP II. Interestingly, in six of the seven cases for the Slosson, the test scores were lower than the Stanford Binet.

The Minnesota was used to collect information from the parents as to how they perceived their children were developing. Pre-post information from the Minnesota (Exhibit 21), shows that seven children had a total of twenty-two checks indicating delays. Of these, ten were 20% delays and twelve were 30% delays. In the post testing, five children had a total of twenty checks. Of these ten were 20% delays and ten were 30% delays. In (Exhibit 22), reflects these numbers and also shows that the PCT I group gained many more behaviors per child than did PCT II.

Does Interval Data Indicate Child Responses to Individual Program?

In addition to the information collected from the DP II, Slosson and Minnesota, curriculum decisions were also made from information used on a revision of the Learning Accomplishment Profile (LAP). There are two; one for children birth-36 months, one for 36-72 months. Because our program would cover both age groups, we combined the two instruments removing any duplication. This will be referred to as Learning Accomplishment Profile I and II Revised (LAPR).

In using most assessment tools progress is usually documented by the numbers of behaviors gained. Some tools show number of months gained. In using the information from the LAPR the following procedures were applied:

1. Number of behaviors gained resulted from counting the actual behaviors.
2. Number of months achieved. This was found by finding the month assigned in the LAPR to the number of behaviors achieved.
3. Number of items achievable. This number was found by taking the number assigned to the child's chronological age on the scale.

From this information the following could be ascertained:

1. How fast is the child achieving behaviors? Does this rate agree with the child's estimated potential?
2. How fast is this child increasing in developmental age? Is he keeping pace, falling behind or moving ahead?

This last question is probably the most crucial one to teachers. It is one thing to say a child learned a number of behaviors, but what does it mean? Should he be moving faster? slower? have I made a difference? To illustrate how this procedure works, (Exhibit 23), Analysis of Assessment Information is included. The results from a first and second assessment are included so that the reader can see how the information is used. The child is Child A from the PCT I program.

EXHIBIT 20

Comparison of Pre-Post Data
on the DP II and Slosson with the
Bayley and Stanford Binet

Child	PRE		POST	
	DP II	SLOSSON	DP II	SLOSSON
A	48	83 (95 \pm 5)	82 (97 \pm 5)	79
B	83 (87 \pm 5.3)	125	90 (89)	94
* C	68	64		
D	75	93 (89 \pm 5.3)	43	46 (84)
E	75	102 (92 \pm 5)	86 (72)	95
F	82	86 (100 \pm 5.3)	84 (86)	94
G	60	84 (93)	89 (84)	91
H	75	98 (88 \pm 5.5)	58	64 (94)
I	77 (79 \pm 5.5)	89	54 (57)	67
J	83	108 (99)	55	65 (95)
K	65	87 (90)	72	88 (98)
L	74	94 (88 \pm 5)	72	77 (82 \pm 5)
M	100	103 (105 \pm 5)	80	90 (85)
N	75	90 (93 \pm 5)	71	93 (101 \pm 5)

Numbers in parentheses are results of Bayley Scales or Stanford Binet. These numbers have been placed close to the number they more closely resemble. Post test scores are Stanford Binets only.

* No I.Q. test

EXHIBIT 21

CHILD CHANGE DATA 1-2 YEAR OLDS P/C/T I
Program Year 82-83, 83-84

SOURCE: Minnesota Child
Development Inventory

Child	Handicap Code	Number of behaviors:																POST												GAINS			
		PRE 82-83								PRE 83-84								GD	GM	FM	EL	CC	SC	SH	PS	GD	GM	FM	EL	CC	SC	SH	PS
A	DLD	✓41	21	27	23	✓8	✓16	13	17									74	30	33	✓43	25	✓32	19	✓24	33	9	6	20	17	16	6	7
B	DLD	38	19	24	26	✓5	✓14	9	19									82	26	27	44	19	36	24	29	44	7	3	18	14	22	15	10
C	EMH	28	16	22	11	5	14	9	6									36	22	✓28	18	7	✓25	15	12	8	6	6	7	2	11	6	6
D	DLD	✓27	20	26	10	4	✓13	10	15									✓64	27	30	✓30	✓16	18	26	23	37	7	4	20	12	6	16	8
E	DLD	73	22	31	36	25	27	18	19									106	30	38	51	38	40	31	30	33	8	7	15	13	13	13	11
F	DLD	46	21	25	27	9	21	13	14									76	31	32	40	✓19	35	26	28	30	10	7	13	10	14	13	14
G	DLD	53	19	29	34	19	15	15	20									104	31	31	50	40	29	26	29	51	12	2	16	21	14	11	9
H	DLD	48	18	24	28	12	✓14	12	15									97	27	32	50	30	35	25	32	49	9	8	22	18	21	13	17
I	EH	53	24	26	26	17	21	15	20									108	31	42	51	50	36	27	34	55	7	16	25	33	15	12	14
J	SP	54	23	28	29	9	18	14	20									96	28	32	49	37	23	28	30	42	5	4	20	28	14	10	10
K	SP	54	✓19	28	27	✓12	✓19	17	18									102	29	35	51	36	34	29	31	48	10	7	24	24	15	12	13
L	DLD	69	23	28	30	19	26	19	19									99	✓25	32	49	43	32	29	31	30	2	4	19	36	6	10	12
M	EH									52	21	28	30	16	19	8	17	64	26	38	36	19	22	21	19	12	5	10	6	3	3	13	2
N	DLD									48	24	29	23	12	17	14	16	75	29	30	41	29	33	17	25	27	5	1	18	17	16	3	9
Totals		584	245	318	307	144	218	164	202	100	45	57	53	28	36	22	33	1185	392	460	603	408	430	343	377	499	102	85	243	248	177	157	142
Averages		48.7	20.4	26.5	25.6	12	18.2	13.7	16.8	5.0	2.25	2.85	2.65	1.4	1.8	1.1	1.65	84.6	28	32.8	43.1	29.1	30.7	24.5	26.9	35.6	7.3	6.1	17.4	17.7	12.6	11.2	10.1

(Information collected by parent interview)

KEY: GD=General Development FM=Fine Motor
GM=Gross Motor

EL=Expressive Language

CC=Comprehension Conceptual
SC=Situation Comprehension

SH=Self Help
PS=Personal Social

NOTE: Check to the left of the number indicates a 20% delay, check to the right indicates a 30% delay.

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EXHIBIT 22

LEVEL and NUMBER of DELAYS: MINNESOTA

PCT I, 1982-84

	<u>Pre</u>	<u>Post</u>
20%	10	10
30%	<u>12</u>	<u>10</u>
Total	22	20
<u># of children</u>	7	5
<u>Total number</u> <u>in program</u>	14	14

AREAS of GAINS in BEHAVIOR

<u>Area</u>	<u>Average Gain/Child</u>
Comprehension Conceptual	17.7
Expressive Language	17.4
Situation Comprehension	12.6

Child's Name A - PCT ISection CognitiveAssessment Number 2
year month dayProgram PCT I, II

Date _____

Enrollment Date _____

Birthday _____

C. A. _____

C. A. in months 30

Score - _____

Directions: Record the information directly from the assessment tool. Part I

A. Number of items actually achieved. (Item number of ceiling minus errors) A² 92B. Number of items achievable. Number assigned to A.A. on scale B² 97C. Number of months achieved. (Months assigned to A) C² 30D. Chronological age in months. D² 30E. Rate of Behavior acquisition A² 92 = 94.8 % E² 95%B²97

=

94.8 %E² 95%F. Rate of Developmental Growth C² 30 = 100 % F² 100%D²30

=

100 %F² 100%

Calculation of Gains

Part II

Directions: Assign a number to each letter in Part I. The number should be the same as the Assessment Number. For example: A, B would be from the first assessment done and, A, B would be from the second, etc.. To ascertain what gains a child has made, subtract the earlier scores from the later ones.

1. Number of items achieved: A² 92 - A¹ 49 = 43 1 432. Number of months achieved: C² 30 - C¹ 12 = 18 2 183. Number of months of maturation: D² 30 - D¹ 23 = 7 3 74. Rate of Behavior Acquisition: E² 95 - E¹ 78 = 17 % 4 17%5. Rate of Developmental Growth: F² 100 - F¹ 52 = 48 % 5 48%What was the child's original Rate of Behavior Acquisition? E¹ 78 % Now ? E² 95 % @ 17 % (4)What was the child's original Rate of Developmental Growth? F¹ 52 % Now ? F² 100 % @ 48 % (5)

The information is used thusly:

- A. Number of items the child actually completed in assessment two. In A's case, there were 92.
- B. The number of items achievable. Theoretically, she should have done 97.
- C. Number of months achieved. You obtain this by finding the age assigned to number 92 on the scale. In this case, 30 months was assigned to the total number of behaviors achieved.
- D. This is A's chronological age, 30 months.
- E. The Rate of Acquisition is how fast is this child achieving behaviors. This is found by dividing the number of behaviors achieved (A) by the number possible (B).

$$\frac{A^2}{B^2} = \frac{92}{97} = 94.8 \quad 95\%$$

The child is acquiring behaviors at a good rate.

- F. The Rate of Developmental Growth has to do with months. Some times we are fooled into believing that a child is doing well because he has done so many things, but we must always compare him to the "norm" to touch base. This rate is figured by dividing the number of months achieved (C) by the child's C.A. (D). In A's case, it is 100%.

By subtracting the results of the first assessment from the second, the following information is obtained:

1. Child A learned 43 behaviors since the last assessment.
2. She increased 18 months in developmental age compared to 7 months of actual time elapsed.
3. Originally, Child A was acquiring skills at a 78% rate. An increase of 17% now puts her rate at 95%.
4. On the first assessment, Child A was functioning at 52% of her C.A. After the second assessment, an increase of 48% now puts her at 100%. She is at age level.

Pre post data is presented for PCT II, 1982-83, 1983-84. It is presented twice. First, (Exhibit 24) it is presented in numbers of behaviors and months gained for 1982-83; then it is presented as rates of development (developmental age) and rates of achievement (behaviors), (Exhibit 25).

In (Exhibit 24), the average gain in months in Cognitive Development was 2.15 months; in Language Development, 2 months; and in Fine Motor, 2 months. (Exhibit 25) is a little more helpful. In Cognitive Development the average increase in acquisition rate was 5.77 percent; in Language 8.2 percent. Increase in developmental ages were 1.7 percent for Cognitive Development; -54 percent for Language and .38 percent for Fine Motor.

EXHIBIT 24

CHILD CHANGE DATA
2-3 Year Olds P/C/T II
Program Year 82-83

SOURCE: Learning
Accomplishment Profile I
and I', Revised

Child	Handicap Code	COGNITIVE						LANGUAGE						FINE MOTOR					
		# Behavior			D.A.			# Behavior			D.A.			# Behavior			D.A.		
		Pre	Post	Gains	Pre	Post	Gains	Pre	Post	Gains	Pre	Post	Gains	Pre	Post	Gains	Pre	Post	Gains
1	SP	77	88	11	24	30	6	38	43	5	21	24	3	59	67	8	24	27	3
2	SP	58	66	8	15	18	3	31	34	3	18	19	1	49	55	6	16	21	5
3	SP	68	72	4	18	21	3	37	43	6	21	24	3	54	56	2	18	22	4
4	SP	71	74	3	21	24	3	35	40	5	21	24	3	57	58	1	24	24	0
5	SP	63	68	5	18	18	0	32	40	8	18	24	6	50	51	1	16	17	1
6	SP	55	62	7	11	17	6	27	32	5	15	18	3	47	49	2	14	16	2
7	SP	54	58	4	13	15	2	31	33	2	18	19	1	45	50	5	14	16	2
8	EH	75	81	6	24	24	0	41	45	4	24	24	0	62	65	3	24	27	3
9	SP	65	69	4	18	18	0	37	40	3	21	24	3	50	52	2	16	17	1
11	DLN	73	75	2	22	24	2	40	44	4	24	24	0	59	60	1	24	24	0
12	SP	83	92	9	110	110	0	51	51	0	30	30	0	61	67	6	24	27	3
13	SP	73	73	0	22	22	0	42	42	0	24	24	0	56	58	2	22	24	2
17	SP	68	72	4	18	21	3	36	40	4	21	24	3	56	60	4	22	24	2
Totals		883	950	67	334	362	28	478	527	49	276	302	26	705	748	43	258	286	28
Averages		67.9	73.1	5.6	25.7	27.9	2.15	36.8	40.5	3.8	21.2	23.2	2	54.2	57.5	3.3	19.9	28.0	2.15



DA=Developmental Age in months
Behavior=Number of behaviors acquired

For program year 1983-84, (Exhibit 26) shows the increase in number of behaviors was 36 in Cognitive Development; 18.9 in Language Development; and 32.6 in Fine Motor. The increase in months was 15.1 in Cognitive Development; 12.3 in Language Development; and 24.5 in Fine Motor Development. (Exhibit 27) shows gains in percentages. On this chart look at the averages across the bottom of the page. There is only a 7.2% gain in percentages of behaviors gained, but, the group's average went from 84.6 to 90.4 in Cognitive Development. In Language Development the group went from 82.9 to 89.7 percent; and in Fine Motor Development they went from 87.5 to 93.7 percent. The rates of development also increased in Cognitive Development from 70.9 to 88.3 percent; in Language Development from 77.9 to 86.6 percent; and, in Fine Motor Development from 75.5 to 82.3 percent.

Similar gains can be seen for the PCT I children as well. Post test results in (Exhibit 28) show a 32.6 gain in number of behaviors in Cognitive Development; 21.6 in Language Development; and 29.6 in Fine Motor Development.

Increase in developmental ages averaged 15.1 months in Cognitive Development; 12 months in Language Development; and, 18.4 months in Fine Motor Development.

Rates of acquisition and development for PCT I (Exhibit 29) show an increase from 80.29 to 88 percent in rate of acquisition in Cognitive Development; 71.43 to 88.07 percent in Language Development; and 77.64 to 91.14 percent in Fine Motor Development. The rate of developmental ages also increased: from 63.14 to 85.93 percent in Cognitive Development; from 78.29 to 87 percent in Language Development; and 60.93 to 92.07 percent in Fine Motor Development.

Did Children in the Program Exhibit Growth in Targeted Areas of Developmental Delays?

For both PCT I and PCT II four areas were stressed for Individual Development Plans (IDP's). IDP's were updated twice during the year. Information on the status of the Goals and Objectives for both classes is presented for 1983-84 only.

(Exhibit 30) shows the status for PCT II. In the Set/Met column, the percentages of objectives met exceeded 100% in nine cases. Because we were using developmental scales and curriculum items were chosen from those scales, the children exceeded the objectives set for them.

A similar situation occurred for the PCT I program also, (Exhibit 31). The children exceeded the number set in all cases except one, but, had more unmet objectives than the PCT II's.

Perhaps the children were more selective in what they wanted to learn.

EXHIBIT 26

CHILD CHANGE DATA
2-3 Year Olds P/C/T II
Program Year 83-84

SOURCE: Learning
Accomplishment Profile I
and II, Revised

Child	Handicap Code	COGNITIVE						LANGUAGE						FINE MOTOR					
		# Behavior			D.A.			# Behavior			D.A.			# Behavior			D.A.		
		Pre	Post	Gains	Pre	Post	Gains	Pre	Post	Gains	Pre	Post	Gains	Pre	Post	Gains	Pre	Post	Gains
1	SP	88	125	37	30	42	12	43	66	23	24	36	12	67	98	31	27	60	33
2	SP	66	97	31	18	33	15	34	52	18	19	30	11	55	86	31	21	42	21
3	SP	72	125	53	21	42	21	43	72	29	24	48	24	55	92	36	22	24	26
4	SP	74	111	37	24	36	12	40	69	29	24	42	18	58	96	38	24	54	30
5	SP	68	100	32	18	33	15	40	48	8	24	24	0	51	83	32	17	36	19
6	SP	62	98	36	17	33	16	32	59	27	18	36	18	49	82	33	16	36	20
7	SP	58	124	66	15	42	27	33	61	28	19	36	17	50	92	42	16	48	32
8	EH	81	117	36	24	42	18	45	57	12	24	33	9	65	104	39	27	60	33
9	SP	69	93	24	18	30	12	40	54	14	24	30	14	52	85	33	17	42	25
10	FLD	90	98	8	30	33	3	54	55	1	30	30	0	74	85	11	36	42	6
14*	DLD	86			27			51			30			79			36		
15*	SP	73			22			42			30			60			24		
16*	SP	77			24			43			24			58			24		
18*	SP																		
19*	SP																		
20*	DLD																		
Totals		964	1088	360	288	366	151	540	593	189	314	345	123	774	903	326	307	444	245
Averages		74.1	108.8	36	22.6	36.6	15.1	41.5	59.3	18.9	24.6	34.5	12.3	59.5	90.3	32.6	23.6	44.4	24.5



DA=Developmental Age in months
B=Number of behaviors acquired
*=Children left program before assessment could be completed

EXHIBIT 27

CHILD CHANGE DATA
2-3 Year Olds P/C/T II
Program Year 1983-84

SOURCE: Learning
Accomplishment Profile I
and II, Revised

Child	Handicap Code	COGNITIVE						LANGUAGE						FINE MOTOR					
		% Behavior			D.A.			% Behavior			D.A.			% Behavior			D.A.		
		Pre	Post	Gains	Pre	Post	Gains	Pre	Post	Gains	Pre	Post	Gains	Pre	Post	Gains	Pre	Post	Gains
1	Sp.	81	96	15	86	93	7	80	89	9	69	80	11	85	95	10	77	133	56
2	Sp.	86	80	- 6	69	85	16	79	93	14	73	77	4	89	95	6	81	108	27
3	Sp.	89	96	7	72	105	33	88	97	9	83	120	37	89	99	10	76	120	44
4	Sp.	91	87	4	71	82	11	83	93	10	71	95	24	92	93	1	71	123	52
5	Sp.	84	85	1	60	83	23	82	89	7	80	60	- 20	85	89	4	57	90	33
6	Sp.	77	90	13	60	87	27	76	86	10	64	95	31	89	90	1	57	95	
7	Sp.	75	95	20	45	95	50	66	88	22	58	82	24	71	94	23	48	109	61
8	EH	79	93	14	62	84	22	83	83	0	62	66	4	87	98	11	69	120	51
9	Sp.	85	89	4	60	75	15	89	86	- 3	80	75	- 5	90	93	3	57	105	48
10	DLD	93	93	0	100	94	- 6	92	87	- 5	100	86	- 14	93	91	- 2	120	120	0
14	DLD	95			77			91			86			87			103		
15	Sp.	73			76			78			103			92			83		
16	Sp.	92			83			90			83			89			83		
18	Sp.																		
19	Sp.																		
20	DLD																		
Totals		1100	904	72	921	883	198	1077	891	73	1012	836	96	1138	937	67	982	1123	410
Averages		84.6	90.4	7.7	70.9	88.3	19.8	82.9	89.1	7.3	77.9	83.6	9.6	87.5	93.7	6.7	75.5	112.3	41

DA=Developmental Age Percentage of months acquired compared to the child's CA.

Behaviors = Percentage of behaviors acquired compared to the total possible, according to the child's CA.

EXHIBIT 30

STATUS OF I.D.P. GOALS AND OBJECTIVES
P/C/T II Program 2-3 Year Olds 1983-84

Child	H.C. Code	% of Atten.	Objectives		Gross Motor				Fine Motor				Cognitive				Language			
			Met Set	% Met	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Sp	43	20 11	182	3 3		3 3		3 3		3 3		2 3		2 3		2 2	1UM	2 2	1UM
2	Sp	46	23 7	329	0 1	1UM	1 1		2 2		2 2		2 3	1UM	2 3	1UM	0 1	1UM	1 1	1UM
3	Sp	68	26 10	260	1 1		1 1		3 3		3 3		2 2		2 2		2 4	2UM	2 4	2UM
4	Sp	39	16 8	200	1 1		1 1		2 2		2 2		2 2		2 2		3 3		3 3	
5	Sp	17	14 12	117	1 3		1 3	2UM	2 3	1UM	2 3	1UM	2 3	1UM	2 3	1UM	2 3	1UM	2 3	1UM
6	Sp	75	5 10	50	0 2	2UM	0 2	2UM	2 3	1UM	3 3		1 3	2UM	1 3	2UM	1 2	1UM	1 2	1UM
7	Sp	39	12 9	133	2 2		2 2		2 3	1UM	2 3	1UM	3 3		3 3		1 1		1 1	
8	EH	25	15 10	150	2 2		2 2		3 3		3 3		0 3	3UM	0 3	3UM	2 2		2 2	
9	Sp	43	21 11	191	3 3		3 3		3 3		3 3		3 3		3 3		2 1	1UM	1 2	1UM
10	DLD	75	12 7	171	0 0		0 0		1 1		1 1		1 2	1UM	1 2	1UM	1 4	3UM	1 4	3UM
14	DLD	11																		
15	Sp	.07																		
16	Sp	.07																		
18	Sp	.04																		
19	Sp	0																		
20	DLD	.07																		

KEY: 1 - # of Annual Goals 2 - Status 3 - # of Objectives 4 - Status

TM = Totally Met
PM = Partially Met
UM = Un Met

Source: Learning Accomplishment Profile

#14-20 Children left program prior to development of I.D.P.'s

IDP = Individual Development Plan



STATUS OF I.D.P. GOALS AND OBJECTIVES
P/C/T I Program 1-2 Year Olds 1983-84

Child	H.C. Code	% of Atten.	Objectives		Gross Motor				Fine Motor				Cognitive				Language			
			Met Set	% Met	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
A	DLD	.17	10/11	110	3/1	2UM	3/1	2 UM	2/2		2/2		3/2	1 UM	3/2	1 UM	2/1		2/1	
B	DLD	.34	7/7	100	2/1	1UM	2/1	1 UM	3/3		1/1		2/1	1 UM	2/1	1 UM	2/1	1 UM	2/1	1 UM
C	EMH	.21	12/16	133	2/0	2UM	3/3		3/3		3/3		3/0	3 UM	3/0	3 UM	3/3		3/3	
D	DLD	.03	7/13	186	2/0	2UM	2/0	2 UM	1/1		1/1		2/1	1 UM	2/1	1 UM	2/2		2/2	
E	DLD	.45	10/9	90	3/3		3/3		3/3		3/3		2/2		2/2		2/1	1 UM	2/1	1 UM
F	DLD	.48	12/19	158	3/1	1UM	3/2	1 UM	3/2	1 UM	3/2	1 UM	2/1	1 UM	2/1	1 UM	4/3	1 UM	4/3	1 UM
G	DLD	.41	10/20	200	2/2		2/2		2/1	1 UM	2/1	2 UM	3/2	1 UM	3/2	1 UM	3/3		3/3	
H	DLD	.21	12/16	133	3/1	2UM	3/1	2 UM	3/2	1 UM	3/3		3/3		3/3		3/3		3/3	
I	EH	.17	11/14	127	3/1	2UM	3/1	2 UM	3/3		3/3		2/1	1 UM	2/1	1 UM	3/3		3/3	
J	SP	.69	10/21	210	2/0	2UM	2/2		3/3		3/3		2/1	1 UM	2/1	1 UM	3/3		3/3	
K	SP	.55	12/22	183	3/2	1UM	3/2	1 UM	3/3		3/3		3/2	1 UM	3/2	1 UM	3/3		3/3	
L	DLD	.14	9/11	122	0/0		0/0		3/2	1 UM	3/2	1 UM	4/3	1 UM	4/3	1 UM	2/1	1 UM	2/1	1 UM
M	EH	.24	7/10	143	0/0		0/0		0/0		0/0		3/0	3 UM	3/0	3 UM	4/0	4 UM	4/0	4 UM
N	DLD	.07	9/15	167	0/0		0/0		4/2	2 UM	4/2	2 UM	3/2	1 UM	3/2	1 UM	2/2		2/2	

KEY: 1 - # of Annual Goals 2 - Status 3 - # of Objectives 4 - Status

TM = Totally Met
PM = Partially Met
UM = Un Met

Source: Learning Accomplishment Profile

*Updating of I.D.P.'s was done twice during the year; even then, children exceeded their objectives each time and advanced on the developmental scale beyond what was originally expected.

I.D.P. = Individual Development Plan

Did Child Change Occur in Individual Children after the Program was Initiated?

Individual sheets are available on each child who participated in the PCT I and PCT II program. These are included in Appendix I under the titles: "Visual Display, PCT I" and, "Visual Display, PCT II".

SERVICES TO CHILDREN: CHILD CHANGE

PRESCHOOL PROGRAM CHILDREN THREE-FIVE YEARS

- * The Child Find process for the three-five year olds involved using the Minnesota as a parent interview and the Assessment by Behavior Rating (ABR) as both a screening and assessment tool. Children were invited to a Play Week; during that week they were screened for vision and hearing problems as well as developmental delays. Staff wrote anecdotal records on each child; speech and language was assessed by comparing the children to each other (peer norms). All diagnostic evaluations were done on site. This is true of both components. Sensitivity training was held for consultants prior to and during the time period evaluations took place. Bilingual speech language evaluations were done by a team composed of a speech pathologist, and a trilingual (English, Spanish, Yaqui) graduate student. Other diagnostic tests used were the Spanish Illinois Test of Psycholinguistic Abilities (Spanish ITPA) and The Leiter International Scales (Leiter). The Spanish ITPA was chosen because it was assumed that children's primary language would be Spanish; the Leiter was chosen because it is a visual motor I.Q. test. Historically, Native Americans have a stronger visual-motor channel.

Because of the late start of the project, children were screened in March and April of 1982, with classes running from April - June, 1982. An additional session in the summer of 1982 was also held. This session was intended to provide an additional boost to the children entering the public school as well as to screen additional children for the fall. Data is provided for all three program years even though there were only two months in the first year.

Did Child Change Occur in this Group of Children after the Program was Initiated?

PRESCHOOL PROGRAM, 1981-1984

Fourteen children participated in the program the first year 1981-1982; sixteen for 1982-1983; and, fifteen for 1983-1984. The children who attended the summer program were from the previous program as well as those who were being screened for the fall. One child who attended the program was enrolled for 1982-83; another had such a severe articulation (Child 20) problem that the project advocated for services for him when he entered school September, 1982.

- Two instruments were used as assessment instruments during the program:
- ** The ABR and the ABACUS developed by Project First Chance, another HCEEP project. As the needs and focus of the program changed, so did the way both instruments were used.

* See page 32 for an overview.

** ABR developed by Model Indian Program

ABACUS

During the 1981-82 program year, only two sections were used on the ABACUS, Body Management which contained both gross and fine motor development and Pre-Academics. (Exhibit 32) shows the gains during the first program year. For program year two, body management was broken down into the two separate categories and communication was added. (Exhibit 33) gives a summary of the children in the program for 1981-82 and 1982-83 as well as follow up for those who left the program at the end of the first year (Children 4, 5, and 9). By comparing the percentage of behaviors acquired at entrance level for each child, to those he had acquired by June, 1983, improvements can be seen in all children. For program year 1983-84, (Exhibit 34), only communication and Pre Academics were kept for programs. Average gains per child for 1981-82, 1982-83 (Exhibit 33), in communication were 3.29 behaviors per child and in Pre Academics, 12.24. Average gains per child for 1983-84 (Exhibit 34) in Communication were 2.73 and in Pre Academics were 9.80. Several reasons for the slightly lower increase were due to the younger age of the children in year three, the larger percentage of speech/language category children than year two, and the fact that the ABACUS was used less as a program source than the ABR.

ASSESSMENT by BEHAVIOR RATING (ABR)

Information on the children who attended April - June 1982 (Exhibit 35), shows gains in fine motor, self care and the automatic level of language. Average gains per child were 15.7 months in a three month period. (Exhibit 36) shows information from the language section of the ABR by category. Activities were designed around automatic level activities only. (Exhibit 37) shows data from March/April 1982-June 1983 which includes five children who began the program in October, 1982. The chart shows gains in years. Average gain per child was one year, seven months in an average of twelve months between pre-test testing. Larger gains were on the representational level and in the Visual-Motor Channel. By the time year three was in progress, a new scoring method had been developed for the ABR. A developmental rate similar to that developed for PCT I and II was used. This rate is obtained by dividing the language age by the child's C.A. This process establishes for the teacher whether the child's learning is moving faster, slower, or at the same rate as before. The scores (Exhibit 38) are the actual scores received by the children in years. Each year gained in any one category increases the language age by one month.

Follow up:

In June, 1983, three children who attended the program 1981-82 and one who attended the summer program (Child 20) were brought back for testing. (Exhibit 39) shows the gains/losses of this group in a year. Child 5 had been in Head Start, 4, 5, and 20 were in Kindergarten. Attempts to meet with the teachers in September, 1982 beyond an initial contact were fruitless. After finding these results, project staff again approached the staff in September, 1983. Child 20 only began receiving services.

EXHIBIT 32
 SUMMARY OF BEHAVIORS GAINED
 ABACUS ET April, 1982-June, 1982

Child Code		Body Management	*Self Care	*Communica- *tion	Pre-Academics	Total Behav. Gained
1	L.D.	0			7	7
2	L.D.	2			11	13
3	L.D.	2			19	21
4	L.D.	2			20	22
5	L.D.	2			15	17
6	L.D.	4			15	19
7	L.D.	4			14	18
8	L.D.	2			30	32
9	Sp.	2			14	16
10	E.D.	1			9	10
11	S.F.	1			11	12
12	Sp.	3			10	13
13	Sp.	0		0	0	0
14	E.H.	1			11	12
Totals:		26			186	212

* See AER: Self Care

** See ABR: Language; Automatic Level

CHILD CHANGE DATA
SUMMARY OF BEHAVIORS GAINED
ABACUS April, 1982 - June, 1983

*Follow-up

Maximum Behaviors Possible:

(26)

(21)

(29)

(58)

Child Code	H.C.	Gross Motor			Fine Motor			Communication			Pre-Academics			TBG	PRE Beh. #	%	POST Beh. #	%	Total # mos. in Program
		pre	post	gain	pre	post	gain	pre	post	gain	pre	post	gain		Total		Total		
1	DLD	24	26	2	20	21	1	29	29	0	29	39	10	13	102/134	76	115/134	86	15 Months
2	DLD	24	26	2	20	21	1	26	29	3	34	41	7	13	104/134	78	117/134	87	15
3	DLD	26	26	0	21	21	0	27	29	2	32	55	23	25	106/134	79	131/134	98	15
*4	DLD	26	26	0	21	21	0	22	29	7	32	48	16	23	101/134	75	124/134	93	3
*5	DLD	Child went to Head Start - - Parent refused follow-up.																	3
6	DLD	26	26	0	20	21	1	25	28	3	30	41	11	15	101/134	75	116/134	87	15
7	DLD	26	26	0	20	21	1	24	29	5	32	48	16	22	102/134	76	124/134	93	15
8	DLD	26	26	0	21	21	0	22	29	7	30	45	15	22	99/134	74	121/134	90	15
*9	Sp.	26	26	0	21	21	0	26	29	3	43	56	13	16	116/134	87	132/134	99	3
10	EH	26	26	0	21	21	0	28	29	4	33	41	8	12	105/134	78	117/134	87	9
11	Sp. Lan.	26	26	0	19	21	2	24	28	4	27	38	11	17	96/134	72	113/134	84	15
12	Sp.	23			14			9			16								15
13	Sp.	25	26	1	20	21	1	22	29	7	27	47	20	29	94/134	70	123/134	92	15
14	EH	26	26	0	19	21	2	26	29	3	25	38	13	18	96/134	72	114/134	85	15
15	Sp.	26	26	0	21	21	0	24	29	5	34	54	20	25	105/134	78	130/134	97	10
16	Sp.	25	26	1	20	21	1	20	20	0	25	29	4	6	90/134	67	96/134	72	5
17	Sp.	26	26	0	21	21	0	29	29	0	25	28	3	3	101/134	75	104/134	78	5
18	Sp.				20	21	1	23	25	2	25	31	6	9	68/134	51	77/108	71	5
	DLD	26	26	0	21	21	0	28	29	1	29	41	12	13	104/134	78	117/134	87	5

gain/child

99

.35

.65

3.29

12.24

16.53**

(Total Behaviors Gained)**

100

EXHIBIT 34
CHILD CHANGE DATA
SUMMARY OF BEHAVIORS GAINED
ABACUS September 1983 - May 1984

Child Code	H.C.	Maximum Behaviors Possible						Total Beh. Gain	PRE		POST		Months in Program
		(29) Communication			(58) Pre-Academics				Beh Ach	%	Beh Ach	%	
		pre	post	gain	pre	post	gain		Tot Beh	%	Tot Beh	%	
1	DLD	29	29	0	39	46	7	7	68/87	78	75/87	86	9
11	Sp.	28	28	0	38	43	5	5	66/87	76	71/87	82	9
14	EH	29	29	0	38	51	13	13	67/87	77	80/87	92	9
16	Sp.	20	25	5	29	38	9	14	49/87	56	54/87	62	9
17	Sp.	29	29	0	29	38	9	9	58/87	67	67/87	77	9
18	Sp.	25	28	3	29	41	12	15	54/87	62	69/87	79	9
21	EMH	15	26	11	20	29	9	20	35/87	40	46/87	53	9
22	Sp.	16	18	2	16	22	6	8	32/87	37	40/87	46	9
23	DLD	24	27	3	23	33	10	13	47/87	54	60/87	69	9
24	Sp.	23	24	1	22	27	5	6	45/87	52	51/87	59	9
25	EMH	21	22	1	18	28	10	11	39/87	45	50/87	57	9
26	Sp.	21	26	5	22	34	12	17	43/87	49	60/87	69	9
27	Sp.	21	23	2	23	30	7	9	44/87	51	46/87	53	9
28	Sp.	20	28	8	25	42	17	25	45/87	52	53/87	61	9
29	DLD	27	27	0	29	45	16	16	56/87	64	72/87	83	9
TOTALS		Gains Possible Gains			41/87				147/470	188/557			

Avg. Gain/Child

2.73

9.80 12.53

KEY: H.C.=Handicap Code
Beh Ach=Behaviors Achieved
Tot Beh=Total Behaviors

EXHIBIT 35
SUMMARY OF MONTHS GAINED
ASSESSMENT BY BEHAVIOR RATING

April, 1982-June, 1982

Child Code	Fine Motor	Self Care	Auto Level Language	Total Gains
1 L.D.		9 months		9 months
2 L.D.		3 months		3 months
3 L.D.		4 months	6 months	10 months
4 L.D.		3 months	1 month	4 months
5 L.D.	1 year	3 months	2 months	1 year, 5 months
6 L.D.	1 year	6 months	6 months	2 years
7 L.D.	2 years	6 months	6 months	3 years
8 L.D.	2 years	3 months	1 year	3 years, 3 months
9 Sp.	6 months	6 months	4 months	1 year, 4 months
10 E.D.		3 months		3 months
11 S.P.		6 months	2 months	8 months
12 Sp.	1 year	9 months	6 months	2 years
13 Sp.		3 months		3 months
14 E.H.	1 year	6 months		1 year, 6 months
Totals:	102 months	70 months	45 months	220 months
Avg. Gains:	7.3 months	5 months	3.3 months	15.7 months

A.B.R. Language. Automatic Level

EXHIBIT 36

Date: Apr 1, 1982 - June, 1982

Child	Input Data			Entry Data								Interval I: 3 months								Gains in Years					
	H.C.	C.A.	L.A.	AD	VD	AM	VM	VI	MI	DA	AD	VD	AM	VM	VI	MI	DA	AD	VD	AM	VM	VI	MI	DA	
1	L.D.	3-1	2.5	3	4	3	2	3	2	2.8	3	4	3	2	3	2	2.8								
2	L.D.	3-10	3.2	3	4	2	4	3	3	3.2	3	4	2	4	3	3	3.2								
3	L.D.	4-3	3.5	3	5	4	3	3	4	3.7	3	5	5	3	3	5	4			1		1		4 mos	
4	L.D.	4-9	3.4	3	5	3	2	3	3	3.1	3	5	4	2	3	3	3.3			1				2 mo	
5	L.D.	4-2	3.3	4	3	3	2	4	4	3.3	4	3	4	2	4	4	3.5			1				2 mos	
6	L.D.	4-0	3.2	3	2	4	2	4	3	3	3	4	5	2	4	3	3.5			2	1			5 mos	
7	L.D.	3-10	3.2	2	4	4	3	3	2	3	2	4	4	3	3	5	3.5							6 mos	
8	L.D.	3-10	2.6	2	2	3	2	3	2	2.3	2	4	5	2	3	4	3.3			2	2			1 yr	
9	Sp.	5-4	4.3	6	6	4	2	4	4	4.3	6	6	5	2	4	5	4.7			1				4 mos	
10	E.D.	4-1	2.6	3	5	3	2	3	2	3	3	5	3	2	3	2	3								
11	Sp.	3-11	3	4	4	3	2	4	3	3.3	4	5	3	2	4	3	3.5			1				2 mos	
12	Sp.	3-6	3.3	4	5	3	2	3	3	3.3	4	5	3	3	3	5	3.8				1			6 mos	
13	Sp.	3-5	3	3	4	3	2	3	2	2.8	3	4	3	2	3	2	2.8								
14	E.H.	3-7	2.7	3	4	3	2	3	2	2.8	3	4	3	2	3	2	2.8								

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Key: H.C.-Handicap Code
 C.A.-Chronological Age
 L.A.-Language Age
 AD-Auditory Discrimination
 VD-Visual Discrimination
 AM-Auditory Memory

VM-Visual Memory
 VI-Verbal Imitation
 MI-Motor Imitation
 DA-Developmental Age

GAINS:

March/April, 1982 -
June, 1983

REPRESENTATIONAL LEVEL
ITEMS
EXHIBIT 37

AUTOMATIC LEVEL
ITEMS

CHILD	L.A.	REPRESENTATIONAL LEVEL ITEMS					AUTOMATIC LEVEL ITEMS											
		CA	REP	AUT	A.V.	V.M.	Reception		Association		Expression		Perception		Memory		Imitation	
							Aud	Vis	Aud	Vis	Verb	Man	Aud	Vis	Aud	Vis	Verb	Motor
7	8	9	10	11	12	1	2	3	4	5	6							
1	1-5	1-3	2-4	0-6	0-8	1-10	3	4	1	3	1	2	1	1	0	1	0	0
2	1-8	1-2	1-6	2-0	2-0	1-6	3	0	1	0	2	3	1	2	3	2	2	2
3	2-8	1-3	3-6	1-10	2-4	3-0	3	5	3	4	3	3	1	1	2	3	2	2
6	1-4	1-2	1-6	1-2	1-0	1-8	2	0	0	3	2	2	1	4	1	1	0	0
7	2-6	1-3	2-2	2-10	2-6	2-6	2	4	2	2	2	1	5	2	2	3	2	3
8	2-4	1-3	1-6	3-2	2-0	2-8	2	0	0	3	2	2	4	4	2	4	2	3
10	1-7	1-2	2-2	1-0	0-10	2-4	2	2	1	5	1	2	1	1	0	1	0	3
11	1-7	1-3	0-2	1-2	2-2	2-0	2	4	1	2	1	2	0	1	2	3	1	0
12	0-6	1-2	0-6	0-6	0-10	0-2	2	0	1	0	0	0	0	0	1	0	1	0
13	2-0	1-2	1-10	2-2	1-10	2-2	2	0	1	3	3	2	1	2	2	3	2	3
14	1-5	1-3	1-8	1-2	0-10	2-0	0	4	0	3	2	1	1	0	1	1	1	3
* 15	1-8	0-7	2-0	1-2	1-10	1-4	2	3	3	2	2	0	2	0	1	3	1	0
* 16	1-6	0-8	1-4	1-8	1-4	1-6	3	0	0	2	0	3	4	1	1	1	0	3
* 17	1-0	0-7	1-2	0-10	0-2	1-2	0	2	0	5	0	0	0	1	1	3	0	0
* 18	0-7	0-8	1-0	0-2	0-6	0-8	1	2	0	0	1	2	0	0	1	0	0	0
* 19	1-6	0-8	2-2	0-10	1-2	1-10	0	4	2	3	2	2	1	1	1	0	1	1
Averages	1-7	1-0	1-8	1-5	1-5	1-7	1-7	2-2	1-0	2-6	1-6	1-8	1-5	1-4	1-4	1-10	0-11	1-5

* 1982-83 only

EXHIBIT 38

Child Change Data 3-5 Year Olds
Program Year 83-84SOURCE: Assessment
by Behavior Rating

Child/	H.C.	CA	LA	DR	AD	VD	AM	VM	VI	MI	AR	VR	AA	VA	VE	ME
1 DLD	Pre	4-4	3-9	86%	4	5	3	3	3	2	5	4	3	5	3	5
	Post	5-3	4-10	92%	4	6	3	5	5	6	6	4	3	5	5	6
	Gains	0-11	0-13	6%		1		2	2	4	1				2	1
11 Sp.	Pre	5-2	4-3	82%	4	5	5	5	5	3	5	4	3	4	3	5
	Post	6-1	4-9	78%	4	6	5	6	5	4	6	4	3	5	3	6
	Gains	0-11	0-6	-4%		1		1		1	1			1		1
14 E.H.	Pre	4-10	4-0	83%	4	4	4	3	4	5	3	4	3	5	5	4
	Post	5-9	5-0	87%	4	6	5	3	5	6	6	5	3	6	5	6
	Gains	0-11	1-0	4%		2	1		1	1	3	1		1		2
16 Sp.	Pre	3-8	2-10	77%	4	4	3	3	3	3	3		3	2	3	5
	Post	4-8	3-7	77%	4	4	4	5	4	4	3	2	3	2	4	4
	Gains	1-0	0-9				1	2	1	1		2			1	1
17 Sp.	Pre	4-5	3-10	87%	4	4	4	5	4	3	5	2	3	5	3	4
	Post	5-5	4-9	88%	4	6	5	5	4	6	6	4	3	5	5	4
	Gains	1-0	0-11	1%		2	1			3	1	2			2	
18 Sp.	Pre	4-1	3-0	73%	4	4	4	2	3	3	3	2	2	2	3	4
	Post	5-1	4-4	85%	4	5	4	6	3	6	6	4	3	4	3	4
	Gains	1-0	1-4	12%		1		4		3	3	2	1	2		
21 EMH	Pre	4-5	2-3	51%	4	2	2	2	3	2	3		2	2	2	3
	Post	5-4	3-2	59%	4	4	2	5	3	3	3	2	3	2	3	4
	Gains	0-11	0-11	8%		2		3		1		2	1		1	1
22 Sp.	Pre	3-2	1-3	39%	3	2		2	2	2				2		2
	Post	4-1	2-3	55%	3	4	2	2	3	3	2		3	2		3
	Gains	0-11	1-0	16%		2	2		1	1	2		3			1
23 DLD	Pre	3-0	2-2	72%	3	3	2	2	3	2	2		2	2	2	3
	Post	3-9	2-10	76%	3	3	5	2	3	3	2	2	3	2	2	4
	Gains	0-9	0-8	4%			3			1		2	1			1
24 Sp.	Pre	3-1	2-2	70%	3	4	3	2	3	2			2	2	2	3
	Post	4-0	3-4	83%	3	5	5	2	5	2	3	4	2	2	3	4
	Gains	0-11	1-2	13%		1	2		2		3	4			1	1

KEY: HC=Handicap Code; CA=Chronological Age; LA=Language Age; DR=Developmental Rate
AD=Auditory Discrimination; VD=Visual Discrimination, AM=Auditory Memory; VM=Visual Memory;
VI=Visual Imitation; MI=Motor Imitation; AR=Auditory Response; VR=Visual Response;
AA=Auditory Association; VA=Visual Association; VE=Visual Expression; ME=Manual Expression.

EXHIBIT 38 (continued)

Child/ I.C.		CA	LA	DR	AD	VD	AM	VM	VI	MI	AR	VR	AA	VA	VE	ME
25 EMH	Pre	3-8	1-11	52%	4		2	2	3	3			2	2	3	2
	Post	4-8	2-11	63%	4	3	3	3	3	3	2	2	3	2	3	4
	Gains	0-8	1-0	11%		3	1	1			2	2	1			2
26 Sp.	Pre	3-4	2-5	73%	2	3	2	2	3	3	2	2	2	2	2	4
	Post	4-0	2-9	69%	2	4	3	2	3	3	2	2	3	2	3	4
	Gains	0-8	0-4	-4%		1	1						1		1	
27 Sp.	Pre	3-3	1-11	59%	3	3	3	3	3	2				2	2	2
	Post	4-3	2-10	67%	3	4	3	3	3	3	3	2	2	2	2	4
	Gains	1-0	0-11	8%		1				1	3	2	2			2
28 Sp.	Pre	3-10	2-6	65%	4	4	2	2	3	2	2	2	2	2	2	3
	Post	4-11	3-5	69%	4	6	3	3	3	3	3	2	3	3	4	4
	Gains	1-1	0-11	4%		2	1	1		1	1		1	1	2	1
29 DLD	Pre	3-11	2-11	74%	3	4	3	2	4	3		2	3	4	3	4
	Post	5-0	4-5	88%	3	6	5	5	5	4	3	4	5	5	4	4
	Gains	1-1	1-6	14%		2	2	3	1	1	3	2	2	1	1	

C.A.: Shown in the "gains" row indicates the time elapsed between pre and post testing. Numbers higher than nine months include summer months.

L.A.: Average score across all categories. A difference of six months between C.A. and L.A. is acceptable.

D.R.: The developmental rate is obtained by dividing the C.A. into the L.A. A child with a normal IQ should be functioning within the 90th percentile.

Gains to the right side of the double column are in YEARS.

Children numbers 1, 11, 14, 17, 18, 21, 28 and 29 will be attending TUSD in September. Three children, numbers 1, 18 and 29 will not require any additional services.

Five children, numbers 11, 14, 17, 21 and 28 will require services. Child number 21 will be placed in an EMH class.

Children 11 and 28 will require speech/language therapy. For children 14 and 17, EH requests have been made for mainstreaming with support services.

EXHIBIT 39
SUMMARY of FOLLOW-UP

June, 1983

School Attendance:
April-June, 1982

Child #	CA	LA	AL	RL	AV	VM	AUTOMATIC LEVEL ITEMS						REPRESENTATIONAL LEVEL ITEMS					
							Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
						1	2	3	4	5	6	7	8	9	10	11	12	
Child 4	1-3	0-10	0-10	1-10	0-8	1-0	1		1	1	2			2		3		
5	0-3	0-1	0-2		0-2				1									
9	1-3	1-8	0-8	2-6	1-2	1-0			1	1	1	1	3	2	1	4	1	4
20	1-3	0-1	0-4	0-2	0-2		1				1		1		-2			
Totals	4-0	2-8	2-0	4-6	2-2	2-0	2-0	0	3-0	2	4	1-0	4-0	4-0	-1-0	7	1	4
* Average Gains/ Losses	1-0	0-8	0-6	1-1.5	0-6	0-6	0-6	0	0-9	0-6	1	0-3	1	1	-3	1.75	0-3	1

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development

A follow up in June, 1984 of the children who left the program in 1983 shows consistent gains by those children who evidenced gains when they left the program. (Exhibit 40) shows a summary of the gains the children made. One must be careful when viewing both (Exhibits 39 and 40); they look similar, but aren't. A copy of each child's follow up is in Appendix I of this report "Visual Display Preschool". The children on (Exhibit 40) did make gains but, because they had progressed quite far before they left the project they didn't have to go much further in some areas.

The Minnesota was used as a parent interview. Information is provided on children who attended the program in years 1981-83, (Exhibit 41). Program Year 1983-84 is displayed on (Exhibit 42). (Exhibit 43) analyzes the results of the Minnesota for both (Exhibits 41 and 42).

Does Interval Data Indicate Child Responses to Individual Program?

Individual Education Plans (IEP's) were developed for each child. Three children left the program in June, 1982. (Exhibit 44) is a summary of the status of the IEP objectives as of June, 1983. The largest number of gains was in the pre academic area, and then the cognitive-language area.

The process for handling and recording IEP information was changed in the third year of the project. Types and numbers of activities were changed. (Exhibit 45) shows the range of categories covered and the numbers of activities. The largest number of objectives were in the cognitive/language category. Only two areas used the ABACUS, four were from the ABR. One program that every child participated in was Fine Motor/Pre Writing. (Exhibit 46) shows the number of behaviors gained as well as the months advanced on a developmental scale. Average length of time was 3.3 months from pre-post testing. During this time, the average gain was 19.8 behaviors and 19.9 months. This is one program the children totally enjoyed! (Exhibit 47) gives a summary of behaviors gained across all programs. Emphasis was placed on auditory and visual memory, pre academics (math), visual reception and discrimination, as well as fine-motor and communication. In addition to the individual programs, daily activities during small groups and work jobs also emphasized activities to develop specific areas.

The two instruments, the Leiter and Spanish ITPA were used initially to determine which children should be placed. Pre-post information on the Spanish ITPA showed gains in Mean Stanines scores of from .125 to 4.175 with one child going from 3.7 to 7.875 Mean Stanine. This test could not be used consistently over the projects duration as a post test. As the children participated in the program their Spanish increased but so did their English. In fact, when tested in Spanish, many refused to answer, preferring to speak English. The use of the Spanish ITPA as a post test was discontinued.

The Leiter was used as a pre-post instrument. (Exhibit 48) displays the pre-post information on all the children to whom the Leiter was given during the program 1981-1984.

EXHIBIT 40
SUMMARY of FOLLOW-UP

June, 1984

School Attendance:

81-82
82-83

Child #	CA	LA	AL	RL	AV	VM	AUTOMATIC LEVEL ITEMS						REPRESENTATIONAL LEVEL ITEMS					
							Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
	1	2	3	4	5	6	7	8	9	10	11	12						
2	1-1	0-4	0-2	0-6	0-4	0-4						1		1	2			
3	1-0	0-6	0-6	0-6	0-8	0-2	2				1			1	1		1	
6	1-1	1-1	1-4	0-10	0-6	1-8			1	3	1	3	1	3			1	
7	1-0	0-8	0-4	1-0	0-8	0-8	1					1	1	1	1	1	1	
8	1-0	0-6	0-2	0-10	0-6	0-6						1	1	1		1	2	
10	1-1	0-8	0-4	1-0	0-8	0-8					1	1		2	2	1	1	
12	1-0	1-3	1-2	1-4	0-10	1-8				3	1	3	1	2		2	3	
13	1-1	0-4	0-4	0-4	0-2	0-6				1		1	1			1		
15	1-2	0-7	0-4	0-10	0-8	0-6					1	1	1				2	
19	1-0	0-10	1-2	0-6	0-6	1-4	2	1		1		3	1	1		1	1	
Totals	10-6	6-9	5-10	7-8	5-6	8-0	5	1	1	8	5	15	7	12	6	8	10	
Average Gains	1-6	0-8.1	0-7	0-9.2	0-6.6	0-9.6	0-6	0-1.2	0-1.2	0-9.6	0-6	1-6	0-8.4	1-2.4	0-5	0-9.6	1	

CHILD CHANGE DATA 3-5 YEAR OLDS PRESCHOOL
Program Year 81-83SOURCE: Minnesota
Child Development
Inventory

Child	Handicap Code	Number of Behaviors:																								
		PRE									POST							GAINS								
		GD	GM	FM	EL	CC	SC	SH	PS	GD	GM	FM	EL	CC	SC	SH	PS	GD	GM	FM	EL	CC	SC	SH	PS	
1	LD	95	√26	38	45	37	24	22	21	108	30	40	51	41	39	33	√31	13	4	2	6	4	15	11	10	
2	LD	104	31	36	52	43	35	30	√26	√109	32	41	52	49	35	35	√30	5	1	5	0	6	0	5	4	
3	LD	109	29	38	51	45	35	31	√29	119	32	44	54	55	38	36	33	10	3	6	3	10	3	5	4	
4	LD	107	29	36	53	49	√33	35	√30	√119	32	43	54	√53	39	36	32	12	3	7	1	4	6	1	2	
5	LD	105	√27	31	51	√40	29	30	25	√110	√31	√36	54	44	38	34	√31	5	4	5	3	4	9	4	6	
6	LD	112	32	39	53	50	39	31	√26	120	32	42	54	54	41	34	32	8	0	3	1	4	2	3	6	
7	LD	107	√31	38	54	45	34	√22	29	114	32	44	54	51	41	32	32	7	1	6	0	6	7	10	3	
8	LD	104	29	37	54	49	33	√23	29	112	32	43	54	52	43	32	31	8	3	6	0	3	10	10	2	
9	SP	√106	31	38	√51	38	33	27	24	√116	33	42	√53	√53	38	36	31	10	2	4	2	15	5	9	7	
10	EH	√99	√28	37	√49	√41	37	√26	√29	113	33	40	53	√46	39	33	29	12	4	14	5	3	4	5	2	
11	SP	78	√28	√32	40	24	√29	30	30	100	33	39	49	√44	34	32	33	22	5	7	9	20	5	2	3	
12	SP	98	25	33	46	40	32	27	29	109	31	40	√50	√43	37	34	32	11	6	7	4	3	5	7	3	
13	SP	103	28	38	52	43	38	26	30	113	30	41	53	√46	42	32	32	10	2	3	1	3	4	6	2	
14	EH	102	29	37	54	44	√28	√21	22	114	35	41	54	46	39	33	29	12	4	4	0	2	11	12	7	
15	SP	119	33	43	√54	54	38	34	33	122	35	44	55	53	39	34	33	3	0	1	1	-1	1	0	0	
16	SP	√80	27	30	√41	√22	25	25	21	√98	32	38	√49	32	39	30	28	18	5	8	8	10	14	5	7	
Totals																										
Averages																										

KEY: GD=General Development FM=Fine Motor CC=Comprehension Conceptual SH=Self Help
 GM=Gross Motor EL=Expressive Language SC=Situation Comprehension PS=Personal Social

Check to the left of the number indicates a 20% delay, check to the right indicates a 30% delay.

EXHIBIT 41 (continued)

CHILD CHANGE DATA 3-5 YEAR OLDS PRESCHOOL
Program Year 81-83

SOURCE: Minnesota
Child Development
Inventory

Child	Handicap Code	Number of Behaviors:																										
		PRE									POST									GAINS								
		GD	GM	FM	EL	CC	SC	SH	PS	GD	GM	FM	EL	CC	SC	SH	PS	GD	GM	FM	EL	CC	SC	SH	PS			
17	SP	109	33	43	✓45	44	36	35	✓29	118	34	43	✓50	48	38	35	33	9	1	0	5	4	2	0	4			
18	SP	109	31	41	51	43	42	31	33	115	34	41	52	45	42	33	33	6	3	0	1	2	0	2	0			
19	DLD	106	✓29	29	51	43	35	29	✓29	111	31	36	53	45	37	35	32	5	2	7	2	2	2	6	3			
Totals		1952	556	694	947	794	635	535	524	2140	610	778	998	900	738	639	597	186	53	95	52	104	105	103				75
Averages		102.7	29.3	36.5	49.8	41.8	33.4	28.2	27.6	112.6	32.1	41.5	52.5	47.4	38.8	33.6	31.4	9.8	2.8	5	2.7	5.5	5.5	5.4				4

KEY: GD=General Development FM=Fine Motor CC=Comprehension Conceptual SH=Self Help
 GM=Gross Motor EL=Expressive Language SC=Situation Comprehension PS=Personal Social
 : Check to the left of the number indicates a 20% delay, check to the right indicates a 30% delay.
 (Information collected by parent interview)

EXHIBIT 42

CHILD CHANGE DATA 3-5 YEAR OLDS PRESCHOOL
Program Year 83-84

SOURCE: Minnesota
Child Development
Inventory

Child	Handicap Code	Number of Behaviors:																									Total Gains
		PRE								POST								GAINS									
		GD	GM	FM	EL	CC	SC	SH	PS	GD	GM	FM	EL	CC	SC	SH	PS	GD	GM	FM	EL	CC	SC	SH	PS		
1	DLD	108	30	40	51	41✓	39	33	31	115	31	43	54	51	41	35	33	7	1	3	3	10	2	2	2	30	
11	Sp	100✓	33	39	49✓	44✓	34	32	33	115	33	43	51✓	55	39	35	34	15		4	2	6	5	3	1	36	
14	EH	114	33	41	54	46	29	33	29	116	33	41	54	47✓	40	35	29✓	2				1	11	2		16	
16	Sp	98	32	38	49	32	39	30	28	110	33	41	52	41✓	40	34	31	12	1	3	3	9	1	4	3	36	
17	Sp	118	34	43	50	48	38	35	33	118	34	43	52	56	41	35	33				2	8	3			13	
18	Sp	115	34	41	52	45	42	33	33	117	34	43	54	47	42	35	33	2		2	2	2		2		10	
21	EMH	85	28	33	47	26	37	24	27	106	31	37	54	38	41	33	33	21	3	4	7	8	4	9	6	62	
22	Sp	57	24	30	29	14	28	20	23	102	32	35	49	40	35	34	31	45	8	5	20	26	7	14	8	133	
23	DLD	91	33	34	47	31	36	32	32	95	34	34	49	33	39	35	33	4	1		2	2	3	3	1	16	
24	Sp	74	26	29	39	27	25	21	18	99	31	33	52	40	39	27	20	25	5	4	13	13	14	6	12	92	
25	EMH	79	25	26	37	27	24	28	27	98	29	33	49	39	39	31	32	19	4	7	12	12	15	3	5	77	
26	Sp	80	26	30	40	28	32	26	27	105	32	39	52	35	36	32	30	25	6	9	12	7	4	6	3	72	
27	Sp	85	28	31	43	30	32	24	24	111	31	41	49	44	37	33	33	26	3	10	6	14	5	14	9	87	
28	Sp	96	29	37	41	44	37	29	27	107	30	42	50	51	40	33	31	11	1	5	9	7	3	4	4	44	
29	DLD	102	30	32	49	38	33	31	29	112	32	41	53	46	37	34	33	10	2	9	4	8	4	3	4	44	
Totals		1402	445	524	677	521	505	426	421	1626	480	589	774	563	586	501	469	224	35	65	97	133	81	75	58	768	
Averages		93.5	29.7	34.9	45.1	34.7	33.7	28.4	28.1	108.4	32	39.3	51.7	44.2	39.1	33.4	31.3	14.93	2.33	4.33	6.47	8.87	5.40	5	3.87	51.20	

KEY: GD=General Development FM=Fine Motor CC=Comprehension Conceptual SH=Self Help
 GM=Gross Motor EL=Expressive Language SC=Situation Comprehension PS=Personal Social
 Check to the left of the number indicates a 20% delay, check to the right indicates a 30% delay.
 (Information collected by parent interview)

EXHIBIT 43

LEVEL and NUMBER of DELAYS: MINNESOTA

PRESCHOOL Three-Five Years

	<u>1981-83</u>		<u>1983-84</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
20%	31	20	23	18
30%	18	10	37	12
Total Checks	49	30	50	30
# of Children who had checks <u>Total number in Program</u>	17/19	13/19	12/15	14/15

AREAS of GAINS in BEHAVIOR

<u>1981-83</u>		<u>1983-84</u>	
<u>Area</u>	<u>Average Gains/ Child</u>	<u>Area</u>	<u>Average Gains/ Child</u>
Situation Comprehension	5.53	Comprehension Conceptual	8.87
Comprehension Conceptual	5.47	Expressive Language	6.47
Self Help	5.42	Situation Comprehension	5.40

EXHIBIT 44
I.E.P. OBJECTIVES MET SCHOOL YEAR 82-83

Number of Objectives; Goal Areas

Child	H.C.	# of Goals	Body Management	Self Care	Communication	Pre Academics	Socialization	Cognitive/ Language	Total	Total Met
1	DLD	6	6	3	1	14	1	5	30	30
2	DLD	4	4	0	0	15	1	5	25	23
3	DLD	4	3	0	0	2	3	11	19	17
6	DLD	6	4	1	1	9	4	6	25	20
7	DLD	4	6	3	0	11	0	9	29	28
8	DLD	5	5	3	0	9	4	10	31	28
10	EH	4	5	0	0	9	3	8	25	19
11	Sp.	5	4	0	2	9	3	7	25	24
12	Sp.	5	4	3	0	15	1	5	28	21
13	Sp.	5	2	0	1	13	1	3	20	20
14	EH	5	7	3	0	6	1	7	24	19
15	Sp.	4	0	0	1	1	2	4	8	8
16	Sp.	4	1	0	1	0	1	4	7	5
17	Sp.	5	1	0	1	4	1	4	11	7
18	Sp.	4	1	0	1	0	2	5	9	5
19	DLD	3	1	0	0	6	0	4	11	9

Key: H.C. = Handicap Code
 DLD = Developmental Learning Disability
 EH = Emotionally Handicapped
 Sp. = Speech

EXHIBIT 45

September 1983-May 1984

STATUS OF I.E.P. GOALS AND OBJECTIVES
Preschool Program 3-5 Year Olds

Child	H.C. Code	% of Atten.	Objectives		** Gross Motor				** Fine Motor				** Self Carr.				* Communication				* Pre Academic				** Cognitive/ Language				
			Set	% Met	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1	DLD	83	10/13	77%	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
11	Sp.	91	11/18	61%	/	/	/	/	1	1-PM	2	1-PM	/	/	/	0	1-PM	1	2-UM	3	3	7	/	1	3-UM	2	4-UM		
14	EH	74	13/17	76%	1	1	0	1-PM	1	1-PM	/	/	/	/	/	/	/	/	/	/	4	4	4	5	2-UM	11	3-UM		
16	Sp.	76	16/25	64%	1	1	1	1	1	1	0	1-PM	1	2-UM	2	1-UM	3	1-UM	4	4	4	5	3-UM	6	2-UM	8	3-UM		
17	Sp.	83	10/16	63%	/	/	0	1-UM	1	1-PM	3	2-UM	/	/	/	/	/	/	/	/	4	3	1-UM	4	1-UM	7	2-UM	9	3-UM
18	Sp.	94	15/17	88%	1	1	1	1	1	1	/	/	/	/	0	1-PM	1	1-PM	3	3	3	3	7	1-PM	11	1-PM			
21	EMH	39	14/19	74%	0	1-UM	0	1-UM	1	1-UM	2	1-UM	1	1-UM	0	1-PM	3	2-UM	2	2	3	5	6	1-UM	6	1-UM			
22	Sp.	40	13/15	87%	1	2	1	1	1	1	/	/	/	/	1	1	1	3	3	3	5	5	3	1-UM	4	1-UM			
23	DLD	89	9/17	53%	1	1	2	2	2	2	/	/	/	/	0	1-UM	3	3-UM	2	2	2	2	7	2-UM	9	3-UM			
24	Sp.	63	10/14	71%	1	1	1	1	1	1	/	/	/	/	0	1-PM	1	1-PM	4	1-UM	6	1-UM	5	1-PM	5	1-PM			
25	EMH	68	10/18	56%	1	1	2	1-UM	2	1-UM	1	1-PM	3	2-UM	2	2-PM	2	2-UM	2	1-PM	4	2-UM	6	1-UM	6	1-UM			
26	Sp.	79	7/14	50%	/	/	1	1-UM	2	1-UM	1	1	1	1	1	1-PM	1	1-PM	3	3	3	5	3-UM	7	5-UM				
27	Sp.	63	16/24	67%	1	1	2	1-UM	2	1-UM	/	/	/	/	1	1-PM	2	1-PM	3	2	1-PM	10	4-UM	7	1-PM	9	1-PM		
28	Sp.	95	13/18	72%	/	/	1	1-UM	3	2-UM	1	1-PM	3	2-UM	1	1	1	3	2	1-UM	5	1-UM	4	6	6	6			
29	DLD	80	12/15	80%	/	/	0	1-UM	1	1-UM	/	/	/	/	0	1-UM	1	1-UM	3	2	1-UM	3	6	10	10	10			

KEY: 1 - # of Annual Goals 2 - Status 3 - # of Objectives 4 - Status

TM = Totally Met
PM = Partially Met
UM = Un Met

Number Set  Number Met

Sources: *ABACUS **Assessment by Behavior Rating

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EXHIBIT 46
SUMMARY OF I.E.P. OBJECTIVES/BEHAVIORS
Fine Motor / Pre Writing
Preschool Program 3-5 Year Olds 83-84

Child	Handicap Code	Numbers of Behaviors			Developmental/Chronological				in Months GAINS	
		Pre	Post	Gains	PRE		POST		C.A.	D.A.
1	DLD	20	46	26	59 mos.	30 mos.	64 mos.	60 mos.	5 mos.	30 mos.
11	Sp	24	41	17	71 mos.	24 mos.	73 mos.	41 mos.	2 mos.	17 mos.
14	EH	19	46	27	67 mos.	30 mos.	69 mos.	60 mos.	2 mos.	30 mos.
17	Sp	13	43	30	62 mos.	30 mos.	65 mos.	60 mos.	3 mos.	30 mos.
18	Sp	19	44	25	57 mos.	30 mos.	60 mos.	60 mos.	3 mos.	30 mos.
20	Sp	19	43	24	53 mos.	30 mos.	56 mos.	60 mos.	3 mos.	30 mos.
21	EMH	13	24	11	61 mos.	24 mos.	64 mos.	36 mos.	3 mos.	12 mos.
22	Sp	13	21	8	45 mos.	21 mos.	48 mos.	30 mos.	3 mos.	9 mos.
23	DLD	15	32	17	41 mos.	27 mos.	48 mos.	42 mos.	4 mos.	15 mos.
24	Sp	19	33	14	44 mos.	30 mos.	47 mos.	48 mos.	3 mos.	18 mos.
25	EMH	19	28	9	52 mos.	30 mos.	56 mos.	36 mos.	4 mos.	6 mos.
26	Sp	13	20	7	44 mos.	24 mos.	48 mos.	30 mos.	4 mos.	6 mos.
27	Sp	18	32	14	48 mos.	30 mos.	51 mos.	42 mos.	3 mos.	12 mos.
28	Sp	13	53	40	53 mos.	24 mos.	59 mos.	48 mos.	4 mos.	24 mos.
29	DLD	12	40	28	56 mos.	24 mos.	60 mos.	54 mos.	4 mos.	30 mos.

Totals	249	546	297	813 mos.	408 mos.	868 mos.	707 mos.	50 mos.	299 mos.
Averages	16.6	36.4	19.8	54.2 "	27.2 "	57.9 "	47.1 "	3.3 "	19.9 "

Program Duration: January 1984 - May 1984

Preschool 3-5 year olds
CHILDREN'S INDIVIDUAL PROGRAM - EXHIBIT 47

Summary of Behaviors Gained 83-84

Child	Type of Program:		#	**	**	*	**	**	**	**	*	#	#	Tot. Prog. Run	Total Behav. Gained	Program Status						
	H.C.	Atten.		FM (2) Gains	VM (3) Gains	PA (7) Gains	VR (1) Gains	VD (9) Gains	AM (1) Gains	AD (1) Gains	COMM (2) Gains					C	IP	M				
1	DLD	83%	1	26		3	9	1	0	2	0			7	35	5	1	1				
11	Sp	91%	2	19		2	5							4	24	2	2					
14	EH	74%	1	27	1	5	5	15	1	0	2	0		10	47	8	1	1				
16	Sp	76%	1	24	1	7	2	4	1	4	2	1		7	40	4	2	1				
17	Sp	83%	1	30		4	11	1	3	1	0			7	44	4	2	1				
18	Sp	94%	1	25	3	7	5	15						9	47	8	1					
21	EMH	39%	1	11	2	4	1	1		1	0			1	0	6	16	2	4	2		
22	Sp	40%	1	8	1	0	1	0	1	0	1	1	0			6	9	4	2			
23	DLD	89%	1	17	3	7	4	7	1	8	6	10				15	49	11	1	3		
24	Sp	63%	1	14	3	5	2	5	1	2	2	0		1	2	10	28	4	4	2		
25	EMH	68%	1	9	2	6	1	0	1	5	3	0				8	20	2	5	1		
26	Sp	79%	1	7	2	8	2	5		2	1			1	2	1	1	9	24	6	1	2
27	Sp	63%	1	14	2	4	2	5	1	3	3	0				1	0	10	26	6	1	2
28	Sp	95%	1	40	2	8	4	7								1	1	8	56	6	2	-
29	DLD	80%	1	28	2	8	4	12								1	3	8	51	6	1	1

KEY: FM=Fine Motor
VM=Visual Memory
PA=Pre-Academics, Math
VR=Visual Reception

VD=Visual Discrimination
AM=Auditory Memory
AD=Auditory Discrimination
COMM=Communication

#=Number of Programs run
C=Completed
IP=In Progress
M=Maintenance

SOURCES: *ABACUS
**Assessment by Behavior Rating

EXHIBIT 48
 Leiter International Scale
 I.Q. Scores School Yrs. 81-82

Child #	H.C.	Pre	Post	Gains/Losses	Significant
12	Sp.	135	131	-4	
3	DLD	99	105	+6	
2	DLD	103	103	-	
6	Sp.	105	92	-13	
7	DLD	91	90	-1	
8	DLD	103	110	+7	
10	EH	92	99	+7	
13	Sp.	134	109	-25	regression to the mean
15	Sp.	89	104	+15	
14	EH	77	96	+19	approaching
1	DLD	118	110	-8	
11	Sp.	83	90	+7	
*19	DLD	75	73	-2	
17	Sp.	93	96	+3	
18	Sp.	82	105	+23	yes
16	Sp.	84	117	+33	yes
23	DLD	74	125	+51	yes
27	Sp.	91	99	+8	
25	EMH	43	65	+22	approaching
28	Sp.	99	101	+2	
29	DLD	95	115	+20	approaching

* Has a visual processing deficit

21 children: gains of 3 children were significant, gains of 3 were approaching significance; on pre tests 13 children were in the normal range; on post tests, 19 were in the normal range

Has Child Change Occurred Over the Duration of the Project?

To answer this question the following (Exhibit 49), STATUS REPORT ON ALL Children Receiving Services 1981-84, is presented. It is a summary of all children including those for whom the project acted as an advocate.

PARENT/FAMILY/COMMUNITY INVOLVEMENT

The emphasis of this component has been to involve the community in the program in all aspects and, to apply social and cultural rules and be sensitive to them.

Parent contacts took a variety of forms. During the first year (Exhibit 50) the program was for three-five year olds. As the program expanded to serve one and one-half to three year olds, more and more community members became involved. (Exhibit 51) is a summary of the numbers of Parent/Family Interactions over the program's three years.

A Parent/Family Needs-Interest Assessment form was completed at the beginning of each year. At the end of the third program year, project staff asked parents to review their needs assessment forms, tell whether or not their needs had been met, and, why or why not. (Exhibit 52) shows that eighteen out of thirty parents in the PCT program responded. They responded to each of the thirty-seven questions. A copy of the Needs Assessment form is included in Appendix I. The questions on the assessment were important to most of the parents and, the majority of the needs were met. Most were met by conferences in the classroom, or by observation of their children. For the preschool class, (Exhibit 53) fourteen out of fifteen parents responded. They too felt most of the items were important, but, less of them were met. Several reasons were offered: one, many of the needs were no longer important; two, many of the parents said that they didn't attend the workshops; and three, the parents of the preschool class were not attending weekly like the parents of the PCT program. When responding to our questions, parents were very willing to express themselves. (Exhibit 54) is a summary of some of the parents' comments taken as written.

The information provided by the parents and family members on the needs assessments was the basis for planning the parent workshops. (Exhibit 55) gives an overview of the kinds of workshops and activities that took place during the project, 1981-1984. In addition to inviting parents, family and community members, other tribal agencies and outside agencies were also invited. Average attendance per workshop ranged from 16 (1981-82), 16.46 (1982-83), to 14.14 (1983-84). Outside agencies and tribal agencies' attendance decreased during the second and third year while parents' and families' attendance increased.

PARENTS/CHILDREN/TOGETHER PROGRAM

This program was begun in an effort to give parents an opportunity to work with their children as they themselves learned. When comparing the attendance of the two groups for the two years, the data may be misleading. (Exhibits 56 and 57) show a comparison of attendance between the two years for each of the parents (and children). PCT II had 24 sessions each of the two years. This makes a comparison for this group easier, but, the second

STATUS REPORT ON ALL CHILDREN RECEIVING SERVICES

School Years 81-82, Summer 82, 82-83, 83-84

Child	Handicap Code	Program Years Attended	Comments	Gains/Losses	Follow-up Status	Services Required As of 6/84
4	DLD	Preschool 81-82, Summer 82.	A.B.R. Showed Developmental Age of 3 and a C.A. of 4-11 with a deficit in Auditory-Vocal Channel and Visual Memory. Mean Stanine of 2.6 on Spanish ITPA. IQ of 85 (L).	Child attended 2 months of program and summer program. A.B.R. 6/82 showed C.A. 5 and Dev. Age 3-1. Child entered Kg. 9/82.	A.B.R. 6/83 C.A. 6 years, Dev. Age 3-10. Parent interview, 6/84. Child is not doing well in school.	Will advocate for L.D. services.
9	Sp.	"	A.B.R. CA 5-4, DA 4. Severe stuttering problem with emotional overtones. Provided emotional support as well as positive self concept.	A.B.R. CA 5-7, DA 4-3. Stuttering decreased in classroom, child in program 2 mos.	A.B.R. 6/83 CA 6-7, DA 5-4. Speech fluent, seems adjusted. Parent interview 6/84 is doing O.K. in school.	None
20	Sp.	Summer 82	Severe articulation disorder. Referred for services 6/83 (TUSD). Attended P.Y. one month in summer '82.	N/A	6/83 received speech therapy during school year. 6/84 moved off reservation.	No information
Five children	Diagnostic Placement	"	Five children attended summer session. Of these, two were recommended for special services, one to the school district, one to Head Start.	N/A	82-83 child in Head Start was mainstreamed. Child in Kg. received no services.	None
5	DLD	Preschool 81-82	CA 4-2, DA 3-6 (A.B.R.), IQ 88 (L), MS 4.3 (Spanish ITPA). Attending difficulty, appears highly distractible. Parent transferred child to Head Start 82-83. Project recommended continued placement in project.	6/82 CA 4-6, DA 3-7 (A.B.R.) 6/83 Parents would not allow follow-up testing.	6/83 Head Start will transfer to Kg. No recommendations. 6/84 Parent interview. Child is not doing well in school.	None

A.B.R.=Assessment by Behavior Rating
 Minn. =Minnesota Child Development Inventory
 .II=Developmental Profile II

S=Slosson Intelligence Test
 L=Leiter International Scale
 S.B.=Stanford Binet

P/C/T I 1-2 Year Olds
 P/C/T II 2-3 Year Olds
 Preschool 3-5 Year Olds

STATUS REPORT ON ALL CHILDREN RECEIVING SERVICES

School Years 81-82, Summer 82, 82-83, 83-84

Child	Handicap Code	Program Years Attended	Comments	Gains/Losses	Follow-up Status	Services Required As of 6/84
12	Sp.	Preschool 81-82 82-83	Severe verbal non fluency and withdrawal behavior. IQ 135 (L), Mean Stanine 6.0 (Spanish ITPA), CA 3-7, DA 3-4 (A.B.R.)	6/83 fluency increased. IQ 131 (L), MS 6.125 (Spanish ITPA) CA 4-9, DA 3-10. Extremely poor attendance. Did not learn what other children learned.	6/84 Parent interview, child is doing O.K. in school.	None
3	DLN	Preschool 81-82 82-83	3/82 CA 4-3, DA 3.54 (A.B.R.). Deficits in Auditory-Vocal Channel and Automatic Level. 6/82 M.S. 3.7 (Spanish ITPA) deficits in Auditory-vocal channel. I.Q. 99 (L).	6/83 CA 5-6, DA 5-6, MS 7.875 (Spanish ITPA) IQ 105 no deficits show on A.B.R. or ITPA.	6/84 A.B.R. CA 6-6, DA 6-0. Parent interview child is doing very well in school.	None
2	DLN	"	3/82 CA 3-10, DA 3.3 (A.B.R.) IQ 103 (L) deficits in Auditory-Vocal Channel. Difficulty attending auditorily. Mean Stanine 5.3 (ITPA). Stanine of 2 in Auditory Comprehension. Classroom behaviors indicated an inability to attend auditorily.	6/83 CA 5-0, DA 5-0. Auditory-Vocal Channel much improved Mean Stanine 4.625 (Spanish ITPA) Auditory Vocal Channel 5.33. IQ 103 (L).	6/84 A.B.R. CA 6-1, DA 5-4 Auditory Vocal Channel 5-0.	Will monitor in First Grade.
6	Sp.	"	3/82 CA 4-0, DA 3-0. Receptive-Expressive language delay; articulation disorder. Mean Stanine 1.3 (Spanish ITPA) IQ 105 (L).	6/83 CA 5-2 DA 4-1 (ABR) Deficits on both levels	6/84 CA 6-3, DA 5-2 ABR Auditory-Vocal Channel 4-10 Representational Level 4-10.	Will advocate for services possible L.D.

A.B.R.=Assessment by Behavior Rating
Minn. =Minnesota Child Development Inventory
II=Developmental Profile II

S=Slosson Intelligence Test
L=Leiter International Scale
S.B.=Stanford Binet

P/C/T I 1-2 Year Olds
P/C/T II 2-3 Year Olds
Preschool 3-5 Year Olds

STATUS REPORT ON ALL CHILDREN RECEIVING SERVICES

School Years 81-82, Summer 82, 82-83, 83-84

Child	Handicap Code	Program Years Attended	Comments	Gains/Losses	Follow-up Status	Services Required As of 6/84
6 continued				Visual-Motor Channel 3-10, IQ 92 (L); Mean Stanine 3.5 (Spanish (ITPA) Much improved language.		
7	DLD	81-82 82-83	4/82 CA 3-11, DA 2-8 (A.B.R.); IQ 91 (L); MS2.4 (Spanish ITPA). Low functioning on all levels, especially auditory reception and association. Excessive fearfulness interfering with learning. 6/82 CA 4 DA 3 (ABR)	6/83 CA 5-1 DA 5-2 (ABR) IQ 90 (L) MS 4.67 (Spanish ITPA)	6/84 CA 6-1, DA 5-9 (ABR), Parent's Report: child is doing well in school.	None
8	DLD	"	4/82 CA 4-11, DA 4-5 (A.B.R.); Auditory-vocal channel and representational level delays; IQ 103 (L), MS 3.5; 1.0 Stanine in auditory comprehension and integration (Spanish (ITPA). Chronic colds - hearing erratic because of fluid.	6/83 CA 5-1, DA 4-10 (ABR); IQ 110 (L); MS 3.9. Improvement in auditory channel and representational level.	6/84 CA 6-1; DA 5-4 Auditory-vocal channel. 4-10 Parent's report: Child not doing well in school. Will do follow up 9/84 with school.	None at this time.
10	EH	"	3/82 CA 4-1; DA 2-6; All areas depressed IQ 92. Unable to administer Spanish ITPA because of child's extreme behaviour.	6/83 CA 5-3; DA 4-1 all areas depressed; IQ 99; MS 2.88 (Spanish ITPA) Parents placed child in Kg. against projects recommendation.	6/84 CA 6-4; DA 4-9. Automatic level and auditory-vocal channel depressed. Parent's report: child is not doing well in school. Will do follow-up in school.	None at this time.

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Child	Handicap Code	Program Years Attended	Comments	Gains/Losses	Follow-up Status	Services Required As of 6/84
13	SP	81-82 82-83	4/82 CA 3-5; DA 2-10. Auditory-vocal channel 2-8 (A.B.R.); IO 134 (L); MS 5.5 (Spanish ITPA). Bilingual speech evaluation indicated a mild-moderate articulation problem and depressed expressive language.	6/83 CA 4-7, DA 4-10. All levels increased; expressive language increased. IQ 109 (L); MS 4.9 (Spanish ITPA) 9th Stanine in visual integration. Recommend child attend Head Start.	6/84 CA 5-8; DA 5-2. Auditory-vocal channel one year delayed (A.B.R.) Child did not attend Head Start this year. Delay in Auditory-Vocal channel may be due to lack of stimulation this year. Will monitor.	None
15	SP	Summer '82 Preschool '82-'83	Summer '82 CA 5-4; DA 3-6 (A.B.R.). (Child had attended Head Start 81-82. Referred to Project Yaqui 6/82). IQ 89 (L). Expressive-receptive language delay in both English and Spanish. (Bilingual Speech Evaluation)	6/83 CA 5-10; DA 5-1 (ABR); IQ 104 (L); MS 4.0 (Spanish ITPA) Language age increased by 1 year, 10 months in 6 months. Expressive language increased.	6/84 CA 7-0; DA 5-8. Test ceilings at 6 years. Child shows significant gains on representational level and auditory-vocal channel. Parent reports that he is doing very well in school. Family has moved off the reservation.	None
14	EH	Preschool 81-82 82-83 83-84	3/82 CA 3-7; DA 2-7 All channels and levels depressed (ABR); Depressed IQ 77 (L); MS 3.7 (Spanish ITPA). Little or no language. Gave evidence in classroom of ability but standardized tests indicated possible retardation.	6/84 CA 5-9; DA 5-0 (ABR); IQ 96 (L) and 80 (S.B.). Lower score on Stanford	N/A	TUSD Mainstreaming with EH and Speech resources.

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Child	Handicap Code	Program Years Attended	Comments	Gains/Losses	Follow-up Status	Services Required As of 6/84
14 continued			<p>Social and emotional development a concern. 6/83 CA 4-10; DA 4-0; Auditory-vocal channel one year depressed (ABR); IQ 84 (L); M.S. 3.9 (Spanish ITPA). Social-emotional development a continued concern. Family crisis required removal from household. Recommend child <u>not</u> enter KG. in September. 12/83 Bilingual speech evaluation indicated moderate receptive expressive delays in both languages.</p>	<p>Binet because of verbal scores. Psychological evaluation confirmed emotional problems interfering with learning.</p>		
1	D.L.D.	Preschool 81-82 82-83 83-84	<p>4/82 CA 3-1; DA 2-4 (ABR); IQ 118 (L) Unable to do any sub tests (Spanish ITPA). Little expressive language. Spoke only Spanish. ABR indicated problems with both channels and both visual and auditory memory. Classroom behavior also indicated trouble with memory. 4/83 Bilingual speech evaluation: both <u>Spanish</u> and <u>English</u> within normal range. 6/83 CA 4-4; DA 3-9 (ABR). Delays in auditory-vocal channel and automatic level; IQ 103 (L); MS 5.0. Auditory-vocal channel 3.75 (Spanish ITPA). Sequential memory a concern.</p>	<p>6/84 CA 5-3; DA 4-10; Auditory memory still a problem (ABR); IQ 110 (L); English ITPA; Psycholinguistic age 5-1. Mean Scale Score: 34. Growth in all areas except auditory memory. Child should do well in school. Will follow up.</p>	N/A	None

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Child	Handicap Code	Program Years Attended	Comments	Gains/Losses	Follow-up Status	Services Required As of 6/84
11	Sp.	Preschool 81-82 82-83 83-84	3/82 CA 3-11; DA 2-8 (ABR); Representational level at 2-0; IQ 83 (L); M.S. 1.7 (Spanish ITPA). Bilingual speech evaluation indicated significant delays in expressive-receptive language and a severe articulation disorder. Severe behavior problem. Inability to attend. 6/83 CA 5-2; D.A. 4-3 (ABR); IQ 97 (L); M.S. 1.875 (Spanish ITPA). Negative social behaviors decreasing.	6/84 Most negative behavior gone. Highly distractible, short attention span; articulation disorder moderate; significant delays in expressive-receptive language. CA 6-1 DA 4-9 (ABR) IQ 90 (L)	N/A	TUSD Mainstream, with LD and Speech Resources
19	DLN	Preschool 82-83	10/82 CA 4-1; DA 2-10; Visual-motor channel 2-0 (ABR); IQ 75 (L). Bilingual speech evaluation indicated receptive language delay. Classroom behaviors indicated trouble attending visually. Highly verbal in English. 3/83 English ITPA showed scaled scores of 21 in visual association; 24 in visual closure and 28 in auditory reception (norm is 36).	6/83 CA 4-9; DA 4-4; automatic level and visual motor channel one year delayed. M.S. 4.4 (Spanish ITPA). Representational Level 5.4 which creates a concern for IQ of 73 (L). (The Leiter is a visual motor test.) Project recommended that child stay in program.	6/84 CA 5-9; DA 5-2. Visual-motor channel 5-2; automatic level 5-0. Parent's report child is doing fine. Will monitor.	None

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19	continued			Parents placed child in Kg.		
17	Sp.	Preschool 82-83 83-84	10/82 CA 3-10; DA 2-10 (ABR); moderate receptive-expressive language delay; mild-moderate articulation disorder (Bilingual speech evaluation); IQ 93 (L); classroom behaviors inappropriate. 6/83 CA 4-5; DA 3-10 (ABR); IQ 88 (L); M.S. 2.11; Representational level 1.6 (Spanish ITPA).	6/84 CA 5-5; DA 4-9 (ABR); IQ 96 (L); Bilingual speech evaluation significant delay in receptive-expressive language; mild-moderate articulation problem; Psychological evaluation indicates emotional development interfering with learning S.B. 72.	N/A	TUSD requested mainstreaming with EH and speech services.
18	Sp.	"	9/82 CA 3-5; DA 2-3 (ABR); IQ 82 (L); Spanish speech evaluation showed an MLU of 3 and great reluctance to respond verbally. Habitual non-verbal behavior in class and with his peers considered significant when compared to his peers. 6/83 CA 4-1; DA 3-0 (ABR); IQ 101 (L). M.S. 3.33 (Spanish ITPA). Stanines of 1 (Auditory Association; 2 Visual Association and Auditory Integration.)	6/84 CA5-1; DA 4-4; IQ 105 (L); Speech/Language evaluation indicates both receptive expressive language within normal range (Spanish).	N/A	None

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16	Sp.	Preschool 82-83 83-84	10/82 CA 3-6; DA 1-11 (ABR); IQ 84 (L); (no expressive language). Bilingual speech evaluation indicated a severe communication deficit (in both languages). 6/83 CA 3-8; DA 2-10 (ABR); IQ 107 (L)	6/84 CA 4-8; DA 3-7 (ABR); IQ 117 (L). Bilingual speech evaluation mild delay in Spanish; significant delay in English.	N/A	Speech/ Language
22	Sp.	Preschool 83-84	5/83 CA 3-2; DA 1-3 (ABR); IQ 60 (S) 75 (DP II) 78 (S.B.). Good fine motor skills; weak verbal skills, low expressive language.	6/83 CA 4-1; DA 2-3; IQ 84 S.B. Improved language skills	N/A	Speech/ Language
21	EMH	"	5/83 CA 4-5; DA 2-3 (ABR); IQ 58 (S.B.) Psychological evaluation indicated mental retardation. Classroom behavior indicated a child who had received very little stimulation.	5/84 CA 5-4; DA 3-2 (ABR); IQ 63 (S.B.) 7/84 IQ 65 (L)	N/A	TUSD EMH
23 PCT/11	DLD	PCT II 82-83 Preschool 83-84	PCT II 82-83 Borderline score in academic and communication scales (DP II); disparity between IQ 101 (S) and 77 (DP II) 6/83 Spanish ITPA not able to do any sub tests 5/83 Significant receptive delay. (Bilingual speech evaluation). 8/83 IQ 78 (S.B.) Maladaptive behaviors hyperactive, low verbal skills, attention deficit.	6/84 CA 3-9; DA 2-10 (ABR); IQ 125 (L), 107 (S.B.). Bilingual speech evaluation indicates mild receptive expressive delay. Would benefit from Head Start	N/A	None

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23	continued		83-84 8/83 CA 3-0; DA 2-2 (ABR); IQ 74 (L), 78 (S.B.). Child had chronic otitis media. Constant referrals to family for doctor visits kept ear infection to a minimum.			
24	Sp.	PCT II 82-83 Preschool 83-84	82-83 30% delay in general development, gross motor, fine motor, comprehension conceptual, situation comprehension and personal social. IQ 85 (DP II), 94 (S), CA 35 mos. LAP cognitive 22 mos., language 24 mos., fine motor 22 mos. Receptive language delay in Spanish (Bilingual Speech Evaluation), poor attendance. 4/83 CA 3-1, DA 2-2 (ABR); IQ 98 (S.B.). Low receptive language. Entered preschool 9/83. 12/83 CA 3-7; DA 2-9 (ABR).	6-84 CA 4-0; DA 3-4 (ABR). Speech Evaluation: delayed receptive expressive language. IQ 92 (S.B.). Child would have scored much higher except for receptive-expressive delay.		Speech/ Language
26	Sp.	PCT II 82-83 Preschool 83-84	82-83 30% delay: gross motor, fine motor, expressive language and personal social; 20% delay in comprehension conceptual (Minn.). IQ 81 (S); IQ 76 (DP II). Area of concern: auditory-vocal channel, speech immature and unintelligible; delays in receptive-expressive language (Spanish Bilingual Speech Evaluation). 6/83 No delays showing (Minn.); IQ 90 (S), 81 (DP II). Placed in Preschool program. 7/83 IQ 92 (L); CA 3-4; DA 2-5 (ABR). All channels and levels depressed. Concern for child's emotional and social development.	6/84 IQ 109 (L); CA 4-0; DA 2-9 (ABR). Bilingual Speech Evaluation: intelligible speech; severe receptive-expressive language delay. Emotional problems are interfering with learning.		Speech/Language

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Child	Handicap Code	Program Years Attended	Comments	Gains/Losses	Follow-up Status	Services Required As of 6/84
27 PCT/12	Sp.	PCT II 82-83 Preschool 83-84	82-83 30% delay in situation comprehension; 20% delay in all other areas (Minn.). IQ 83 (DP II), 86 (S). Receptive-expressive language delay (Bilingual Speech Evaluation). 4/83 CA 3-3; DA 1-11 (ABR); depressed auditory-vocal channel and representational level. IQ 91 (L).	6/84 CA 4-3; DA 2-10. All areas improved; will still need help. Personal IQ 99 (L). Receptive language low average; expressive characteristic of 3 year old, (CA 4-3), (Bilingual Speech Evaluation).	N/A	Speech/ Language
25	EMH changed to Sp.	Preschool 83-84	4/83 30% delays in all areas on Minn. except Personal Social. CA 3-8; DA 1-11 (ABR); all channels and levels depressed; IQ 43 (L). 12/83 IQ 63 (S.B.); mild-moderate articulation disorder; significant delays in receptive-expressive language. 6/84 Vineland indicated normal social skills. Classification changed to Sp.	6/84 CA 4-8; DA 2-11 (ABR); IQ 65 (L), 51 (S.B.). Articulation WNL; significant receptive-expressive delay (Bilingual Speech Evaluation.)	N/A	Speech/ Language
28	Sp.	Preschool 83-84	5/83 30% delay expressive language; 20% delay general development and personal social (Minn.); CA 3-10; DA 2-6 (ABR); IQ 99 (L). Severe articulation and receptive-expressive functioning.	6/84 CA 4-11; DA 3-5 (ABR); IQ 101 (L). 20% expressive language (Minn.).	N/A	TUSD Speech Therapy

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Child	Handicap Code	Program Years Attended	Comments	Gains/Losses	Follow-up Status	Services Required As of 6/84
28	continued			Severe articulation disorder; moderate delay in receptive-expressive.		
29	DLD	Preschool 83-84	5/83 20% delays in fine motor, expressive language and comprehension-conceptual (Minn.). CA 3-11; DA 2-11 (ABR); depressed representational level and auditory-vocal channel. IQ 95 (L); M.S. 4.44. Auditory vocal channel Stanine 3.75, stanine of 2 in Auditory Association and integration (Spanish ITPA). Impulsive behavior; inability to attend (L). 12/83 Delays in receptive-expressive language (Bilingual Speech Evaluation); possible articulation disorder. Several instances of seizure behavior were observed in classroom. Referral for neurological workup showed no abnormalities. Staring episodes continued.	6/84 CA 5-0; DA 4-5 (ABR); IQ 115 (L), English ITPA. good attention span; mean scaled score 35. Psycholinguistic age 4-11. Has made great progress! Bilingual Speech Evaluation: speech and language within normal limits.	N/A	None

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Child	Handicap Code	Program Years Attended	Comments	Gains/Losses	Follow-up Status	Services Required As of 6/84
A	DLD	PCT I 82-83 83-84	82-83 20% delay in general development, comprehension conceptual and situation comprehension (Minn.) Health. 8/81 Failure to thrive; history of ear infections; CA 23 mos., IQ 83 (S); 48 (DP II). Significant delay in academic scale. MA 23 mos., MDI 95 ± 5 (Bayley). Performance highly variable; good verbal skills; unable to comprehend situations and solve problems; very poor fine motor skills; unable to differentiate and place forms; visual-motor abilities very poor. LAP CA 23 mos., cognitive 12 mos., language 12 mos., fine motor 10 mos. 12/83 LAP CA 30 mos., cognitive 30 mos., language 30 mos., fine motor 30 mos.	6/84 CA 30% delay in general development, comprehension conceptual, self-help; 20% delay in expressive language, situation comprehension, and personal social (Minn.). CA 34 mos., IQ 79 (S), 82 (DP II). Significant delay in physical development; borderline social and academic skills. LAP CA 34 mos., cognitive 30 mos., language 30 mos., fine motor 36 mos. (no change in two areas since Dec.) IQ 97-5 (S.B.). Can now do form boards; had great difficulty with verbal skills; fine motor skills improving. Will need speech evaluation.	N/A	D.L.D.
B	DLD	PCT I 82-83 83-84	82-83 20% delay in comprehension conceptual, situation comprehension and self-help (Minn.). CA 18 mos.; IQ 83 (DP II), 125 (S); IQ 87-5.3 (Bayley). Essentially non-verbal; poor attention; highly distractible. Receptive-expressive channel delayed, poor fine motor skills. LAP CA 18 mos., cognitive 12 mos., language 13 mos., fine motor 12 mos.	6/84 No delays on Minn. IQ 90 (DP II), 94 (S). LAP CA 31 mos., cognitive 30 mos., language 24 mos., fine motor 27 mos. IQ 89 (S.B.). Attention and follow through and fine motor improved; Receiving association and expressive in both channels delayed.	N/A	D.L.D.
C	E.M.H.	"	82-83 30% delay in all areas measured (Minn.). CA 22 mos., IQ 68 (DP II), 64 (S). Chronic ear infections. Medical diagnosis Down's Syndrome. Cognitive precursors of language development have not been established. Receptive language and expressive language 12-14 mos. (Bilingual Speech Evaluation).	6/84 30% delay in all areas except fine motor and situation comprehension (20%) (Minn.) CA 35 mos. IQ 43 (DP II), 46 (S). Precursors to language have been established. Receptive language 16 mos., expressive 12-14 mos. (Bilingual Speech Evaluation) severe delay; emerging abilities chronic	N/A	Speech/ Language all developmental areas.

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C	continued		LAP CA 22 mos., cognitive 10 mos., language 10 mos., fine motor 7 mos.	otitis media has caused regression of language. LAP CA 35 mos., cognitive 17 mos., language 13 mos., fine motor 17 mos.		
D	DLD	PCT I 82-83 83-84	82-83 30% delay expressive language, comprehension conceptual; 20% delay general development and situatin comprehension (Minn.). CA 20 mos., IQ 75 (DPII), 93 (S); MDI 89- 5.3; MA 18.5 mos. (Bayley). Below average on all verbal areas; could mimic words; jabbered unintelligible; poor fine motor skills. Highly distractible; very short attention span. LAP CA 19 mos., cognitive 12 mos., language 12 mos., fine motor 11 mos.	6/84 30% delay situation comprehension; 20% delay general development, expressive language, comprehension conceptual. (Minn.). CA 31 mos. IQ 58 (DPII), 71 (S). LAP, cognitive and language 24 mos., fine motor 27 mos. IQ 84 (1972 norms) (S.B.). Scored within average range of intelligence. No verbal expressive ability.	N/A	DLD
E	DLD	PCT I 82-83 83-84	82-83 CA 24; IQ. 75 (DPII), 102 (S), IQ. 92+ 5 (Bayley). Good fine motor control; essentially non-verbal, one word responses, no two word sentences; some concern about visual-motor integration. LAP CA 24 mos; cognitive 12 mos., language 19 mos., fine motor 12 mos.	6/84 IQ 86 (DPII), 95 (S), 72 (S.B.). Subtests requiring that the child express himself were impossible; auditory-vocal channel delayed. Fine motor skills are good. LAP CA 37 mos., cognitive 36 mos., language 36 mos., fine motor 42 mos.		DLD
F	DLD	"	82-83 CA 22 mos. IQ 82 (DPII), 86 (S), IQ. 100+ 5.3 (Bayley). Good receptive skills; poor expressive skills; visual-motor integration a concern. Very short attention span. LAP CA 18 mos., cognitive 10 mos., language 12 mos., fine motor 11 mos.	6/84 CA 22 mos., IQ 84 (DPII), 94 (S), 86 (SB). Average intelligence age appropriate fine motor skills and language skills in both channels. Good attention span. LAP CA 31 mos., language 30 mos., fine motor 24 mos. However, speech unintelligible. Will need speech evaluation.	N/A	Possible Speech Therapy

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Child	Handicap Code	Program Years Attended	Comments	Gains/Losses	Follow-up Status	Services Required As of 6/84
G	DLN	PCT I 82-83 83-84	82-83 30% delay in gross motor and situation comprehension (Minn.). CA 25; IQ. 60 (DPII), 84 (S), 93 (Bayley). Low end of average range. Good verbal skills; poor visual-motor integration; impulsive behavior; easily distracted. LAP CA 25 mos., cognitive 14 mos., language 18 mos., fine motor 14 mos.	6/84 no delays (Minn.). CA 38; IQ 89 (DPII), 91 (S), 84 S.B. (low average 1972 norms). Slightly superior functioning in visual-motor channel. LAP CA 38 mos., cognitive 36 mos., language 36 mos., fine motor 24 mos.	N/A	None
H	DLN	"	82-83 20% delay situation comprehension (Minn.). CA 20; IQ 75 (DPII), 98 (S), MDI 88- 5.5 (Bayley). Lots of jabbering and noise, vocalizations immature. Auditory-vocal channel delays (Representational Level); visual motor integration poor; visual discrimination poor. Highly distractible. LAP CA 17 mos., cognitive 12 mos., language 13 mos., fine motor 11 mos.	6/84 No delays (Minn.). CA 33 mos; IQ 58 (DPII), 64 (S), LAP CA 34 mos., cognitive 24 mos., language 36 mos., fine motor 24 mos. CA 33 mos., IQ 94 (S.B.). Moved from low average to average range; made solid gains in cognitive skills and adaptive behaviors. Very low in vocabulary and expressive skills. Will need speech evaluation.	N/A	Speech/Language
I	EH	"	82-83 CA 22, IQ 77 (DPII), 89 (S), MDI 79 ± 5.5 (Bayley). Cried a total of 45 minutes; huddled in corner; sad affect. Highly distractible, lacks persistence. Showed below age abilities in most areas; communicated with gestures; visual-motor and discrimination scores poor. Extremely withdrawn, sad child, intense reaction to separation (contrary to peers), excess fear of novel situations and persons (also contrary to peers). LAP CA 35 mos., cognitive 12 mos., language 15 mos., fine motor 11 mos.	6/84 CA 35 mos., IQ 54 (DPII), 63 (S), Below norm of 57 (SB). Extremely withdrawn, fearful and totally dependent on five year old brother. Negative behaviors listed earlier have been replaced by withdrawal. LAP CA 35 mos., cognitive 27 mos., language 24 mos., fine motor 30 mos.		EH

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J	Sp.	PCT I 82-83 83-84	82-83 CA 18 mos., IQ 83 (DPII), 108 (S), MDI 99 (Bayley). Delayed expressive language; good fine motor skills. Extremely poor adaptive behaviors. LAP CA 18 mos., cognitive 14 mos., language 18 mos., fine motor 12 mos.	6/84 CA 31 mos., IQ 55 (DPII), 65 (S), 95 (S.B.). Limited verbal expression, will need speech evaluation. LAP CA 31 mos., cognitive 33 mos., language 24 mos., fine motor 36 mos.		Speech/ Language
K	Sp.	"	82-83 20% delay gross motor, comprehension conceptual and situation comprehension. CA 23 mos., IQ 65 (DPII), 87 (S), MDI 90 (Bayley). Language level as reported by mother appears delayed. Excellent visual motor skills; attention span and memory are good; expressive language delayed. LAP CA 23 mos., cognitive 13 mos., language 30 mos., fine motor 11 mos.	6/84 no delays (Minn.). CA 36 mos., IQ 72 (DPII), 88 (S), 98 (S.B.). Failed vocabulary items early in test but accomplished a more difficult item later. Lack of verbal skills. LAP CA 36 mos., cognitive 36 mos., language 36 mos., fine motor 48 mos. Will need speech evaluation		Speech/ Language
L	DLD	"	82-83 CA 27 mos., IQ 74 (DPII), 94 (S), MDI 88 ± 5 (Bayley). Used 3-4 word sentences, named pictures; good visual-motor skills; poor reasoning and problem solving abilities (auditory-vocal channel); visual memory poor. She attended well, was cooperative and responsive. LAP CA 26 mos., cognitive 14 mos., language 15 mos., fine motor 11 mos.	6/84 CA 35 mos., IQ 72 (DPII), 77 (S), 82 - 5 (S.B.). Vocabulary and attentional skills are poor; limited by deficient language skills and restless and impulsive behaviors. LAP CA 39 mos., cognitive 30 mos., language 36 mos., fine motor 36 mos. Will need speech evaluation.		DLD
1	Sp.	PCT II 82-83 83-84	82-83 20% delay in fine motor (Minn.). CA 30 mos., IQ. 67 (DPII). Significant delays in physical, academic and communication skills; IQ. 93 (S.). Child is still drooling. Bilingual speech evaluation: CA 33 - deficits at	6/84 CA 45 mos., IQ 80 (DPII), 89 (S). Verbal items on both tests are causing low scores. 20% delay in comprehension conceptual. Bilingual speech evaluation: CA 45 mos., receptive-expressive language 32-36 mos.		Speech/Language

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School Years 81-82, Summer 82, 82-83, 83-84

Child	Handicap Code	Program Years Attended	Comments	Gains/Losses	Follow-up Status	Services Required As of 6/84
1	Continued		28-32 month range (receptive language); deficits at 24-28 month range expressive language. LAP CA 31 mos., cognitive 24 mos., language 21 mos., fine motor 24 mos.	Drooling reduced. Mild articulation disorder. LAP CA 45 mos., cognitive 42 mos., language 36 mos., fine motor 60 mos.	N/A	
3	Sp.	PCT II 82-83 83-84	82-83 20% delay gross motor (Minn.). 2 failures on fine-motor/adaptive and gross motor (Denver). CA 26 mos., IQ. 86.5 (S), 73 (DP II). Areas of concern: auditory-vocal channel. Bilingual Speech Evaluation: CA 29 mos., receptive-expressive language 24 mos. LAP CA 26 mos., cognitive 18 mos., language 21 mos., fine motor 18 mos. 83-84 6/83 CA 29 mos., IQ. 114 (S), 103 (DP II) LAP CA 29 mos., cognitive 21 mos., language 24 mos., fine motor 22 mos.	6/84 No delays (Minn.) CA 40, IQ. 110 (S), 100 (DP II). LAP CA 40 mos., cognitive 42 mos., language 48 mos., fine motor 48 mos. Bilingual speech evaluation: CA 40 mos., receptive-expressive language are at least 36 mos.		None
	sp.	"	82-83 20% delay in self-help; 30% delay in gross motor (Minn.). CA 27 mos., IQ. 75 (S), 62 (DP II). Areas of concern: auditory-vocal channel, visual reception, manual expression. LAP CA 27 mos., cognitive 18 mos., language 21 mos., fine motor 16 mos. Bilingual speech evaluation: receptive language 16-20 mos., expressive 18-24 mos. 83-84 6/83 No delays (Minn.). CA 29 mos., IQ. 76 (DP II), 83 (S). LAP CA 29 mos., cognitive 18 mos., language 24 mos., fine motor 17 mos.	6/84 20% delay in general development, expressive language comprehension-conceptual and self-help (Minn.). CA 40 mos., IQ. 64 (S), 70 (DP II). Bilingual speech evaluation: receptive language 24 mos.; expressive language 28 mos. (significant delay). LAP CA 40 mos., cognitive 30 mos., language 30 mos., fine motor 42 mos.		Speech/Language

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L=Leiter International Scale
S.B.=Stanford Binet

P/C/T I 1-2 Year Olds
P/C/T II 2-3 Year Olds
Preschool 3-5 Year Olds

STATUS REPORT ON ALL CHILDREN RECEIVING SERVICES

School Years 81-82, Summer 82, 82-83, 83-84

Child	Handicap Code	Program Years Attended	Comments	Gains/Losses	Follow-up Status	Services Required As of 6/84
Six Children	Diagnostic Placement	PCT II 82-83	Children assessed along with other children in the program. Used as role models	6/83 All six within normal range. Source: Minn. DP II & S. 6/84 Parents' interview: all children functioning normally		N/A
4	Sp.	PCT II 82-83 83-84	82-83 20% delay gross motor, comprehension conceptual, and self help; 30% delay general development, fine motor, expressive language, situation comprehension, personal social (Minn.). CA 31 mos., IQ. 95 (S), 73 ± 5 (SB), 68.5 (DP II). Areas of concern: auditory reception; association and memory; motor imitation. LAP CA 31 mos., cognitive 21 mos., language 21 mos., fine motor 24 mos. (S.B.) Serious deficits in area of language, memory, attention and recall, although child appears to be verbally adept. Good visual-motor abilities. Bilingual speech evaluation: latency of response, short attention span, echolalic responses needs language training. 83-84 6/84 20% delay in general development, fine motor, expressive language comprehension conceptual; 30% delay in gross motor, personal social (Minn.). CA 33 mos., IQ. 85 (DP II), 106 (S). LAP CA 34 mos.; cognitive 24 mos.; language 24 mos., fine motor 24 mos.	on 6/84 20% delay in general development (near cut off line), situation comprehension; 30% delay in expressive language, comprehension conceptual, personal social. CA 44 mos., IQ. 73 (DP II), 84 (S). Both scores dropped because they are heavily language weighted. S.B. IQ. 69 delayed language development (receptive) influenced test results. Bilingual speech evaluation: receptive-expressive delay. Predominately receptive. LAP CA 44 mos.; cognitive 36 mos.; language 42 mos. fine motor 54 mos.		Speech/Language

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P/C/T I 1-2 Year Olds
P/C/T II 2-3 Year Olds
Preschool 3-5 Year Olds

STATUS REPORT ON ALL CHILDREN RECEIVING SERVICES

School Years 81-82, Summer 82, 82-83, 83-84

Child	Handicap Code	Program Years Attended	Comments	Gains/Losses	Follow-up Status	Services Required As of 6/84
5	Sp.	PCT II 82-83 83-84	82-83 30% delay in self help (Minn.). CA 27; IQ. 67 (S), 44 (DPII). Areas of concern: auditory and visual reception, verbal expression and motor imitation. Bilingual speech evaluation: CA 28 mos.; receptive 12-16 mos.; expressive 9-12 mos. (minimal). LAP CA 27 mos.; cognitive 18 mos.; language 18 mos.; fine motor 16 mos. Attendance 63% 6/83 30% delay in self help (Minn.). Child was still pointing. CA 29; IQ. 69 (DPII), 86 (S). LAP CA 30 mos.; cognitive 18 mos.; language 24 mos.; fine motor 17 mos.	6/84 30% delay in self help skills (Minn.) CA 40 mos.; IQ. 75 (DPII), 68 (S). LAP CA 40 mos.; cognitive 33 mos.; language 24 mos.; fine motor 36 mos. Bilingual speech evaluation: significant delays in both receptive-expressive language and unintelligible speech.		Speech/Language
7	Sp.	PCT II 82-83 83-84	82-83 No delays (Minn.). CA 27; IQ. 63 (DPII), 80 (S). Significant delays in physical and academic development (DPII). Areas of concern: auditory-vocal channel and visual reception. Bilingual speech evaluation: at risk for language delay. LAP CA 28 mos.; cognitive 13 mos.; language 18 mos.; fine motor 14 mos. Attendance 25%. 83-84 No delays (Minn.). LAP CA 33 mos.; cognitive 15 mos.; language 19 mos.; fine motor 16 mos. CA 32 mos.; IQ. 59 (DPII), 76 (S)	6/84 No delays (Minn.). CA 42 mos.; IQ. 84 (DPII), 61 (S). LAP CA 44 mos.; cognitive 42 mos.; language 36 mos.; fine motor 48 mos. Bilingual speech evaluation: CA 44 mos.; receptive language age 32 mos.; expressive 28 mos. Mild articulation disorder.		Speech/Language
8	E.H.	PCT II 82-83 83-84	82-83 30% delay in personal social development (Minn.). CA 34 mos.; IQ. 76 (DPII), 62 (S), 77 (S.B.) Child exhibited maladaptive	6/84 CA 50 mos.; IQ 56 (DPII), 76 (S). LAP CA 50 mos.; cognitive 42 mos.; language 33 mos.; fine motor 60 mos. Bilingual speech evaluation:		Speech/Language Social Services

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P/C/T I 1-2 Year Olds
P/C/T II 2-3 Year Olds
Preschool 3-5 Year Olds

STATUS REPORT ON ALL CHILDREN RECEIVING SERVICES

School Years 81-82, Summer 82, 82-83, 83-84

Child	Handicap Code	Program Years Attended	Comments	Gains/Losses	Follow-up Status	Services Required As of 6/84
8	Continued		behaviors which interfere with his intellectual growth. Bilingual speech evaluation: expressive one-to-two word sentences, unintelligible speech. LAP CA 34 mos.; cognitive 24 mos.; language 24 mos. Attendance 64%. 83-84 20% delay in expressive language, self help and personal social development (Minn.). CA 39 mos.; IQ. 77 (DPII), 69 (S). LAP CA 39 mos.; cognitive 24 mos.; language 24 mos.; fine motor 27 mos.	originally done in Spanish completed in English because child has better command of English. Significant receptive-expressive delays. Immature articulation.		
6	Sp.	PCT II 82-83 83-84	82-83 30% delay all areas (Minn.). CA 25; IQ 24 (DPII), 66 (S). Bilingual speech evaluation: receptive-expressive language delay unintelligible speech. LAP CA 25 mos.; cognitive 11 mos.; language 15 mos.; fine motor 14 mos. Attendance 75%. 83-84 30% delay in situation comprehension; personal social; 20% delay fine motor; expressive language (Minn.). CA 27 mos.; IQ. 55 (DPII), 74 (S). LAP CA 28 mos.; cognitive 17 mos.; language 18 mos.; fine motor 16 mos.	6/84 20% delay situation comprehension; 30% delay personal social (Minn.). CA 38 mos.; IQ 58 (DPII), 63 (S). LAP CA 38 mos.; cognitive 33 mos.; language 36 mos.; fine motor 36 mos. Bilingual speech evaluation: moderate receptive-expressive delay; mild-moderate articulation disorder		Speech/Language
2	Sp.	PCT II 82-83 83-84	82-83 20% delay self help; 30% delay situation comprehension. CA 24; IQ 71 (DPII), 78 (S). Bilingual speech evaluation: at risk for speech/language problems due to lack of mother/child interactions and family history of developmental learning problems. LAP CA 24 mos.; cognitive 15 mos.; language 18 mos.; fine motor 16 mos. Attendance 73%.	6/84 20% delay in general development; comprehension conceptual. CA 39 mos.; IQ 72 (DPII), 70 (S). LAP CA 39 mos.; cognitive 33 mos.; language 30 mos.; fine motor 42 mos. Bilingual speech evaluation: 6-9 month delay in receptive-expressive language. Not considered speech/language impaired at this time.		None

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P/C/T I 1-2 Year Olds
P/C/T II 2-3 Year Olds
Preschool 3-5 Year Olds

STATUS REPORT ON ALL CHILDREN RECEIVING SERVICES

School Years 81-82, Summer 82, 82-83, 83-84

Child	Handicap Code	Program Years Attended	Comments	Gains/Losses	Follow-up Status	Services Required As of 6/84
2	Continued		83-84 6/83 No delays (Minn.). CA 28 mos.; IQ. 85.7 (DPII), 89 (S). LAP CA 26 mos.; cognitive 18 mos.; language 19 mos.; fine motor 21 mos.			
M	EH	PCT I 83-84	CA 18 mos.; IQ. 100 (DPII), 103 (S), 105 - 5 (Bayley). Abused child. Language and emotional development resembles that of 12 mo. old. Unable to complete any language tasks; could not attend to pictures; could not point or name pictures. Expressive vocabulary very limited. LAP CA 21 mos.; cognitive 22 mos.; language 24 mos. fine motor 30 mos.	6/84 CA 25; IQ. 80 (DPII), 90 (S); I Q. 85 (S.B.). Ran from one thing to another; short attention span; stabbed doll in eye with a pencil repeatedly; easily distracted. Regressed from IQ. of 105 on Bayley. Fine motor skills are age appropriate; functions better in auditory-vocal channel. Both channels on automatic level commensurate with CA. Deficit in visual-motor activities; representational level; little verbal language. LAP CA 25 mos; cognitive 21 mos.; language 24 mos.; fine motor 30 mos. Child has made <u>no</u> gains on LAP; has lost one month in cognitive development. Developmental rates on assessment at first administration ranged from 105 - 143%; on post assessment rates dropped to 84 - 120%.		DLD
N	DLD	"	CA 20 mos.; IQ. 75 (DPII), 90 (S), MDI 93 - 5 (Bayley). Failed tasks consistently in language, motor imitation, and situation comprehension. Analysis of psycholinguistic items on Slosson and Developmental profile show consistent failures beginning at 18 mos. in auditory reception, visual reception, verbal expression and motor imitation. LAP CA 24 mos., cognitive 18 mos.; language 24 mos.; fine motor 17 mos.	6/84 CA 28 mos.; IQ 71 (DPII), 93 (S), 101 - 5 (S.B.). Had difficulty with verbal tasks; unable to label; would not respond verbally to pictures; poor picture memory; unable to string beads (fine motor). LAP CA 28 mos.; cognitive 27 mos.; language 30 mos.; fine motor 24 mos.		DLD

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P/C/T I 1-2 Year Olds
 P/C/T II 2-3 Year Olds
 Preschool 3-5 Year Olds



STATUS REPORT ON ALL CHILDREN RECEIVING SERVICES

School Years 81-82, Summer 82, 82-83, 83-84

Child	Handicap Code	Program Years Attended	Comments	Gains/Losses	Follow-up Status	Services Required As of 6/84
10	DLN	PCT II 83-84	83-84 20% delay in general development; gross and fine motor; expressive language and personal social; 30% delay in comprehension conceptual and situation comprehension, CA 27; IQ. 91 (S), 67 (DP II), MDI 85 + 5 (Bayley). Age level fine motor skills; began failing verbal tasks at 21.4 months. Poor visual discrimination; auditory and visual reception; auditory association and verbal expression. Poor articulation. LAP CA 30 mos.; cognitive 30 mos., language 30 mos.; fine motor 36 mos. Child showed definite discrepancies on previous tests yet on LAP <u>appeared</u> to be functioning normally. Strong conflict between mother and child.	6/84 CA 35; IQ. 91 (DP II), 91 (S). 20% delay in gross motor; expressive language (on the line); and comprehension conceptual (Minn.). CA 35 mos.; IQ. 86 + 5. Weakest in verbal; vocabulary items; difficulty with tasks requiring comprehension. Poor visual association skills. Highly distractible. LAP CA 35 mos.; cognitive 33 mos.; language 30 mos.; fine motor 42 mos. Will follow-up with a language evaluation.		DLN
19	Sp.	PCT II 83-84	20% delay in gross motor development (Minn.). CA, 31 mos.; I.Q 71 (DP II), 100 (S), 86 + 5 (S.B.). Did poorly on all tasks requiring verbal skills; did not pass any verbal, comprehension, judgment or reasoning items beyond II year level. Age appropriate with visual-motor perception and memory item only.	6/84 Child participated very little in program. Moved away before assessment data could be collected.		N/A
18	Sp.	PCT II 83-84	20% delay in expressive language comprehension conceptual and self help; 30% delay in fine motor; situation; comprehension and personal social (Minn.). CA 42 mos., IQ. 76 (S), 76 (DP II), 89 + 5 (S.B.). Low verbal ability; visual perception (size); unable to label; good fine motor skills; exhibited maladaptive behaviors.	6/84 Child participated very little in program. Moved away before assessment data could be collected.		N/A

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P/C/T I 1-2 Year 01ds
P/C/T II 2-3 Year 01ds
Preschool 3-5 Year 0 ds

STATUS REPORT ON ALL CHILDREN RECEIVING SERVICES

School Years 81-82, Summer 82, 82-83, 83-84

Child	Handicap Code	Program Years Attended	Comments	Gains/Losses	Follow-up Status	Services Required As of 6/84
14	DLI	PCT II 83-84	83-84 20% delay in general development; expressive language and situation comprehension (Minn.). CA 29 mos.; IQ. 76 (DPII), 88 (S), 86 + 5 (S.B.). Had difficulty with tasks requiring visual-motor ability; memory concentration; vocabulary and verbal fluency. Deficits in attention as well.	6/84 LAP CA 35 mos.; cognitive 27 mos.; language 30 mos.; fine motor 36 mos.; IQ. 91 (DPII) increase of 15 points; 80 (S) decrease of 8 points. 20% delay in personal social (Minn.) Child unavailable for post testing on (S.B.).		To be determined.
20	DLI	PCT II 83-84	30% delay in situation comprehension; 20% delay in all others (Minn.). CA 30 mos.; IQ. 40 (DPII), 90 (S), 75 + (5) (S.B.). Borderline category articulation poor; poor visual motor abilities; very poor attending skills; highly distractible; low verbal skills. Child moved from reservation before assessment data could be collected.			N/A
15	Sp.	PCT II 83-84	20% delay in gross motor; self help and personal social; 30% delay in situation comprehension (Minn.). CA 25 mos.; IQ 96 (DPII), 100 (S), 99 + 5 (S.B.). Verbal expression extremely limited; at risk for language delay. Child placed in foster home after violent family crisis. Child was not assessed because foster parent would not bring in child until near the end of program.	6/84 LAP CA 29 mos.; cognitive 22 mos.; language 30 mos.; fine motor 24 mos. IQ 59 (DPII) a decrease of 37 points; 74 (S) a decrease of 26 points. Test items on both tests are highly verbal. Emotional development may be affecting progress		Speech/Language
16	Sp.	PCT II 83-84	20% delay in general development, comprehension conceptual and self help; 30% delay in situation comprehension.	6/84 LAP CA 29 mos.; cognitive 24 mos.; language 24 mos.; fine motor 24 mos. CA 29mos.; IQ 76 (DPII) a decrease of 8 points; 79 (S) a decrease of 25		Speech/Language

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P/C/T I 1-2 Year Olds
P/C/T II 2-3 Year Olds
Preschool 3-5 Year Olds

STATUS REPORT ON ALL CHILDREN RECEIVING SERVICES

School Years 81-82, Summer 82, 82-83, 83-84

Child	Handicap Code	Program Years Attended	Comments	Gains/Losses	Follow-up Status	Services Required As of 6/84
16	Continued		CA 25 mos.; IQ 88 (DPII), 104 (S), 92 - 5 (S.B.). Failed very immature all age level vocabulary tasks. At risk for language delay (twin of child #16).	points. Emotional problems may be contributing to decrease in scores.		
30	PH		82-83 Staff advocated for services. C.P. child with epilepsy. Placed in Kg. special school TUSD.	6/84 Child has moved back to Chandl...		N/A
31	Sp.		82-83 Screened child. Severe articulation and expressive language problem. Advocated for services in Kg. Child received speech services TUSD.	6/84 Child being fitted for hearing aid. Will enter first grade.		Speech TUSD
32	P.H.		82-83 Advocated for placement in C.P. preschool. 83-84 Facilitating placement in school district. Child will need Kg., special school TUSD. Packet submitted.	6/84 Parents have not registered child. Urquides School is holding a place. Will get child placed.		Urquides School TUSD

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P/C/T I 1-2 Year Olds
P/C/T II 2-3 Year Olds
Preschool 3-5 Year Olds

EXHIBIT 50

August, 1981 - October, 1982

SUMMARY OF PARENT/FAMILY INTERACTIONS

<u>Types of Interactions</u>	<u>Dates/Number</u>	
1. Initial home visits to acquaint families with Project's goals and objectives.	March, 1982 Sept.	45 20
2. Follow up visit for <u>Minnesota Child Development Inventory</u> .	March Sept.	31 15
3. Invitation to Play Week	March Sept.	31 8
4. Parents/family participation in Play Week.	March Sept.	23 2
5. Parents/family participation in screening: vision, hearing, <u>A.B.R.</u>	March Sept.	29 11
6. Sharing of screening information.	April	29
7. Referrals for vision, hearing, physicals.	April August	6 3
8. Evaluation of Children (parent participated in evaluations).	April - June	34
9. Assessment of Children.	April - June July	14 9
10. Designing IEP's.	April	14
11. Participated on Advisory Board.	April - June Sept.	2 3
12. Working in the Classroom.	April - June Sept.	2 2
13. Parent Meetings.	April - June August	30 3
14. Parent Training.	April - June August	6 2
15. Parents' evaluated the Project.	June	14
16. Visits to enroll children in July Program.	July	9
17. Sharing of results of July Program.	Sept.	9

EXHIBIT 50 (continued)
SUMMARY OF PARENT/FAMILY INTERACTIONS

<u>Types of Interactions</u>	<u>Dates/Number</u>	
18. Sharing of eligibility conference with local school district.	Sept.	4
19 Maintaining booth for Project at Tribal Recognition Day.	Sept.	4
	Totals:	
	Different kinds of Interactions	19
	Parents/Family (unduplicated)	68
	Interactions	427

EXHIBIT 51

SUMMARY OF PARENT/FAMILY INTERACTIONS

1981-1984

<u>Staff</u>	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>
PCT Program	N/A	460	404
Preschool	<u>427</u>	<u>354</u>	<u>619</u>
	427	814	1,023

EXHIBIT 52

POST ASSESSMENT and STATUS of PARENT/FAMILY NEEDS

PROGRAM: PARENTS/CHILDREN/TOGETHER PROGRAM 83-84

CATEGORIES/HEADING	ITEMS OF PARENT/FAMILY NEEDS ASSESSMENT FOR:																																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37		
Degree of Importance to Parents/Family:																																							
Important	17	18	17	18	16	18	17	15	12	17	17	18	18	18	18	18	17	17	16	18	17	15	17	17	18	15	17	17	16	17	17	16	15	13	15	17	16		
Not Important				1			1	1									1	1	1		1	1	1	1		1	1	1	1	1	1	1	1	1	1	5	3	1	4
No Response	1						1	1	4										1																				
Not Done/Not Specific			1	1				1	1	1	1												2				2		1		1	2							
Status of Need:																																							
Met	16	18	18	18	16	12	3	10	8	17	18	17	18	18	16	14	15	18	16	17	18	18	16	18	17	14	14	15	13	15	17	18	16	16	13	16	12		
Not Met					2	5	13	1	1			1			1	4	1								1	2	2	3	3	3	1		1	3	1				
No Longer Important									3						1																								
Important Now			1	1			1	1		1	1																										1	1	
No Response	2					1	2	9								1	1	1	1	1	1					1	1	1	1	1	1	1	1	1	1	1	1	1	
If Met How?																																							
Home Visits			1	2																																			
Conference w/teacher		10	13	11	3	8	2	1										1																					
Classroom	14	9	3			12	3	6	15	17	14	11	11	11	9	10	7	10	12	11	9	13	13	10	6	11	14	9	6	3	9		5			10	7		
Participation in Workshops					2																								4	1	7	3	9						
Book/Pamphlets																																							
Can Do/Can't Do Sheets																										6	2												
At Home/Observation working w/child				2	8	2	11	2	6	11	9	11	11	9	10	7	10	12	11	9	13	13	10	6	11	14	9	6	3	9		5							
Miscellaneous	1	4	3	1	2	1	3	2		2		2	3	2		6	1	2	1			1		2				3	4	3	8	2	1	3	5				
Project Yaqui																																							
PCT Take Home Activities				3	1			7							1			4		1	4			5															
Clinic/Other Agencies																																							
No Response	1			1																																			
If Not Met, Why?																																							
Didn't attend Workshop					1					1																													
No Information						2	12																																
No Workshop										1																													
Didn't Participate				1	3																																		
No Response/Not Specific	2															3																							
TOTALS																																							

Of the 30 children in the PCT I & II program, this summary represents 18 children.

* See page 121

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EXHIBIT 53

POST ASSESSMENT and STATUS of PARENT/FAMILY NEEDS
PROGRAM: Preschool 03-64

CATEGORIES/HEADING	ITEMS OF PARENT/FAMILY NEEDS ASSESSMENT FOR:																																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37				
Degree of Importance to Parents/Family:																																									
Important	13	12	13	13	13	13	11	13	11	12	12	13	13	13	13	13	13	13	12	13	13	13	11	12	12	12	11	12	11	13	13	13	12	7	9	13	13				
Not Important	1						1	1	1	1													1	1	1	1	2		1						1	1	1	1			
No Response																																									
Not Done/Not Specific	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				
Status of Need:																																									
Met	7	11	7	13	7	1	11	1		8	12	10	5	4	8	10	8	2	2	8	7	4	3	3	5		1	4	2	1	1	12	2	1	4	2					
Not Met	5	4		5	10	1	7	1	1		3	8	8	4	3	3	9	8	4	3	8	4	3	4	3	2	1	1	2	6	12	12	1	10	1	3	6	7			
No Longer Important	1	2		1	2	1	5	9	3								1	1	1	1	2	1	4	6	5	10	9	5	2												
Important Now	1	2		1	1	2	1	4	2	2	1	1	2	2	1	2	2	3	1	1	1	3	2	2	3	3	3	3	4	1	1	1	2	6	4	1	1				
No Response	1	2	1		1	1	2	1	4	2	2	1	1	2	2	1	2	2	3	1	1	1	3	2	2	3	3	3	4	1	1	1	2	6	4	1	1				
If Met How?																																									
Home Visits		7	4	10							8	4	1		1	2																									
Conference w/teacher		1	1	1	2																															5					
Classroom	4	1		4	9			6	1	3	2	2	6	8	8						3	4	1					1													
Participation in Workshops	1	1	1		1			1				1	1	1																							3		1		
Book/Pamphlets					1																																	1	2		
Can Do/Can Not Do Sheets				1							2	2														1	3											1	1	1	
At Home/Observation working w/child																																									
Miscellaneous	1						1	1																																	
Project Yaqui		1	1	1			1	1		1	1	1	1																											1	
PCT Take Home Activities																																						3		2	
Clinic/Other Agencies																																									
No Response	1														1																										
If Not Met, Why?																																									
Didn't attend Workshop			4	5	1			3			2	8	8	4	1	3	7	8	4	3	7	1	1	2																	
No Information	2				9	1	4	1	1																																
No Workshop																																									
Didn't Participate	3															2																									
No Response/**Not Specific																																									
TOTAL 9																																									

EXHIBIT 53

120.

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EXHIBIT 54

* SUMMARY: PARENTS COMMENTS
TO POST NEEDS ASSESSMENT FORM

Question: "How were your needs met?"

P/C/T I

1. "Encouraging him to do more things and learn how."
2. "Having them practice and then asking if same or different."
3. "He looks but doesn't say what it is."
4. "By listening and watching him."
5. "Meeting with teachers at school."
6. "By talking to staff at school."
7. "He could name objects but he has learned from school and home."
8. "I didn't know food affected children."
9. "Giving ideas in parents circle."
10. "Never knew of sources of what to look for."
11. "Has learned activities."
12. "Assess program closely."
13. "Understanding child's needs."
14. "Workshop on nutrition."

P/C/T II

1. "At school - How to prepare goodies."
2. "Community resources."
3. "Planning activities."
4. "By the take home activities I learned to play the lotto."
5. "Games with my child."
6. "It is important to know who to get in touch with at Public School."
7. "To know what to say about school policy here or Lawrence."
8. "School important that both parents participate in program."
9. "At school, she didn't show if she knew how to classify."
10. "At school observation."
11. "Attending meetings talking to parents."
12. "He selects books and makes up stories."
13. "On films they showed what could happen without proper course."

PRESCHOOL

1. "Written literature from a workshop."
2. "Teacher worked with my child individually."
3. "By parent conference."
4. "Participated in classroom."
5. "Things of culture in classroom."
6. "At home observing children."
7. "Didn't participate with child in classroom."

NOTE: Taken, as written, from Parents' Comments on the Post Needs Assessment Forms

EXHIBIT 55

PARENT/FAMILY/COMMUNITY WORKSHOPS/MEETINGS

Name of Workshop, Presenter, Year	Type of Workshop	Attendance	Tribal Agency	Outside Agency
FISCAL YEAR 81-82				
"Feeding Your Young Ones" Tina Cashy, Nutritionist	Nutrition, Lecture and participation	8	3	
"How Speech and Language Develop" Dr. Rita Wiess	Language Development, Lecture and discussion	6	3	Head Start(2) School Dist (1)
"Promoting Reading Readiness" Staff	Pre-reading skills, Make-it, take-it	5	4	
End of Year Meeting Staff	End of Year Activities	45	14	Advisory Board (4)
FISCAL YEAR 82-83				
"Getting Ready For The New Year" Staff	Parent Orientation, Parent Get-Together	7		
"Classroom Volunteer Training Session" Staff	Train volunteers as effective teachers, Lecture and discussion	2		
"Communicating With Your Child" Staff	Parent training, Lecture and discussion	4		
"Fun Activities With Your Child" Staff	Parent and child 'hands-on experience' with activities	12		
"Toy Making Workshop" Staff	'Hands-on experience' making toys	11		
Childrens' Christmas Party	Parent Meeting	16		
"Making Games" Staff	Parent 'hands-on experience' making games	3		
"Food For Thought" Nutritionist	Parent Meeting, Lecture & discussion, parents cook	5		
"Puzzles-How to Make and Use Them" Staff	Parent Meeting and Material making	10		
"Mommy, I have 'Coco'" Health Dept. Staff	Health and Safety In The Home, Lecture and Discussion	18	2	Lawrence School
"Kindergarten-Getting Ready" Local School Staff	Parent Orietation	6	1	
Potluck Staff, parents	End of Year Activities	45		
Potluck Staff, parents	End of Year Activities	75		

PARENT/FAMILY/COMMUNITY WORKSHOPS/MEETINGS
EXHIBIT 55 (continued)

Name of Workshop, Presenter, Year	Type of Workshop	Attendance	Tribal Agency	Outside Agency
FISCAL YEAR 83-84				
Potluck (Preschool)	Parent Orientation, Handbook and Needs Assessment	7		
Potluck (PCT I)	Parent Orientation, Handbook and Needs Assessment	4		
Potluck (PCT II)	Parent Orientation, Handbook and Needs Assessment	7		
"Teacher Training Language Development"	Lecture and participation	2		
"Your Child's Dental Health"	Lecture and discussion	3		
"How Your Child Learns"	Hands On Workshop	7		
Class Christmas Party	Parent and child get-together and meeting	11		
"How Your Child's Eyes and Ears Work" Health Dept. Staff	Parent Meeting, Lecture and discussion	4	1	
"Helping Your Child Learn" Child Psychologist	Lecture and discussion	5		
"Poisoning, Prevention and Fire Safety" College of Pharmacy	Lecture and discussion	8		
"Making Educational Toys For 1-5 Year Olds" Staff	Hands-on experience making toys	8		
Potluck (PCT) Staff and Parents	Parent Meeting, End of Year Activities	80		
Potluck (Preschool) Staff and Parents	Parent Meeting, End of Year Activities	40		
"Understanding Special Education: Your rights and Your Child's Rights" Education Specialist, State Dept. of Education	Lecture and discussion	12	2	

	Total Attendees	Average Attendee/Child	Total Workshops	Average Person/Workshop	Tribal Agencies	Outside Agencies
FISCAL YEAR 81-82	64	4.27	4	16	24	7
FISCAL YEAR 82-83	214	4.86	13	16.46	3	1
FISCAL YEAR 83-84	198	4.50	14	14.14	3	0

EXHIBIT 56
PARENTS' ATTENDANCE P/C/T PROGRAM
P/C/T I

<u>Child</u>	<u>Handicap Category</u>	<u>Fiscal Year 82-83</u>	<u>Fiscal Year 83-84</u>	<u>Overall</u>
A	DLD	25%	17%	21%
B	DLD	50%	34%	42%
C	EMH	50%	21%	35.5%
D	DLD	.02%	.03%	.03%
E	DLD	50%	45%	47.5%
F	DLD	75%	48%	61.5%
G	DLD	100%	41%	70.5%
H	DLD	50%	21%	35.5%
I	EH	25%	17%	21%
J	SP	75%	69%	72%
K	SP	75%	55%	65%
L	DLD	50%	14%	32%
M	EH		24%	24%
N	DLD		.07%	.07%

EXHIBIT 57

PARENTS' ATTENDANCE P/C/T PROGRAM
P/C/T II

<u>Child</u>	<u>Handicap Category</u>	<u>Fiscal Year 82-83</u>	<u>Fiscal Year 83-84</u>	<u>Overall</u>
1	SP	71%	43%	57%
2	SP	73%	46%	59.5%
3	SP	25%	68%	46.5%
4	SP	30%	39%	34.5%
5	SP	63%	17%	40%
6	SP	75%	75%	75%
7	SP	25%	39%	32%
8	SP	64%	25%	44.5%
9	SP	25%	43%	34%
10	DLD		75%	75%
11	DLD	25%	In preschool	25%
12	SP	57%	In preschool	57%
13	SP	2%	In preschool	2%
14	DLD		11%	11%
15	SP		.07%	.07%
16	SP		.07%	.07%
17	SP	50%	In preschool	50%
18	SP		.04%	.04%
19	SP		.04%	.04%
20	DLD		.07%	.07%

year, the program started earlier and attendance was poor. For PCT I, four times as many sessions were held the second year as the first. This would affect the percentages and makes it look as if there was a lower attendance.

TAKE HOME ACTIVITIES

One of the most popular aspects of the PCT program was the take home activities. At the end of the project, parents were asked to summarize their reactions and use of the take home kits. (Exhibit 58) summarizes the comments from the parents of the PCT I program (1983-84). Twenty-three kits were produced during the program year. Their class sessions included field trips and special visitors. One of each of these kits were put together for each of the fifteen parents, this resulted in 145 kits. Of the eleven persons responding, they acknowledged ninety kits. For PCT II, (Exhibit 59) twenty-three kits were produced for a total of 345 kits. Seven persons responded out of fifteen. These seven acknowledged receiving seventy-eight kits.

SUMMARY OF RESPONSES

	PCT I	PCT II
Persons Responding	11	7
Number of different kits produced	23	23
Total number produced	345	345
Number acknowledged	90	78
Average kits per child	8	11
# used with child in program	80 (89%)	65 (83%)
# used with brothers and sisters	75 (83%)	66 (85%)
# used with other children	58 (64%)	42 (54%)
# used as directed	68 (76%)	73 (94%)
# used in a new way	41 (46%)	24 (31%)
# still in use	74 (82%)	70 (90%)

PCT I parents used the kits 6% more with the children in the program and used the materials in a new way 15% more than PCT II. PCT II parents used the materials 2% more with brothers and sisters but less with other children; they did use the materials in the way they were directed 94% of the time and were less creative. They are still using 10% more of the kits than PCT I. The remainder of the kits not distributed to parents were distributed to attendees at various dissemination activities and of the project as well as to those participating in training sessions. More than 500 kits were distributed in this way.

1983-84

TAKE HOME EVALUATIONS

P/C/T ① & II

ACTIVITY	Did your child like it?	Used with your child	Used with brothers and sisters	Used with other children?	As directed	Made up new ways	Other	Do you still use it?
Halloween lotto	2	2	2	2	1	1		1
Color cards	5	5	5	3 N2	4 N1	3 N2	N2	4 N1
Big and little cultural pictures	5	5	4 N1	2 N3	3 N1	1 N4	N4	4 N1
Pictures (Things from a house)	3	3	2 N1	2 N1	3	2 N1	N2	3
Brown Bear Book	5	5	4 N1	3 N2	5	3 N2	2 N1	4 N1
Flannel X-mas tree	5	5	4 N1	4 N1	4 N1	2 N3	2 N2	5
My Book of Blue	5	5	5	3 N2	4	4 N1	1 N1	5
Circles Book	4	4	4	3 N1	3 N1	2 N1	1 N1	4
Up, Down, Over, Under and Around Book	4	4	4	3 N1	3 N1	3	1	3
Sock or felt puppet	5	5	4 N1	5	3 N1	2 N2	N3	4 N1
Flannel board and face	7	7	7	6 N1	6 N1	3 N4	1 N5	7
Dress a felt doll	4 N1	4 N1	4 N1	3 N2	3 N2	1 N4	0 N4	4 N1
Valentine lotto story	1 N1	1 N1	1 N1	1 N1	1 N1	N2	N2	1 N1

Key: No letter = Yes
 N = No
 NR = No Response

ACTIVITIES	Did your child like it?	Used with your child	Used with brothers and sisters	Used with other children?	As directed	Made up new ways	Other	Do you still use it?
Airplane mobiles	3 N1	2 N1	2 N1	1 N2	2 N1	1 N2	N2	2 N1
Bean bags	5	4	4	3 N1	4	2 N2	1 N2	4
Butterfly wing match	2 N1	2 N1	2 N1	1 N2	2 N1	1 N2	N2	2 N1
Flannel story The Dog That Forgot How To Bark	3	3	3	2 N1	3	2 N1	1 N1	3
Flannel Story The Rabbit story	2	2	2	2	2	1 N1	1 N1	2
Pictures Things We See	4	3	3	2 N1	3	2 N1	1 N1	3
Body parts kit	4	4	4	3 N1	4	3 N1	2 N1	4
My Book of Yellow	1 N1	1 N1	1 N1	1 N1	1 N1	N2	N1	1
Flannel Story Big Bear, Little Bear	3	3	3	2 N1	3	2 N1	1 N1	2
The Family Book	2 N1	1 N1	1 N1	1 N1	1 N1	N2	N2	1 N1
TOTAL	84 N 6 NR	80 6 4	75 11 4	58 28 4	68 15 7	41 42 7	15 40 35	74 9 7

Eleven persons out of fifteen responded to the evaluation form. These eleven received a total of ninety kits. Of these kits:

- 80 were used with the child in the program
- 75 were used with brothers and sisters
- 58 were used with other children
- 68 were used as directed and demonstrated
- 41 were used in a new way
- 74 are still being used

1983-84

TAKE HOME EVALUATIONS

P/C/T I & (11)

ACTIVITY	Did your child like it?	Used with your child	Used with brothers and sisters	Used with other children?	As directed	Made up new ways	Other	Do you still use it?
Halloween lotto	3	3	3	2 N1	3	1 N2	N3	3
Color cards	4	4	4	3 N1	3 N1	3 N1	1 N3	3 N1
Big and little cultural pictures	5	4 N1	4 N1	1 N4	4 N1	2 N3	N5	4
Pictures (Things from a house)	4	3 N1	3 N1	1 N3	3 N1	3 N1	N4	4
Brown Bear Book	5	4 N1	4 N1	2 N3	5	2 N3	N5	4 N1
Flannel X-mas tree	4	3 N1	3 N1	2 N2	3 N1	2 N2	N4	3 N1
My Book of Blue	3	3	3	1 N2	3	N3	N3	3
Circles Book	3	3	3	3 N1	3	1 N2	N3	3
Up, Down, Over, Under and Around Book	4	4	4	2 N2	5	2 N2	N4	4
Sock or felt puppet	5	5	5	4 N1	5	2 N3	N5	5
Flannel board and face	6	5 N1	5 N1	4 N2	6	3 N3	N6	6
Dress a felt doll	2	2	2	2	2	1 N1	N2	2
Valentine lotto story	2	2	2	1 N1	2	1 N1	N2	2

Key: No Letter = Yes
 N = No
 NR = No Response

ACTIVITIES	Did your child like it?	Used with your child	Used with brothers and sisters	Used with other children?	As directed	Made up new ways	Other	Do you still use it?
Airplane mobiles	4 N1	3 N2	4 N1	2 N3	5	1 N4	N5	5
Bean bags	4	3 N1	3 N1	2 N2	4	1 N3	N4	4
Butterfly wing match	3	2 N1	2 N1	1 N2	3	1 N2	N3	3
Flannel story The Dog That Forgot How To Bark	4	3 N1	3 N1	2 N2	4	1 N2	N3	3
Flannel Story The Rabbit story	2	1 N1	1 N1	1 N1	2	1 N1	N2	2
Pictures Things We See	2	1 N1	1	1	1	1	N1	1
Body parts kit	2	1	1	1	1	1	N1	1
My Book of Yellow	2	1	1	1	1	1	N1	1
Flannel Story Big Bear, Little Bear	3	3	3	2 N1	3	1 N1	N2	2
The Family Book	2	2	2	1 N1	2	1 N1	N2	2
TOTAL	78 N 0 NR 0	65 12 1	66 10 2	42 35 1	73 4 1	24 41 13	1 73 4	70 4 4

Seven persons out of fifteen responded to the evaluation form. These seven received a total of seventy-eight kits. Of these kits:

- 65 were used with the child in the program
- 66 were used with brothers and sisters
- 42 were used with other children
- 73 were used as directed and demonstrated
- 24 made up new ways to use them
- 70 kits are still being used

What Change Can be Documented in Parent Perception of Child Change?

One of the best indicators that the project had of the parents' perception of child change was the results of the Minnesota. The tables provided earlier in this report are reproduced here so that the reader can make comparisons among the three groups. (Exhibits 60, 61 and 62)

Did Parents Increase Teaching Behaviors during PCT Program and Did They Follow up With Take Home Activities?

The parents' responses to the take home activities were discussed earlier. This was a successful activity. Another way to account for child change as well as parents' teaching behaviors is to look at the parents' responses on the observation sheets. Each session, twelve-fourteen centers were set up for the parents and children. Activities were listed at each center. Parents were given an observation form (Item 46, Appendix III) to complete as they went to each center. Increases in the numbers of centers visited and in the number of behaviors achieved would be indicators that parents' teaching behaviors had increased. (Exhibits 63 and 64) illustrate these changes. Three dates were chosen; one near the beginning of the school year, one near the middle and one near the end. If a child was absent on a chosen date, the next closest date was chosen. The numbers are presented as separate yet related numbers. For example, Child A on Exhibit 60 completed 29% of the centers available to her but completed only 15% of the total behaviors she could have completed had she gone to all the centers. She may have chosen easier centers or she may not have gotten too many of the behaviors right. The second column shows that she went to over 50% of the centers but only got 39% right; the last column shows that she went to slightly less centers but got more behaviors right. Children who have numbers missing had no data close to the chosen date to make the comparison valid.

Some children peaked halfway through the program like Child number 3 (Exhibit 64); some went down and then up but still appeared to lose; still others made quite substantial progress.

Staff Observation

One of the most exciting parts of the PCT program was watching the confidence and self assurance of the parents increase. Parents would come in and "get to work" and do the activities. If it was observed that some activities were giving the parents difficulty, they were reviewed during Parent Teacher Time.

Parents' Evaluation

At the end of the first program year, Parents and Advisory Board Members were asked to evaluate the project. This evaluation became part of the progress report submitted October, 1982. At the end of the project, all the parents of children who participated in the program were contacted. They were asked to write comments about the project and their participation. They were asked what school their child is attending now; how he/she is doing and what he/she learned at Project Yaqui; how the project helped him, etc. After we received their comments, we organized them into categories.

EXHIBIT 60

LEVEL and NUMBER of DELAYS: MINNESOTA

PCT I, 1982-84

	<u>Pre</u>	<u>Post</u>
20%	10	10
30%	<u>12</u>	<u>10</u>
Total	22	20
<u># of children</u> <u>Total number</u> in program	7 14	5 14

AREAS of GAINS in BEHAVIOR

<u>Area</u>	<u>Average Gain/Child</u>
Comprehension Conceptual	17.7
Expressive Language	17.4
Situation Comprehension	12.6

EXHIBIT 61

LEVEL and NUMBER of DELAYS: MINNESOTA
PCT II

	<u>1982-83</u>		<u>1983-84</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
20%	20	14	29	13
30%	26	9	7	4
Total Checks	46	23	36	17
<u># of Children who had checks Total number in Program</u>	10/13	6/13	9/13	7/13

AREAS of GAINS in BEHAVIOR

<u>Area</u>	<u>1982-83</u>	<u>Area</u>	<u>1983-84</u>
	<u>Average Gains/ Child</u>		<u>Average Gains/ Child</u>
Situation Comprehension	7.4	Comprehension Conceptual	11.2
Expressive Language	6.9	Expressive Language	9.5
Comprehension Conceptual	6.4	Self Help	8.0

EXHIBIT 62

LEVEL and NUMBER of DELAYS: MINNESOTA

PRESCHOOL Three-Five Years

	<u>1981-83</u>		<u>1983-84</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
20%	31	20	23	18
30%	18	10	37	12
Total Checks	49	30	50	30
# of Children who had checks <u>Total number in Program</u>	17/19	13/19	12/15	14/15

AREAS of GAINS in BEHAVIOR

<u>1981-83</u>	<u>Average Gains/ Child</u>	<u>1983-84</u>	<u>Average Gains/ Child</u>
<u>Area</u>		<u>Area</u>	
Situation Comprehension	5.53	Comprehension Conceptual	8.87
Comprehension Conceptual	5.47	Expressive Language	6.47
Self Help	5.42	Situation Comprehension	5.40

EXHIBIT 63

CHILD CHANGE DATA
P/C/T I 83-84

Child	Handicap Code	Sessions:				
		First	Middle	Last	Gains	
A	DLD	Centers	29%	57%	50%	21%
		Behaviors	15%	39%	41%	26%
B	DLD	Centers	57%	43%	75%	18%
		Behaviors	43%	39%	53%	10%
C	EMH	Centers	25%	86%	50%	25%
		Behaviors	26%	21%	22%	-4%
D	DLD	Centers				
		Behaviors				
E	DLD	Centers	17%	50%	50%	33%
		Behaviors	21%	48%	42%	21%
F	DLD	Centers	38%	63%	25%	-13%
		Behaviors	37%	56%	34%	-3%
G	DLD	Centers	43%	71%	88%	45%
		Behaviors	13%	44%	86%	73%
H	DLD	Centers	57%	86%	67%	10%
		Behaviors	30%	55%	52%	22%
I	EH	Centers	14%	41%	100%	86%
		Behaviors	.04%	19%	86%	85.96%
J	Sp	Centers	57%	63%	88%	31%
		Behaviors	35%	50%	86%	51%
K	Sp	Centers	57%	86%	75%	18%
		Behaviors	61%	69%	67%	6%
L	DLD	Centers	57%	43%	63%	6%
		Behaviors	51%	39%	29%	-22%
M	EH-DLD	Centers	50%	71%	75%	25%
		Behaviors	50%	36%	92%	42%
N	DLD	Centers	57%		57%	0%
		Behaviors	24%		22%	-2%

SOURCE: Parents' Observation Forms

Data shows the percentages of centers attempted compared to the number of centers possible and, the percentages of behaviors achieved compared to those possible.

EXHIBIT 64
CHILD CHANGE DATA
P/C/T II 83-84

Child	Handicap Code	Sessions:				
		First	Middle	Last	Gains	
1	Sp	Centers	57%	38%	67%	10%
		Behaviors	57%	53%	70%	13%
2	Sp	Centers	83%	88%	88%	5%
		Behaviors	32%	70%	90%	58%
3	Sp	Centers	86%	100%	75%	-11%
		Behaviors	66%	92%	60%	26%
4	Sp	Centers	83%	13%	75%	-8%
		Behaviors	21%	11%	54%	33%
5	Sp	Centers	71%	38%	75%	4%
		Behaviors	53%	21%	49%	-4%
6	Sp	Centers	71%	71%	100%	29%
		Behaviors	41%	64%	72%	31%
7	Sp	Centers	88%	86%	86%	-2%
		Behaviors	74%	89%	70%	-4%
8	ED	Centers	29%	67%	100%	71%
		Behaviors	19%	78%	90%	71%
9	Sp	Centers	75%	100%	100%	25%
		Behaviors	50%	87%	91%	41%
10	DLD	Centers	44%	75%	63%	19%
		Behaviors	43%	70%	86%	43%
14	DLD	Centers	83%		89%	6%
		Behaviors	76%		68%	-8%
15	Sp	Centers	63%			
		Behaviors	31%			
16	Sp	Centers	25%			
		Behaviors	10%			
18	Sp	Centers	22%			
		Behaviors	16%			

SOURCE: Parents' Observation Forms

Data shows the percentages of centers attempted compared to the number of centers possible and, the percentages of behaviors achieved compared to those possible.

EXHIBIT 64 (continued)

CHILD CHANGE DATA
P/C/T II 83-84

Child	Handicap Code	Sessions:			
		First	Middle	Last	Gains
19	Sp	Centers Behaviors			
20	DLD	Centers Behaviors	38% .08%	100% 48%	62% 47.92%
		Centers Behaviors			
		Centers Behaviors			
		Centers Behaviors			
		Centers Behaviors			
		Centers Behaviors			
		Centers Behaviors			
		Centers Behaviors			
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		Centers Behaviors			
		Centers Behaviors			
		Centers Behaviors			
		Centers Behaviors			

IRCE. Parents' Observation Forms

Data shows the percentages of centers attempted compared to the number of centers possible and, the percentages of behaviors achieved compared to those possible.

(Exhibit 65) is a summary of the information obtained from the parents; for example:
 Thirty-three parents said that the project had obtained services for their children;
 Forty-three parents said that they had attended workshops;
 Nineteen parents said that the project helped develop their child's language. Many complained at post testing that the kids talk too much, now";
 Most said that they would recommend the project to others;
 Parents listed a variety of ways that they participated, with parents doing many different activities. Even though there were ten parents on the Advisory Board at different times, and four had children in the program, only two remembered or acknowledged that fact.

A summary of some of the Parents' Comments Exhibit 66 is provided as a conclusion to this section on parent, family involvement.

INTERAGENCY COORDINATION AND COMMUNICATION

During the first year of the program the project leaned heavily on other tribal agencies as well as some outside agencies. Agencies such as the Public Health Centers provided records and follow-up services. The Native American program at the University of Arizona assisted by providing speech clinicians, staff training, as well as participating on the Advisory Board.

During the second year, the variety and number of agencies interacting with the project increased off the reservation but decreased on the reservation.

The third year saw attempts at replication and continuation and more coordination of services. This involved more interactions with State Agencies, school districts, etc. (Exhibit 67) is a summary of the agencies and the number of interactions over the project's duration.

STAFF DEVELOPMENT

The staff development component involved having staff participate in the running of the project, assessing their own needs in relation to the demands of the project and expanding their capabilities by providing them with challenging opportunities. Examples of these activities included:

1. A staff assessment form summarizing their needs and strengths;
2. Training sessions on various components of the project;
3. Opportunities to participate in University level training programs;
4. Job changes that allowed staff to try positions not formerly attempted;
5. Presentations at National Conferences: National Indian Child; National Indian Education Association; and Council for Exceptional Children;
6. Participation on Advisory Board at the State level;
7. Evaluation and feedback for each training session provided.

(Exhibit 68) is a sample of the kinds of training feedback and input involved in the staff development process for year one. Similar activities took place over the three year period.

RESULTS OF PARENTS' EVALUATION OF PROJECT F.Y. 81-84

PROGRAM:	PRESCHOOL								P/C/T				
	81-82	81-82, Summer 82	81-82 82-83	Summer 82	81-82 82-83 83-84	82-83	83-84	82-83 83-84	82-83 PS, 83-84	82-83 83-84	83-84		
Number of children who attended the program listed ONLY	1	2	8	6	3	1	1	5	3	6	4	21	9
1. What school now?													
Lawrence Miller	1	2	7	5			1						
P.Y. 3-5					3			5	3		3		
P/C/T 1-3										1	1	20	6
Other													
None (home)			1							5		1	1
Unavailable Info.				1									2
2. What grade now?													
Kindergarden	1	1	7	2		1	1						
First		1		3									
Project Yaqui					3			5	3		4		
P/C/T										1		20	6
None			1							5		1	1
3. Like school?													
Yes		1	7	5	3	1	1	5	3	5	4	20	4
No	1	1										1	
No Comment			1							1			3
4. How's he doing?													
Pass		1	1										1
Fair			1	1	1			2				7	
O.K.	1		4	3	1	1		1	1		1	4	2
Good			1	1	1			2	2	1	2	2	1
Very Good							1				1	7	
No Comment		1	1							5			3
5. What skills learned at Project Yaqui?													
Social	1		3	1	1			3		4	3	6	2
Pre Academic			2	2	1			2	2	4	2	13	2
Self Help			5	1	1			1		1	2	7	
Language			1	1	1			3	2	1	3	7	
N.C. or non specific		2		3	1	1	1			1		2	4
6. How Project Yaqui helped child?													
Prep. for school		1	3	2				2		1			
Increased language					1			2	1	1		8	
Increased soc. skills	1		4	1	3		1	2	1	2	1	5	2
Pre Academics			1	1		1	1	1	1	2		9	1
General knowledge				1				1		2	1	9	
N.C. or non specific		1	1	2				1			2	2	4
7. Project Yaqui help get services for child?													
Yes		1	7	2	3		1	5	2	1	2	9	4
No	1	1	1	2		1			1	3	2	11	1
No Comment				1						2		1	2
8. Attend Workshops?													
Yes			7	2	3			5	2	5	3	12	4
No	1	2	1	2				1		1	1	9	2
9. How help your or or family?													
Yes			1		1							1	1
Prep. for school			1	2				1				1	
Work with child			4		1			3		5		7	
Work at home					1							8	1
No Comment	1	2	1	3	1		1	3		1	4	8	5
10. How else participate in P.Y.?													
Make materials			4		1	1				4		8	
Attend workshop			7		2	1		3	2	4	1	10	2
Donate food			4	1	2	1		2	1			8	1
Prepare food	1		1		1			1		1		1	
Repair toys, mat.					1							1	
Donate materials			2		1							1	
Work at booths			3									1	
Work in classroom	1		3		1					5	1	15	2
Visit classroom	1		6	3	2	1	1	2	2	5		15	1
Advisory board			2										
Field Trips			2		2	1	1	4	2	4	3	15	1
No Comment				2									
11. Recommend P.Y.?													
Yes	1	2	8	4	3	1	1	5	3	6	4	21	5
No													
No Comment				1									2
12. Satisfied with P.Y.?													
Yes	1	2	8	4	3	1	1	5	3	5	4	21	5
No													2
No Comment				1						1			
13. Comments:													
Positive	1		3	2	2		1	2	1	2	2	7	2
Negative													
None		2	5	3	1	1		3	2	3	2	14	5

EXHIBIT 66

SUMMARY: PARENTS COMMENTS

Source: Parents' Evaluation
of Program Form

P/C/T I & II

1. "Project Yaqui is helpful for caring for your child to learn."
2. "I think project Yaqui is a very good program. It teaches the kid's alot of thing's they normally would have not learned on account of having busy mother's with house work and other children. At least project Yaqui help's me get some time for me and my son to be together."
3. "I think it's a very good program because it give you time to spend with your child. It also teach you way you could teach more to your child. Really it help both the child and the parent."
4. "This year in my application for the twins, I was very disappointed because I got no response until the year was almost over. I feel sorry for the twins because I know they missed out on a lot."
5. "Everybody is doing there job and I really enjoy the take home activies. It helps the child to keep up with whatever the material is for. So Good luck and keep up the great job."
6. "She also learn to go to the bathroom. I guess seeing other children going to go by herself. It help me a great deal. I tried to train her but she didn't get it. It had to be Project Yaqui to teach her to go by her self."

PRESCHOOL

1. " started to sing and teach all the preschool songs she learned at school."
2. "Project Yaqui is the best program a little kid could go to."
3. "My child learned a lot from Project Yaqui and I think she'll learn to be a better student at Grammar school."
4. "To little is said, words of appriciation of the director and staff. Keep up the good work."
5. "Project Yaqui is a very educational project I think parents should participate with child. Child feel more secured and if explain by mother will learne more- Staff are very nice and helpful in education of children."
6. "As for Project Yaqui: it is a very helpful program in more ways than one-it taught my child how to be with others and also how to help others Children her age as to Button Cloths zip-zippers-I hope the alot of parents could take advantage of this Because in the long run it will help them just as it has help us and her- Aslo I would like to praise the teachers they have done a damn good job. I am very greatful for them."

NOTE: Taken, as written, from Parents' Comments on the Parent Evaluation of Program Form

EXHIBIT 67

INTERAGENCY COORDINATION AND COOPERATION

Agency	Fiscal Year		
	81-82	82-83	83-84
<u>Reservation Programs</u>			
Pascua Yaqui Health Department	40	32	20
Pascua Yaqui Social Services	10	12	8
Pascua Yaqui Child Welfare	N/A	8	15
Pascua Yaqui Johnson-O'Malley	35	20	25
Pascua Yaqui Fire Department	1	2	1
Pascua Yaqui Elderly Center	2	6	8
Pascua Yaqui Employment/Training	2	7	5
<u>Off Reservation Programs</u>			
El Rio Neighborhood Health Center	37	88	60
Pima County Health Department:			
Public Health Nurses	6	15	25
Well Baby Clinic	29	65	33
Communicable Diseases	2	-	-
Tucson Public Library	6	8	8
State of Arizona			
Arizona Clearing House	-	-	2
Children's Evaluation Center	4	2	4
Department of Economic Security:			
Division of Developmental Disabilities	12	1	4
Crippled Children's Clinic	4	3	4
Education	2	-	-
Special Education	4	6	12
Preschool Advisory Task Force	2	6	6
Health Services/Licensing	4	4	4
Maternal and Child Health	2	2	2
University of Arizona			
Dept. of Special Education	16	20	18
Project First Chance	6	2	2
Home Economics	1	2	-
Health Sciences	2	4	6
Native American Speech Pathology and Audiology	12	25	N/A
Native American Institute	N/A	N/A	27
Tucson Unified School District			
Superintendent	-	3	6
Adaptive Education	10	12	22
Region III	5	2	6
Title VII (Indian Education)	4	6	9
ESEA (PACE)	4	4	2
Lawrence School	2	6	3
Federal Grants	-	-	8
Indian Education, Tempe Schools	2	2	2
Tucson Airport Authority	-	2	3
National Congress of American Indians	-	1	1

Agency	Fiscal Year		
	81-82	82-83	83-84
National Indian Education Association	-	1	7
Save The Children Federation	-	4	8
Parent-Child Centers (Head Start)	12	10	8
Cerebral Palsy Preschool	6	1	4
La Frontera Clinic	6	15	4
Arizona Affiliated Tribes	4	8	8
Office of Indian Child Services	7	10	18
Public Health Services			
Indian Health Services	-	40	45
San Xavier Health Clinic	2	2	-
Bureau of Indian Affairs			
Sam Hilliard, Pre.	3	4	5
Project Pride	1	6	4
Project Decide	-	1	2
	<hr/>		
TOTALS	312	480	474

EXHIBIT 68

PROJECT YAQUI

Staff Questionnaire:

Satisfaction with Staff Development

Fiscal Year 1981-1982

Staff Person _____

Position _____

Below is a listing of the Staff Development activities planned by the program. Please check those areas that best describe what you have gained from each activity. Comments are welcomed.

<u>Topic/Date</u>	<u>Gains</u>				
	<u>Knowledge</u>	<u>Planning Skills</u>	<u>Implementation Skills</u>	<u>Changed Attitudes</u>	<u>Professional Growth</u>
1. Child Assessment February 16-19, 1982 Comments:	3	3	3		2
2. Staff Orientation I February 22, 1982 Comments:	4	2	2		3
3. Project Definition February 23, 1982 Comments:	4	2	1		2
4. Staff Orientation II February 23, 1982 Comments: "Gave me information necessary to function as a tribal employee."	4	2			
5. Role Clarification February 24, 1982 Comments:	4	3	2		

Staff Questionnaire (continued)

<u>Topic/Date</u>	<u>Gains</u>				
	<u>Knowledge</u>	<u>Planning Skills</u>	<u>Implementation Skills</u>	<u>Changed Attitudes</u>	<u>Professional Growth</u>
6. Review of Arizona Department of Health Services February 25, 1982 Comments:	3	1	2		1
7. First Chance Project February 26, 1982 Comments:	4	2	2	1	3
8. Parent Interview Procedure March 1, 1982 Comments:	2	2	1	1	1
9. How to Test the Vision of Preschool Children March 2, 1982 Comments: "A good introduction to vision testing."	4	2	2		2
10. How to Test the Hearing of Preschool Children March 3, 1982 Comments: "A good introduction to hearing testing."	4	2	2		2
11. Who Are The Handicapped? March 4, 1982 Comments: "A good review."	3	2	1		2

Staff Questionnaire (continued)

Topic/Date	Gains				
	Knowledge	Planning Skills	Implementation Skills	Changed Attitudes	Professional Growth
12. Understanding Screening, Diagnosis and Assessment March 2-4, 1982 Comments:	3	2	2		1
13. How Preschool Children Learn March 5, 1982 Comments:	3	2	2		2
14. Sensitizing Staff to Cultural Differences March-May, 1982 Comments: "I have gone from having no knowledge in this area, to having a good grasp on cultural differences."	2	1	1	2	2
15. How to Administer the A.B.R. March 29, 30, 31, 1982. Comments:	4	3	3		3
16. The Yaqui Easter Ceremony. April 7, 1982 Comments:	2	1			
17. How to Test the Vision and Hearing of Children April 13, 14, 15, 1982 Comments: "Very good hands on training - was able to move into testing very easily."	3	2	3		2

Staff Questionnaire (continued)

<u>Topic/Date</u>	<u>Gains</u>				
	<u>Knowledge</u>	<u>Planning Skills</u>	<u>Implementation Skills</u>	<u>Changed Attitudes</u>	<u>Professional Growth</u>
18. National Indian/ Alaska Native Health Conference April 21-23, 1982 Comments: "Attending a National Conference provides real opportunity for professional growth by learning from so many others in my own field, as well as different areas."	4	2	2	1	4
19. Child Assessment II April 28, 1982 Comments:	2	2	2		2
20. Conducting the ABACUS Assessment, A Review May 13, 1982 Comments:	3	2	3		3
21. Feeding Your Young Ones. May 21, 1982 Comments: "This was a very enjoyable session for me, and a good review of nutrition."	2	1			1
22. An introduction to the INREAL Model. May 27, 1982 Comments: "Exciting concept."	4	2	3	3	4
23. How Speech and Language Develop May 28, 1982 Comments: "Excellent program."	3	2	2	1	3

Staff Questionnaire (continued)

<u>Topic/Date</u>	<u>Gains</u>				
	<u>Knowledge</u>	<u>Planning Skills</u>	<u>Implementation Skills</u>	<u>Changed Attitudes</u>	<u>Professional Growth</u>
24. Training in INREAL Language Program June 7-11, 1982 and June 21-25, 1982 Comments:	4	3	3	2	4
	"Gains in every area. Exciting being able to start implementing in the classroom." "One hectic week, but very exciting and valuable to our training."				
25. Promoting Reading Readiness June 18, 1982 Comments:	2	1	1		
	"This was an enjoyable workshop because the parents had the opportunity to really 'get into' the activity. They all seemed to enjoy it."				
26. Staff Meetings Comments:	4	4	3	1	3
	"The Director keeps staff informed of current activities."				

Please check those areas that best answer the questions:

1. In what ways have you participated in staff development activities that have been planned by the program?

- | | |
|------------------------------|-------------|
| 1) Short Group Meetings | <u>3</u> |
| 2) Meetings with other Staff | <u>4</u> |
| 3) Training sessions | <u>3</u> |
| 4) Workshops | <u>3</u> |
| 5) Continuing Education | <u> </u> |
| 6) College course work | <u>4</u> |
| 7) Professional Readings | <u>3</u> |

Staff Questionnaire (continued)8) Presented Information 3

9) Other (specify) _____

2. How often have you participated in staff development activities?

1) Once a week _____

2) Once a month _____

3) Twice a month _____

4) Other (specify) Average five times per month.3. Staff Reactions:

The training provided was planned to enable you to do your job better and to grow professionally. It has taken many forms and information has been varied. How would you rate the overall quality and quantity of the training provided?

Quantity: * Too much _____

* Too little _____

Just right 3

*Comments: "There has been a tremendous amount of material presented, both in quantity and quality. Various methods have been used to present material and material has covered many areas. I feel it has been presented well and has targeted the individual needs of the staff."

Quality: * Too much information 1* Not enough information 1* Just enough 3

*Comments:

4. Staff Changes:

Think about where you were professionally when you began with this program.

Do you have Skills you didn't have before? 4

* Comments Necessary Please. "Definitely."

"I have a lot of information and techniques, involving how to work with different children. I feel I am learning different things right along with the children."

"I have been able to put my professional training into practice as well as use the Project Director as a constant resource for ideas and techniques and information."

Staff Questionnaire (continued)

Are you better able to do
your job? 4 - Yes

Have you had an opportunity
to grow professionally? 4 - Yes

Are you more self confident
about your job? 4 - Yes

Have you had a chance to do
anything new that you have
never done before? 3 - Yes; 1 - No

Comments: "I think I have learned a lot from the training and staff projects
components I have been involved in. I have had a chance to use some
of the INREAL training in the classroom."

"I think it is very valuable to our staff to participate in
community and other types of workshops and training. I feel I have
learned a great deal from the extra training I received - especially
INREAL."

5. Suggestions:

Can you think of any ways the staff development program might
be changed to serve you better?

Yes	<u>1</u>
No	<u>2</u>
Don't Know	<u>1</u>

In what ways could the staff development component be changed?

Comments: "I am not very experienced in this area, as I come up with ideas, I will
present them to the Director."

"There is always a change for the better, but at this time, I don't have
any comments. But I think so far it has been satisfactory and as
we move along, those changes will be forthcoming."

What project components have you participated in?

Services for Children - 4
Parent/Family/Community Participation - 4
Staff Development - 4
Children's Records - 2
Material Development - 4

Thank you

ADVISORY BOARD

Because the project got off to a late start, an effective Advisory Board was imperative. Local people in various fields were asked to be both on the board and give support to get the project going. A list of the board members is included in Appendix I.

Activities during the first year included quarterly meetings, site visits and providing advice, support and coordination with other agencies. Representatives from the community and parents participated right along with Dr. Jeanne McCarthy, Dr. Elizabeth Y. Sharp and Gail Harris.

During year two, the membership changed as more parents began to participate, some members left and others joined. Four meetings were held during the second year. During the third year, parents became the more active participants with their assistance in completing a survey of the community and giving input into continuation applications. Members from outside the community continued to attend meetings but began to take more of a supportive role. The project's request for Head Start funding as well as Outreach contain letters from 80% of the Advisory Board members. During future activities, the continuation program will continue to utilize the present members of the Advisory Board as well as any other interested parties.

Demonstration/Dissemination

What is the Status of Products developed by the Project and How can They be used for Training/Dissemination?

One of the products of this project was to be a trilingual assessment tool. The Assessment by Behavior Rating (ABR) was field tested, revised and a new scoring procedure developed. Once this was accomplished, it was translated into Spanish. The Spanish translation, Exhibit 69 allows children speaking Spanish to be assessed consistently.

A "translation" into the Yaqui language was much more difficult. For many words there is no translation. The ABR had to be rewritten, translated into Yaqui and then translated back into English. The result is a Yaqui-English assessment tool. (Exhibit 70) It will be considered a draft until the Yaqui community can come to an agreement on the standardization of the Yaqui written language.

Other Products

Materials developed by the project can be placed into two categories:
 Materials for dissemination;
 Materials for training and technical assistance.

Appendix II contains a list of forty-four different materials and examples of each. These materials were used for dissemination. Appendix III contains a list of fifty-nine different materials and examples of each. These materials were used for training activities during the program year.

EXHIBIT 69

EVALUACION PARA CONDUCTA
Elizabeth Y. Sharp, Ph.D.

Nombre del Niño: _____

Maestra: _____

Clase: _____

Programa: _____

Evaluación 1 Color/Símbolo
año mes día

Evaluación 2 Color/Símbolo
año mes día

Evaluación 3 Color/Símbolo
año mes día

Evaluación 4 Color/Símbolo
año mes día

Fecha _____

Fecha _____

Fecha _____

Fecha _____

F.D.N. _____

F.D.N. _____

F.D.N. _____

F.D.N. _____

E.C. _____

E.C. _____

E.C. _____

E.C. _____

Edades de Desarrollo

Edades de Desarrollo

Edades de Desarrollo

Edades de Desarrollo

MOTRIZ GRANDE _____

MOTRIZ FINA _____

DESARROLLO FÍSICO _____

AUTO AYUDA _____

DESARROLLO DE LENGUA:

Nivel Automático _____

Nivel de Representación _____

Canal Auditivo Vocal _____

Canal Visual Motriz _____

Edad de Desarrollo
de Lengua _____

COMENTARIOS:

COMENTARIOS:

COMENTARIOS:

COMENTARIOS:

Social y Emocional
Desarrollo _____

Comportamiento
avaluado _____

Necesita revision _____

Aérea _____

Colegio de Educación - Universidad de Arizona - Tucson, Arizona (1975).

Carol Loumeau, Revisado, 1983. Revisión de Evaluación para Conducta, fue apoyada por un donativo, No. G00-8-100175 de la Oficina de Educación Especial, E.U. Departamento de Educación.

Edición en Español

HABILIDADES FÍSICAS

(1)

Instrucciones: Ponga una marca debajo de la descripción que mejor indica el nivel del funcionamiento del niño.

I 12 - 23 meses	II 24 - 35 meses	III 36 - 49 meses	IV 48 - 59 meses	V 60 - 71 meses	VI 72 - 83 meses
1. Corre con tiesura, se cae fácilmente, no puede evitar obstáculos.	Corre con todo el pie, evita obstáculos.	Puede correr con suavidad, para con facilidad, da vuelta a la esquina sin caerse.	Puede correr en puntas de los pies.	Corre ligeramente en puntos de los pies por un curso de obstáculos, evitando los obstáculos.	Puede bailar ciertos pasos.
_____	_____	_____	_____	_____	_____
2. No puede usar las tijeras.	Corta con las tijeras, pero con corpeza.	Puede cortar con las tijeras, pero no en modo constructivo.	Puede cortar, siguiendo una línea con exactitud moderada.	Usa bien las tijeras, puede seguir las líneas.	Puede cortar y pegar con exactitud, para album de recortes ó cuadros.
_____	_____	_____	_____	_____	_____
3. Trata de escribir garabatos.	Hace garabatos, empieza a hacer marcas controladas.	Copia un círculo de un ejemplo sin ser exacto.	Puede copiar un cuadro de una muestra.	Puede dibujar un hombre con cabeza, torso, piernas, brazos y facciones y se puede reconocer.	Puede dibujar un triángulo con exactitud moderada.
_____	_____	_____	_____	_____	_____
4. No puede doblar.	Trada de doblar. 1	Puede doblar un pedazo de papel verticalmente tanto como, horizontalmente.	Dobla un papel tres veces despues de una demostración.	Puede doblar un triángulo de un papel de sies pulgadas cuadradas despues de una demostración	Puede hacer un sombrero ó un barco de papel, doblando el papel.
_____	_____	_____	_____	_____	_____
5. Le gusta coger bloques.	Trata de edificar con bloques.	Puede edificar una torre de 8 ó 9 bloques.	Puede edificar con "Tinker Toy", "Lincoln Logs", ó "Legos".	Puede edificar un puente usando 3 bloques, de un modelo. 	Puede poner clavijitas ó cuentitas en una botella, 10 en 20 segundos.
_____	_____	_____	_____	_____	_____

Transfiera el numero mas alto marcado en cada línea a la página de marcas. Sección: Habilidades Físicas

Evaluacion Para Conducta, Edición Revisada, 1975. E.Y. Sharp

CARLOS:

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Instrucciones: Ponga una marca debajo de la descripción que mejor indica la habilidad del niño.

I 12 - 23 meses	II 24 - 35 meses	III 36 - 49 meses	IV 48 - 59 meses	V 60 - 71 meses	VI 72 - 83 meses
VISTIÉNDOSE					
1. Al ser vestido coopera quedándose quieto, extendiendo un brazo ó una pierna.	Ayuda a vestirse; encuentra la manga y se sube los pantalones.	Trata de desabrochar los botones en la ropa.	Puede usar los cierres, broches y botones en la ropa.	Es capaz de usar cualquier clase de broche en la ropa.	Puede atar un moño.
ALIMENTARSE					
2. Raspa la cuchara sobre el plato, y luego la lame.	Trata de comer solo, derrama mucha comida.	Puede comer solo usando una cuchara, sin derramar mucha comida.	Puede servirse y comer solo.	Puede servirse agua solo en un vaso de un pichel.	Puede usar un cuchillo de mesa para untar.
LAVÁNDOSE					
3. No puede lavarse las manos.	Trate de lavarse las manos.	Necesita ayuda cuando se lava y seca las manos.	Se puede lavar y secar las manos sin ayuda. Puede lavarse la cara con supervisión.	Puede lavarse y secarse la cara y las manos independientemente.	Puede cepillarse y peinarse.
INSTRUCCIÓN DE RETRETE					
4. Ha establecido alguna regularidad y puede esperar un tiempo razonable para ser llevado al cuarto de baño.	Puede indicar la necesidad de ir al cuarto de baño; necesita ir con frecuencia; necesita ayuda, puede mojarse, sin aviso.	Necesita ayuda para ir al cuarto de baño. Hay que recordarle de vez en cuando.	Puede necesitar poca ayuda para ir al cuarto de baño, pero puede ir solo, por lo regular, le avisa a la maestra.	Puede ir al cuarto de baño solo.	

Transfiera el numero mas alto marcado en cada línea a la página de marcas. Sección: Habilidades de Ayuda Propia

Evaluacion Para Conducta, Edición Revisada, 1975. E.Y. Sharp

COMENTARIOS:

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II 24 - 35 meses	III 36 - 47 meses	IV 48 - 59 meses	V 60 - 71 meses	VI 72 - 83 meses
DISCRIMINACIÓN AUDITIVA EN EL NIVEL AUTOMÁTICO DE APRENDIZAJE				
1. Vuelve la cabeza hacia la dirección del sonido.	Sabe la diferencia entre dos sonidos tales como el de una campana y un tambor sin que tengan letreros los objetos.	En actividades musicales sabe la diferencia entre sonidos que son altos/bajos, fuerte/suaves, cercanos/lejos.	Puede decirle cuales palabras en una serie, como mama, flor, mano, empiezan con el mismo sonido.	Se la dan dos palabras que riman, puede suplir una tercera. Por ejemplo: gato, plato y rato.
DISCRIMINACIÓN VISUAL EN EL NIVEL AUTOMÁTICO DE APRENDIZAJE				
2. Puede completar un tablero de tres objetos. Por ejemplo: un círculo, un cuadro y un triángulo.	Puede clasificár bloques dos diferentes colores.	Puede hacer pares de círculos, triángulos, cuadros, hexágonos y rectángulos.	Puede marcar cual figura es diferente en una serie.	Sabe cual es su izquierda ó su derecha, pero no en otras personas.
MEMORIA AUDITIVA EN EL NIVEL AUTOMÁTICO DE APRENDIZAJE				
3. Imita sonidos y palabras.	Puede repetir dos palabras ó una serie de tres números.	Puede repetir una serie de cuatro números.	Puede cantar una canción con un coro tal como "Cielito Lindo".	Puede recordar una serie de pálabras sin significado (disparates) Por ejemplo: trafula, emoso, osafo, etc.
MEMORIA VISUAL EN EL NIVEL AUDITIVA DE APRENDIZAJE				
4. Trata de copiar diseños sencillos de bloques.	Puede recordar un diseño sencillo de tres bloques.	Puede recordar cuatro ó cinco diseños de bloques.	Cuando le enseñan un símbolo (letra, numero ó figura) en una tarjeta, puede señalar el mismo símbolo entre un grupo de símbolos en otra tarjeta después de remover la primera tarjeta.	Puede escribir su nombre de memoria.

II 24 - 35 meses	III 36 - 47 meses	IV 48 - 59 meses	V 60 - 71 meses	VI 72 - 83 meses
IMITACIÓN VERBAL EN EL NIVEL AUTOMÁTICO DE APRENDIZAJE				
5. Puede imitar dos entre cuatro palabras.	Puede imitar cuatro palabras (disparates) una por una. Por ejemplo: dap - maf - pud - iom.	Puede repetir correctamente dos frases (aprox. nueve palabras) Por ejemplo: A José le gusta montar su caballo negro todos los días.	Puede repetir cosas que no comprende Por ejemplo: Promesa de Lealtad, rezos, Cánticos de Navidad, etc.	Puede contar por 5's hasta 25 de memoria, imitando a la maestra.
IMITACIÓN MOTORA EN EL NIVEL DE APRENDIZAJE				
6. Copia ademanes como decir adios con la mano, le gustan juegos como tortillitas.	Viendo a la maestra, puede copiar derecho una serie de ademanes tales como palmeaar las manos, golpear el suelo, tocar los hombros.	Imita dibujos de X y 	Imita colocar 10 bloques en una pirámide. 	Puede jugar los juegos que requieren imitación ó reproducción de acción; ademanes iniciados por uno del grupo. Puede guiar ó seguir.
RECEPCIÓN AUDITIVA EN EL NIVEL DE REPRESENTACIÓN DE APRENDIZAJE				
7. Cuando se le pregunta al niño, "Enseñame tu nariz, (ojo, pierna, oído, brazo)" puede hacerlo.	Comprende lo que es, largo/corto, grande/chico, rapido/despacio.	Puede colocar un bloque cerca de, debajo de, delante de, ó detras de otro bloque.	Puede definir por medio de acción palabras conocidas tales como silla, carro, cuchara, casa.	Comprende las estaciones del año en terminos de lo que se hace en cada una.
RECEPCIÓN VISUAL EN EL NIVEL DE REPRESENTACIÓN DE APRENDIZAJE				
8. Puede identificar correctamente un color. Por ejemplo: Dame el bloque rojo.	Puede identificar las emociones en las ilustraciones. Por ejemplo: la felicidad, la tristeza, el enojo, el miedo.	Cuando se le enseña una ilustración de un objeto, puede identificar otro objeto parecido dentro de un grupo en otra pintura ó cuadro. Por ejemplo: una pintura de una silla de cocina; otra pintura con un sofá, sillón, lampara y una mesa.	Puede nombrar por lo menos cinco letras mayúsculas.	Puede nombrar las monedas de centavos, níquel, 10 centavos, 25 centavos, etc.

II 24 - 35 meses	III 36 - 47 meses	IV 48 - 59 meses	V 60 - 71 meses	VI 72 - 83 meses
ASOCIACIÓN AUDITIVA EN EL NIVEL DE REPRESENTACIÓN DE APRENDIZAJE				
9. Puede asociar el sonido con su origen. Por ejemplo: perro y ladrido, gato y miau.	Puede contestar preguntas como ¿Que hacemos cuando tenemos sueño, sed, y frio?	Puede decirle como son las cosas iguales y como son las diferentes; como es una pelota y como una manzana; un caballo y un carro.	Puede contestar preguntas tales como: ¿Que pesa mas, un gato ó una baca, un pájaro ó un perro, una hoja ó una piedrecitas?	Entiende los diferentes intervalos de tiempo, minutos comparados con horas; semanas comparadas con un año.
ASOCIACIÓN VISUAL EN EL NIVEL DE REPRESENTACIÓN DE APRENDIZAJE				
10. Sabe que hacer con tres objetos, por lo menos, por ejemplo: con una pelota, con un tambor, con un carrito.	Puede clasificar las ilustraciones, separándolas en sus categorías (animales, comida, juguetes, etc.)	Puede combinar ilustraciones u objetos que se relacionan, Por ejemplo: la taza con el plato; el cepillo de los dientes con la pasta dental; el martillo con el clavo.	Puede comparar tres ilustraciones y decir cual es la mas bonita, le mejor (use pinturas de juguetes, de ropa, etc.)	Entiende los números del uno al diez. Puede hacer sumas sencillas usando los números del 1 hasta el 10. Puede ayudarse con los dedos u objetos.
EXPRESION VERBAL EN EL NIVEL DE REPRESENTACIÓN DE APRENDIZAJE				
11. Combina tres palabras para expresar una idea "Quiero a ua".	Puede decir lo que está pasando en una ilustración, Por ejemplo: El niño está corriendo.	Puede decirle de qué estan hechas las cosas. Por ejemplo: una ventana, el fuego y la casa.	Puede usar el tiempo presente y el tiempo pasado y el tiempo progresivo en su conversación.	Puede dar el número y nombre de la calle de su casa. En lugares rurales ó aislados, puede dar el camino, el buzón ó número de la ruta; describe el área.
EXPRESIÓN MANUAL EN EL NIVEL DE REPRESENTACIÓN DE APRENDIZAJE				
12. Usa adamanes sencillos como mover la mano en señal de despedida, inclina la cabeza para "si" y la sacude para "no".	Puede hacer cosas con barro y decirle lo que son. Puede desempeñar el papel de una bruja, un monstruo, ó algun peronaje de la televisión.	Puede definir algunas palabras conocidas por medio de ademanos. Por ejemplo: el teléfono, las tijeras, la pelota.	Puede representar un cuento ó una experiencia en detalle.	Puede dibujar cosas que le gustan; sobre un cuento ó algo de su casa.

INSTRUCCIONES PARA COMPLETAR EL PERFIL DE LENGUAJE

El lado izquierdo del Perfil de lenguaje, está marcado a intervalos de seis meses. En la columna marcada (E.C.N.) edad cronológica del niño, ponga un punto en medio de la línea que sigue al número que indica la E.C.N. (edad cronológica del niño).

Vuelva a la Sección de Lenguaje, pag.3, Discriminación de Auditiva, párrafo 1. Siga al otro lado del renglón hasta que llegue a la marca. El número romano sobre esa columna representa la edad del desarrollo mental del niño, (E.M.) para la Discriminación del Auditiva. Tenga presente este número.

Vuelva al Perfil del Lenguaje, pag. 7. Busque Discriminación Auditiva, párrafo 1, al la derecha del Perfil Percepción, bajo Nivel Automático. Ponga un dedo de la mano derecha en la columna de Discriminación de Auditiva. Busque la columna de los años y los meses al lado izquierdo del Perfil. Ponga un dedo de la mano izquierda en la edad que equivalga a la edad del desarrollo mental marcado para la descripción de auditiva. Luego lleve ese dedo a través de la página hasta la columna de Discriminación de Auditiva. Ponga un punto en medio de ese renglón.

Transfiera el resto del desarrollo mental de las edades de la Sección de Lenguaje, al Perfil. Haga una línea continua uniendo los puntos. Después ponga una regla sobre todo el Perfil, y empezando con el punto que marca la edad del niño (E.N.) haga una línea quebrada a través de todo el Perfil. Esto le facilitará a la maestra comparar la edad del desarrollo mental del niño con su edad cronológica. (E.C.N.)

Cada vez que se aplique la valoración por medio del comportamiento de conducta (V.C.C.) como prueba (el Otoño, Enero, y Primavera), los resultados de la Sección del Lenguaje podrán ser transferidos a este Perfil. Asegúrese de usar tinta de distinto color cada vez.

NIVEL SEMANTICO

NIVEL AUTOMATICO

ANOS Y MESES

E.N.
6-0
5-6
5-0
4-6
4-0
3-6
3-0
2-6

NIVEL SEMANTICO						NIVEL AUTOMATICO					
Recepción		Asociación		Expresión		Percepción		Memoria Secuencial		Imitación	
Ítem 7	Ítem 8	Ítem 9	Ítem 10	Ítem 11	Ítem 12	Ítem 1	Ítem 2	Ítem 3	Ítem 4	Ítem 5	Ítem 6

<i>Auditiva</i>	<i>Visual</i>	<i>Auditiva</i>	<i>Visual</i>	<i>Verbal</i>	<i>Manual</i>	<i>Discriminación Auditiva</i>	<i>Discriminación Visual</i>	<i>Auditiva</i>	<i>Visual</i>	<i>Verbal</i>	<i>Motora</i>
-----------------	---------------	-----------------	---------------	---------------	---------------	--------------------------------	------------------------------	-----------------	---------------	---------------	---------------

DESARROLLO SOCIAL Y EMOCIONAL

Instrucciones: Marque un proceder que mejor describa al niño y ponga ó encierre en un círculo la palabra que mejor describa el grado de severidad.

Evaluación:

	I	II	III	IV	
Este niño es:	_____	_____	_____	_____	1. <u>Normal</u> : El proceder social y emocional es semejante al de otros niños de la misma edad.
	Dócil Moderado Severo	Dócil Moderado Severo	Dócil Moderado Severo	Dócil Moderado Severo	2. <u>Agresivo</u> : Su comportamiento es quebrantador (da golpes, da patadas, muerde, lastima a otros niños). No puede aprender y estorba a los otros niños en el aprendizaje.
	_____	_____	_____	_____	3. <u>Huraño</u> : Es muy tímido, mucho mas que los otros niños de su edad. El niño juega solo y no quiere participar en actividades.
	Dócil Moderado Severo	Dócil Moderado Severo	Dócil Moderado Severo	Dócil Moderado Severo	4. <u>Miedoso</u> : El niño le tiene miedo a las nuevas situaciones y a la gente, mucho mas que otras niños de la misma edad.
	_____	_____	_____	_____	5. <u>Inmaduro</u> : El niño siempre quiere salirse con la suya, llora y tiene un berrinche cuando no lo consigue. Precede como un niño de menos edad.
	Dócil Moderado Severo	Dócil Moderado Severo	Dócil Moderado Severo	Dócil Moderado Severo	6. <u>Hipercinético</u> : (Actividad Ejeciva) El niño se mueve constantemente, no presta atención por largo rato, no puede seguir una actividad como otros niños de la misma edad.
	_____	_____	_____	_____	

Transfiera el comportamiento marcado y el grado (dócil, moderado, severo) a la página de la cubierta.

Nombre del niño: _____ Fecha: _____
 Año Mes Día
 Evaluación #: _____ F.D.N.: _____
 Año Mes Día
 Color/Símbolo: _____ E.N.: _____
 Año Mes Día

Instrucciones: Transfiera el número de la columna marcada más alta en cada línea a la línea apropiada.

SECCIÓN: HABILIDADES FÍSICAS (Página 1)

EDADES DE DESARROLLO:

DESARROLLO TOTALIDAD MOTORA	_____ línea 1 = _____	_____ D.T.M.
DESARROLLO FINA MOTORA	_____ línea 2 + _____ línea 3 + _____ línea 4 + _____ línea 5 = _____ 4 = _____ = _____	_____ D.F.M.
DESARROLLO FÍSICO	_____ línea 1 + _____ línea 2 + _____ línea 3 + _____ línea 4 + _____ línea 5 = _____ 5 = _____ = _____	_____ D.F.

SECCIÓN: HABILIDADES DE AYUDA PROPIA (Página 2)

EDAD DE DASARROLLO:

HABILIDADES DE AYUDA PROPIA	_____ línea 1 + _____ línea 2 + _____ línea 3 + _____ línea 4 = _____ = _____ = _____	_____ A.P.
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SECCIÓN: DESARROLLO DE LENGUA (Páginas 3, 4 y 5)

Automático/Nivel de Percepción		Representación/Nivel Cognoscitivo	
A	B	C	D
1. Discriminación Auditiva	_____	7. Recepción Auditiva	_____
2. Discriminación Visual	_____	8. Recepción Visual	_____
3. Memoria Auditiva	_____	9. Asociación Auditiva	_____
4. Memoria Visual	_____	10. Asociación Visual	_____
5. Imitación Verbal	_____	11. Expresión Verbal	_____
6. Imitación Motora	_____	12. Expresión Manual	_____
A	B	C	D

Usando los totales de la sección de arriba puede ahora calcular la edad del desarrollo de lengua del niño, así como observar como él o ella funciona en cada nivel y en cada canal.

CANALES Y NIVELES:	EDADES DE DESARROLLO:
Nivel Automático Total A + Total B = _____ 6 = _____ = _____	_____ N.A.
Nivel de Representación Total C + Total D = _____ 6 = _____ = _____	_____ N.R.
Canal Vocal Auditivo Total A + Total C = _____ 6 = _____ = _____	_____ C.V.A.
Canal Visual Motriz Total B + Total D = _____ 6 = _____ = _____	_____ C.V.M.
Edad de Desarrollo de Lengua Total A + Total B + Total C + Total D = _____ = _____	_____ E.D.L.

Transfiera los resultados a la página de cubierta de E.C.C.

CONVIRTIENDO DECIMALES A MESES: .16 = 2 meses .25 = 3 meses .33 = 4 meses
 .5 = 6 meses .66 = 8 meses .83 = 10 meses

YAQUIZ ENGLISH ASSESSMENT TOOL

DRAFT

Usita Team: _____
(Child's Name)

USITA VITCHUKA A MAMMATENE A YOTUPO UM HITA A HOAPO
(ASSESSMENT BY BEHAVIOR RATING/
WATCHING AND STUDYING A CHILD THE WAY HE GROWS UP AND THE WAY HE DOES THINGS)

KNARTO _____
(Class)

Maehta: _____
(Teacher)

PROGRAMA _____
(Program)

USITA MAMMATENE A YOTUPO
(Assessment/Studying in
Detail a Child's Development)

MAMMATENE 1 KOLOR/NATUA
(Assessment 1 Color/Symbol)

MAMMATENE 2 KOLOR/NATUA
(Assessment 2 Color/Symbol)

MAMMATENE 3 KOLOR/NATUA
(Assessment 3 Color/Symbol)

MAMMATENE 4 KOLOR/NATUA
(Assessment 4 Color/Symbol)

TAWEI
(Date)

YEWA YOEM TUKAPO
(D.O.B.)

USITA WASUKTIAM
(Child's Age/CA)

WASUKTIA (Year)	MECHAM (Month)	TAWEI (Day)	WASUKTIA (Year)	MECHAM (Month)	TAWEI (Day)	WASUKTIA (Year)	MECHAM (Month)	TAWEI (Day)	WASUKTIA (Year)	MECHAM (Month)	TAWEI (Day)
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

YOTUPO - A AU ANIA:

(Physical Development - Self Help)

1. REHTIWANE; BHERE TEKHAM SAUMA
(Gross Motor Development; Using the Large Muscles)
2. ILI TEKHAM SAUMA; A MAMPUSIAM, MAMHAM, WOKPUSIAM
(Fine Motor Development; Using the Small Muscles; Fingers, Hands and Toes)
3. TAKATA YOTUPO
(How the Body Grows and Develops/Physical Development)
4. A AU ANIA
(Able to Help Himself/Self Help)

WASUKTIAM A YOTUPO
(Developmental Ages
Years of Growth)

WASUKTIAM A YOTUPO
(Developmental Ages
Years of Growth)

WASUKTIAM A YOTUPO
(Developmental Ages
Years of Growth)

WASUKTIAM A YOTUPO
(Developmental Ages
Years of Growth)

1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____

NOKI YOTUPO:

(Language Development/How the Language Grows and Develops)

1. APELA
(By Itself/Automatic Level)
2. HUNEWAME, AU WATIWAME, INTO NOKAME
(Understanding, Thinking, and Communication/Representative Level)
3. HIKKAIWAME NOKWAME "CHANNEL"
(Auditory Vocal Channel/Hearing and Speaking Channel)
4. APO HITA HOA BWEITUK A VICHA
(Visual Motor Channel/He does Something Because of What He Sees)
5. USITA WASUKTIAM NOKITA YOTUPO
(Language Developmental Age/Child's Years of Language Growth)

1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____

YE TURIWAME EWAME YOTUPO:

(Social and Emotional Development/How One Gets Along With Others;
and How Emotions Develop)

1. HAISA MACHIKAPO
(Behavior Rated/How He 's Behaving)
2. SEMUKUN A VITTUANE
(Referral Needed/Need to Send Him to Another)

1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____

Elizabeth Y. Sharp - College of Education - University of Arizona (1975).
Carol Loumeau, Vemalal Tutei, Newly fixed (Revised) 1984.

Yaqui/English Version Translated by Mini Valezuela Kaczurkin, et al. Coordinated by Carol Loumeau, 1984.
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TAKAI HOWAME (PHYSICAL SKILLS/WHAT IS DONE WITH THE BODY)

(1)

Iniani (Do like this): Usita a hita hoapovea markata yane (Where the child is able to do something, make a mark)

I	II	III	IV	V	VI
12 - 23 mecham (Months)	24 - 35 mecham	36 - 47 mecham	48 - 59 mecham	60 - 71 mecham	72 - 83 mecham
1. Ka a vuite, ka oviachisi weweche, ka a hita nanahria. (Can't run well, falls easily, he is not able to avoid [hitting] things)	1. Sime wokimma vuivuite a hita nanahria. (Runs on entire foot, runs looking around, avoids [hitting] things)	1. A tuisi vuite chumti kikte, a chakar'am konila a weye into ka weeche. (Can run well, stops fast, goes around corner and doesn't fall)	1. Wokpusiammea a vuite. (Can run on toes)	1. Ka vettes'i wokpusiammea vuivuite into hita nanahria. (Runs lightly [not heavily] on the toes, and avoids hitting anything)	1. A wokimma ye'e. (Can dance steps with the feet)
2. Ka a chaptiam sauwa. (Can't use the scissors)	2. A hichapte, ta ka tua awe. (Can snip with scissors, but is not very able)	2. A hichapte ta ka tua hunama amani. (Can cut with scissors, but not in a way it's supposed to be [not really in the right way])	2. A liniata hahase tuisia vatte hichapteteko. (He can follow a line almost alright when he is cutting)	2. A chaptiam tuisia sauwa, liniata hahase. (Can use scissors well and can follow lines)	2. A hita chukta into a hita kolatua ume livrom ya vetchivo into retratrom vetchivo. (Can cut things and glue things to make books and pictures)
3. Hiohtevae oven, ta kia ili markam hohoa. (Tries to write, but onl makes marks [sc. ibbles])	3. Hiohtevae oven, haivu a markam yeeka. (Wants to write, and has control over his marks)	3. A kwelaifa mamato a vittuawateko, ta ka tua hunama amani a yane oven. (Can copy a circle from being shown an example, but he does not really know how to draw it in that exact way)	3. A kouraota mamato a vittuawateko. (Can copy a square when it is shown to him)	3. A o'outa ya kovakamta, chovekamta, into puhvakamta. (Can draw a man with a head, a trunk, legs, arms, and face)	3. Vahim chakariam-kamta vatte tuisi hohoa. (Can draw a three sided figure [triangle] almost alright)
4. Ka a hita totta. (Not able to fold [things])	4. Hita tottavae oven. (Tries to fold [something])	4. A hiosiata totta lutula into wasala. (Can fold a [piece of] paper vertically and horizontally)	4. Hoisiata a vahisia totta a vittuawateko. (Can fold a paper three times if shown)	4. A vahim chakariakamta totta um hiosia vusan pulqaramkamta chikti chakariam vetana, a vittuawateko. (Can fold a three sided figure from a paper that is 6" on each side, after being shown)	4. A hiosia moveita o hiosia vaporta tottateko. (Can make a paper hat or a paper boat while paper-folding)
5. Lokem bwisipea. (Likes to hold blocks)	5. Lokkemea hita hopea. (Likes to build things with blocks)	5. Mohnaiki o vatani lokem a nat hoa. (Can put 8 or 9 blocks on top of each other)	5. A "Tinker Toy, Lincoln Logs," into "Legos-mea" hita hoa. (Out of "Tinker Toy, Lincoln Logs, and Legos" can build things)	5. A pwentehta ya ume vahi lokem sawakai, senuk vitchukai. (Can make a bridge using 3 blocks while looking at one)	5. A kuta lavosim o ili kokam um voteapo kiima um wohmamni ahta senu taka sewunnonpo. (Can put wooden nails or little beads in a bottle in 10 to 20 seconds)



Uka chea bwe'u numerota yeo sikamta um chikti liniampo hunaka numerota um "Scoring" Hiosiaapo yechane; SEKSION: UM TAKAI HOWAME tiapo (The very top number that came out on each line, that number you put on the Scoring Sheet; SECTION: Where it says PHYSICAL SKILLS/WHAT IS DONE WITH THE BODY Usita Vitichuka A Mamattene A Yotupo um Hita A Hoapo. Vemelai Tutei. (Assessment by Behavior Rating (Watching and Studying a Child, The way He Grows Up and The Way He Does Things), 1975. Newly Fixed (revised), 1984.

ERIC (COMMENTS):

232

D R A F T

233

Iniani (Do like this): Usita a hita hoapovea markata yane (Where the child is able to do something, make a mark)

I 12 - 23 mecham (months)	II 24 - 35 mecham	III 36 - 47 mecham	IV 48 - 59 mecham	V 60 - 71 mecham	VI 72 - 83 mecham
EMO ANAWAME (DRESSING ONESELF)					
1. Anawatek yanti kekeka, komim into wokim ruturutukta. (When he's being dressed, he stands still; he straightens out his arm and then his leg)	1. Anawatek ye a'ania; komimpo mamma into saweam hikkau wiike. (When being dressed, he helps put his hands in the sleeves, and then he pulls up his pants)	1. Supe votonin hoavane oven. (Tries to unbutton buttons from clothes)	1. A siperim, eviom, into votonim sawa. (Can use zippers, snaps, and buttons)	1. A siperim, eviom, into votonim, into "ganchom" sawa. (Can use zippers, snaps, buttons, and hooks and eyes)	1. A vocha wikiam suma. (Can tie his shoe strings!)
HIBWA (EATING)					
2. Kucha'arata pwapoto ruruse, hunakvea a tetebwa. (Rubs spoon across plate, then licks it)	2. Au hibwatuavae oven ta vesa yuin a wowota. (He tries to feed himself a lot)	2. A au hibwatu kucha' arai ta ka yuin a wowota. (He can feed himself with a spoon, but not spilling a lot)	2. A au miika into a au hibwatu. (Can serve himself and can feed himself)	2. A au pichelpo vam yeo toria um tasapo o kopapo. (From a pitcher he can pour out water into a cup or a glass.)	2. Kuchi'immez a hita veenta. (Can use a knife for spreading)
VAKSIWAME (WASHING)					
3. Ka a vaima. (Not able to wash hands)	3. Vaimavai oven. (Tries to wash hands)	3. Ania'i'a vaimateko into au wachateko. (Wants needs to be helped when washing hands and drying hands)	3. A vaima into a au wacha ka aniwakaf. A vahurina suwateko. (He can wash his face and dry himself without help. He can wash his face with somebody watching)	3. Apela a vahurina into vaima a puhvata into a mamam wacha. (He can wash his face and hands himself; he can dry his face and hands)	3. A chonim chichike. (He can comb or brush his hair)
HUYAUTEWAMPO MAHTAWAME (TOILET TRAINING/TEACHING TOILET HABITS)					
4. Huyautewamta yeeka into a vinwa vovicha ehkusao noiti vetchivo. (He has control and can wait for some time to go to the bathroom)	4. Hunakiachisi anne huyautevaeteko; hiva yu huyautevae, ania'i'a, humak au haiti yane. (He can be noticed when he wants to go to the toilet; he often wants to do it, needs help and may dirty himself)	4. Ehkusao noitivaetek ani'i'a kulupti tehwa'i'a. (If he needs to go to the toilet, he needs help; occasionally he has to be told)	4. Humak ili ania'i'ane ehkusao noitivaeteko, ta apela simne, maehtata tetehwa ala. (He might want a little help when going to the restroom but he will go by himself, and he usually tells the teacher.)	4. Apera ehkusao noinoite. (He goes to the restroom by himself)	

Uka chea bwe'u numerota yeo sikanta um chikti liniampo hunaka numerota um "Scoring" Hioslajo yechane; SEKSION: APELA AU ANIAWAME tiapo. (The very top number that came out on each line, that number you put on the Scoring Sheet; SECTION: Where it says SELF HELP SKILLS/BEING ABLE TO HELP HIMSELF)

Usita Vitichuka A Mamattene A Yotupo um Hita A Hoapo. Vemelai Titei.

(Assessment by Behavior Rating Watching and Studying a Child; The way He Grows Up and The Way He Does Things 1975. Newly Fixed (revised), 1984.)

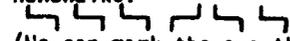
HAISE HIA: (COMMENTS):

D R A F T

Iniani (Do like this): Usita a Hita hoapovea markata yane (Where the child is able to do something, make a mark)

I	III	IV	V	VI
24 - 35 mecham (months)	36 - 47 mecham	48 - 59 mecham	60 - 71 mecham	72 - 83 mecham
A A HIKKAHA UKA A HIKKAHA'U SI UME HIAWAIM NANANA O KA NANANA (IS ABLE TO HEAR THAT THE SOUNDS HE HEARS ARE DIFFERENT OR THE SAME/Auditory Discrimination on the Automatic Level of Learning)				
1. Hiawaita hiau vicha koakoakte. (He turns toward where the sound is coming from)	1. Enchi a tehwa woi hiawata nanana o ka a nananasa hiapo, ka am teuwakai (komo kampani o kuvaha). (Can tell you of two sounds that they are the same or not the same sounds, without having to name them, example: bell or drum)	1. Um musikata wepo apo hunene si hikat/vetuku, kusi/ka kusi, ka mekka/mekka. (Where there is music he will know whether it is high/low, loud/soft, near/far)	1. Enchi a tehwa um nokipo (komo koko, o'ou, kava'i) sime nanana hiawaimak nate. (He can tell you in a sentence the words, like pain, booboo, man, or horse, that start with the same sound)	1. Si woi nokim nananam hiawaik, apo a uka vahi nokita enchi makne, komo: apo, hoso, (koko). (if he is given two words with the same sound, he can give you a third word, ex: he, bear, pain or booboo)

APO AM VICHA SI HITANA NANANA O KA NANANA
(HE CAN SEE IF THINGS ARE THE SAME OR DIFFERENT/VISUAL DISCRIMINATION ON THE AUTOMATIC LEVEL OF LEARNING)

2. Apo a vahi levelaim um tavlapo haivu yeu chuktipo kima. Komo: kwelai, kourao, into vahim chakariakame. (He can put three pieces into a board that has been cut out, such as: a circle, square, three-sided figure triangle)	2. A lokem naikimte woi tabwi kolorekame. (He can separate divide blocks of two different colors)	2. A kwelaim, vahim chakariakame, kouraom, vusanim chakariakame, into "rektanqulom," nau kima am nananaiko. (He can put together circles, three-sided figures triangles, six-sided figures hexagons, and rectangles that are the same)	2. A markaroa uka tabwisi machik sime ume watem nananaiko.  (He can mark the one that is different where the rest of them are the same)	2. Apo hunea si mikko'i o vata apoikuchi ta vesa watemmet e'e. (He knows if it's left or right on himself but not on others)
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A AU WATE UKA A HIKKAHA'U, HUNAMA LULA
(HE CAN REMEMBER WHAT HE HEARD, IN THE RIGHT ORDER/AUDITORY MEMORY ON THE AUTOMATIC LEVEL OF LEARNING)

3. A hiawata o nokita mamato. (He can imitate sounds or words)	3. A woi nokim mamato, o vahi numerom natchaka kateme. (He can repeat two words or three numbers in order)	3. A naiki numerom natchaka kateme. (He can repeat two words or three numbers in order)	3. A bwika watemmake komo. . . "I o'ou da." (He can sing with others like. . ."This old man.")	3. A naiki ka nokimue wate natchaka kateme. (He can remember four non-words in order, ex: trufula, emoso, mela, osafo)
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A AU WATE UKA A VICHA'U HUNAMA LULA
(HE CAN REMEMBER WHAT HE SEES, IN THE RIGHT ORDER/VISUAL MEMORY ON THE AUTOMATIC LEVEL OF LEARNING)

4. A ka ovichi loke hoarim mamatovae oven. (Tries wants to copy simply-set blocks)	4. A vahi loke hoarimue waate. (He can remember three set blocks)	4. A naiki o mamni loke hoarimue waate. (He can remember four to five set blocks)	4. Senu kartapo natua (Letra, numerota, o hita haisa machiakapo) vittuawateko apo a yewapuane si senu kartapo a vittuawateko watemmake, uka senu kartata ehsowako.	4. A a teawam hiohte memoriamake. (He can write his name from memory)
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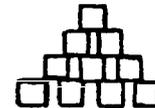
Uka chea bwe'u numerota yeo sikanta um chikiti liniampo hunaka numerota um "Scoring" Hioslapo yechane; SEKSION: NOKI HOWAME
(The very top number that came out on each line, that number you put on the Scoring Sheet; SECTION: Where it says LANGUAGE SKILLS/BEING ABLE TO USE THE LANGUAGE)

Usita Vitchuka A Mammattene A Yotupo um Hita A Hoapo, Vemelai Tutei.
(Assessment by Behavior Rating; Watching and Studying a Child, The Way He Grows Up and The Way He Does Things), 1975. Newly Fixed (revised), 1984.

Iniani (Do like this): Usita a Hita hoapovea markata yane (Where the child is able to do something, make a mark)

II 24 - 35 mecham (months)	III 36 - 47 mecham	IV 48 - 59 mecham	V 60 - 71 mecham	VI 72 - 83 mecham
A A MAMATO UKA A HIKKA'U, HUNAMA LULA (HE CAN IMITATE WHAT HE HEARS, IN THE RIGHT ORDER/VERBAL IMITATION ON THE AUTOMATIC LEVEL OF LEARNING)				
5. A woi nokim mamato naiki nokim makwako. (He can imitate two words when given four)	5. A naiki ka nokim mamato, natchakai, ex: dap, maf, pud, lom. (He can imitate four more non-words one at a time, ex: . . .)	5. A wepuleik o woi teuwawanta mamato (vatani nokim) tuisia. Komo: Hose into Marwe chukui kaviat pasiapa chikti taewapo. (He can say one or two sentences, approx. 9 words correctly. Ex: Joe and Manuel like to ride the black horse every day) (The 9 words in Yaqui translate to 11 in English)	5. Ka ta'aka'u huui mamatone, komo "Pledge of Allegience," liohbwania, "Christmas Carols." (He repeats what he doesn't know, "Pledge of Allegience, prayers, Christmas Carols)	5. A mamnimnea hinaikia wohmamni ama mamniu tahtia a kovawamake, maeha mamato (Can count by fives up to twenty-five with his head memory, and he imitates the teacher)

A A MAMATO UKA A VICHA'U HUNAMA LULA (HE CAN IMITATE WHAT HE SEES, IN THE RIGHT ORDER/MOTOR IMITATION ON THE AUTOMATIC LEVEL OF LEARNING)				
6. Apo a mamnimnea ma mamma teveteteko, yeuwapo mamtohtote. (He can wave his hand goodbye when he is greeting, and he claps hands during a game)	6. Maehtata vichuka a mamatoka aet chaka mamtohtine, pisota vepne, into henom tahtahtane. (While looking at the teacher he can in order imitate clapping hands, slapping the floor, and touching the shoulder)	6. A X ta hoa into  (He can make an X and he can also make a )	6. A wohmamni lokem pikopo hoa. (He can put ten blocks in a peak pyramid)	6. A ye matowam ayewawanta yeewa senu a nateko. Apo ket tuisi natene o senuk hahane. (He can play a game of imitation if somebody leads, he can also lead or follow somebody)



HUNETEA INTO A TATA'A A HIKKAHA'U (UNOERSTANDS AND LEARNS FROM WHAT HE HEARS/AUDITORY RECEPTION ON THE REPRESENTATIONAL LEVEL OF LEARNING)				
7. Si usi au nattemaiwako "Em yeka ne vittua (pusim, wokim, nakam, komim), apo awene. (If a child is asked "Show me your nose (eyes, leg, ear, arm)" he can do it)	7. Hunea teve/ilippani (short for wood), teve/kome'ela (short for person), teve/pochilai (short for string or rope), bwe'u/ilitchi, utteakai/laautia. (He knows tall/short, fast/slow, big/little) Note: there are three different Yaqui words for "short"	7. Si au nattemaiwako tuisi apo loketa ai veas, vetuku, vichapo, o senu loketa amapo yechane. (If he is asked he can put a block beside, under, in front of, or behind, another block)	7. A ye tehwa a nokiwapo hita siya, maakina, kucha'ara, kari. (He can tell you in his own words what is a chair, car, spoon house)	7. Hunea hita tiempopo u wasuktia weye hita inime into ka nanana tiempomo hoowa. (He knows what time of the year it is and what is done during different seasons)

Uka chea bwe'u numerota yeo sikanta um chikti liniampo hunaka numerota um "Scoring" Hiosiaapo yechane; SEKSION: NOKI HOWAME (The very top number that came out on each line, that number you put on the Scoring Sheet; SECTION: Where it says LANGUAGE SKILLS/BEING ABLE TO USE THE LANGUAGE)

Usita Vitchuka A Mamattene A Yotupo um Hita A Hoapo, Vemelai Tutei. (Assessment by Behavior Rating; Watching and Studying a Child, The Way He Grows Up and The Way He Does Things), 1975. Newly Fixed (revised), 1984. NAISE HIA: (COMMENTS):

DRAFT

Iniani (Do like this): Usita a Hita hoapovea markata yane (Where the child is able to do something, make a mark)

II 24 - 35 mecham (months)	III 36 - 47 mecham	IV 48 - 59 mecham	V 60 - 71 mecham	VI 72 - 83 mecham
<p>HUNETEA INTO A TATA'A A VICHA'U (UNDERSTANDS AND LEARNS FROM WHAT HE SEES/VISUAL RECEPTION ON THE REPRESENTATIONAL LEVEL OF LEARNING)</p>				
<p>8. Senu kolorta ta'ane, como "He chukui loketa maka." (He knows one color, like: "Give me the black block.")</p>	<p>8. Apo enchi tehwane um yoemempo um retrratompo haisa ewame, komo allea, sioka, omte, mahai. (He can tell you how people in pictures are feeling emotions, like: happy, sad, mad, afraid)</p>	<p>8. Si hita (komo kosina siyata) vittuawateko, apo tuisi senuk teune senu r retrato, komo: (If he is shown something, he can find a similar thing in another picture, like: sofa, armchair, lamp and table)</p>	<p>8. Enchi tuisi tehwane mamni bwere leetram. (He can show you five big capital letters)</p>	<p>8. Tuisi penim, niklem, "dies" sentavom, woi tomim . . . a teatua. (He can name pennies, nickels, dimes, and quarters, etc.)</p>

<p>HUNETEA A HIKKAHA'U INTO AU WAUWATE (UNDERSTANDS WHAT HE HEARS AND THINKS ABOUT IT/AUDITORY ASSOCIATION ON THE REPRESENTATIONAL LEVEL OF LEARNING)</p>				
<p>9. Hunene hita hiawata hiapo, komo: chu voe, miisi hia. (He knows what makes a sound, like dog barking, cat sounding)</p>	<p>9. Tuisi a yopnane si au nattemaiwau, "Haisate a'ane kokotpeateko, tevaureteko vaimuketeko, chuvakteteko?" (He can answer when asked, "What do you do when you are sleepy, hungry, thirsty, cold?"</p>	<p>9. Apo tuisi enchi tehwane hita nananaiko o hita ka nananaiko aet woi hitam vetchi. (He can tell you what is the same and what is different about two things, like a ball and an apple, a horse and a car)</p>	<p>9. A am yopnane "Si hita chea vette, u miisi o waakas, u wiikit o chuu'u, u sawa o ili teta?" (He can answer "Which is heaven, a cat or a cow, a bird or a dog, a leaf or a pebble?"</p>	<p>9. Hunea tiempota weyeu menutom u orawi, semanam u wasuktiawi, komo: Empo ian menutopo sapan waata o senu orata weyeu? (He knows how time goes - a minute to an hour, a week to a year, Ex: Would you rather have an ice cream in a minute from now or an hour from now?"</p>

<p>A MAMMATE A VICHA'U INTO AU WAUWATE (UNDERSTANDS WHAT HE SEES AND THINKS ABOUT IT/VISUAL ASSOCIATION ON THE REPRESENTATIONAL LEVEL OF LEARNING)</p>				
<p>10. Hunea hita vahim makwak haisa am yane, komo: pelotam, kuvaha, huwete maakina. (He knows what to do with three things, like a ball, a drum and a toy car)</p>	<p>10. A retrratom haikimte um hita yoawam, bwa'ame into huwetem. (He can divide pictures of animals, food and toys)</p>	<p>10. A retrratom nau hoa nau katere. Komo: tasa into pwato; tam sepio into pasta; martiom into lavosim. (He knows how to put pictures together that go together like: cup with plate saucer, toothbrush with toothpaste; hammer with nail)</p>	<p>10. Vahi retrratom am nananaiko nau wam tammachia into ye tetehwa hita chea san tutuli o chea san tu'i (huwete, retrratom, tahori retrratom sawane).</p>	<p>10. Apo ume numerom senu ahta wohmamnimeu tahti ta'a. Apo a ka oviachi nau yumariawame hoa ume numerom senu ahta wohmamnimeu tahtia. Tuisia a mampusiam o hita sauwane a ania vetchivo. (He knows the numbers from 1 to 10, and he can add simple numbers from 1 to 10, and he may use his fingers and anything to help him)</p>

Uka chea bwe'u numerota yeo sikanta um chikt! niampo hunaka numerota um "Scoring" Hiosiaapo yechane; SEKSION: NOKI HOWAME
(The very top number that came out on each line, that number you put on the Scoring Sheet; SECTION: Where is says LANGUAGE SKILLS/BEING ABLE TO USE
THE LANGUAGE)

Usita Vitcuk; A Mammattene A Yotupo um Hita A Hoapo, Vemelai Tutei.

(Assessment by Behavior Rating; Watching and Studying a Child, The Way He Grows Up and The Way He Does Things), 1975. Newly Fixed (revised), 1984.

HAISE HIA: (COMMENTS):

NOKI HOWAME (LANGUAGE SKILLS) continued

(6)

Iniani (Do like this): Usita a Hita hoapovea markata yane (Where the child is able to do something, make a mark)

II 24 - 35 mecham (months)	III 36 - 47 mecham	IV 48 - 59 mecham	V 60 - 71 mecham	VI 72 - 83 mecham
A NOKI TA SAUWA INTO APO YE TETEHWA HITA A PENSAROA'U (ABLE TO USE THE LANGUAGE AND LET PEOPLE KNOW WHAT HE IS THINKING/VERBAL EXPRESSION ON THE REPRESENTATIONAL LEVEL OF LEARNING)				
11. Vahi nokim nau chatcha hita teuwaeteko: "Empo va hivae?" (He connects three words together to say something, "Do you want a drink of water?")	11. Hunene haisa anwa um retratopo. Komo: U iii o'ou vuite. (He will know what is going on in a picture. Like: a boy is running)	11. Enchi tehwane hita hitai ya'ari. Komo: ventana, tahi, kari. (He can tell you what something is made out of. Like: a window, fire, and house)	11. Apo a enchi tehwa ian weyemta, sikamta into navuhti weyemtamak um eteowapo. (He can tell you what is going on now, what is past, and what is going on continuously in conversation)	11. Apo enchi tehwane a hoara direksionta u kayamake into numeromake. Um pochoku ket tuisi apo uka vo'ota, kahonta, into uka pa'ariata teuwane. (He can tell you his home address with a street and number, and in the rural area, he can tell you the road and the box, and describe the area)

A TAKAWA SAUWA INTO APO YE TETEHWA HITA A PENSAROA'U (ABLE TO USE THE BODY PHYSICALLY, AND LET PEOPLE KNOW WHAT HE IS THINKING/MANUAL EXPRESSION ON THE REPRESENTATIONAL LEVEL OF LEARNING)				
12. A na mamma, kovata yoaka heewite into e'etia. (He can wave his hand, he can shake his head to say "Yes" and to say "No")	12. A vavuei hita hoa, into ye tetehwa hita a yaakapo. O apo a ye nanasontemta, chupiarita, o televisionpo yeu weamamta a mamato. (He can make things with the clay, and he can tell you what he made. Or, he can imitate act out a witch, a monster, or what comes out on television)	12. Apo a mamamamea ye tetehwa haisa hita sawawa, komo: telefon, chaptiam, pelota. (He can show with his hands how things are used; like: telephone, scissors, ball)	12. Tuisi a tetehoita o a vichika'u mamato. (He can act out a story or what he has seen)	12. A divuhom hoa a ture'um; etehoita, o a hoarawa. (He draws pictures that he likes; it could be stories or his home)

Uka chea bwe'u numerota yeo sikamta um chikti liniampo hunaka numerota um "Scoring" Hiosiaapo yechane; SEKSION: NOKI HOWAME (The very top number that came out on each line, that number you put on the Scoring Sheet; SECTION: Where it says LANGUAGE SKILLS/BEING ABLE TO USE THE LANGUAGE)

Usita Vitchuka A Mamattene A Yotupo um Hita A Hoapo, Vemelai Tutei.

(Assessment by Behavior Rating; Watching and Studying a Child, The Way He Grows Up and The Way He Does Things), 1975. Newly Fixed (revised), 1984.

HAISE HIA: (COMMENTS):

DIREKSIONIM UKA NOKI "PROFILE-TA" CHUPA VETCHIVO
(DIRECTIONS FOR COMPLETING THE LANGUAGE PROFILE)

Um Noki "Profile" mikkoi ta vetana vusam mechampo tau markaroari. (The left side of the Language Profile is marked at every six months) Um "CA" wi'i kom vicha weyepo wasuktia natchaka kateme, volata ama yane wa liniata wasuko um usita wasuktiampo. (In the column marked CA Chronological age, make a dot in the middle of the line next to the number that shows the child's CA)

Noki Seksion nottine p.3 A Ka Nanana Hiawata Hikkaha, "Item 1." (Go back to the Language Section, p. 3, Auditory Discrimination/Able to Hear Difference in Sounds, Item 1) Liniapo weane ahta markau yepsako. (Move along the line row until you arrive at the mark) U"Roman" numero um wi'ita kom vicha weyepo vepa katekame, usita wasuktiam natua vetchivo A Ka Nanana Hiawata Hikkaha. (The Roman numeral at the top of that column line that goes down represents the child's years of growth (DA) for Auditory Discrimination/Able to Hear Differences in Sounds) Hika numerota witte weyane. (Hold (keep) this number in your mind)

Huchi Noki "Profile-tau" nottine P. 7. (Return to the Language Profile, p. 7) Atteune uka A Ka Nanana Hiawata Hikkaha, "Item 1" um vatatana u "Profile" vetuk "Automatic Level--Perception." (Find locate the Auditory Discrimination/Able to Hear Difference in Sounds, Item 1 on the right side of the Profile under Automatic Level--Perception) Em vata mampusiam um A Ka Nanana Hiawata Hikkaha wi'ita kom vicha weyepo. (A finger of your right hand put in the Auditory Discrimination/Able to Hear Difference in Sounds Column) Atteune ume mecham into wasuktiam um "Profile-ta" mikkotana. (Find locate the years and months column on the left side of the Profile) Em mikkotana mampusiam um yotupo wasuktiam nananapo A Ka Nanana Hiawata Hikkahapo markaroari. (A finger of your left hand put on the age that is the same as the developmental age/years of growth marked for Auditory Discrimination/Able to Hear Difference in Sounds) Hunakvea em mampusiam vuittituame wasala u Hiosiapo u A Ka Nanana Hiawata Hikkaha wi'i kom vicha weyepo. (Then, run your finger across the page to the Auditory Discrimination/Able to Hear Difference in Sounds column) Volata ama yane wa liniata wasuko. (Make put a dot in the center of that line)

Senum na hoane ume Wasuktiam A Yotupo um Noki Seksion "Profile-wi." (Move transfer the remaining Developmental Ages/Years of Growth from the Language Section to the Profile) Liniata ka kikte ta yane ume volamtaw choaktane. (Draw a line without stopping, connecting the dots) Hunakvea "rulerta" "Profile-ta" tat yechane, um usita wasuktiampo, volata katekapo, nattekai linia chuktila yane sime "Profile" tachi. (Then, put a ruler on the Profile, and where the child's CA dot begins, draw a broken line across the whole Profile) Ini'i maeha ta vetchivo ka oviachi pake usita wasuktiam a yotupo huneiya vetchivo hu asukitamtamake. (This will make it easy for the teacher to know compare the child's Developmental Ages with his C.A.)

Chikti tiempopo ika ABAta amakwako "Fall, January," into Spring" u Noki Seksion yeusikame tuisi um "Profile-wi" huana. (Each time that the ABR is given administered Fall, January, and Spring the results what comes out can be moved transferred to this Profile) Hunene ke tabwi kolor tintata sawane chikti weyepo. (Be sure that a different color ink is used each time)

NOKI "PROFILE" (LANGUAGE PROFILE)

(8)

WASUKTEAM INTO MECHAN	REPRESENTATIONAL LEVEL						AUTOMATIC LEVEL					
	(Receiving) Reception		Association		Expression		(Receiving) Perception		Sequential Memory		Imitation	
	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
C.A.	Hikkaiwame into Hunewame (Auditory) (Hearing & Understanding)	Vitwame into Hunewame (Visual) (Seeing & Understanding)	Hikkaiwame into au watewame (Auditory) (Listening & Thinking)	Vitwame into au watewame (Visual) (Seeing & Thinking)	A Nokita Sauwa (Verbal) (Able to use the language)	A Mamamea Aita Hoa (Manual) (Able to do things with the hands)	A Ka Nanara Hiawa Hikkaha (Auditory Discrimination) (Able to hear diff. in sounds)	A Hita Ka Nananasi Machik Vicha (Visual Disc.) (Able to see differences in things)	Memoriapo Hikkaiwame (Auditory) (Remember from memory what is heard)	Memoriapo Vitwame (Visual) (Remember from memory what is seen)	Teuwawamta (Verbal) (Imitating what is said)	Yewakamta Mamato (Imitates what is done)
6-0												
5-6												
5-0												
4-6												
4-0												
3-6												
3-0												
2-6												
2-0												

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YE TURIWAME EEWAME YOTUPO (SOCIAL AND EMOTIONAL DEVELOPMENT/HOW
ONE GETS ALONG WITH OTHERS AND HOW THE EMOTIONS DEVELOP)

Direksionim: Markata yane a usita ye turiwame eewame, into a kwelai yane nokitapo chea san tu'i ye tehwane uka "ili, ka tua, unna."

Usita Mamatene a Yotupo
(Assessment/Studying in
Detail a child's Development)

I'i usita: I II III

Note:
Ili=mild
Ka Tua=moderate
Unna=severe

I	II	III
_____ Ili Ka Tua Unna	_____ Ili Ka Tua Unna	_____ Ili Ka Tua Unna
_____ Ili Ka Tua Unna	_____ Ili Ka Tua Unna	_____ Ili Ka Tua Unna
_____ Ili Ka Tua Unna	_____ Ili Ka Tua Unna	_____ Ili Ka Tua Unna
_____ Ili Ka Tua Unna	_____ Ili Ka Tua Unna	_____ Ili Ka Tua Unna
_____ Ili Ka Tua Unna	_____ Ili Ka Tua Unna	_____ Ili Ka Tua Unna

1. Tuisi. (O.K.) E'ea wate usim a alevenasi katemake tu'i. (He feels good and gets along with other children of his age time).
2. Hwena. (Aggressive)
Ka yantiachi hoa, (ye veva, ye temu, ye keke, usim kokosi hoa); ka yantiachi unuensan ka a hita ta'a into wate usim ka a hita ta'a into wate usim ka a hita ta'ata. (He is not peaceful, (hits, kicks, bites, hurts other children) so that he doesn't know how to learn and he doesn't let the other children learn).
3. Tiwe'a. (Withdrawn, Shy)
Unnati wea wate usim alevenasi katem vepa usi apela yeyewe into ka wate usimkak yeuvai. (He is very shy, more than the other children of his age. He plays alone and does not want to play with other children)
4. Nawia. (Fearful)
Usi hita mamahe into yoemrata chea wate usim alevenasi katem vepa. (The child is very scared of things and people, much more than other children of his age)
5. Ka Suak. (Immature)
Usi au sawe bwabwana into au na hima ka a yatuawako. (The child wants to boss himself, and he cries and throws himself around when they don't let him have his way) Apo ili usita chea (He sees himself acts like a younger child)
6. Ka Yantiachi. (Hyperactive, Not Still)
Usi hiva yu na weye chuvala hiva ye hikkaha into ka hita chuchupa wate usim alevenasi kateme. (The child is always in motion, doesn't pay attention (listens rarely), does not complete his activities, like other children the same age)

Usita Team _____ Taewei _____
 (Child's Name) (Date) Yr/Mo/Day Wasuktiam Mecham Taewei
 Usita Mammate A Yotupo # _____ Yewa Yoem Tukapo _____
 Assessment # (Studying in (D.O.B) Wasuktiam Mecham Taewei
 Detail a Child's Development) _____
 Kolor/Natua _____ Usita Wasuktiam _____
 (C.A.) Wasuktiam Mecham Taewei

Direksionim: Um chea bwe'u wi'l kom vicha weyepo yawakanta yechane um tua hunama liniapo.
 (The number of the highest column (line that goes down) scored in each row,
 transfer (put) it to the appropriate line)

SEKSION: TAKAI HOWAME (PHYSICAL SKILLS/What is Done With the Body)(Page 1) (DEVELOPMENTAL AGES)

Bwere Tekwam Sauwa: (Wokim, Komim, o Takaata) (teteniwame, cheptiwame, wokimea/rehtiwame) (Using the Large Muscles (Legs, Arms & Body) (running, jumping, walking)/GROSS MOTOR DEV.	_____	_____	_____	_____	_____	_____
Ili Tekwam Sauwa (A mampusiam, mammam, wokpusiam)/FINE MOTOR DEV./USING THE SMALL MUSCLES (the fingers, hands and toes)	_____	_____	_____	_____	_____	_____
TAKATA YOTUPO (PHYSICAL DEVELOPMENT)	_____	_____	_____	_____	_____	_____

SEKSION: A AU ANIA (Able to Help Himself/Self Help Skills) (Page 2) (DEVELOPMENTAL AGE)

A AU ANIA (ABLE TO HELP HIMSELF)	_____	_____	_____	_____	_____	_____
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SEKSION: NOKITA YOTUPO (LANGUAGE DEVELOPMENT/LANGUAGE GROWTH) (Pages 3, 4 & 5)

Apela (By Itself/Automatic Perception Level)	A _____	B _____	Hunewame, Au Watwame, into Nokwame (Understanding, Thinking and Communicating/ Representational Level)	C _____	D _____
1. A Ka Nanana Hiwata Hikkaha (Able to hear differences in sounds/Auditory Discrimination)	_____	_____	7. Hikkaiwame into hunewame (Hearing & understanding/Auditory Reception)	_____	_____
2. A Hita Ka Nananasi Machik Vicha (Able to see difference in things)	_____	_____	8. Vitwame into Hunewame (Seeing & understanding/Visual Reception)	_____	_____
3. Memoriapo Hikkaiwame (Remember from memory what is seen/Visual Memory)	_____	_____	9. Hikkaiwame into Au Watwame (Listening & thinking/Auditory Association)	_____	_____
4. Memoriapo Vitwame (Remember from memory what is seen/Visual Memory)	_____	_____	10. Vitwame ir. o Au Watwame (Seeing & thinking/Visual Association)	_____	_____
5. Teuwawamta Mamato (Imitating what is said/Verbal Imitation)	_____	_____	11. A Nokita Sauwa (Able to use the language/Verbal Expression)	_____	_____
6. Yewakanta Mamato (Imitates what is done/Motor Imitation)	_____	_____	12. A mamamea Hita Hoa (Can do things with the hands/Manual Expression)	_____	_____
SIMEM NAU (TOTALS) A _____	B _____		SIMEM NAU (TOTALS) C _____	D _____	

Ume simem nau sawakai im seksion vepa, lan empo vea a yewa hima uka usita noki yotupo
 wasuktiam into nauhti ket hunene haisa maisia apo tekipanoa chikti pasompo into chikti
 "Channel." (Using the totals from the section above, you are now able to know/learn the
 child's developmental age and how he/she is working at each "step" and in each channel)

(CHANNELS AND LEVELS)	WASUKTIAM A YOTUPO; (DEVELOPMENTAL AGES)	
Apela (Automatic Level/ By itself)	_____ + _____ = _____	_____
Hunewame, Au Watwame, into Nokwame (Representational Level/ Understanding, thinking & communicating)	_____ + _____ = _____	_____
Hikkaiwame Nokwame (Channels/ Hearing and Speaking Channels)	_____ + _____ = _____	_____
Apo Hita Hoa Bweituk A Vicha (Visual Motor Channel/He does something because of what he sees)	_____ + _____ = _____	_____
Usita Wasuktiam Nokita Yotupo (Language Developmental Age/Child's years of language growth)	_____ + _____ + _____ + _____ = _____	_____

Em yeu wotaka'um um kesam sawapo A.B.R. hoane. (Transfer results (what was done) to the
 cover leaf (sheet) of the A.B.R.)

(CONVERTING DECIMALS TO MONTHS)

What Evidence can be Documented to Indicate Effectiveness of Demonstration/Dissemination Efforts?

(Exhibit 71) is a summary of site visitors, dissemination and training activities over the project's three years. Training activities were done usually at the project site although several were done elsewhere. Training consisted of some or all of the following;

- An overview of the program;
- Philosophy and procedures for Child Find;
- Examples of culturally and linguistically appropriate testing procedures;
- Material development;
- Individual programs;
- Record keeping; and
- Parent participation.

Dissemination activities involved doing workshops, presentations at conferences and mailings. Presentations were done at Spokane, Washington for Save the Children Federation, National Indian Child Conference August, 1983; San Jose, California, National Indian Education Association, October, 1983, and Washington D.C., Council for Exceptional Children, April, 1984.

(Exhibit 72) is a list of participants and some of the additional dissemination and training activities that took place during 83-84.

Continuation/Replication

In December, 1983, the project submitted a proposal for Head Start funding. This Head Start would adopt the project's model of Child Find (Services to Children), etc. In July, 1984 the Tribal Council was notified that a Head Start would be funded starting August 1, 1984. This Head Start will serve 36 children. Approximately eight of these children will be handicapped.

In July, 1984 a request for funding was submitted to the State Department of Education Special Education (Preschool Incentive Grant) by the Tucson Unified School District and the Pascua Yaqui Tribal Council. This request has been granted. Project Yaqui II will be operated on the reservation serving twelve 3-5 year olds as of August, 1984.

Members of the Alexander Band (Cree) from Alberta, Canada attended a presentation by project staff at the NICEA conference in October, 1983. Eight members came for a three day training session in June, 1984. The program has requested additional training and plans to replicate the project in Alberta, in September, 1984.

Outreach

A request for funding was submitted February, 1984. It was not funded. A follow up request for reconsideration will be submitted in light of the recent funding sources for continuation and replication.

COST EFFECTIVENESS

What Evidence is Documented that the Model is Cost Effective?

An analysis of each budget year (Exhibits 73, 74, 75) is included as well as a cost comparison for the three years (Exhibit 76).

EXHIBIT 71

DEMONSTRATION/DISSEMINATION ACTIVITIES

Fiscal Year	Site Visitors	Dissemination	Training
81-82	83	721	17
82-83	142	727	50
83-84	130	569	104

EXHIBIT 72
 DEMONSTRATION/DISSEMINATION ACTIVITIES 83-84

<u>Participants</u>	<u>Dissemination</u>	<u>Training</u>
Attendees National Indian Child Conference August, 1983	X	
Attendees National Indian Education Association October, 1983	X	
Indian Head Start Directors, December, 1983	X	X
White Mountain Apache Head Start Staff, November, 1983, December, 1983	X X	X X
HCEED Directors' Meeting, December, 1983	X	
Papago Early Childhood Program, November, 1983	X	X
Colorado River Tribe Head Start, December, 1983 January, 1984	X X	X X
Hualapai Head Start, November, 1983	X	X
Papago Head Start, October, 1983	X	X
Director Public Health Services	X	
Medical Students University of Arizona, Health Services, August, 1983	X	X
Special Education Graduate Students, U. of A., Feb, 1984	X	X
Quechan Head Start, December, 1983	X	X
Hopi Head Start, December, 1983	X	X
San Carlos Head Start, December, 1983	X	X
Office of Indian Child Services, December, 1983 February, 1984	X X	
Cocopah Head Start, December, 1983	X	X
Arizona Affiliated Tribes, Sept, Nov, Feb, 1983-1984	X	
Salt River Head Start, February, 1984	X	X
Tribal Agencies, October, 1983	X	
Parent-Child Center, October, 1983 January, 1984	X X	
Alexander Band (Cree), Alberta, Canada, June 1984	X	X
Tucson Unified School District, February, 1984 June, 1984	X	X

PROGRAM YEAR 81-82

Program Categories

Budget Categories	Services To Children	Services To Parents	Staff Development	Demonstration Dissemination Continuation	Evaluation	Budget Total
Personnel:						
Administration	4,500.00	3,500.00	3,500.00	4,500.00		16,000.00
Staff	8,000.00	4,000.00		2,668.00		14,668.00
Fringe	1,634.00	980.00	457.00	937.00		4,008.00
Travel-Out of Town			2,600.00	297.00		2,897.00
Local	200.00	500.00	273.00			973.00
Equipment	2,307.00					2,307.00
Supplies	8,711.00	500.00	500.00	500.00		10,211.00
Consultants	8,086.00	2,000.00	2,000.00			12,086.00
Evaluation					85.00	85.00
Printing/Postage	372.00	100.00	100.00	100.00		672.00
Phone	375.00	375.00	375.00	375.00		1,500.00
Space/Utilities	956.00	956.00	956.00	956.00		3,825.00
Staff Dev.			500.00			500.00
Indirect	\$6,325.00	\$2,324.00	\$2,027.00	\$1,860.00	\$15.00	\$12,551.00
Totals	\$41,466.00	\$15,235.00	\$13,281.00	\$12,194.00	\$100.00	\$82,283.00
Total # of Children	\$2,764.00	\$1,016.00	\$885.00	\$213.00	\$7.00	\$5,486.00

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PROGRAM YEAR 82-83

Program Categories

Budget Categories	Services to Children	Services to Parents	Staff Development	Demonstration Dissemination Continuation	Evaluation	Budget Total
Admini- stration	5,000.00	5,000.00	4,000.00	5,000.00	1,800.00	20,800.00
Teachers	14,338.00	4,000.00	2,000.00	1,670.00	1,000.00	23,008.00
Resource Assistants	7,346.00	6,346.00	1,000.00	3,000.00	500.00	16,192.00
Fringe	5,337.00	3,069.00	1,400.00	1,534.00	660.00	12,000.00
Travel Out of State			2,000.00	2,300.00		4,300.00
Local	200.00	500.00	200.00	100.00		1,000.00
Equipment	100.00	100.00	100.00			300.00
Supplies/ Program	3,000.00	300.00	200.00	1,000.00		4,500.00
Printing/ Postage	300.00	150.00	100.00	150.00	100.00	800.00
Space/ Utilities	1,800.00	1,800.00		1,800.00		5,400.00
Phone	450.00	450.00	450.00	450.00		1,800.00
Consultants	2,580.00	500.00	500.00			3,580.00
Audit					1,000.00	1,000.00
Indirect	\$4,060.75	\$4,060.75	\$4,060.75	\$4,060.75		\$16,243.00
Totals	\$44,511.75	\$26,275.75	\$16,010.75	\$19,064.75	\$5,060.00	\$110,923.00
Total Children 44	\$1,011.63	\$597.00	\$364.00	\$433.00	\$115.00	\$2,521.00

EXHIBIT 75

PROGRAM YEAR 83-84

Program Categories

Budget Categories	Services to Children	Services to Parents	Staff Development	Demonstration Dissemination Continuation	Evaluation	Budget Total
Administration	4,460.00	4,460.00	4,460.00	8,000.00	1,500.00	22,880.00
Staff	15,330.00	15,330.00	15,330.00	22,000.00	400.00	68,390.00
Fringe	3,958.00	3,958.00	3,958.00	6,000.00	380.00	18,254.00
Travel	500.00	1,500.00	1,000.00	4,000.00		7,000.00
Equipment	-	-	-	-	-	-
Prog./Supplies	3,500.00	2,000.00	500.00	1,000.00		7,000.00
Printing/Postage	100.00	100.00	100.00	500.00		800.00
Space/Utilities	2,250.00	2,250.00	2,250.00	2,250.00		9,000.00
Phone	375.00	375.00	375.00	375.00		1,500.00
Consultant	3,000.00	500.00	500.00	800.00		4,800.00
Audit	-	-	-	-	1,000.00	1,000.00
Indirect	\$5,757.00	\$5,241.00	\$4,897.00	\$7,727.00	\$565.00	\$24,187.00
Totals	\$39,230.00	\$35,714.00	\$33,370.00	\$52,652.00	\$3,845.00	\$164,811.00
Total Children In Prog.	\$892.00	\$812.00	\$758.00	\$1,197.00	\$87.00	\$3,746.00

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EXHIBIT 76

COST COMPARISON

Cost Per Child for Projects Duration

Program Year	Services to Children	Services to Parents	Staff Develop- ment	Demonstration Dissemination Continuation	Evaluation	Total
81-82	2,764.00	1,016.00	885.00	813.00	7.00	5,486.00
82-83	1,012.00	597.00	364.00	433.00	115.00	2,521.00
83-84	892.00	812.00	758.00	1,197.00	87.00	3,746.00
Average	\$1,556.00	\$808.00	\$669.00	\$814.00	\$70.00	\$3,918.00

Appendix I

Appendix I

PART A

<u>Contents</u>	<u>Pages</u>
1. Workscope Modifications, December, 1981	1-7
2. Preschool Daily Schedule	8-9
3. Parents/Family Needs Assessment	10-12
4. Advisory Board	13-14

PART B

	<u>Child</u>
Visual Display PCT I	A-i

PART C

Visual Display PCT II	1-20
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PART D

Visual Display Preschool	1-29
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Workscope Modifications

A. The overall goal of Project Yaqui has not changed. What has, is the emphasis of the services component and the time frame needed to accomplish the objectives of the program.

B. Project Yaqui's goal is to develop an environmentally based model program to serve preschool handicapped Yaqui Indian children that may be replicated by other tribes or agencies. An additional goal is to facilitate the eventual control of the Project by the Yaqui Tribe (self determination). This will be a service and educational model, responsive to the linguistic and cultural background of Yaqui children, their parents and their community.

C. Background

There are Yaqui communities in New Pascua, Old Pascua, South Tucson and Marana, Pima County; as well as in Guadalupe, Maricopa County. The Project will provide direct services to children and their parents living in New Pascua and training, technical assistance and materials (indirect services) to those agencies serving Yaqui children living in the other communities.

D. Target Population

Year one - Yaqui children 3-5 ages and their families residing in New Pascua who have mild speech, physical, language or learning delays, and who are not now being served by other appropriate agencies. Cross referrals will be made to Head Start as needed.

Year two - continue the above program adding a component for 0-2 years as a home base program with some classroom activities.

Year three - continue both programs and then add a training, technical assistance component for those agencies serving the other Yaqui communities.

E. Eligibility Criteria

1. Screening will be done on all Yaqui children ages 3-5 residing in New Pascua who are not enrolled in either Head Start, a school system or other appropriate agencies. During the second and third year, screening will be coordinated with the school districts and Head Start.

2. Instruments The Assessment by Behavior Rating, ABR, Loumeau, Carol A. M. Ed. and Sharp, Elizabeth Y., Ph. D., 1975, will be used to evaluate learning delays and social and physical development. This instrument was found to be a high predictor of problems in these areas during a validity study, conducted in various Indian communities in Arizona, funded by HCEEP, 1976-77. A screening procedure involving a parent interview form such as the Minnesota Child Development Inventory and a language sample will be used to evaluate speech and language. Vision, hearing and physical evaluations will be held or, if already available, will be included in the decision process. This information will be made available by Health Services. A professional staffing will be held to determine the most appropriate follow up. Participants will be Project staff, agencies providing screening and diagnosis, social and health services.

3. Diagnosis will be done by the Children's Evaluation Center, Project Yaqui's consulting speech pathologist and other appropriate professionals. A final staffing will be held involving the parents as well as the above mentioned personnel to determine final placement or services.

4. Assessment the Project will use Project First Chance's ABACUS as well as information from the ABR to assess the children. This program has a built in procedure for ongoing evaluation and updating of objectives.

F. Program

Individualized educational programs will be written using the ABACUS and the ABR for objectives and the ABACUS curriculum for lesson plans. Cultural materials will be developed to make the

lessons more relevant. Both small groups and individual activities will be planned providing an enriched stimulating environment. Class size will be from 10-15 children depending upon the number of children identified.

G. Curriculum Design

The preschool will be environmentally based in the New Pascua community. Classes will be held 9-12 daily, four days a week. The fifth will be used for training and workshops. Afternoons will be used for material development, preparation, coordination and home visits. The curriculum will be cognitive/language oriented with emphasis on using the Yaqui culture and community as its resource base. Child development theory will be modified to apply to the specific development of Yaqui children. Staff will include a preschool/special education teacher, curriculum specialist (director), a resource assistant who is a resident of New Pascua, and volunteers.

The school year will follow tribal policies. The present director is experienced in developing bicultural materials and has worked with the Yaqui people before.

H. Specific Components

1. Services to children:

Project Yaqui will conduct a Child Find Program, in New Pascua that will identify those children, 3-5 not being served by other agencies, or who can benefit from referral to the Project.

Those children thus identified will be screened, diagnosed, assessed and referred to other agencies, if necessary, to provide the most appropriate services.

Individualized educational programs will be designed as well as group activities in a stimulating, environmentally based preschool center. Community and family participation and involvement will be encouraged.

The curriculum will be culturally and linguistically appropriate utilizing the rich heritage and talents of the Yaqui people.

Coordination of services both within and outside the reservation will be provided to prevent duplication or inappropriate provisions.

Follow up of children entering the school system will ensure continued appropriate services.

Those children living in the other Yaqui communities will benefit from increased knowledge of their service providers through the training and technical assistance provided by Project Yaqui (year three).

On site demonstration will be available from year one. During year two, a Child Find Program for children 0-2 would be instituted. This will be a home base program with some group training.

2. Services to Parents/Families:

Parents and families are an important component of this model. They will be orientated to the project and its goals, and sensitized to the needs and incidence of handicaps. The Project will provide parents with referrals to appropriate agencies such as counseling, special services, etc., as well as an opportunity to participate in Project Yaqui per se.

Parents and family members will be encouraged to participate in Child Find, work in the classroom, help with individual programs and contribute talent and experience.

They will participate in the Advisory Council assisting the Project by helping to plan, set goals and finally evaluate the Project.

Parents can also be a rich source of cultural information. These activities will be extended to the community as a whole.

Home activities will be designed as needed the first year.

A second and third year will have a home bound program for 0-2 years old as well as group sessions.

The encouragement of the community to participate in the Project will further the goal of self determination.

Parent participation in this project, it is hoped, will endure and carry over to the public school as well.

3. Advisory Council

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The Advisory Council will assist in the planning, development and over all operation of the Project.

It will facilitate the meeting of the Project's objectives and the identification of new ones.

The Advisory Council will also evaluate the success of the project.

Participants of the council will be interested professionals such as Dr. Samuel A. Kirk, Dr. Elizabeth Y. Sharp and Dr. Aldine Von Isser, representatives from local Head Start and school districts such as Maria Toledo, and Dr. Mary Merdith, Tribal Council members such as David G. Ramirez, Justo Estrella and Anselmo Valencia, parents from New Pascua, Ernesto Flores and Fermin Coronado and representatives from South Tucson and Old Pascua.

Also to be included, are parents of the children to be served and other interested parties.

4. Staff Development

Training and orientation will be provided to parents, volunteers, staff and other agency personnel in Child Find techniques, screening, assessing and program development as well as background information in incidence of handicaps and materials development. Additional needs will be identified and met by appropriate agencies.

5. Development and Adaptation of Materials and Techniques Appropriate to the Yaqui people

Materials developed by First Chance Projects will be adapted, as needed, including the ABACUS curriculum from Project First Chance. The learning styles of the children will be considered when developing materials.

Community people will be called upon to design and contribute to the learning environment.

The feasibility of developing a Tri-lingual Assessment Battery or other assessment instruments will be investigated. Other sources will be identified and a cooperative effort initiated, if feasible.

6. Coordination with Agencies

The coordination of services with agencies is two - fold: Internal and external. Internal services refers to those agencies who provide services on the reservation or who will come onto the reservation.

External services are those that are provided to children when they are off the reservation. Agencies will be contacted to ascertain what services are available and how best to facilitate their provision. Every attempt will be made to obtain services without cost. Representatives will be asked to sit on the Advisory Council and participate in the staffing, when appropriate.

7. Identification of Resources

Resources can be persons, agencies and/or institutions. They can provide materials, time, money, expertise, services and support. Once identified, resources can then become service providers. It is hoped that as resources can become available their services to the Project will expand regardless of their location. Local resources will be contacted first such as Project First Chance, Department of Special Education, University of Arizona; Bilingual Education, Tucson Unified School District #1, then, state-wide and nation-wide resources.

8. Administration

The Project will establish a demonstration site, hire staff, design and implement the program. It will orientate the staff, parents, the Advisory Council and the Tribal community. Information concerning the projects goals and the need for services will be made known to the public. Management will be by objective.

9. Demonstration/Dissemination/Outreach/Replications

Information about the Project, its scope and goals, will be made available to the general public and specific populations.

In addition to advising the public of the Project's existence, information will be provided that will raise the awareness level of the public as to the need for such services and programs.

Means of informing the public would be local newsletters, newspapers, T.V., radio, etc. (year one and ongoing).

Other groups that will be informed are local agencies that also serve Yaqui children, state, city and county agencies, educational associations and national groups such as Council for Exceptional Children, National Association for the Education of Young Children, American Indian Education Association, Head Starts on Indian Reservations, Indian Tribes and Resource Access Projects (year one and ongoing).

These agencies would be advised that Project Yaqui is a demonstration site, informed as to its components and projected outcomes.

Procedures for facilitating on site visits will be initiating by sending brochures along with information specific to each agency.

Dissemination and outreach will be made available to agencies serving the other Yaqui communities. Materials can disseminated to interested groups as well.

The ground work for replication will be begin immediately. State funding agencies and school district personnel will be advised of progress and involved in as much of the process as possible. Funding sources will be sought for future replication in the local school system as well as a continuation on the reservation.

10. Evaluation

Evaluation of the Project will take several forms.

- A. The performance of the Director will be evaluated by the tribe.
- B. Staff will be evaluated by the director.
- C. The Advisory Council will evaluate the Project as a whole.
- D. The children's progress will be evaluated on a regular basis as part of the ABACUS program.
- E. An external evaluation will be done by an outside source.

It is hoped that these revised objectives will enable this project to meet the requirements of the funding agency while still meeting the needs of the Yaqui people.

Preschool Daily Schedule

- 9:00 - 9:20 Fine Motor/Manipulatives and Individual Programs
- 9:20 - 9:40 Rug Time
- 9:40 - 10:00 Group Programs
- 10:00 - 10:15 Food Experience
- 10:15 - 10:35 Outside and Individual Programs
- 10:35 - 10:50 Quiet and Story Time
- 10:50 - 11:05 Music/Movement
- 11:05 - 11:25 Workjobs
- 11:25 - 11:50 Wash and Lunch
- 11:50 - 12:00 Clean up and Closing

Fine Motor/Manipulatives and Individual Programs:

Children will be provided a variety of activities with emphasis on developing fine motor skills. For example: stringing beads, coloring, cutting, pegboards and pegboard patterns, puzzles, etc. Individual programs will be run during this time by the teacher. Fine motor data will be collected on group check-sheets. Individual program data will be collected on individual program sheets.

Rug Time:

Children will sit in a circle on the rug. The teacher or aide will lead children in variety of fingerplays and songs. Teacher will use the calendar in various ways. During this time, the teacher will demonstrate what is to be done during group program time. Also, various math concepts will be introduced each week at this time. In addition, activities will be planned that stimulate language development, social-emotional skills and other specific abilities.

Group Programs:

Children will participate in activities emphasizing weekly theme, math concepts, health, science, visual perception, auditory skills and/or language skills, etc. Group program data will be collected on group checksheets.

Food Experience:

Children will sit at tables and have a snack. Emphasis will be on increasing math and language skills. Children will be encouraged to serve themselves and clean up. Self help and social skills data will be collected on group checksheets.

Outside and Individual Programs:

Children will have free choice outside. The aide will have specific outside activities arranged to encourage the development of gross motor skills and creativity. The teacher will run individual programs during this time. Gross motor data will be collected on group checksheets. Individual program data will be collected on individual program sheets.

Quiet and Story Time:

Children will rest quietly on rug. After a few minutes of resting, the teacher or aide will read a story to the class.

Daily Schedule(continued)

Music/Movement:

Children will participate in various activities emphasizing music and/or movement. For example: playing rhythm instruments, marching, singing and/or acting out songs, etc.

Workjobs:

Children will work in small groups and are given certain tasks to complete. The tasks will rotate each day so by the end of the week each group will have the opportunity to complete each task. The tasks may emphasize math concepts, language skills, visual perception, etc. Workjob data will be collected on group checksheets.

Wash and Lunch:

Children will wash their hands and then sit at the tables for lunch. Emphasis will be on increasing math and language skills. Children will be encouraged to serve themselves and clean up. Self help and social skills data will be collected on group checksheets.

Clean up and Closing:

Children will help clean up the classroom by putting away toys, food, dishes, etc. Children will then sit on the rug and be led in a few fingerplays or songs by the teacher or aide.

NOTE: The activities planned throughout the day are based on the children's I.E.P.'s. Activities are based on what the child can do as well as what the child needs to learn.

Free Play takes place as a transactional activity between Group Programs and Food Experience, and Workjobs and Wash/Lunch.

PARENT/FAMILY NEEDS ASSESSMENT

Purpose: To identify areas in which parents would like training and/or information. This information will be used for setting up our parent meetings.

Child's Name _____

Parent's Name _____

Please check the following topics according to their importance to you:

Program Enrolled _____

	Not Important	Some Importance	Very Important
<u>A. Education of Your Child</u>			
1. Participating in classroom activities.			
2. Planning your child's Education Program (I.E.P).			
3. Understanding Child Assessment Procedures.			
4. Recording your child's progress.			
5. Encouraging learning at home.			
6. How to have productive meetings with your child's teachers.			
<u>B. Parenting Practices</u>			
7. Child rearing practices and the Yaqui Culture.			
8. Discipline			
9. Single Parenting			
10. Fun activities to do with your child.			
<u>C. Child Development</u>			
11. Gross Motor Development (running, throwing, etc.)			
12. Fine Motor Development (cutting, pasting, pre-writing, etc.)			
13. Expressive Language Development (learning names of things, what they do, etc.)			
14. Receptive Language Development (understands what is said and responds)			
15. Perceptual - Sensory Development (can match and sort things, etc.)			
16. Cognitive Development (thinking, categorizes and classifies)			

	Not Important	Some Importance	Very Important
<u>Child Development (continued)</u>			
17. Social and Emotional Development (feels good about self, learns rules)			
<u>D. Helping My Child Learn</u>			
18. What can I do to help my child learn?			
19. When does learning begin?			
20. Observing my child at work and play. . . What to look for.			
21. How can I interact with my child.			
22. Understanding my child's needs.			
23. Discovering my child's talents and abilities.			
24. What kind of things do I need in my home to encourage learning?			
25. Choosing toys and books that are worthwhile.			
26. Bedtime - What works?			
27. Using T.V. constructively.			
<u>E. Health</u>			
28. Nutrition - How food affects children.			
29. Providing nutritious meals on a budget.			
30. Dental information and dental problems.			
31. First Aid			
32. When should vision and hearing be checked?			
33. Poisoning Prevention			
<u>F. Support Services</u>			
34. Community Resources: Agencies that can help your child. Specific request: _____			
35. How to get the most of your: Doctor visit _____ Hospital visit _____ Dentist visit _____ Public Health Nurse visit _____			
<u>G. Legal</u>			
36. How to get what your child needs in school.			
37. How to influence school policy.			

Are there any other topics or other interests you would like to add to this list?

How would you like to learn about these topics?

	Not Important	Some Importance	Very Important
1. Written materials			
2. Lectures			
3. Discussion Groups			
4. Workshops			
5. Individual Meetings			
6. Classroom Observation			
7. Field Trips			

What are the best times for you to attend meetings/discussion groups, etc.? Please circle your choice (may choose more than one).

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
morning	morning	morning	morning	morning
afternoon	afternoon	afternoon	afternoon	afternoon
evening	evening	evening	evening	evening

What are some of the ways that the Yaqui Culture can become part of the program for both the children and yourselves?

Thank you for your time in filling out this questionnaire. Throughout the year, keep in mind that we all share a common goal: Helping your child to learn.

PROJECT YAQUI
ADVISORY BOARD MEMBERS 1981-84

- | | |
|---|--|
| <p>* Fermin Coronado 1981-84
C/O Social Services
Pascua Yaqui Tribe
4821 W. Calle Vicam
Tucson, Az. 85746</p> <p>Dr. Jeanne McCarthy 1981-84
Department of Special Education
College of Education
University of Arizona
Tucson, Az. 85721</p> <p>* Ernesto E. Flores 1981-84
7417 S. Camino Cocoim
Tucson, Az. 85746</p> <p>Felipa Flores 1983-84
7417 S. Camino Cocr
Tucson, Az. 85746</p> <p>Sarah Robertson 1981-84
Preschool Coordinator
Special Education Section
Arizona Dept. of Education
1535 W. Jefferson
Phoenix, Az. 85207</p> <p>Maria Toledo 1981-84
Parent/Child Center
602 W. 22nd Street
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Manager Johnson O'Malley
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4821 W. Calle Vicam
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Department of Special Education
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Tucson, Az.-. 85721</p> <p>Octaviana Salazar 1981-84
Curriculum Developer
ESEA Title IV-C
Tempe Elementary School Dist. #3
P.O. Box 27708
3205 S. Rural Rd.
Tempe, Az. 85282</p> | <p>Gail Harris 1981-84
Speech & Hearing Science
Speech Building Room 106
University of Arizona
Tucson, Az. 85721</p> <p>Kay Lund 1981-84
Adaptive Education Specialist
Tucson Unified School District
1010 E. 10th St.
Tucson, Az. 85717</p> <p>Dr. Elizabeth Sharp 1981-84
5642 N. Mina Vista
Tucson, Az. 85718</p> <p>Gordon Krutz 1983-84
Coordinator of Indian Programs
Anthropology Department
University of Arizona
Tucson, Az. 85721</p> <p>Emory Sekaquatewa 1983-84
Assistant Coordinator of Indian Programs
Anthropology Department
University of Arizona
Tucson, Az. 85721</p> <p>Steve Mishlove 1981-83
Preschool Coordinator
Arizona Department of Education
1535 W. Jefferson
Phoenix, Arizona 85207</p> <p>* David Ramirez 1981-84
Chairman, Pascua Yaqui Tribe
4821 W. Calle Vicam
Tucson, Arizona 85746</p> <p>* Raul Silva 1981-84
Council Member, Pascua Yaqui Tribe
4821 W. Calle Vicam
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Project Specialist
Title VII Yaqui-English Program
Tucson Unified School District
1010 E. 10th Street
Tucson, Arizona 85717</p> |
|---|--|

PROJECT YAQUI
ADVISORY BOARD MEMBERS 1981-84 (continued)

Leona Whestine 1981-82
c/o Health Department
Pascua Yaqui Tribe
Tucson, Arizona 85746

Grace Bennett, Alternate 1982-83
c/o Health Department
Pascua Yaqui Tribe
Tucson, Arizona 85746

* Irene Valencia 1981-84
7628 S. Camino de Oeste
Tucson, Arizona 85746

* Valentina Martinez 1981-84
7351 S. Camino Tetavecti
Tucson, Arizona 85746

* Natalie Silvas 1981-84
7519 S. Camino Potam
Tucson, Arizona 85746

* Lupe V. Flores 1981-84
7634 S. Camino Benem
Tucson, Arizona 85746

* Parent

Visual Display PCT I

INDIVIDUAL CHILD'S RECORD FORM

PCT I

CHILD: A

PROGRAM/SCHOOL YEAR: 1982 -84

HANDICAP CATEGORY: DLD

ATTENDANCE (%): 82-83 25% 83-84 17%

Test: Developmental Profile II

	Developmental Ages (Months)						
	Date	Phy.	SH	Soc.	Aca.	Comm. CA.	
Pre		16	20	20	11 ⁵⁰	22	23
Post		22	32	4	28 ⁸	28	34
Gains/Losses		6	12	4	17	6	11

	Number of Behaviors Acquired:					
	Date	Phy.	SH	Soc.	Acad. Comm.	
Pre		8	10	10	4	11
Post		11	16	12	11	14
Gains/Losses		3	6	2	3	3

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		23	11	48
Post		34	28	?
Gains/Losses		11	17	4

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		23	19	83
Post		34	27	79
Gains/Losses		11	8	-4

Test: Learning Accomplishment Profile

	(Developmental ages-months)					
	CA	Cognitive		Language		Fine Motor
Pre	23	#12 R. 52	#12 R. 52	#10 R. 43		
Interval gains	30	#30 R. 100	#30 R. 100	#30 R. 100		
Post gains	34	#30 R. 88	#30 R. 88	#36 R. 106		
Overall gains	11	#1 R. 36	#18 R. 36	#26 R. 63		

Rate of Acquisition

	(Number of Behaviors Acquired)					
	CA	Cognitive		Language		Fine Motor
Pre	23	#49 R. 78	#24 R. 57	#34 R. 76		
Interval gains	30	#92 R. 95	#54 R. 92	#69 R. 93		
Post gains	34	#54 R. 86	#54 R. 86	#83 R. 91		
Overall gains	11	#5 R. 8	#30 R. 29	#49 R. 15		

Test: Minnesota Child Development Inventory (Parent Interview)

	(Number of Behaviors Acquired)								
	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	20	✓41	21	27	23	✓8	✓16	13	17
Post	34	74 ✓	30	33	✓43	25 ✓	✓32	19 ✓	✓24
Gains	14	33	9	6	20	17	16	6	7
Overall gains,									

82-83, 83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired

R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

INDIVIDUAL CHILD'S RECORD FORM

PCT I

CHILD: B PROGRAM/SCHOOL YEAR: 1982 - 84
 I. DICAP CATEGORY: DLD ATTENDANCE (%): 82-83 50% 1983-84 34%

Test: Developmental Profile II

	Developmental Ages (Months)						
	Date	Phy.	SH	Soc.	Aca.	Comm. CA.	
Pre		16	20	36	15	22	18
Post		26	32	38	28	28	31
Gains/Losses		10	12	2	13	6	13

	Number of Behaviors Acquired:					
	Date	Phy.	SH	Soc.	Acad.	Comm.
Pre		8	10	17	5	11
Post		13	16	19	11	14
Gains/Losses		5	6	8	14	3

Test: Developmental Profile II (Cont.)

	Developmental Profile II (Cont.)			
	Date	CA	MA	Functional Level
Pre		18	15	83
Post		31	28	90
Gains/Losses		13	13	7

Test: Slosson Intelligence Test

	Slosson Intelligence Test			
	Date	CA	MA	Est. of I.Q.
Pre		18	23	125
Post		31	29	94
Gains/Losses		13	6	-31

Test: Learning Accomplishment Profile

(Developmental ages-months) Fine

	Learning Accomplishment Profile			
	CA	Cognitive	Language	Motor
Pre	18	# 12 R. 67	# 13 R. 72	# 12 R. 67
Interval gains	27	# 30 R. 111	# 30 R. 111	# 27 R. 100
Post gains	31	# 30 R. 97	# 24 R. 77	# 27 R. 87
Overall gains	13	# 18 R. 30	# 11 R. 5	# 15 R. 20

Rate of Acquisition

(Number of Behaviors Acquired) Fine

	Rate of Acquisition			
	CA	Cognitive	Language	Motor
Pre	18	# 50 R. 79	# 25 R. 60	# 39 R. 78
Interval gains	27	# 90 R. 96	# 53 R. 90	# 67 R. 93
Post gains	31	# 92 R. 95	# 48 R. 98	# 66 R. 96
Overall gains	13	# 42 R. 16	# 23 R. 38	# 27 R. 18

Test: Minnesota Child Development Inventory (Parent Interview)

(Number of Behaviors Acquired)

	Minnesota Child Development Inventory								
	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	17	38	19	24	26	✓ 5	✓ 14	✓ 9	19
Post	31	82	26	✓ 27	44	✓ 19	36	24	29
Gains	14	44	7	3	18	14	22	15	10
Overall gains,									

82-83, 83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired R. = Rate of development or acquisition
 Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication
 CA = Chronological Age; MA = Mental Age

CHILD: C

PROGRAM/SCHOOL YEAR: 1982 - 84

HANDICAP CATEGORY: EMH

ATTENDANCE (%): 82-83 50% 83-84 21%

Test: Developmental Profile II

	Developmental Ages (Months)					
	Date	Phy.	SH	Soc.	Aca.	Comm. CA.
Pre		8 ⁵	12 ⁸	16	15 ⁸	12 ⁸ 22
Post		16 ⁵	26 ⁸	20 ⁵	15 ⁵	12 ⁵ 35
Gains/Losses		8	14	4	0	0

	Number of Behaviors Acquired:				
	Date	Phy.	SH	Soc.	Acad. Comm.
Pre		4	6	8	5 6
Post		8	13	10	5 6
Gains/Losses		4	7	2	0 0

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		22	15	68
Post		35	16	43
Gains/Losses		13	0	-25

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		22	14	64
Post		35	16	46
Gains/Losses		13	2	-18

Test: Learning Accomplishment Profile

	(Developmental ages-months)			Fine Motor
	CA	Cognitive	Language	
Pre	22	# 10 R. 45	# 10 R. 45	# 7 R. 32
Interval gains	31	# 18 R. 58	# 18 R. 58	# 24 R. 77
Post gains	35	# 17 R. 49	# 13 R. 37	# 17 R. 49
Overall gains	13	# 7 R. 4	# 3 R. -8	# 10 R. 17

Rate of Acquisition

	(Number of Behaviors Acquired)			
	CA	Cognitive	Language	Fine Motor
Pre	22	# 44 R. 70	# 20 R. 63	# 26 R. 60
Interval gains	31	# 67 R. 92	# 29 R. 85	# 60 R. 95
Post gains	35	# 57 R. 85	# 26 R. 93	# 51 R. 81
Overall gains	13	# 13 R. 15	# 6 R. 30	# 35 R. 21

Test: Minnesota Child Development Inventory (Parent Interview)

	(Number of Behaviors Acquired)								
	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	21	28 ✓	16 ✓	22 ✓	11 ✓	5 ✓	14 ✓	9 ✓	6 ✓
Post	35	36 ✓	22 ✓	28 ✓	18 ✓	7 ✓	25 ✓	15 ✓	12 ✓
Gains	14	8	6	6	7	2	11	6	6
Overall gains									

82-83,83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

INDIVIDUAL CHILD'S RECORD FORM

PCT I

CHILD: D

PROGRAM/SCHOOL YEAR: 1982 - 84

HANDICAP CATEGORY: DLD

ATTENDANCE (%): 82-83 0% 1982-84 .03%

Test: Developmental Profile II

	Developmental Ages (Months)						
	Date	Phy.	SH	Soc.	Aca.	Comm. CA.	
Pre		18	14	24	15	14	20
Post		20 ^B	18 ^B	26	18 ^B	18 ^B	31
Gains/Losses		2	4	2	3	4	11

	Number of Behaviors Acquired:					
	Date	Phy.	SH	Soc.	Acad. Comm.	
Pre		9	7	11	5	7
Post		10	9	12	6	9
Gains/Losses		1	2	1	1	2

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		20	15	75
Post		31	18	58
Gains/Losses		11	3	-17

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		20	18.5	93
Post		31	22	71
Gains/Losses		11	3.5	18

Test: Learning Accomplishment Profile

	(Developmental ages-months)			Fine Motor
	CA	Cognitive	Language	
Pre	19	#12 R. 63	#12 R. 63	#11 R. 58
Interval gains	27	#30 R. 111	#30 R. 111	#27 R. 100
Post gains	31	#24 R. 77	#24 R. 77	#27 R. 87
Overall gains	12	#12 R. 14	#12 R. 14	#16 R. 29

Rate of Acquisition

	(Number of Behaviors Acquired)			Fine Motor
	CA	Cognitive	Language	
Pre	19	#51 R. 81	#22 R. 63	#36 R. 80
Interval gains	27	#90 R. 94	#52 R. 91	#65 R. 96
Post gains	31	#77 R. 81	#47 R. 96	#66 R. 97
Overall gains	12	#26 R. 0	#25 R. 33	#30 R. 17

Test: Minnesota Child Development Inventory (Parent Interview)

	(Number of Behaviors Acquired)								
	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	17	✓27	20	26	10 ✓	4 ✓	✓13	10	15
Post	31	✓64	27	30	✓30	✓16	18 ✓	26	23
Gains	14	37	7	4	20	12	6	16	8
Overall gains,									

82-83, 83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired
R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA - Chronologica; Age; MA = Mental Age

INDIVIDUAL CHILD'S RECORD FORM

PCF I

CHILD: E PROGRAM/SCHOOL YEAR: 1982 - 84
 HANDICAP CATEGORY: DLD ATTENDANCE (%): 82-83 50% 83-84 45%

Test: Developmental Profile II

	Developmental Ages (Months)						
	Date	Phy.	SH	Soc.	Aca.	Comm. CA.	
Pre		18	32	26	18	24	24
Post		38	42	46	32	38	37
Gains/Losses		20	10	20	14	14	13

	Number of Behaviors Acquired:					
	Date	Phy.	SH	Soc.	Acad. Comm.	
Pre		8	15	13	6	12
Post		18	20	22	13	19
Gains/Losses		10	5	9	7	7

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		24	18	75
Post		37	32	86
Gains/Losses		13	14	11

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		24	24.5	102
Post		37	35	95
Gains/Losses		13	10.5	-7

Test: Learning Accomplishment Profile
(Developmental ages-months)

	CA	Fine		
		Cognitive	Language	Motor
Pre	24	# 12 R.50	# 19 R.79	# 12 R. 50
Interval	32	# 30 R.94	# 30 R.94	# 36 R.113
gains		# 18 R.44	# 11 R.15	# 24 R. 63
Post	37	# 36 R.97	# 36 R.97	# 42 R.114
gains		# 6 R. 3	# 6 R. 3	# 6 R. 1
Overall	13	# 24 R.47	# 17 R.18	# 30 R. 64
gains				

Rate of Acquisition
(Number of Behaviors Acquired)

	CA	Fine		
		Cognitive	Language	Motor
Pre	24	# 48 R. 71	# 33 R. 73	# 43 R.80
Interval	32	# 92 R. 95	# 54 R. 92	# 74 R.93
gains		# 44 R. 24	# 21 R. 19	# 31 R.13
Post	37	# 106 R. 95	# 64 R. 86	# 86 R.95
gains		# 14 R. 0	# 10 R. -6	# 12 R. 2
Overall	13	# 58 R. 24	# 31 R. 13	# 43 R.15
gains				

Test: Minnesota Child Development Inventory (Parent Interview)
(Number of Behaviors Acquired)

	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	23	73	22	31	36	25	27	18	19
Post	37	106	30	38	51	38	40	31	30
Gains	14	33	8	7	15	13	13	13	11
Overall									
gains,									

82-83,83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired

R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

INDIVIDUAL CHILD'S RECORD FORM

PCT I

CHILD: F
 ANDICAP CATEGORY: DLD

PROGRAM/SCHOOL YEAR: 1982 - 84
 ATTENDANCE (%): 82-83 75% 83-84 48%

Test: Developmental Profile II

	Developmental Ages (Months)						
	Date	Phy.	SH	Soc.	Aca.	Comm. CA.	
Pre		16	30	34	18	22	22
Post		22	40	34	26	28	31
Gains/Losses		6	10	0	8	4	9

	Number of Behaviors Acquired:					
	Date	Phy.	SH	Soc.	Acad. Comm.	
Pre		8	15	16	6	11
Post		11	20	17	10	14
Gains/Losses		3	5	1	4	3

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		22	18	82
Post		31	26	84
Gains/Losses		9	8	2

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		22	19	86
Post		31	29	94
Gains/Losses		9	10	8

Test: Learning Accomplishment Profile

(Developmental ages-months) Fine CA Cognitive Language Motor

Pre	18	# 10 R.56	# 12 R.67	# 11 R.61
Interval gains	26	# 30 R.115	# 36 R.138	# 24 R.92
Post gains	31	# 27 R.87	# 30 R.97	# 24 R.77
Overall gains	13	# 17 R.31	# 18 R.30	# 13 R.16

Rate of Acquisition

(Number of Behaviors Acquired) Fine CA Cognitive Language Motor

Pre	18	# 45 R.66	# 23 R.59	# 36 R.82
Interval gains	26	# 89 R.92	# 61 R.90	# 63 R.82
Post gains		# 44 R.26	# 38 R.31	# 27 R.0
Overall gains		# 39 R.11	# 31 R.27	# 24 R.8

Test: Minnesota Child Development Inventory (Parent Interview)

(Number of Behaviors Acquired)

	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	17	46	21	25	27	9	21	13	14
Post	31	76	31	32	40	✓19	35	26	28
Gains	14	30	10	7	13	10	14	13	14
Overall gains									

82-83, 33-84

(✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired

R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

INDIVIDUAL CHILD'S RECORD FORM

PCT I

CHILD: G

PROGRAM/SCHOOL YEAR: 1982 - 84

HANDICAP CATEGORY: DLD

ATTENDANCE (%): 82-83 100% 83-84 41%

Test: Developmental Profile II

	Date	Developmental Ages (Months)					
		Phy.	SH	Soc.	Aca.	Comm. CA.	
Pre		18	28	32	15	24	25
Post		34	42	42	34	32	38
Gains/Losses		16	14	10	19	8	13

	Date	Number of Behaviors Acquired:				
		Phy.	SH	Soc.	Acad.	Comm.
Pre		9	14	15	5	12
Post		16	21	20	14	16
Gains/Losses		7	7	5	9	4

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		25	15	60
Post		38	34	89
Gains/Losses		13	19	29

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		25	21	84
Post		38	34.5	91
Gains/Losses		13	13.5	7

Test: Learning Accomplishment Profile

	CA	Cognitive		Language		Fine Motor	
		#	R.	#	R.	#	R.
Pre	25	#14	R.56	#18	R.72	#14	R.56
Interval gains	33	#33	R.100	#42	R.127	#30	R.91
Post	38	#36	R.95	#36	R.95	#24	R.63
Overall gains	13	#22	R.39	#18	R.23	#10	R.7

Rate of Acquisition

	CA	Cognitive		Language		Fine Motor	
		#	R.	#	R.	#	R.
Pre	25	#55	R.81	#32	R.65	#44	R.81
Interval gains	33	#98	R.95	#73	R.92	#70	R.93
Post	38	#113	R.93	#59	R.80	#63	R.91
Overall gains	13	#58	R.12	#27	R.15	#19	R.10

Test: Minnesota Child Development Inventory (Parent Interview)

	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
		Pre	24	53	19 ✓	29	34	19	15 ✓
Post	38	104	31	31	50	40	29	26	29
Gains	14	51	12	2	16	21	14	11	9
Overall gains,									

82-83,83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired

R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication.

CA = Chronological Age; MA = Mental Age

INDIVIDUAL CHILD'S RECORD FORM

PCT I

CHILD: H PROGRAM/SCHOOL YEAR: 1982 - 84

HANDICAP CATEGORY: DLD ATTENDANCE (%): 82-83 50% 83-84 21%

Test: Developmental Profile II

	Developmental Ages (Months)						
	Date	Phy.	SH	Soc.	Aca.	Comm. CA.	
Pre		18	24	34	15	18	20
Post		18 ^s	34 ^b	38	19 ^s	30	33
Gains/Losses		0	10	4	4	12	13

	Number of Behaviors Acquired:					
	Date	Phy.	SH	Soc.	Acad.	Comm.
Pre		12	10	16	5	9
Post		9	17	18	7	15
Gains/Losses		3	7	2	2	6

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		20	15	75
Post		33	19	58
Gains/Losses		13	4	-17

Test: Slonson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		20	22.5	98
Post		33	21	64
Gains/Losses		13	+ 1.5	-34

Test: Learning Accomplishment Profile

	(Developmental ages-months)			Fine		
	CA	Cognitive	Language	Motor		
Pre	17	# 12 R. 71	# 13 R. 76	# 11 R. 65		
Interval gains	29	# 30 R. 103	# 30 R. 103	# 27 R. 93		
Post gains	33	# 24 R. 73	# 36 R. 109	# 24 R. 73		
Overall gains	16	# 12 R. 2	# 23 R. 33	# 13 R. 8		

Rate of Acquisition

	(Number of Behaviors Acquired)			Fine		
	CA	Cognitive	Language	Motor		
Pre	17	# 52 R. 83	# 26 R. 68	# 36 R. 80		
Interval gains	29	# 93 R. 96	# 56 R. 95	# 67 R. 94		
Post gains	33	# 82 R. 89	# 63 R. 91	# 61 R. 92		
Overall gains	16	# 30 R. 6	# 37 R. 23	# 25 R. 12		

Test: Minnesota Child Development Inventory (Parent Interview)

	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	19	48	18	24	28	12	✓ 14	12	15
Post	34	97	27	32	50	30	35	25	32
Gains	15	49	9	8	22	18	21	13	17
Overall gains,									

82-83,83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired

R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

INDIVIDUAL CHILD'S RECORD FORM

PCT I

CHILD: I

PROGRAM/SCHOOL YEAR: 1982 - 84

HANDICAP CATEGORY: EH

ATTENDANCE (%): 82-83 25% 83-84 17%

Test: Developmental Profile II

	Developmental Ages (Months)						
	Date	Phy.	SH	Soc.	Aca.	Comm. CA.	
Pre		18	34	24	17	22	22
Post		24 ⁵ ₆	40	28	19 ⁵ ₆	24 ⁸ ₈	35
Gains/Losses		6	6	4	2	2	13

	Number of Behaviors Acquired:					
	Date	Phy.	SH	Soc.	Acad.	Comm.
Pre		9	17	13	5	11
Post		12	19	14	7	12
Gains/Losses		3	2	1	2	1

Test: Developmental Profile II (Cont.)

	Developmental Profile II (Cont.)			
	Date	CA	MA	Functional Level
Pre		22	17	77
Post		35	19	54
Gains/Losses		13	2	-23

Test: Slosson Intelligence Test

	Slosson Intelligence Test			
	Date	CA	MA	Est. of I.Q.
Pre		22	19.5	89
Post		35	22	63
Gains/Losses		13	2.5	26

Test: Learning Accomplishment Profile

	Learning Accomplishment Profile			
	(Developmental ages-months)			
	CA	Cognitive	Language	Fine Motor
	Pre	22	# 12 R. 55	# 15 R. 68
Interval gains	30	# 30 R. 100	# 30 R. 100	# 33 R. 110
Post gains	35	# 27 R. 77	# 24 R. 69	# 30 R. 86
Overall gains	13	# 15 R. 22	# 9 R. 1	# 19 R. 36

Rate of Acquisition

	Rate of Acquisition			
	(Number of Behaviors Acquired)			
	CA	Cognitive	Language	Fine Motor
	Pre	22	# 53 R. 78	# 27 R. 64
Interval gains	30	# 88 R. 97	# 51 R. 94	# 73 R. 95
Post gains	35	# 85 R. 92	# 49 R. 80	# 70 R. 88
Overall gains	13	# 32 R. 14	# 22 R. 16	# 32 R. 18

Test: Minnesota Child Development Inventory (Parent Interview)

	Minnesota Child Development Inventory (Parent Interview)								
	(Number of Behaviors Acquired)								
	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
	Pre	21	53	24	26	26	17	21	15
Post	35	108	31	42	51	50	36	27	34
Gains	14	55	7	16	25	33	15	12	14
Overall gains,									

32-83,83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired

R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

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CHILD: J
 ANDICAP CATEGORY: sp

PROGRAM/SCHOOL YEAR: 1982 - 84
 ATTENDANCE (%): 82-83 75% 83-84 69%

Test: Developmental Profile II
 Developmental Ages (Months)

Date	Phy.	SH	Soc.	Aca.	Comm.	CA.
Pre	18	20	34	15	20	18
Post	18 $\frac{1}{2}$	34	36	17 $\frac{1}{2}$	24	31
Gains/Losses	0	14	2	2	4	13

Number of Behaviors Acquired:

Date	Phy.	SH	Soc.	Acad.	Comm.
Pre	9	10	16	5	10
Post	9	17	18	6	12
Gains/Losses	0	7	2	1	2

Test: Developmental Profile II (Cont.)

Date	CA	MA	Functional Level
Pre	18	15	83
Post	31	17	55
Gains/Losses	13	2	-28

Test: Slosson Intelligence Test

Date	CA	MA	Est. of I.Q.
Pre	18	19.5	108
Post	31	20	65
Gains/Losses	13	.5	-43

Test: Learning Accomplishment Profile
 (Developmental ages-months)

	CA	Cognitive		Language		Fine Motor
		#	R.	#	R.	#
Pre	18	#14	R. 78	#18	R.100	#12 R. 67
Interval gains	27	#30	R. 111	#30	R.111	#36 R.133
Post gains	31	#33	R. 106	#24	R. 77	#36 R.116
Overall gains	13	#19	R. 28	#6	R.-23	#24 R. 49

Rate of Acquisition
 (Number of Behaviors Acquired)

	CA	Cognitive		Language		Fine Motor
		#	R.	#	R.	#
Pre	18	#55	R. 90	#29	R. 88	#40 R. 74
Interval gains	27	#91	R. 95	#51	R. 94	#74 R. 93
Post gains	31	#97	R. 85	#45	R. 74	#76 R. 93
Overall gains	13	#42	R. -15	#16	R.-14	#36 R. 19

Test: Minnesota Child Development Inventory (Parent Interview)
 (Number of Behaviors Acquired)

	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	18	54	23	28	29	9	18	14	20
Post	32	96	28	32	49	37	23	28	30
Gains	14	42	5	4	20	28	5	14	10
Overall gains									

82-83, 83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired
 R. = Rate of development or acquisition
 Phy = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication
 CA = Chronological Age; MA = Mental Age

INDIVIDUAL CHILD'S RECORD FORM

PCT I

CHILD: K

PROGRAM/SCHOOL YEAR: 1982 - 84

HANDICAP CATEGORY: Sp.

ATTENDANCE (%): 82-83 75% 83-84 55%

Test: Developmental Profile II
 Developmental Ages (Months)

	Date	Phy.	SH	Soc.	Aca.	Comm.	CA.
Pre		18	26	28	15	22	23
Post		34	52	38	26	36	36
Gains/Losses		16	26	10	11	14	13

Number of Behaviors Acquired:

	Date	Phy.	SH	Soc.	Acad.	Comm.
Pre		9	13	14	5	11
Post		16	23	19	10	18
Gains/Losses		7	10	5	5	7

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		23	15	65
Post		36	26	72
Gains/Losses		13	11	7

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		23	20	87
Post		36	31.5	88
Gains/Losses		13	11.5	1

Test: Learning Accomplishment Profile
 (Developmental ages-months)

	CA	Cognitive	Language	Fine Motor
Pre	23	# 13 R. 57	# 30 R. 130	# 11 R. 48
Interval gains	31	# 30 R. 97	# 36 R. 116	# 30 R. 97
Post gains	36	# 36 R. 100	# 36 R. 100	# 48 R. 133
Overall gains	13	# 23 R. 43	# 6 R. -30	# 37 R. 85

Rate of Acquisition
 (Number of Behaviors Acquired)

	CA	Cognitive	Language	Fine Motor
Pre	23	# 54 R. 79	# 55 R. 98	# 37 R. 65
Interval gains	31	# 91 R. 97	# 64 R. 93	# 69 R. 96
Post gains	36	# 111 R. 94	# 67 R. 91	# 90 R. 99
Overall gains	13	# 57 R. 15	# 12 R. -7	# 53 R. 34

Test: Minnesota Child Development Inventory (Parent Interview)
 (Number of Behaviors Acquired)

	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	22	54	✓19	28	27	✓12	✓19	17	18
Post	36	102	29	35	51	36	34	29	31
Gains	14	48	10	7	24	24	15	12	13
Overall gains,									

82-83,83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired
 R. = Rate of development or acquisition
 Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication
 CA = Chronological Age; MA = Mental Age

CHILD: L

PROGRAM/SCHOOL YEAR: 1982-84

HANDICAP CATEGORY: DLD

ATTENDANCE (%): 82-83 50% 83-84 14%

Test: Developmental Profile II

	Date	Developmental Ages (Months)					
		Phy.	SH	Soc.	Aca.	Comm.	CA.
Pre		20	30	42	20	28	27
Post		36	44	48	28	28	39
Gains/Losses		16	14	6	8	0	12

	Date	Number of Behaviors Acquired:				
		Phy.	SH	Soc.	Acad.	Comm.
Pre		10	15	20	7	14
Post		17	21	22	11	14
Gains/Losses		7	6	2	6	0

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		27	20	74
Post		39	28	72
Gains/Losses		12	8	-2

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		27	25.5	94
Post		39	30	77
Gains/Losses		12	4.5	-17

Test: Learning Accomplishment Profile

	CA	(Developmental ages-months)			
		Cognitive	Language	Fine Motor	
Pre	26	# 14R. 54	# 15R. 58	# 11R. 42	
Interval gains	35	# 27R. 77	# 36R. 103	# 24R. 69	
Post gains	39	# 30R. 77	# 36R. 92	# 36R. 92	
Overall gains	13	# 16R. 23	# 21R. 34	# 25R. 50	

Rate of Acquisition

	CA	(Number of Behaviors Acquired)			
		Cognitive	Language	Fine Motor	
Pre	26	# 55R. 81	# 27R. 60	# 38R. 70	
Interval gains	35	# 85R. 94	# 63R. 91	# 64R. 96	
Post gains	39	# 95R. 83	# 59R. 86	# 77R. 65	
Overall gains	13	# 40R. 2	# 32R. 26	# 39R. 15	

Test: Minnesota Child Development Inventory (Parent Interview)

	CA	(Number of Behaviors Acquired)							
		General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	24	69	23	28	30	19	26	19	19
Post	38	99	✓25	32	49	43	32	29	31
Gains	14	30	2	4	19	36	6	10	12
Overall gains,									

82-83, 83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired

R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

INDIVIDUAL CHILD'S RECORD FORM

PCT I

CHILD: M

PROGRAM/SCHOOL YEAR: 1983 - 84

HANDICAP CATEGORY: EH- DLD

ATTENDANCE (%): 24%

Test: Developmental Profile II

	Developmental Ages (Months)						
	Date	Phy.	SH	Soc.	Aca.	Comm.	CA.
Pre		14	16	24	18	16	18
Post		24	28	24	20	24	25
Gains/Losses		10	12	0	2	8	7

	Number of Behaviors Acquired:					
	Date	Phy.	SH	Soc.	Acad.	Comm.
Pre		7	8	12	6	8
Post		12	14	12	7	12
Gains/Losses		4	6	0	1	4

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		18	18	100
Post		25	20	80
Gains/Losses		7	2	-20

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		18	18.5	103
Post		25	22.5	90
Gains/Losses		7	4	-13

Test: Learning Accomplishment Profile

	Developmental ages-months			
	CA	Cognitive	Language	Fine Motor
Pre	21	# 22 R. 105	# 24 R. 114	# 30 R. 143
Interval gains	25	# 21 R. 84	# 24 R. 96	# 30 R. 120
Post gains		# -1 R. -21	# 0 R. -18	# 0 R. -23
Overall gains	4	# -1 R. -21	# 0 R. -18	# 0 R. -23

Rate of Acquisition

	(Number of Behaviors Acquired)			
	CA	Cognitive	Language	Fine Motor
Pre	21	# 73 R. 96	# 40 R. 91	# 69 R. 96
Interval gains	25	# 72 R. 86	# 41 R. 93	# 63 R. 91
Post gains		# -1 R. -10	# 1 R. 2	# -6 R. -5
Overall gains	4	# -1 R. -10	# 1 R. 2	# -6 R. -5

Test: Minnesota Child Development Inventory (Parent Interview)

	(Number of Behaviors Acquired)								
	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	17	52	21	28	30	16	19	8	17
Post	25	64	26	38	36	19	22	21	19
Gains	8	12	5	10	6	3	3	13	2
Overall gains,									

82-83, 83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired

R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

CHILD: N

PROGRAM/SCHOOL YEAR: 1983-84

HANDICAP CATEGORY: DLD

ATTENDANCE (%): .07%

Test: Developmental Profile II

	Developmental Ages (Months)						
	Date	Phy.	SH	Soc.	Aca.	Comm. CA.	
Pre		16	24	24	15	14	20
Post		30	30	30	20	28	28
Gains/Losses		14	6	6	5	14	8

	Number of Behaviors Acquired:					
	Date	Phy.	SH	Soc.	Acad. Comm.	
Pre		8	12	12	5	10
Post		14	15	15	7	14
Gains/Losses		6	3	3	2	4

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		20	15	75
Post		28	20	71
Gains/Losses		8	5	-4

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		20	18	90
Post		28	26	93
Gains/Losses		8	8	3

Test: Learning Accomplishment Profile

	(Developmental ages-months)			
	CA	Cognitive	Language	Fine Motor
Pre	24	# 18 R. 75	# 24 R. 100	# 17 R. 71
Interval gains	28	# 27 R. 96	# 30 R. 107	# 24 R. 86
Post gains		# 9 R. 21	# 6 R. 7	# 7 R. 15
Overall gains	4	# 9 R. 21	# 6 R. 7	# 7 R. 15

Rate of Acquisition

	(Number of Behaviors Acquired)			
	CA	Cognitive	Language	Fine Motor
Pre	24	# 69 R. 91	# 40 R. 91	# 52 R. 95
Interval gains	28	# 84 R. 91	# 50 R. 93	# 60 R. 87
Post gains		# 15 R. 0	# 10 R. 2	# 8 R. -8
Overall gains	4	# 15 R. 0	# 10 R. 2	# 8 R. 8

Test: Minnesota Child Development Inventory (Parent Interview)

	(Number of Behaviors Acquired)								
	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	20	48	24	29	23	12	17	14	16
Post	29	75	29	30	41	29	33	17	25
Gains	9	27	5	1	18	17	16	3	9
Overall gains									

82-83, 83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

Visual Display PCT II

INDIVIDUAL CHILD'S RECORD FORM

CHILD: 1

PROGRAM/SCHOOL YEAR: 1982 - 83

HANDICAP CATEGORY: Sp

ATTENDANCE (%): 71%

Test: Developmental Profile II

	Developmental Ages (Months)						
	Date	Phy.	SH	Soc.	Aca.	Comm. CA.	
Pre		18	38	34	20	14	30
Post		32	46	40	26	30	34
Gains/Losses		14	8	6	6	16	4

	Number of Behaviors Acquired:					
	Date	Phy.	SH	Soc.	Acad.	Comm.
Pre		9	17	16	7	7
Post		15	20	20	10	15
Gains/Losses		6	3	4	3	8

Test: Developmental Profile II (Cont.)

	Developmental Ages (Months)			
	Date	CA	MA	Functional Level
Pre		30	20	67
Post		34	26	76
Gains/Losses		4	6	9

Test: Slosson Intelligence Test

	Est. of I.Q.			
	Date	CA	MA	Est. of I.Q.
Pre		31	29	93
Post		34	34.5	101
Gains/Losses		3	5.5	8

Test: Learning Accomplishment Profile

(Developmental ages-months) Fine
CA Cognitive Language Motor

Pre	31	# 24 R. 77	# 21 R. 68	# 24 R. 77
Interval gains	35	# 30 R. 86	# 24 R. 69	# 27 R. 77
Post gains		# 6 R. 9	# 3 R. 1	# 3 R. 0
Overall gains	4	6	9	3 1 3 0

Rate of Acquisition

(Number of Behaviors Acquired) Fine
CA Cognitive Language Motor

Pre	31	# 77 R. 71	# 38 R. 70	# 59 R. 75
Interval gains	35	# 88 R. 81	# 43 R. 80	# 67 R. 85
Post gains		# 11 R. 10	# 5 R. 10	# 8 R. 10
Overall gains	4	11	10	5 10 8 10

Test: Minnesota Child Development Inventory (Parent Interview)

(Number of Behaviors Acquired)

	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social.
Pre	26	62	27	✓25	34	18	24	15	21
Post	33	87	29	32	45	29	34	✓18	26
Gains	7	7	2	7	11	11	10	3	5
Overall gains	7	7	2	7	11	11	10	3	5

82-83, 83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired

R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

INDIVIDUAL CHILD'S RECORD FORM

CHILD: 1 PROGRAM/SCHOOL YEAR: 1983 - 84
 HANDICAP CATEGORY: Sp ATTENDANCE (%): 43%

Test: Developmental Profile II

	Developmental Ages (Months)						
	Date	Phy.	SH	Soc.	Aca.	Comm. CA.	
Pre		32	46	40	26	30	34
Post		52	58	54	36	36	45
Gains/Losses		20	12	14	10	6	11

	Number of Behaviors Acquired:					
	Date	Phy.	SH	Soc.	Acad.	Comm.
Pre		15	20	20	10	15
Post		23	24	24	16	18
Gains/Losses		8	4	4	6	3

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		34	26	76
Post		45	36	80
Gains/Losses		11	10	4

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		34	34.5	101
Post		45	40	89
Gains/Losses		11	5.5	-12

Test: Learning Accomplishment Profile
(Developmental ages-months)

	CA			Fine Cognitive Language			Motor		
	CA	#	R.	#	R.	#	R.	#	R.
Pre	35	# 30	R. 86	# 24	R. 69	# 21	R. 77		
Interval gains	40	# 48	R. 120	# 42	R. 105	# 48	R. 120		
Post gains	45	# 42	R. 93	# 36	R. 80	# 60	R. 133		
Overall gains	10	# 12	R. 7	# 12	R. 11	# 33	R. 56		

Rate of Acquisition
(Number of Behaviors Acquired)

	CA			Fine Cognitive Language			Motor		
	CA	#	R.	#	R.	#	R.	#	R.
Pre	35	# 88	R. 81	# 43	R. 80	# 67	R. 85		
Interval gains	40	# 127	R. 95	# 72	R. 96	# 94	R. 99		
Post gains	45	# 125	R. 96	# 66	R. 89	# 98	R. 95		
Overall gains	10	# 37	R. 15	# 23	R. 9	# 31	R. 10		

Test: Minnesota Child Development Inventory (Parent Interview)
(Number of Behaviors Acquired)

	CA	General Devl.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	33	87	29	32	45	29	34	✓18	26
Post	46	107	32	38	52	✓36	43	28	33
Gains	13	20	3	6	7	7	9	10	7
Overall gains	13	20	3	6	7	7	9	10	7

32-83, 83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication;

CA = Chronological Age; MA = Mental Age

INDIVIDUAL CHILD'S RECORD FORM

CHILD: 2 PROGRAM/SCHOOL YEAR: 1982 - 83
 HANDICAP CATEGORY: Sp ATTENDANCE (%): 73%

Test: Developmental Profile II

	Developmental Ages (Months)						
	Date	Phy.	SH	Soc.	Aca.	Comm. CA.	
Pre		20	34	32	17	20	24
Post		24	38	34	24	26	28
Gains/Losses		4	4	2	7	6	4

	Number of Behaviors Acquired:					
	Date	Phy.	SH	Soc.	Acad. Comm.	
Pre		10	17	15	9	10
Post		12	19	17	6	13
Gains/Losses		2	2	2	-3	3

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		24	17	71
Post		28	24	85.7
Gains/Losses		4	7	14.7

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		24	19.5	78
Post		28	25	89
Gains/Losses		4	5.5	11

Test: Learning Accomplishment Profile

	Developmental ages-months			
	CA	Cognitive	Language	Fine Motor
Pre	24	# 15 R. 63	# 18R. 75	# 16R. 67
Interval gains	26	# 18 R. 69	# 19R. 73	# 21R. 81
Post gains		# 3 R. 5	# 1R. -2	# 5R. 14
Overall gains	2	# 3 R. 6	# 1R. -2	# 5R. 14

Rate of Acquisition

	(Number of Behaviors Acquired)			
	CA	Cognitive	Language	Fine Motor
Pre	24	# 58R. 75	# 31R. 72	# 49R. 79
Interval gains	26	# 66R. 86	# 34R. 79	# 55R. 89
Post gains		# 8R. 11	# 3R. 7	# 6R. 10
Overall gains	2	# 8R. 11	# 3R. 7	# 6R. 10

Test: Minnesota Child Development Inventory (Parent Interview)

	(Number of Behaviors Acquired)								
	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	23	61	21	30	27	17	14 ✓	✓14	20
Post	28	75	25	33	39	24	26	17	23
Gains	5	14	4	3	12	7	12	3	3
Overall gains	5	14	4	3	12	7	12	3	3

82-83, 83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

INDIVIDUAL CHILD'S RECORD FORM

CHILD: 2

PROGRAM/SCHOOL YEAR: 1983 - 84

HANDICAP CATEGORY: sp

ATTENDANCE (%): 46%

Test: Developmental Profile II

	Developmental Ages (Months)						
	Date	Phy.	SH	Soc.	Aca.	Comm. CA.	
Pre		24	38	34	24	26	26
Post		32 8	44	38	28 ⁵ ₀	32 8	39
Gains/Losses		8	6	4	4	6	13

	Number of Behaviors Acquired:					
	Date	Phy.	SH	Soc.	Acad. Comm.	
Pre		12	19	17	6	13
Post		15	21	18	11	16
Gains/Losses		3	3	1	5	3

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		28	24	71
Post		39	28	72
Gains/Losses		11	4	1

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		28	25	89
Post		39	32	70
Gains/Losses		11	7	-19

Test: Learning Accomplishment Profile

	(Developmental ages-months)			Fine Motor
	CA	Cognitive	Language	
Pre	26	# 18 R. 69	# 19 R. 73	# 21 R. 81
Interval gains	34	# 36 R. 106	# 36 R. 106	# 36 R. 106
Post gains	39	# 33 R. 85	# 30 R. 77	# 42 R. 108
Overall gains	13	# 15 R. 16	# 11 R. 4	# 21 R. 27

Rate of Acquisition

	(Number of Behaviors Acquired)			
	CA	Cognitive	Language	Fine Motor
Pre	26	# 66 R. 86	# 34 R. 79	# 55 R. 89
Interval gains	34	# 103 R. 96	# 80 R. 93	# 80 R. 93
Post gains	39	# 97 R. 80	# 52 R. 93	# 86 R. 95
Overall gains	13	# 31 R. -6	# 18 R. 14	# 31 R. 6

Test: Minnesota Child Development Inventory (Parent Interview)

	(Number of Behaviors Acquired)								
	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	28	75	25	33	39	24	26	17	23
Post	39	✓87	30	33	48	✓31	39	30	31
Gains	11	12	5	0	9	7	13	13	8
Overall gains	11	12	5	0	9	7	13	13	8

82-83, 83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired

R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

CHILD: 3 PROGRAM/SCHOOL YEAR: 1982 - 83
 ANDICAP CATEGORY: Sp ATTENDANCE (%): 25%

Test: Developmental Profile II

	Developmental Ages (Months)						
	Date	Phy.	SH	Soc.	Aca.	Comm. CA.	
Pre		20	10	28	19	24	26
Post		26	42	34	30	30	29
Gains/Losses		6	2	6	11	6	3

	Number of Behaviors Acquired:					
	Date	Phy.	SH	Soc.	Acad.	Comm.
Pre		10	18	14	7	12
Post		13	19	17	12	15
Gains/Losses		3	1	3	5	3

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		26	19	73
Post		29	30	103
Gains/Losses		3	11	30

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		26	22.5	86.5
Post		29	33	114
Gains/Losses		3	10.5	27.5

Test: Learning Accomplishment Profile

	(Developmental ages-months)			
	CA	Cognitive	Language	Fine Motor
Pre	26	# 18 R. 69	# 21 R. 81	# 18 R. 69
Interval gains	29	# 21 R. 72	# 24 R. 83	# 22 R. 76
Post gains		# 3 R. 3	# 3 R. 2	# 4 R. 7
Overall gains	3	3	3	2

Rate of Acquisition

	(Number of Behaviors Acquired)			
	CA	Cognitive	Language	Fine Motor
Pre	26	# 68 R. 84	# 37 R. 76	# 54 R. 86
Interval gains	29	# 72 R. 89	# 43 R. 88	# 56 R. 89
Post gains		# 4 R. 5	# 6 R. 12	# 2 R. 3
Overall gains	3	4	5	6

Test: Minnesota Child Development Inventory (Parent Interview)

	(Number of Behaviors Acquired)								
	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	26	66	✓ 21	30	37	21	30	16	22
Post	29	73	24	33	39	24	37	17	27
Gains	3	5	3	3	2	3	7	1	5
Overall gains	3	5	3	3	2	3	7	1	5

82-83) 83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired

R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

CHILD: 3 PROGRAM/SCHOOL YEAR: 1983 < 84

ANDICAP CATEGORY: Sp ATTENDANCE (%): 68%

Test: Developmental Profile II

	Developmental Ages (Months)						
	Date	Phy.	SH	Soc.	Aca.	Comm. CA.	
Pre		26	42	34	30	30	29
Post		40	54	44	40	34	40
Gains/Losses		14	12	10	10	4	11

	Number of Behaviors Acquired:					
	Date	Phy.	SH	Soc.	Acad. Comm.	
Pre		13	19	17	12	15
Post		19	24	21	17	17
Gains/Losses		6	5	4	5	2

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		29	30	103
Post		40	40	100
Gains/Losses		11	10	-3

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		29	33	114
Post		40	44	110
Gains/Losses		11	11	-4

Test: Learning Accomplishment Profile

	(Developmental ages-months)				Fine	
	CA	Cognitive	Language	Motor	CA	Motor
Pre	29	# 21R. 72	# 24 R. 83	# 22R. 76		
Interval gains	35	# 42R. 120	# 36 R. 103	# 24R. 69		
Post gains	40	# 42R. 105	# 48 R. 120	# 48R. 120		
Overall gains	11	# 21R. 48	# 12 R. 20	# 2R. -7		
		# 0R. -15	# 12 R. 17	# 24R. 51		
		# R.	# R.	# R.		

Rate of Acquisition

	(Number of Behaviors Acquired)				Fine	
	CA	Cognitive	Language	Motor	CA	Motor
Pre	29	# 72R. 89	# 43R. 88	# 56R. 89		
Interval gains	35	# 122R. 98	# 67R. 97	# 70R. 88		
Post gains	40	# 125R. 96	# 72R. 97	# 92R. 99		
Overall gains	11	# 50R. 9	# 24R. 9	# 14R. -1		
		# 3R. -2	# 5R. 0	# 22R. 11		
		# R.	# R.	# R.		

Test: Minnesota Child Development Inventory (Parent Interview)

	(Number of Behaviors Acquired)								
	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	29	73	24	33	39	24	37	17	27
Post	40	102	32	38	46	43	40	29	30
Gains	11	29	8	5	7	19	3	12	3
Overall gains	11	29	8	5	7	19	3	12	3

82-83, 83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication.

CA = Chronological Age; MA = Mental Age

INDIVIDUAL CHILD'S RECORD FORM

CHILD: 4

PROGRAM/SCHOOL YEAR: 1982 - 83

HANDICAP CATEGORY: sp

ATTENDANCE (%): 30%

Test: Developmental Profile II

	Developmental Ages (Months)						
	Date	Phy.	SH	Soc.	Aca.	Comm. CA.	
Pre		22	38	42	21	28	31
Post		28	48	42	28	28	33
Gains/Losses		6	10	0	7	0	2

	Number of Behaviors Acquired:					
	Date	Phy.	SH	Soc.	Acad. Comm.	
Pre		8	18	20	8	14
Post		14	20	20	11	14
Gains/Losses		6	2	0	3	0

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		31	21	68
Post		33	28	85
Gains/Losses		2	7	17

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		31	29.5	95
Post		33	35	106
Gains/Losses		2	5.5	11

Test: Learning Accomplishment Profile

	Rate of Acquisition (Number of Behaviors Acquired)			
	CA	Cognitive	Language	Fine Motor
Pre	31	# 21R. 68	# 21R. 68	# 24R. 77
Interval gains	34	# 24R. 71	# 24R. 71	# 24R. 71
Post gains		# 3R. 3	# 3R. 3	# 0R. -6
Overall gains	3	# 3R. 3	# 3R. 3	# 0R. -6

	Rate of Acquisition (Number of Behaviors Acquired)			
	CA	Cognitive	Language	Fine Motor
Pre	31	# 71R. 88	# 35R. 73	# 57R. 90
Interval gains	34	# 74R. 91	# 40R. 83	# 58R. 92
Post gains		# 3R. 3	# 5R. 10	# 1R. 2
Overall gains	3	# 3R. 3	# 5R. 10	# 1R. 2

Test: Minnesota Child Development Inventory (Parent Interview)

	(Number of Behaviors Acquired)								
	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	27	47 ✓	✓21	24 ✓	✓	✓16	21 ✓	✓17	8 ✓
Post	34	✓71	26 ✓	✓28	✓36	✓21	32	24	19 ✓
Gains	7	24	5	4	14	5	11	7	11
Overall gains	7	24	5	4	14	5	11	7	11

92-83, 83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

RY: # = number of months or behaviors acquired

R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

INDIVIDUAL CHILD'S RECORD FORM

CHILD: 4

PROGRAM/SCHOOL YEAR: 1983 - 84

HANDICAP CATEGORY: Sp

ATTENDANCE (%): 39%

Test: Developmental Profile II

	Date	Developmental Ages (Months)					
		Phy.	SH	Soc.	Aca.	Comm. CA.	
Pre		28	48	42	28	28	33
Post		42	58	48	32 ⁵ / ₆	36	44
Gains/Losses		14	10	6	4	8	11

	Date	Number of Behaviors Acquired:				
		Phy.	SH	Soc.	Acad.	Comm.
Pre		14	20	20	11	14
Post		20	24	22	15	18
Gains/Losses		6	4	2	4	4

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		33	28	85
Post		44	32	73
Gains/Losses		11	4	-12

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		33	35	106
Post		44	37	84
Gains/Losses		11	2	-22

Test: Learning Accomplishment Profile

	CA	Developmental ages-months		
		Cognitive	Language	Fine Motor
Pre	34	# 24R. 71	# 24 R.71	#24 R. 71
Interval gains	40	# 36R. 90	# 42 R.105	#48 R.120
Post gains	44	# 36R. 82	# 42 R.95	#54 R.123
Overall gains	10	# 12R. 11	# 18 R.24	#30 R. 52

Rate of Acquisition (Number of Behaviors Acquired)

	CA	Fine Motor		
		Cognitive	Language	Motor
Pre	34	# 74R. 91	# 40R. 83	# 58R. 92
Interval gains	40	#109R. 96	# 71R. 96	# 91R. 96
Post gains	44	# 35R. 5	# 31R. 13	# 33R. 4
Overall gains	10	# 2R. -9	# -2R. -3	# 5R. -3

Test: Minnesota Child Development Inventory (Parent Interview)

	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	34	✓71	26 ✓	✓28	✓36	✓21	32	24	19 ✓
Post	45	✓99	29	35	45 ✓	34 ✓	✓34	31	27 ✓
Gains	11	28	3	7	9	13	2	7	8
Overall gains	11	28	3	7	9	13	2	7	8

82-83, 83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired
 R. = Rate of development or acquisition
 Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication
 CA = Chronological Age; MA = Mental Age

INDIVIDUAL CHILD'S RECORD FORM

CHILD: 5

PROGRAM/SCHOOL YEAR: 1982 - 83

HANDICAP CATEGORY: sp

ATTENDANCE (%): 63%

Test: Developmental Profile II

	Developmental Ages (Months)						
	Date	Phy.	SH	Soc.	Aca.	Comm.	CA.
Pre		20	30	30	12	18	27
Post		20	36	36	20	26	29
Gains/Losses		0	6	6	8	8	2

	Number of Behaviors Acquired:					
	Date	Phy.	SH	Soc.	Acad.	Comm.
Pre		10	14	14	4	10
Post		10	17	17	7	13
Gains/Losses		0	3	3	3	3

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		27	12	44
Post		29	20	69
Gains/Losses		2	8	25

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		27	18	67
Post		29	25	86
Gains/Losses		2	7	19

Test: Learning Accomplishment Profile

	Developmental ages-months			
	CA	Cognitive	Language	Fine Motor
Pre	27	# 18 R. 67	# 18 R. 67	# 16 R. 59
Interval gains	30	# 18 R. 60	# 24 R. 80	# 17 R. 57
Post gains		# 0 R. -7	# 6 R. 13	# 1 R. -2
Overall gains	3	# 0 R. -7	# 6 R. 13	# 1 R. -2

Rate of Acquisition

	(Number of Behaviors Acquired)			
	CA	Cognitive	Language	Fine Motor
Pre	27	# 63 R. 78	# 32 R. 65	# 50 R. 83
Interval gains	30	# 68 R. 84	# 40 R. 82	# 51 R. 85
Post gains		# 5 R. 6	# 8 R. 17	# 1 R. 2
Overall gains	3	# 5 R. 6	# 8 R. 17	# 1 R. 2

Test: Minnesota Child Development Inventory (Parent Interview)

	(Number of Behaviors Acquired)								
	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	25	71	25	28	35	24	27	13	26
Post	30	85	28	32	41	28	39	15	31
Gains		14	3	4	6	4	12	2	5
Overall gains	5	14	3	4	6	4	12	2	5

82-83, 83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

INDIVIDUAL CHILD'S RECORD FORM

CHILD: 5

PROGRAM/SCHOOL YEAR: 1983 - 84

HANDICAP CATEGORY: sp

ATTENDANCE (%): 17%

Test: Developmental Profile II

	Date	Developmental Ages (Months)					
		Phy.	SH	Soc.	Aca.	Comm. CA.	
Pre		20	36	36	20	26	29
Post		30 ^s _b	42	38	30 ^s _b	28	40
Gains/Losses		10	6	2	10	2	11

	Date	Number of Behaviors Acquired:				
		Phy.	SH	Soc.	Acad.	Comm.
Pre		10	17	17	7	13
Post		15	20	18	12	14
Gains/Losses		5	3	1	5	1

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		29	20	69
Post		40	30	75
Gains/Losses		11	10	+6

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		29	25	86
Post		40	27	68
Gains/Losses		11	2	-18

Test: Learning Accomplishment Profile
(Developmental ages-months)

	CA	Fine		
		Cognitive	Language	Motor
Pre	30	# 18 R. 60	# 24 R. 80	# 17 R. 57
Interval gains	34	# 30 R. 88	# 42 R. 124	# 30 R. 88
Post	40	# 33 R. 83	# 24 R. 60	# 36 R. 90
Overall gains	10	# 15 R. 23	# 0 R. -20	# 19 R. 33

Rate of Acquisition

	Date	Fine		
		Cognitive	Language	Motor
Pre	30	#68 R. 84	# 40 R. 82	# 51 R. 85
Interval gains	34	#94 R. 91	# 69 R. 95	# 70 R. 92
Post	40	#100 R. 85	# 48 R. 89	# 83 R. 89
Overall gains	10	# 32 R. 1	# 8 R. 7	# 32 R. 4

Test: Minnesota Child Development Inventory (Parent Interview)
(Number of Behaviors Acquired)

	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	30	85	28	32	41	28	39	15	31
Post	41	102	30	32	53	35	39	27	33
Gains		17	2	0	12	7	0	12	2
Overall gains	11	17	2	0	12	7	0	12	2

82-83, 83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired

R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

INDIVIDUAL CHILD'S RECORD FORM

CHILD: 6

PROGRAM/SCHOOL YEAR: 1982 - 83

HANDICAP CATEGORY: Sp

ATTENDANCE (%): 75%

Test: Developmental Profile II

	Date	Developmental Ages (Months)					
		Phy.	SH	Soc.	Aca.	Comm.	CA.
Pre		18	20	16	6	16	25
Post		20	26	22	15	24	27
Gains/Losses		2	6	6	9	8	2

	Date	Number of Behaviors Acquired:				
		Phy.	SH	Soc.	Acad.	Comm.
Pre		9	10	8	2	8
Post		10	13	11	5	9
Gains/Losses		1	3	3	3	1

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		25	6	24
Post		27	15	55
Gains/Losses		2	9	31

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		25	16.5	66
Post		27	20	74
Gains/Losses		2	3.5	8

Test: Learning Accomplishment Profile

	CA	Rate of Acquisition (Number of Behaviors Acquired)			
		Cognitive	Language	Fine Motor	
Pre	25	# 11R. 44	# 15R. 60	# 14R. 56	
Interval gains	28	# 17R. 60	# 18R. 64	# 16R. 57	
Post gains		# 6R. 16	# 3R. 4	# 2R. 1	
Overall gains	3	6	16	3	4

Rate of Acquisition

	CA	Rate of Acquisition (Number of Behaviors Acquired)			
		Cognitive	Language	Fine Motor	
Pre	25	# 55R. 68	# 27R. 64	# 47R. 85	
Interval gains	28	# 62R. 77	# 32R. 76	# 49R. 89	
Post gains		# 7R. 9	# 5R. 12	# 2R. 4	
Overall gains	3	7	9	5	12

Test: Minnesota Child Development Inventory (Parent Interview)

	CA	Number of Behaviors Acquired								
		General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social	
Pre	24	35 ✓	18 ✓	20 ✓	14 ✓	10 ✓	16 ✓	13 ✓	8 ✓	
Post	27	59	25	✓27	✓27	14	20 ✓	20	15 ✓	
Gains		24	7	7	13	6	4	7	7	
Overall gains	3	24	7	7	13	6	4	7	7	

(82-83) 83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired

R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

INDIVIDUAL CHILD'S RECORD FORM

CHILD: 6

PROGRAM/SCHOOL YEAR: 1983 - 84

HANDICAP CATEGORY: Sp

ATTENDANCE (%): 75%

Test: Developmental Profile II

	Developmental Ages (Months)						
	Date	Phy.	SH	Soc.	Aca.	Comm.	CA.
Pre		20	26	22	15	24	27
Post		20 ⁵	34	26 ⁶	22	26 ⁵	38
Gains/Losses		0	8	4	7	2	11

	Number of Behaviors Acquired:					
	Date	Phy.	SH	Soc.	Acad.	Comm.
Pre		10	13	11	5	9
Post		9	17	13	8	13
Gains/Losses		1	4	2	3	4

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		27	15	55
Post		38	22	58
Gains/Losses		11	7	3

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		27	20	74
Post		38	24	63
Gains/Losses		11	4	-11

Test: Learning Accomplishment Profile

	(Developmental ages-months)					
	CA	Cognitive		Language		Fine Motor
Pre	28	# 17 R. 60	# 18 R. 64	# 16 R. 57		
Interval gains	33	# 36 R. 109	# 36 R. 109	# 36 R. 109		
Post gains	38	# 33 R. 87	# 36 R. 95	# 36 R. 95		
Overall gains	10	# 16 R. 27	# 18 R. 31	# 20 R. 38		

Rate of Acquisition

	(Number of Behaviors Acquired)					
	CA	Cognitive		Language		Fine Motor
Pre	28	# 62 R. 77	# 32 R. 76	# 49 R. 89		
Interval gains	33	# 10 R. 96	# 65 R. 89	# 74 R. 94		
Post gains	38	# 98 R. 90	# 59 R. 86	# 82 R. 90		
Overall gains	10	# 36 R. 13	# 27 R. 10	# 33 R. 1		

Test: Minnesota Child Development Inventory (Parent Interview)

	(Number of Behaviors Acquired)								
	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	27	59	25	✓ 27	✓ 27	16	20 ✓	20	15 ✓
Post	39	87	27	32	42	34	✓ 27	24	20 ✓
Gains		28	2	5	15	18	7	4	5
Overall gains	12	28		5	15	18	7	4	5

32-83, (83-84) (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired

R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

INDIVIDUAL CHILD'S RECORD FORM

CHILD: 7 PROGRAM/SCHOOL YEAR: 1982 - 83
 HANDICAP CATEGORY: Sp ATTENDANCE (%): 25%

Test: Developmental Profile II

	Developmental Ages (Months)						
	Date	Phy.	SH	Soc.	Aca.	Comm.	CA.
Pre		16	28	28	17	24	27
Post		26	32	42	19	26	32
Gains/Losses		10	4	14	2	2	5

	Number of Behaviors Acquired:					
	Date	Phy.	SH	Soc.	Acad.	Comm.
Pre		10	14	14	6	12
Post		14	16	19	7	13
Gains/Losses		4	2	5	1	1

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		27	17	63
Post		32	19	59
Gains/Losses		5	2	-4

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		27	22.5	80
Post		32	24.5	76
Gains/Losses		5	2	4

Test: Learning Accomplishment Profile

	Developmental ages-months			
	CA	Cognitive	Language	Fine Motor
Pre	28	#13 R. 46	#18 R. 64	#14 R. 50
Interval gains	33	#15 R. 45	#19 R. 58	#16 R. 48
Post gains		#2 R. -1	#1 R. -6	#2 R. -2
Overall gains	5	2	-1	1 -6

Rate of Acquisition

	(Number of Behaviors Acquired)			
	CA	Cognitive	Language	Fine Motor
Pre	28	#54 R. 70	#31 R. 62	#45 R. 64
Interval gains	33	#58 R. 75	#33 R. 66	#50 R. 71
Post gains		#4 R. 5	#2 R. 4	#5 R. 7
Overall gains	33	4	5	2 4

Test: Minnesota Child Development Inventory (Parent Interview)

	(Number of Behaviors Acquired)								
	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	25	76	26	29	30	27	29	18	19
Post	30	85	28	32	44	32	34	22	25
Gains	5	9	2	3	6	5	5	4	6
Overall gains	5	9	2	3	6	5	5	4	6

(2-83, 83-84) (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired

R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

INDIVIDUAL CHILD'S RECORD FORM

CHILD: 7 PROGRAM/SCHOOL YEAR: 1983 - 84
 HANDICAP CATEGORY: Sp ATTENDANCE (%): 39%

Test: Developmental Profile II

	Developmental Ages (Months)						
	Date	Phy.	SH	Soc.	Aca.	Comm. CA.	
Pre		26	32	42	19	26	32
Post		42	42	42	37	36	44
Gains/Losses		16	10	0	18	10	12

Number of Behaviors Acquired:

	Date					
	Phy.	SH	Soc.	Acad.	Comm.	
Pre		14	16	19	7	13
Post		20	21	20	16	18
Gains/Losses		6	5	1	9	5

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
	Pre		32	19
Post		44	37	84
Gains/Losses		12	18	25

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
	Pre		32	24.5
Post		44	27	61
Gains/Losses		12	2.5	-15

Test: Learning Accomplishment Profile
 (Developmental ages-months)

	CA	Cognitive		Language		Motor	
		#	R.	#	R.	#	R.
Pre	33	# 15	R. 45	# 19	R. 58	# 16	R. 48
Interval gains	39	# 48	R. 123	# 36	R. 92	# 42	R. 108
Post gains	44	# 42	R. 95	# 36	R. 82	# 48	R. 109
Overall gains	11	# 27	R. 50	# 17	R. 24	# 32	R. 61

Rate of Acquisition
 (Number of Behaviors Acquired)

	CA	Cognitive		Language		Motor	
		#	R.	#	R.	#	R.
Pre	33	# 58	R. 75	# 33	R. 66	# 50	R. 71
Interval gains	39	# 28	R. 96	# 67	R. 92	# 83	R. 94
Post gains	44	# 24	R. 95	# 61	R. 88	# 92	R. 94
Overall gains	11	# 66	R. 20	# 28	R. 22	# 42	R. 23

Test: Minnesota Child Development Inventory (Parent Interview)
 (Number of Behaviors Acquired)

	CA	General	Gross	Fine	Express.	Comprehen.	Situation	Self	Personal
		Devel.	Motor	Motor	Language	Conceptual	Comprehension	Help	Social
Pre	30	85	28	32	44	32	34	22	25
Post	45	104	32	36	52	48	43	31	33
Overall gains	15	19	4	4	8	16	9	9	8

82-83, 83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired
 R. = Rate of development or acquisition
 Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication
 CA = Chronological Age; MA = Mental Age

INDIVIDUAL CHILD'S RECORD FORM

CHILD: 8

PROGRAM/SCHOOL YEAR: 1982 - 83

HANDICAP CATEGORY: EH

ATTENDANCE (%): 64%

Test: Developmental Profile II

	Developmental Ages (Months)						
	Date	Phy.	SH	Soc.	Aca.	Comm. CA.	
Pre		36	44	36	25	32	34
Post		42	66	36	30	30	39
Gains/Losses		6	22	0	4	2	5

	Number of Behaviors Acquired:					
	Date	Phy.	SH	Soc.	Acad.	Comm.
Pre		16	21	16	10	16
Post		19	28	17	12	15
Gains/Losses		3	7	1	2	-1

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		34	26	76
Post		39	30	77
Gains/Losses		5	4	+1

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		34	21.5	62
Post		39	27	69
Gains/Losses		5	5.5	+7

Test: Learning Accomplishment Profile

	(Developmental ages-months)			Fine Motor		
	CA	Cognitive	Language	CA	Cognitive	Language
Pre	34	# 24 R. 71	# 24 R. 71	# 24 R. 71	# 24 R. 71	# 24 R. 71
Interval gains	39	# 24 R. 62	# 24 R. 62	# 27 R. 69	# 27 R. 69	# 27 R. 69
Post gains		# 0 R. -9	# 0 R. -9	# 3 R. -2	# 3 R. -2	# 3 R. -2
Overall gains	5	0 -9	0 -9	3 -2	3 -2	3 -2

Rate of Acquisition

	(Number of Behaviors Acquired)			Fine Motor		
	CA	Cognitive	Language	CA	Cognitive	Language
Pre	34	# 75 R. 74	# 41 R. 76	# 62 R. 83	# 62 R. 83	# 62 R. 83
Interval gains	39	# 81 R. 79	# 45 R. 83	# 65 R. 87	# 65 R. 87	# 65 R. 87
Post gains		# 6 R. 5	# 4 R. 7	# 3 R. 4	# 3 R. 4	# 3 R. 4
Overall gains	5	6 5	4 7	3 4	3 4	3 4

Test: Minnesota Child Development Inventory (Parent Interview)

	(Number of Behaviors Acquired)								
	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	32	74	27	29	38	23	26	19	✓ 21
Post	39	81	28	31	✓ 40	29	34	✓ 20	✓ 24
Gains									
Overall gains	7	7	1	2	2	6	8	1	3

32-83, 83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

INDIVIDUAL CHILD'S RECORD FORM

CHILD: 8

PROGRAM/SCHOOL YEAR: 1983 - 84

HANDICAP CATEGORY: EH

ATTENDANCE (%): 25%

Test: Developmental Profile II

	Developmental Ages (Months)						
	Date	Phy.	SH	Soc.	Aca.	Comm.	CA.
Pre		42	66	36	30	30	39
Post		56	70	54	28	46	50
Gains/Losses		14	4	18	-2	16	11

	Number of Behaviors Acquired:					
	Date	Phy.	SH	Soc.	Acad.	Comm.
Pre		19	28	17	12	15
Post		24	28	24	14	21
Gains/Losses		5	0	7	2	-1

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		39	30	77
Post		50	28	56
Gains/Losses		11	-2	-21

Test: Slosson Intelligence Test

	Date	CA	MA	Fst. of I.Q.
Pre		39	27	69
Post		50	38	76
Gains/Losses		11	11	+7

Test: Learning Accomplishment Profile

	Developmental ages-months			
	CA	Cognitive	Language	Fine Motor
Pre	39	# 24 R. 62	# 24 R. 62	# 27 R. 69
Interval gains	45	# 36 R. 80	# 30 R. 67	# 48 R. 107
Post	50	# 42 R. 84	# 33 R. 66	# 60 R. 120
Overall gains	11	# 6 R. 4	# 3 R. -1	# 12 R. 13

Rate of Acquisition

	(Number of Behaviors Acquired)			
	CA	Cognitive	Language	Fine Motor
Pre	39	# 81 R. 79	# 45 R. 83	# 65 R. 87
Interval gains	45	# 108 R. 96	# 56 R. 95	# 92 R. 97
Post	50	# 117 R. 93	# 57 R. 83	# 104 R. 98
Overall gains	11	# 9 R. -3	# 1 R. -12	# 12 R. 1

Test: Minnesota Child Development Inventory (Parent Interview)

	(Number of Behaviors Acquired)								
	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	39	81	28	31	✓ 40	29	34	✓ 20	✓ 24
Post	50	94	33	38	52	38	37	35	33
Overall gains	11	13	5	7	8	9	3	15	9

82-83, (83-84) (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired

R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

INDIVIDUAL CHILD'S RECORD FORM

CHILD: 9 PROGRAM/SCHOOL YEAR: 1982 - 83

HANDICAP CATEGORY: Sp ATTENDANCE (%): 25%

Test: Developmental Profile II

	Developmental Ages (Months)						
	Date	Phy.	SH	Soc.	Aca.	Comm. CA.	
Pre		22	32	36	17	22	27
Post		24	34	36	22	24	29
Gains/Losses		2	2	0	5	2	2

	Number of Behaviors Acquired:					
	Date	Phy.	SH	Soc.	Acad.	Comm.
Pre		11	15	17	6	11
Post		12	16	17	8	12
Gains/Losses		1	1	0	2	1

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		27	17	62
Post		29	22	76
Gains/Losses		2	5	14

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		27	20.5	76
Post		29	24	83
Gains/Losses		2	3.5	7

Test: Learning Accomplishment Profile

	(Developmental ages-months)			
	CA	Cognitive	Language	Fine Motor
Pre	27	# 18R. 67	# 21R. 78	# 16R. 59
Interval	30	# 18R. 60	# 24R. 80	# 17R. 57
gains		# 0R. -7	# 3R. 2	# 1R. -2
Post		# R.	# R.	# R.
gains		# R.	# R.	# R.
Overall gains	3	0 -7	3 2	1 -2

Rate of Acquisition

	(Number of Behaviors Acquired)			
	CA	Cognitive	Language	Fine Motor
Pre	27	# 65R. 80	# 37R. 82	# 50R. 86
Interval	30	# 69R. 85	# 40R. 89	# 52R. 90
gains		# 4R. 5	# 3R. 7	# 2R. 4
Post		# R.	# R.	# R.
gains		# R.	# R.	# R.
Overall gains	3	4 5	3 7	2 4

Test: Minnesota Child Development Inventory (Parent Interview)

	(Number of Behaviors Acquired)								
	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	26	68	19 ✓	27	38	23	30	✓ 17	21
Post	29	80	25	29	42	28	36	20	25
Gains	3	12	6	2	4	5	6	3	4
Overall gains	3	12	6	2	4	5	6	3	4

(82-83) 83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired

R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

INDIVIDUAL CHILD'S RECORD FORM

PCT II

CHILD: 9

PROGRAM/SCHOOL YEAR: 1983 - 84

HANDICAP CATEGORY: Sp

ATTENDANCE (%): 43%

Test: Developmental Profile II

	Developmental Ages (Months)						
	Date	Phy.	SH	Soc.	Aca.	Comm. CA.	
Pre		24	34	36	22	24	29
Post		34 _B	42	36	28 _B	28 _B	40
Gains/Losses		10	8	0	6	4	11

	Number of Behaviors Acquired:					
	Date	Phy.	SH	Soc.	Acad. Comm.	
Pre		12	16	17	8	12
Post		16	20	17	11	14
Gains/Losses		4	4	0	3	2

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		29	22	76
Post		40	28	70
Gains/Losses		11	6	-6

Test: Glosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		29	24	83
Post		40	25.5	64
Gains/Losses		11	1.5	-19

Test: Learning Accomplishment Profile

	(Developmental ages-months)			
	CA	Cognitive	Language	Fine Motor
Pre	30	# 18 R. 60	# 24 R. 80	# 17 R. 57
Interval gains	36	# 27 R. 75	# 30 R. 83	# 30 R. 83
Post gains	40	# 30 R. 75	# 30 R. 75	# 42 R. 105
Overall gains	10	12	15	14 -5 25 48

Rate of Acquisition

	(Number of Behaviors Acquired)			
	CA	Cognitive	Language	Fine Motor
Pre	30	# 69 R. 85	# 40 R. 89	# 52 R. 90
Interval gains	36	# 87 R. 94	# 50 R. 88	# 71 R. 96
Post gains	40	# 93 R. 89	# 54 R. 86	# 85 R. 93
Overall gains	10	24	4	14 -3 33 3

Test: Minnesota Child Development Inventory (Parent Interview)

	(Number of Behaviors Acquired)								
	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	29	80	25	29	42	28	36	20	25
Post	41	✓84	31	31	✓43	✓33	38	✓24	31
Overall gains	12	4	6	2	1	5	2	4	6

82-83, 83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired

R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

CHILD: 10

PROGRAM/SCHOOL YEAR: 1983 - 84

HANDICAP CATEGORY: DLD

ATTENDANCE (%): 75%

Test: Developmental Profile II

	Developmental Ages (Months)						
	Date	Phy.	SH	Soc.	Aca.	Comm.	CA.
Pre		20	42	36	18	24	27
Post		34	46	36	32	30	35
Gains/Losses		14	4	0	14	6	8

	Number of Behaviors Acquired:					
	Date	Phy.	SH	Soc.	Acad.	Comm.
Pre		10	20	18	6	12
Post		16	22	18	13	15
Gains/Losses		6	2	0	7	3

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		27	18	67
Post		35	32	91
Gains/Losses		8	14	+24

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		27	24.5	91
Post		35	32	91
Gains/Losses		8	7.5	0

Test: Learning Accomplishment Profile

	(Developmental ages-months)			
	CA	Cognitive	Language	Fine Motor
Pre	30	# 30 R. 100	# 30 R. 100	# 36 R. 120
Interval gains	33	# 33 R. 94	# 30 R. 86	# 42 R. 120
Post gains		# 3 R. -6	# 0 R. -14	# 6 R. 0
Overall gains	3	3	-6	0 -14

Rate of Acquisition

	(Number of Behaviors Acquired)			
	CA	Cognitive	Language	Fine Motor
Pre	30	# 90 R. 93	# 54 R. 92	# 74 R. 93
Interval gains	33	# 98 R. 93	# 55 R. 87	# 85 R. 91
Post gains		# 8 R. 0	# 1 R. -5	# 11 R. -2
Overall gains	3	8	0	1 -5

Test: Minnesota Child Development Inventory (Parent Interview)

	(Number of Behaviors Acquired)								
	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	27	54	23	26	30	12	21	26	17
Post	35	90	24	30	41	21	34	31	32
Overall gains	8	36	1	4	11	9	13	5	15

82-83, 83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

CHILD: 11

PROGRAM/SCHOOL YEAR: 1982 - 83

HANDICAP CATEGORY: DLD

ATTENDANCE (%): 25%

Test: Developmental Profile II

	Developmental Ages (Months)						
	Date	Phy.	SH	Soc.	Aca.	Comm. CA.	
Pre		28	42	30	24	26	31
Post		38	42	32	28	26	34
Gains/Losses		10	0	2	4	0	3

	Number of Behaviors Acquired:					
	Date	Phy.	SH	Soc.	Acad. Comm.	
Pre		14	21	15	9	13
Post		17	21	16	11	13
Gains/Losses		3	0	1	2	0

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		31	24	77
Post		34	28	82
Gains/Losses		3	4	5

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		31	31.5	101
Post		34	33	97
Gains/Losses		3	1.5	4

Test: Learning Accomplishment Profile

	(Developmental ages-months)				Fine Motor	
	CA	Cognitive	Language	Language	Language	Motor
Pre	31	# 22R. 71	# 24 R. 77	# 24R. 77	# 24R. 77	# 24R. 77
Interval gains	34	# 24R. 71	# 24 R. 71	# 24R. 71	# 24R. 71	# 24R. 71
Post gains		# 2R. 0	# 0 R. -6	# 0R. -6	# 0R. -6	# 0R. -6
Overall gains	3	# R.	# R.	# R.	# R.	# R.

Rate of Acquisition

	(Number of Behaviors Acquired)				Fine Motor	
	CA	Cognitive	Language	Language	Language	Motor
Pre	31	# 73R. 89	# 40 R. 82	# 59R. 94	# 59R. 94	# 59R. 94
Interval gains	34	# 75R. 91	# 44 R. 90	# 60R. 95	# 60R. 95	# 60R. 95
Post gains		# 2R. 2	# 4 R. 12	# 1R. 1	# 1R. 1	# 1R. 1
Overall gains	3	# R.	# R.	# R.	# R.	# R.

Test: Minnesota Child Development Inventory (Parent Interview)

	(Number of Behaviors Acquired)								
	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	30	82	26	31	46	28	33	31	29
Post	34	91	33	34	47	31	36	32	32
Gains	4	9	7	3	1	3	3	1	3
Overall gains	4	9	7	3	1	3	3	1	3

82-83, 83-84 . (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired

R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

CHILD: 12

PROGRAM/SCHOOL YEAR: 1982 - 83

HANDICAP CATEGORY: sp

ATTENDANCE (%): 57%

Test: Developmental Profile II

	Developmental Ages (Months)						
	Date	Phy.	SH	Soc.	Aca.	Comm.	CA.
Pre		30	44	38	30	34	36
Post		40	50	54	34	38	40
Gains/Losses		10	6	16	4	4	4

	Number of Behaviors Acquired:					
	Date	Phy.	SH	Soc.	Acad.	Comm.
Pre		19	21	18	12	17
Post		14	22	21	14	18
Gains/Losses		-5	1	3	2	1

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		36	30	83
Post		40	34	85
Gains/Losses		4	4	2

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		36	32	86
Post		40	37	92.5
Gains/Losses		4	5	6.5

Test: Learning Accomplishment Profile
(Developmental ages-months)

	CA	Fine Motor			
		Cognitive	Language	Motor	
Pre	37	# 110R. 65	# 30R. 81	# 24R. 65	
Interval gains	40	# 110R. 75	# 30R. 75	# 27R. 66	
Post gains		# OR. 10	# OR. -6	# 3R. 3	
Overall gains	3	0	10	0 -6	3 3

Rate of Acquisition

	CA	Fine Motor			
		Cognitive	Language	Motor	
Pre	37	# 83R. 75	# 51R. 77	# 61R. 77	
Interval gains	40	# 92R. 84	# 51R. 85	# 67R. 85	
Post gains		# 9R. 9	# OR. 0	# 6R. 8	
Overall gains	3	9	9	0 0	6 8

Test: Minnesota Child Development Inventory (Parent Interview)
(Number of Behaviors Acquired)

	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	34	✓72	✓24	✓28	✓37	✓22	27	✓17	✓21
Post	40	85	28	31	43	30	32	19	24
Gains		13	4	3	6	8	5	2	3
Overall gains	6	13	4	3	6	8	5	2	3

(32-83, 83-84) (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired

R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

CHILD: 13 PROGRAM/SCHOOL YEAR: 1982 - 83
 HANDICAP CATEGORY: sp ATTENDANCE (%): 24

Test: Developmental Profile II

Date	Developmental Aqs (Months)					
	Phy.	SH	Soc.	Aca.	Comm.	CA.
Pre	32	42	36	30	26	35
Post	34	44	36	30	28	38
Gains/Losses	2	2	0	0	2	3

Number of Behaviors Acquired:

Date	Number of Behaviors Acquired:				
	Phy.	SH	Soc.	Acad.	Ccmm.
Pre	16	20	18	12	13
Post	17	21	18	12	14
Gains/Losses	1	1	0	0	1

Test: Developmental Profile II (Cont.)

Date	CA	MA	Functional Level
Pre	35	30	85
Post	38	30	79
Gains/Losses	3	0	-6

Test: Sinsson Intelligence Test

Date	CA	MA	Est. of I.Q.
Pre	35	33	94
Post	38	35	92
Gains/Losses	3	2	-2

Test: Learning Accomplishment Profile
(Developmental ages-months)

Date	CA	Fine		
		Cognitive	Language	Motor
Pre	35	# 22R. 63	# 24R. 69	# 22R. 63
Interval	38	# 22R. 58	# 24R. 63	# 24R. 63
gains		# OR. -5	# OR. -6	# 2R. 0
Post		# R.	# R.	# R.
gains		# R.	# R.	# R.
Overall gains	3	# R. 0	# R. -5	# R. 0 -6

Rate of Acquisition
(Number of Behaviors Acquired)

Date	CA	Fine		
		Cognitive	Language	Motor
Pre	35	# 73R. 90	# 42R. 84	# 56R. 89
Interval	38	# 73R. 90	# 42R. 84	# 58R. 92
gains		# OR. 0	# OR. 0	# 2R. 3
Post		# R.	# R.	# R.
gains		# R.	# R.	# R.
Overall gains	3	# R. 0	# R. 0	# R. 2 3

Test: Minnesota Child Development Inventory (Parent Interview)
(Number of Behaviors Acquired)

Date	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Post	37	✓74	✓26	✓29	✓39	✓27	25 ✓	✓21	18 ✓
Gains	4	13	8	5	4	12	2	2	7
Overall gains	4	13	8	5	4	12	2	2	7

82-83, 83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired

R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

CHILD: 14

PROGRAM/SCHOOL YEAR: 1983 - 84

HANDICAP CATEGORY: DLD

ATTENDANCE (%): 11%

Test: Developmental Profile II

	Date	Developmental Ages (Months)					
		Phy.	SH	Soc.	Aca.	Comm.	CA.
Pre		24	22	26	22	24	29
Post		44	48	28	32	28	35
Gains/Losses		20	26	2	10	4	6

	Date	Number of Behaviors Acquired:				
		Phy.	SH	Soc.	Acad.	Comm.
Pre		12	11	13	8	12
Post		21	22	14	13	14
Gains/Losses		9	11	1	5	2

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		29	22	76
Post		35	32	91
Gains/Losses		6	10	15

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		29	25.5	88
Post		35	28	80
Gains/Losses		6	2.5	-8

Test: Learning Accomplishment Profile

	CA	Developmental ages-months		
		Cognitive	Language	Fine Motor
Pre	35	# 27 R. 77	# 30 R. 86	# 36 R. 103
Interval gains		# R.	# R.	# R.
Post gains		# R.	# R.	# R.
Overall gains		# R.	# R.	# R.

Rate of Acquisition

	CA	(Number of Behaviors Acquired)		
		Cognitive	Language	Fine Motor
Pre	35	# 86 R. 95	# 51 R. 91	# 79 R. 87
Interval gains		# R.	# R.	# R.
Post gains		# R.	# R.	# R.
Overall gains		# R.	# R.	# R.

Test: Minnesota Child Development Inventory (Parent Interview)

	CA	(Number of Behaviors Acquired)							
		General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	29	✓56	26	30	✓32	20	✓25	20	22
Post	33	92	31	36	47	4	37	28	✓25
Gains									
Overall gains	4	36	5	6	15	25	12	8	3

82-83, 83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired

R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

CHILD: 15

PROGRAM/SCHOOL YEAR: 1983 - 84

HANDICAP CATEGORY: Sp

ATTENDANCE (%): .07%

Test: Developmental Profile II

	Developmental Ages (Months)						
	Date	Phy.	SH	Soc.	Aca.	Comm. CA.	
Pre		22	28	22	24	24	25
Post		20	22	24	17 ^S _B	18 _B	29
Gains/Losses		-2	-6	2	-7	-6	4

	Number of Behaviors Acquired:					
	Date	Phy.	SH	Soc.	Acad.	Comm.
Pre		11	14	11	9	12
Post		10	11	12	6	10
Gains/Losses		-1	-3	1	-3	-2

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		25	24	96
Post		29	17	59
Gains/Losses		4	-7	-37

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		25	25	100
Post		29	21.5	74
Gains/Losses		4	3.5	-26

Test: Learning Accomplishment Profile

	Developmental ages-months			
	CA	Cognitive	Language	Fine Motor
Pre	29	# 22 ^R . 76	# 30 ^R . 103	# 24 ^R . 83
Interval gains		# R.	# R.	# R.
Post gains		# R.	# R.	# R.
Overall gains		# R.	# R.	# R.

Rate of Acquisition

	(Number of Behaviors Acquired)			
	CA	Cognitive	Language	Fine Motor
Pre	29	# 73 ^R . 95	# 42 ^R . 78	# 60 ^R . 92
Interval gains		# R.	# R.	# R.
Post gains		# R.	# R.	# R.
Overall gains		# R.	# R.	# R.

Test: Minnesota Child Development Inventory (Parent Interview)

	(Number of Behaviors Acquired)								
	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	22	51	✓19	27	29	✓12	17 ✓	✓13	✓15
Post	29	72	23	28	40	17	28	15	27
Gains									
Overall gains	7	21	4	1	11	5	11	2	12

82-83, 83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired

R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

INDIVIDUAL CHILD'S RECORD FORM

PCT II

CHILD: 16 PROGRAM/SCHOOL YEAR: 1983 - 84
 ANDICAP CATEGORY: Sp ATTENDANCE (%): .07%

Test: Developmental Profile II
 Developmental Ages (Months)

Date	Phy.	SH	Soc.	Aca.	Comm.	CA.
Pre	22	28	22	22	24	25
Post	14	10 ⁶	12 ⁵	22	26	29
Gains/Losses	-8	-18	-10	0	2	4

Number of Behaviors Acquired:

Date	Phy.	SH	Soc.	Acad.	Comm.
Pre	11	14	11	8	12
Post	10	8	12	8	13
Gains/Losses	-1	-6	1	0	1

Test: Developmental Profile II (Cont.)

Date	CA	MA	Functional Level
Pre	25	22	88
Post	29	22	76
Gains/Losses	4	0	-12

Test: Slosson Intelligence Test

Date	CA	MA	Est. of I.Q.
Pre	25	26	104
Post	29	23	79
Gains/Losses	4	-3	-25

Test: Learning Accomplishment Profile
 (Developmental ages-months)

	Fine		
	CA	Cognitive	Language Motor
Pre	29	# 24R, 83	# 24 R, 83 # 24R, 83
Interval gains		# R.	# R. # R.
Post		# R.	# R. # R.
Overall gains		# R.	# R. # R.

Rate of Acquisition
 (Number of Behaviors Acquired)

	Fine		
	CA	Cognitive	Language Motor
Pre	29	# 77R, 92	# 43 R, 90 # 58R, 89
Interval gains		# R.	# R. # R.
Post		# R.	# R. # R.
Overall gains		# R.	# R. # R.

Test: Minnesota Child Development Inventory (Parent Interview)
 (Number of Behaviors Acquired)

	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	22	✓45	✓20	26	29	✓12	18 ✓	✓12	✓16
Post	29	69	22	27	40	17	26	15	27
Overall gains,	7	23	2	1	11	5	8	3	11

82-83, 83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired

R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

CHILD: 17

PROGRAM/SCHOOL YEAR: 1982 - 83

HANDICAP CATEGORY: Sp

ATTENDANCE (%): 50%

Test: Developmental Profile II

	Date	Developmental Ages (Months)					
		Phy.	SH	Soc.	Aca.	Comm. CA.	
Pre		34	44	28	26	28	33
Post		38	52	24	30	30	37
Gains/Losses		4	8	4	4	2	4

	Date	Number of Behaviors Acquired:				
		Phy.	SH	Soc.	Acad.	Comm.
Pre		16	19	13	10	14
Post		19	21	12	12	15
Gains/Losses		3	2	1	2	1

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Post		37	30	81
Gains/Losses		4	4	5

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Post		37	33.5	90
Gains/Losses		3	6	9

Test: Learning Accomplishment Profile

	CA	Developmental ages-months		
		Cognitive	Language	Fine Motor
Pre	34	# 18 R. 53	# 21 R. 62	# 22 R. 65
Interval gains	37	# 21 R. 57	# 24 R. 65	# 24 R. 65
Post gains		# 3 R. 4	# 3 R. 3	# 2 R. 0
Overall gains	3	3	4	3 3 2 0

Rate of Acquisition

	CA	(Number of Behaviors Acquired)		
		Cognitive	Language	Fine Motor
Pre	34	# 68 R. 83	# 36 R. 72	# 56 R. 85
Interval gains	37	# 72 R. 88	# 40 R. 80	# 60 R. 91
Post gains		# 4 R. 5	# 4 R. 8	# 4 R. 6
Overall gains	3	4	5	4 8 4 6

Test: Minnesota Child Development Inventory (Parent Interview)

	CA	(Number of Behaviors Acquired)							
		General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	33	74	22 ✓	21 ✓	✓32	✓20	21 ✓	23	20 ✓
Post	37	80	26	30	40	28	32	26	27
Gains	4	6	4	9	8	8	11	3	7
Overall gains	4	6	4	9	8	8	11	3	7

(32-83, 83-84) (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired

R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

INDIVIDUAL CHILD'S RECORD FORM

PCT II

CHILD: 18

PROGRAM/SCHOOL YEAR: 1983 - 84

HANDICAP CATEGORY: Sp

ATTENDANCE (%): .04%

Test: Developmental Profile II

	Developmental Ages (Months)						
	Date	Phy.	SH	Soc.	Aca.	Comm.	CA.
Pre		30	52	46	32	32	42
Post							
Gains/Losses							

	Number of Behaviors Acquired:					
	Date	Phy.	SH	Soc.	Acad.	Comm.
Pre		15	23	21	13	16
Post						
Gains/Losses						

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		42	32	76
Post				
Gains/Losses				

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		42	32	76
Post				
Gains/Losses				

Test: Learning Accomplishment Profile

	Rate of Acquisition (Number of Behaviors Acquired)					
	CA	Cognitive		Language		Fine Motor
Pre		#	R.	#	R.	# R.
Interval gains		#	R.	#	R.	# R.
Post gains		#	R.	#	R.	# R.
Overall gains		#	R.	#	R.	# R.

Rate of Acquisition (Number of Behaviors Acquired)

	Rate of Acquisition (Number of Behaviors Acquired)					
	CA	Cognitive		Language		Fine Motor
Pre		#	R.	#	R.	# R.
Interval gains		#	R.	#	R.	# R.
Post gains		#	R.	#	R.	# R.
Overall gains		#	R.	#	R.	# R.

Test: Minnesota Child Development Inventory (Parent Interview)

	Rate of Acquisition (Number of Behaviors Acquired)								
	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	42		31	29 ✓	✓ 43	✓ 31	19 ✓	✓ 23	24 ✓
Post									
Gains									
Overall gains									

32-83, (83-84) (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

Child left program before testing could be completed.

CHILD: 19

PROGRAM/SCHOOL YEAR: 1983 - 84

HANDICAP CATEGORY: Sp

ATTENDANCE (%): 0%

Test: Developmental Profile II

	Developmental Ages (Months)						
	Date	Phy.	SH	Soc.	Aca.	Comm.	CA.
Pre		20	40	42	22	24	31
Post							
Gains/Losses							

	Number of Behaviors Acquired:					
	Date	Phy.	SH	Soc.	Acad.	Comm.
Pre		10	19	21	8	12
Post						
Gains/Losses						

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		31	22	71
Post				
Gains/Losses				

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		31	31	100
Post				
Gains/Losses				

Test: Learning Accomplishment Profile

	Developmental ages-months					
	CA	Cognitive		Language		Fine Motor
	#	R.	#	R.	#	R.
Pre						
Interval gains						
Post gains						
Overall gains						

Rate of Acquisition

	(Number of Behaviors Acquired)					
	CA	Cognitive		Language		Fine Motor
	#	R.	#	R.	#	R.
Pre						
Interval gains						
Post gains						
Overall gains						

Test: Minnesota Child Development Inventory (Parent Interview)

	(Number of Behaviors Acquired)								
	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	31	74	✓23	30	38	23	27	24	29
Post									
Gains									
Overall gains									

82-83, 83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired

R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

Child left program before testing could be completed.

CHILD: 20

PROGRAM/SCHOOL YEAR: 1983 - 84

HANDICAP CATEGORY: DLD

ATTENDANCE (%): .07%

Test: Developmental Profile II

	Developmental Ages (Months)					
	Date	Phy.	SH	Soc.	Aca.	Comm. CA.
Pre		22	16 ^s	28	12 ^s	22 30
Post						
Gains/Losses						

	Number of Behaviors Acquired:				
	Date	Phy.	SH	Soc.	Acad. Comm.
Pre		11	8	14	4 11
Post					
Gains/Losses					

Test: Developmental Profile II (Cont.)

	Date	CA	MA	Functional Level
Pre		30	12	40
Post				
Gains/Losses				

Test: Slosson Intelligence Test

	Date	CA	MA	Est. of I.Q.
Pre		30	27	90
Post				
Gains/Losses				

Test: Learning Accomplishment Profile

	(Developmental ages-months)				Fine Motor	
	CA	Cognitive	Language		#	R.
Pre		# R.	# R.	# R.	# R.	
Interval gains		# R.	# R.	# R.	# R.	
Post gains		# R.	# R.	# R.	# R.	
Overall gains		# R.	# R.	# R.	# R.	

Rate of Acquisition

	(Number of Behaviors Acquired)					
	CA	Cognitive	Language		#	R.
Pre		# R.	# R.	# R.	# R.	
Interval gains		# R.	# R.	# R.	# R.	
Post gains		# R.	# R.	# R.	# R.	
Overall gains		# R.	# R.	# R.	# R.	

Test: Minnesota Child Development Inventory (Parent Interview)

	(Number of Behaviors Acquired)								
	CA	General Devel.	Gross Motor	Fine Motor	Express. Language	Comprehen. Conceptual	Situation Comprehension	Self Help	Personal Social
Pre	29	✓ 63	✓ 22	✓ 26	23 ✓	7 ✓	17 ✓	✓ 18	✓ 17
Post									
Gains									
Overall gains									

82-83, 83-84 (✓ on left side of number=20% delay, ✓ on right side of number=30% delay)

COMMENTS:

KEY: # = number of months or behaviors acquired

R. = Rate of development or acquisition

Phy. = Physical; SH = Self Help; Soc. = Social; Aca. = Academic; Comm. = Communication

CA = Chronological Age; MA = Mental Age

Child left program before testing could be completed.

Visual Display Preschool

INDIVIDUAL CHILD'S RECORD FORM

School Year 81-82

Child's Name: #1

Source: A.B.R.

Date of Birth: _____

Handicap Code: DLD

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Date	CA	LA	AL	RL	AV	VM	AUTOMATIC LEVEL ITEMS						REPRESENTATIONAL LEVEL ITEMS					
							Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
	1	2	3	4	5	6	7	8	9	10	11	12						
	3-1	2-4	2-10	1-10	2-10	2-2	3	4	3	2	3	2	2	0	2	2	2	3
	3-4	2-6	2-10	2-1	2-6	2-6	3	4	3	2	3	2	2	2	2	2	2	3
* Gains/Losses	0-3	0-2	0	0-12	minus -4 mo.	0-4	0	0	0	0	0	0	0	2	0	0	0	0

* Gains/Losses shown in years unless otherwise indicated.

Source:

Date	CA	GM	FM	PD	SH	LANG	DR %
	3-1	2	2-3		3-9	2-4	76
	3-4	2	2-6		3-6	2-6	75
* Gains/Losses	0-3	0	0-3		minus -3 mo.	0-2	minus -1

Date	CA	MA	IQ	Gains/Losses			
Leiter							
	3-4	3-11	118				

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate

School Loumeau, 1983, Project Yaqui

Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #1

School Year 82-83

Date of Birth:

Source: A.B.R.

Handicap Code: DLD

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Perception

Aud Disc Vis Disc

Memory Aud Vis

Imitation Verb Motor

Reception Aud Vis

Association Aud Vis

Expression Verb Man

Date	CA	LA	AL	RL	AV	VM	1	2	3	4	5	6	7	8	9	10	11	12
	3-4	2-6	2-10	2-1	2-6	2-6	3	4	3	2	3	2	2	2	2	2	2	3
	4-4	3-9	3-4	4-2	3-6	4-0	4	5	3	3	3	2	5	4	3	5	3	5
* Gains/Losses	1-0	1-2	0-6	2-1	1-0	1-6	1	1	0	1	0	0	3	2	1	3		2

* Gains/Losses shown in years unless otherwise indicated.

Source:

Date	CA	GM	FM	PD	SH	LANG	DR %
	3-4	2	2-6		3-6	2-6	75
	4	4	4-9		5-6	3-9	87
* Gains/Losses	1-0	2	2-3		2-0	1-3	12

Date	CA	MA	IQ	Gains/Losses	
Leiter	3-4	3-11	118		
	4-4	4-3	103	minus	
				-15	

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate

Carol Loumeau, 1983, Project Yaqui

Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #1

School Year 83-84

Date of Birth:

Source: A.B.R.

Handicap Code: DLD

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Perception

Aud Vis

Memory

Imitation

Reception

Association

Expression

Disc Disc

Aud Vis

Verb Motor

Aud Vis

Aud Vis

Verb Man

Date	CA	LA	AL	RL	AV	VM	1	2	3	4	5	6	7	8	9	10	11	12
	4-4	3-9	3-4	4-2	3-6	4-0	4	5	3	3	3	2	5	4	3	5	3	5
	4-10	4-1	3-10	4-4	3-8	4-6	4	5	3	5	3	3	6	4	3	5	3	5
	5-1	4-5	4-6	4-4	3-10	5-0	4	5	3	5	4	6	6	4	3	5	3	5
	5-3	4-10	4-10	4-10	4-4	5-4	4	6	3	5	5	6	6	4	3	5	5	6
* Gains/Losses	0-11	1-1	1-6	0-8	0-10	1-4		1		2	2	4	1				2	1

* Gain/Losses shown in years unless otherwise indicated.

Source:

Date	CA	GM	FM	PD	SH	LANG	DR %
	4-4	4-0	4-9	4-7	5-6	3-9	87
	4-10	5-0	4-9	4-10	5-6	4-1	84
	5-1					4-5	81
	5-3	6-0	5-0	5-2	5-6	4-10	92
* Gains/Losses	0-11	2-0	0-3	0-7		1-1	+5

Leiter

Leiter

Date	CA	MA	IQ	Gains/Losses			
	4-4	4-3	103				
	5-3	5-6	110	+7			
	English ITPA PLA 5-1 CA 5-4						
	Mean Scaled Score 84						

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Carol Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

School Year 81-82

Child's Name: #2

Date of Birth: _____

Source: A.B.R.

Handicap Code: DLD

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Perception

Aud Disc Vis Disc

Memory

Aud Vis

Imitation

Verb Motor

Reception

Aud Vis

Association

Aud Vis

Expression

Verb Man

Date	CA	LA	AL	RL	AV	VM	1	2	3	4	5	6	7	8	9	10	11	12
	3-10	3-4	3-2	3-4	2-8	3-10	3	4	2	4	3	3	3	4	2	5	3	3
	4-1	3-5	3-6	3-4	3-0	3-10	3	4	4	4	3	3	3	4	2	5	3	3
* Gains/Losses	0-3	0-1	0-4	0	0-4	0	0	0	2	0	0	0	0	0	0	0	0	0

* Gains/Losses shown in years unless otherwise indicated.

Source:

Date	CA	GM	FM	PD	SH	LANG	DR %
	3-10	3	4-0		5	3-4	87
	4-1	3	4-0		5	3-5	84
* Gains/Losses	0-3	0	0		0	0-1	minus 3

Date CA MA IQ Gains/Losses

Date	CA	MA	IQ	Gains/Losses
	4-1	4-2	103	

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Carol Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

School Year 82-83
Source: A.B.R.

Child's Name: #2
Date of Birth: _____
Handicap Code: DLD

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Date	CA	LA	AL	RL	AV	VM	AUTOMATIC LEVEL ITEMS						REPRESENTATIONAL LEVEL ITEMS					
							Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
	4-1	3-5	3-6	3-4	3-0	3-10	1	2	3	4	5	6	7	8	9	10	11	12
	4-1	3-5	3-6	3-4	3-0	3-10	3	4	4	4	3	3	3	4	2	5	3	3
	5-0	5-0	5-2	4-10	4-8	5-4	4	6	5	6	5	5	6	4	3	5	5	6
* Gains/Losses	0-11	1-7	1-8	1-6	1-8	1-6	1	2	1	2	2	2	3	0	1	0	2	3

* Gains/Losses shown in years unless otherwise indicated.

Source:

Date	CA	GM	FM	PD	SH	LANG	DR %
	4-1	3	4-0		5-0	3-5	84
	5-1	5	6-0		5-9	5-0	98
* Gains/Losses	1-0	2	2-0		0-9	1-7	14

Date	CA	MA	IQ	Gains/Losses			
Leiter	4-1	4-2	103				
	5-1	5-1	103	0			

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
SH-Self Help LANG-Language Development DR-Developmental Rate

Carol Loumeau, 1983, Project Yaqui Grant No. 600-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #3

School Year 81-82

Date of Birth: _____

Source: A.B.R.

Handicap Code: DLD

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Perception
Aud Disc Vis Disc

Memory
Aud Vis

Imitation
Verb Motor

Reception
Aud Vis

Association
Aud Vis

Expression
Verb Man

Date	CA	LA	AL	RL	AV	VM	1	2	3	4	5	6	7	8	9	10	11	12
	4-3	2-10	3-8	2-0	2-10	2-10	3	5	4	3	3	4	3	0	2	2	2	3
	4-6	3-0	4-0	2-0	3-0	3-0	3	5	5	3	3	5	3	0	2	2	2	3
* Gains/Losses	0-3	0-2	0-4	0	0-2	0-2	0	0	1	0	0	1	0	0	0	0	0	0

* Gains/Losses shown in years unless otherwise indicated.

Source:

Date	CA	GM	FM	PD	SH	LANG	DR %
	4-3	5-0	4-3		4-0	2-10	67
	4-6	5-0	4-3		5-3	3-0	67
* Gains/Losses	0-3	0	0		1-3	0-2	0

Date	CA	MA	IQ	Gains/Losses			
Leiter							
	4-6	4-5	99				

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Carol Loumeau, 1983, Project Yaqi Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #3

School Year 82-83

Date of Birth:

Source: A.B.R.

Handicap Code: DLD

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Date	CA	LA	AL	RL	AV	VM	AUTOMATIC LEVEL ITEMS						REPRESENTATIONAL LEVEL ITEMS					
							Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
	1	2	3	4	5	6	7	8	9	10	11	12						
	4-6	3-0	4-0	2-0	3-0	3-0	3	5	5	3	3	5	3	0	2	2	2	3
	5-6	5-6	5-6	5-6	5-2	5-10	4	6	6	6	5	6	6	5	5	6	5	6
* Gains/Losses	1-0	2-6	1-6	3-6	2-2	2-10	1	1	1	3	2	1	3	5	3	4	3	3

* Gains/Losses shown in years unless otherwise indicated.

Source:

Date	CA	GM	FM	PD	SH	LANG	DR %
	4-6	5-0	4-3		5-3	3-0	67
	5-6	5-0	5-9		5-9	5-6	100
* Gains/Losses	1-0	1	1-6		0-6	2-6	33

Leiter

Date	CA	MA	IQ	Gains/Losses			
	4-6	4-5	99				
	5-6	5-6	105	6			

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #3 _____

School Year 81-82 _____

Date of Birth: _____

Source: ⁸²⁻⁸³ A.B.R.

Handicap Code: DLD

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Date	CA	LA	AL	RL	AV	VM	Perception						Representation							
							Aud		Vis		Memory		Imitation		Reception		Association		Expression	
							Disc	Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man		
	1	2	3	4	5	6	7	8	9	10	11	12								
	5-6	5-6	5-6	5-6	5-2	5-10	4	6	6	6	5	6	6	5	5	6	5	6		
	6-6	6-0	6-0	6-0	6-0	6-0	6	6	6	6	6	6	6	6	6	6	6	6		
* Gains/Losses	1-0	0-6	0-6	0-6	0-8	0-2	2				1			1	1		1			

* Gains/Losses shown in years unless otherwise indicated.

Source:

Date	CA	GM	FM	PD	SH	LANG	DR %
	5-6	5-0	5-9	5-7	5-9	5-6	100
	6-6	6-0	6-0	6-0	5-9	6-0	92
* Gains/Losses	1-0	1-0	0-3	0-5		0-6	-8

Date	CA	MA	IQ	Gains/Losses

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PC-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Carol Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs



INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #4

School Year 81-82

Date of Birth:

Source: A.B.R.

Handicap Code: DLD

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Perception

Aud Disc Vis Disc

Memory Imitation

Aud Vis Verb Motor

Reception

Association

Expression

Date	CA	LA	AL	RL	AV	VM	1	2	3	4	5	6	7	8	9	10	11	12
	4-9	3-0	3-2	2-10	3-0	3-0	3	5	3	2	3	3	3	2	3	2	3	4
	5-0	3-1	3-4	2-10	3-2	3-0	3	5	4	2	3	3	3	2	3	2	3	4
* Gains/Losses	0-3	0-1	minus -2 mo.	0	0-2	0	0	0	1	0	0	0	0	0	0	0	0	0

* Gains/Losses shown in years unless otherwise indicated.

Source:

Date	CA	GM	FM	PD	SH	LANG	DR %
	4-9	5	3-6		4-6	3-0	63
	5-0	5	3-6		4-9	3-1	62
* Gains/Losses	0-3	0	0		0-3	0-1	minus -1

Leiter Pre

Date	CA	MA	IQ	Gains/Losses
			83	
	5-0	4-3	85	2

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate

Carol Loumeau, 1983, Project Yaqul

Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

Follow Up June 1983
INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #4

School Year 81-82

Date of Birth:

Source: A.B.R.

Handicap Code: DLD

Date	AUTOMATIC LEVEL ITEMS						REPRESENTATIONAL LEVEL ITEMS											
	CA	LA	AL	RL	AV	VM	Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
	5-0	3-1	3-4	2-10	3-2	3-0	1	2	3	4	5	6	7	8	9	10	11	12
	5-0	3-1	3-4	2-10	3-2	3-0	3	5	4	2	3	3	3	2	3	2	3	4
	6-0	3-10	4-0	3-8	3-8	4-0	4	5	4	3	5	3	3	4	3	5	3	4
* Gains/Losses	1-0	0-9	0-8	0-10	0-6	1-0	1	0	0	1	2	0	0	2	0	3	0	0

* Gains/Losses shown in years unless otherwise indicated.

Date	CA	GM	FM	PD	SH	LANG	DR %
	5-0	5	3-6		4-9	3-1	62
	6-0	5	4-0		5-6	3-10	64
* Gains/Losses	1-0	0	0-6		0-9	0-9	2

Source:

Date	CA	MA	IQ	Gains/Losses			
Leiter	5-0	4-3	85				

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Carol Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

Note: Child left program after three months. Parents refused follow up testing in June, 1983.

INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #5
 Date of Birth: _____
 Handicap Code: _____

School Year 81-82
 Source: A.B.R.

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Perception

Aud Disc Vis Disc

Memory
 Aud Vis

Imitation
 Verb Motor

Reception
 Aud Vis

Association
 Aud Vis

Expression
 Verb Man

Date	CA	LA	AL	RL	AV	VM	1	2	3	4	5	6	7	8	9	10	11	12
	4-3	3-6	3-4	3-8	3-4	3-8	4	3	3	2	4	4	3	4	3	5	3	4
	4-6	3-7	3-6	3-8	3-6	3-8	4	3	4	2	4	4	3	4	3	5	3	4
* Gains/Losses	0-3	0-1	0-2	0	0-2	0	0	0	1	0	0	0	0	0	0	0	0	0

* Gains/Losses shown in years unless otherwise indicated.

Date	CA	GM	FM	PD	SH	LANG	DR %
	4-3	5	3-9	4-9		3-6	82
	1-6	5	3-3	4-9		3-7	81
* Gains/Losses	0-3	0	minus -6 mos.	0			minus -1

Source:

Leiter

Date	CA	MA	IQ	Gains/Losses
	4-6	4-0	88	

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Carol Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

School Year 81-82

Child's Name: #6

Date of Birth: _____

Source: A.B.R.

Handicap Code: Sp

Date							AUTOMATIC LEVEL ITEMS						REPRESENTATIONAL LEVEL ITEMS					
	CA	LA	AL	RL	AV	VM	Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
	4-0	2-0	3-0	2-6	3-4	2-2	1	2	3	4	5	6	7	8	9	10	11	12
	4-0	2-0	3-0	2-6	3-4	2-2	3	2	4	2	4	3	3	2	3	2	3	2
	4-3	3-0	3-6	2-6	3-10	2-6	3	4	5	2	4	3	3	2	3	2	3	2
* Gains/Losses	0-3	1-0	0-6	0	0-6	0-4	0	2	1	0	0	0	0	0	0	0	0	0

* Gains/Losses shown in years unless otherwise indicated.

Date	CA	GM	FM	PD	SH	LANG	DR %
	4-0	3	3-3		4-6	2-0	50
	4-3	4	3-6		5-0	3-0	71
* Gains/Losses	0-3	1	0-3		0-6	1-0	21

Source:

Leiter

Date	CA	MA	IQ	Gains/Losses			
	4-3	4-6	105				

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs



INDIVIDUAL CHILD'S RECORD FORM

School Year 82-83

Child's Name: #6

Source: A.B.R.

Date of Birth: _____

Handicap Code: Sp.

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Date	CA	LA	AL	RL	AV	VM	AUTOMATIC LEVEL ITEMS						REPRESENTATIONAL LEVEL ITEMS					
							Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
	1	2	3	4	5	6	7	8	9	10	11	12						
	4-3	3-0	3-6	2-6	3-10	2-6	3	4	5	2	4	3	3	2	3	2	3	2
	5-2	4-1	4-2	4-0	4-4	3-10	4	6	5	3	4	3	5	2	3	5	5	4
* Gains/Losses	0-11	1-1	0-8	1-6	0-6	1-4	1	2	0	1	0	0	2	0	0	3	2	2

* Gains/Losses shown in years unless otherwise indicated.

Source:

Date	CA	GM	FM	PD	SH	LANG	DR %
	4-3	4	3-6		5-0	3-0	71
	5-2	4	5-3		5-0	4-1	79
* Gains/Losses	0-11	0	1-9		0	1-1	8

Leiter

Date	CA	MA	IQ	Gains/Losses			
	4-3	4-6	105				
	5-2	4-6	92			-13	

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #6

School Year 81-82

Date of Birth:

Source: 82-83
A.B.R.

Handicap Code: Sp

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Perception

Aud Disc Vis Disc

Memory

Aud Vis

Imitation

Verb Motor

Reception

Aud Vis

Association

Aud Vis

Expression

Verb Man

Date	CA	LA	AL	RL	AV	VM	1	2	3	4	5	6	7	8	9	10	11	12
	5-2	4-1	4-2	4-0	4-4	3-10	4	6	5	3	4	3	5	2	3	5	5	4
	6-3	5-2	5-6	4-10	4-10	5-6	4	6	6	6	5	6	6	5	3	6	5	4
* Gains/Losses	1-1	1-1	1-4	0-10	0-6	1-8			1	3	1	3	1	3		1		

* Gains/Losses shown in years unless otherwise indicated.

Date	CA	GM	FM	PD	SH	LANG	DR %
	5-2	4-0	5-3	5-0	5-6	4-1	79
	6-3	5-0	5-9	5-7	5-6	5-2	83
* Gains/Losses	1-1	1-0	0-6	0-7		1-1	4

Source:

Date	CA	MA	IQ	Gains/Losses

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate

INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #7

School Year 81-82

Date of Birth:

Source: A.B.R.

Handicap Code: DLD

Date							AUTOMATIC LEVEL ITEMS						REPRESENTATIONAL LEVEL ITEMS					
	CA	LA	AL	RL	AV	VM	Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
	3-10	2-8	2-8	2-8	2-8	2-8	3	0	3	3	3	4	0	4	4	3	3	2
	4-0	3-0	3-0	3-0	3-0	3-0	0	4	4	3	3	2	3	2	3	3	3	4
* Gains/Losses	0-2	0-4	0-4	0-4	0-4	0-4	minus -3	4	1	0	0	minus -2	3	minus -2	minus -1	0	0	2

* Gains/Losses shown in years unless otherwise indicated.

Source:

Date	CA	GM	FM	PD	SH	LANG	DR %
	3-10	3	2-3		4-0	2-8	70
	4-0	3	2-9		4-3	3-1	75
* Gains/Losses	0-2	0	0-6		0-3	0-4	5

Leiter

Date	CA	MA	IQ	Gains/Losses			
	4-1	3-8	91				

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate

Case 1 Loumeau, 1983, Project Yaqui

Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs



INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #7

School Year 82-83

Date of Birth:

Source: A.B.R.

Handicap Code: DLD

Date							AUTOMATIC LEVEL ITEMS						REPRESENTATIONAL LEVEL ITEMS					
							Perception		Memory		Imitation		Reception		Association		Expression	
	CA	LA	AL	RL	AV	VM	Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
	4-0	3-0	3-0	3-0	3-0	3-0	0	4	4	3	3	2	3	2	3	3	3	4
	5-1	5-2	5-6	4-10	5-2	5-2	5	6	6	6	5	5	5	4	5	5	5	5
* Gains/Losses	1-1	2-2	2-6	1-10	2-2	2-2	5	2	2	3	2	3	2	2	2	2	2	1

* Gains/Losses shown in years unless otherwise indicated.

Date	CA	GM	FM	PD	SH	LANG	DR %
	4-0	3	2-9		4-3	3-0	75
	5-1	5	5-6		5-6	5-2	102
* Gains/Losses	1-1	2	2-9		1-3	2-2	27

Source:

Leiter

Date	CA	MA	IQ	Gains/Losses
	4-1	3-8	91	
	5-0	4-3	90	minus -1

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #8

School Year 81-82

Date of Birth:

Source: A.B.R.

Handicap Code: DLD

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Date	CA	LA	AL	RL	AV	VM	Perception						Imitation									
							Aud		Vis		Memory		Verb		Motor		Reception		Association		Expression	
							Disc	Disc	Aud	Vis	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man		
	1	2	3	4	5	6	7	8	9	10	11	12										
	3-10	2-6	2-0	3-0	2-4	2-8	0	2	3	2	3	2	3	4	3	2	2	4				
	4-1	2-10	2-8	3-0	2-4	3-4	0	4	3	2	3	4	3	4	3	2	2	4				
* Gains/Losses	0-3	0-4	0-8	0	0	0-8	0	2	0	0	0	2	0	0	0	0	0	0				

* Gains/Losses shown in years unless otherwise indicated.

Source:

Date	CA	GM	FM	PD	SH	LANG	DR %
	3-10	3-0	3-0		4-6	2-6	65
	4-1	3-0	3-9		4-6	2-10	69
* Gains/Losses	0-3	0-0	0-9		0	0-4	4

Letter

Date	CA	MA	IQ	Gains/Losses			
	4-1	4-2	103				

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs



INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #8

School Year 82-83

Date of Birth: _____

Source: A.B.R.

Handicap Code: DLD

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Perception

Aud Disc Vis Disc

Memory

Aud Vis

Imitation

Verb Motor

Reception

Aud Vis

Association

Aud Vis

Expression

Verb Man

Date	CA	LA	AL	RL	AV	VM	1	2	3	4	5	6	7	8	9	10	11	12
	4-1	2-10	2-8	3-0	2-4	3-4	0	4	3	2	3	4	3	4	3	2	2	4
	5-1	4-10	5-2	4-6	4-4	5-4	4	6	5	6	5	5	5	4	3	5	4	6
* Gains/Losses	1-0	2-0	2-6	1-6	2-0	2-0	4	2	2	4	2	1	2	0	0	3	2	2

* Gains/Losses shown in years unless otherwise indicated.

Date	CA	GM	FM	PD	SH	LANG	DR %
	4-1	3-0	3-9		4-6	2-10	69
	5-1	5-0	5-9		5-6	4-10	95
* Gains/Losses	1-0	2-0	2-0		1-0	2-0	26

Source:

Leiter

Date	CA	MA	IQ	Gains/Losses			
	4-1	4-2	103				
	5-1	5-3	110	7			

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate

1 Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs



INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #8

School Year 81-82

Date of Birth:

Source: 82-83 A.B.R.

Handicap Code: DLD

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Date	AUTOMATIC LEVEL ITEMS						REPRESENTATIONAL LEVEL ITEMS											
	CA	LA	AL	RL	AV	VM	Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
1	2	3	4	5	6	7	8	9	10	11	12							
5-1	4-10	5-2	4-6	4-4	5-4	4	6	5	6	5	5	5	4	3	5	4	6	
6-1	5-4	5-4	5-4	4-10	5-10	4	6	5	6	5	6	6	5	3	6	6	6	
* Gains/Losses	1-0	0-6	0-2	0-10	0-6	0-6					1	1	1		1	2		

* Gains/Losses shown in years unless otherwise indicated.

Source:

Date	CA	GM	FM	PD	SH	LANG	DR %
5-1	5-0	5-9	5-7	5-6	4-10	95	
6-1	6-0	6-0	5-9	5-4	88		
* Gains/Losses	1-0	1-0	0-3	0-5	0-3	0-6	-7

Date	CA	MA	IQ	Gains/Losses

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate

INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #7

School Year 81-82

Date of Birth:

Source: ⁸²⁻⁸³ A.B.R.

Handicap Code: DLD

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Perception

Aud Disc Vis Disc

Memory

Aud Vis

Imitation

Verb Motor

Reception

Aud Vis

Association

Aud Vis

Expression

Verb Man

Date	CA	LA	AL	RL	AV	VM	1	2	3	4	5	6	7	8	9	10	11	12
	5-1	5-2	5-6	4-10	5-2	5-2	5	6	6	6	5	5	5	4	5	5	5	5
	6-1	5-10	5-10	5-10	5-10	5-10	6	6	6	6	5	6	6	5	6	6	6	6
* Gains/Losses	1-0	0-8	0-4	1-0	0-8	0-8	1					1	1	1	1	1	1	1

* Gains/Losses shown in years unless otherwise indicated.

Date	CA	GM	FM	PD	SH	LANG	DR %
	5-1	5-0	5-6	5-7	5-6	5-2	102
	6-1	6-0	6-0	6-0	5-9	5-10	96
* Gains/Losses	1-0	1-0	0-6	0-5	0-3	0-8	-6

Source:

Date	CA	MA	IQ	Gains/Losses

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate

Cornel Loumeau, 1983, Project Yaqui

Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #9 _____

School Year 81-82

Date of Birth: _____

Source: A.B.R.

Handicap Code: Sp.

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Perception

Aud Disc Vis Disc

Memory
Aud Vis

Imitation
Verb Motor

Reception
Aud Vis

Association
Aud Vis

Expression
Verb Man

Date	CA	LA	AL	RL	AV	VM	1	2	3	4	5	6	7	8	9	10	11	12
	5-4	3-8	4-4	3-0	4-0	3-4	6	6	4	2	4	4	3	4	3	2	4	2
	5-7	4-3	4-8	3-10	4-4	4-2	6	6	5	2	4	5	4	4	3	4	4	4
* Gains/Losses	0-3	0-7	0-4	0-10	0-4	0-10	0	0	1	0	0	1	1	0	0	2	0	2

* Gains/Losses shown in years unless otherwise indicated.

Date	CA	GM	FM	PD	SH	LANG	DR %
	5-4	4	3-9		5-3	3-8	66
	5-7		4-0		5-3	4-3	76
* Gains/Losses	3		-3		0	0-7	10

Source:

Date	CA	MA	IQ	Gains/Losses

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Carol Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs



Follow Up June 83
INDIVIDUAL CHILD'S RECORD FCRM

School Year 81-82

Child's Name: #9 _____

Date of Birth: _____

Source: A.B.R.

Handicap Code: Sp

Date	AUTOMATIC LEVEL ITEMS						REPRESENTATIONAL LEVEL ITEMS											
	CA	LA	AL	RL	AV	VM	Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
	5-7	4-3	4-8	3-10	4-4	4-2	6	6	5	2	4	5	4	4	3	4	4	4
	6-7	5-4	5-0	5-6	5-2	5-4	6	6	5	3	5	5	6	6	4	6	5	6
* Gains/Losses	1-0	1-1	0-4	1-8	0-10	1-2	0	0	0	1	1	0	2	2	1	2	1	2

* Gains/Losses shown in years unless otherwise indicated.

Date	CA	GM	FM	PD	SH	LANG	DR %
	5-7		4-0	5-3		4-3	76
	6-7		6-0	5-9		5-4	81
* Gains/Losses	1-0		2-0	0-6		1-1	5

Source:

Date	CA	MA	IQ	Gains/Losses

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Carol Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

Child's Name. #10
 Date of Birth: _____
 Handicap Code: _____

School Year 81-82
 Source: A.B.R.

Date	AUTOMATIC LEVEL ITEMS						REPRESENTATIONAL LEVEL ITEMS											
	CA	LA	AL	RL	AV	VM	Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
	4-1	2-6	3	2-0	2-10	2-2	3	5	3	2	3	2	3	2	2	2	3	2
	4-4	2-6	3	2-2	2-10	2-4	3	5	3	2	3	2	3	2	2	0	3	3
* Gains/Losses	0-3	0	0	0-2	0	0-2	0	0	0	0	0	0	0	0	0	0	0	1

* Gains/Losses shown in years unless otherwise indicated.

Source:

Date	CA	GM	FM	PD	SH	LANG	DR %
	4-1					2-6	61
	4-4					2-6	58
* Gains/Losses	0-3					0	3

Leiter

Date	CA	MA	IQ	Gains/Losses			
	4-4	4-0	92				

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Loumeau, 1983, Project Yaqui Grant No. G00-6-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #10 _____

School Year 82-83

Date of Birth: _____

Source: A.B.R.

Handicap Code: EH

Date	AUTOMATIC LEVEL ITEMS						REPRESENTATIONAL LEVEL ITEMS											
	CA	LA	AL	RL	AV	VM	Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
1	2	3	4	5	6	7	8	9	10	11	12							
4-4	2-6	3-0	2-2	2-10	2-4	3	5	3	2	3	2	3	2	2	0	3	3	
5-3	4-1	4-0	4-2	3-8	4-6	4	6	3	3	3	5	5	4	3	5	4	4	
* Gains/Losses	0-11	1-7	1-0	2-0	0-10	2-2	1	1	0	1	0	3	2	2	1	5	1	1

* Gains/Losses shown in years unless otherwise indicated.

Source:

Date	CA	GM	FM	PD	SH	LANG	DR %
4-4						2-6	58
5-3	5	-6			5-6	4-1	78
* Gains/Losses	0-11					1-7	20

Leiter

Date	CA	MA	IQ	Gains/Losses
4-4	4-0	92		
5-4	5-0	99	7	

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

School Year 81-82

Source: ⁸²⁻⁸³ A.B.R.

Child's Name: #10

Date of Birth: _____

Handicap Code: EH

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Perception

Aud Disc Vis D'sc

Memory
Aud Vis

Imitation
Verb Motor

Reception
Aud Vis

Association
Aud Vis

Expression
Verb Man

Date	CA	LA	AL	RL	AV	VM	1	2	3	4	5	6	7	8	9	10	11	12
	5-3	4-1	4-0	4-2	3-8	4-6	4		3	3	3	5	5	4	3	5	4	4
	6-4	9	4-4	5-2	4-4	5-2	4	6	3	3	4	6	5	6	5	6	5	4
* Gains/Losses	1-1	0-8	0-4	1-0	0-8	0-8					1	1		2	2	1	1	

* Gains/Losses shown in years unless otherwise indicated.

Source:

Date	CA	GM	FM	PD	SH	LANG	DR %
	5-3	5-0	4-6	4-7	5-6	4-1	78
	6-4	6-0	4-6	4-10	5-9	4-9	75
* Gains/Losses	1-1	1-0		0-3	0-3	0-8	-3

Date	CA	MA	IQ	Gains/Losses

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate

1 Loumeau, 1983, Project Yaqui

Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #11 _____
 Date of Birth: _____
 Handicap Code: Sp. _____

School Year 81-82
 Source: A.B.R.

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Perception

Aud Disc Vis Disc

Memory
Aud Vis

Imitation
Verb Motor

Reception
Aud Vis

Association
Aud Vis

Expression
Verb Man

Date	CA	LA	AL	RL	AV	VM	1	2	3	4	5	6	7	8	9	10	11	12
	3-11	2-8	3-4	2	3-0	2-4	4	4	3	2	4	3	3	0	2	2	2	3
	4-2	2-9	3-6	2	3-0	2-6	4	5	3	2	4	3	3	0	2	2	2	3
* Gains/Losses	0-3	0-1	0-2	0	0	0-2	0	1	0	0	0	0	0	0	0	0	0	0

* Gains/Losses shown in years unless otherwise indicated.

Source:

Date	CA	GM	FM	PD	SH	LANG	DR %
	3-11	3	2-9		3-9	2-8	68
	5-2	4	3-9		5-4	4-3	82
* Gains/Losses	1-3	1	1-0		1-7	1-7	14

Date	CA	MA	IQ	Gains/Losses			
Leiter	4-2	3-6	83				

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Carol Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #11
 Date of Birth: _____
 Handicap Code: Sp. _____

School Year 82-83
 Source: A.B.R.

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Date	CA	LA	AL	RL	AV	VM	Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
	1	2	3	4	5	6	7	8	9	10	11	12						
4-2	2-9	3-6	2	3-0	2-6	4	5	3	2	4	3	3	0	2	2	2	3	
5-2	4-3	4-6	4	4-2	4-4	4	5	5	5	5	3	5	4	3	4	3	5	
* Gains/Losses	1-0	1-6	1-0	2	1-2	1-10	0	0	2	3	1	0	2	4	1	2	1	2

* Gains/Losses shown in years unless otherwise indicated.

Date	CA	GM	FM	PD	SH	LANG	DR %
4-2	3	2-9				2-9	75
5-2	4	3-9			5-4	4-3	82
* Gains/Losses	1-3	1	1-0			1-6	7

Source:

Date	CA	MA	IQ	Gains/Losses			
Leiter	4-2	3-6	83				
	5-2	4-9	97	14			

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate

Carol Loumeau, 1983, Project Yaqui

Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #11

School Year 83-84

Date of Birth:

Source: A.B.R.

Handicap Code: Sp

Date	AUTOMATIC LEVEL ITEMS						REPRESENTATIONAL LEVEL ITEMS											
	CA	LA	AL	RL	AV	VM	Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
	5-2	4-3	4-6	4	4-2	4-4	1	2	3	4	5	6	7	8	9	10	11	12
	5-2	4-3	4-6	4	4-2	4-4	4	5	5	5	5	3	5	4	3	4	3	5
	5-8	4-4	4-6	4-2	4-4	4-4	4	5	5	5	5	3	6	4	3	4	3	5
	6-0	4-9	5-0	4-5	4-4	5-2	4	6	5	6	5	4	6	4	3	5	3	6
	6-1	4-9	5-0	4-6	4-4	5-2	4	6	5	6	5	4	6	4	3	5	3	6
* Gains/Losses	0-11	0-6	0-6	0-6	0-2	0-10		1		1		1	1			1		1

* Gains/Losses shown in years unless otherwise indicated.

Date	CA	GM	FM	PD	SH	LANG	DR %
	5-2	4	3-9	3-7	5-3	4-3	82
	5-8	4-0	3-6	3-7	5-3	4-4	76
	6-0					4-9	79
	6-1	6-0	4-3	4-7	5-3	4-9	78
* Gains/Losses	0-11	2-0	0-6	1-0		0-6	-4

Source:

Leiter
Leiter

Date	CA	MA	IQ	Gains/Losses
	5-2	4-9	97+/-5	
	6-2	5-3	90+/-5	-7

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate

Camel Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs



INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #12

School Year 81-82

Date of Birth:

Source: A.B.R.

Handicap Code: Sp.

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Very poor attendance.

Date	AUTOMATIC LEVEL ITEMS						REPRESENTATIONAL LEVEL ITEMS											
	CA	LA	AL	RL	AV	VM	Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
1	2	3	4	5	6	7	8	9	10	11	12							
3-7	3-4	3-4	3-4	3-4	3	3-8	4	5	3	2	3	3	3	4	2	4	3	4
3-10	3-4	3-4	3-4	3-4	3	3-8	4	5	3	2	3	3	3	4	2	4	3	4
Gains/Losses																		

* Gains/Losses shown in years unless otherwise indicated.

Source:

Date	CA	GM	FM	PD	SH	LANG	DR %
3-7	5	3-6		4-3	3-4	93	
3-10	5	3-6		4-3	3-4	87	
Gains/Losses						-6	

Date	CA	MA	IQ	Gains/Losses			
	3-10	5-2	135				

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Carol Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #12

School Year 82-83

Date of Birth:

Source: A.B.R.

Handicap Code: Sp.

Very poor attendance.

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Date	AUTOMATIC LEVEL ITEMS						REPRESENTATIONAL LEVEL ITEMS											
	CA	LA	AL	RL	AV	VM	Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
	3-10	3-4	3-4	3-4	3-0	3-8	4	5	3	2	3	3	3	4	2	4	3	4
	4-9	3-10	3-10	3-10	3-10	3-10	4	5	4	3	4	3	5	4	3	4	3	4
* Gains/Losses	0-11	0-6	0-6	0-6	0-10	0-2			1	1	1		2		1			

* Gains/Losses shown in years unless otherwise indicated.

Source:

Date	CA	GM	FM	PD	SH	LANG	DR %
	3-10	5	3-6		4-3	3-4	87
	4-9	5	5		5-9	3-10	81
* Gains/Losses	0-11		1-6		1-6	0-6	-6

Date	CA	MA	IQ	Gains/Losses			
	3-10	5-2	135				
	4-9	6-0	131				

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #12 _____

School Year 81-82

Date of Birth: _____

Source: ⁸²⁻⁸³ A.B.R.

Handicap Code: Sp _____

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Date	AUTOMATIC LEVEL ITEMS						REPRESENTATIONAL LEVEL ITEMS											
	CA	LA	AL	RL	AV	VM	Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
1	2	3	4	5	6	7	8	9	10	11	12							
	4-9	3-10	3-10	3-10	3-10	3-10	4	5	4	3	4	3	5	4	3	4	3	4
	5-9	5-1	5-0	5-2	4-8	5-6	4	5	4	6	5	6	6	6	3	6	6	4
* Gains/Losses	1-0	1-3	1-2	1-4	0-10	1-8				3	1	3	1	2		2	3	

* Gains/Losses shown in years unless otherwise indicated.

Date	CA	GM	FM	PD	SH	LANG	DR %
	4-9	5-0	5-0	5-0	5-9	3-10	81
	5-9	6-0	5-9	5-10	5-9	5-1	88
* Gains/Losses	1-0	1-0	0-9	0-10		1-3	+7

Source:

Date	CA	MA	IQ	Gains/Losses

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level PL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate

Canal Loumeau, 1983, Project Yaqui

Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

School Year 82-83

Child's Name: #13

Source: A.B.R.

Date of Birth: _____

Handicap Code: Sp.

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Perception

Aud Disc Vis Disc

Memory
Aud Vis

Imitation
Verb Motor

Reception
Aud Vis

Association
Aud Vis

Expression
Verb Man

Date	CA	LA	AL	RL	AV	VM	1	2	3	4	5	6	7	8	9	10	11	12
	3-7	2-10	2-10	2-10	2-8	3	3	4	3	2	3	2	3	4	2	2	2	4
	4-7	4-10	5	4-8	4-6	5-2	4	6	5	5	5	5	5	4	3	5	5	6
* Gains/Losses	1	2	2-2	1-10	2-2	2-2	1	2	2	3	2	3	2		1	3	3	2

* Gains/Losses shown in years unless otherwise indicated.

Source:

Date	CA	GM	FM	PD	SH	LANG	DR %
	3-7	5	3-9		5-0	2-10	79
	4-7	5	5-9		5-3	4-10	105
* Gains/Losses	1		2		0-2	2-0	26

Date	CA	MA	IQ	Gains/Losses			
	3-8	4-11	134				
	4-7	4-9	109			25	

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate



INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #13

School Year 81-82

Date of Birth:

Source: ⁸²⁻⁸³ A.B.R.

Handicap Code: sp

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Date	CA	LA	AL	RL	AV	VM	Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
							1	2	3	4	5	6	7	8	9	10	11	12
	4-7	4-10	5-0	4-8	4-6	5-2	4	6	5	5	5	5	5	4	3	5	5	6
	5-8	5-2	5-4	5-0	4-8	5-8	4	6	5	6	5	6	6	4	3	6	5	6
* Gains/Losses	1-1	0-4	0-4	0-4	0-2	0-6				1		1	1			1		

* Gains/Losses shown in years unless otherwise indicated.

Date	CA	GM	FM	PD	SH	LANG	DR %
	4-7	5-0	5-9	5-7	5-3	4-10	105
	5-8	5-0	6-0	5-10	5-6	5-2	91
* Gains/Losses	1-1		0-3	0-3	0-3	0-4	-14

Source:

Date	CA	MA	IQ	Gains/Losses			

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate

Carol Loumeau, 1983, Project Yaqui

Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #14

School Year 81-82

Date of Birth:

Source: A.B.R.

Handicap Code: EH

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Perception

Aud Disc Vis Disc

Memory
Aud Vis

Imitation
Verb Motor

Reception
Aud Vis

Association
Aud Vis

Expression
Verb Man

Date	CA	LA	AL	RL	AV	VM	1	2	3	4	5	6	7	8	9	10	11	12
	3-7	2-7	2-10	2-4	3	2-2	3	4	3	2	3	2	3	0	3	2	3	3
	3-10	2-7	2-10	2-4	3	2-2	3	4	3	2	3	2	3	0	3	2	3	3
* Gains/Losses	0-3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* Gains/Losses shown in years unless otherwise indicated.

Date	CA	GM	FM	PD	SH	LANG	DR %
	3-7	2	4		4	2-7	74
	3-10					2-7	69
* Gains/Losses						0	minus -5

Source:

Leiter

Date	CA	MA	IQ	Gains/Losses			
	3-10	2-11	77				

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate

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INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #14
 Date of Birth: _____
 Handicap Code: FH

School Year 82-83
 Source: A.B.R.

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Perception

Aud Disc Vis Disc

Memory
Aud Vis

Imitation
Verb Motor

Reception
Aud Vis

Association
Aud Vis

Expression
Verb Man

Date	CA	LA	AL	RL	AV	VM	1	2	3	4	5	6	7	8	9	10	11	12
	3-10	2-7	2-10	2-4	3-0	2-2	3	4	3	2	3	2	3	0	3	2	3	3
	4-10	4-0	4-0	4-0	3-10	4-2	4	4	4	3	4	5	3	4	3	5	5	4
* Gains/Losses	1-0	1-5	1-2	1-8	0-10	2-0	1	0	1	1	1	3	0	4	0	3	2	1

* Gains/Losses shown in years unless otherwise indicated.

Source:

Date	CA	GM	FM	PD	SH	LANG	DR %
	3-10					2-7	67
	4-10	4	4-9		5-3	4-0	83
* Gains/Losses	1-0					1-5	16

Letter

Date	CA	MA	IQ	Gains/Losses			
	3-10	2-11	77				
	4-9	3-9	84	7			

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate



INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #14 _____

School Year 83-84

Date of Birth: EH

Source: A.B.R.

Handicap Code: _____

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Date							Perception		Memory		Imitation		Reception		Association		Expression	
	CA	LA	AL	RL	AV	VM	Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
	4-10	4-0	4-0	4-0	3-10	4-2	4	4	4	3	4	5	3	4	3	5	5	4
	5-4	4-3	4-6	4-0	4-2	4-4	4	4	5	3	5	6	3	4	3	5	5	4
	5-7	4-8	4-6	4-10	4-8	4-8	4	4	5	3	5	6	6	4	3	5	5	6
	5-9	5-0	4-10	5-2	4-8	5-4	4	6	5	3	5	6	6	5	3	6	5	6
* Gains/Losses	0-11	1-0	0-10	1-2	0-10	1-2		2	1		1	1	3	1		1		2

* Gains/Losses shown in years unless otherwise indicated.

Date	CA	GM	FM	PD	SH	LANG	DR %
	4-10	4	4-9	4-7	5-3	4-0	83
	5-4	5-0	4-9	4-10	5-9	4-3	80
	5-7					4-8	84
	5-9	6-0	5-0	5-2	5-9	5-0	87
* Gains/Losses	0-11	2-0	0-3	0-7	0-6	1-0	+4

Leiter
Leiter
Stan. Binet

Source:

Date	CA	MA	IQ	Gains/Losses	
	4-9	3-9	84+/-5		
	5-9	5-3	96+/-5	+12	
	5-7	4-11	80+/-5		

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate

Carol Loumeau, 1983, Project Yaqui

Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

School Year Summer '82'
82-83

Child's Name: #15

Date of Birth: _____

Source: A.B.R.

Handicap Code: Sp.

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Date	CA	LA	AL	RL	AV	VM	AUTOMATIC LEVEL ITEMS						REPRESENTATIONAL LEVEL ITEMS					
							Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
	1	2	3	4	5	6	7	8	9	10	11	12						
	5-3	3-5	4-2	2-10	3	4	4	6	4	3	3	5	3	2	2	4	2	4
	5-10	5-1	5-4	4-10	4-10	5-4	6	6	5	6	4	5	5	5	5	6	4	4
Gains/Losses	0-7	1-8	1-2	2	1-10	1-4	2		1	3	1		2	3	3	2	2	

Gains/Losses shown in years unless otherwise indicated.

Source:

Date	CA	GM	FM	PD	SH	LANG	DR %
	5-3	5	3		5-6	3-5	65
	5-10	5	6		5-9	5-1	87
Gains/Losses	0-7		3		0-3	1-8	22

Letter

Date	CA	MA	IQ	Gains/Losses			
	5-4	4-6	89				
	5-10	5-9	104	15			

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
SH-Self Help LANG-Language Development DR-Developmental Rate

Carol L. Doumeau, 1983, Project Yaqui, Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs



INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #15

School Year Summer 82

Date of Birth:

Source: 82-83 A.B.R.

Handicap Code: Sp

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Perception

Aud Disc Vis Disc

Memory

Aud Vis

Imitation

Verb Motor

Reception

Aud Vis

Association

Aud Vis

Expression

Verb Man

Date	CA	LA	AL	RL	AV	VM	1	2	3	4	5	6	7	8	9	10	11	12
	5-10	5-1	5-4	4-10	4-10	5-4	6	6	5	6	4	5	5	5	5	6	4	4
	7-0	5-8	5-8	5-8	5-6	5-10	6	6	5	6	5	6	6	5	5	6	6	6
* Gains/Losses	1-2	0-7	0-4	0-10	0-8	0-6					1	1	1				2	2

* Gains/Losses shown in years unless otherwise indicated.

Source:

Date	CA	GM	FM	PD	SH	LANG	DR %
	5-10	5-0	6-0	5-10	5-9	5-1	87
	7-0	6-0	6-0	6-0	5-9	5-8	81
* Gains/Losses	1-2	1-0		0-2		0-7	-6

Date	CA	MA	IQ	Gains/Losses			

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate

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Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #16

School Year 82-83

Date of Birth:

Source: A.B.R.

Handicap Code: Sp

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Date							AUTOMATIC LEVEL ITEMS						REPRESENTATIONAL LEVEL ITEMS					
	CA	LA	AL	RL	AV	VM	Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
	3-0	1-4	1-8	1-0	1-10	1-0	1	2	3	4	5	6	7	8	9	10	11	12
	3-0	1-4	1-8	1-0	1-10	1-0	0	3	2	2	3	0	0	0	3	0	3	0
	3-8	2-10	3-4	2-4	3-2	2-6	4	4	3	3	3	3	3	0	3	2	3	3
* Gains/Losses	0-8	1-6	1-8	1-4	1-4	1-6	4	1	1	1	0	3	3	0	0	2	0	3

* Gains/Losses shown in years unless otherwise indicated.

Date	CA	GM	FM	PD	SH	LANG	DR %
	3-0	3	3-6		4	1-4	44
	3-8	3	4-0		4	2-10	77
* Gains/Losses	0-8	0	0-6		0	1-6	33

Source:

Leiter

Date	CA	MA	IQ	Gains/Losses			
	3-2	2-6	84				
	3-8	3-9	107	23			

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Carol Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #16

School Year 83-84

Date of Birth:

Source: A.B.R.

Handicap Code: Sp

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Date	CA	LA	AL	RL	AV	VM	AUTOMATIC LEVEL ITEMS						REPRESENTATIONAL LEVEL ITEMS					
							Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
	3-8	2-10	3-4	2-4	3-2	2-6	1	2	3	4	5	6	7	8	9	10	11	12
	3-8	2-10	3-4	2-4	3-2	2-6	4	4	3	3	3	3	3	0	3	2	3	3
	4-3	3-2	3-6	2-10	3-4	3-0	4	4	4	3	3	3	3	2	3	2	3	4
	4-8	3-7	4-2	3-0	3-8	3-6	4	4	4	5	4	4	3	2	3	2	4	4
* Gains/Losses	1-0	0-9	0-10	0-8	0-6	1-0			1	2	1	1		2			1	1

* Gains/Losses shown in years unless otherwise indicated.

Date	CA	GM	FM	PD	SH	LANG	DR %
	3-8	3	4	3-5.6	4	2-10	77
	4-3	4-0	4-6	4-5	4-6	3-2	75
	4-8	5-0	5-0	5-0	4-9	3-7	77
* Gains/Losses	1-0	2-0	1-0	1-2	0-9	0-9	0

Source:

Leiter

Leiter

Date	CA	MA	IQ	Gains/Losses			
	3-8	3-9	107+/-5				
	4-8	5-3	117+/-5	+10			

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #17

School Year 82-83

Date of Birth:

Source: A.B.R.

Handicap Code: Sp.

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Date	CA	LA	AL	RL	AV	VM	Perception						Representation							
							Aud		Vis		Memory		Imitation		Reception		Association		Expression	
							Disc	Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man		
	1	2	3	4	5	6	7	8	9	10	11	12								
	3-10	2-10	3-2	2-6	3-8	2-0	5	0	3	0	3	4	4	3	3	2	4	3		
	4-5	3-10	4-0	3-8	3-10	3-10	5	2	3	5	3	4	4	4	4	5	4	3		
* Gains/Losses	0-7	1-0	1-2	1-2	0-2	1-2	0	2	0	5	0	0	0	1	1	3	0	0		

* Gains/Losses shown in years unless otherwise indicated.

Source:

Date	CA	GM	FM	PD	SH	LANG	DR %
	3-10	5	3-3		4-9	2-10	74
	4-5	5	3-9		5	3-0	87
* Gains/Losses	0-7	0	0-6		0-3	1-0	13

Leiter
Leiter

Date	CA	MA	IQ	Gains/Losses			
	3-11	3-6	93				
	4-5	3-9	88			-5	

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 of Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #17

School Year 83-84

Date of Birth:

Source: A.B.R.

Handicap Code: sp

Date	AUTOMATIC LEVEL ITEMS						REPRESENTATIONAL LEVEL ITEMS											
	CA	LA	AL	RL	AV	VM	Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
	4-5	3-10	4	3-8	3-10	3-10	4	4	4	5	4	3	5	2	3	5	3	4
	5-0	3-11	4-2	3-8	4-0	3-10	4	4	5	5	4	3	5	2	3	5	3	4
	5-3	4-2	4-8	3-8	4-0	4-4	4	4	5	5	4	6	5	2	3	5	3	4
	5-5	4-9	5-0	4-0	4-6	5-0	4	6	5	5	4	6	6	4	3	5	5	4
* Gains/Losses	1-0	0-11	1-0	0-10	0-8	1-2		2	1			3	1	2				2

* Gains/Losses shown in years unless otherwise indicated.

Date	CA	GM	FM	PD	SH	LANG	DR %
	4-5	5	3-9	4	5	3-10	87
	5-0	5-0	4-0	4-2	5-3	3-11	78
	5-3					4-2	79
	5-5	6-0	4-0	4-5	5-3	4-9	88
* Gains/Losses	1-0	1-0	0-3	0-5	0-3	0-11	+1

Leiter
Leiter
Stan. Binet

Source:

Date	CA	MA	IQ	Gains/Losses			
	4-5	3-9	88				
	5-6	6-0	96	+8			
	5-4	4-4	72+/-5				
	Psychological Evaluation						
	changed to EH						

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Carol Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #18

School Year 82-83

Date of Birth:

Source: A.B.R.

Handicap Code: sp

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Date	CA	LA	AL	RL	AV	VM	Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
	3-5	2-5	3-2	1-8	2-8	2-2	4	4	3	2	3	3	2	0	2	2	2	2
	4-1	3-0	3-4	2-8	3-2	2-10	4	4	4	2	3	3	3	2	2	2	3	4
* Gains/Losses	0-8	0-7	0-2	1-0	0-6	0-8	0	0	1	0	0	0	1	2	0	0	1	2

* Gains/Losses shown in years unless otherwise indicated.

Date	CA	GM	FM	PD	SH	LANG	DR %
	3-5		3-4		4	2-5	71
	4-1	3	3-9		4	3-0	73
* Gains/Losses	0-8		0-5		0	0-7	2

Source:

Date	CA	MA	IQ	Gains/Losses
	3-7	2-9	82	
	4-2	4-0	101	19

Leiter

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Carol Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #18

School Year 83-84

Date of Birth:

Source: A.B.R.

Handicap Code: Sp

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Date	CA	LA	AL	RL	AV	VM	AUTOMATIC LEVEL ITEMS						REPRESENTATIONAL LEVEL ITEMS					
							Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
	1	2	3	4	5	6	7	8	9	10	11	12						
	4-1	3	3-4	2-8	3-2	2-10	4	4	4	2	3	3	3	2	2	2	3	4
	4-8	3-2	3-6	2-10	3-4	3-0	4	4	4	3	3	3	3	2	3	2	3	4
	4-11	3-11	4-6	3-4	3-6	4-6	4	5	4	5	3	6	4	2	3	4	3	4
	5-1	4-4	4-8	4-0	3-10	4-10	4	5	4	6	3	6	6	4	3	4	3	4
Gains/Losses	1-0	1-4	1-4	1-4	1-8	2-0		1	4		3	3	2	1	2			

Gains/Losses shown in years unless otherwise indicated.

Source:

Date	CA	GM	FM	PD	SH	LANG	DR %
	4-1	3	3-9	3-9.6	4	3	73
	4-8	5-0	4-6	4-7	5-0	3-2	68
	4-11					3-11	80
	5-1	6-0	5-0	5-2	5-0	4-4	85
Gains/Losses	1-0	3-0	2-3	1-4	1-0	1-4	+12

Leiter

Leiter

Date	CA	MA	IQ	Gains/Losses			
	4-2	4-0	101+/-5				
	5-0	5-0	105+/-5	+4			

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Carol Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #19 _____

School Year 82-83

Date of Birth: _____

Source: A.B.R.

Handicap Code: DLD

Date	AUTOMATIC LEVEL ITEMS						REPRESENTATIONAL LEVEL ITEMS											
	CA	LA	AL	RL	AV	VM	Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
	4-1	2-10	3-0	2-8	3-8	2-0	1	2	3	4	5	6	7	8	9	10	11	12
	4-1	2-10	3-0	2-8	3-8	2-0	3	3	4	2	4	2	5	0	3	2	3	3
	4-9	4-4	3-10	4-10	4-10	3-10	4	4	5	2	5	3	5	4	5	5	5	5
* Gains/Losses	0-8	1-6	0-10	2-2	1-2	1-10	1	1	1	0	1	1	0	4	2	3	2	2

* Gains/Losses shown in years unless otherwise indicated.

Date	CA	GM	FM	PD	SH	LANG	DR %
	4-1	5-0	3-0		5-0	2-10	69
	4-9	5-0	4-0		5-0	4-4	91
* Gains/Losses	0-8		1-0			1-6	22

Source:

Leiter

Date	CA	MA	IQ	Gains/Losses	
	4-3	3-0	75		
	4-9	3-3	73		-2

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #19 _____

School Year 82-83

Date of Birth: _____

Source: A.B.R.

Handicap Code: DLD

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Date	CA	LA	AL	RL	AV	VM	AUTOMATIC LEVEL ITEMS						REPRESENTATIONAL LEVEL ITEMS					
							Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
	1	2	3	4	5	6	7	8	9	10	11	12						
	4-9	4-4	3-10	4-10	4-10	3-10	4	4	5	2	5	3	5	4	5	5	5	5
	5-9	5-2	5-0	5-4	5-4	5-2	6	5	5	3	5	6	6	5	5	6	5	6
* Gains/Losses	1-0	0-10	1-2	0-6	0-6	1-4		1		1		3	1	1		1		1

* Gains/Losses shown in years unless otherwise indicated.

Source:

Date	CA	GM	FM	PD	SH	LANG	DR %
	4-9	5-0	4-0	4-2	5-0	4-4	91
	5-9	6-0	4-9	5-0	5-6	5-2	90
* Gains/Losses	1-0	1-0	0-9	0-10	0-6	0-10	-1

Date	CA	MA	IQ	Gains/Losses

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

Follow Up June, 1983
INDIVIDUAL CHILD'S RECORD FORM

School Year Summer 82

Child's Name: #20

Date of Birth: _____

Source: A.B.R.

Handicap Code: Sp

Date							AUTOMATIC LEVEL ITEMS						REPRESENTATIONAL LEVEL ITEMS					
	CA	LA	AL	RL	AV	VM	Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
	1	2	3	4	5	6	7	8	9	10	11	12						
	5-2	5-2	4-10	5-6	4-6	5-10	4	6	4	6	4	5	5	6	5	6	5	6
	6-5	5-3	5-2	5-4	4-8	5-10	5	6	4	6	5	5	6	6	3	6	5	6
* Gains/Losses	1-3	0-1	0-4	minus -2 mos	0-2	0	1	0	0	0	1	0	1	0	minus -2	0	0	0

* Gains/Losses shown in years unless otherwise indicated.

Date	CA	GM	FM	PD	SH	LANG	DR %
	5-2	5	5		5-3	5-2	100
	6-5	5	6		5-6	5-3	82
* Gains/Losses	1-3	0	1		0-3	0-1	minus -18

Source:

Date	CA	MA	IQ	Gains/Losses

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Carol Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #21

School Year 83-84

Date of Birth:

Source: A.B.R.

Handicap Code: EMH

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Date	CA	LA	AL	RL	AV	VM	AUTOMATIC LEVEL ITEMS						REPRESENTATIONAL LEVEL ITEMS					
							Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
	1	2	3	4	5	6	7	8	9	10	11	12						
	4-5	2-3	2-6	2-0	2-8	1-10	4	2	2	2	3	2	3	0	2	2	2	3
	5-1	2-9	2-10	2-8	3-0	2-6	4	4	2	2	3	2	3	2	3	2	3	3
	5-3	2-10	3-0	2-8	3-0	2-8	4	4	2	3	3	2	3	2	3	2	3	3
	5-4	3-2	3-6	2-10	3-0	3-0	4	4	2	5	3	3	3	2	3	2	3	4
* Gains/Losses	0-11	0-11	1-0	0-10	0-4	1-6		2		3		1		2	1		1	1

* Gains/Losses shown in years unless otherwise indicated.

Source:

Date	CA	GM	FM	PD	SH	LANG	DR %
	4-5	3	3	3	4-3	2-3	51
		3-0	3-6	3-5	4-6	2-9	54
	5-3					2-10	54
	5-4	3-0	3-6	3-5	4-9	3-2	59
* Gains/Losses	0-11		0-6	0-5	0-6	0-11	+8

Stan. Binet

Stan. Binet

Leiter

Date	CA	MA	IQ	Gains/Losses
	4-11	3-5	58+/-5	
	5-4	3-11	63+/-5	+5
	47	2-9	65+/-5	

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

School Year 83-84

Child's Name: #22

Source: A.B.R.

Date of Birth: _____

Handicap Code: sp

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Date	CA	LA	AL	RL	AV	VM	AUTOMATIC LEVEL ITEMS						REPRESENTATIONAL LEVEL ITEMS					
							Perception		Memory		Imitation		Peception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
1	2	3	4	5	6	7	8	9	10	11	12							
	3-2	1-3	1-10	0-8	0-10	1-7	3	2	0	2	2	2	0	0	0	2	0	2
	3-8	1-11	2-6	1-4	2-0	1-10	3	3	2	2	3	2	2	0	2	2	0	2
	4-1	2-3	2-10	1-8	2-2	2-4	3	4	2	2	3	3	2	0	3	2	0	3
* Gains/Losses	0-11	1-0	1-0	1-0	1-4	0-7		2	2		1	1	2		1			1

* Gains/Losses shown in years unless otherwise indicated.

Source:

Date	CA	GM	FM	PD	SH	LANG	DR %
	3-2	1-0	1-9	1-5	3	1-3	39
	3-8	2-0	3-0	2-9	3-6	1-11	52
	4-1	4-0	3-3	3-5	3-9	2-3	55
* Gains/Losses	0-11	3-0	1-4	2-0	0-9	1-0	+14

Stan. Binet

Stan. Binet

Date	CA	MA	IQ	Gains/Losses		
	3-4	3-0	78+/-5			
	4-1	3-11	84+/-5	+6		

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Carol Loumeau, 1983, Project Yaqi Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #24

School Year 83-84

Date of Birth: _____

Source: A.B.R.

Handicap Code: Sp

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Date	CA	LA	AL	RL	AV	VM	Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
							1	2	3	4	5	6	7	8	9	10	11	12
	3-1	2-2	2-10	1-6	2-2	2-2	3	4	3	2	3	2	0	0	2	2	2	3
	3-7	2-9	2-10	2-8	2-10	2-8	3	4	3	2	3	2	3	2	2	2	3	4
	4-0	3-4	3-8	3-0	3-6	3-2	3	5	5	2	5	2	3	4	2	2	3	4
* Gains/Losses	0-11	1-2	0-10	1-6	1-4	1-0		1	2		2		3	2			1	1

* Gains/Losses shown in years unless otherwise indicated.

Date	CA	GM	FM	PD	SH	LANG	DR %
	3-1	2	3	2-10	3-9	2-2	70
	3-7	3-0	3-9	3-7	4-0	2-9	77
	4-0	5-0	3-9	4-0	4-3	3-4	83
* Gains/Losses	0-11	3-0	0-9	1-2	0-6	1-2	13

Source:

Date	CA	MA	IQ	Gains/Losses	
Stan. Binet	3-2	3-7	98+/-5		
Stan. Binet	4-1	4-3	92		-6

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Carol Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #25

School Year 83-84

Date of Birth:

Source: A.B.R.

Handicap Code: EMH

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Date	CA	LA	AL	RL	AV	VM	AUTOMATIC LEVEL ITEMS						REPRESENTATIONAL LEVEL ITEMS					
							Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
	3-8	1-11	2-4	1-6	2-4	1-6	4	0	2	2	3	3	0	0	2	2	3	2
	4-4	2-5	2-10	2-0	2-8	2-2	4	3	2	2	3	3	2	0	2	2	3	3
	4-8	2-11	3-2	2-8	3-0	2-10	4	3	3	3	3	3	2	2	3	2	3	4
Gains/Losses	1-0	1-0	0-10	1-2	0-8	1-4		3	1	1			2	2	1			2

Gains/Losses shown in years unless otherwise indicated.

Source:

Date	CA	GM	FM	PD	SH	LANG	DR %
	3-8	2	3	2-10	4	1-11	52
	4-4	2-0	3-3	3-0	4-9	2-5	56
	4-8	3-0	4-0	3-10	4-9	2-11	59
Gains/Losses	1-0	1-0	1-0	1-0	0-9	1-0	+7

Leiter
Leiter
Stan. Binet
Stan. Binet

Date	CA	MA	IQ	Gains/Losses
	3-11	1-6	43+/-5	
	4-8	2-10	65+/-5	+22
	4-3	3-2	63+/-5	
	4-9	3-0	51+/-5	-12
Category changed to Speech				

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #26

School Year 83-84

Date of Birth: _____

Source: A.B.R.

Handicap Code: Sp

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Date	AUTOMATIC LEVEL ITEMS						REPRESENTATIONAL LEVEL ITEMS												
	CA	LA	AL	RL	AV	VM	Perception		Memory		Imitation		Reception		Association		Expression		
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man	
	3-4	2-5	2-6	2-4	2-2	2-8	1	2	3	2	2	3	3	7	8	9	10	11	12
	3-4	2-5	2-6	2-4	2-2	2-8	2	3	2	2	3	3	2	2	2	2	2	2	4
	3-7	2-8	2-8	2-8	2-8	2-8	2	3	3	2	3	3	2	2	3	2	3	3	4
	4-0	2-9	2-10	2-8	2-8	2-10	2	4	3	2	3	3	2	2	3	2	3	3	4
Gains/Losses	0-8	0-4	0-4	0-4	0-6	0-2		1	1						1			1	

Gains/Losses shown in years unless otherwise indicated.

Source:

Date	CA	GM	FM	PD	SH	LANG	DR %
	3-4	3-0	2-6	2-7	3-0	2-5	73
	3-7	3-0	3-3	3-2	4-0	2-8	74
	4-0	5-0	3-6	3-9.6	4-3	2-9	69
Gains/Losses	0-8	2-0	1-0	1-3	1-3	0-4	-4

Leiter
Leiter

Date	CA	MA	IQ	Gains/Losses			
	3-2	2-9	92+/-5				
	4-1	4-3	109+/-5	+17			

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Carol Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs



INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #27

School Year 83-84

Date of Birth:

Source: A.B.R.

Handicap Code: Sp

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Date	AUTOMATIC LEVEL ITEMS						REPRESENTATIONAL LEVEL ITEMS											
	CA	LA	AL	RL	AV	VM	Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
1	2	3	4	5	6	7	8	9	10	11	12							
3-3	1-11	2-10	1-0	1-10	2		3	3	3	3	3	2	0	0	0	2	2	2
3-11	2-5	2-10	2-0	2-6	2-4		3	3	3	3	2	2	0	2	2	2	2	4
4-3	2-10	3-2	2-6	2-8	3-0		3	4	3	3	3	3	2	2	2	2	2	4
* Gains/Losses	1-0	0-11	0-4	1-6	0-10	1-0		1				1	3	2	2			2

* Gains/Losses shown in years unless otherwise indicated.

Date	CA	GM	FM	PD	SH	LANG	DR %
3-3	2	2-6	2-5	4	1-11	59	
3-11	2-0	3-3	3-0	4-3	2-5	62	
4-3	4-0	3-6	3-7	4-3	2-10	67	
* Gains/Losses	1-0	2-0	1-0	1-2	0-3	0-11	+8

Source:

Date	CA	MA	IQ	Gains/Losses			
Leiter	3-6	3-0	91				
Leiter	4-3	4-0	99	+8			

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Carol Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #28

School Year 83-84

Date of Birth:

Source: A.B.R.

Handicap Code: Sp

Date	AUTOMATIC LEVEL ITEMS						REPRESENTATIONAL LEVEL ITEMS											
	CA	LA	AL	RL	AV	VM	Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
	3-10	2-6	2-10	2-2	2-6	2-6	1	2	3	4	5	6	7	8	9	10	11	12
	3-10	2-6	2-10	2-2	2-6	2-6	4	4	2	2	3	2	2	2	2	2	2	3
	4-6	2-10	3-0	2-8	2-10	2-10	4	4	2	2	3	3	2	2	2	2	3	4
	4-9	3-2	3-8	2-8	3-0	3-4	4	6	3	3	3	3	3	2	2	2	3	4
	4-11	3-5	3-8	3-2	3-4	3-6	4	6	3	3	3	3	3	2	3	3	4	4
* Gains/Losses	1-1	0-11	0-10	1-0	0-10	1-0		2	1	1		1	1		1	1	2	1

* Gains/Losses shown in years unless otherwise indicated.

Date	CA	GM	FM	PD	SH	LANG	DR %
	3-10	4	3	3-2	4-3	2-6	65
	4-6	5-0	3-9	4-0	4-6	2-10	63
	4-9					3-2	67
	4-11	5-0	3-9	4-0	4-6	3-5	69
* Gains/Losses	1-1	1-0	0-9	0-10	0-3	0-11	+4

Source:

Leiter
Leiter

Date	CA	MA	IQ	Gains/Losses			
	4-0	3-9	99+/-5				
	4-11	4-9	101+/-5	+2			

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

INDIVIDUAL CHILD'S RECORD FORM

Child's Name: #29

School Year 83-84

Date of Birth:

Source: A.B.R.

Handicap Code: DLD

AUTOMATIC LEVEL ITEMS

REPRESENTATIONAL LEVEL ITEMS

Date	AUTOMATIC LEVEL ITEMS						REPRESENTATIONAL LEVEL ITEMS											
	CA	LA	AL	RL	AV	VM	Perception		Memory		Imitation		Reception		Association		Expression	
							Aud Disc	Vis Disc	Aud	Vis	Verb	Motor	Aud	Vis	Aud	Vis	Verb	Man
	3-11	2-11	3-2	2-8	2-8	3-2	1	2	3	4	5	6	7	8	9	10	11	12
	3-11	2-11	3-2	2-8	2-8	3-2	3	4	3	2	4	3	0	2	3	4	3	4
	4-7	3-4	3-4	3-4	3-4	3-4	3	5	3	2	4	3	2	2	5	4	3	4
	4-10	4-1	4-4	3-10	3-10	4-4	3	5	5	5	4	4	3	4	5	4	3	4
	5-0	4-5	4-8	4-2	4-2	4-8	3	6	5	5	5	4	3	4	5	5	4	4
* Gains/Losses	1-1	1-6	1-6	1-6	1-6	1-6		2	2	3	1	1	3	2	2	1	1	

* Gains/Losses shown in years unless otherwise indicated.

Date	CA	GM	FM	PD	SH	LANG	DR %
	3-11	4	3-9	3-10	4-9	2-11	74
	4-7	4-0	4-0	4-0	5-0	3-4	73
	4-10					4-1	84
	5-0	6-0	4-6	4-10	5-0	4-5	88
* Gains/Losses	1-1	2-0	1-9	1-0	0-3	1-6	+14

Source:

Date	CA	MA	IQ	Gains/Losses			
	4-2	3-9	95+/-5				
	5-0	5-6	115+/-5	+20			
	English ITPA FLA	4-11 CA	5-1				
	Mean Scaled Score	35					

Leiter

Leiter

Key: CA-Chronological Age LA-Language Developmental Age AL-Automatic Level RL-Representational Level
 AV-Auditory Vocal Channel VM-Visual Motor Channel GM-Gross Motor FM-Fine Motor PD-Physical Development
 SH-Self Help LANG-Language Development DR-Developmental Rate
 Carol Loumeau, 1983, Project Yaqui Grant No. G00-8-100175 U.S. Dept. of Educ., Special Programs

APPENDIX II

MATERIALS FOR DISSEMINATION

Appendix II

Examples of materials available for dissemination which can be used in conjunction with training or independently.

List of Materials/DescriptionsMaterials Provided/UsesPictures and Picture Cards

- | | |
|--|---|
| <p>1. Primary Colors Picture Cards
Small cards with pictures of familiar objects in red, blue and yellow boxes to put pictures in.</p> | <p>1. 72 uncolored pictures, materials list, directions for assembly, suggestions for use and/or activity card.
Use for: color sorting, color matching, identifying and labeling pictures.</p> |
| <p>2. Circle Pictures
Two, 8½ x 11" pages which picture circles incorporated into a play scene.</p> | <p>2. Two, uncolored picture pages, directions, suggestions for use and/or activity card.
Use for: verbal expression, figure ground, identifying and labeling objects and circles.</p> |
| <p>3. Circles Picture Cards & Picture Boards
Two sets (6 pictures each) of picture cards of familiar objects that contain circles. Can be made into cards and/or a lotto game.</p> | <p>3. Two, uncolored sheets of 12 different pictures, directions for assembly, suggestions for use and/or activity card.
Use for: Shape matching, identifying and labeling circles, language development.</p> |
| <p>4. Concept Cards
Multi-level cards with pictures of furniture, clothing, tools, animals, fruits, etc.</p> | <p>4. Five uncolored sheets of 38 different pictures of furniture, clothing, tools, animals, fruit, etc.; directions, suggestions for use and/or activity card.
Use for: classification, visual memory, visual sequential memory, language devel.</p> |
| <p>5. Classification Cards
Pictures of desert animals on cards used for memory games.</p> | <p>5. Twelve, uncolored picture cards of desert animals, directions for use, and/or activity card.
Use for: classification, visual memory, language development.</p> |
| <p>6. Face Pictures
Set of six faces (one complete with features and five missing one feature each)</p> | <p>6. One set of six uncolored faces, suggestions for use and/or activity card.
Use for: Language development (body parts), cultural awareness.</p> |
| <p>7. Shape Picture
8½" x 11" picture containing circle, square, and triangular shapes.</p> | <p>7. One page picture containing circle, square, and triangular shapes, suggestions for use and/or activity card.
Use for: verbal expression, identifying and labeling shapes.</p> |

List of Materials/DescriptionsMaterials Provided/UsesPictures and Picture Cards (continued)

- | | |
|--|---|
| <p>8. Feelings Cards
Pictures of faces showing anger, sadness, happiness and fear.</p> | <p>8. One sheet of four faces showing different emotions, suggestions for use and/or activity card.
Use for: visual reception, social development, language development, cultural awareness.</p> |
| <p>9. Sets Cards
a. Culturally appropriate pictures of sets one to ten for wall display.
b. Smaller version showing sets from one to twelve for lotto games.</p> | <p>9. a. Ten pictures showing sets of one to ten for wall display.
b. Two sheets of pictures showing sets of one to twelve for lotto games.
Suggestions for use and/or activity card.
Use for: rote counting, 1-1 correspondence, set identification, language development.</p> |
| <p>10. Drawings of Family Members
Culturally appropriate pictures of family members.</p> | <p>10. Six, culturally appropriate picture pages of family members, suggestions for use and/or activity card.
Use for: social and language development, cultural awareness.</p> |
| <p>11. Cultural Environment Pictures
Pictures of deer dancer, Pascola dancer, Deer dancer and family, and Tambolero.</p> | <p>11. Four picture pages, suggestions for use and/or activity card.
Use for: social and language development, cultural awareness.</p> |
| <p>12. Category Cards
Culturally appropriate pictures showing big/little, same/different musical instruments and people and things for dancing.</p> | <p>12. Two pages of pictures of musical instruments and people and things for dancing, suggestions for use and/or activity card.
Use for: concept development, visual discrimination, cultural awareness, classification.</p> |
| <p>13. Seriation Cards
Pictures of Pascola (Yaqui culture) masks in five different sizes.</p> | <p>13. One page of pictures showing five different sizes of masks, suggestions for use and/or activity card.
Use for: Cognitive, Language development, cultural awareness.</p> |
| <p>14. Color Cards
Six to Ten pairs of colored cards.</p> | <p>14. Assembly instructions, materials list, suggestions for use and/or activity cards.
Use for: cognitive, color matching, and labeling.</p> |

List of Materials/DescriptionsMaterials Provided/UsesPictures and Picture Cards (continued)15. Picture Cards I

Twelve picture cards of household items. 15. Two sheets showing 12 pictures of household items, instructions, and/ activity card.
Use for: cognitive, language development.

16. Sets Lotto Game

Six picture cards and gameboard showing sets of one and two. 16. Assembly instructions, materials list, suggestions for use and/or activity card.
Use for: pre-math, language development.

17. Big and Little Cultural Pictures Game

File folder with eight library pockets to hold 4 sets of big and little cultural pictures. 17. One sheet of big and little cultural pictures, assembly instructions, suggestions for use and/or activity card.
Use for : cognitive, visual perception.

18. Circle Faces

Five circle faces showing different emotions. 18. Five circle faces showing emotions, suggestions for use and/or activity card.
Use for: visual reception, social development, language development.

19. Alphabet Cards

a. Culturally appropriate pictures of the alphabet for wall display. 19. a. 26 pictures showing the alphabet in 8½" x 11" size.
b. Smaller version for lotto games. b. two, 8½" x 11" sheets and three, 8½" x 14" sheets in a smaller version for lotto games.
Suggestions for use and/or activity card.
Use for: language development.

Books, Flannel Board Activities, Puppets20. Alphabet Book

A 27 page book showing culturally appropriate pictures of the alphabet. 20. 26 pages of alphabet, suggestions for use and/or activity card.
Use for: language development.

21. Face Book

A 9 page book showing parts of the face. 21. Nine pages of faces, suggestions for use and/or activity card.
Use for: language development.

22. Family Book

A ziplock bag book containing magazine pictures of family members. 22. Assembly instructions, suggestions for use and/or activity card.
Use for: language development.

23. Dressing a Felt Doll

Body made of felt and clothing. 23. Patterns, suggestions for use and/or activity card.
Use for: language development, cognitive.

List of Materials/DescriptionsMaterials Provided/UsesBooks, Flannel Board Activities, Puppets (continued)

- | | |
|---|--|
| 24. "Faces" Flannel Board Kit
Felt face, eyes, nose, mouth, ears,
and hair. | 24. Patterns, suggestions for use and/
or activity card.
Use for: language development,
cognitive. |
| 25. How To Make A Flannel Board
Instructions for making a
flannel board. | 25. Assembly instructions, suggestions
for use and/or activity card.
Used for: flannel board activities. |
| 26. Flannel Board Christmas Tree & Ornaments
Felt Christmas tree and 6 different
ornaments (bell, angel, star, candy cane,
snowman, and candle). | 26. Patterns, suggestions for use and/
or activity card.
Use for: language development |
| 27. Making a Book
Instruction sheet for making a book. | 27. Assembly instructions, materials
list, suggestions for use and/
or activity card.
Use for: language development. |
| 28. Brown Bear, Brown Bear Book
Can be a texture book using an adapta-
tion of the <u>Brown Bear, Brown Bear Story</u> . | 28. Twelve page adapted book, assembly
instructions, materials list,
suggestions for use and/or activity
card.
Use for: Language development,
tactile exploration. |
| 29. Sets Book
A book of culturally appropriate pictures
showing sets of one to ten. | 29. Thirteen page sets book, suggestions
for use and/or activity card.
Use for: rote counting, set
identification, 1-1 correspondence,
language development. |
| 30. Flannel Board Story - Tortilla Man
Pellon pictures and story card of the
<u>Tortilla Man</u> (similar to the <u>Gingerbread
Man</u>). | 30. Story Card, Materials List, patterns,
suggestions for use and/or activity
card.
Use for: language development. |
| 31. Ku Bird Book and Flannel Board Story
Ku Bird Story Book and/or flannel
board story. | 31. Copy of book, materials lists,
suggestions for use and/or activity
card.
Use for: language development. |
| 32. Up, Down, Over, Under, Around Book
Book showing pictures of children at
play illustrating prepositions. | 32. Copy of 6 page book, materials list,
assembly instructions, suggestions
for use and/or activity card.
Use for: prepositional concepts,
language and cognitive development. |

List of Materials/DescriptionsMaterials Provided/UsesBooks, Flannel Board Activities, Puppets (continued)

- | | |
|--|---|
| 33. "How To" Description for Puppets
Instruction sheets for making puppets | 33. Directions for making several different types of puppets, materials list, suggestions for use and/or activity card.
Use for: Language development, self concept development. |
| 34. Nutrition Booklets
Booklets: <u>Feeding Your Young Ones</u> and <u>A Guide To Eating Well.</u> | 34. Booklets: <u>Feeding Your Young Ones</u> and <u>A Guide To Eating Well.</u>
Use for: Parent Education, Nutrition Education. |
| 35. Flannel Board Story Materials-Three Bears
Felt Three Bears, clothing, beds, chairs, bowls, spoons, cups. | 35. Patterns, Suggestions for use and/or activity card.
Use for: language development, color matching, sorting, seriation, association. |
| 36. Primary Colors Books
<u>My Book of Red, My Book of Blue, and My Book of Yellow.</u> Books with several pages of pictures that are the same as the Primary Color Cards (see #1). Books available with or without text. | 36. Three uncolored books, directions for assembly, suggestions for use and/or activity cards.
Use for: language development, pre-reading skills, color recognition. |
| 37. Circles Book
Can be a texture book. An eight page book with pictures of common objects that are circles. Available with or without text. | 37. Nine page uncolored circles book, directions for assembly, suggestions for use and/or activity cards.
Use for: Tactile, language development, identifying and labeling circles |
| <u>Low Cost Arts And Crafts Activities Kits</u> | |
| 38. Stringing Activity
Yarn and items suitable for stringing. | 38. Materials list, suggestions for use and/or activity card.
Use for: Fine motor, Cognitive |
| 39. Fingerpainting
Paint smocks, fingerpaint supplies, directions for use. | 39. Pattern for paint smock, Suggestions for use and/or activity card.
Use for: Fine motor, gross motor, aesthetic development. |
| 40. Making Playdough
Recipe for playdough, materials to make playdough. | 40. Recipe, suggestions for use and/or activity card.
Use for: fine motor, language development. |

List of Materials/DescriptionsMaterials Provided/UsesLow Cost Arts and Crafts Activities Kits41. Paste and Collage

A kit requiring a sturdy surface to paste materials on and items for pasting (wallpaper, tissue paper, etc.)

41. Materials list, suggestions for use and/or activity card.
Use for: fine motor, color, aesthetic development.

Toys42. Sand Toys

Empty and clean plastic bleach containers cut and colored with marker pens. Rope for handle.

42. Patterns, assembly instructions, suggestions for use and/or activity card.
Use for: gross motor, aesthetic development, fine motor.

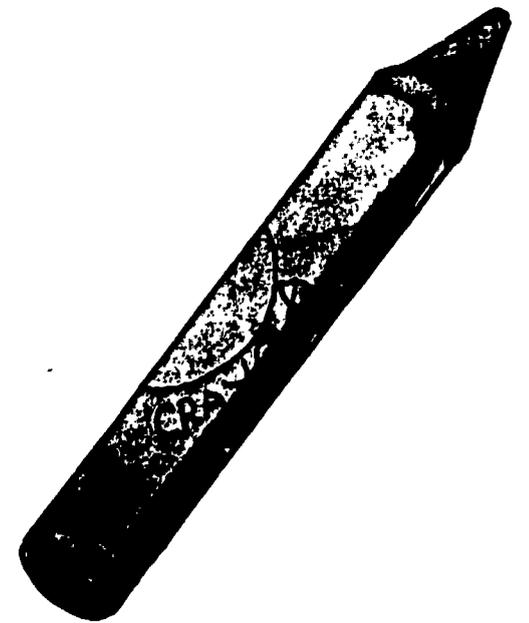
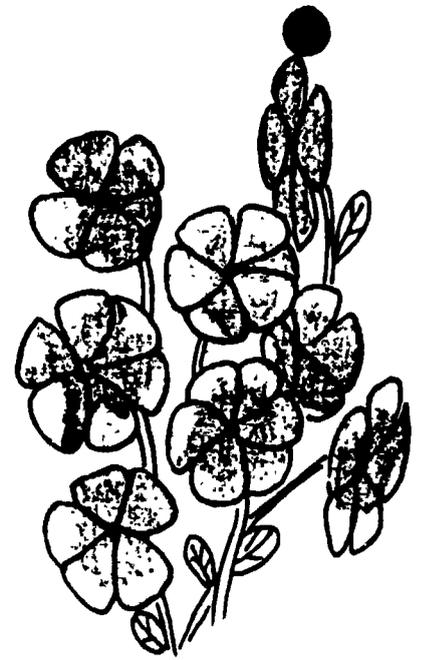
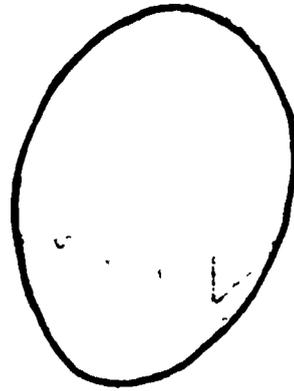
43. Color Cans

Stackable cans covered with red, blue and yellow contact paper and clothespins painted to match. Cardboard gameboard.

43. Assembly instructions, materials list, suggestions for use and/or activity card.
Use for: color matching, color labeling, sequencing sizes, language development.

Activity/Curriculum Cards44. List of Activity/Curriculum Cards

44. Two page list of activity cards that are available for classroom use.
Use for: Teacher lesson plans, Parent/Child Activities, Home base.



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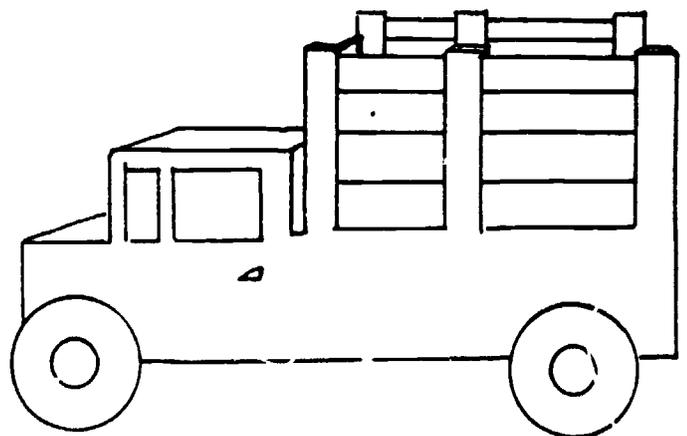
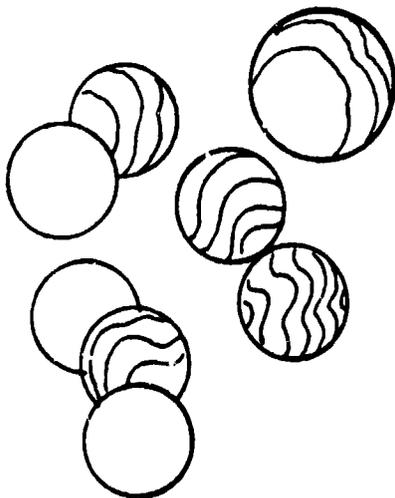
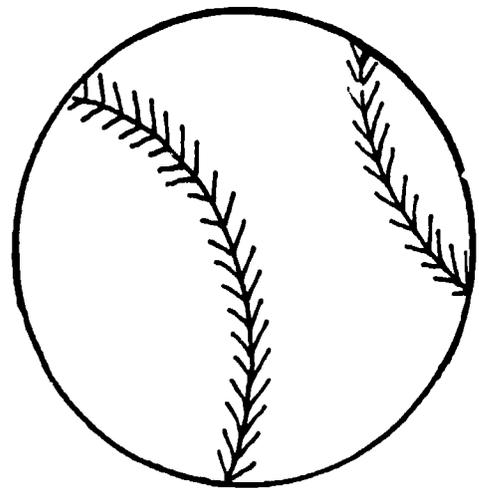
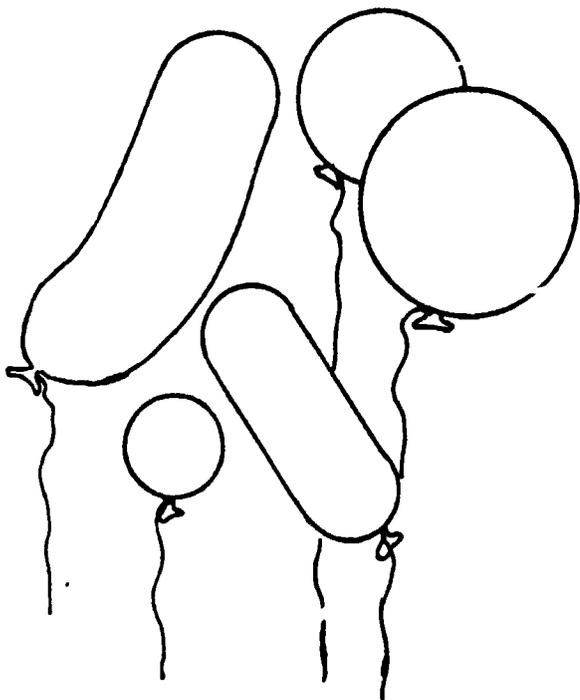
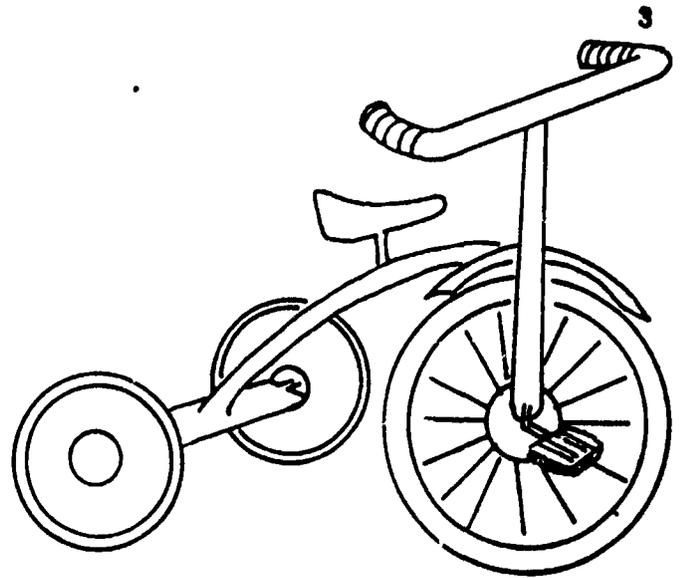
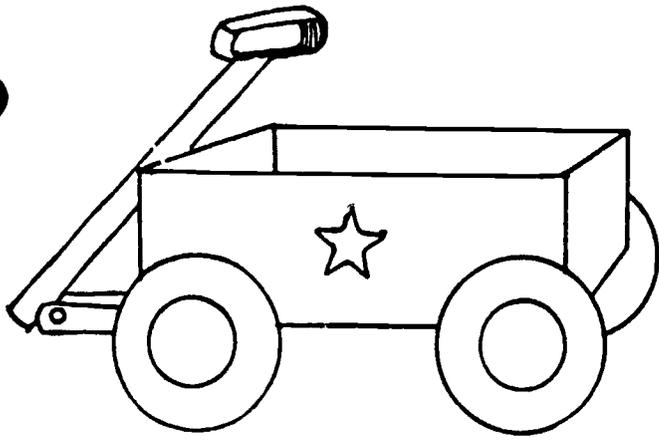
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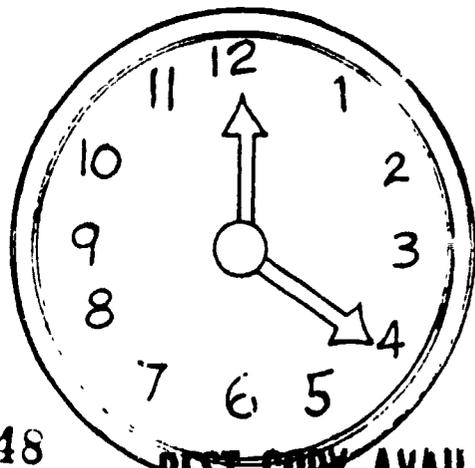
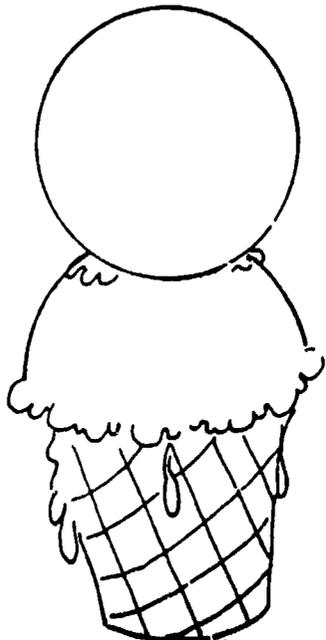
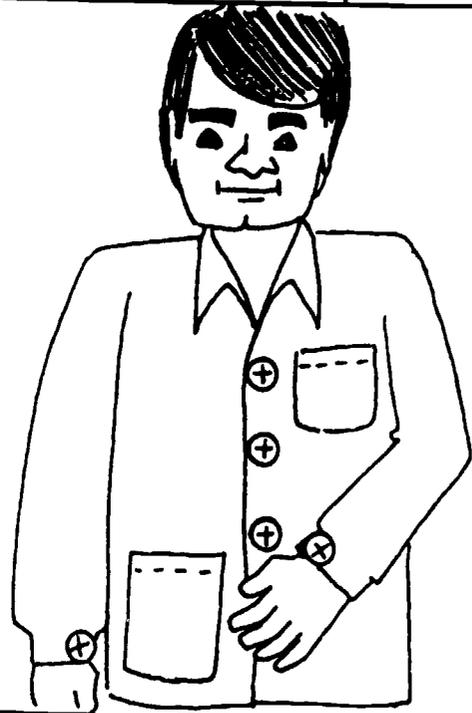
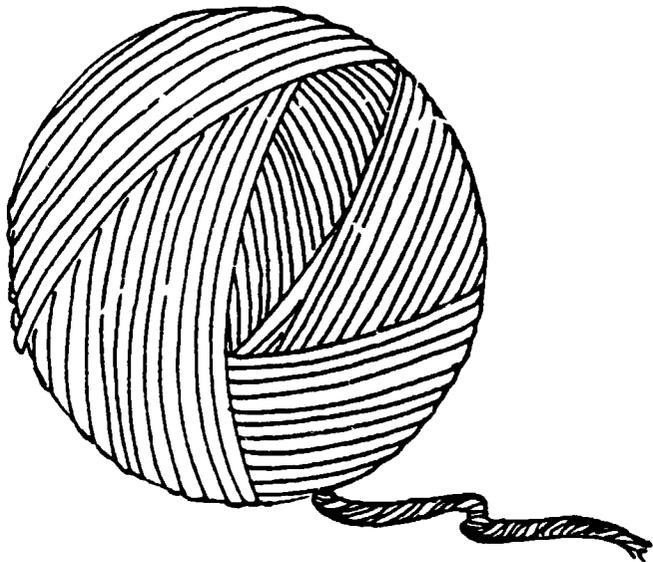
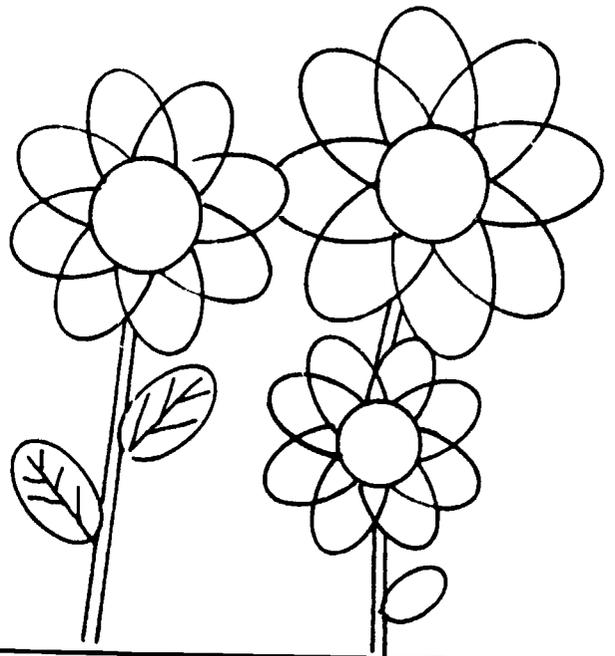
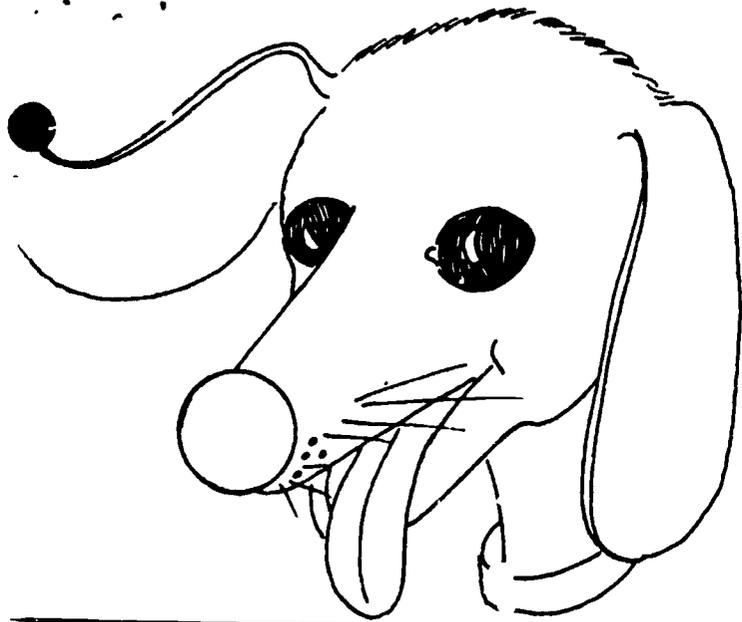


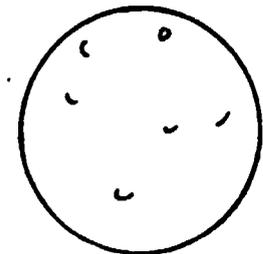
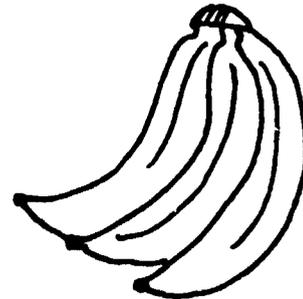
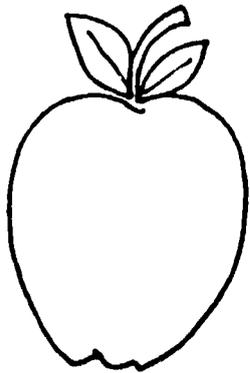
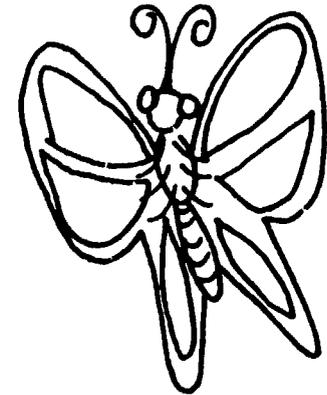
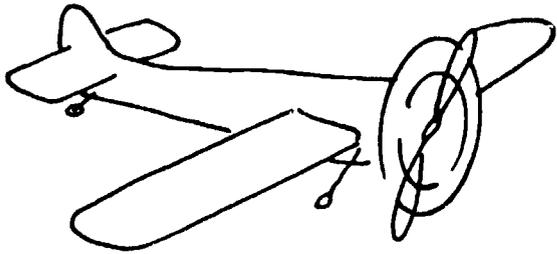
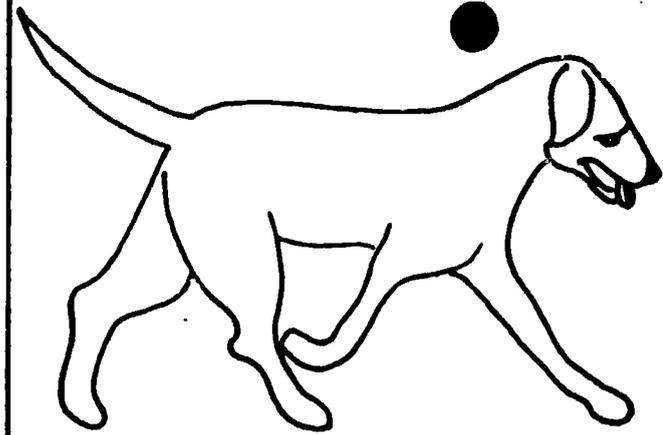
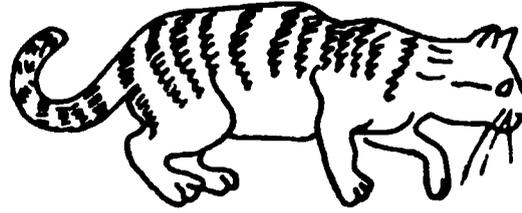
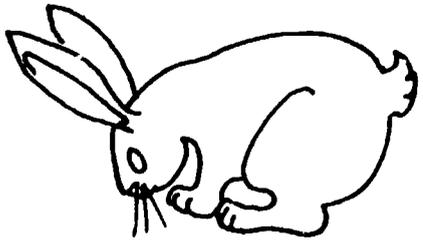


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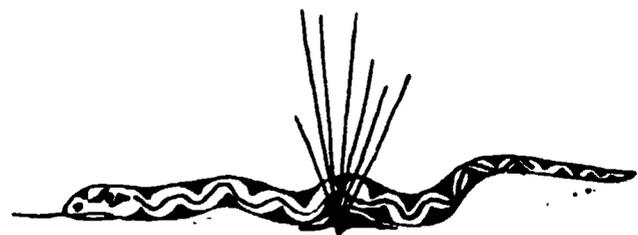
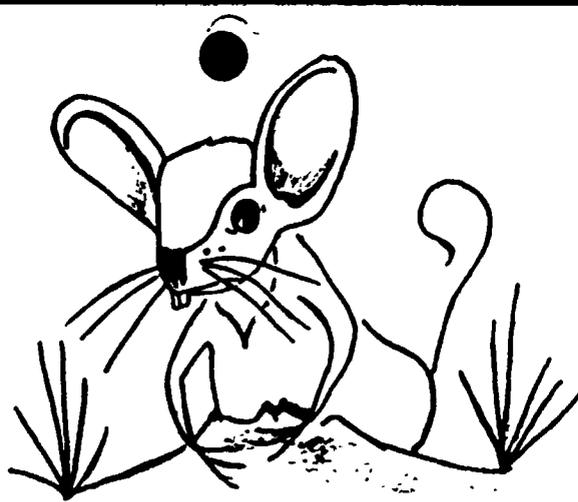
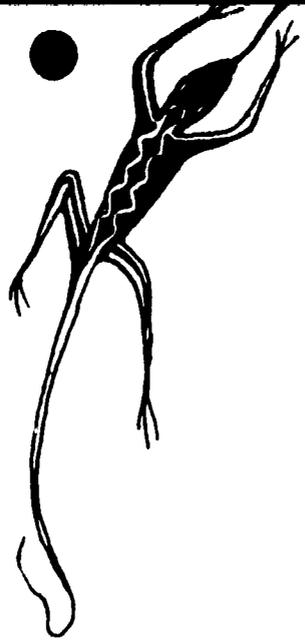


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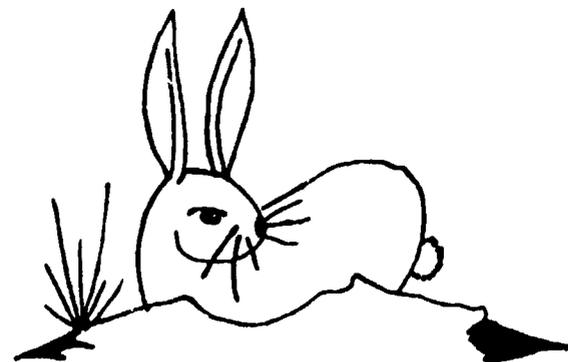
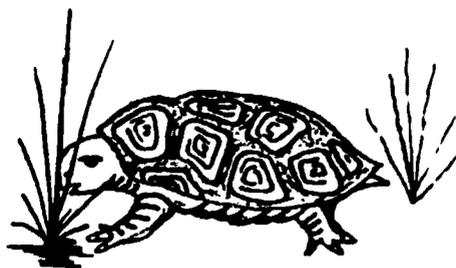
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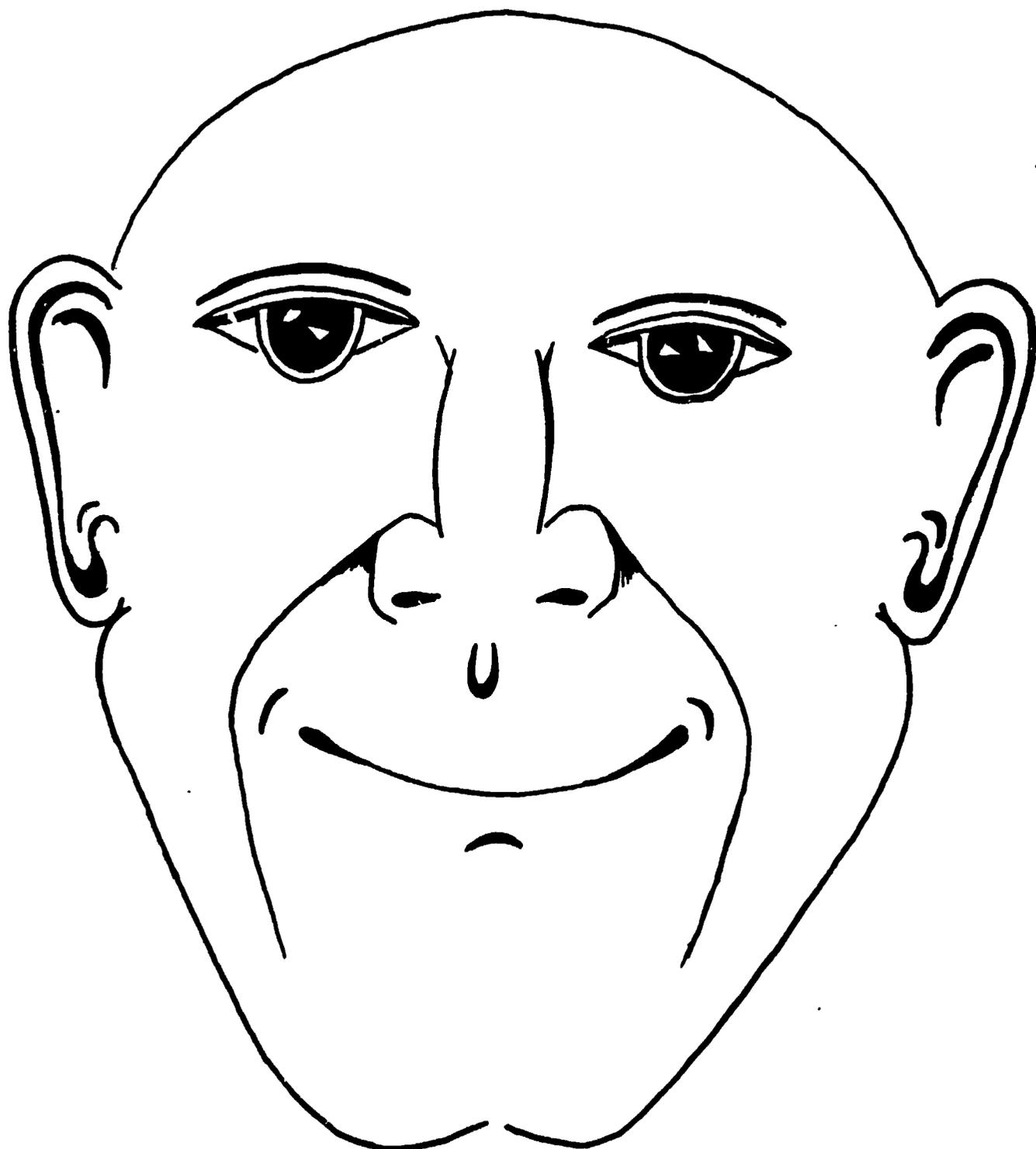
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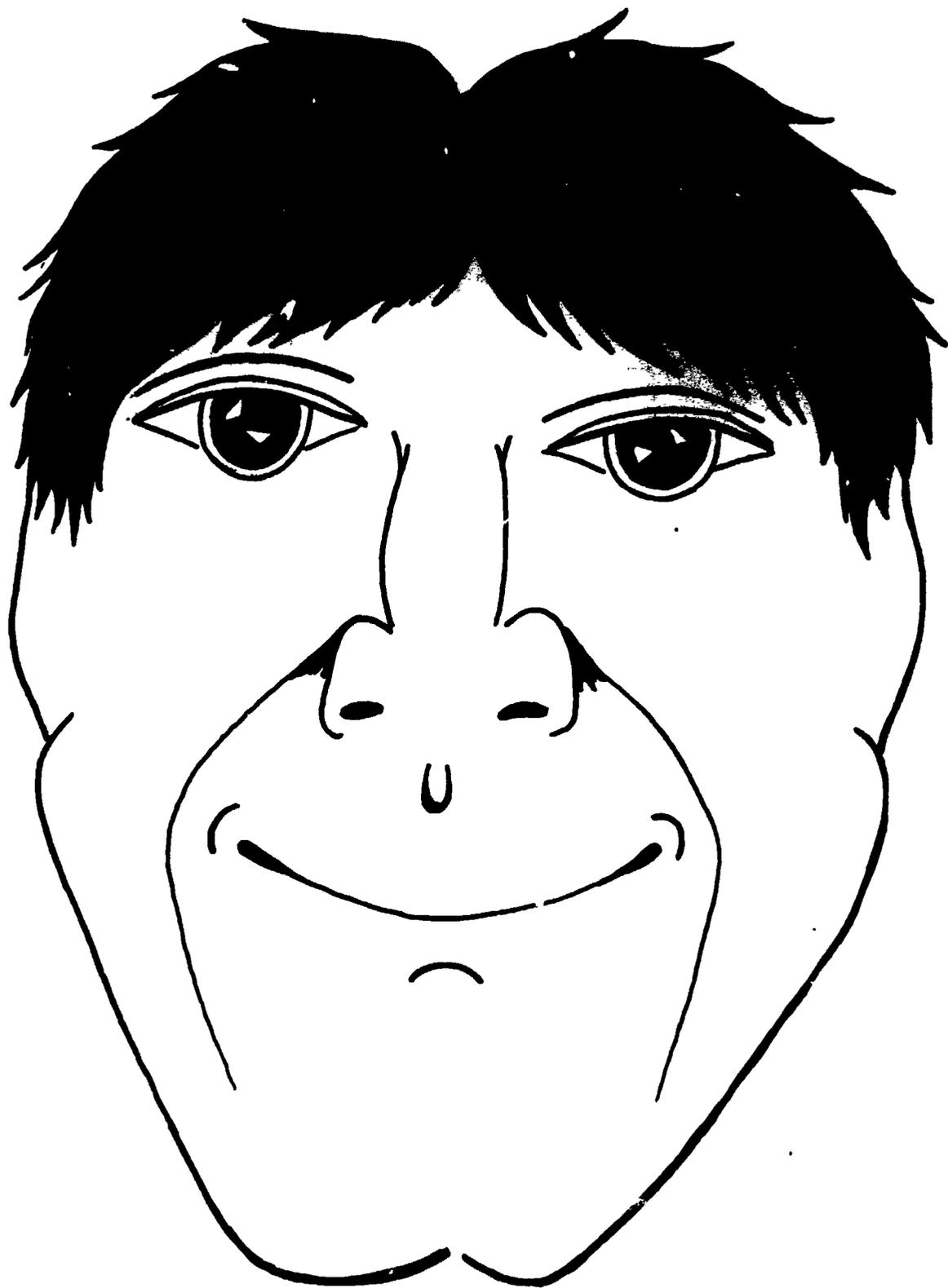
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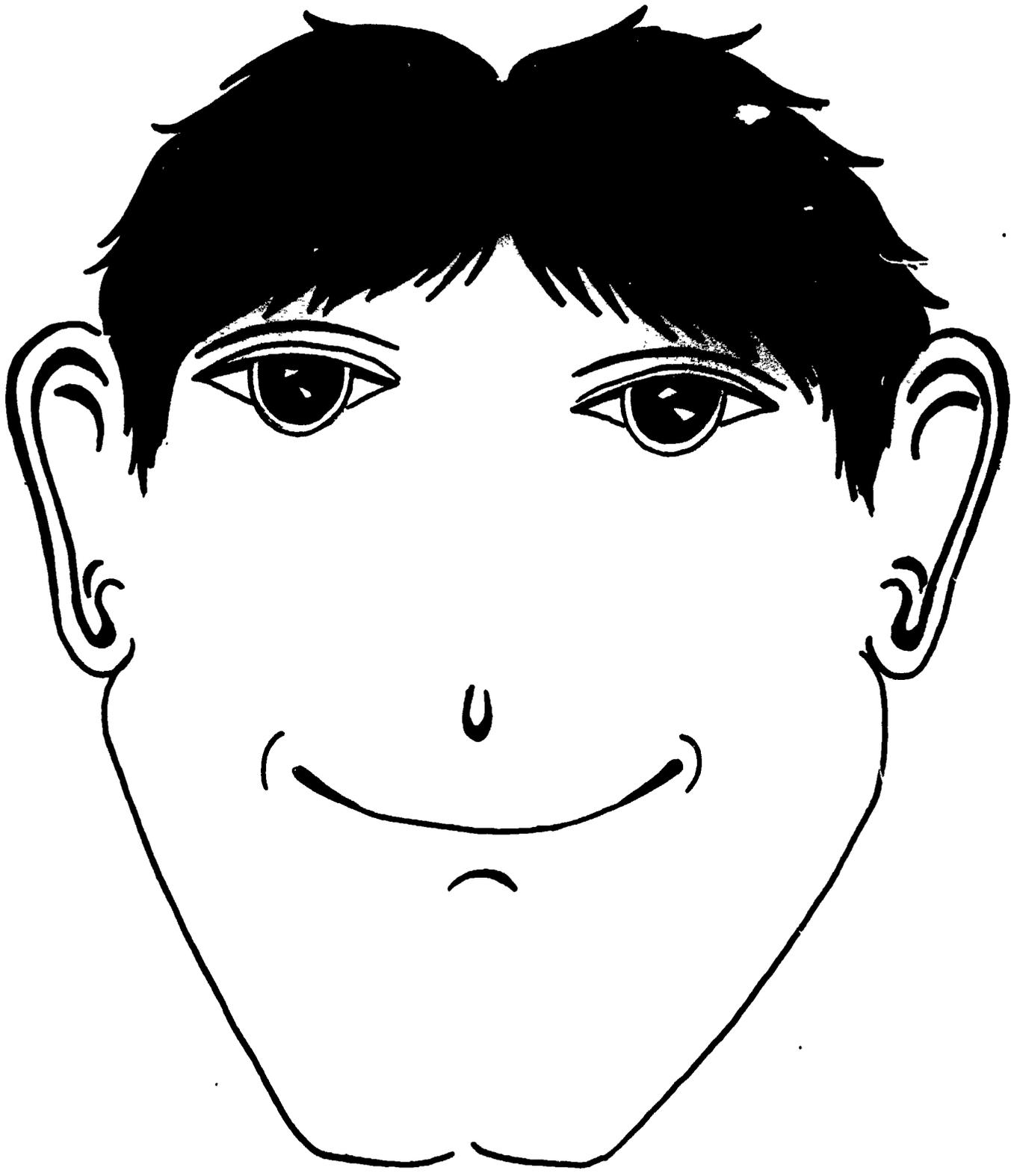
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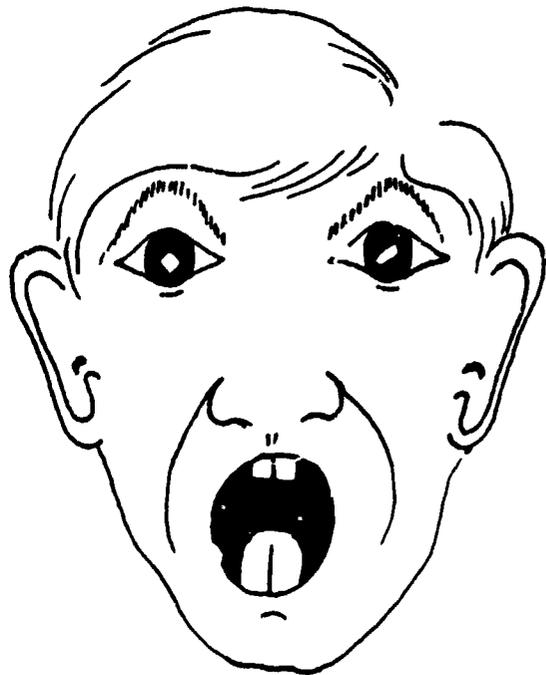


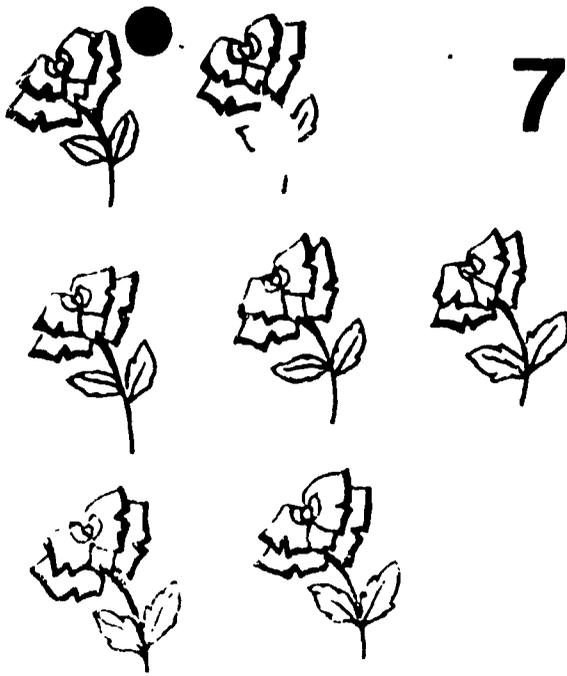






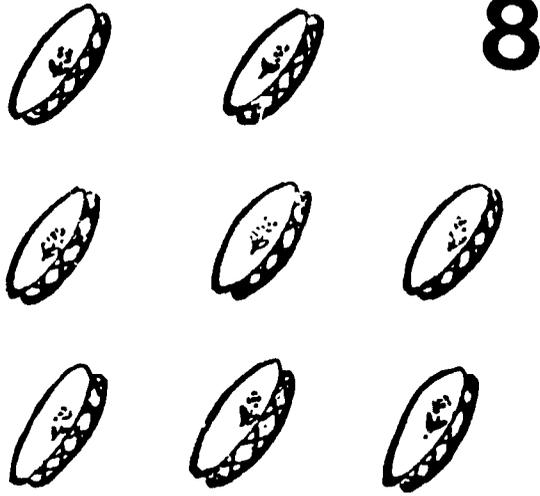






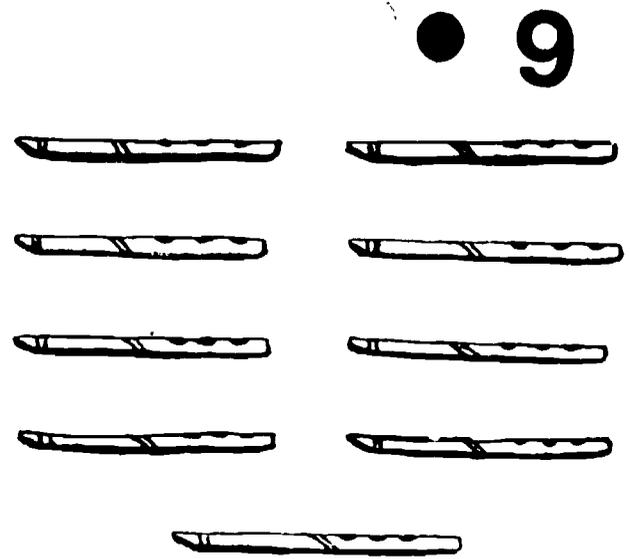
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seven



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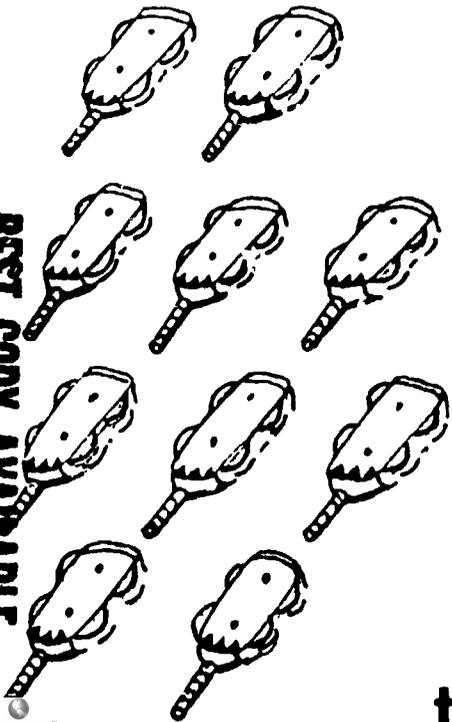
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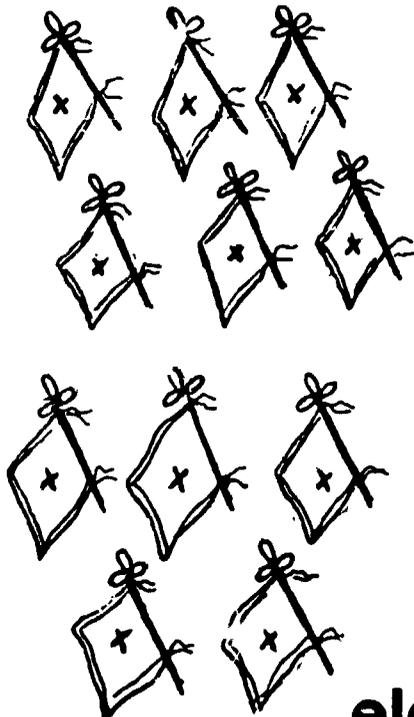
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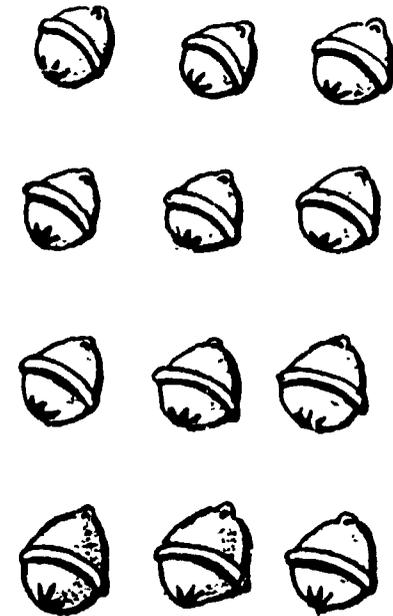
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eleven

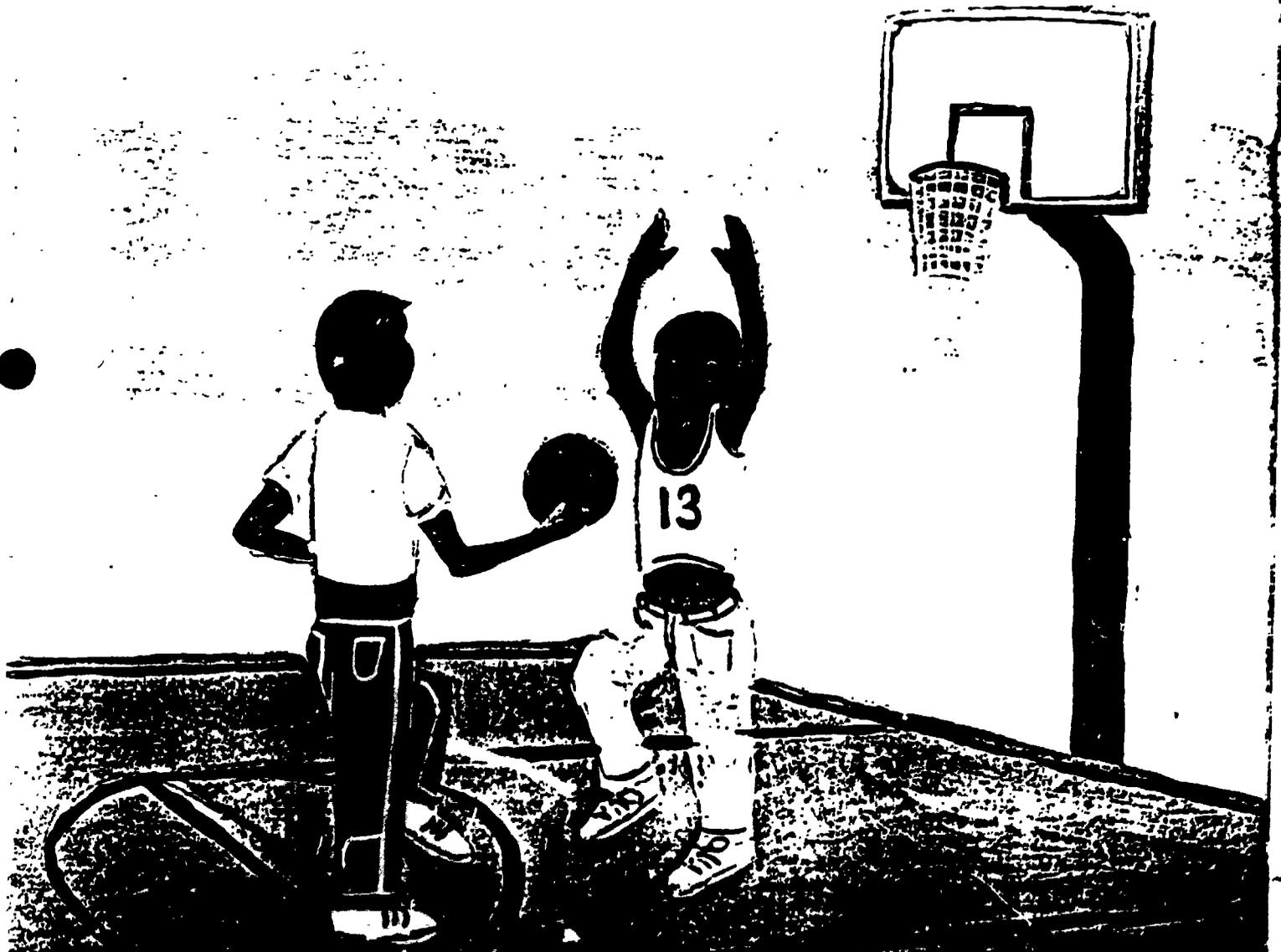


12

twelve



The two sisters have fun
jumping rope.



The two brothers like playing basketball together.



Nana enjoys combing her granddaughter's hair.



At night tata plays his violin.



Mother washes with soap
at the river.

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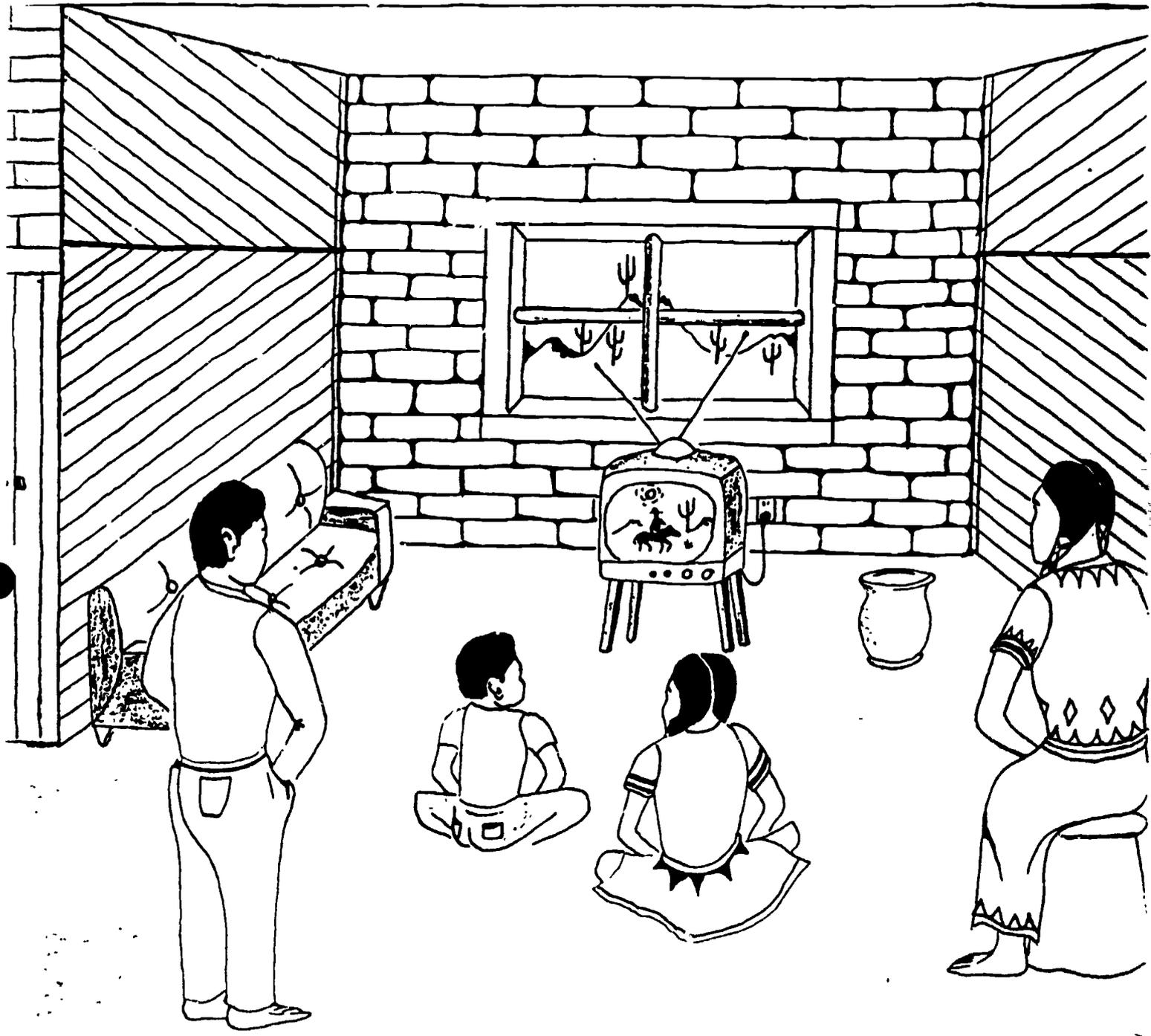
Father chops wood for the wood stove.





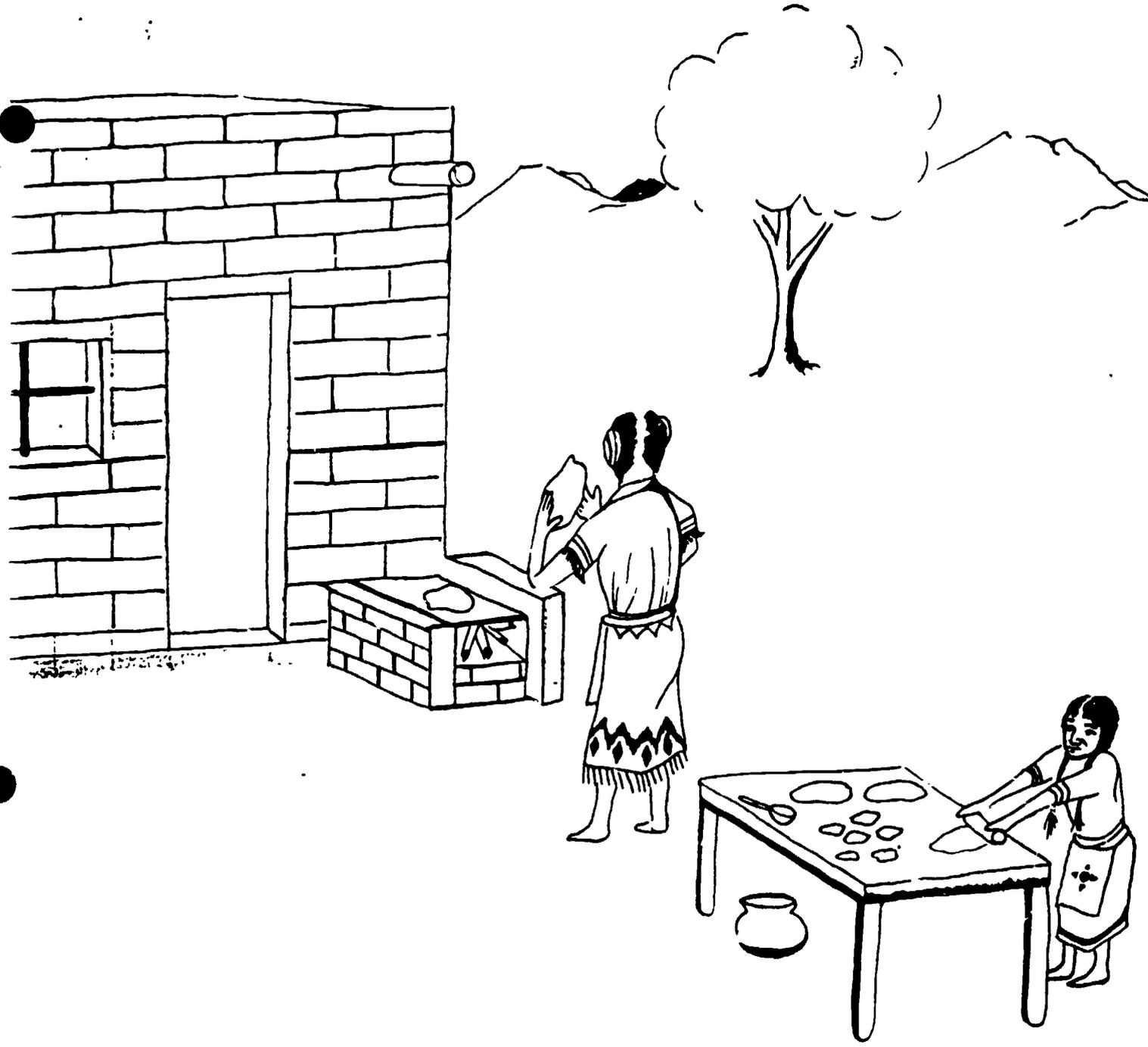


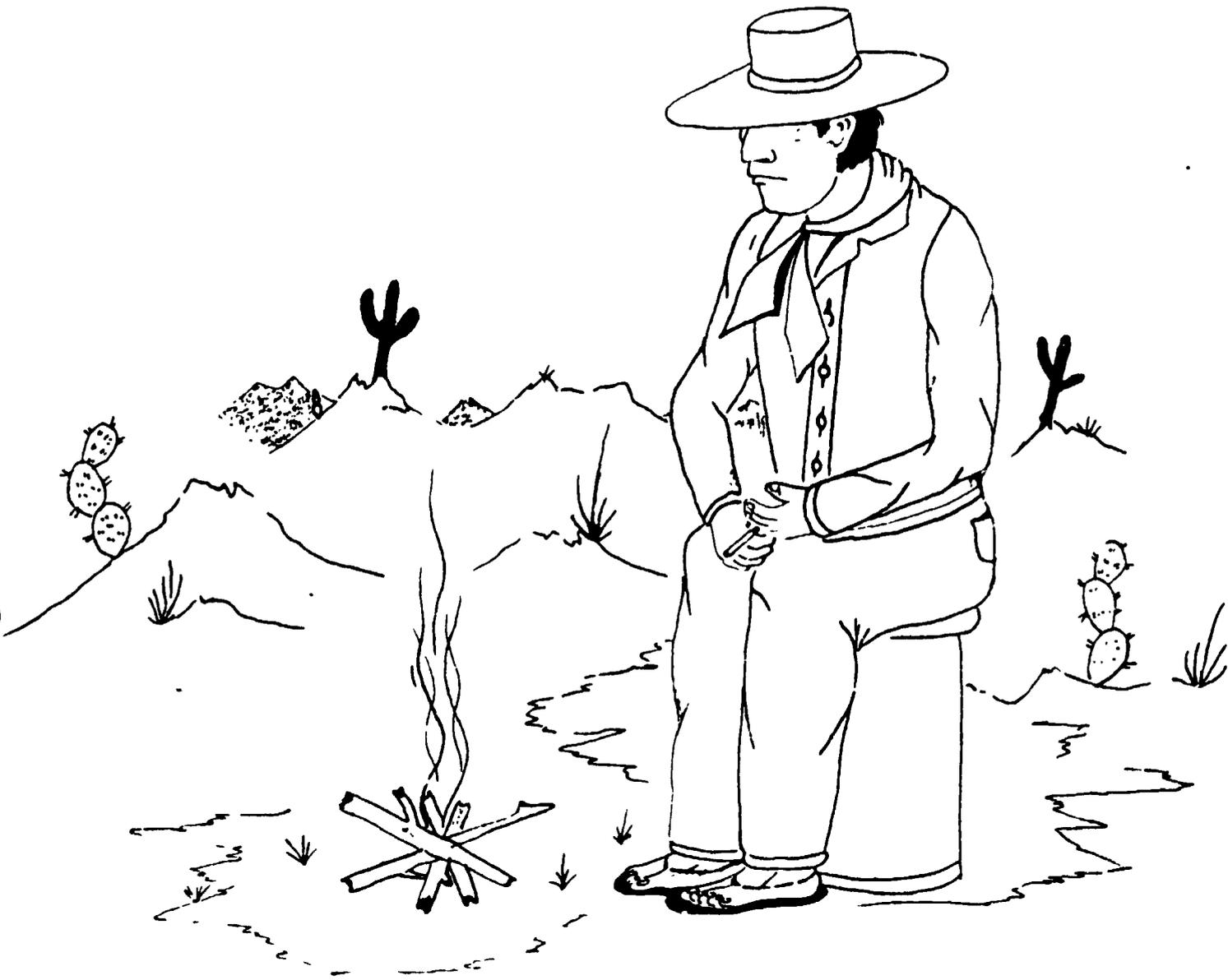






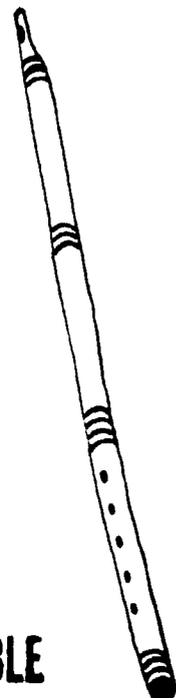
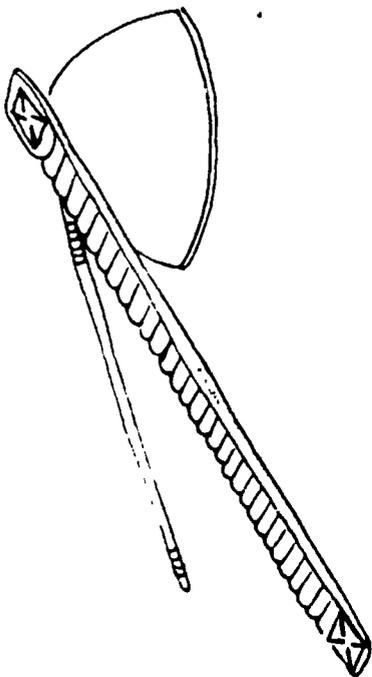
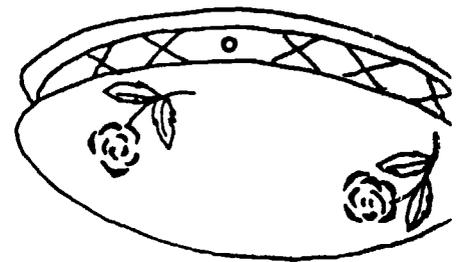
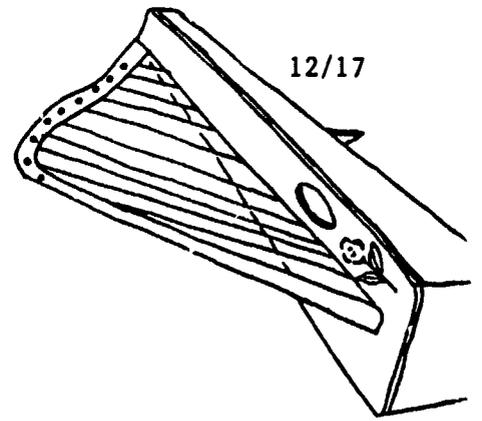
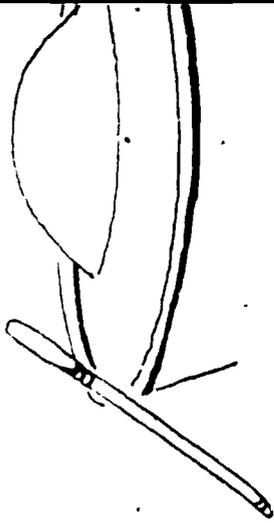






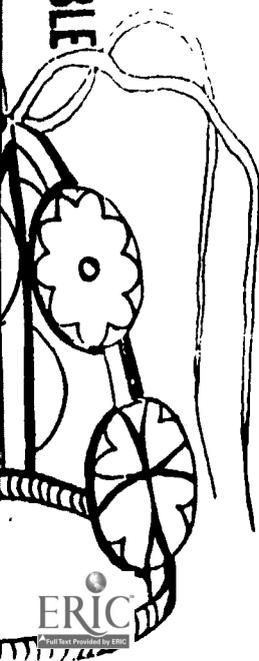






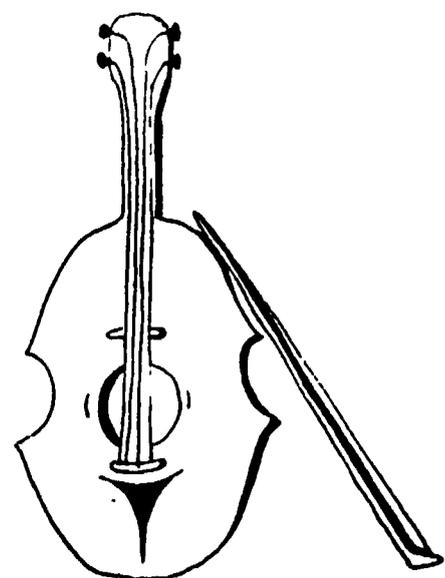
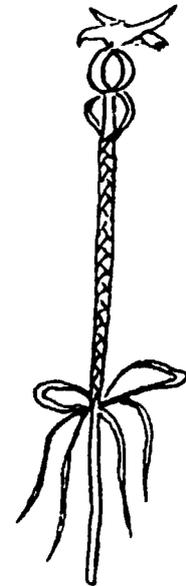
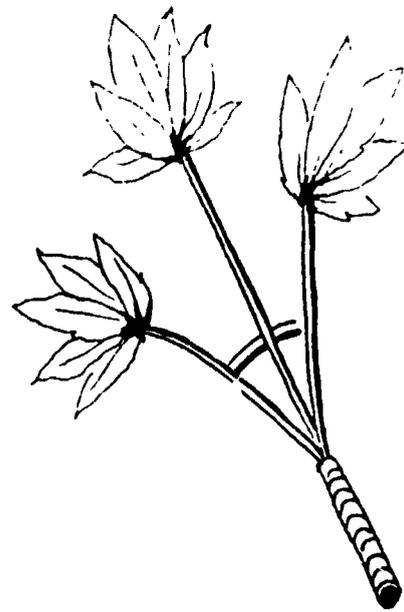


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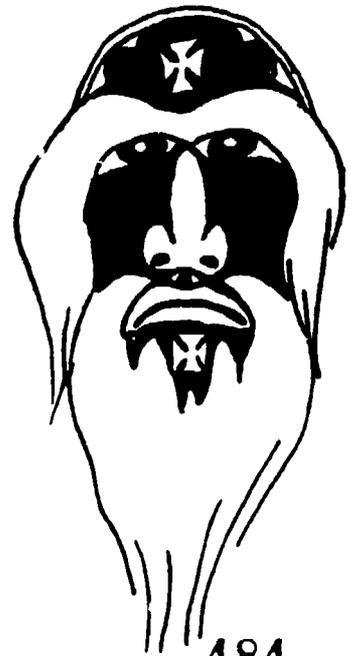
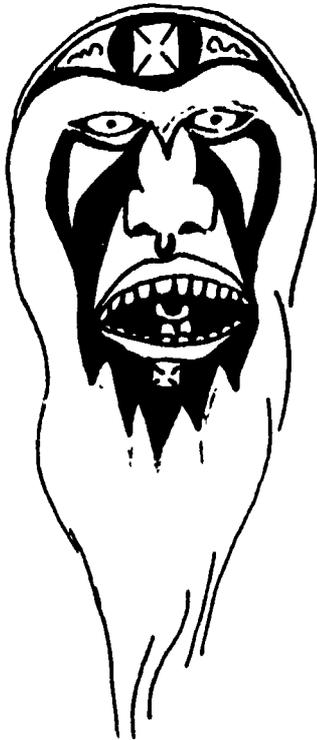
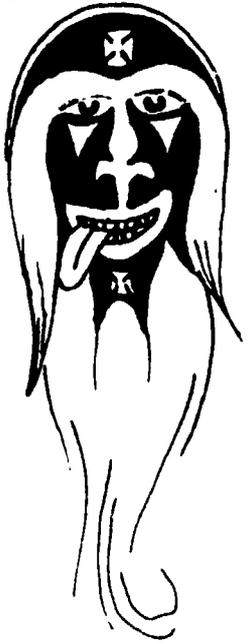


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PROJECT YAQUI

COLOR CARDS

MATERIALS: 12 Sturdy cards (2½" x 3½")
Marking pens
Clear contact paper (15" x 18")
Scissors
Zip-loc bag

- DIRECTIONS:
1. Color the cards with marking pens in the following colors:
2-Red; 2-Blue; 2-Yellow; 2-Green; 2-Orange; 2-Black.
 2. Cut the contact paper into 4½" x 5½" squares to cover each of the 12 cards.
 3. Peel the backs from each contact paper square (one at a time) and cover the colored side of the color cards.

THINGS TO DO WITH THE THE COLOR CARDS:

- Name the colors.
- Match the color pairs together.
- Have your child match the color pairs together.
- Turn the cards over to play a memory game with 4, 6, 8, 10 or 12 cards.
- Have your child name the colors.
- Match the colors to other object in the room that are the same color.

ACTIVITY: COLOR CARDS I

LANGUAGE / COGNITIVE

YOU NEED: 4 Pairs of small sturdy cards (2½" x 3½")
(2-Red; 2-Blue; 2-Yellow; 2-Green)

WHAT YOU DO:

1. Set one of each of the colors in front of your child. As you do say, "This is red, this is blue," etc.
2. Set the matching color cards in front of you. Name the colors again as you set them down.
3. Point to one of the cards in front of you and say, "This is red, give me one of yours that is red."
Continue with the remaining colors.
4. Put 3 different colors in front of your child. Hand him/her a card that matches one of those 3 cards and say, "Put this next to the one that is the same."
Continue with remaining colors.
5. Put two pairs of cards FACE DOWN in front of your child. Turn one over and identify the color. Say, "I want to find another that is the same."
6. Turn another card over to see if you made a "match". Say, "They are the same," or "They are not the same."
7. Return all of the cards to a face down position and ask your child to turn one over.
8. Ask your child to find another that is the same.
9. Continue with the memory game. If your child succeeds with 2 pairs of cards, increase to 3 pairs of cards.

WHAT YOUR CHILD DOES:

1. Listens and watches.
2. "
3. Gives you the color card you ask for.
4. Matches the card.
5. Listens and watches.
6. "
7. Turns a card over.
8. Turns another card over.
9. Plays the memory card.

ACTIVITY: PICTURE CARDS I (THINGS THAT CAN BE FOUND IN A HOME)

LANGUAGE/COGNITIVE

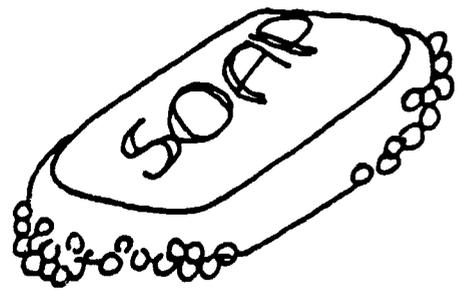
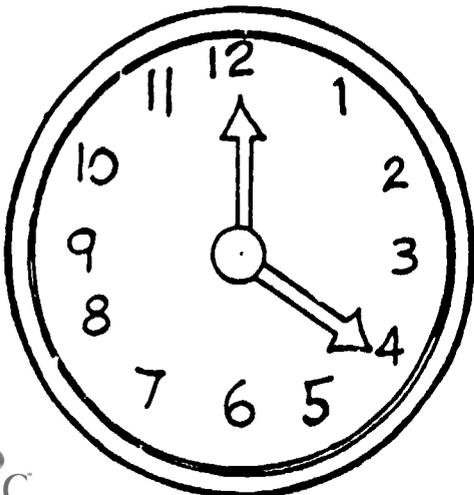
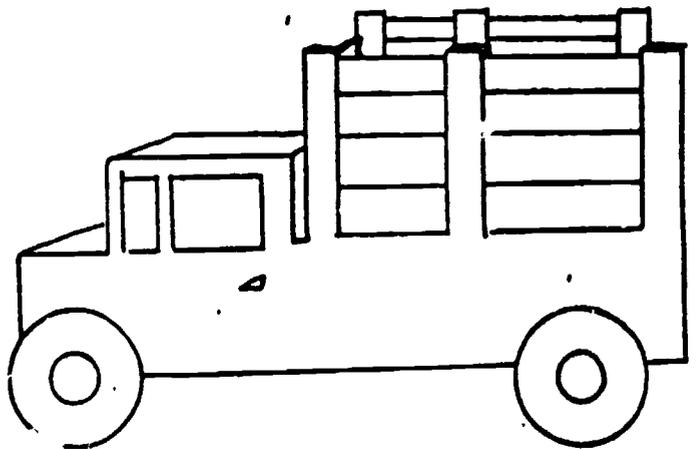
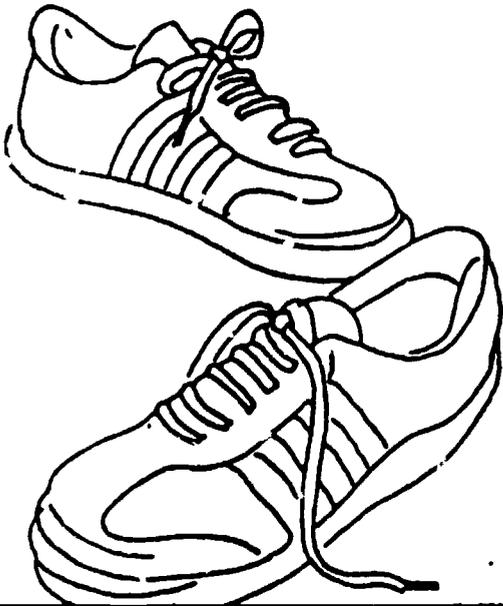
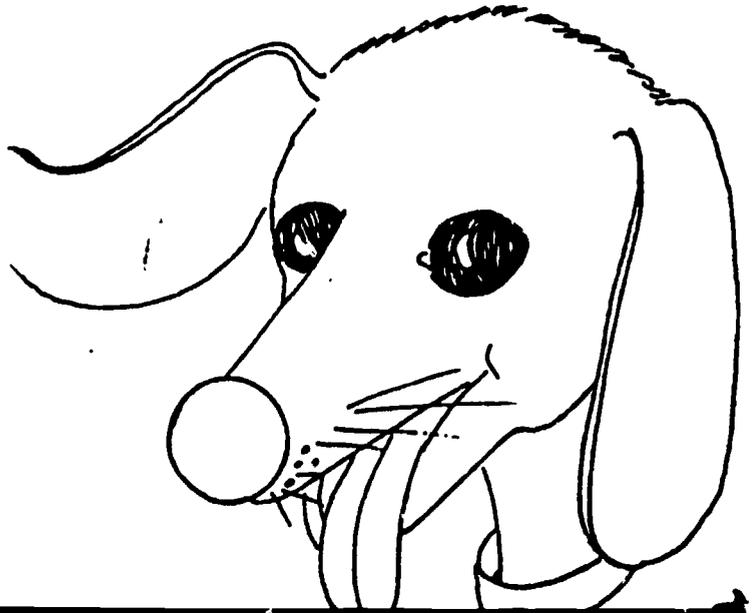
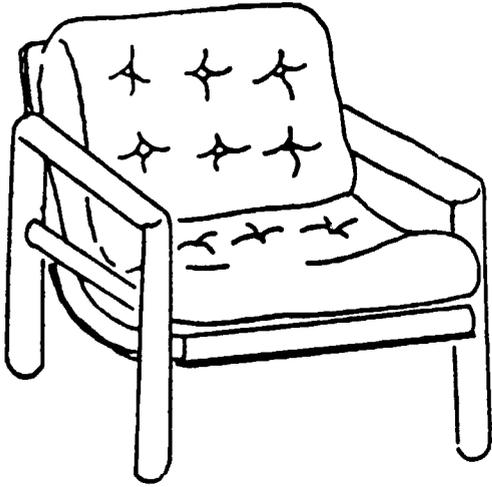
YOU NEED: 12 Picture Cards of objects that can be found in a house.

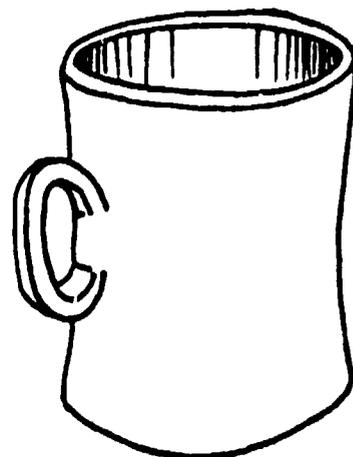
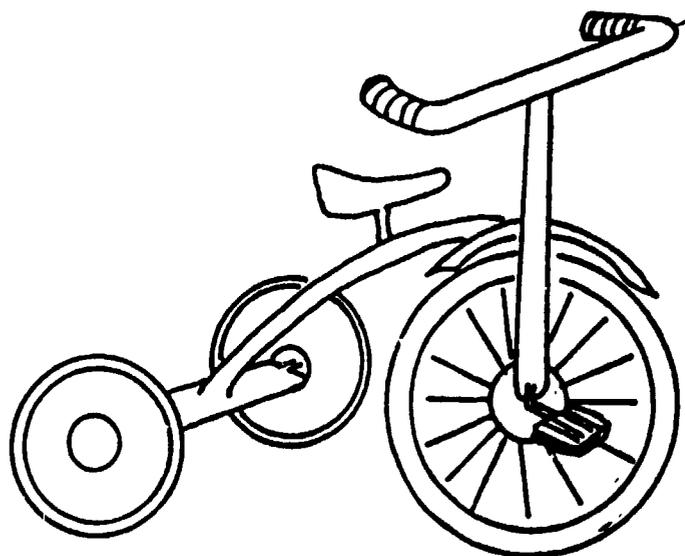
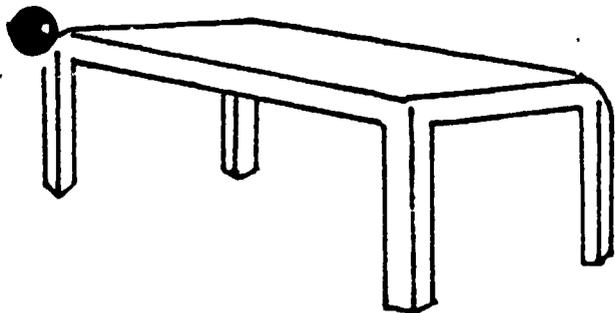
WHAT YOU DO:

1. Say to your child, "We are going to look at some pictures". Show your child the pictures one at a time and tell him/her the name of each picture.
2. Put three of the cards in front of your child. Include the picture of the dog. Say, "Give me the dog".
3. Put three different cards in front of your child and say, "Give me the _____".
4. Continue to put three cards at a time in front of your child asking him/her to give you the one you name until you have used all the cards.
5. Now put one card at a time in front of your child and say, "What is this?" Continue till you have tried all the cards.
6. Show your child the picture of the socks and ask him/her to show you where his/her socks are. Help your child match the picture of the socks to his/her own socks.
7. Do the same thing with the other pictures that you can match to objects.

WHAT YOUR CHILD DOES:

1. Looks and listens.
2. Gives you the picture of the dog.
3. Gives you the picture you ask for.
4. Continues to give you the pictures you ask for.
5. Names pictures. B(24)
6. Matches picture to object.
7. Continues to match pictures to objects.





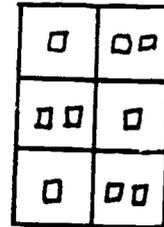
PROJECT YAQUI

SETS LOTTO GAME

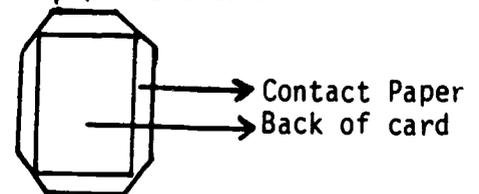
MATERIALS: 4 sheets of 9" x 12" tag board (pre-lined)
 36 stickers
 Black marking pen
 Contact paper (18" x 40") - clear
 Scissors

Note: The above materials will make two complete games

DIRECTIONS: 1. Apply stickers to a 9" x 12" card in the following pattern:



2. Apply matching stickers to another 9" x 12" card in the same pattern.
3. Write the numbers 1 or 2 under the stickers (depending on how many stickers)
4. Cut one of the 9" x 12" cards into six 4½" x 4" cards. (Cut the card with lines that are marked in pencil)
5. Repeat the above steps with the two remaining 9" x 12" cards using different stickers.
6. Cover the two 9" x 12" cards and the eight 4½" x 4" cards with clear contact paper
 - a. Cut the contact paper so there is a 1 - 1½" margin around each card.
 - b. Peel the backing off of the clear contact paper.
 - c. Place your card in the center of the contact paper and trim the corners in the following manner:



- d. Fold the edges of the contact paper down to the card and press.

HOW TO PLAY WITH THE LOTTO GAME:

Put one of the large cards in front of your child and talk about the pictures. Demonstrate how to match the individual cards with the pictures on the master card while talking about the pictures.

Gather the individual cards and put them in a pile face down. Ask your child to select one of the cards. Ask, "What do you see on the card?" Point to the master card and ask, "Do you see one that is the same over here?" Give your child lots of encouragement for his/her effort.

Next, try playing the game using both of your master cards. Make a pile of all the individual cards (face down). Take turns with your child selecting cards and placing them on the master card appropriately. Talk to your child about what you are doing.

You can also talk about the numbers on the cards. For example: "I see 1 banana. I see 2 apples."

Other materials you may use:

Sturdy surface - cardboard, cereal boxes, etc.

Pictures - magazine pictures, photos, coloring book pictures, pictures you draw, old story book pictures, etc.

ACTIVITY: SETS LOTTO I

YOU NEED: Lotto Game

WHAT YOU DO:

1. Say to your child, "We are going to play a game together, I will show you how to play."
2. Place the large card in front of your child. Point to and name each picture.
3. Ask your child to name the pictures (as you point).
4. Put the small cards on the table in front of your child face down. Have your child select one and ask your child, "What do you see on the card?" (Give your child time to respond, but if s/he doesn't, repeat the name.)
5. Tell your child to look for one that is the same on the big card. (Assist if necessary)
6. Tell your child to place the small card on top of the matching picture on the big card. (Assist if necessary)
7. Continue with the remaining cards. Give your child lots of encouragement.

COGNITIVE/
LANGUAGE

WHAT YOUR CHILD DOES:

1. Listens
2. Listens and watches
3. Names the pictures.
4. Chooses a card and names it.
5. Finds the picture that is the same.
6. Puts the small card on top of the matching picture on the big card.
7. Puts remaining cards in appropriate places.

ACTIVITY: BIG & LITTLE CULTURAL PICTURES

YOU NEED: 4 Sets of Big & Little Cultural Picture Cards
(Example: musical instruments, Dancers, etc.)

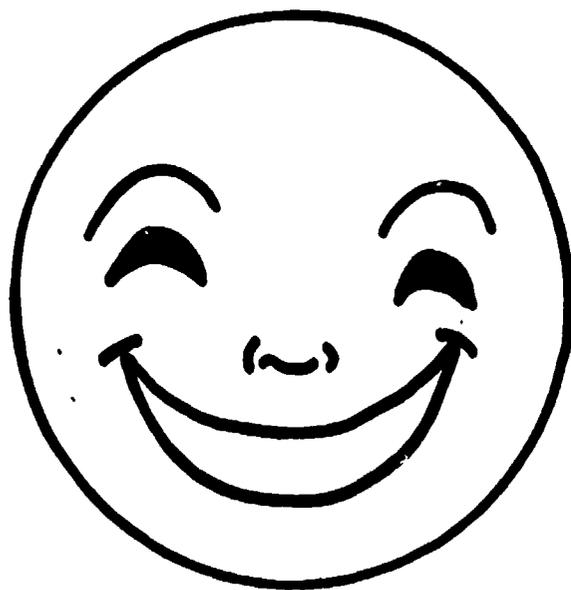
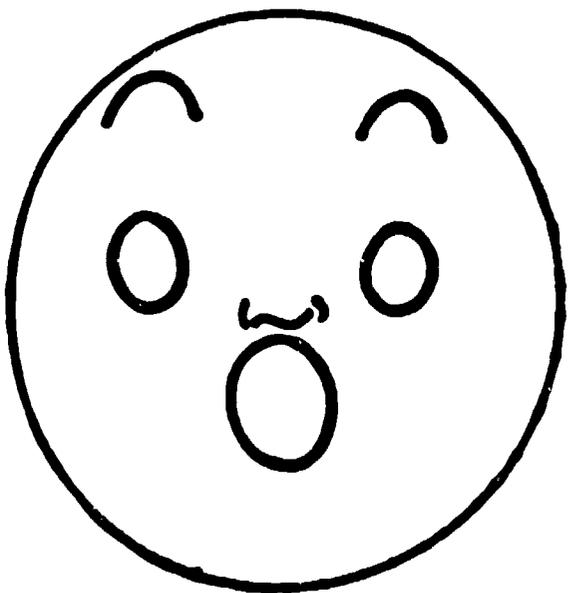
WHAT YOU DO:

1. Lay all the picture cards on the table and choose one to show your child. Tell your child what the picture is and ask him/her to find another picture of the same thing.
2. Lay the pictures side by side and say, "This is the big _____, and this is the little _____." (as you point to them.)
3. Choose another picture card and tell your child what it is. Ask him/her to find another one like it.
4. Lay the pictures side by side and tell your child, "Show me the big _____." Then, "Show me the little _____."
5. Continue choosing pictures and asking your child to find another picture like it. Ask your child which is the big and which is the little of each set as you look at all the pictures.

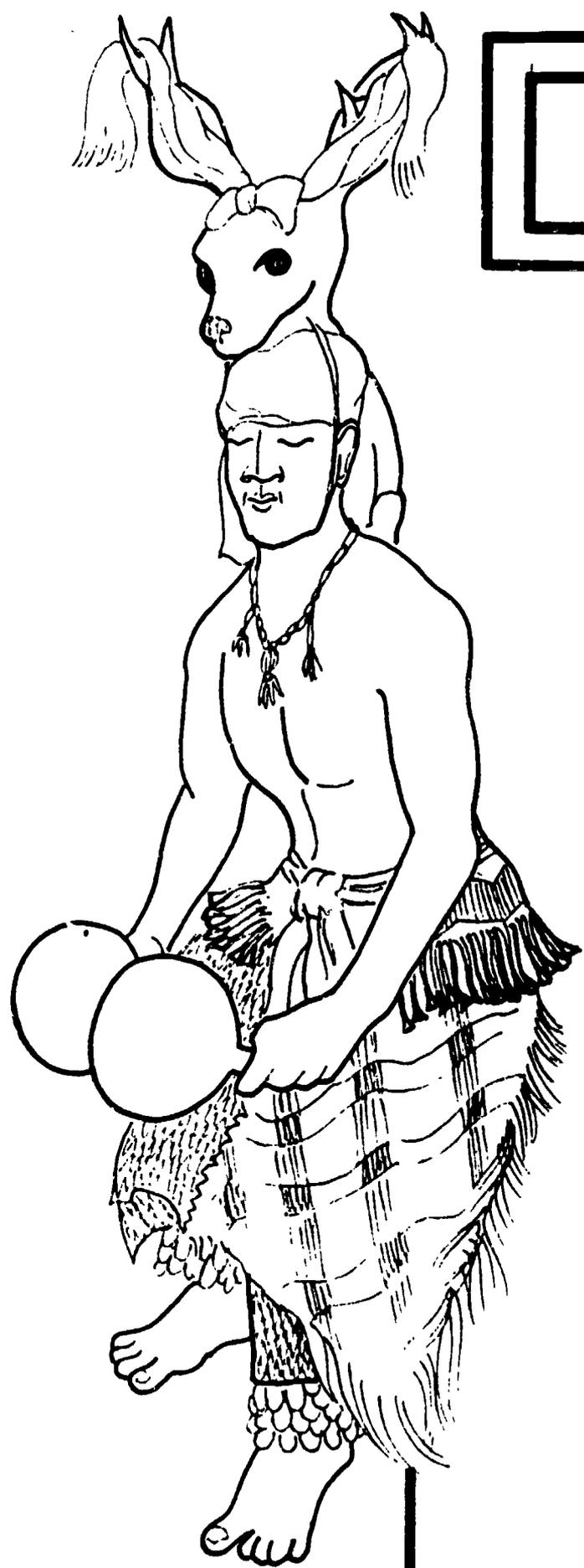
PERCEPTUAL/COGNITIVE

WHAT YOUR CHILD DOES:

1. Listens and finds another picture.
2. Listens and watches.
3. Listens and finds another picture.
4. Points to the big and small item when asked.
5. Listens, finds the picture, and points to the big and little items.



Dd



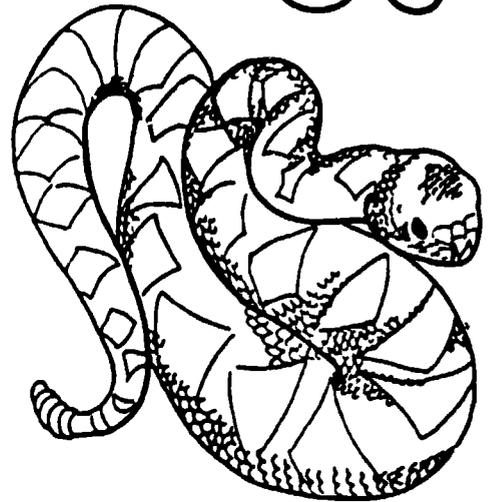
Deerdancer

Tt



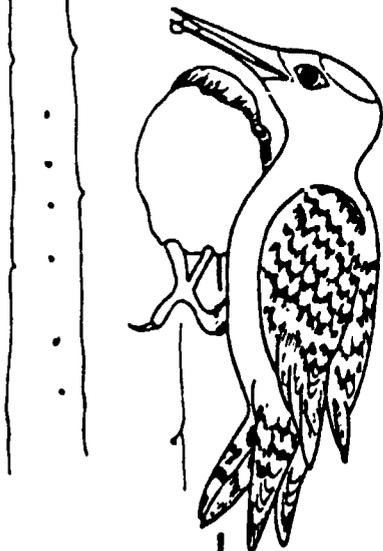
tortilla

Ss



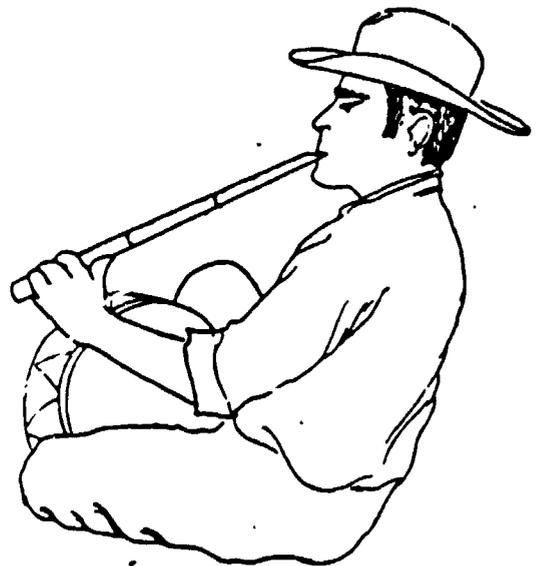
snake

Ww



woodpecker

Ff



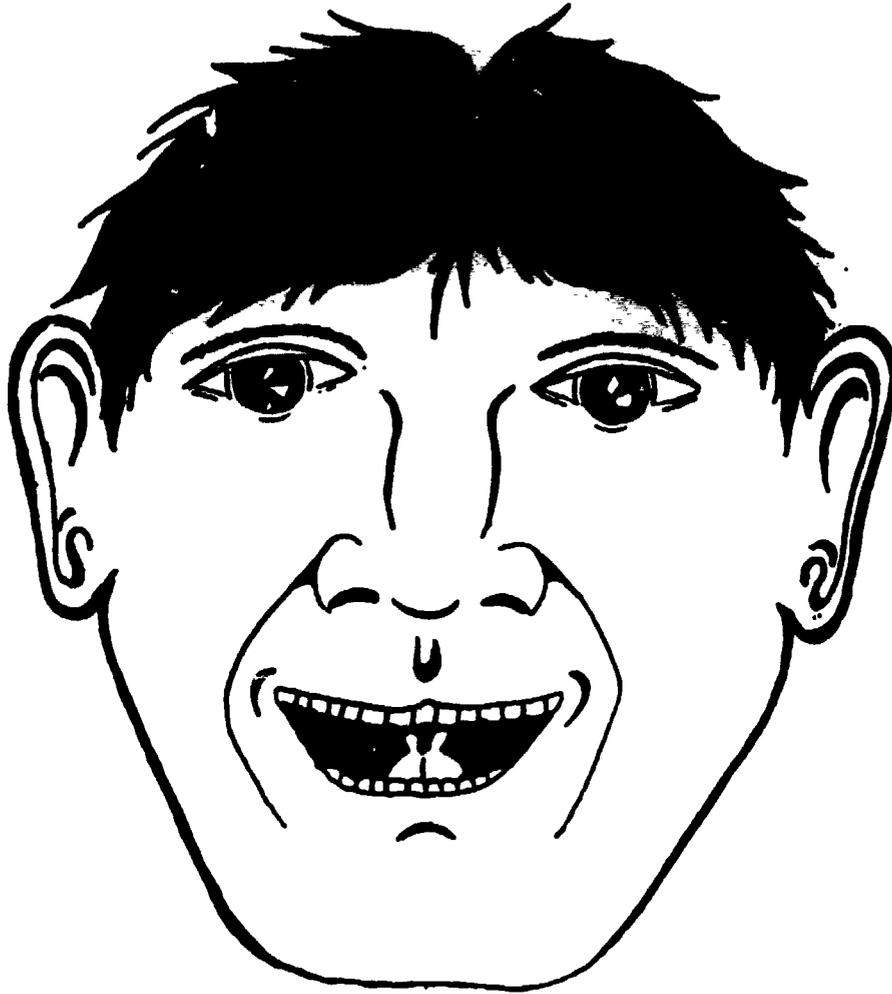
flute

A B C





THE FACE BOOK



This is a face.

A face has two eyes. Show me the eyes.

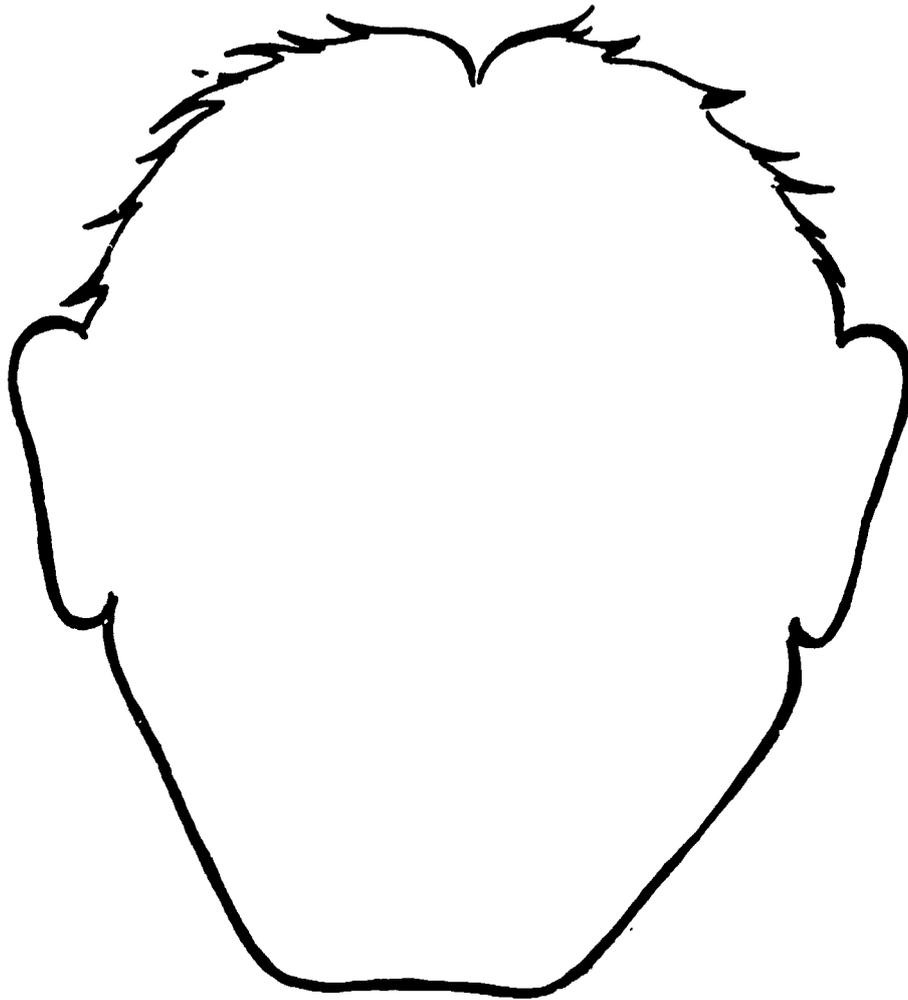
A face has one nose. Show me the nose.

A face has one mouth. Show me the mouth.

A face has two ears on the side. Show me the two ears.

A face has hair on the top. Show me the hair.

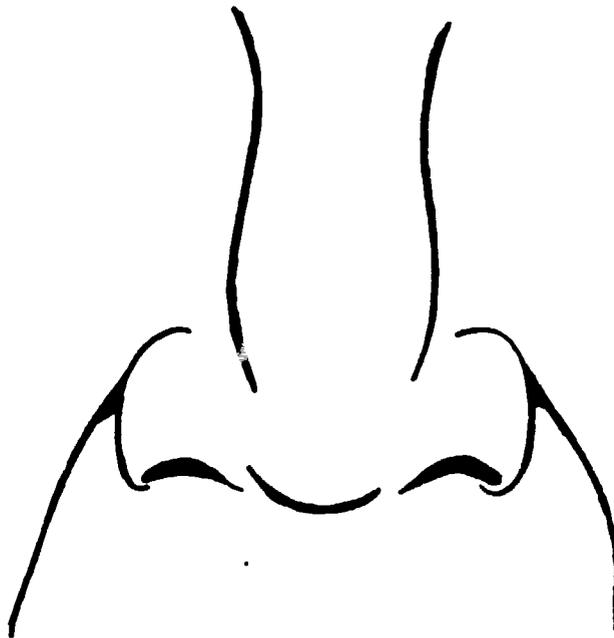
Who's face is this?



Here is a face.
Something is wrong.
There is nothing on the face.
Where are the eyes?
Where is the nose?
Where is the mouth?
Where are the ears?
Where is the hair?



Here are two eyes.
Do the eyes belong on the face?



Here is a nose.

Does the nose belong on the face?

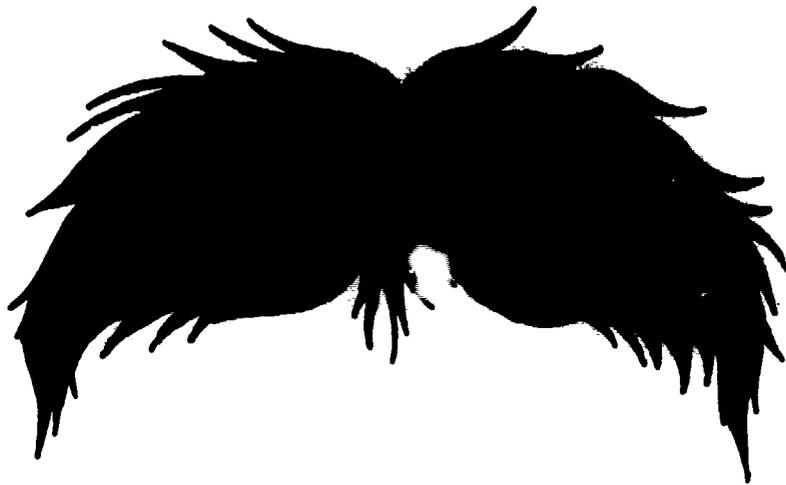


Here is a mouth.

Does the mouth belong on the face? .



Here are two ears.
Do the ears belong on the face?



Here is some hair.
Does the hair belong on the face?



Here's the face all put together.

Let's see . . .

Here are the eyes, the nose,
the mouth, the ears and the hair.

What a nice face.

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ACTIVITY: BOOK READING IV

YOU NEED: Ziplock Bag Family Book

WHAT YOU:

1. Say to your child, "We are going to look at a book."
2. Point to the pictures of the family members and say things such as: "This is a mommy, this is a baby," etc.
3. Give your child a chance to look at the pictures.
4. Go through the family book again, this time tell your child to point to the things you name. For example: "Show me the baby," "Show me the father," etc.
5. Go through the family book again, this time, point to a picture and tell your child to name it. For example: "Who is this?"
6. Give your child an opportunity to look at the book again.

LANGUAGE

WHAT YOUR CHILD DOES:

1. Looks at book and listens.
2. Looks at the pictures you point to and listens to you.
3. Looks at pictures.
4. Child points to the correct pictures. (B24)
5. Names pictures you point to. (B24)
6. Turns book right side up. (B18)
Turns several pages at one time. (B18)
Turns pages individually. (B24)

ACTIVITY: DRESSING A FELT DOLL

YOU NEED: Flannel Board
Felt Doll
Felt Clothing

WHAT YOU DO:

1. Put the felt doll on the flannel board and say, "We are going to dress the doll."
2. Pick up the shoes and say, "Here are the doll's shoes. Show me where the doll wears the shoes."
3. Point to the dolls feet and say, "Here are the doll's feet. The shoes go on the feet."
4. Help your child put the shoes on the dolls feet. Tell your to say, "feet".
5. Repeat the above procedure with the remaining pieces of clothing.
6. Give your child an opportunity to play with the felt doll and clothing.

WHAT YOUR CHILD DOES:

1. Listens and watches
2. Listens, watches and points to the doll's feet.
3. Listens and watches
4. Child puts the shoes on the feet with assistance and says the word "feet".
5. Child responds appropriately.
6. Plays with the felt doll and felt clothing

ACTIVITY: FACES FLANNEL BOARD

YOU NEED: Flannel Board Faces Kit

WHAT YOU DO:

1. Say to your child, "We are going to make a face."
2. Place the tan circle on the flannel board, say, "This is a face."
3. Give your child the mouth. Tell your child, "Put the mouth on the face." Help your child place it in the correct spot.
4. Give your child the eyes. Tell your child, "Put the eyes on the face." Repeat with the nose.
5. Repeat with the ears and the hair.
6. When the face is complete, ask the child to point to each part as you name it. For example: "Show me the mouth."
7. Ask your child to give you each part as you name it. When the flannel board is empty, give your child a chance to play with it again.

LANGUAGE/COGNITIVE

WHAT YOUR CHILD DOES:

1. Listens and watches
2. "
3. Places the mouth on the face with your help. (B18)
4. Places the eyes and nose on the face with your help. (B18)
5. Places the ears and hair on the face with your help. (B24)
6. Points to the mouth (L19)
eyes
nose
hair (L24)
7. Takes off the mouth, eyes and nose (as you ask). (B18)
Takes off the ears and hair (as you ask). (B24)

PROJECT YAQUI

FLANNEL BOARDS

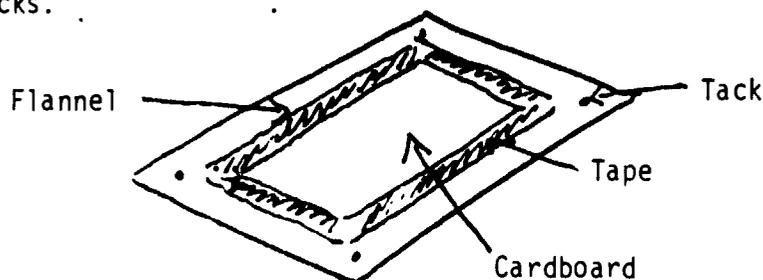
HOW TO MAKE A FLANNEL BOARD

MATERIALS: Card board (from cardboard carton), flannel material in blue, green or neutral shades; glue, masking tape, tacks; felt, pellow, magazine pictures, pieces of old pajamas and sand paper.

SIZE: The size of your flannel board will be determined by how big your child is and how much you want to put on it. A comfortable size for one child is 14" x 21".

PUTTING IT TOGETHER

Cut out your flannel 6 inches longer and wider than your cardboard (20 x 27). Stretch the flannel over the cardboard and pull around the back. Tack the flannel in place. Stretch the flannel until it's tight (readjust tacks if necessary) and then tape it to the cardboard with masking tape, and remove the tacks.

THINGS TO USE ON THE FLANNEL BOARD

Felt sticks to flannel easily. Cut out shapes and figures and place them on the flannel board.

Magazine pictures pasted on lightweight cardboard will stay on the flannel board if you glue a strip of sandpaper or flannel onto the back.

Birthday or Christmas cards (with flannel or sandpaper on the back) make really nice pictures for a flannel board.

Pellow or interfacing sticks to a flannel board and can be colored with crayons or felt pens. You can see through pellow so that you can trace things from story and picture books.

Story books are a good source of pictures. Cut out figures, glue them on lightweight cardboard and then add a strip of flannel to the back.

WAYS TO USE A FLANNEL BOARD

Place the flannel board on a chair or table. Organize your materials. Keep related materials together. Zip-loc bags make good containers; envelopes (from old bills) are good too.

Place the shapes on the flannel board while talking about them.

ACTIVITY: Flannel Board Christmas Tree

LANGUAGE

YOU NEED: Flannel Board, Flannel Christmas Tree, 6 Flannel Ornaments (Angel, Candy cane, Star, Snowman, Bell, Candle)

WHAT YOU DO:

1. Put the tree on the flannel board and tell your child, "We are going to decorate the tree".
2. Show your child the ornaments and tell your child the name of each one.
3. Tell your child, "Put the candy cane on the tree".
4. Continue to tell your child to put _____ on the tree till you have named all the ornaments.
5. Point to the candy cane and say, "What is this?"
6. Continue to point to the other ornaments and ask, "What is this?"

WHAT YOUR CHILD DOES:

1. Watches, Listens.
2. Listen to you name the ornaments.
3. Put the candy cane on the tree.
4. Puts the ornaments you name on the tree.
5. Names the candy cane.
6. Names other ornaments.

ACTIVITY: BOOK READING I

LANGUAGE

YOU NEED: Picture book (pictures cut from magazines or photographs may be substituted)

WHAT YOU DO:

1. Say to your child, "We are going to read a book."
2. Slowly read the words on the first page of the book.
3. Give your child a chance to look at the pictures.
4. On the same page, ask your child to point to a few of the pictures. For example: "Show me the bunny, show me the bird, etc."
5. Repeat with the next page.
6. On the following page, slowly read the words, give your child a chance to look at the pictures and then ask questions such as, "Who is this?, what is he doing?, etc."
7. Finish reading the book and continue asking your child questions about it.
8. Give your child an opportunity to look at the book again.

WHAT YOUR CHILD DOES:

1. -
2. Looks at the book and listens.
3. Looks at the pictures.
4. Points to the pictures you name.
 . Points to and names the pictures. B(24)
5. Listens, looks and points.
6. Listens, looks and answers your questions. B(24)
7. Listens, looks and answers your questions.
8. Looks at the book again. B(24)

SOURCE: Small Wonder #75

PROJECT YAQUI
TAKE HOME ACTIVITY
MAKING A BOOK

MATERIALS: Recycled spiral bound First Aid Books (5" x 6")*
Pictures: photos, pictures from magazines, drawings, etc.
Paper: wallpaper, wrapping paper, contact paper, etc.
Paste - for pictures
Glue - for covers
Scissors
Pencil
Damp cloth

DIRECTIONS:

1. Measure the cover of your book.
2. Cut paper (wallpaper) to fit the cover - - one for the front, and one for the back of the book.
3. Glue paper to front and back of book.
4. Choose the pictures you want to paste in your book.
5. Cut out the pictures (from magazines).
6. Paste the pictures to the pages of your book.
7. Fill as many pages as you like.

BENEFITS TO A CHILD WHEN S/HE LOOKS AT A BOOK:

He or she: learns to listen and look attentively,
begins to remember what s/he has heard,
learns to express him/herself with words,
learns new words,
shares special time with a parent or caregiver.

* You may use many different types of books for this activity. For example: out of date calendars, date books, school notebooks, other types of spiral notebooks, etc.

Directions for :

BROWN BEAR, BROWN BEAR

When you have finished this activity, you will have a book that you can use with your child in many ways.

First, the child can guess what is coming on each page, then he can touch animals, learn their names, and, on each page, learn about colors and textures. After you have read the story a few times, he will be able to tell the story right along with you.

You need:

For the bear.... sandpaper. Place the pattern on the sandpaper, and trace around it. Cut it out, and draw in the features. Glue the bear on page one.

For the red bird:....color him red and then decorate with glitter.

For the duck:..... color her yellow and then trace her wing onto yellow contact paper and place it on the duck picture for her wing.

For the horse:..... color her blue and glue blue yarn for the tail and mane.

For the frog:..... color him green and cut his back out of green wallpaper.

For the cat:..... color him purple. Glue on eyes and whiskers.

For the dog:..... leave him white, glue on a red tongue.

For the sheep:.... trace with chalk and cut out his body from black felt.

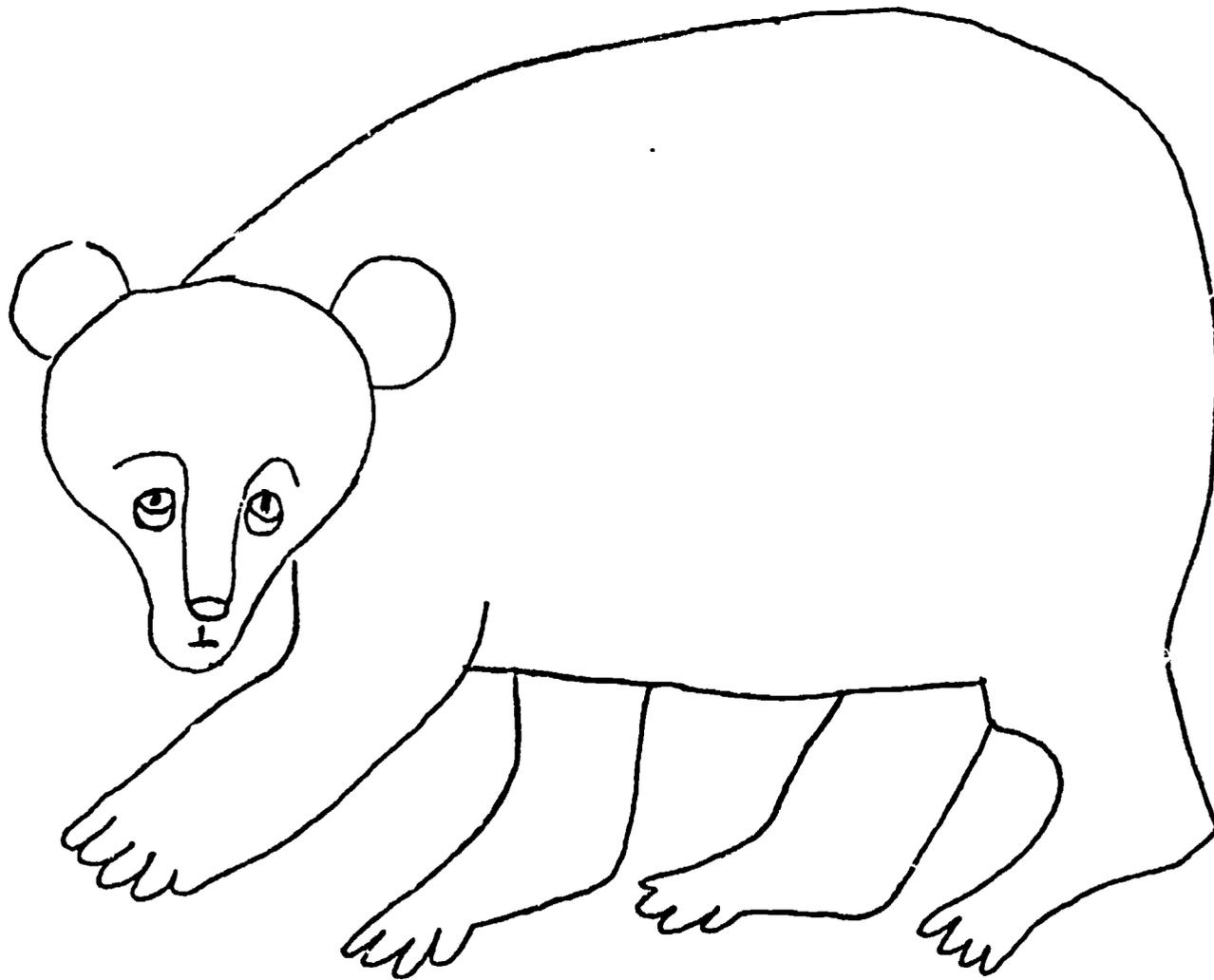
For the goldfish:.... use gold wallpaper for the body, draw on some scales.

For the remainder of the book decorate it any way you like.

Now enjoy your book and your child!

Brown Bear,

Brown Bear



Brown bear,
brown bear,

What do you see?

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1 2 3

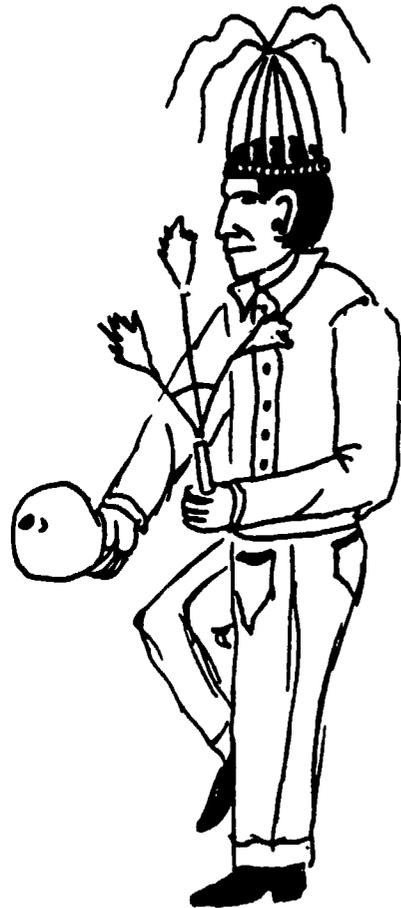


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three

PROJECT YAQUI

LANGUAGE ARTS

*Tortilla Man

Adapted by Carol Louneau

In a little house there lived a little old woman and a little old man. One day the old woman was making tortillas for lunch. She mixed the dough and slapped a tortilla back and forth making it nice and thin. As she worked, she sang a happy song. The little old woman put the tortilla onto the stove to cook it. Just then, in came the little old man. He looked at the stove and saw the tortilla. "M-m-m," said the little old man, I see what I want to eat for lunch."

But before the little old woman could take the tortilla off the stove, it jumped down onto the floor and rolled over to the door. "Stop, Stop, Tortilla Man, said the little old woman.

"Stop, Stop, Tortilla Man," said the little old man. The tortilla man would not stop. He rolled on and on and rolled right out the door. The tortilla man said, "Run, Run, as fast as you can. You can't catch me, I'm the Tortilla Man."

The Tortilla Man rolled on and on until he met a little black dog. "Woof, woof, stop, Tortilla Man," said the little black dog. But the Tortilla Man would not stop. As he rolled on and on, he said, "Run, run as fast as you can. You can't catch me, I'm the Tortilla Man. I rolled away from the little old woman, I rolled away from the little old man and I can roll away from you too." And he did.

Tortilla Man rolled on and on until he met a big brown bear. "Gr-r-r, stop, Tortilla Man," said the big brown bear. But the Tortilla man would not stop. As he rolled on and on, he said, "Run, run as fast as you can. You can't catch me for I'm the Tortilla Man. I rolled away from the little old woman, I rolled away from the little old man, I rolled away from the little black dog and I can roll away from you too." And he did.

Tortilla Man rolled on and on until he met a coyote. "Ow-o-o-o, Stop, Tortilla Man," said the coyote. But the Tortilla Man would not stop. As he rolled on and on, he said, "Run, run, as fast as you can. You can't catch me for I'm Tortilla Man. I rolled away from the little old woman, I rolled away from the little old man, I rolled away from the little black dog, I rolled away from the big brown bear and I can roll away from you too."

"But I want to hear you sing," said the coyote. Tortilla Man stopped. Coyote came closer and said, "I have heard that you have a beautiful voice, Tortilla Man. Won't you sing for me?"

*A story for the flannel board.

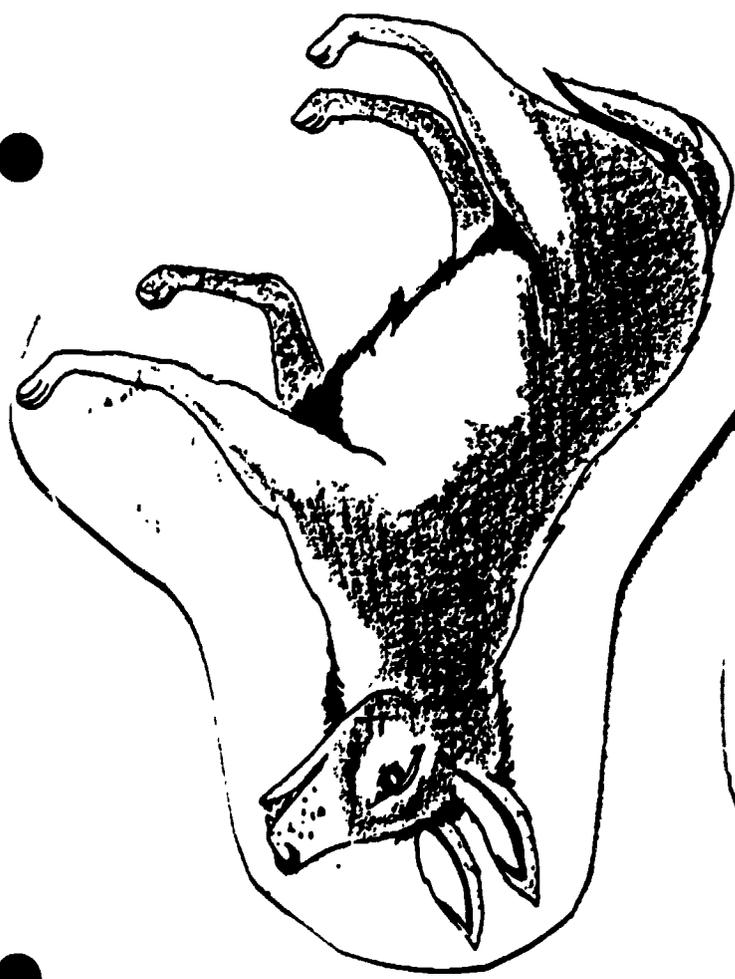
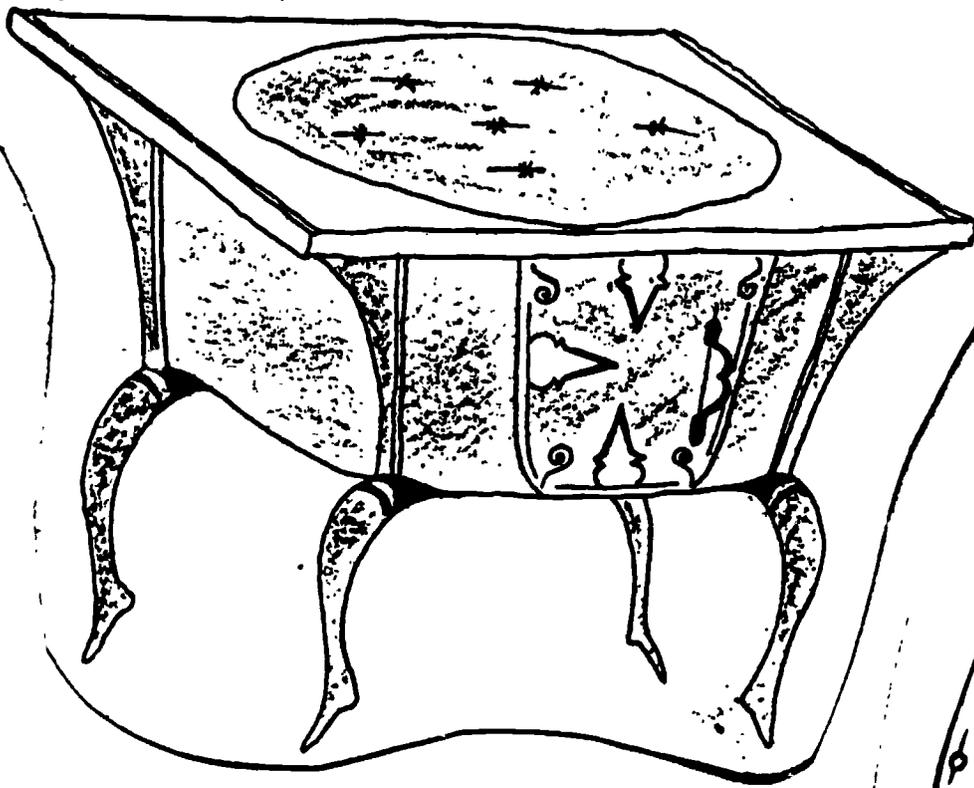
Tortilla Man (continued)

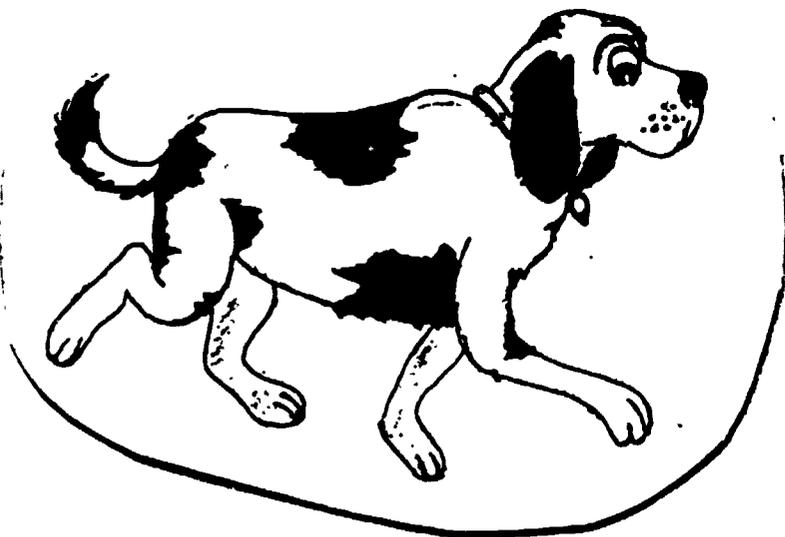
Tortilla Man was very pleased because no one had ever asked him to sing before. He sat down next to Coyote and sang, "I rolled away from the little old woman, I rolled away from the little old man, I rolled away from the little black dog, I rolled away from the big brown bear and I can roll away from you." But before he could roll away, Coyote reached down and grabbed him.

"You'll not roll away from me," he said, because I am going to eat you for dinner." And he did!

Illustrations by:

Louis David Valenzuela





PROJECT YAQUI

TORTILLA MAN FLANNEL BOARD STORY

MATERIALS: Tortilla Man Story
Pictures of Story Characters
2 Sheets of Heavy Paper (8½" x 11")
Rubber Cement
Crayons
Scissors
Small zip-loc bag
Stapler
Folder to hold Story
Glue
Felt scraps

- DIRECTIONS:**
1. Color each character: Woman, Man, Stove, Dog, Bear, Coyote, Tortilla Man. (Be sure you color the dog **BLACK**, and the bear **BROWN**)
 2. Glue the pictures on the sheets of heavy paper with rubber cement.
 3. Cut out the characters. (Follow the outline around each character.)
 4. Glue small pieces of felt scraps to the backs of the characters. (So they will stick to the flannel board)
 5. Staple the zip-loc baggie to the inside left cover of the folder. (Staple the bottom edge of the baggie so the characters will fit inside.)
 6. Place the story characters in the zip-loc baggie.
 7. After using the figures to tell a flannel board story, always return them to the zip-loc baggie.

ACTIVITY: TORTILLA MAN FLANNEL BOARD STORY

LANGUAGE

YOU NEED: Flannel Board
Tortilla man characters that will cling to flannel

WHAT YOU DO:

1. Show and name all of the story characters to your child: woman, man, Tortilla Man, dog, bear and coyote.
2. Put the woman, man, stove and Tortilla Man on the flannel board. Say, "The woman is making a tortilla for lunch."
3. Have the Tortilla Man jump off the stove and say, "Run, run as fast as you can. You can't catch me, I'm the Tortilla Man." (Remove the woman, man & stove from the board)
4. Put the dog and the bear on the board. Roll Tortilla Man past the dog and the bear and say as he passes each: "Run, run as fast as you can. You can't catch me, I'm the Tortilla Man."
5. Remove the dog and the bear and place the coyote on the flannel board. Have coyote say, "I have heard you have a beautiful voice, please sing for me."
6. Have Tortilla Man sing, "I rolled away from a man and a woman, I rolled away from a dog and a bear and I CAN ROLL AWAY FROM YOU TOO !!!
7. Say, "Before Tortilla Man could roll away, Coyote grabbed him and had him for lunch!

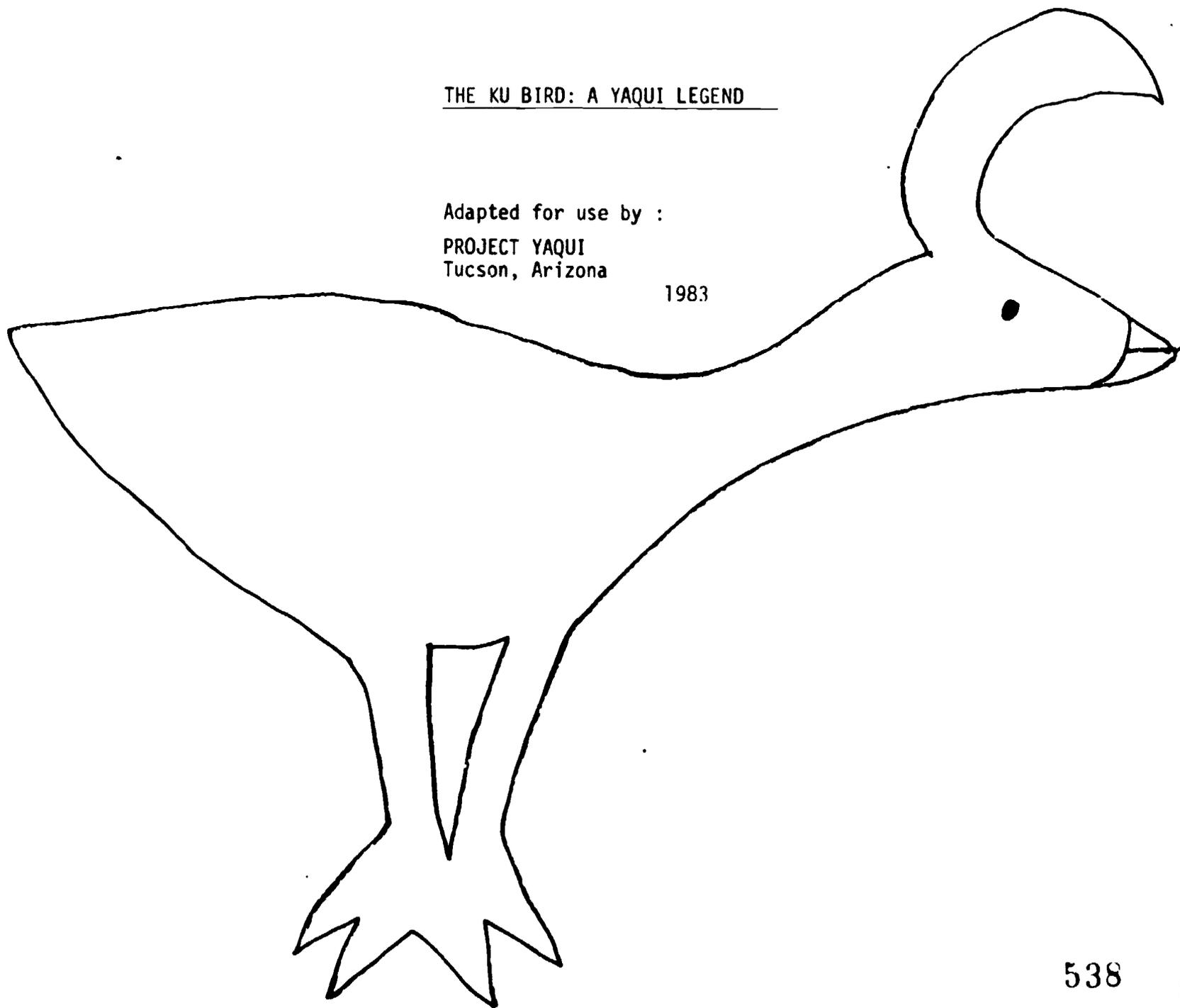
WHAT YOUR CHILD DOES:

1. Listens and watches.
2. Helps you put the characters on the flannel board.
3. Listens and watches.
4. Helps Tortilla man roll past the dog and the bear. Says, "Run, run . . . "
5. Helps put the coyote on the flannel board. Listens and watches.
6. Listens and watches. Helps you sing.

THE KU BIRD: A YAQUI LEGEND

Adapted for use by :
PROJECT YAQUI
Tucson, Arizona

1983



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ONCE UPON A TIME, IN THE LAND OF THE YAQUIS, LIVED A POOR BIRD KNOWN AS THE KU BIRD. HE HAD NO FEATHERS ON HIS BODY, AND HE WAS VERY SAD ALL THE TIME. WHEN THE WINTER CAME HE WAS ALWAYS COLD. SO HE WENT TO THE OWL AND ASKED HIM FOR SOME FEATHERS TO COVER HIS BODY. HE PROMISED OWL THAT HE WOULD GIVE THEM BACK AT THE END OF A YEAR.

THE OWL CALLED A COUNCIL OF ALL THE BIRDS. EACH BIRD DECIDED TO GIVE KU BIRD A FEATHER, AND KU BIRD PROMISED TO GIVE THEM BACK.

PROJECT YAQUI

Take Home Activity

UP, DOWN, OVER, UNDER AND AROUND BOOK

MATERIALS: Up, Down, Over, Under and Around Book
 Pictures of children
 Tag board
 Contact paper
 Crayons
 Scissors
 Rubber cement
 Tape
 Library pocket

- DIRECTIONS:
1. Color the pictures of children.
 2. Glue the sheet with the pictures of children on to the tag board. (With rubber cement)
 3. Cover the tag board and colored pictures with clear contact paper.
 4. Cut out the tag board following the shapes of the colored pictures. (Allow some space around each figure)
 5. Tape a library pocket to the inside cover of your book. (To store the pictures of children)
 6. Color whatever pictures inside the book you choose to color (with crayons).

WHAT YOU AND YOUR CHILD CAN DO WITH THE BOOK:

Talk to your child about the picture you see in the book. For example: "These children are playing ring-around-the-rosey, do you remember playing that game in school?"

Say to your child: "Let's have our children play too." Demonstrate to your child how to move one of the children (colored and covered with contact paper) to be part of the story. Talk about what is happening in the picture on the left side of the book, and then move to what is happening on the right side of the book. For example: The children play ring-around-the-rosey - - and they all fall down!

Talk about the see saw with your child. For example: "Have you ever seen one of these?" "Show me the girl." "Show me the boy." Have your child place one of the children you prepared up and down on the see saw.

Show your child how to make one of the children go up the stairs and down the slide. Ask, "Where is there a slide?"

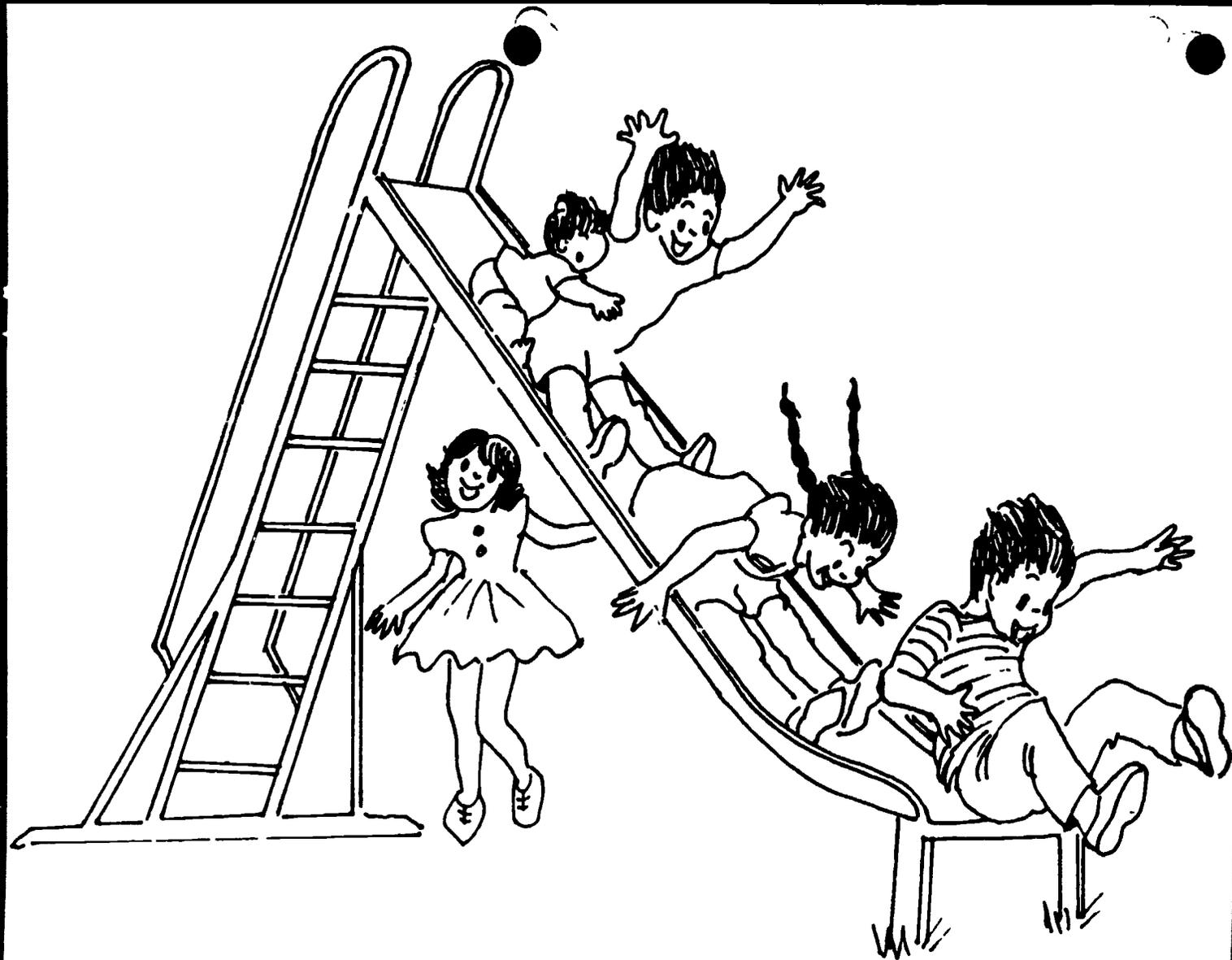
Tell your child about what is happening in the next pair of pictures. "The girl goes up!" "The girl goes down!" Ask your child questions about the pictures. For example: "Where is the swing?" "Where is the tree?"

Talk about the bridge, naming what you and your child see in the picture. Ask your child about previous experiences your child may have had with a bridge. For example: "Where is there a bridge?" Show your child how to put one of the children under the bridge and over the bridge.

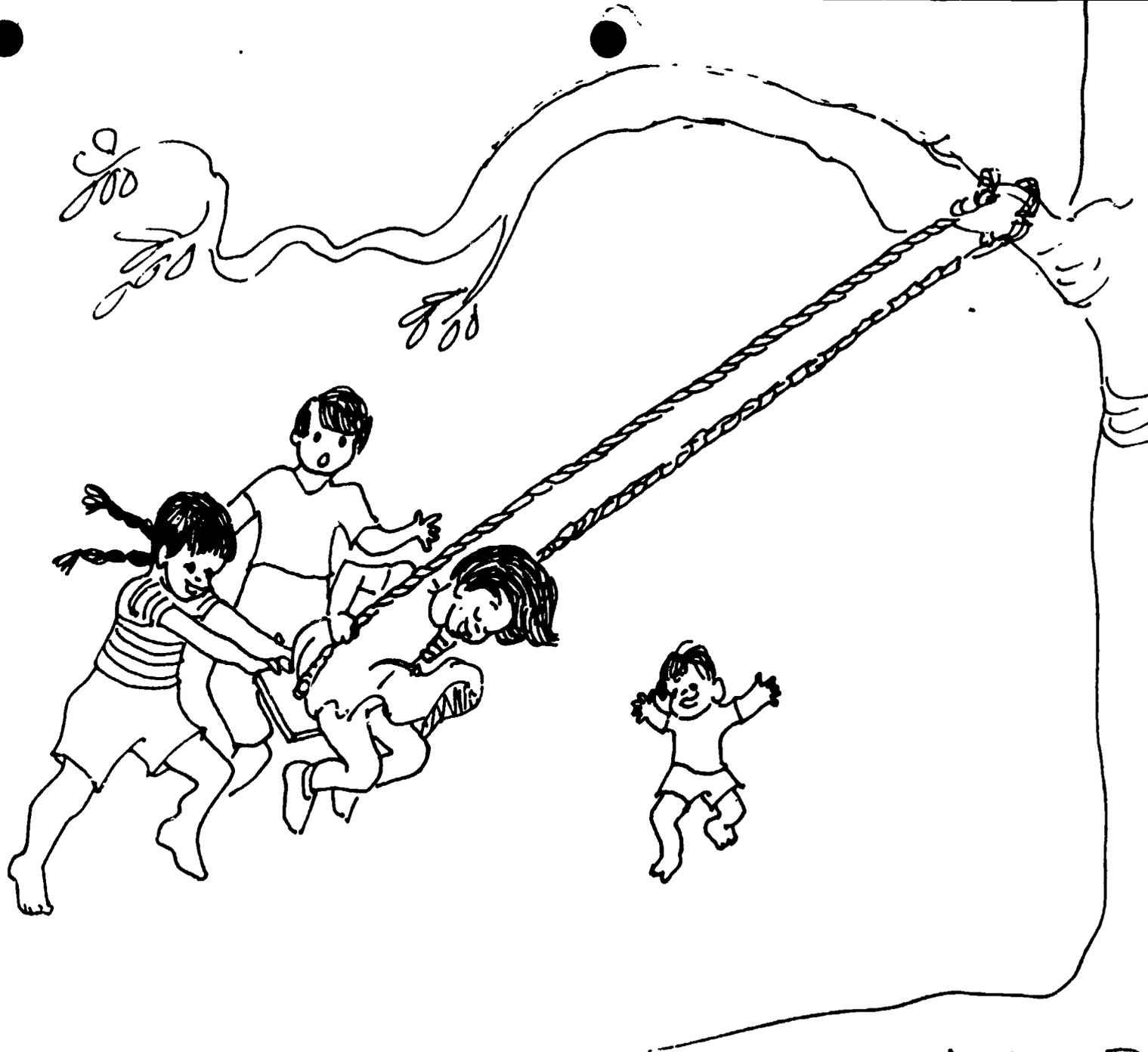
UP
DOWN
OVER
UNDER
& AROUND



PROJECT YAQUI
Tucson, Arizona



Now we come sliding
Down, Down, Down!



Swinging Down!

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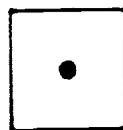


FINGER PUPPETS



Materials:

1. Heavy-weight (index card) paper - 3"x3"
2. Cotton ball or piece of sponge (walnut size)
3. Soft, knit-type cloth - 5"x5" (an old sock or nylon hosiery is good).
4. 2 8-inch pieces of twine or heavy-duty thread
5. Piece of cloth - 12"x12" (larger or smaller depending on size of user's hand.)
Cut a hole 1 inch in diameter in the center of the cloth.



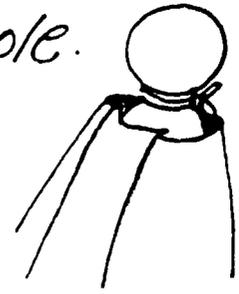
Method:

1. Roll the paper into a cylinder to fit around the puppeteer's index finger. Tape cylinder together  Cut cylinder to same length as finger.
2. Put cotton in center of the knit fabric then set cotton and fabric over the end of the cylinder with loose fabric hanging down over cylinder.
3. Wrap string tightly around fabric just below the cotton to hold "head" to cylinder. Tie string securely.⁵⁴⁵



4. Slip cylinder through the hole in remaining cloth. Put ends of knit fabric through the hole.

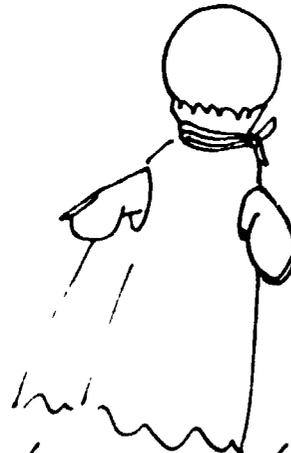
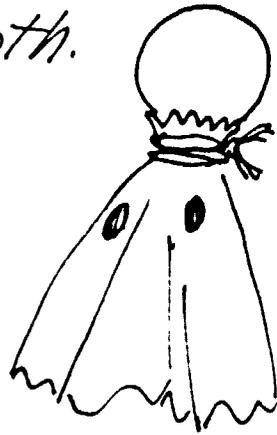
5. Gather fabric around hole and wrap tightly with string around cylinder.



Tie securely.

6. Put index finger into cylinder. Cut small holes for thumb and 2nd finger.

Be sure to cut the right spots according to where the fingers come inside the cloth.



Use thumb and finger as "arms." Index finger moves the head.

7. Using paint or a marker, put a face on your puppet. Sew or glue on "hair" or anything else you want.



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By - Jenean Thomson
for
Project Yagui
Tucson, Az. 1982

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THIS IS AN EASY-TO-MAKE HAND PUPPET THAT CAN BECOME PEOPLE OR ANIMALS AND CAN PLAY AN ENDLESS NUMBER OF PARTS.

FOR THE HEAD A 3" (OR 2" OR 4" OR ??) STYROFOAM BALL WILL DO. PRESS A HOLE INTO IT WITH A STICK FOR THE PUPPETEER'S FORE-FINGER. FEATURES CAN BE CUT OUT OF FELT. PIN THEM ON FIRST. DO THEY "READ" FROM A DISTANCE? WE ARE CREATING ACTORS, NOT DOLLS. WIGS CAN BE MADE FROM YARN OR ROPE OR FEATHERS.



FOLD

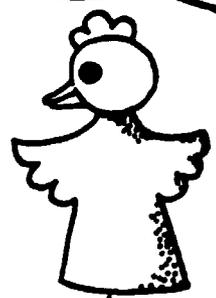
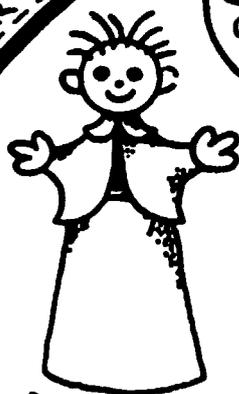
CUT 2

SEW OR GLUE

CUT HANDS OF FELT... GLUE ON FRONT OF COSTUME

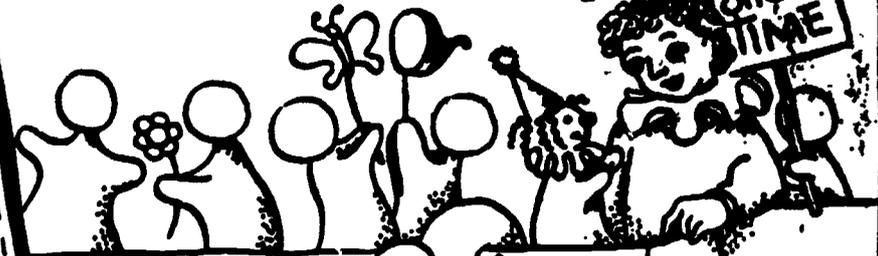


PLASTIC BOTTLES MAKE GOOD HEADS TOO



EGG-SHAPED STYROFOAM HEADS

PLAY PUPPET GAMES



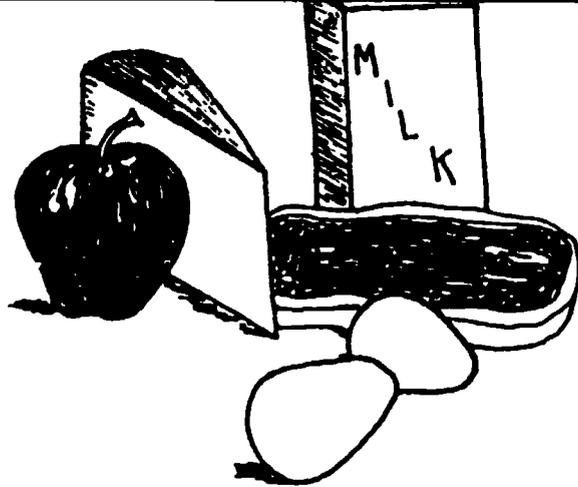
TRY ALL KINDS OF FABRICS, COLORS & TEXTURES...

PRACTICE WALKING, BOWING, DANCING, SLEEPING, WAVING, LOOKING INTO EACH OTHERS EYES, PLAY GAMES, PICK UP THINGS, CLAP HANDS, BOW

BE HAPPY SAD SCARED CURIOUS

WRITE PLAYS

EXTEND A BIT, IF YOU LIKE



Feeding your Young Ones



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Cool Snacks from Orange Juice

Frozen Pops



Pour juice into paper cups. Put the cups in the freezer. When the juice is almost frozen, stick in a plastic spoon or wooden stick.

When the pops are frozen, peel away the cup and eat. Try other juices, too!



Orange Drink

Mix 1 small can frozen orange juice into 5 cups milk.

Add 1 teaspoon vanilla.

Pour over ice cubes.

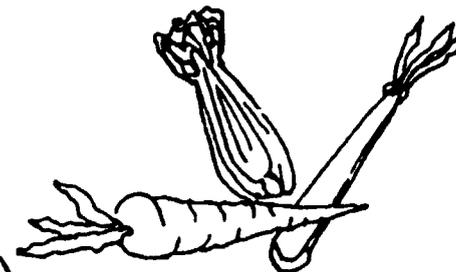


CRUNCHY VEGETABLE SNACKS

Cut raw vegetables into pieces. Keep in a plastic bag in the refrigerator for young ones to snack on.

Try

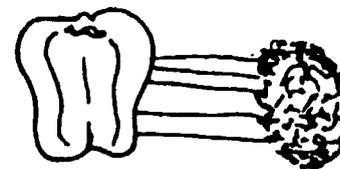
CARROTS
CELERY



JICAMA
ZUCCHINI



BELL PEPPER
BROCOLLI



For a special treat, dip vegetables into this.

CHEESY DIP

Stir together

1 cup cottage cheese

1 Tablespoon milk

1 teaspoon salad dressing mix

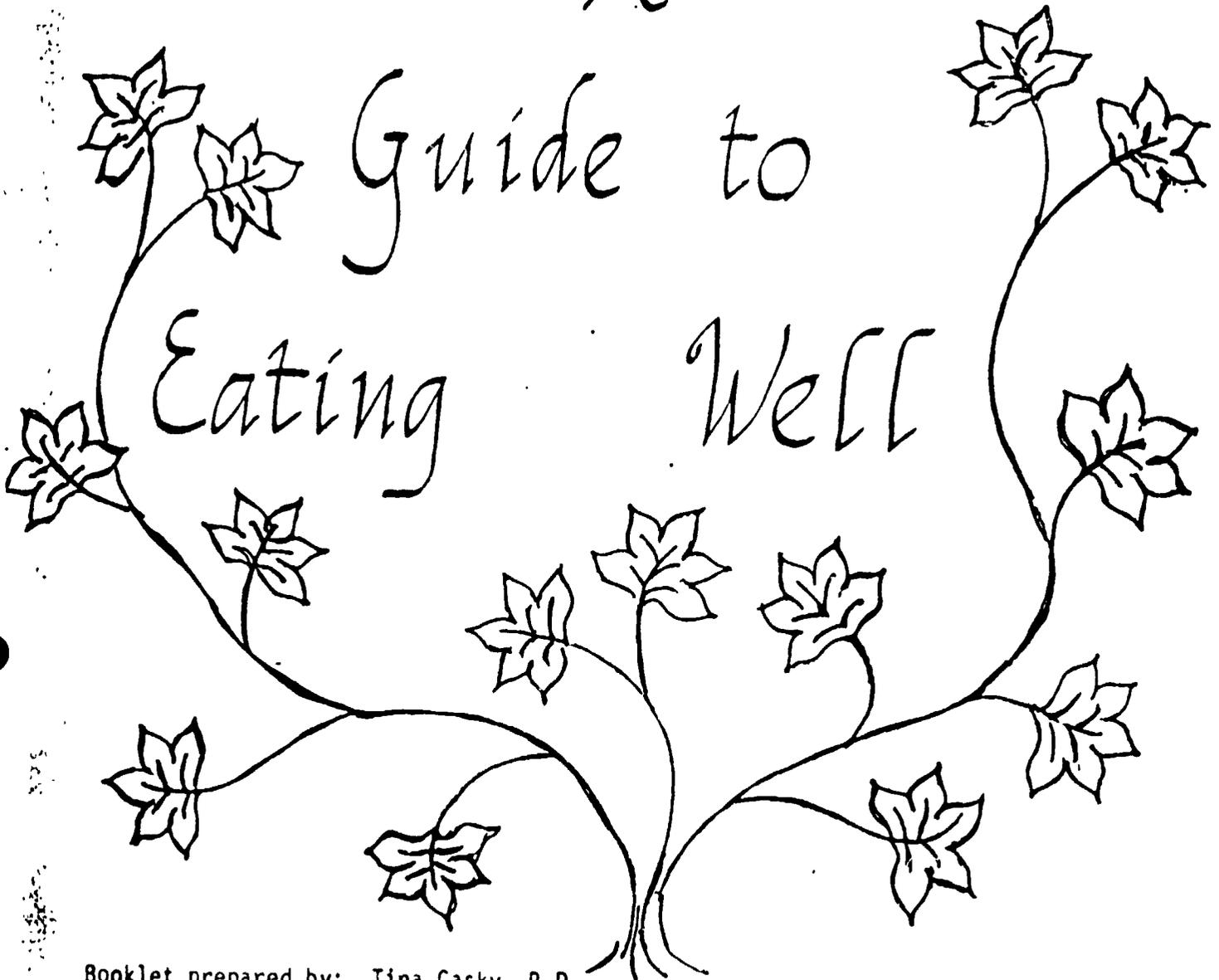
Keep in the refrigerator.



Talk about foods from the desert with your young one.

Project Yaqui
Pascua Yaqui Tribe
4821 W. Calle Vicam
Tucson, Arizona 85746

A



Guide to
Eating Well

Booklet prepared by: Tina Casky, R.D.

FOOD GROUPS

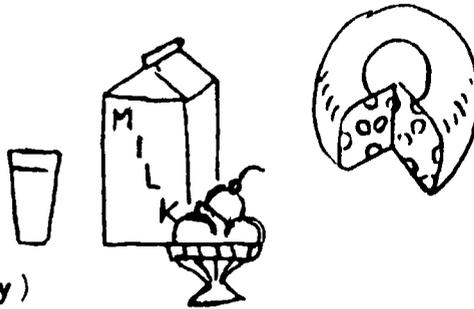
Recipes

MILK GROUP

Milk provides us with calcium which is needed for bones and teeth. It also provides protein and many other nutrients.

FOODS INCLUDED

- Milk
- Cheeses
- Ice cream
- Yogurt



AMOUNT (Include each day)

- Children.....3 servings
- Teenager.....4 servings
- Adult.....2 servings
- Pregnant or Lactating woman...4 servings

COUNT AS ONE SERVING

- 1 cup milk
- 1 1/2 slices cheddar cheese
- 2 cups cottage cheese
- 2 cups ice cream
- 1 cup pudding
- 1 cup yogurt

MEAT GROUP

The meat group provides us with protein and iron. Protein is needed for growth and repair of muscles, skin and hair. Iron helps to build blood.

FOODS INCLUDED

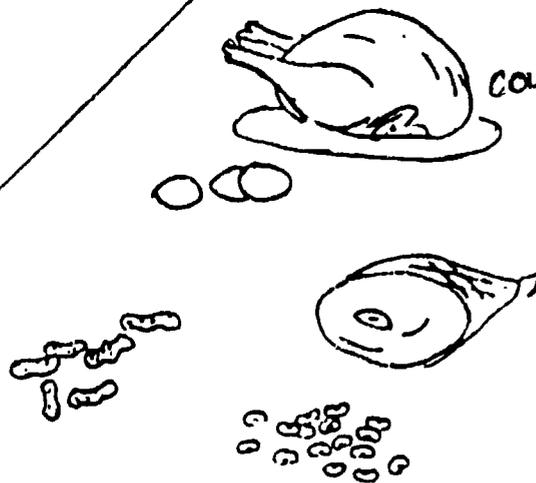
- Meat, poultry, fish, eggs
- Dry beans, peas, or lentils
- Peanut butter, nuts

AMOUNT

2 servings each day

COUNT AS ONE SERVING

- 2 ounces of cooked meat, poultry or fish
- 2 eggs
- 1 cup cooked dry beans, peas, or lentils
- 4 tablespoons peanut butter



FOOD GROUPS

Recipes

These recipes use foods from the milk group.

EGG NOG

- 2 eggs
- 1 Tbsp. sugar
- 2 cups cold milk
- 1 1/2 tsp. vanilla

Beat eggs until frothy. Beat in sugar, milk, and vanilla. Continue beating until smooth.

Serves 2

Baked Custard

- 1/4 cup sugar
- 3 eggs, beaten
- 2 cups hot milk
- 1 tsp. vanilla

Combine sugar and eggs. Add milk slowly; add vanilla. Pour into custard cups or a baking dish. Set cups or the baking dish into a larger pan that has been filled with 1 inch hot water. Bake at 325° until the custard is set--30 to 40 minutes.

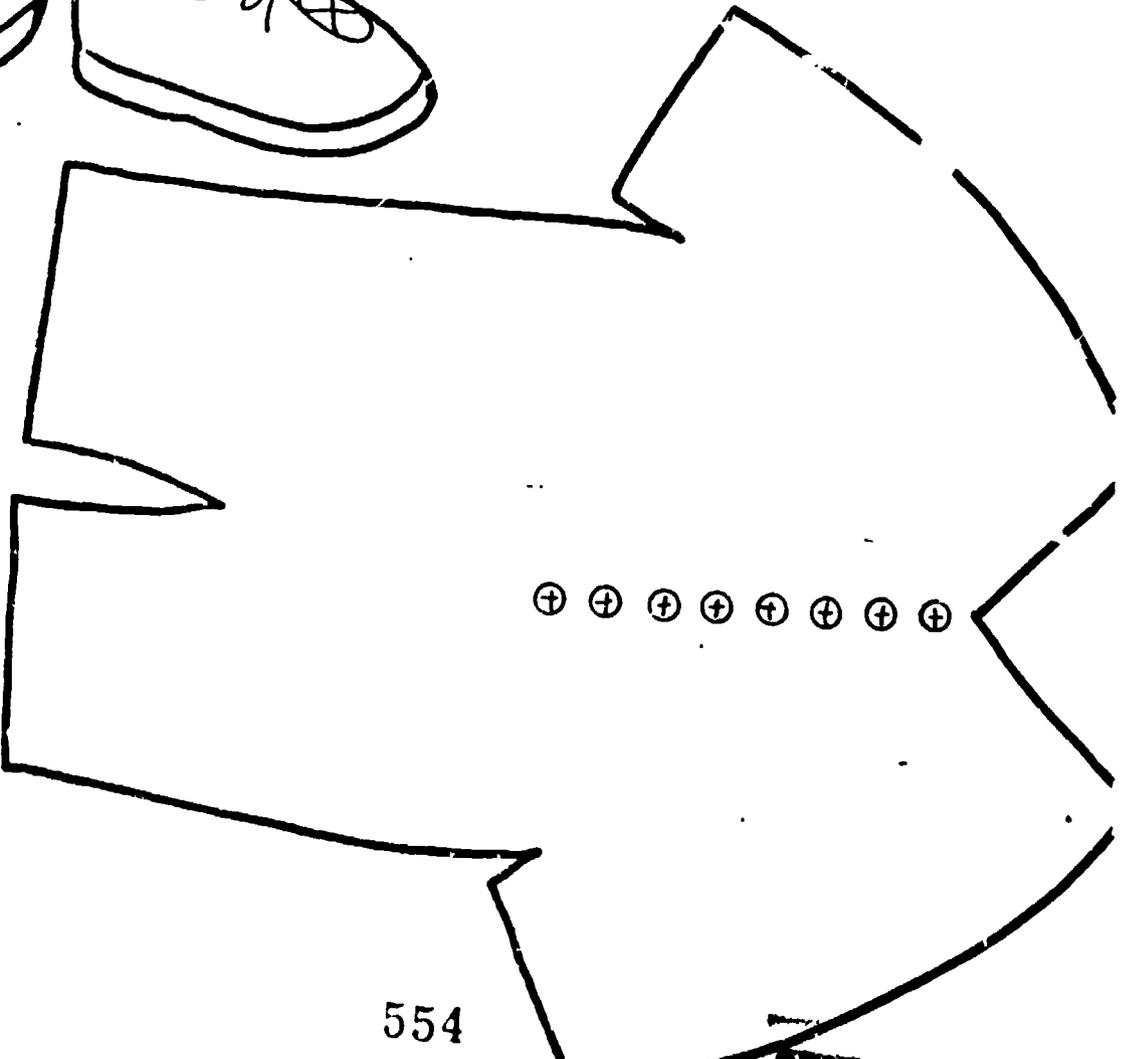
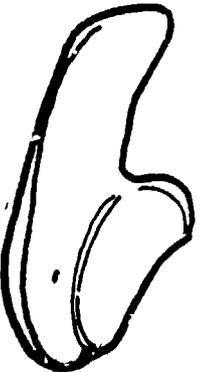
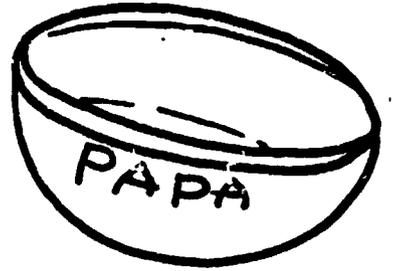
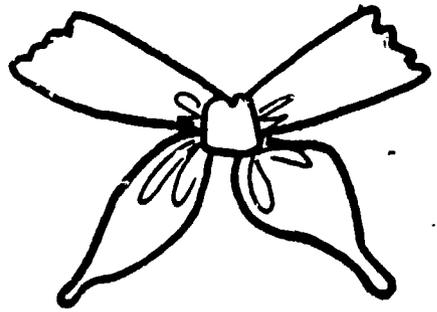
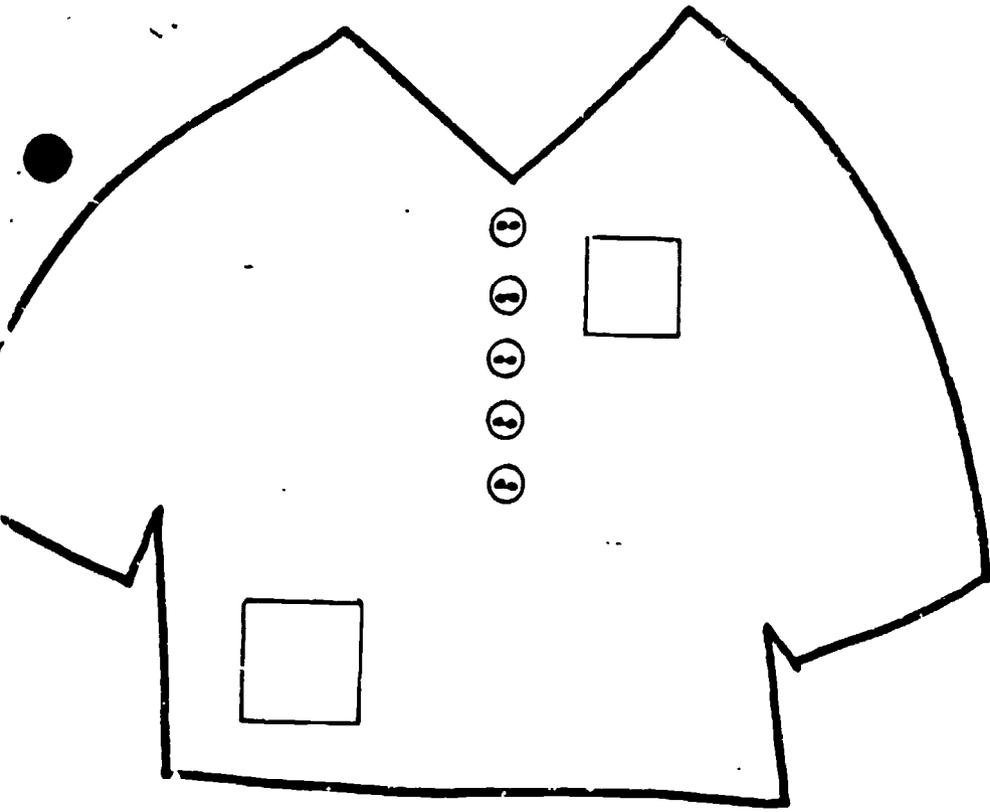
Serves 4

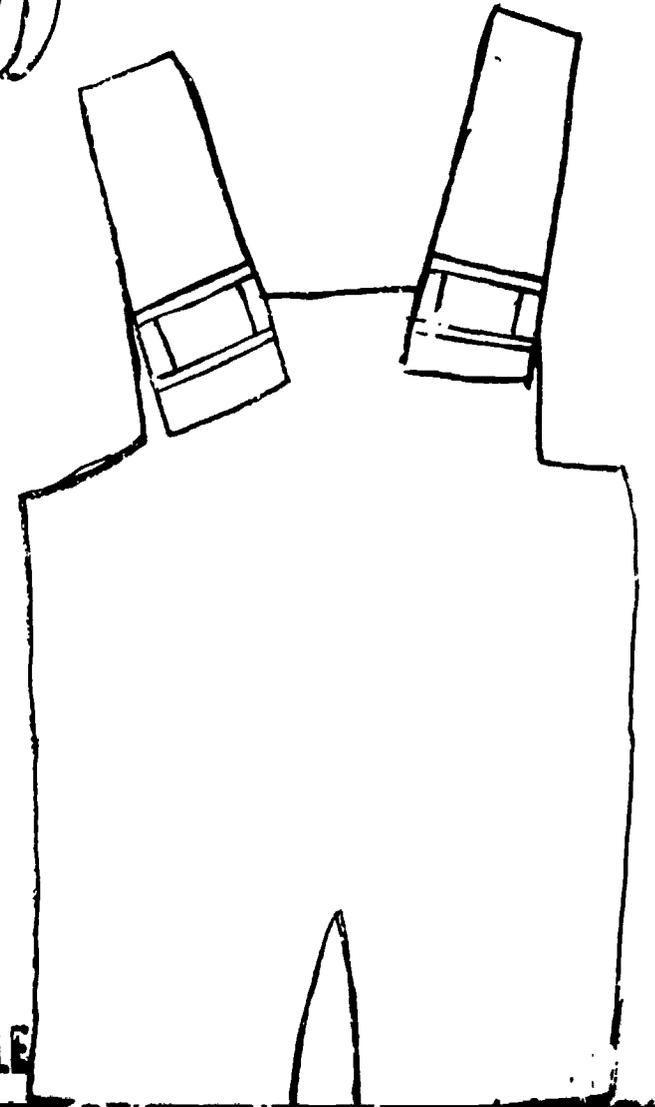
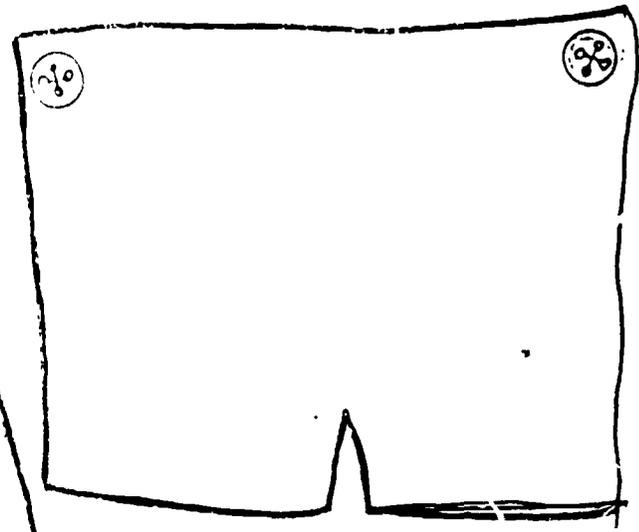
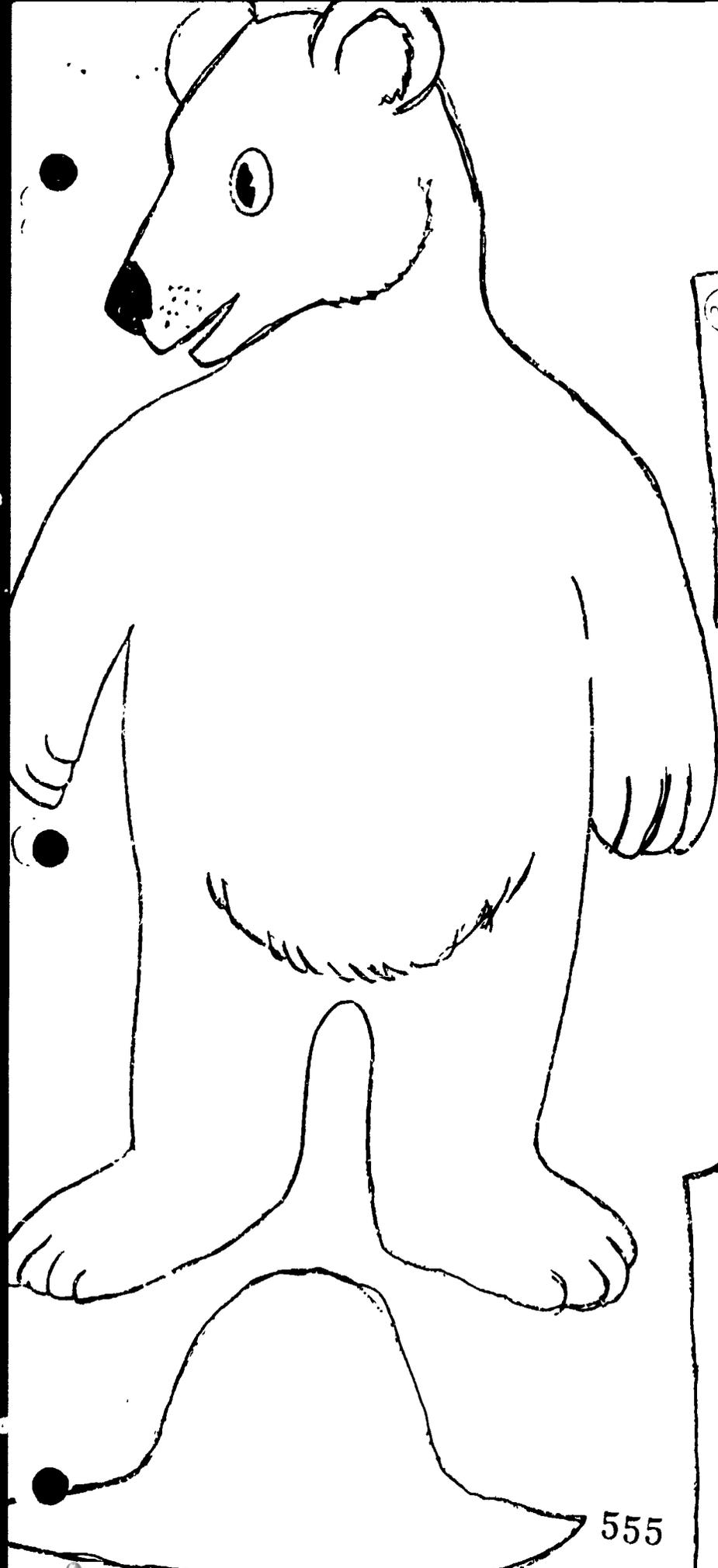
Instant Cottage Cheese Pudding

- | | |
|----------------|-------------------------------|
| Cottage cheese | Sunflower seeds |
| Chopped nuts | Fruit; dried, fresh or canned |
| Apple sauce | Dash of cinnamon |

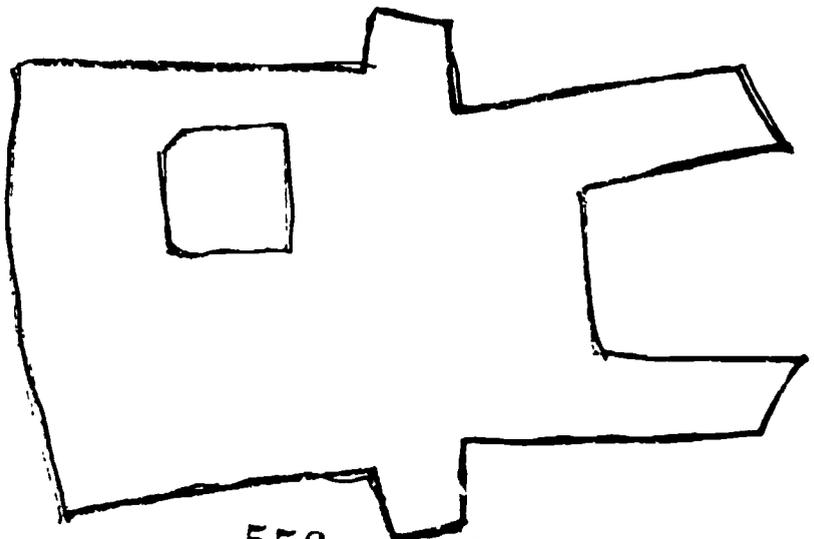
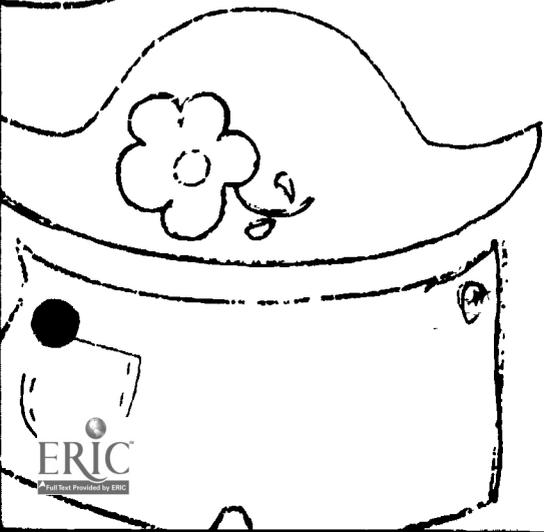
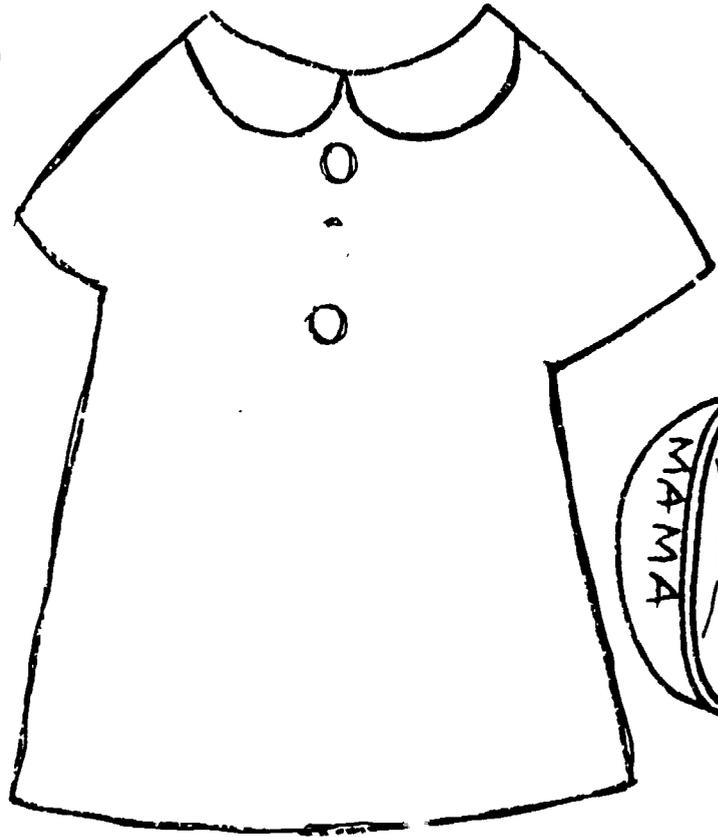
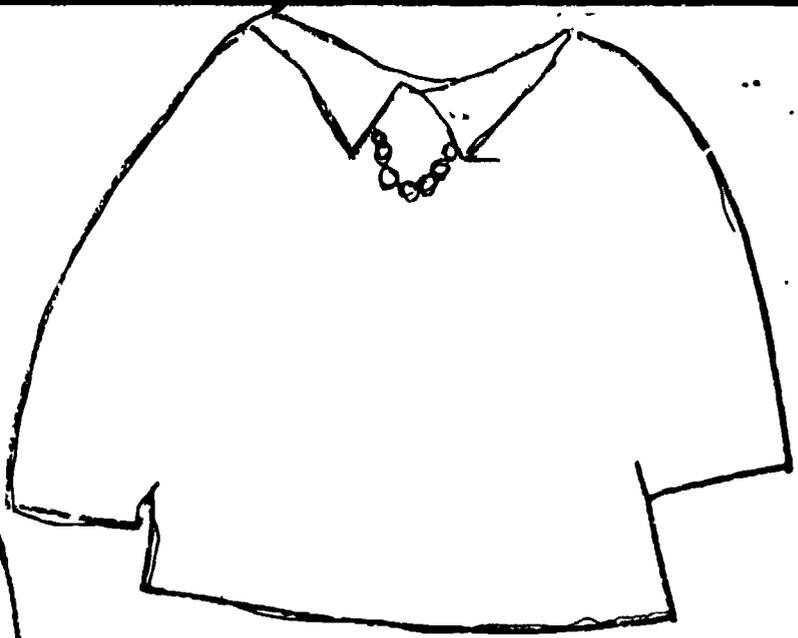
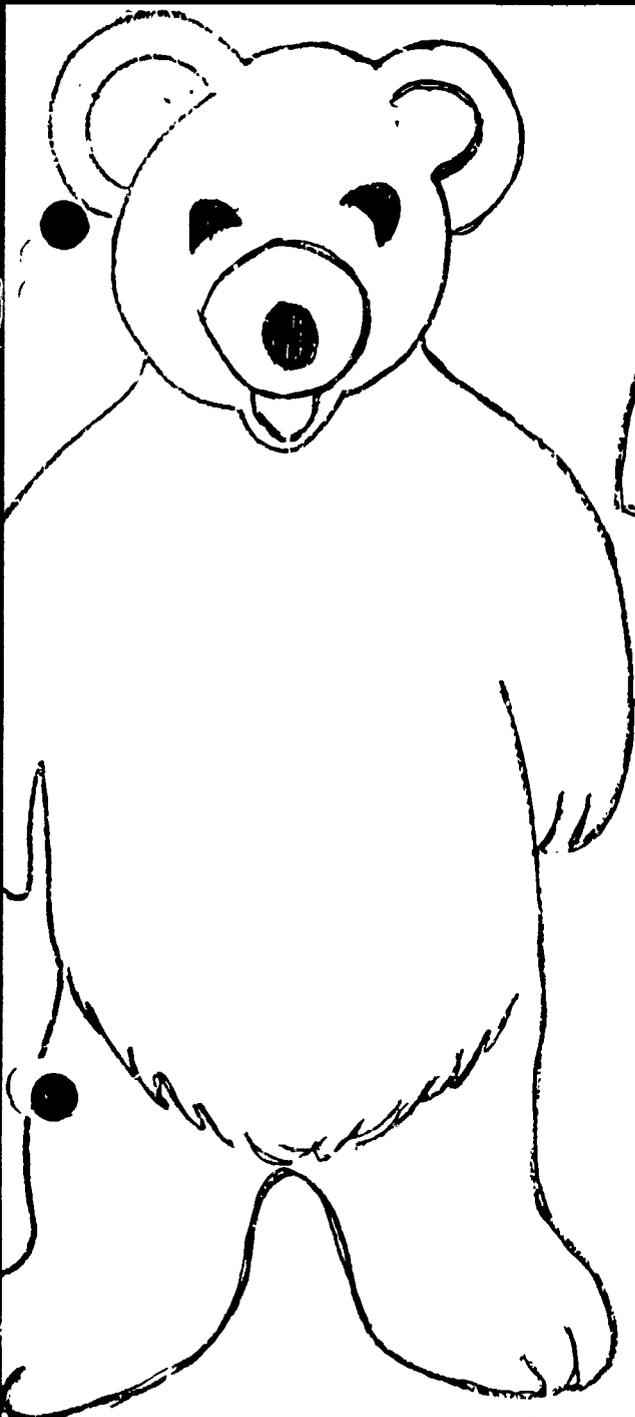
Choose your favorite ingredients and mix with the cottage cheese. This snack can be different every time!

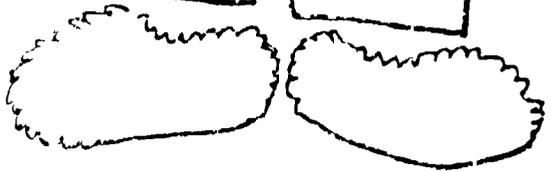
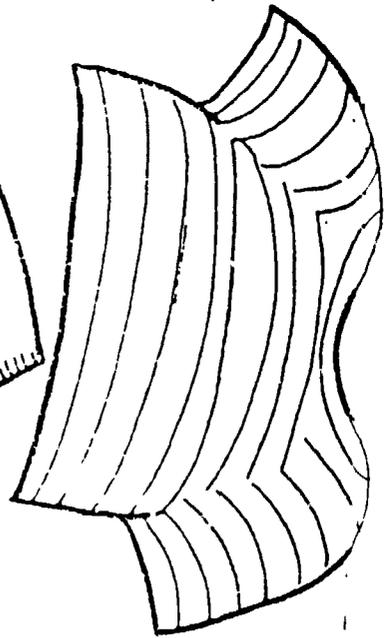
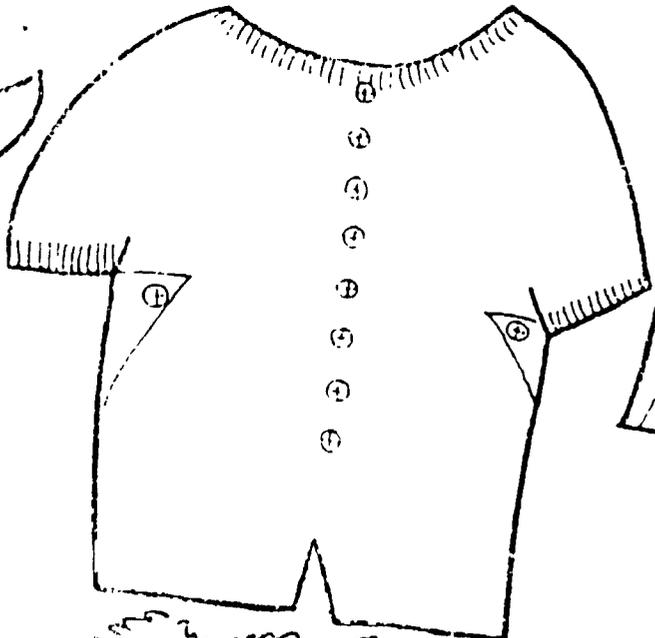
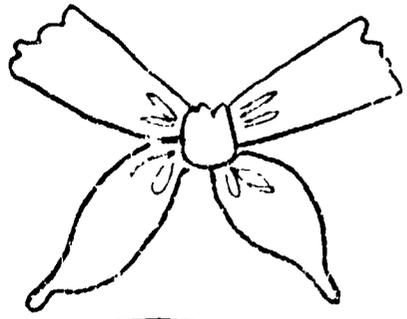
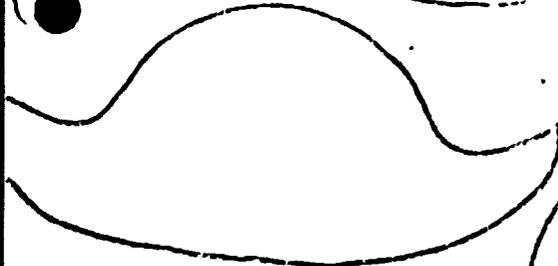
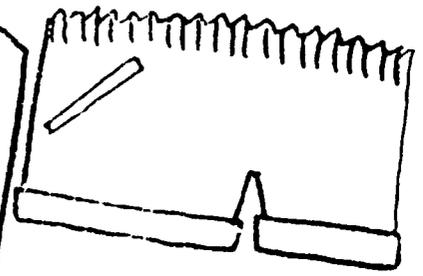
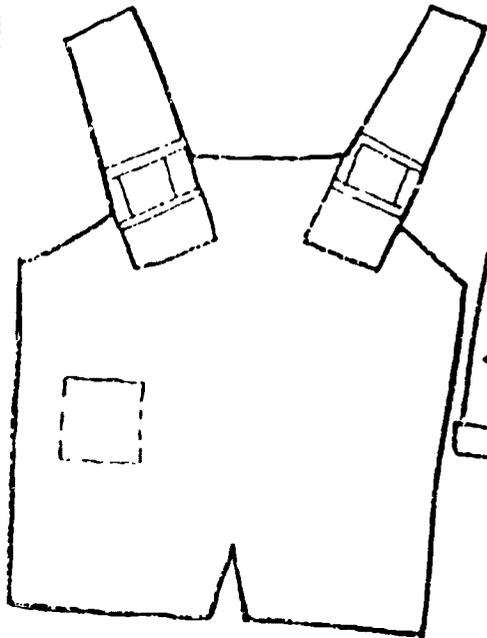
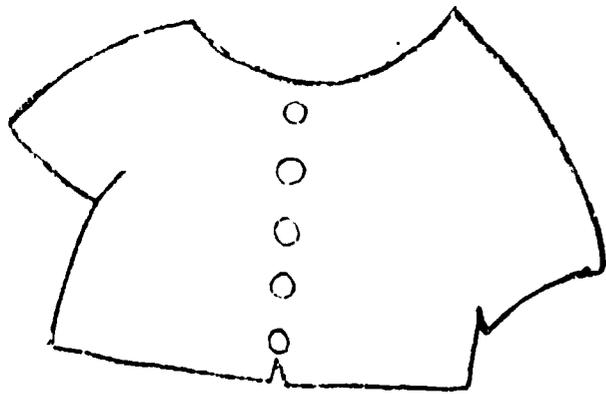
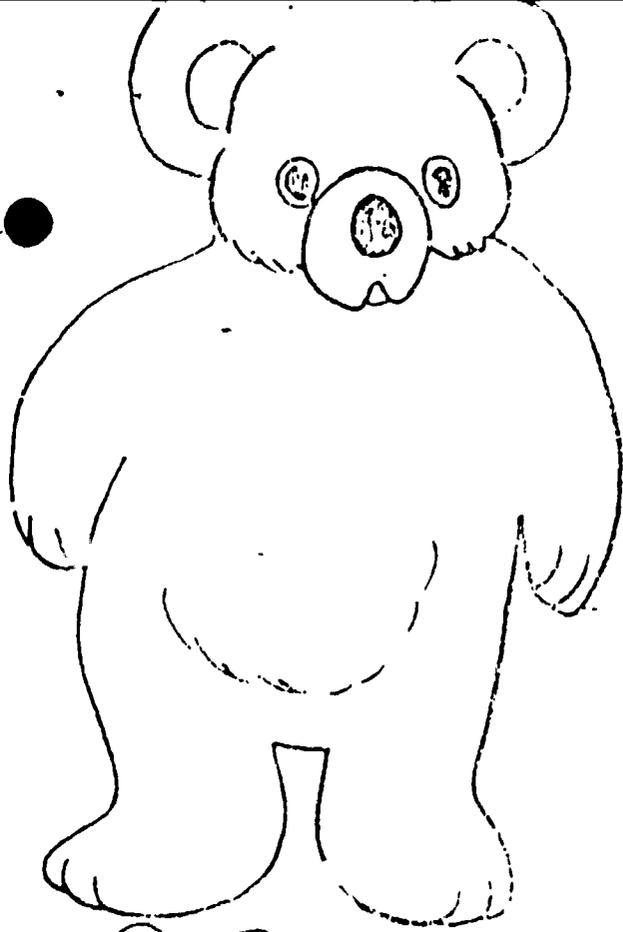
Recipes

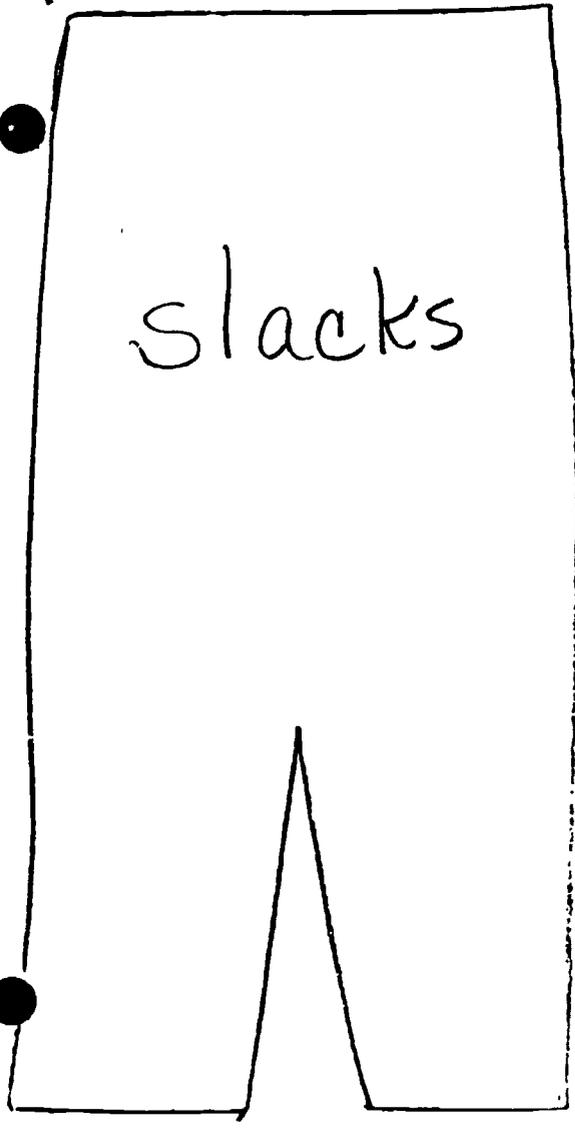




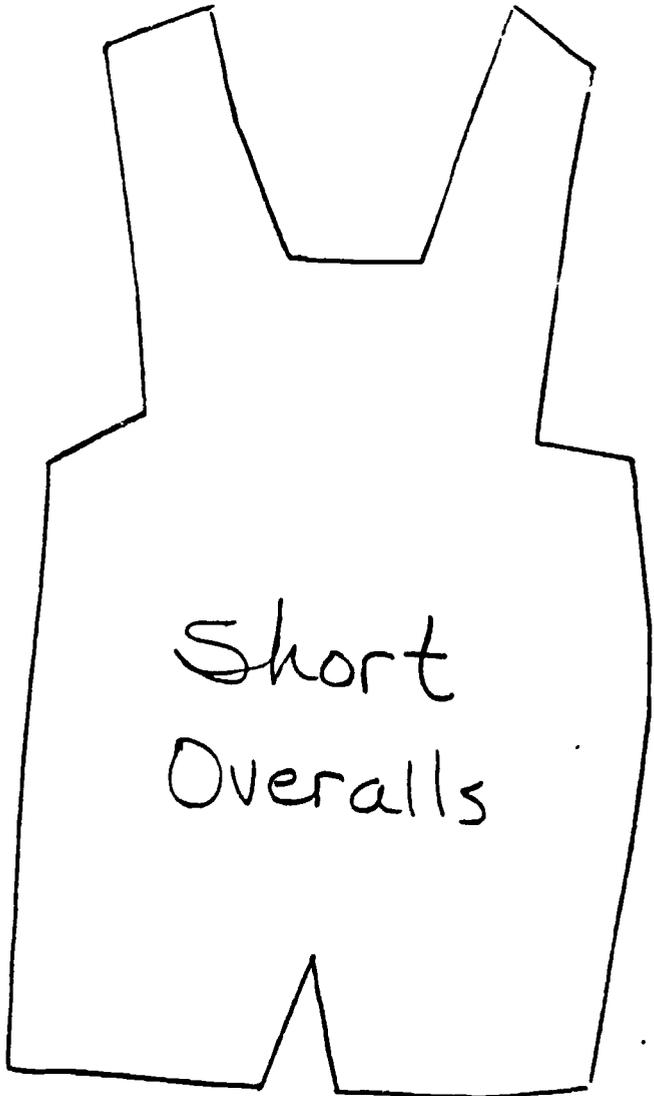
555







slacks



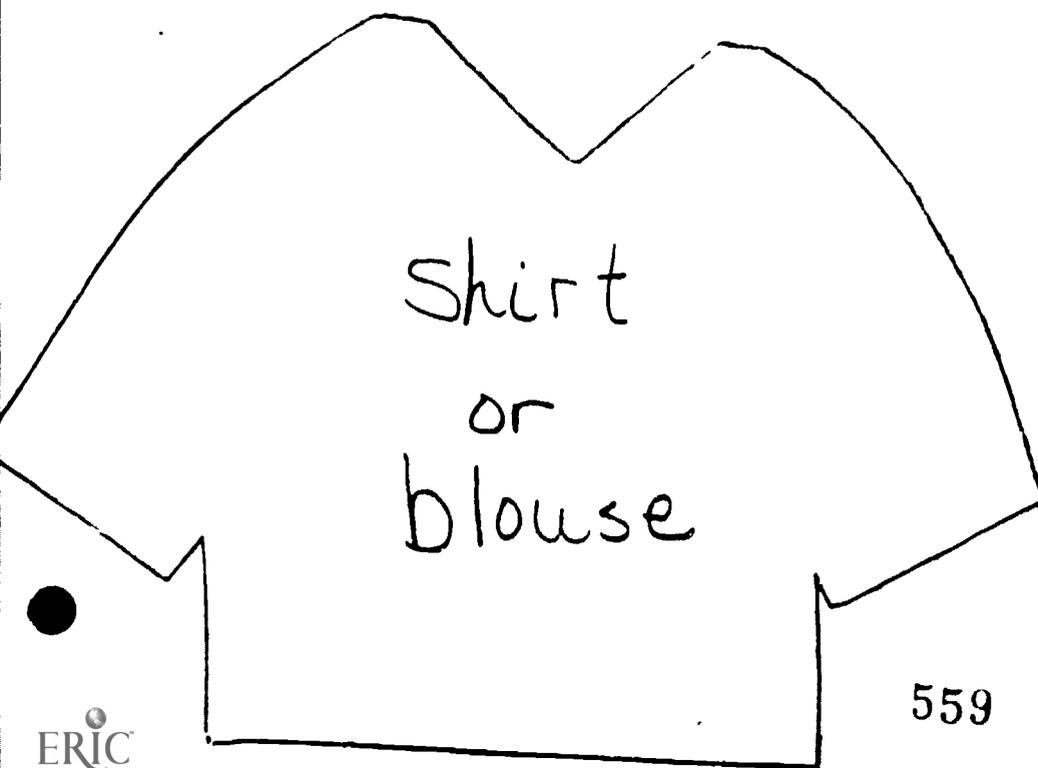
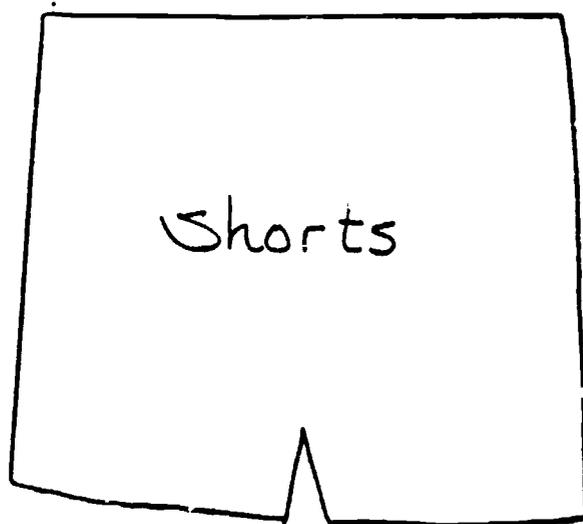
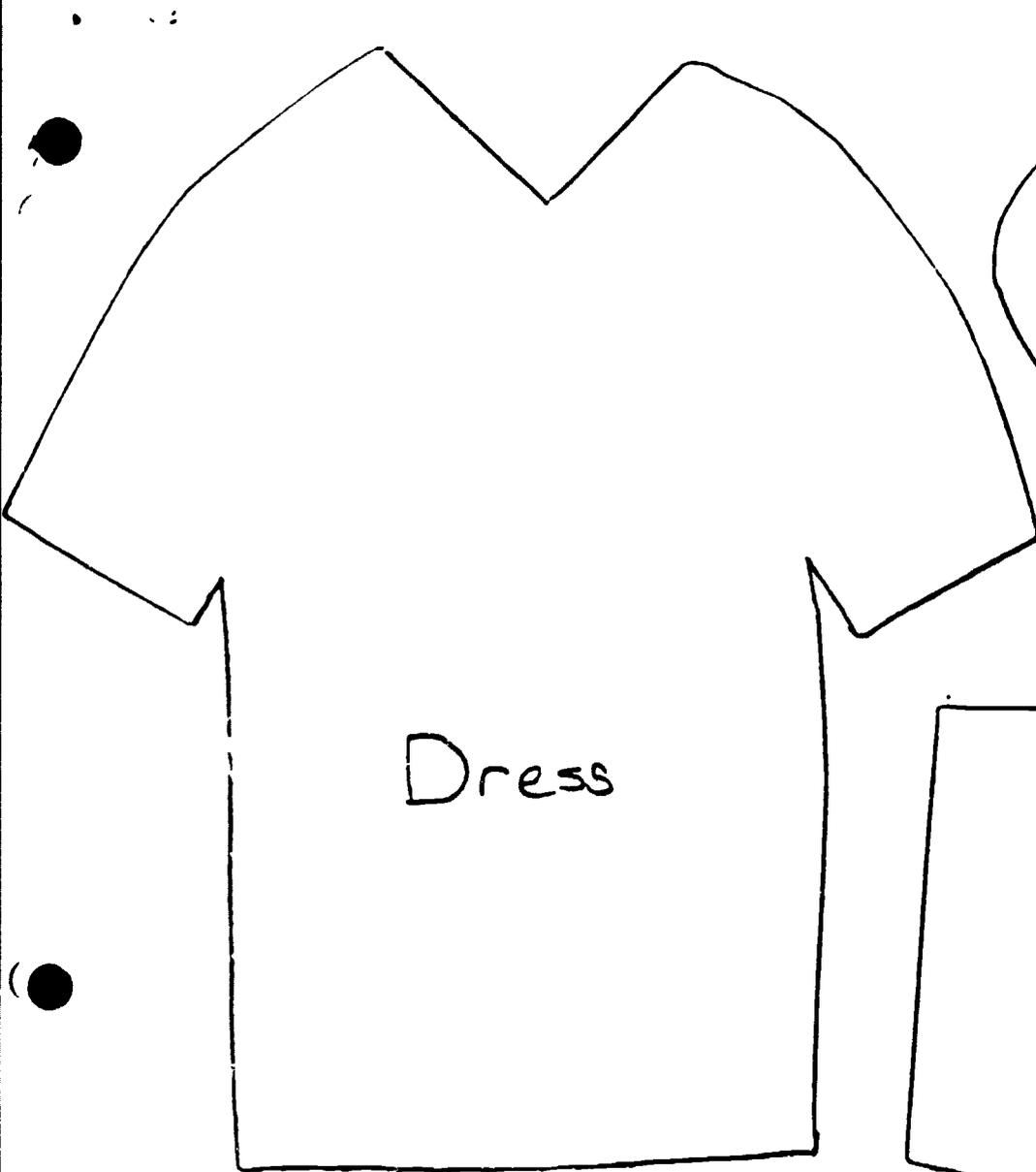
Short
Overalls



shoe



shoe



My Book of

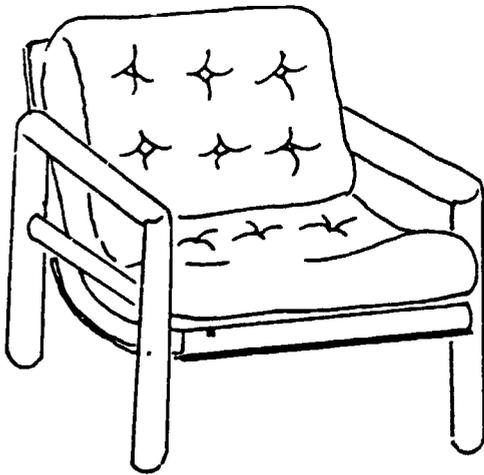
red

PARENTS/CHILDREN/TOGETHER PROGRAM
PASCUA YAQUI TRIBE

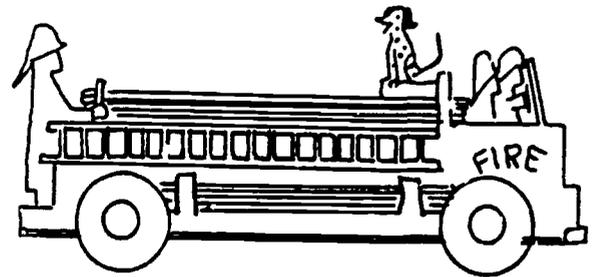
PROJECT YAQUI
Tucson, Arizona

560

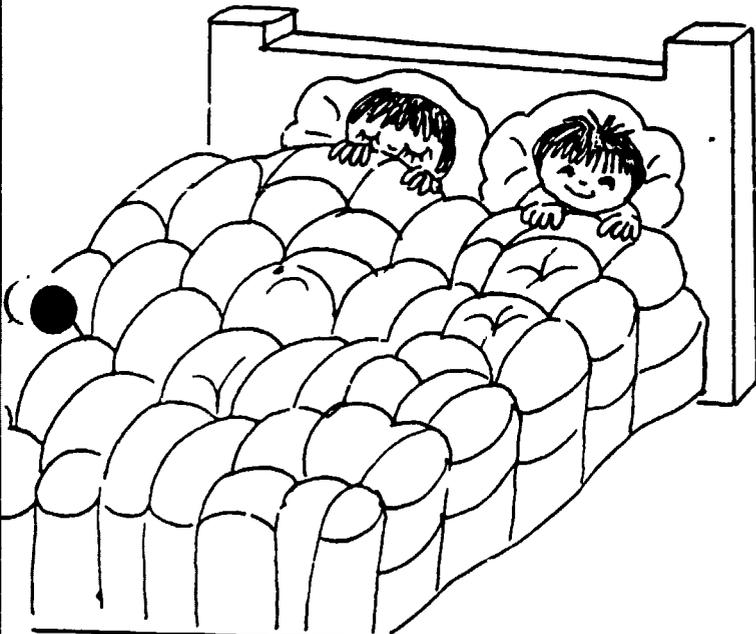
The cushions of the chair are red.



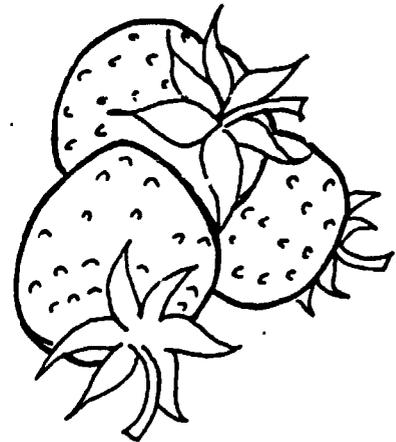
The Firemen ride on a red fire engine.



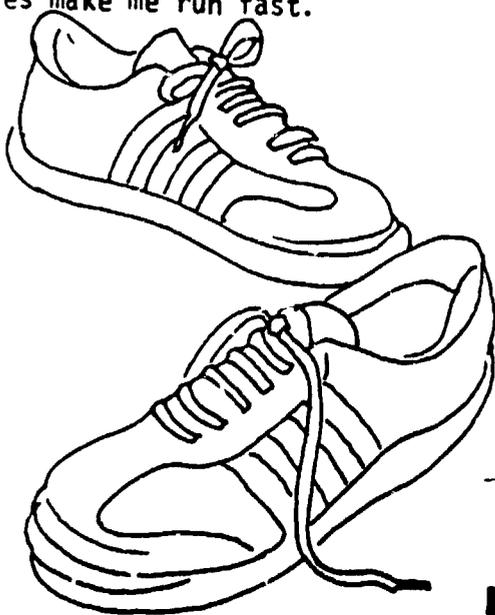
The children are sleeping under a red blanket.



Red strawberries are sweet.



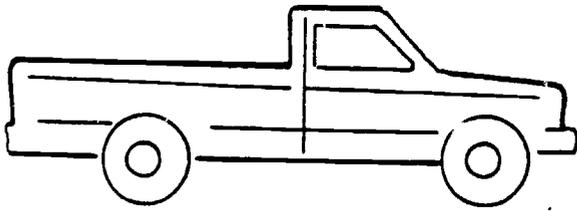
Red tennies make me run fast.



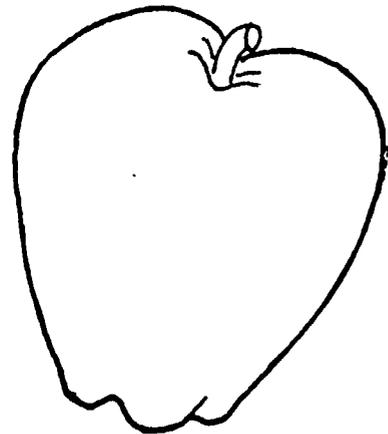
The head of the deer has a red scarf.



Red trucks are fun.



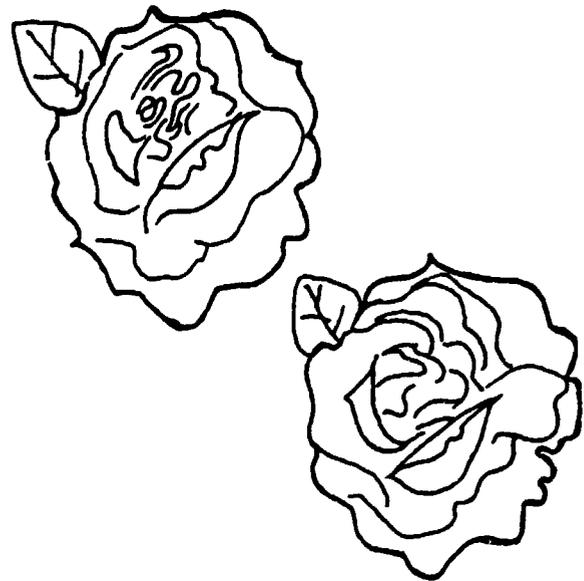
An apple is red and juicy.



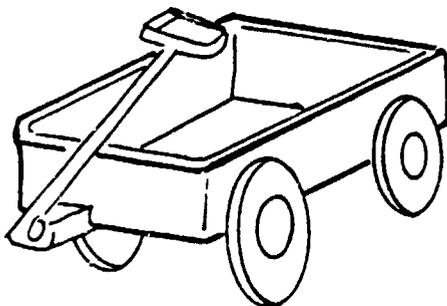
Santa Claus wears a red suit.



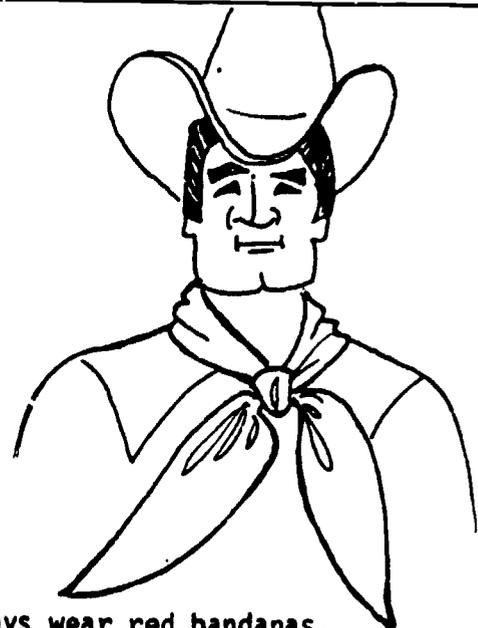
Red roses are special for Yaquis.



I like to ride in a little red wagon.

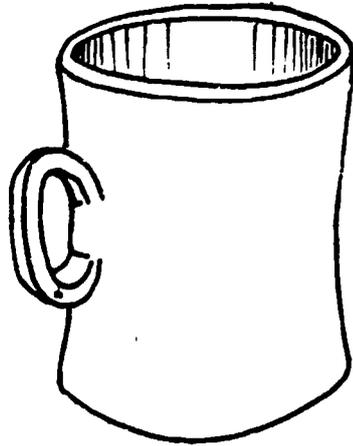


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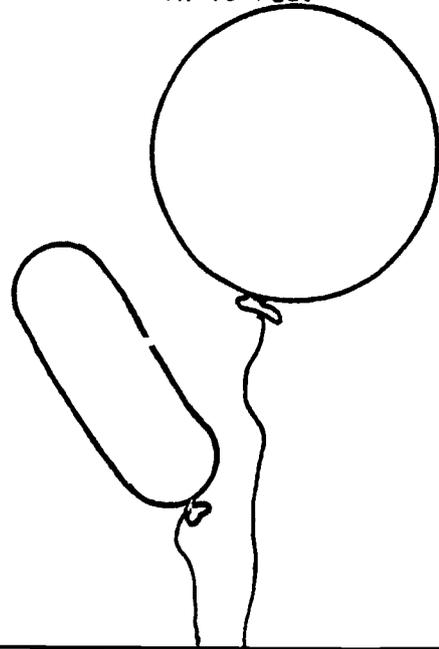


BEST COPY AVAILABLE Cowboys wear red bandanas.

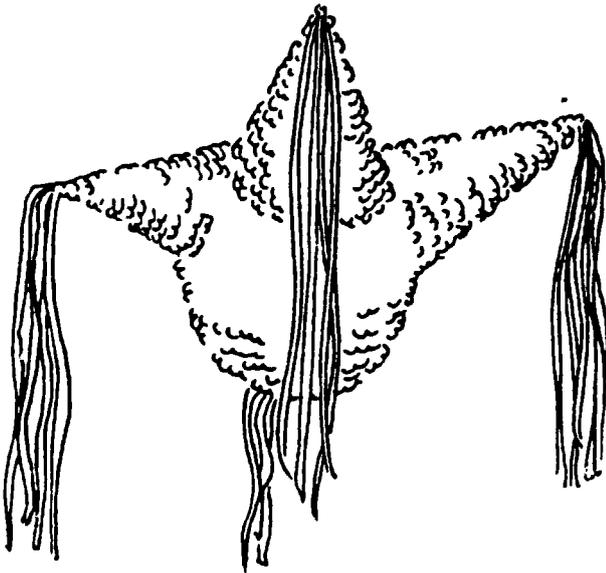
Mom uses the red cup for her coffee.



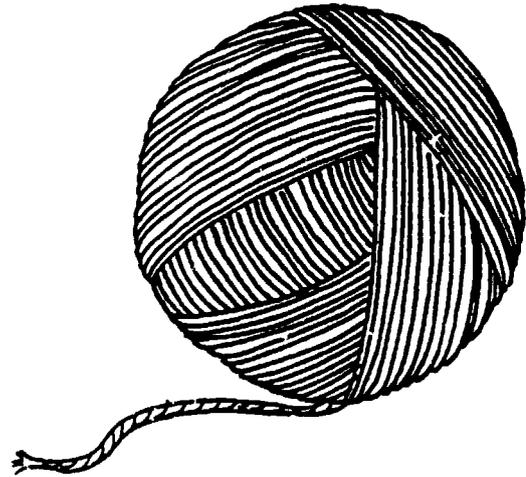
The round ballon is red.



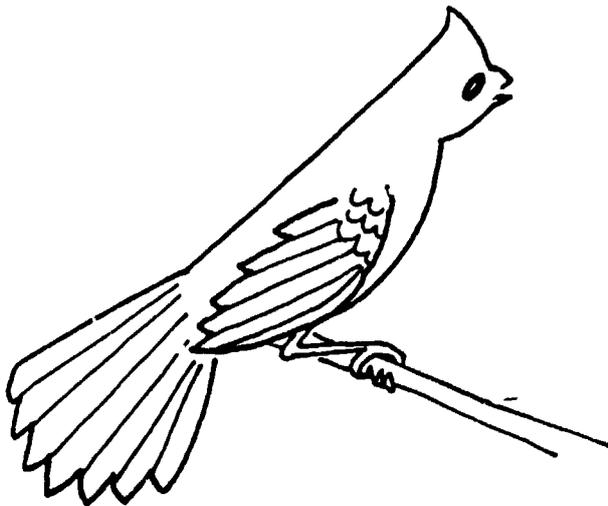
A red piñata is fun for a birthday.



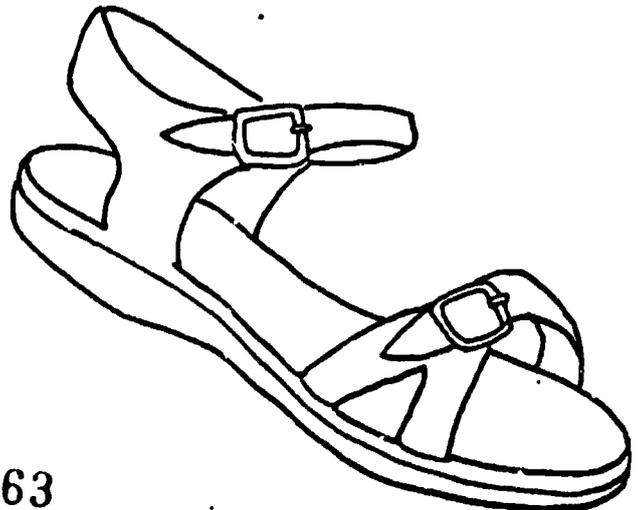
My nana uses red yarn to make things.



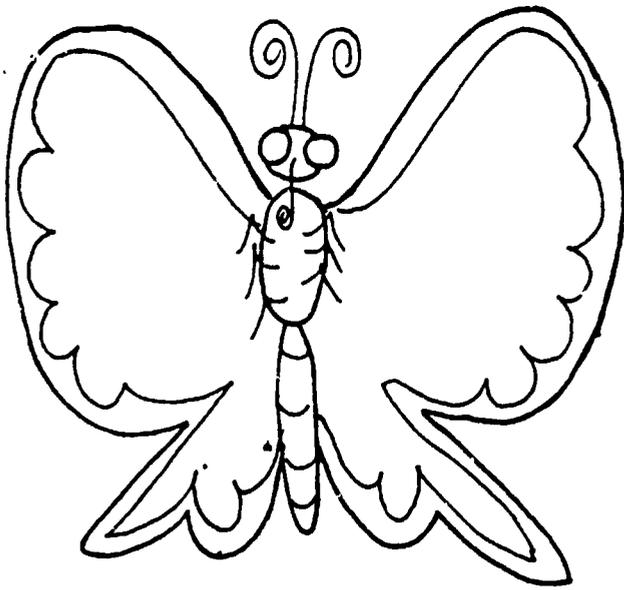
The cardinal is a red bird.



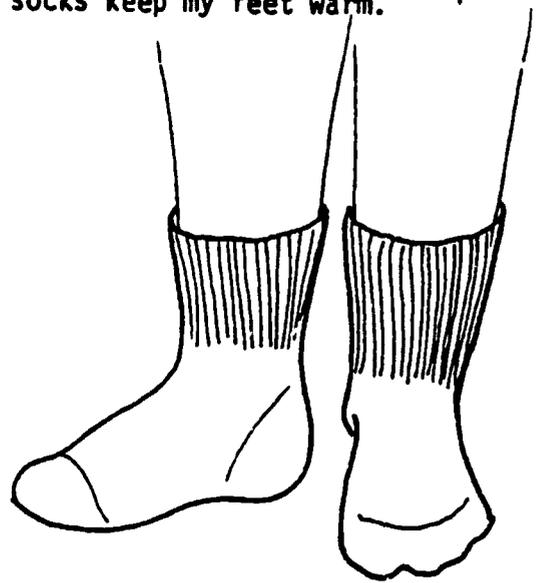
Red sandals make my feet cool.



The butterfly has red wings.



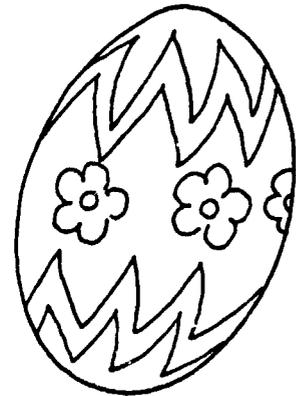
Red socks keep my feet warm. -4-



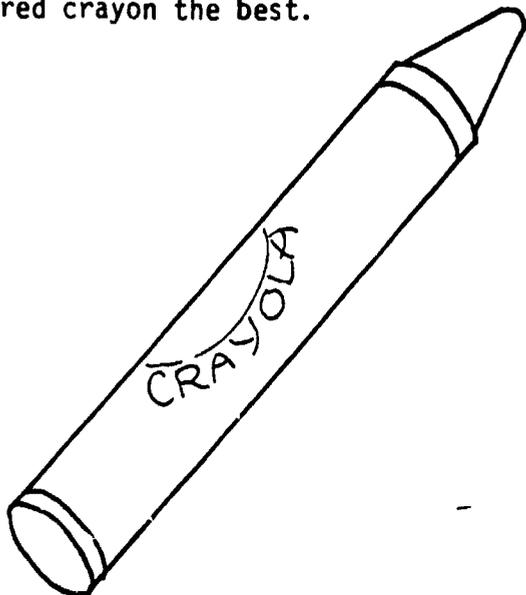
The girl is wearing a red dress.



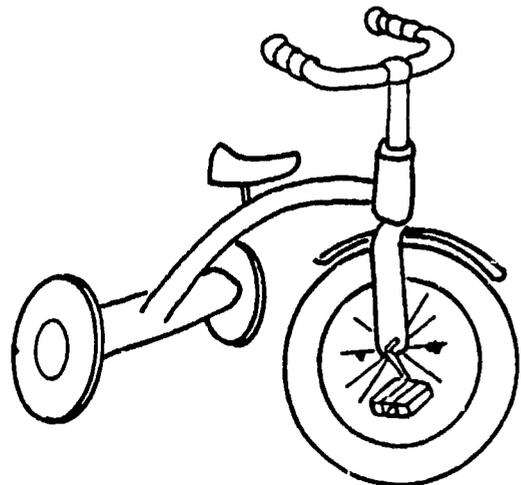
My Easter Egg is red.



I like my red crayon the best.



My red trike goes fast.



PROJECT YAQUI

My Book of Red

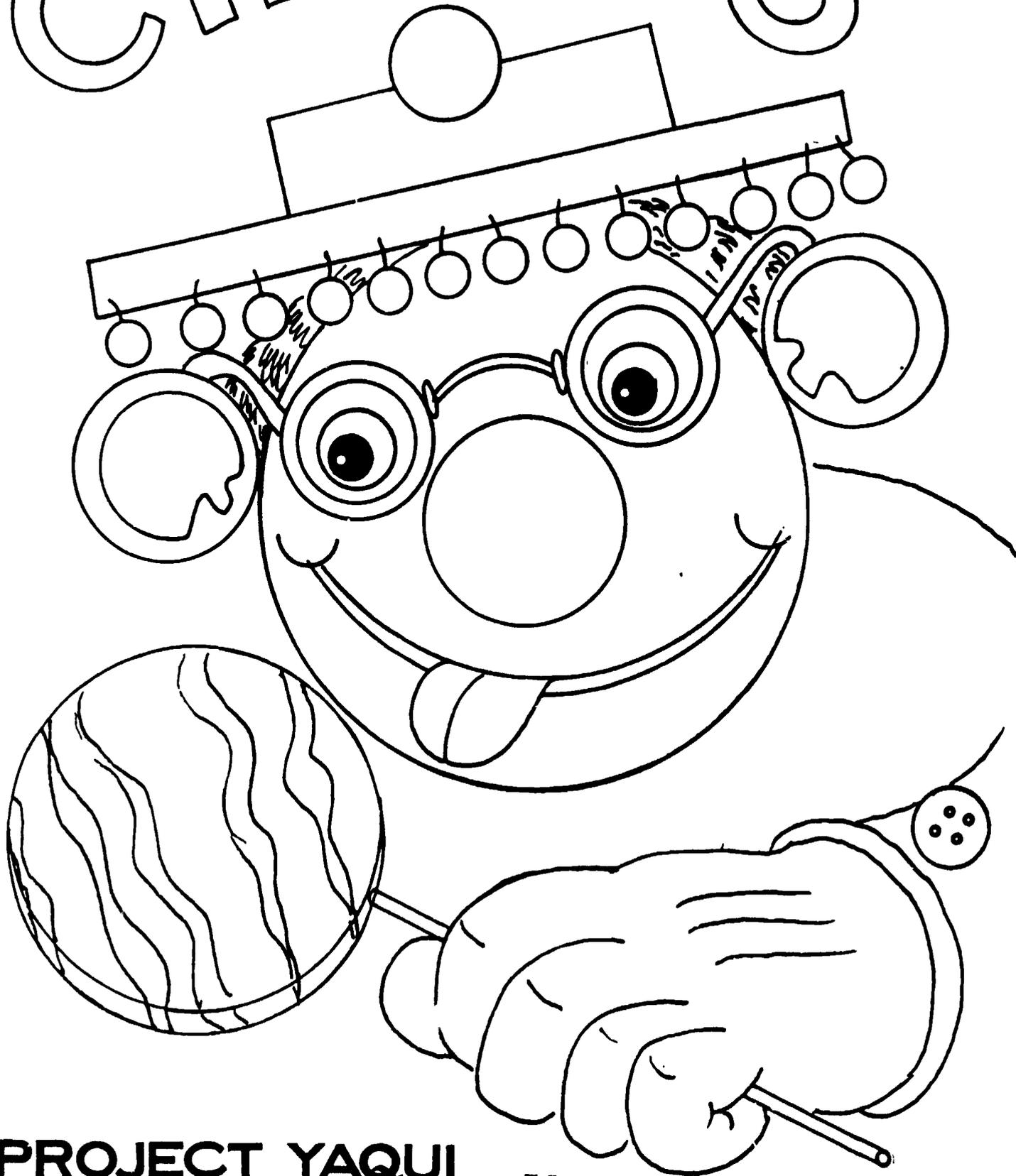
MATERIALS: My Book of Red
Red Crayons
Stapler

- DIRECTIONS:
1. Color each RED item in the book; red blanket, red roses, red balloon, etc.
 2. Staple the pages together with three staples on the left margin of the book.

HOW YOU CAN USE THE BOOK WITH YOUR CHILD:

1. Read the words on each square to your child.
2. Point to and name all of the red items in the pictures.
3. Ask your child to point to the red items you name.
4. Talk with your child about previous experiences your child has had. For example: "We saw the red fire engine driving down the road."
"Your brother has a pair of red tennies."
"We play with red balloons at birthday parties, and we play with red piñatas at birthday parties."
"Your sister wears a red dress when she goes to school."
5. Ask your child to name some of the pictures.

circles

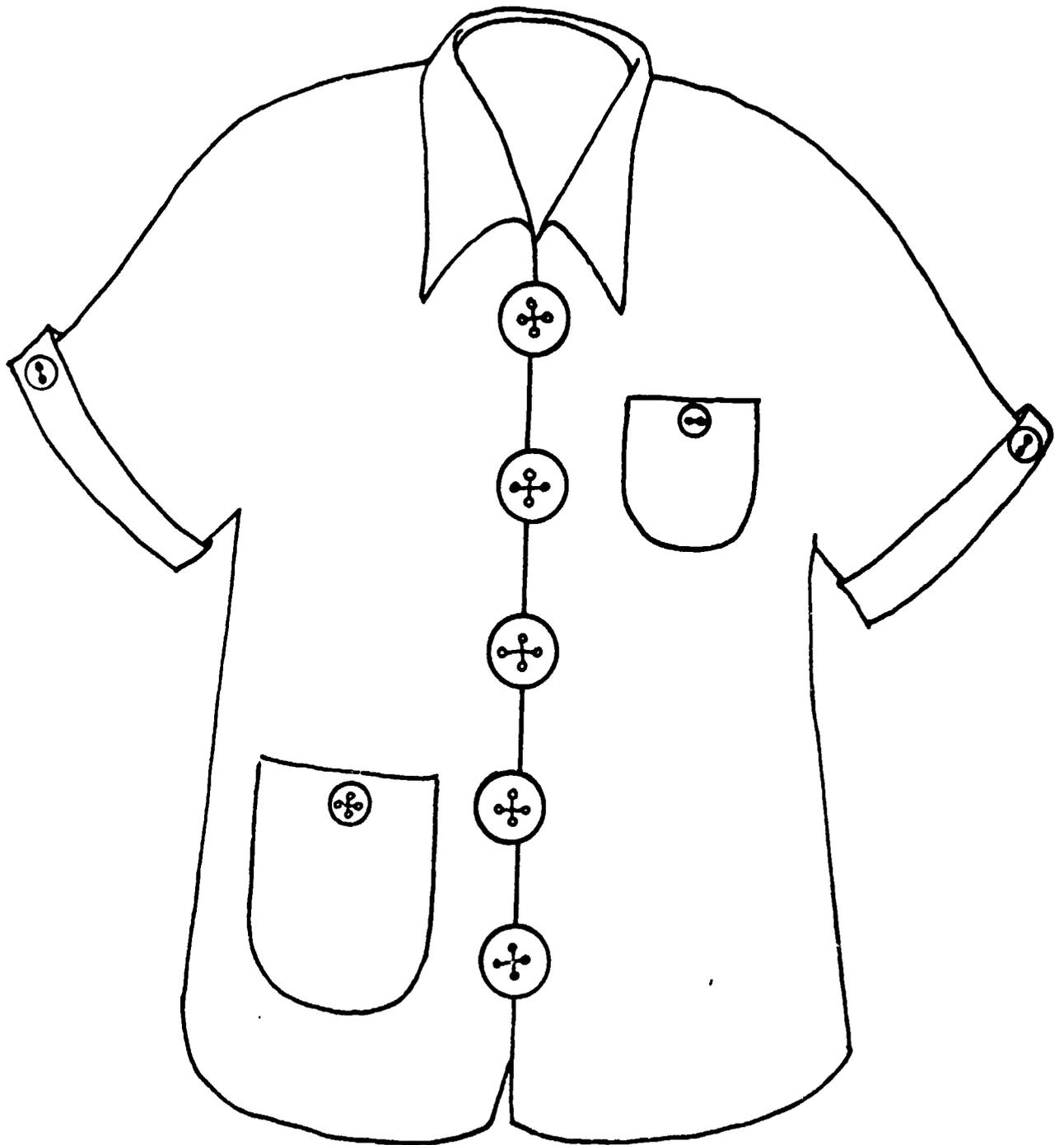


PROJECT YAQUI

Tucson, Arizona

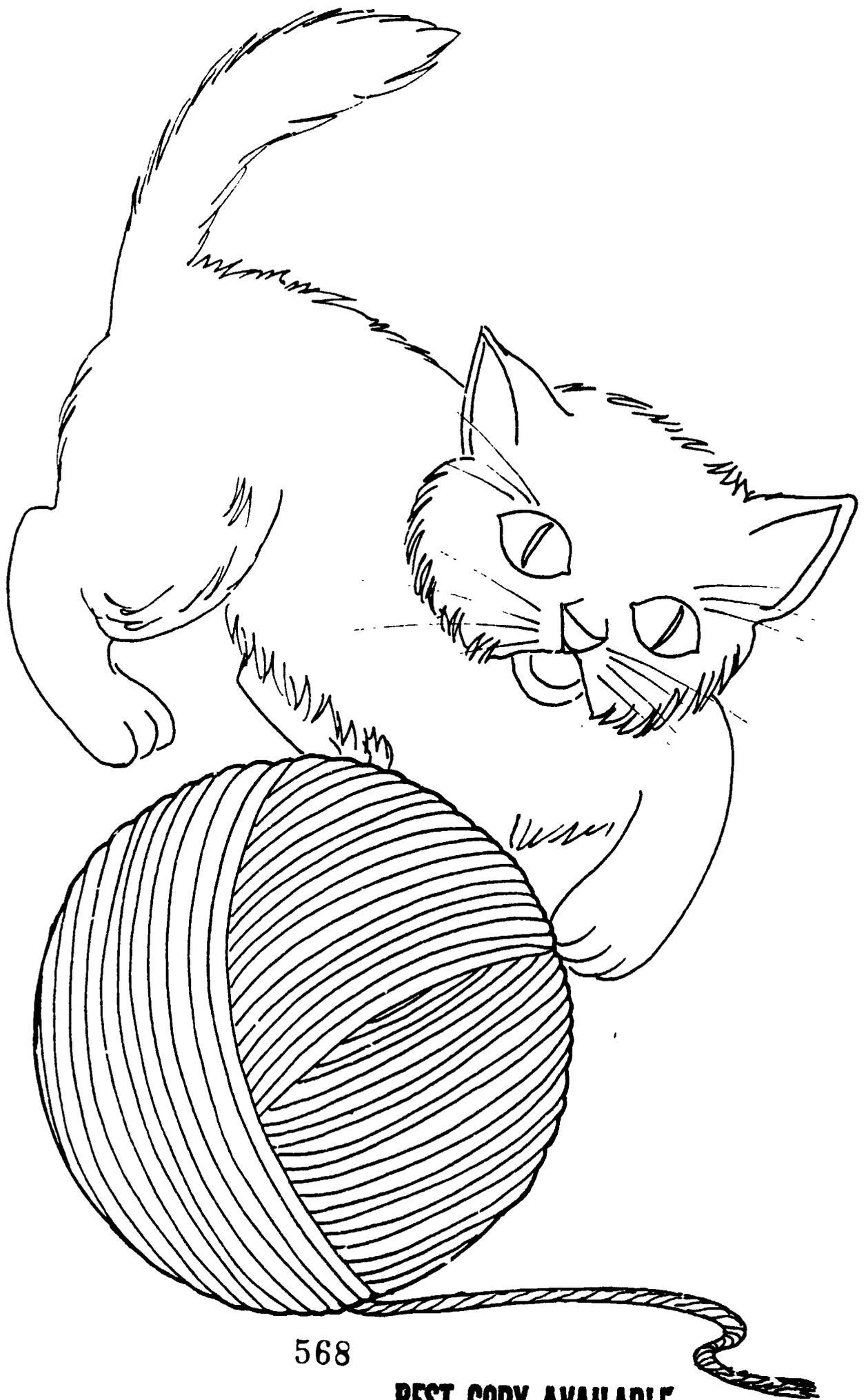
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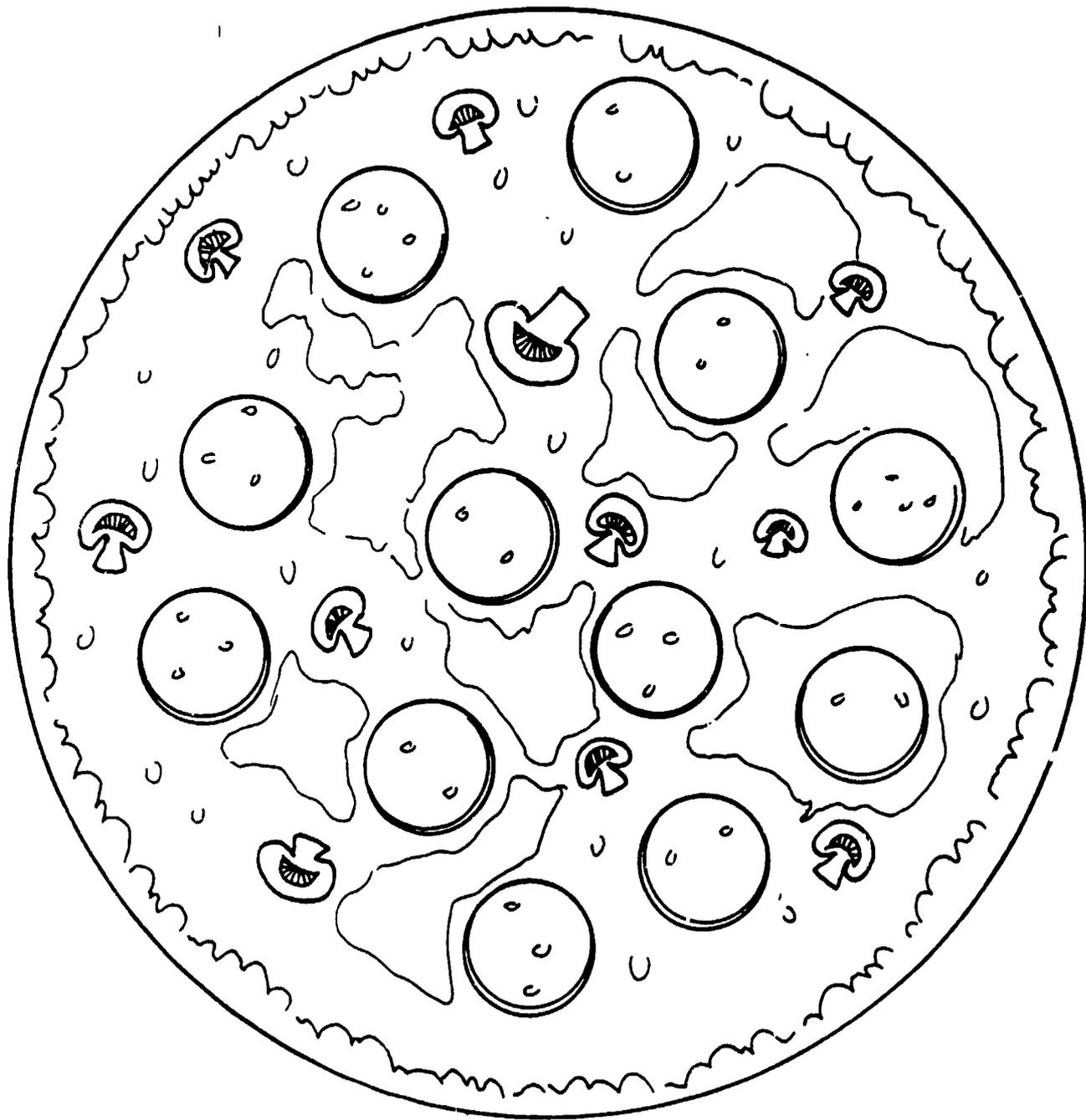
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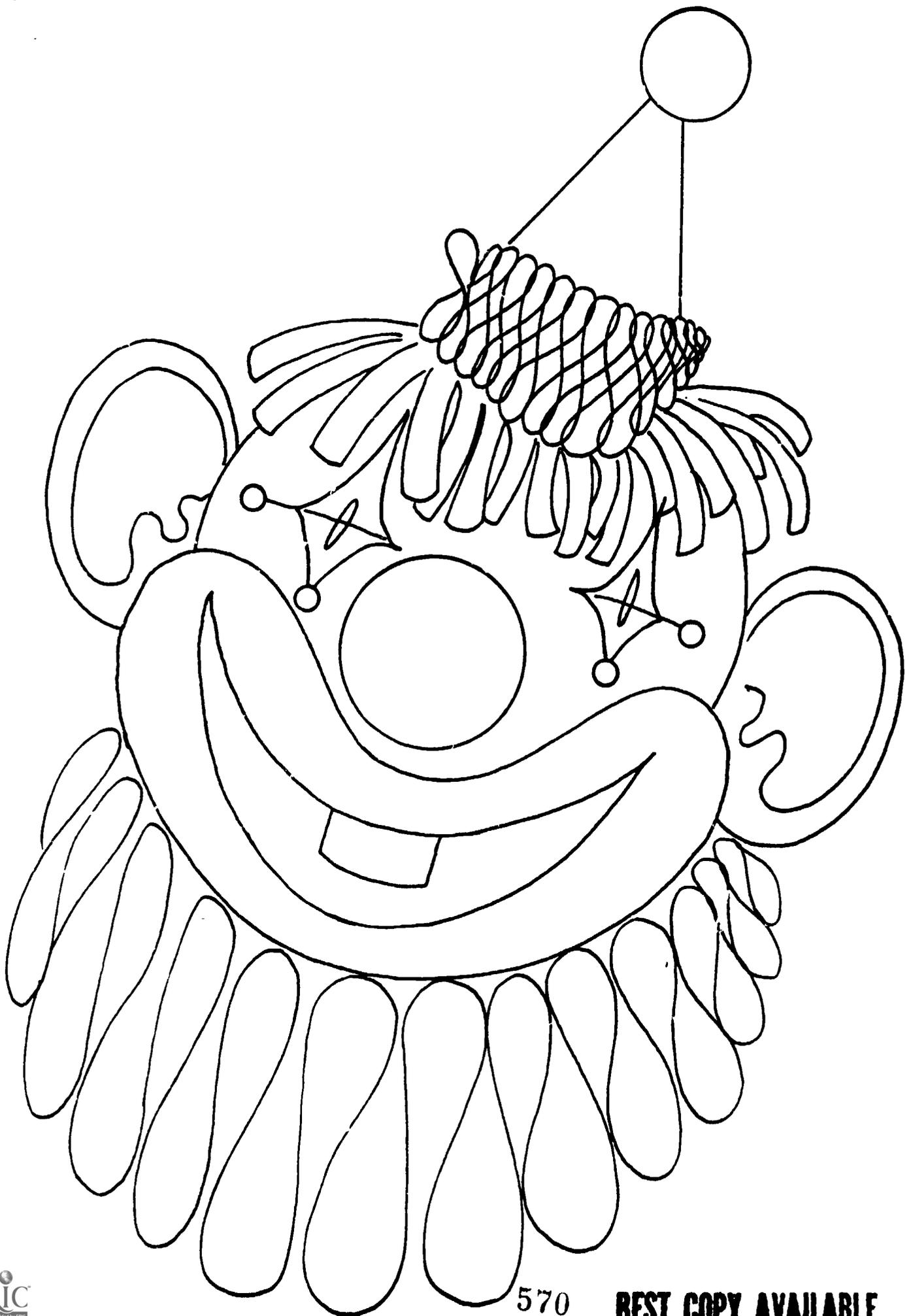
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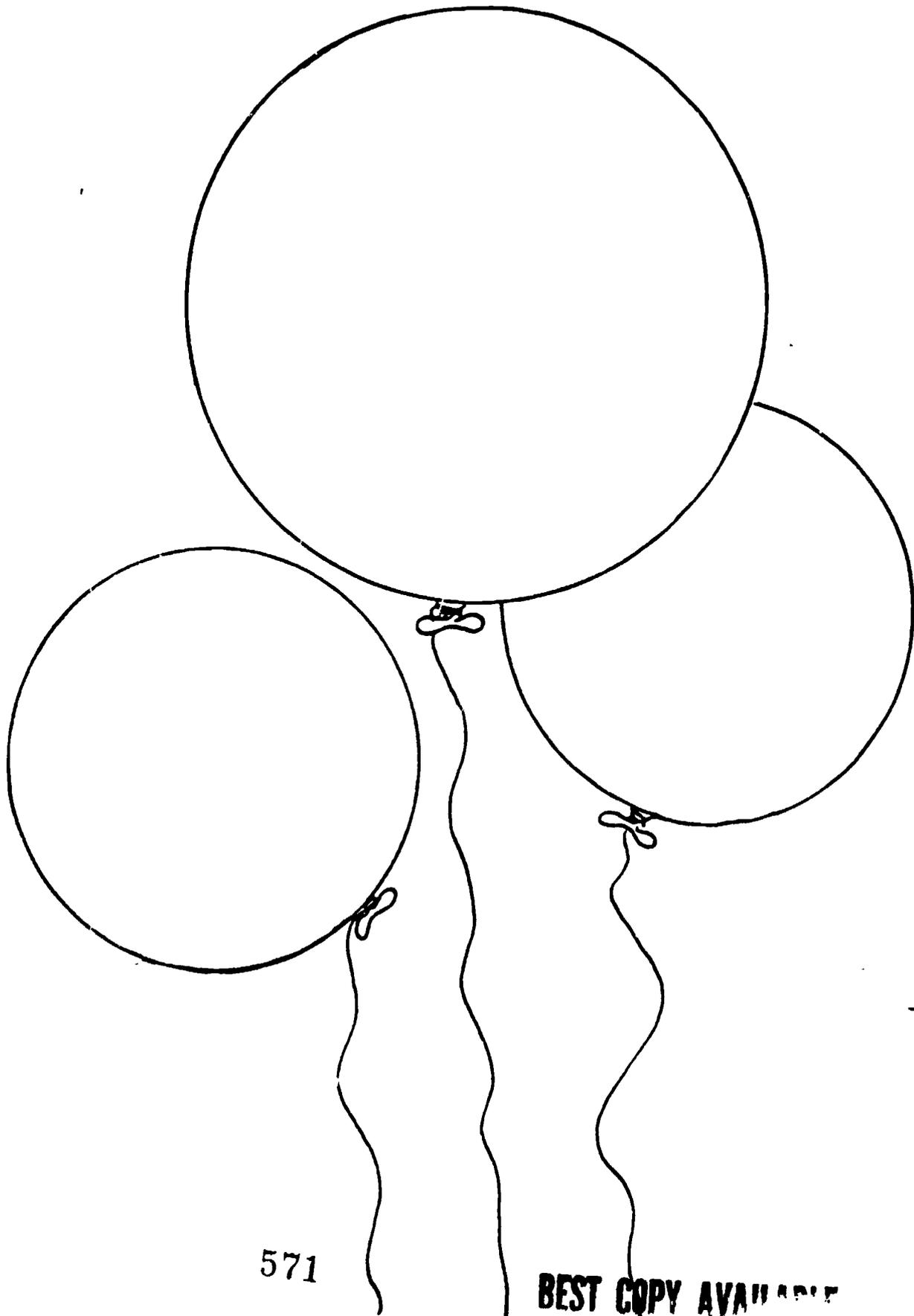


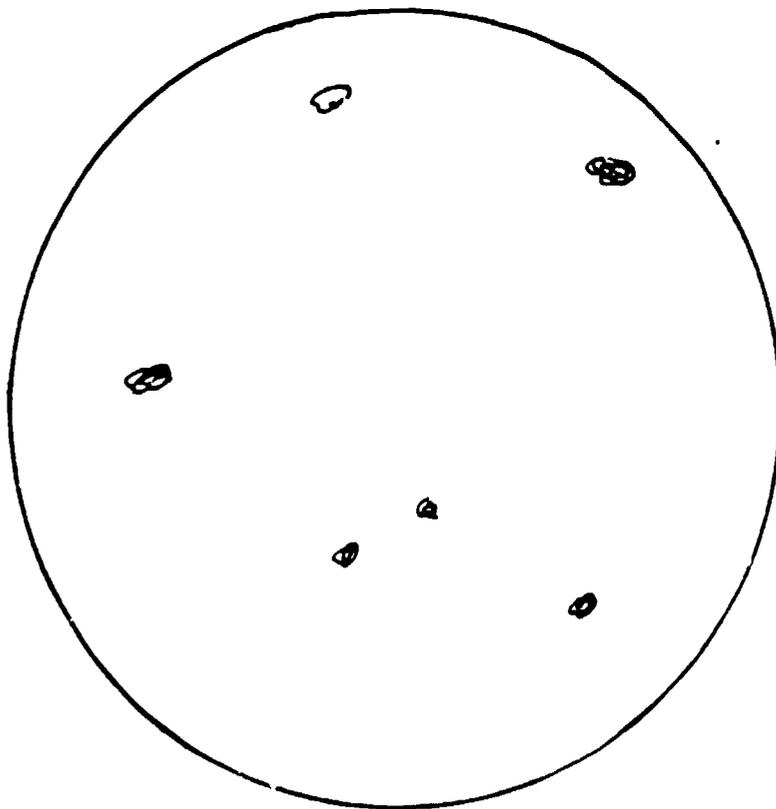
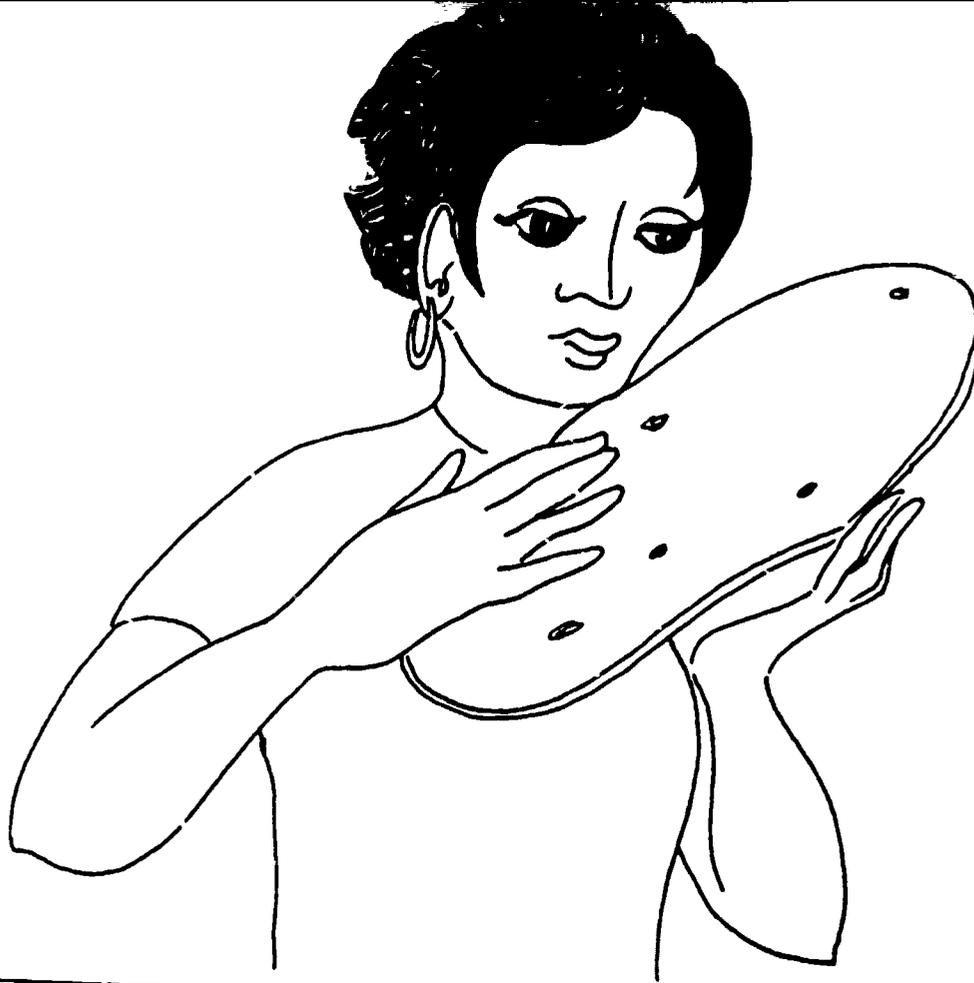
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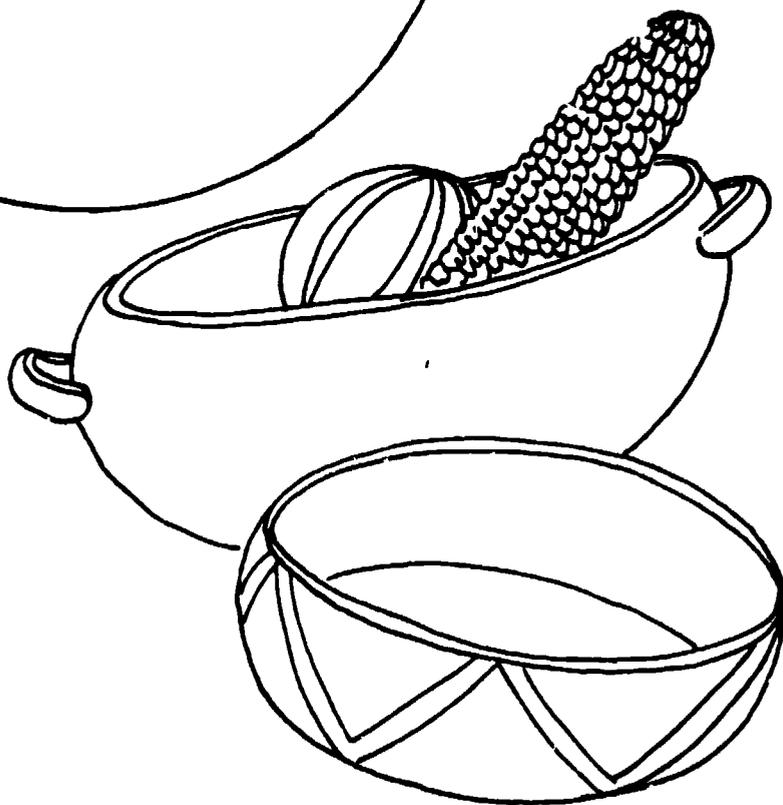
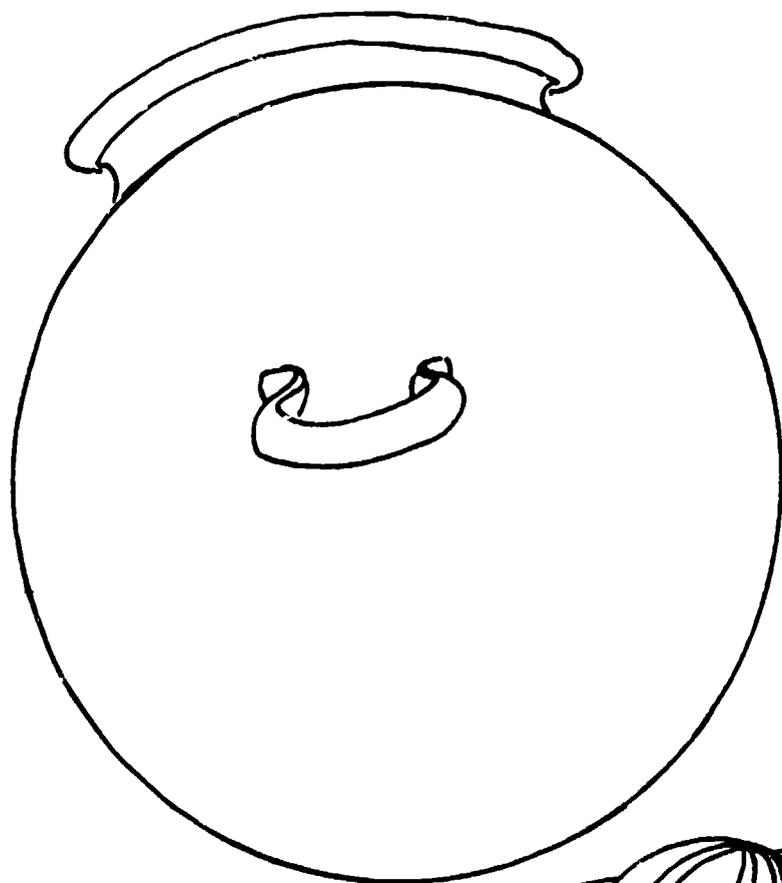
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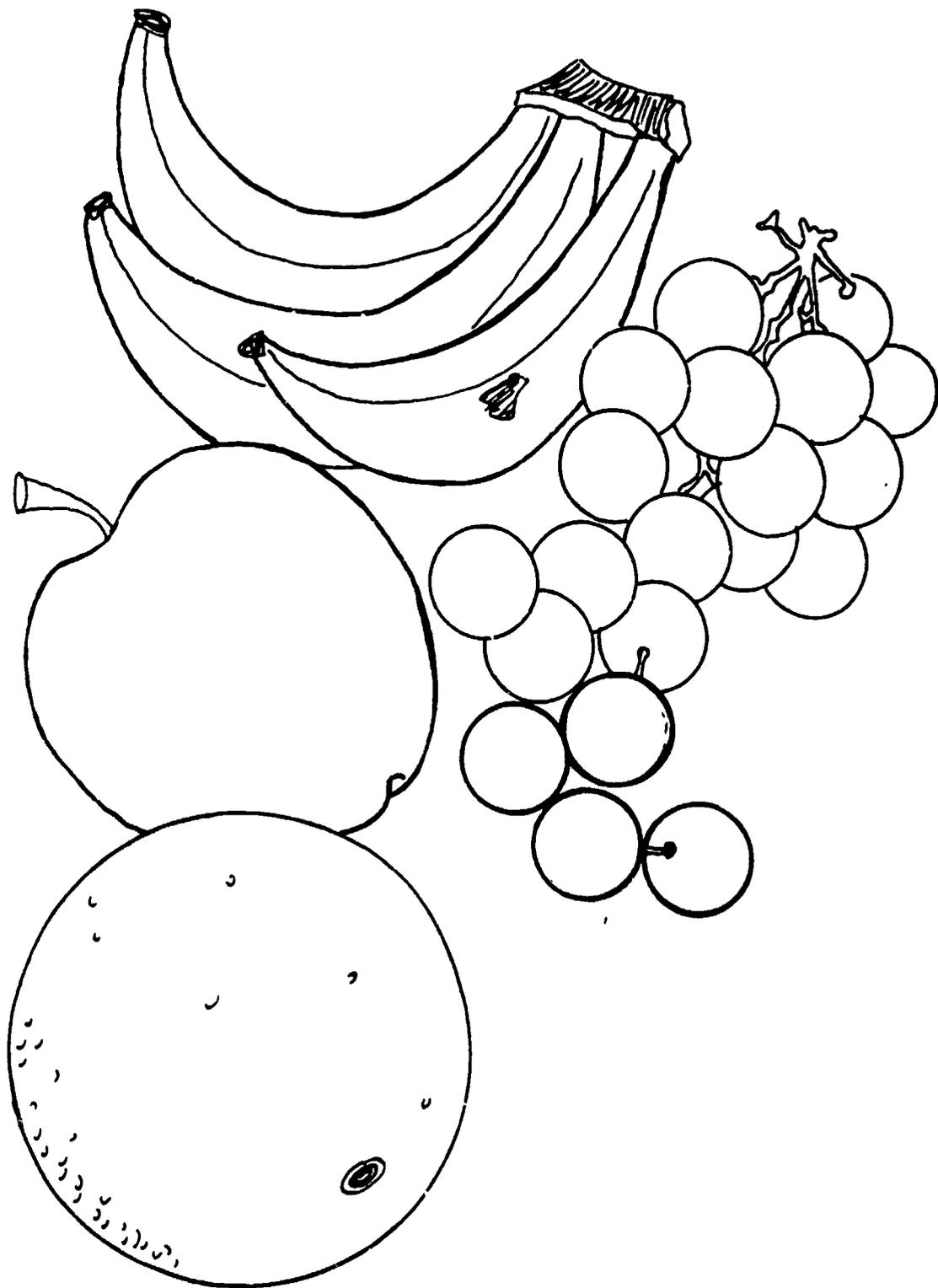












YOU NEED: LARGE STRINGING BEADS
HEAVY STRING

WHAT YOU DO:

- 1) Show your child the beads and talk about them. For example: "Look at all the pretty colors, let's play with them".
- 2) Pick up the string and one of the beads and say "Watch what I do".
- 3) Slowly put the bead on the string and talk about what you are doing. For example: "I put the bead on the string". (Repeat with two or three more beads).
- 4) Hold the string of beads around your neck and say, "I made a necklace".
- 5) Hand the string and a bead to your child and say, "You do it, I will help".
- 6) Guide your child's hands so he is holding the string in his dominant hand and the bead in the other hand.
Hint: Your child should be holding the string about $\frac{1}{2}$ " from the end.
Say "Put the string in the hole".
- 7) Let your child put a bead on the string by himself.
- 8) Ask your child to string some more beads.

WHAT YOUR CHILD DOES:

- 1) Listens and watches
- 2) Listens and watches
- 3) Listens and watches
- 4) Listens and watches
- 5) Takes the string and the bead
- 6) Puts the string in the hole (with help)
- 7) Puts the bead on the string (without help) B-30
If your child cannot do it by himself, continue guiding his hands.
- 8) Strings more beads

PROJECT YAQUI

STRINGING ACTIVITY

MATERIALS: Yarn (heavy string may be substituted), scotch tape, plastic discs (with hole in center), straws, cardboard, egg cartons, scissors, marking pens, crayons, paint.

Note: Many different items found around the house may be used for this activity. For example: macaroni shells, cut up rolls from paper towels or toilet paper, etc., hair curlers, old beads, etc.

Yarn, approximately 3 feet long; enough for a child to wear as a necklace.

PUTTING IT TOGETHER

Measure and cut 3 feet of yarn or string. Tie off one end (with a large knot or tie the yarn around one of the beads). Wrap tape at a diagonal around the other end of the yarn for 2 inches (this makes a stiff piece for stringing).

Gather what ever materials you will be using to make stringing materials:

Cardboard: Cut into many different shapes and decorate them with your child. (Poke a hole in the center large enough for your child to string it on the yarn).

Rolls from paper products: (Paper towels, toilet paper, etc.) Cut into different sizes and then decorate with paint (non-toxic), marking pens or crayons.

Macaroni shells (uncooked): Use different sizes (large is best).

Egg Cartons: Cut into many different shapes. Fiber egg cartons can also be decorated with non-toxic paint, marking pens, nail polish, or crayons. (Poke a hole in the center of the shapes) Tops and bottoms of egg cartons can be used. The tops can be cut into many different shapes and the bottoms can be cut up and used as "cup" shaped beads.

HOW TO USE THE MATERIALS WITH YOUR CHILD

Help your child string the items until s/he is comfortable doing it alone. (See Activity Sheet: Stringing Beads)

Note: Be sure to change the word "bead" to what ever material you are using, for example: circle, square, etc.

Talk about the shapes and colors of the items you have made for stringing.

Be encouraging to your child. For example: "You made such a pretty necklace".

PROJECT YAQUI
FINGER PAINTING

MATERIALS: Liquid laundry starch
or
Paste mixed with an equal amount of liquid detergent
Powdered paint or a few drops of food coloring
Paper (with a shiny surface works best) - shelf paper
or butcher paper can be used
or
Any table or surface with a protective covering - a
formica table or counter top will do just fine!
Paper towels

DIRECTIONS:

1. Put a small amount of starch on the paper.
2. Add paint or coloring.
3. Mix the starch and paint together.
4. Add a few drops of water if necessary.
5. Swirl the paint around the paper and make any type of design you like.
6. Use finger tips, knuckles or nails for different effects.
7. Keep a paper towel handy for a quick clean up before the trip to the sink

THINGS A CHILD LEARNS WHEN HE FINGER PAINTS:

He or she: learns to control muscles in his/her arms, hands, fingers and shoulders,
hears funny sounds like squish, when he or she slabs the finger paint,
understands that it is O.K. to make messes sometimes, but you need
to clean up afterwards,
hears new words and begins to use them,
enjoys creating something that is new,
finds that he/she can "erase" what he/she did and, that there is no
wrong way to paint,
sees patterns in what he/she does,
feels good about what he/she made,
enjoys the company of the person painting with him/her.

COOKED FLAY DOUGH RECIPE

- 1 cup of flour
- $\frac{1}{2}$ cup of salt
- 2 teaspoons cream of tartar (buy in the market where the
spices are)
- 1 cup of water
- 1 tablespoon oil
- 1 teaspoon food coloring

Combine flour, salt and cream of tartar in a saucepan. In another bowl, mix together the water, oil and food coloring. Mix the liquids into the dry ingredients very gradually until it forms a smooth mixture. Cook over medium heat, stirring constantly until a ball forms. Remove from the heat and knead the ball until it is smooth. Keep this playdough in a covered container and it will last for several months of play.

PROJECT YAQUI

PASTE & COLLAGE

MATERIALS: -Sturdy surface to paste items on (cut up cardboard from cereal boxes, shoe boxes, corrugated boxes, etc.)

-Paste (in a small container)

-Scissors

-Items that will be pasted on the sturdy surface can be many different colors, sizes, shapes and textures. For example: wallpaper, tissue paper, construction paper, fabric remnants, yarn, string, cut up tissue boxes, magazine pictures, or just about anything you can find around the house that is pretty.

The items to be pasted can also be all the same color, size, shape or texture. For example: A BLUE collage would be made by using only blue items (blue tissue paper, blue wallpaper, blue construction paper, etc.) A CIRCLE collage would be made by selecting only circles to put on the collage.

WHAT YOU DO:**WHAT YOUR CHILD DOES:**

- | | |
|--|---|
| 1) Gather and set up materials. | 1) Helps choose pasting items. |
| 2) Talk to your child about what you are doing. For example:
"We are going to make something very pretty, we need lots of things to make it." | 2) Listens |
| 3) Cut materials into desired size and shape. | 3) Watches and/or helps you cut. |
| 4) Ask your child to choose something to paste onto the sturdy surface. | 4) Chooses an item. |
| 5) Help your child apply paste to the item and paste it on the surface. | 5) Applies paste and places the item on the sturdy surface. |
| 6) Encourage your child for what she has done. For example:
"This picture is very pretty!" | 6) - |

This activity may seem very messy, in the beginning it will be. However, your child will become more and more skilled with practice.

At first your child will be fascinated by the way the paste feels (as she squeezes it between her fingers). Later, your child will become more interested in pasting the materials together. The process your child will go through discovering the properties of paste will be a wonderful learning experience.

Have fun!

ACTIVITY: SAND BOX PLAY

LANGUAGE

YOU NEED: Shallow plastic tub $\frac{1}{2}$ filled with sand
 Small plastic cups or containers
 Funnel
 Spoons or shovels

WHAT YOU DO:

1. Show your child how to put some sand into a cup. (Scoop directly into the sand, or use a spoon.) Use the words EMPTY, FULL, IN and OUT when you describe what you are doing.
2. Ask your child to put some sand in a cup, and pour the sand out of the cup.
3. Show your child how to use a funnel with the sand. (Scoop it into the sand and watch it come out the bottom.)
4. Put one of your hands in the sandbox, and with the other hand cover it so you cannot see it. Ask your child, "Where is my hand?"
5. Ask your child to find your hand. If s/he needs help, dig a bit and say, "Here it is! Here's my hand."
6. Give your child a chance to explore the sand. As your child plays, describe what s/he is doing. For example: "You are pouring the sand out of the cup."

WHAT YOUR CHILD DOES:

1. Listens and watches.
2. Puts sand in a cup. (May scoop directly into the sand or use a spoon.) Pours the sand out.
3. Scoops the sand with the funnel.
4. Looks for your hand.
5. Uncovers the buried hand.
6. Explores the sand.

ACTIVITY: COLOR CANS AND CLOTHESPINS

COGNITIVE

YOU NEED: 3 cans (red, blue and yellow) in graduated sizes
 Covered 8" x 15" card board with red, blue and yellow circles
 Red, blue and yellow clothespins (5 of each color)

WHAT YOU DO:

1. Tell your child you are going to play some games with the cans and the clothespins.
2. Name the colors for your child.
3. Ask your child to place the three cans on the matching circles on the cardboard. (You may demonstrate)
4. Show your child how to put the colored clothespins on the matching cans.
5. Tell your child to drop the clothespins in the cans, and then dump them out of the cans. (You may demonstrate how to match the clothespins to the correct colored can)
6. Demonstrate for your child how to stack the cans.
7. Demonstrate for your child how to nest the cans.
8. Hold up one of the clothespins and ask your child to "find one like this." Repeat the names of the colors for your child.
9. Talk with your child about the sizes of the cans. For example: "This one is big, this one is little," etc.

WHAT YOUR CHILD DOES:

1. Listens
2. "
3. Puts the cans on the red, blue and yellow circles. B(36)
4. Puts the clothespins on the correct cans.
5. Drops the clothespins in the cans, and dumps them out of the cans.
6. Stacks the cans.
7. Nests the cans.
8. Finds a matching clothespin.
9. Listens and watches.

LIST OF ACTIVITY/CURRICULAR CARDS

MANIPULATIVES

Form boards and Puzzles I
 Form boards and Puzzles II
 Form boards and Puzzles III
 Blockbuilding I
 Blockbuilding II
 Stringing Beads
 Snap-loc Beads
 Lids-n-Caps
 Pegs and Pegboard
 Body Parts/Body Images Puzzles I
 Manipulatives

MATH/SCIENCE

Matching Colors
 Pouring Water
 Sets Lotto I
 Tube and Cup
 Prepositional Directions
 Color cans and Clothespins
 Size Sorting I
 Sequencing Sizes I
 Big and Little Cultural Pictures
 Sorting Pictures by Color
 Color Cards I
 "One More Baby Bear" Game
 Circles Lotto
 Sorting Round
 Sand Box Play
 Blowing Bubbles

PRE-READING

Reading: My Book of Blue
 Reading: My Book of Red
 Reading: My Book of Yellow
 Brown Bear Brown Bear Story
 Prepositions Book
 Circles Book
 Bookreading I-Picture Book
 Bookreading II-Face Picture Book
 Bookreading III-My Book of Red (Picture Book)
 Bookreading IV-Ziplock Bag Family Book

LANGUAGE ARTS

Flannel Board Story I-Dressing 3 Bears
 Flannel Board Story II-3 Bears Story
 Flannel Board Story III-Big & Little
 Prepositions Flannel Board
 Faces Flannel Board
 Bubble Pipe I-Flannel Board
 Flannel Board Christmas Tree
 Dressing a Felt Doll
 Tortilla Man Flannel Board Story
 Gary Ghost Flannel Board Story
 Puppet Talk I-Conversations
 Puppet Talk II-Animal Sounds
 Action Pictures
 Picture Cards I-Things in a Home

PRE-WRITING

Pencil & Paper I
 Writing

GROSS MOTOR

Obstacle Course I
 Obstacle Course II
 Christmas Bean Bag Toss
 Ghost Bean Bag Toss
 Guide the Car

DRAMATIC PLAY

Masks
 Wash the Baby I
 First Visit to the Playhouse I
 Playhouse II
 Playhouse III
 Playhouse IV-Playing with dolls

FOOD EXPERIENCE

Bread Faces
Peach Salad
Knox Blox
Gingerbread People
Frost the Cookies
Peanut Butter Balls
Cheese & Crackers Sandwiches
Pear Bunnies
Instant Pudding
Making Pizzas
Spider Crackers
Bunny Salad
Cereal Mix Treat
Raw Vegetables and Dip
Fruit Whip
Making Mini Pizzas
Carrot Salad

ARTS AND CRAFTS

Coit Tip Pens I
Watercolor I
Watercolor II
Watercolor III
Watercolor IV
Basel Painting I
Size Collage I
Blue Collage
Red Collage
Cutting with Scissors I
Easter Baskets
Making a Party Place Mat
Heart Puppets
Pretty Hearts
Butterfly Blots
Ghost Blots
Playdoug I
Playdough II
Paper Santa Claus
Christmas Stockings
Handprints
Making a Snowman
Santa Claus Puppets
Red & Green Collage
Paper Plate Faces

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