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ABSTRACT

The manual contains forms, handouts, checklists, and other materials used in and developed by the Bilingual Screening and Reading Clinic Demonstration Project of New York City's Community School District 3. The materials are provided for teachers and administrators to use or modify for working with bilingual school populations in need of specialized remedial reading services. A description of the program and its philosophy is provided, and subsequent sections contain materials on screening, diagnosis, classroom planning, involving parents, and regulations and resources. The materials include student profile forms, notes on developmental stages and characteristics, referral forms, notes on the teacher's role, screening checklists, child and parent interview formats, classroom assessment profile forms, assessment worksheets, a sample case study report, sample classroom and reading center organizational materials, and form letters and authorizations. This manual is intended for parents and professionals to refer to for the following purposes: (1) to learn more about the components and activities of the Bilingual Screening and Reading Clinic Demonstration Project--Community School District #3; (2) to find appropriate explanations of and materials suitable for problems of children with whom they are in daily contact; (3) to learn about resources and problems in the areas listed in the manual; and (4) to assess the completeness of their role in the screening or diagnosis of children with reading/language needs. (MSE)

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COMMUNITY  
SCHOOL  
DISTRICT



300 West 96 Street  
New York, N Y 10025

MANUAL PREPARED FOR THE  
**Bilingual Demonstration Project**  
**TITLE VII**

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Reading in  Languages  
La lectura en  idiomas  
La lecture en  langues



Bilingual Program  
PS 87  
100 West 78th Street  
New York, New York 10024

New York City Board of Education  
Grant No. G078007042  
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Deputy Superintendent

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P.S. 145

P.S. 165\*

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# Acknowledgments

The *Bilingual Screening and Reading Clinic Demonstration Project Manual* was prepared as a project supported by Title VII federal funds. It is a curriculum manual for Community School District 3, Albertha S. Toppins, Community School District Superintendent.

The *Manual* is one product of the hard work and assistance provided to the Screening Reading Clinic Demonstration Project by many individuals. Special thanks is given to: **Tessa Harvey**, Deputy Superintendent of Special Programs; **Milton Graciano**, Director of Bilingual Education Program; **Gwendolyn Brown**, former Director of the Reading Clinic, Director of the Computer School; **Andre Rodriguez, Jr.**, Project Coordinator of the Bilingual Screening and Reading Clinic Demonstration Project; **Nicole B. Rosefort**, Coordinator of the Haitian Trilingual Project; and the Clinician teams: PS 9 — **Carlo Mitton, Edridge Roumer, Ernest Cave**; PS 145 — **Juana Rosa, Aida Figueroa, Asuncion Reyes**; PS 165 — **Lawrence Godfried, Elsie Alvarez, Benita Capiello**, and **Rafael Figueroa**.

We are most grateful for the continued guidance and assistance of **Tessa Harvey**, Deputy Superintendent of Special Programs; **Gil Turchin**, Director of the Office of Funded Programs; **Mary T. Maloney**, Title VII Program Specialist, Office of Bilingual Education and Minority Languages and Affairs, Washington, D.C.; **Richard Holland** (deceased) former Director of the District 3 Reading Clinic who along with Ms. Harvey and Mr. Turchin developed the proposal for the Bilingual Screening and Reading Clinic Demonstration Project.

**Philip and Frances Segan** served as editors for the *Manual*. **Petra Alcalá** served as typist and production assistant for the project.

## Foreword

Educators today are faced with many difficult tasks, not the least of which is meeting the tremendous diversity of special needs among their students. These special needs may take the form of social-emotional, psychological, and linguistic differences from other students in the regular classroom. Compound these differences—a non-English or limited English proficient student—as well as suffering from social emotional difficulties, and the problem for educators becomes monumental.

It is the monumental, but not insurmountable problems of the non-English-speaking youngster who exhibits reading difficulties in the *mainstream* classroom, for which this manual was developed. It is a compilation of materials and descriptions of strategies representing the best efforts of educational practitioners in the Bilingual Reading Clinic Demonstration Project in Community School District 3, Manhattan. The processes described are the result of actual work with students over the past six years in the District's schools.

Under the able leadership of the Community Superintendent, Project Directors, and staff, working closely with supportive parents, many successes have been seen.

It is the hope of the contributors to the project and to this manual that the steps to success that are being shared with the readers will be valuable to them in their work with similar populations.

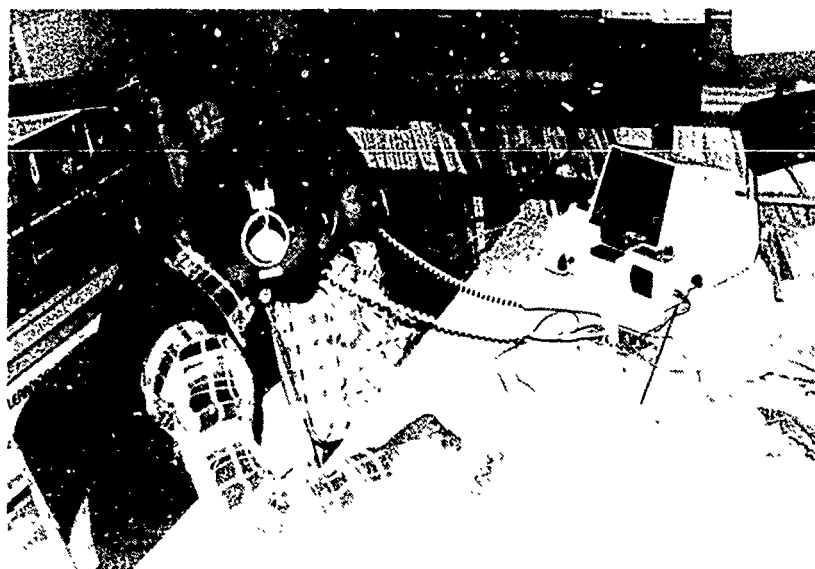
## Introduction

The Bilingual Screening and Reading Clinic Demonstration Project Manual is a compilation of materials—forms, handouts, checklists, and the like—that have been used in Manhattan's Community School District 3 for its Bilingual Screening and Reading Clinic Demonstration Project, and former PSEN Reading Clinic.

The value of these materials resides in their proven usefulness, reliability, thoroughness and ease of administration and scoring, the uniqueness of these materials derives from the fact that they are program-specific, having been developed by the Project staff for use with the particular populations being served by the clinics.

The manual's purpose is to provide teachers, clinicians, and administrators with the tools for working with a similar bilingual population in need of specialized remedial reading services.

Forty hours of videotapes for the Staff Development component of the District 3 (PSEN) Reading Clinic and the Bilingual Screening and Reading Clinic Demonstration Project have been developed for supplementary use with the Manual. These tapes can be released with the approval of the Community Superintendent, Ms. A.S. Toppins.



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# Philosophy

The Clinical Concept follows the child-development theory of reading which has been presented in different ways by William Burton (*Reading in Child Development*, Bobbs-Merrill, 1956), William Olson (*Child Development*, D.C. Heath, 1959), and David Russell (*Children Learn to Read*, Ginn Co., 1961). Essentially, this theory shows how various aspects of the child's development—his physical, mental, academic, and emotional development—are related to and contribute to his development in reading, which in turn, enhances growth in the other areas. The bilingual reading clinician focuses not only on the child's reading development but also on all other aspects of the child's development to determine the child's skill strengths as well as the problem(s) preventing progress in learning to read in the native and/or English language.



## Clinical Concept

A Reading Clinic is an organized group of professionals whose primary function is helping individuals become efficient readers. The clinical method places emphasis on the individual student, each being dealt with as a "case study." A team approach is also emphasized in the operation of a Clinic whose philosophy is that an organized group of professional people working together in a cooperative fashion has possibilities of action which are beyond the capabilities of the bilingual remedial teacher or bilingual reading specialist working singly in a classroom setting. However, such a specialist is asked for input into each "case" dealt with, and, in a sense becomes a member of the clinical team. The bilingual classroom teacher is also consulted regularly for input and is informed of all clinical findings and progress which will be helpful in future work with the child.

A clinical case study of the individual bilingual child who is having difficulty learning to read provides the most thorough analysis possible. Every area that may effect the child's learning is checked. The physical ability to deal with the spoken language and the printed word is assured through a complete and thorough examination of the child's hearing and vision. Efforts are made to secure the services of a bilingual psychologist or bilingual psychological agency in order to determine the child's mental ability to engage in the reading process. Bilingual consultant psychologists assist the clinician in diagnosing and remediating complicated problems that may be preventing the child from learning to read.

The intense concentration on the individual and the methodical compilation of data about the individual are characteristic of the clinician method and serve to focus on individual needs not usually possible within the bilingual school setting. As these needs are discovered through case study and clinician diagnosis by a bilingual clinician, they are provided for immediately within the school where possible; or a referral is made and followed up when outside help is needed from other agencies. Such referrals are made through school policy procedures and in accordance with policies established by the District Bilingual Project Director's office.

# Description of the Bilingual Screening and Reading Clinic Demonstration Project Services: Title VII

The Bilingual Demonstration Project aimed to train professional and paraprofessional staff in reading clinic techniques and developed this manual for replication purposes. The school sites selected to participate were chosen according to criteria involving the number of Hispanic and Haitian-French pupils with limited English language proficiency (LEP); their achievement levels; assessment of the school's need and interest; the assessment of the administrator's commitment to bilingual-bicultural education, staff development, and parent involvement; an assessment of the schools' demographic data in terms of their potential to serve as initial demonstration sites for replicating local educational agencies in the future.

The Bilingual Screening and Reading Clinic Demonstration Project utilized a multi-disciplinary approach for the selection of pupil participants. The program provided clinical screening services to 500 LEP students and then provided individualized remediation services to the 200 students diagnosed as most in need by trained bilingual-bicultural paraprofessionals and reading clinicians. A total of 75 intensive pupil case studies were developed from the pupils with most need at the project sites.

In-service staff development and on-site workshops, demonstrations, and seminars were open to professionals and parents. The parent training component also involved on-site activities, an Adult Evening School Program, and travel to local or national conferences. The three stages of operation for the Bilingual Demonstration Project involved implementation (first year) 1980-81, validation (second year) 1981-82, and replication (third year) 1982-83.

The bilingual clinician does a "case study" on selected students. The case begins with an "intake" diagnostic work-up designed for the bilingual student. Language dominance is determined by administering both receptive and expressive language proficiency tests such as the "Idea Oral Language Proficiency Tests" and "The Carrow Test for Auditory Comprehension of Language."

If, as a result of these tests, the student is found to be English dominant the following diagnostic workup is given in English:

1. Audiometric screening
2. Telebinocular screening
3. Wepman Auditory Word Discrimination Test; "LAB" Listening Tests
4. Huelzman Visual Word Discrimination Test
5. Roswell-Chall Word Analysis Test
6. Spache Diagnostic Reading Scales

If, as a result of the Language Proficiency Tests, the student is found to be Spanish or French dominant, the following diagnostic workup is given in Spanish/French:

1. Audiometric screening in Spanish/French
2. Telebinocular screening in Spanish/French
3. Auditory discrimination tests using the Austin Spanish Articulation Test and appropriate sections of the New York City Board of Education *Language Assessment: Battery*, the Carrow Test for Auditory Comprehension of Language; comparable French tests developed by Bilingual Reading Clinic Staff.
4. Visual discrimination tests using the San Bernadino Santillana Language Development Test and clinical tests developed by Bilingual Reading Clinicians.
5. Assessment for Diagnosis and Prescription in Developmental Reading Activities in Spanish/French conducted with various instruments; The Inter-American Tests, clinically developed Reading Comprehension Tests, Santillana Reading-Scales, Test-de Lecture, etc.

This diagnostic workup provided the clinician with a picture of the student's physical and mental ability to deal with the printed word in his/her dominant language. The reading tests determined the level and skills of reading ability from which the the clinician generated a plan of reading instruction using the student's dominant language.

The instruction phase began in either English or Spanish/French-Creole and continued along with all other components of clinical teaching and/or case study. While the diagnostic workup may have provided an overall

picture of the problem at hand and served as a screening device to determine gross deficiencies in either the physical or mental ability to deal with the reading processing in a dominant language, in most cases the problem was found to have a complex nature and was not detected without thorough case study.

The bilingual clinician team continued reading instruction with the students under case study in order to learn patterns of work behavior, response to various learning and teaching approaches, always making a continued effort to determine how each individual student learned successfully. Small groups of six to ten children were scheduled for each Reading Clinic session.

The case study continued with the gathering together in a systematic fashion of many kinds of data from a variety of sources concerning the bilingual students' problem in learning to read. As information is collected, it is placed in a case file folder or student profile folder in which he was categorized as a remediation student.

The case file included:

1. Parent Consent for Clinical Case Study
2. Diagnostic Workup Data and Results of Any Other Tests Clinician Deemed Necessary
3. Data from School Records: Health Information, Past and Present Education Record, Test Data
4. Interview with Student
5. Interview with Parent
6. Interview with Present Teacher, Log of Teacher-Articulation Sessions throughout the school year
7. All other pertinent data obtained from records of Guidance Counselors, SBST, COH, or other Service Agencies and/or Hospitals
8. Bilingual Psychologist's Report (where necessary)
9. Significant Student work during Case Study/Clinical Teaching to Remediation for Students

Standardized forms based on the research of various reading and bilingual educators were prepared for most of the case file items. Contacts were made with community psychologists or specialists whenever the clinician felt that such consultation was required. A record from these agencies was included in the case file. Presently, a manual has been developed and revised which cites over 29 community agencies/institutions offering bilingual services to the parents and students of School District 3.

Case study was ended when the clinician determined the cause of the student's reading problem and devoted a reasonable amount of time to finding effective methods of helping the student succeed in learning to read in his/her dominant language despite the problem. When the case study was completed, a summary of the outcome was written and passed on to the educational professionals who dealt with the student in the future. The case study was then permanently secured as a confidential record.

Student Profile Forms were also included as part of the pupil's cumulative record. Follow-up services were provided for each pupil as indicated on the card.

Please address all requests for supplementary materials and information to:

**Mr. Andres Rodriguez, Jr.**, Project Coordinator, Bilingual Program—District #3, P.S. 87  
160 West 78th Street, New York, NY 10024



BOARD OF EDUCATION  
OF THE CITY OF NEW YORK  
OFFICE OF BILINGUAL EDUCATION

COMMUNITY SCHOOL DISTRICT #3 \_\_\_\_\_  
SCHOOL \_\_\_\_\_

STUDENT'S NAME \_\_\_\_\_  
METROLAB I D NUMBER \_\_\_\_\_

**BILINGUAL SCREENING AND PRESCRIPTIVE REMEDIATION DEMONSTRATION PROJECT  
STUDENT PROFILE FORM\***

STUDENT NAME \_\_\_\_\_ DATE OF BIRTH \_\_\_\_\_  
ADDRESS \_\_\_\_\_ PLACE OF BIRTH \_\_\_\_\_  
YEARS OF SCHOOLING IN USA \_\_\_\_\_ GRADES COMPLETED IN NATIVE COUNTRY/U S \_\_\_\_\_  
DATE OF NYC PUBLIC SCHOOL ENTRY \_\_\_\_\_  
HOME LANGUAGE/S \_\_\_\_\_  
MOTHER'S NAME \_\_\_\_\_ NATIVE LANGUAGE \_\_\_\_\_  
FATHER'S NAME \_\_\_\_\_ NATIVE LANGUAGE \_\_\_\_\_

**ELIGIBILITY ASSESSMENT**

FIRST LANGUAGE (Specify): \_\_\_\_\_ SECOND LANGUAGE (Specify) \_\_\_\_\_  
DATE \_\_\_\_\_ DATE \_\_\_\_\_

\*School District 3, Bilingual Demonstration Project has collaborated with The Office of Bilingual Education, Center for Assessment, Ms. Genis Melendez, Director, in adapting this form for the targeted bilingual students being served at P S 3 P S 145, and P S 165

**COMMUNITY SCHOOL DISTRICT #3**

**BILINGUAL SCREENING AND PRESCRIPTIVE REMEDIATION DEMONSTRATION PROJECT  
STUDENT PROFILE FORM**

SCHOOL \_\_\_\_\_ SCHOOL YEAR \_\_\_\_\_  
STUDENT NAME \_\_\_\_\_ CLASS \_\_\_\_\_

DATE	SCREENING TESTS LANGUAGE AND READING TESTS	NAME OF TEST	LANGUAGE	FINDINGS SCORES
	VISION			
	HEARING			
	READING ENGLISH			
	READING NATIVE LANGUAGE			
	SPEECH/LANGUAGE TESTS			
	PERCEPTUAL/MOTOR			
	PSYCHOLOGICAL EVALUATION			
	OTHER(s)			

FOLLOW UP/RECOMMENDATIONS

\_\_\_\_\_  
SIGNATURE OF BILINGUAL READING CLINICIAN

COMMUNITY SCHOOL DISTRICT 3

300 West 96th Street

New York, New York 10025 (212) 678-2800

March 23, 1981

STAFF MEMORANDUM

TO: Bilingual Demonstration Project Staff
FROM: Andres Rodriguez, Jr., Project Coordinator
SUBJECT: Instructions for completing the "Student Profile Forms"

The clinician team should have two cards for each pupil who will be screened in the classroom-clinic setting. (1) The Student Profile Form, and (2) The Program Placement Form. Use ink/flair pens.

- I. Begin by completing the "Student Profile Form." This form will contain information as to what screening tests were employed for assessing each bilingual pupil referred to the project.
a. Make sure that each form contains the students name, school, school year, and class.
b. For the Test Scores section:
1. note the date(s) on which any test(s) were given to a pupil.
2. for the type(s) of screening test(s) indicate briefly the name of the instrument(s) test(s).

Table with 2 columns: SCREENING TEST and NAME. Rows include Vision (Keystone, NYSOA Vision Tests Battery), Hearing (Audiometer), Reading Native Language (IRI, SRA-Diagnostic Test, Interamerican-Level I), Speech/Language (Carrow English-Articulatory, Slingerland-Echolalia Informal), Perceptual/Motor (SUNY-VMI Test, Beery, DLM Co. Tests), and Psychological Evaluation (Indicate Name of Evaluator(s), i.e. COH, Ms. I. Villar).

- c. For the follow-up/recommendation(s) section state briefly if students:
"needs further evaluation"
"must return for remediation"
"potential case study for next year"
"should be referred to COH"
"needs further vision screening or recommended vision test at Optometric Center, etc."

Please note that on the first side of the "Student Profile Form" you may not be able to immediately decide in what language(s) you will conduct assessment and/or screening. "Eligibility Assessment" refers to the Language(s) in which student can function best, LAB scores can be noted, if available, for this section

II. "The Program Placement" Cards

Should indicate student name, class and if any class transfers.

- a. The Program Category merely shows if the student is presently a case study candidate or if the student will get remediation services or the student should return to his regular class for reading instruction.

- b. For remediation or case study participants, show briefly the tests (follow the same procedure to complete as on the "Student Profile Form"). scores or findings for each pupil will remain in your reading basic program.

For all students indicate some follow-up/recommendations such as:

"Should return to regular class—reading enrichment activities should be provided"

"Should receive intensive sight-word/word attack skills in reading clinic setting"

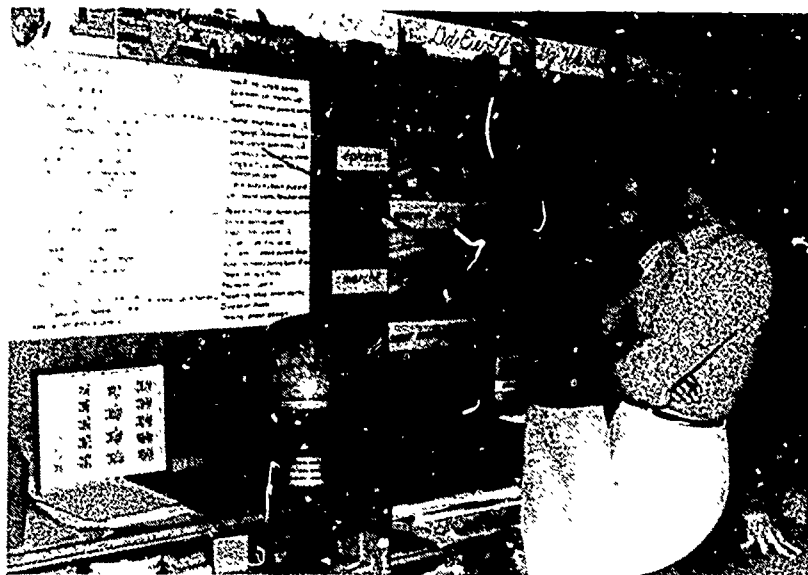
"Needs vision exam"

"Should get remedial reading in clinic teaching first; might become case study."

Always sign your cards.

Keep until last week of school in June. "The Student Profile Form" should be placed in a student's cumulative school record.

"The Program Placement Form" is kept in confidential files of the Demonstration Project Classroom.



## How To Use This Manual

This manual is divided into five sections for easy reference by teachers, parents, clinicians, paraprofessionals, and other interested readers. Its purpose is to provide each section both a quick overview and explanation as well as in-depth information and sample forms and materials. It is our hope that parents and professionals will refer to this manual on many occasions for the following purposes:

- To learn more about the components and activities of the Bilingual Screening and Reading Clinic Demonstration Project — Community School District #3.
- To find appropriate explanations of and materials suitable for problems of children with whom they are in daily contact.
- To learn about resources and materials available to them to assist their children who are having problems in the areas listed in this manual.
- To assess the completeness of their role in the screening or diagnosis of children with reading/language needs.

Each section has been prepared to give the user a list of appropriate activities and materials for the area(s) described. A list of contents begins each section to expedite the reader's search for specific information related to a problem or need of specific youngsters.

As often as possible, materials, activities, and classroom practices are presented in the language of the population served—English, Haitian-Creole, French, and Spanish. Where appropriate, the user of this manual may adapt materials or activities for youngsters of a different language or age group. In addition, we encourage the readers of this manual to expand or alter specific activities to meet the unique needs of their students.



## SECTION I: Screening

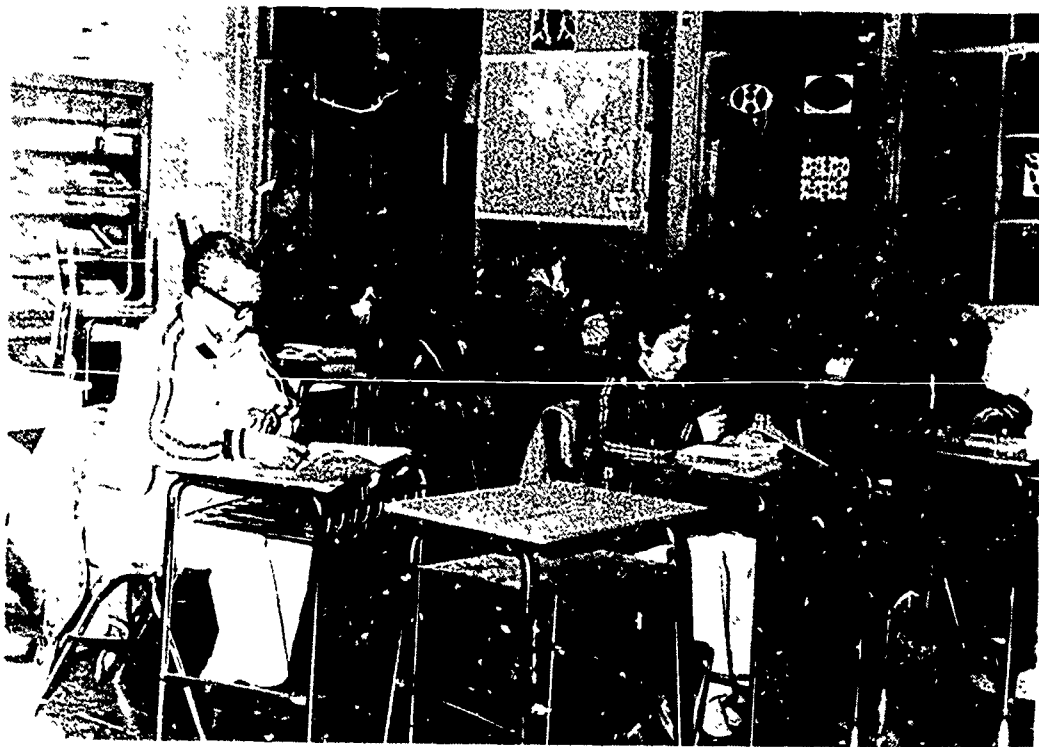
*"Before you can teach a child, you've got to learn him."* —Emett Betts

Five hundred Haitian-English and Spanish-English Bilingual Students from the three Elementary project schools participated in this model program.

A "Pupil Profile Form" was developed by Project Staff which indicated screening results, findings, and follow-up services in the area of vision, hearing, language dominance, language proficiency and reading ability, perceptual-motor skills development and speech.

"Various aspects of the (bilingual) child's development—his physical growth, his (bi-cognitive) development, and his emotional development are related to and contribute to his development in reading—English and his other languages."

The Demonstration Project Staff has "expanded the screening process to provide valid and non-discriminatory assessment for children from multi-cultural backgrounds.



### CONTENTS OF THIS SECTION

SCREENING: Overview and Referral Procedures

#### FORMS FOR SCREENING/EVALUATION

- Silent/Oral Reading
- Diagnostic Profiles:
  - Student Profile
- Interviews:
  - Child
  - Parent
  - Teacher
- Summaries:
  - Needs Assessment

# Screening

The screening instruments presented in this section offer the teacher a means of detecting the strengths and weaknesses of the bilingual child in the area of reading skills. As an indicator of a possible deficiency, the screening should not be used as the basis for labeling a child, nor should intervention strategies be determined without complete diagnostic study, characterized by an assessment of the child's vision, hearing, motor and perceptual skills.

The parent questionnaires that are included are useful when coupled with other screening instruments to aid in the identification process. As observers of their children's behavior, parents should participate in the screening process through a sharing of their child's daily activities. The sharing process also includes an explanation of the procedures used in and the results of the screening activities. In addition, parents need to know the need, if any, as well as the extent of further testing of the child.

## IDENTIFYING INDIVIDUAL STRENGTHS AND WEAKNESSES

How do I identify the strengths and weaknesses of individual children? What do I look for to establish a profile of the child?

FINDINGS	INTERPRETATIONS	ACTIVITIES
1. Development is sequential and in a predictable direction for all children, but children progress at different rates.	1. Though the overall sequence of development is pre-determined, children will vary in the way they progress through their development. Some children will move to a given plateau more quickly than others. Some children may make a slower progress, and then catch up and move ahead very quickly. Children whose development appears to be very different may very well be normal.	1. Be aware of normal sequences of development. Make notes about where the child is developing. <i>(See attached charts)</i>
2. Strengths and weaknesses can be determined by using the average range established for chronological age for motor development, fine motor development, and eye-hand coordination, language, communication and social development.	2. Classroom personnel need to know the average range of development and behavior for chronological age, and to recognize what is below or above the average range.	2. Make notes about the child's strengths and weaknesses. <i>(See attached charts)</i>

## MOTOR DEVELOPMENT

### BIRTH - 18 MONTHS

gets up to sitting position  
sits without a support  
walks hold on  
stands alone  
stacks two blocks  
walks alone  
walks backward  
bends down and picks up object

### 18 MONTHS - 3 YEARS

builds tower of four blocks  
walks upstairs one at a time  
jumps in place  
throws overhand  
builds a bridge of three blocks  
balances on one foot for one second  
runs  
pedals a tricycle  
kicks a ball  
uses slide  
walks across a board placed on floor  
walks up and down steps with help or holding into rail not alternating feet

### 3 YEARS - 5 YEARS

alternates feet walking down stairs  
balances on one foot for five seconds  
hops on one foot  
catches bounced ball  
builds steps of six blocks

From: Boyd development Progress Scale in *Developmental and Learning Disabilities: Evaluation, Management and Prevention in Children*. John H. Meier. University Park Press, Baltimore, Maryland, 1976, p. 46-47.

Dmitriev, Valentine. "Motor and Cognitive Development in Early Education." *Behavior of Exceptional Children*. Norris Haring (ed.) Bell and Howell, 1974, pp. 85-89.

## PERSONAL-SOCIAL DEVELOPMENT

### BIRTH - 18 MONTHS

occupies self, unattended  
feeds self a cracker  
drinks from a cup with help  
feeds—scoops with spoon or fork  
chews food  
drinks without help  
opens closed doors  
removes clothing

### 18 MONTHS - 3 YEARS

puts on some clothing  
feeds—uses fork to spear  
washes, dries own hands  
gets own drink

### 3 YEARS - 5 YEARS

feeds—cuts with fork  
cares for self at toilet  
dresses without help  
brushes own teeth  
washes own face  
buttons—correct and complete

From  
Boyd Developmental Progress Scale in *Developmental and Learning Disabilities: Evaluation, Management and Prevention in Children*,  
John Meier. University Park Press Baltimore, Maryland. 1976 pp. 46-47

Dmitriev, Valentine "Motor and Cognitive Development in Early Education" *Behavior of Exceptional Children* Norris Haring (ed.) Bell  
and Howell 1974. pp. 85-91

## FINE MOTOR DEVELOPMENT — EYE HAND COORDINATION

### BIRTH - 18 MONTHS

follows objects with eye  
rolls body over  
reaches for objects  
grasps objects  
transfers objects from one hand to the  
other  
pincer grasps — thumb and index finger  
scribbles  
claps hands

### 18 MONTHS - 3 YEARS

copies line  
cuts with scissors  
puts pegs in board  
does a one to three piece puzzle  
works a multiple shape board  
puts rings on a stick  
copies a circle

### 3 YEARS - 5 YEARS

cuts along a simple outline  
draws a man with four parts  
paints at easel  
pastes  
strings beads  
copies geometric designs (circles, cross,  
square, triangle)  
uses crayons and pencils to scribble  
does puzzles  
matches, recognizes, sorts and names  
colors  
matches, recognizes, sorts and names  
shapes  
knows and points to body parts  
imitates motor behavior

From  
Boyd Developmental Progress Scale in *Developmental and Learning Disabilities: Evaluation, Management and Prevention in Children*,  
John H. Meier University Park Press Baltimore, Maryland 1976 pp. 46-47

Dmitriev, Valentine "Motor and Cognitive Development in Early Education" *Behavior of Exceptional Children* — Norris Haring (ed.) Bell  
and Howell 1974 pp. 77-78

**READING CLINICAL REFERRAL  
(BILINGUAL)**

STUDENT \_\_\_\_\_ DATE \_\_\_\_\_

Grade \_\_\_\_\_ Age \_\_\_\_\_

SCHOOL \_\_\_\_\_ REFERRING TEACHER \_\_\_\_\_

1 Number of years schooling completed by this student  
(must be more than two for clinical referral, not including Kindergarten) \_\_\_\_\_

2 Student's dominant language at this time  English  Spanish  Other \_\_\_\_\_

3 Number of years reading instruction received in student's dominant language  
(must be at least two in a bilingual program for clinic referral) \_\_\_\_\_

4 Indicate your estimate of degree of reading ability in the dominant language by circling appropriate number using the following scale  
1 Adequate      2. Below adequate      3 Significantly below adequate      4. Non-reader

**READING IN ENGLISH**

1    2    3    4

**READING IN SPANISH**

1    2    3    4

5 Number of years bilingual instruction given the student by teacher making referral (use fractions when appropriate) \_\_\_\_\_

6 Please mark the following checklists based on your observations

- |  |                              |                             |  |                              |                             |
|--|------------------------------|-----------------------------|--|------------------------------|-----------------------------|
| a. Tendency to close one eye   | Yes <input type="checkbox"/> | No <input type="checkbox"/> | f. Frequent stumbling  | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| b. Tilting head to one side  | Yes <input type="checkbox"/> | No <input type="checkbox"/> | g. Tendency to favor one ear (turning one ear towards the speaker) | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| c. Squinting, blinking, twitching  | Yes <input type="checkbox"/> | No <input type="checkbox"/> | h. Tendency to breath through the mouth                            | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| d. Holding the page too close or too far when reading (normal distance is about 14 to 15 inches from eyes) | Yes <input type="checkbox"/> | No <input type="checkbox"/> | i. Frequent requests to repeat statements and questions            | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| e. Crossed eyes  | Yes <input type="checkbox"/> | No <input type="checkbox"/> | j. Unnatural pitch of the voice                                    | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

\_\_\_\_\_  
SIGNATURE OF REFERRING TEACHER

\_\_\_\_\_  
PRINCIPAL'S SIGNATURE

**THE ROLE OF THE:**

AREA:	CLINICIAN	TEACHER	PARENT
Oral Language Development and Speech	<p>Tests, or refers for testing, student with oral language production problem.</p> <p>Assesses proficiency of student in both dominant and second language</p> <p>Determines if problem is related to linguistic confusion or has a physiological or neurological basis</p> <p>Uses Test of Oral Language Proficiency</p>	<p>Makes referral based on observation of student or on information contained in records pertaining to need for auditory examination. May contact school nurse, clinician, and parent regarding need for child to use language—dominant or second—in natural, informal settings</p>	<p>Engages child in language experiences either dominant or second language</p> <p>Provides language model by using a variety of linguistic activities, asks questions, gives explanations, helps child to see cause and effect or consequences of actions, gives child sets of commands or oral list of activities to be carried out</p>

# ORAL READING CHECKLIST

NAME \_\_\_\_\_

GRADE \_\_\_\_\_ AGE \_\_\_\_\_ DATE \_\_\_\_\_

SKILLS	MASTERY		
Ability to utilize word attack skills	Poor	Average	Good
Sounding out new words	Poor	Average	Good
Pronouncing words correctly	Poor	Average	Good
Using structural parts	Poor	Average	Good
Using combined methods of word attack	Poor	Average	Good
Ability to phrase meaningfully	Poor	Average	Good
Ability to recognize and use punctuation symbols	Poor	Average	Good
Ability to identify main ideas	Poor	Average	Good
Ability to read fluently and enunciate clearly	Poor	Average	Good
Ability to convey meaning and feeling to listeners	Poor	Average	Good

(Sources Smith, C B *Treating Reading Difficulties*, Washington, D C 1970)

## BILINGUAL SCREENING AND PRESCRIPTIVE/REMEDICATION DEMONSTRATION

Project: Title VII

COMMUNITY SCHOOL DISTRICT #3

Albertha S Toppins, Community Superintendent

Andres Rodriguez, Jr., Project Coordinator

NAME \_\_\_\_\_ TEACHER \_\_\_\_\_

C A \_\_\_\_\_ SCHOOL \_\_\_\_\_ GRADE \_\_\_\_\_ DATE \_\_\_\_\_

### DIAGNOSTIC PROFILE M. ALVAREZ

#### LANGUAGE DEVELOPMENT

**OTHER LANUGAGE (Spanish or French)**

**Oral Reception**

Is there evidence of sound misperception?

Can child understand, retain instructions?  
one at a time? 2 or 3?

Does child seem lost when playing Simon Says,  
when hearing a story?

See Inventory of Language Abilities for more specific suggestions

See the Mann-Suiter Manual

**ENGLISH**

**Oral Reception**



**Oral Expression**

Note articulation of sounds, extent and quality of vocabulary

Grammar

Sentence Length

Organization, flow of ideas, clarity of expression

Linguistic behavior towards peers,

towards adults

Notes language child speaks at home,

with sibs,

with peers

**Oral Expression****MATHEMATICS**

Numeration

Fractions

Geometry and Symbols

Addition

Subtraction

Mental Computation

Numerical Reasoning

Word Problems

(Skills basically tapped by Key Math Diagnostic Arithmetic Test)

**READING****OTHER LANGUAGE**

Knowledge of consonants in isolation, in initial, in ending position  
consonant combinations

Vowels

Vowel combinations

Syllabication

Sight Vocabulary

Preferred work-attack style

Automaticity of skills

Word reading vs paragraph reading

Oral reading vs silent reading

Reading Comprehension

Oral reading style, including omissions, transpositions  
distortions, reversals, word-by-word, syllable by syllable, etc  
(see Gates-McKillip for ideas).

**ENGLISH**

Short vowels

Long vowels

Vowel combinations

**SPELLING****OTHER LANGUAGE**

Can child spell name? Last name?

Check spelling samples to see what kind of errors are made,  
and whether they reflect sound discrimination problems  
or visual substitutions, etc

**ENGLISH**

---

## SPECIAL AREAS AND SKILLS

---

Lateral dominance

Left-right directionality, general sense of direction (knows his way in school, can walk home unescorted, etc.)

Body image

Perceptual-motor integration

---

## VISUAL FUNCTIONING

---

Visual matching

Visual discrimination

Visual closure

Visual analysis of whole-part relationships (as in puzzles)

Visual memory (short term and long term)

Ability to note details

Figure-ground perception

Nearpoint vs. farpoint activities (e.g. copying from book vs. copying from chalkboard)

Note sense of spacing between and within words

---

## AUDITORY FUNCTIONING

---

Auditory discrimination

Auditory sequencing

Auditory memory (short term or immediate, vs long term)

Enjoy working with tape recorder, listening to stories, to conversations and other oral language activities that entail listening and oral comprehension

Note whether performance is hindered when heavily dependent on oral language (e.g. cannot solve math problems orally presented, while able to solve them when presented in written form)

Note auditory memory (e.g. whether has mastered overheard sequences such as alphabet, days of week, months of year, etc.)

---

## GROSS AND FINE MOTOR SKILLS

---

<b>FINE</b>	<b>GROSS</b>
Pencil Use	Tandem walking
Handwriting (printing, script)	Walking on tiptoe
Cutting	Standing on one foot
Pasting	Jumping on one foot
Tying Knot	Hopping on one foot
Coloring	Climbing and descending stairs
	Throwing and catching a ball

Note the ease or clumsiness with which child performs these and other activities

---

### OBSERVATIONS ON BEHAVIOR

---

Attention  
Concentration (how long does an activity remain meaningful?)  
Disposition for work  
Ability to work independently (self reliant vs seeking external cues)  
Ability to follow directions  
Interest on tasks and activities  
Cooperativeness with teacher, with other students  
Motivation  
Persistence  
Attitude towards difficult tasks (is stimulated by them, tuned out, devastated)  
Reactions to praise and rewards, what kinds of reinforcement are effective?  
Energy level  
Activity level (hypoactive vs hyperactive, cannot remain on seat)  
Orientation towards different subjects (what does she/he like, dislike?)  
Orientation towards problem-solving  
Fear of failure, anxiety about performing  
Ability to reason, to conceptualize, to abstract

---

### OBSERVATIONS ON PERSONALITY

---

General appearance and expression  
Special skills or talents, interest, creativity  
Sense of humor, empathy for others  
Peer relationships, home relationships  
Self-concept  
Coping mechanisms (withdrawal—and fantasy vs acting out)  
Defenses  
Fears, about being alone, about objects, animals, the dark, etc  
Anxiety  
Affect (depressive, labile, angry, constricted, appropriate, comfortable, relaxed, assured)

---

### MISCELLANEOUS

---

Any other pertinent information regarding child, home, school work, especially if you feel it will be pertinent for teaching the child and for improving his learning and personal functioning

COMMUNITY SCHOOL DISTRICT #3  
**PSEN & BILINGUAL SCREENING DEMONSTRATION PROJECT**  
**READING CLINIC SERVICE**

**CHILD INTERVIEW**

School \_\_\_\_\_ Date \_\_\_\_\_  
 Pupil's Name \_\_\_\_\_  
 What do you do in your spare time? \_\_\_\_\_  
 What do you usually do after school? \_\_\_\_\_  
 In the evenings? \_\_\_\_\_  
 On Saturdays? \_\_\_\_\_  
 On Sundays? \_\_\_\_\_  
 With whom do you play? \_\_\_\_\_  
 How many brothers and sisters do you have? \_\_\_\_\_  
 How old are they? \_\_\_\_\_  
 Do you play with them? \_\_\_\_\_  
 What kind of work does your father do? \_\_\_\_\_  
 Where? \_\_\_\_\_  
 If your parents work, who takes care of you when you come home from school? \_\_\_\_\_  
 Do you belong to any clubs? \_\_\_\_\_  
 What do you do? \_\_\_\_\_  
 Do you take any special lessons? \_\_\_\_\_  
 How long have you been going? \_\_\_\_\_  
 What do you do? \_\_\_\_\_  
 Do you have any special hobbies? \_\_\_\_\_  
 What tools or playthings do you have? \_\_\_\_\_  
 Which do you like best? \_\_\_\_\_  
 Do you let other children use your toys? \_\_\_\_\_  
 Why or why not? \_\_\_\_\_  
 Is there any tool or toy you want badly? \_\_\_\_\_  
 Do you have an allowance? \_\_\_\_\_ How much? \_\_\_\_\_  
 Do you earn your allowance? \_\_\_\_\_ How? \_\_\_\_\_  
 Have you ever earned money? \_\_\_\_\_ How? \_\_\_\_\_  
 What do you do with your money? \_\_\_\_\_  
 How often do you go to the movies? \_\_\_\_\_  
 With whom do you usually go? \_\_\_\_\_  
 What are the two best movies you've ever seen? \_\_\_\_\_  
 Who is your favorite actor? \_\_\_\_\_  
 Actress? \_\_\_\_\_  
 What kind of movie do you like best  Comedy  Sad  
 Western  News  Love Story  Mystery  
 Monster  Police  Gangs  
 Do you have a television set? \_\_\_\_\_  
 How much do you watch it? \_\_\_\_\_  
 What are your favorite programs? \_\_\_\_\_  
 Have you ever been to a  Farm  Circus  Zoo  
 Art Museum  Natural History Museum  Picnic  
 Amusement Park  Concert  Ball Game

Have you ever taken trip by  Boat  Train  Bus  
 Car  Plane  
 Where did you go? \_\_\_\_\_  
 What did you do last summer? \_\_\_\_\_  
 Have you ever spent a summer outside of NYC? \_\_\_\_\_  
 Where? \_\_\_\_\_  
 What did you do? \_\_\_\_\_  
 Do you have a pet? \_\_\_\_\_  
 What schools have you attended? \_\_\_\_\_  
 Do you like school? \_\_\_\_\_  
 Why or why not? \_\_\_\_\_  
 What subjects do you like? \_\_\_\_\_  
 Dislike? \_\_\_\_\_  
 Do you enjoy reading? \_\_\_\_\_  
 Do you like to be read to? \_\_\_\_\_  
 How much time do you spend just reading? \_\_\_\_\_  
 What are some books you have read lately? \_\_\_\_\_  
 Do you have a library card? \_\_\_\_\_  
 How often do you use it? \_\_\_\_\_  
 Do you get books from the school library? \_\_\_\_\_  
 How many books of your own do you have? \_\_\_\_\_  
 Are there any books you would like to have? \_\_\_\_\_  
 Do you have books in your home? \_\_\_\_\_  
 What kind? \_\_\_\_\_  
 What kind of reading do you like best? \_\_\_\_\_  
 History  Travel  Plays  Adventure  
 Science  Poetry  Novels  Mystery  
 Fairy Tales  Giant Stories  Monster Stories  
 Biography  Music  Art  Art  
 Sports  Animal Stories  Family Stories  
 Other \_\_\_\_\_  
 Do you read the newspaper? \_\_\_\_\_  
 What parts? \_\_\_\_\_  
 Which part do you like best? \_\_\_\_\_  
 Do you have any magazines at your house? \_\_\_\_\_  
 What are they? \_\_\_\_\_  
 Do you read any of them? \_\_\_\_\_  
 What's your favorite? \_\_\_\_\_  
 What would you like to do when you are older? \_\_\_\_\_  
 What would your parents like you to do? \_\_\_\_\_  
 Are there any special things that concern you in school? \_\_\_\_\_  
 \_\_\_\_\_  
**READING CLINICIAN** \_\_\_\_\_

COMMUNITY SCHOOL DISTRICT #3  
PSEN & BILINGUAL SCREENING DEMONSTRATION PROJECT  
READING CLINIC SERVICE

PARENT INTERVIEW

School \_\_\_\_\_ Date \_\_\_\_\_  
Pupil's Name \_\_\_\_\_  
Information given by \_\_\_\_\_  
Interviewer \_\_\_\_\_

**SCHOOL BACKGROUND**

Schools attended \_\_\_\_\_  
Grades skipped/repeated \_\_\_\_\_  
Areas of excellence/deficiency \_\_\_\_\_  
Onset of reading problem \_\_\_\_\_  
Special help given in school, such as groups, tutors, etc \_\_\_\_\_  
How was reading taught? \_\_\_\_\_  
What kinds of books were used? \_\_\_\_\_  
Amount and kinds of reading homework \_\_\_\_\_  
Where child does homework \_\_\_\_\_  
When done \_\_\_\_\_  
Lighting in homework area \_\_\_\_\_  
School's attitude toward reading problem \_\_\_\_\_  
Special lessons in/out of school (i.e., art, music) \_\_\_\_\_  
Favorite school subjects \_\_\_\_\_  
Subjects liked least \_\_\_\_\_  
Child's attendance \_\_\_\_\_  
Child's feeling about school/reading \_\_\_\_\_

**HOME BACKGROUND**

Mother's/guardian's name \_\_\_\_\_ Age \_\_\_\_\_  
Father's/guardian's name \_\_\_\_\_ Age \_\_\_\_\_  
Sibling(s) ages. Boys \_\_\_\_\_ Girls \_\_\_\_\_  
Other people living at home (relationship) \_\_\_\_\_  
Educational background mother/guardian \_\_\_\_\_  
father/guardian \_\_\_\_\_  
Language(s) spoken at home \_\_\_\_\_  
Used by child at home \_\_\_\_\_  
TV (favorite programs) \_\_\_\_\_  
Radio (favorite programs) \_\_\_\_\_  
Books (what kinds) \_\_\_\_\_  
Newspapers (what kinds) \_\_\_\_\_  
Magazines (what kinds) \_\_\_\_\_  
Activities after school \_\_\_\_\_  
Responsibilities at home and how well they are performed \_\_\_\_\_  
Responsibilities/jobs outside the home \_\_\_\_\_  
Kinds of reading preferred by family members \_\_\_\_\_  
Reading difficulties of other family members \_\_\_\_\_  
Summer vacation activities, i.e., camp, trips \_\_\_\_\_

**NUTRITION**

Foods child likes most \_\_\_\_\_  
Foods liked least \_\_\_\_\_  
Foods preferred for snacks \_\_\_\_\_  
Child  sometimes  often misses  
 breakfast  lunch  dinner  
Child is a "problem" eater \_\_\_\_\_  
Child seems  hungry all the time  seldom hungry

SERVINGS PER WEEK (list specific items where possible beef, beans, orange, macaroni, corn flakes, etc)

Meat, poultry, fish \_\_\_\_\_  
\_\_\_\_\_  
Milk, cheese, ice cream \_\_\_\_\_  
\_\_\_\_\_  
Vegetables \_\_\_\_\_  
\_\_\_\_\_  
Fruit \_\_\_\_\_  
\_\_\_\_\_  
Cereals, pasta, rice \_\_\_\_\_  
\_\_\_\_\_  
Candy, soda, cake, potato chips, fritos, etc \_\_\_\_\_  
\_\_\_\_\_

**BIRTH HISTORY**

Prenatal illnesses, accidents hospitalization \_\_\_\_\_  
Frequency of physical checkups \_\_\_\_\_  
Did baby breathe immediately after birth \_\_\_\_\_  
Birth:  Premature  Instruments  Complications  
 Delayed  Induced  Caesarean  
Toilet training completed \_\_\_\_\_  
Walked \_\_\_\_\_  
Talked Words \_\_\_\_\_  
Phrases \_\_\_\_\_ Sentences \_\_\_\_\_

**MEDICAL HISTORY**

Child seems to hear normally \_\_\_\_\_  
Responds to sounds when back is turned \_\_\_\_\_  
When spoken to, tends to turn head \_\_\_\_\_ Right \_\_\_\_\_ Left  
Watches lips of speaker \_\_\_\_\_  
Cups ear with hand when spoken to \_\_\_\_\_  
Ear infection with drainage \_\_\_\_\_  
Speech \_\_\_\_\_ loud \_\_\_\_\_ soft  
\_\_\_\_\_ slurred \_\_\_\_\_ monotone  
Always turns on radio/TV very loud \_\_\_\_\_  
Hypersensitive to sound \_\_\_\_\_  
Date of last vision test by doctor \_\_\_\_\_  
Where \_\_\_\_\_ Problem \_\_\_\_\_  
Correction \_\_\_\_\_  
Glasses \_\_\_\_\_ When worn \_\_\_\_\_  
 TV  Chalkboard  Reading only  All the time  
Vision correction completed/in process \_\_\_\_\_  
Comments \_\_\_\_\_

(CONTINUED)

# PARENT INTERVIEW

## MEDICAL HISTORY continued

Child's General Health \_\_\_\_\_  
Tires easily \_\_\_\_\_  
Frequent colds/coughs \_\_\_\_\_ Frequent headaches \_\_\_\_\_  
Hyper/hypoactive \_\_\_\_\_  
Bedtime \_\_\_\_\_ Hours of sleep nightly \_\_\_\_\_  
Frequent nightmares \_\_\_\_\_  
Bedwetting \_\_\_\_\_ Sleepwalking \_\_\_\_\_  
Date of last physical checkup \_\_\_\_\_  
Where given \_\_\_\_\_  
Frequency of checkups \_\_\_\_\_  
Where \_\_\_\_\_  
Height \_\_\_\_\_ Unusual growth pattern \_\_\_\_\_  
Underweight \_\_\_\_\_ Overweight \_\_\_\_\_  
Unusual gains/losses \_\_\_\_\_  
Medication For what \_\_\_\_\_ How often \_\_\_\_\_  
Side effects \_\_\_\_\_  
When prescribed \_\_\_\_\_ By whom \_\_\_\_\_  
Comments \_\_\_\_\_

## DISEASES, OPERATIONS, ACCIDENTS

Illness (i.e. asthma, measles, convulsions, allergies, sickle cell, epilepsy) \_\_\_\_\_

Age	Duration	Where Hospitalized	After Effects
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Physicians, hospitals, professionals, agencies with sufficient knowledge to give information

Name	Address	Date of Contact
_____	_____	_____
_____	_____	_____
_____	_____	_____

## MOTOR DEVELOPMENT

Clumsy \_\_\_\_\_  
Rate child's ability in                      poor                      average                      good  
balancing \_\_\_\_\_  
running \_\_\_\_\_  
skipping \_\_\_\_\_  
throwing \_\_\_\_\_  
catching \_\_\_\_\_  
kicking \_\_\_\_\_  
Handedness  Right     Left     Both  
 Changed    When \_\_\_\_\_ Reason \_\_\_\_\_

## SOCIAL-EMOTIONAL

Attention span \_\_\_\_\_  
Temperament \_\_\_\_\_  
Fears, worries \_\_\_\_\_  
Personal tragedy \_\_\_\_\_  
Reaction to tragedy \_\_\_\_\_  
Relationships with Parents \_\_\_\_\_ Siblings \_\_\_\_\_  
Peers \_\_\_\_\_  
Attitude toward Teacher \_\_\_\_\_ School \_\_\_\_\_  
Class \_\_\_\_\_  
Feelings of acceptance/rejection \_\_\_\_\_  
Reaction to reading problem \_\_\_\_\_  
Reaction to receiving special help \_\_\_\_\_  
Child's most important problem \_\_\_\_\_  
What works well in getting child to do things \_\_\_\_\_  
Number of friends \_\_\_\_\_ Concern for others \_\_\_\_\_  
Participation in group activities \_\_\_\_\_  
Parent's hopes for child \_\_\_\_\_  
Special aspects of child's school life that concern parent \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

COMMUNITY SCHOOL DISTRICT #3  
**PSEN & BILINGUAL SCREENING DEMONSTRATION PROJECT**  
**READING CLINICAL SERVICE**

**CLASSROOM ASSESSMENT PROFILE**

NAME OF STUDENT \_\_\_\_\_

SCHOOL \_\_\_\_\_

NAME OF TEACHER INTERVIEWED \_\_\_\_\_

**BEHAVIORAL CHARACTERISTICS**

Short attention span for age group?  Yes  No

Flustered, angered, withdrawn, \_\_\_\_\_, by competition?  Yes  No

Fails to retain what is taught on day-to-day basis  Yes  No

Easily distracted?  Yes  No

Does s/he get angry, silly, cry more often than others?  Yes  No

Does s/he withdraw from normal classroom activity?  Yes  No

Is s/he a management problem in the classroom?  Yes  No

Does s/he use disruptive attention-getting devices in class?  Yes  No

Other \_\_\_\_\_

**VISUAL DISCRIMINATION**

Does s/he sometimes read from right to left?  Yes  No

Does s/he frequently lose the place or skip lines?  Yes  No

Does s/he frequently confuse letters (b/d, p/q, m/n)?  Yes  No

Does s/he frequently confuse similar word types (then/when)?  Yes  No

While reading orally, does s/he

a. have poor rhythm?  Yes  No

b. have poor phrasing?  Yes  No

c. lose the place?  Yes  No

d. omit words and phrases?  Yes  No

e. insert words or phrases?  Yes  No

Other \_\_\_\_\_

**AUDITORY DISCRIMINATION**

Does s/he have difficulty

a. distinguishing between speech sounds?  Yes  No

b. following rapid conversation?  Yes  No

c. understanding lengthy sentences?  Yes  No

d. remembering information that is told rather than seen?  Yes  No

e. repeat a simple sentence after hearing it?  Yes  No

f. Other \_\_\_\_\_

**MOTOR COORDINATION**

Does s/he show poor coordination in walking, running, etc?  Yes  No

Does s/he show general physical clumsiness?  Yes  No

Is s/he frequently wandering about the classroom?  Yes  No

Is s/he generally overactive?  Yes  No

Is s/he generally listless?  Yes  No

**SPEAKING**

Does s/he speak haltingly?  Yes  No

Does s/he exhibit an inability to form words?  Yes  No

Does s/he have difficulty expressing things orally that s/he appears to understand?  Yes  No

Does s/he speak in a monotone?  Yes  No

Does s/he appear to exhibit confused speech patterns, relating things in an illogical and unsequential order?  Yes  No

Does s/he have difficulty telling a story in sequence?  Yes  No

Is his/her written work better than his/her oral work?  Same  Yes  No

Other \_\_\_\_\_

**LATERALITY**

Handedness  L  R  Mixed

Eyeness  L  R  Mixed

Footedness  L  R  Mixed

**SPACIAL RELATIONSHIPS**

Does s/he show spacial confusion in

a. direction (left/right, over/under, up/down)?  Yes  No

b. sequence (months, days, before/after, now/late)?  Yes  No

c. map reading (north, south, east, west)?  Yes  No

d. Other: \_\_\_\_\_

**READING SUBSKILLS**

Does s/he need help in

a. identifying consonants?  Yes  No

b. identifying consonant clusters?  Yes  No

c. identifying digraphs?  Yes  No

d. sounding short vowels?  Yes  No

e. long vowel rules?  Yes  No

f. blending?  Yes  No

g. consonant substitution?  Yes  No

h. syllabication?  Yes  No

**ACADEMIC PERFORMANCE**

What is your estimation of his/her level of reading performance in class? \_\_\_\_\_

What have you observed to be the outstanding reading difficulties? \_\_\_\_\_

Does s/he have poor comprehension in  oral  silent reading?

Are you having significant success with any particular method, system or materials with this child? \_\_\_\_\_

In your opinion, should this child be referred for special education placement?  Yes  No

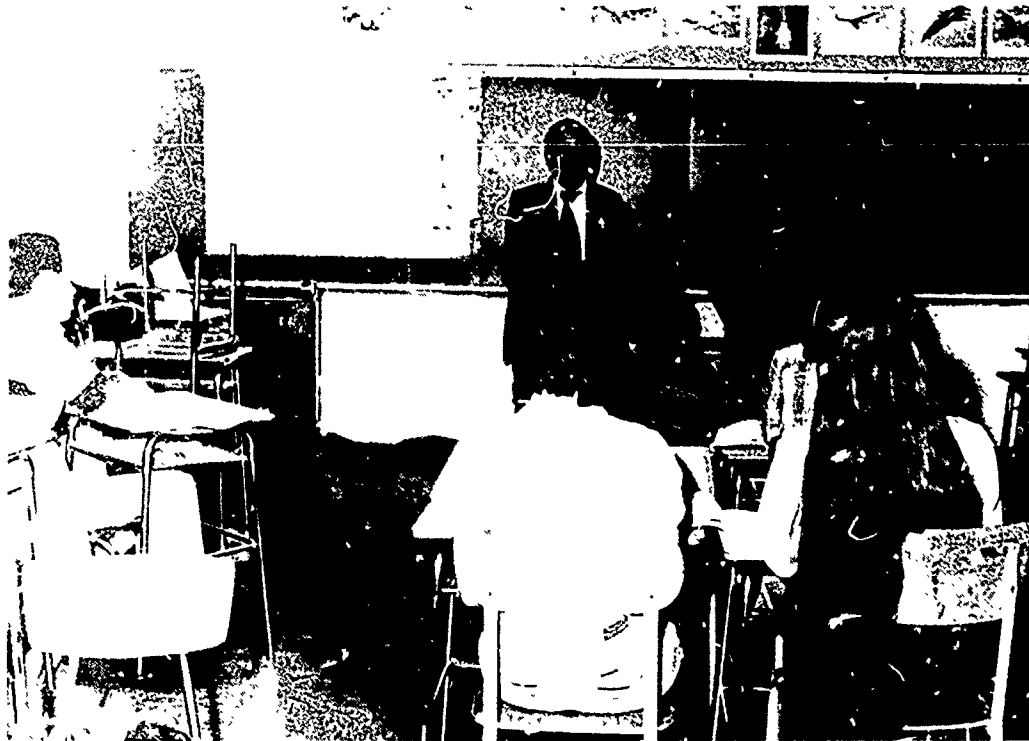
If yes, type of placement recommended \_\_\_\_\_

**NOTE.** This questionnaire should be completed during a face-to-face interview with a Reading Clinician









## SECTION II: **Diagnosis**

*"The end product of all diagnosis, correction, and stimulation is to educate the child to his greatest potential."*

Following completion of the screening process, a student "Program Placement Form" indicated the program category for each project participant.

*"The heart of the Clinical Concept (of instruction) is that it must be an interdisciplinary approach enlisting the aid and services of other professionals in other disciplines to form a team."*

The Bilingual-Bicultural Clinician teams at each project school ensured a thorough analysis of the bilingual child's strengths and weaknesses via a comprehensive, non-discriminatory assessment. Each site developed and employed.

- Reading/Learning Centers
- Multicultural Individualized and Group Instruction
- Student-Centered Learning Strategies
- Bilingual Instructional Technology

## CONTENTS OF THIS SECTION

- Diagnosis: Overview
- Auditory Perception
- Visual Perception
- Informal Reading Inventory (Spanish)
- Word Attack Skills Checklist
- Samples: Diagnosis and Prescription (English and Spanish)
- Sample Case Study

# Diagnosis: Overview

The diagnostic procedures used in the bilingual clinic program provide an in-depth look at the child's reading ability. There are four basic purposes for diagnosing students; these are:

1. to determine whether in fact a weakness (or disability) exists;
2. to determine the causes of a disability if one is identified;
3. to develop a plan for treatment (correction or remediation) of the identified disability;
4. to provide the most appropriate services that are available to the child within the program.

Generally, diagnostic procedures include the administration of standardized tests, formal observation in the classroom, preparation of social histories—case studies that include pertinent home data as well as educational findings—and formal interviews of both the child and the parent. Taken together, these pieces of information lead to the formulation of a prescriptive plan for treatment of the disability.

The assessment procedures used will yield a profile of an individual student's strengths and weaknesses. Such an assessment will enable the teacher to plan a developmental, sequential series of learning activities and experiences that are based on specific needs and have as their guiding principle specified goals and objectives leading to the mastery of identified skills.

The steps in this assessment include:

- **Physical evaluations**
  - Vision
  - Hearing
  - Motor Ability
  - Perceptual Acuity
- **Observations**
  - Formal-clinician, teacher-in classroom
  - Informal-teacher, parent-in classroom; at home
- **School records and anecdotal information**
  - Standardized test scores
  - Academic Progress reports
  - Teacher anecdotal assessments

The results of the assessment activities should be the planned, sequential program to build on the student's strengths and remediate those areas identified as being weak. Such a program should include:

Activities intended:

- to build the student's experiential base
- to develop oral language skills
- to strengthen sound to symbol transference
- to refine word attack and visual memory skills
- to sharpen listening skills

**Characteristics of Diagnosis:**

- it is more detailed than screening
- should be conducted by a team of specialists
- is based on data obtained from tests, observation, social and cognitive case studies, and personal interviews
- summarizes multidimensional data to provide a total overview of student's skills and needs

## social-emotional

- family history
- case studies of interactions at home and at school
- psychological examination—evidence of child undergoing any cultural shock

## medical

- developmental milestone review
- neurological testing
- physical examination

## educational

- child's learning style (especially important with bilingual/bicultural youngsters)
- speech and language dominance and proficiency in each language (native and second languages)

# Auditory Perception

In the area of auditory perception, the teacher and/or clinician should:

- Know the benchmark criteria for auditory performance of children in different age groups
- Recognize symptoms indicating the likely need for a referral for testing
- Interpret test results and make appropriate curricular adjustments as well as to explain results to parents
- Recommend or make environmental (classroom) adaptations so that the auditory problem does not prevent the child from participating in class
- Explain to parents the need to follow instructions from the specialist concerning the use of a hearing aid, giving medication, and scheduling follow-up appointments
- Make recommendation for appropriate follow-up tests to evaluate improvement in or deterioration of auditory ability

Area	The Role of the Clinician	Teacher	Parent
Hearing:	Tests, or refers for testings, student with suspected hearing problem. Uses: Audiometer machine	Makes referral based on observation of student or on information contained in records pertaining to need for auditory examination. May contact school nurse, clinician, and parent regarding need.	Obtains professional help for child from appropriate doctor or clinic. Takes child for indicated follow-up examination.

## PSENJ READING CLINIC

COMMUNITY SCHOOL DISTRICT NO. 3  
300 West 96th Street, New York, NY 10025

### BILINGUAL SCREENING AND READING CLINIC DEMONSTRATION PROJECT — TITLE VII

OFFICE OF COMMUNITY SUPERINTENDENT

STUDENT'S NAME \_\_\_\_\_ OBSERVER \_\_\_\_\_

DATE \_\_\_\_\_  Parent  Teacher

### TEACHERS' & PARENTS' Checklist of Behaviors Indicating Possible Hearing Problems

BEHAVIOR PROBLEMS (especially in young students)	<input type="checkbox"/> YES	<input type="checkbox"/> NO
POOR SCHOLASTIC ACHIEVEMENT (especially in young students)	<input type="checkbox"/> YES	<input type="checkbox"/> NO
EARACHES	<input type="checkbox"/> YES	<input type="checkbox"/> NO
FAULTY PRONUNCIATION OF KNOWN WORDS	<input type="checkbox"/> YES	<input type="checkbox"/> NO
TENDENCY TO FAVOR ONE EAR (turning one ear towards the speaker)	<input type="checkbox"/> YES	<input type="checkbox"/> NO
COMPLAINTS OF HEAD NOISES, DIZZINESS OR CLOSED FEELING IN EAR	<input type="checkbox"/> YES	<input type="checkbox"/> NO
TENDENCY TO BREATHE THROUGH THE MOUTH	<input type="checkbox"/> YES	<input type="checkbox"/> NO
CONTINUED POOR SPELLING	<input type="checkbox"/> YES	<input type="checkbox"/> NO
FREQUENT REQUESTS TO REPEAT STATEMENTS AND QUESTIONS	<input type="checkbox"/> YES	<input type="checkbox"/> NO
LACK OF ATTENTION	<input type="checkbox"/> YES	<input type="checkbox"/> NO
FREQUENT RUBBING OF THE EAR	<input type="checkbox"/> YES	<input type="checkbox"/> NO
UNNATURAL PITCH OF THE VOICE	<input type="checkbox"/> YES	<input type="checkbox"/> NO

Source Temple University Reading Clinic

# Visual Perception

In the area of visual perception, the teacher and/or clinician should:

- Know the benchmark criteria for visual performance of children in different age groups
- Recognize symptoms indicating the likely need for a referral for testing
- Interpret test results and make appropriate curricular adjustments as well as to explain results to parents
- Recommend or make environmental (classroom) adaptations so that the visual problem does not prevent the child from participating in class
- Explain to parents the need to follow instructions from the specialists concerning the wearing of glasses, use of the eyes, necessary resting of the eyes, and, where necessary, muscle exercises
- Make recommendations for appropriate follow-up tests to evaluate improvement in or deterioration of visual acuity

## THE DIAGNOSTIC PROCESS

Area:	Clinician	Teacher	Parent
Vision	Tests, or refers for testing, student with suspected visual problem. Uses: Snellen chart Telebinocular viewer Clinical examination instruments	Makes referral based on observation of student or on information contained in records pertaining to the need for visual examination. May contact school nurse, clinician, and parent regarding need.	Obtains professional help for child from appropriate doctor or clinic. Secures necessary eyeglasses or takes child for indicated follow-up examination.

## Informal Reading Inventory in Spanish

### Suggested Administration

These sample tests have been constructed as a "battery of interdependent tests which measures specific components of reading ability" (p. 13, Examiner's Manual *Diagnostic Reading Scales* by George D. Spache) in Spanish. "La Lista de Palabras" and the reading passages are administered in the order given (I, II, III) each level approximately representing graded materials for the Spanish reader.

It is necessary that the teacher refer to the *Examiner's Manual, Diagnostic Reading Scales* written by George D. Spache before adapting any reading tests in Spanish for diagnostic purposes.

## BILINGUAL PROGRAM

COMMUNITY SCHOOL DISTRICT NO. 3

300 West 96th Street, New York, NY 10025

BILINGUAL SCREENING AND READING CLINIC

DEMONSTRATION PROJECT — TITLE VII

SAMPLE SPANISH INFORMAL READING INVENTORY (IRI)

## Primer

FIFI Y CUCA VAN A LA FERIA

FIFI ES UN GATO.

VA A SALTAR Y A JUGAR.

CUCA ES UNA MONA

VA A BAILAR Y A TOCAR EL PIANO EN LA FERIA

FIFI Y CUCA VAN A GOZAR!

1. ¿ Quien es Fifi? (un gato)
2. ¿ Quien es Cuca? (una mona)
3. ¿ Adonde van? (a la feria)
4. ¿ Que va a hacer Fifi? (saltar y jugar)
5. ¿ Que va a hacer cuca? (bailar y tocar el piano)
6. ¿ Como se van a sentir? contentos, van a gozar etc.)

Source: Laidlaw Reading Series

## WORD ATTACK SKILLS CHECKLIST

NAME \_\_\_\_\_

GRADE \_\_\_\_\_ AGE \_\_\_\_\_ DATE \_\_\_\_\_

SKILL	POOR	AVERAGE	GOOD
Recognition of basic sight vocabulary			
Ability to sound out new word			
Recognition of consonant sounds			
Recognition of vowel sounds			
Knowledge of syllabication			
Ability to analyze word structure			
Understanding of syllabication			
Understanding of root words			
Understanding of prefixes			
Understanding of suffixes			
Ability to use context clues			
Ability to supply synonyms and antonyms			
Ability to use a dictionary			

## COMPREHENSION SKILLS CHECKLIST

NAME \_\_\_\_\_

GRADE \_\_\_\_\_ AGE \_\_\_\_\_ DATE \_\_\_\_\_

SKILL	POOR	AVERAGE	GOOD
Ability to understand meaning			
Word			
Sentences			
Paragraph			
Ability to recall main ideas			
Ability to give supporting ideas			
Ability to retell a story in sequence			
Ability to draw conclusions from given facts			
Ability to evaluate material read			
Ability to relate reading to experience			
Ability to use sources of information			
Tables of contents			
Dictionary			
Maps			
Index			
Ability to make comparisons between two or more versions of a story			

Source: C B Smith

# Developing Successful Reading Experiences for Bilingual Students with Limited Proficiency in Two Languages

Presented at the Urban Reading Consortium

by Philip Segan\*

October 8, 1983

\*Permission to use in manual granted by presenter

## Terms

1. *Limited Language Proficient*—limited linguistic skills in a language that may impede progress in learning to read.
2. *Pre-literate* — stage before literacy is developed.
3. *Literate* -- able to read and write.
4. *Biliterate* — able to read and write in two languages.
5. *Bi-illiterate* — unable to read or write in two languages.

## CASE STUDY A

Adalberto, a six-and-a-half-year-old Colombian student enters your first-grade classroom in November. He has been in the United States since July, but his mother had not settled into a permanent residence until just before registering Adalberto in school. She speaks no English and is, therefore, being assisted by a bilingual neighbor.

In addition to his mother, Adalberto lives with a three-year-old sister, a six-month-old brother and a fourteen-year-old brother, who is in junior high school. His older brother attended school in Colombia and has begun to speak a little English. He has been placed in a bilingual classroom. Adalberto speaks no English.

One of the proficient bilingual students helps you to communicate with Adalberto.

### Questions

1. What experiences would you expect Adalberto has had?
2. How can you use this experiential base to design pre-reading activities?
3. What assumptions can be made about Adalberto's reading ability in his native language?
4. What strategies would you employ to help Adalberto begin to learn to read?

## CASE STUDY B

Damaris is a ten-year-old from Puerto Rico. She has attended school for 5 years. She finished grades 1-3 in Puerto Rico, where she was reading on grade level in Spanish. On her entry into mainland schools, she repeated grade 3. She is now in your fourth-grade class, a group of mixed ability students, many of whom are not likely to meet promotional criteria.

You assign Damaris to a "buddy," a girl who is bilingual and has been in New York City schools since kindergarten.

Your class receives the services of an ESL teacher and an educational assistant four times a week. You believe that Damaris should be seen by the ESL team for language development. A quick call to her former school reveals that she had been receiving ESL instruction there.

She is reading at a low first-grade level. Most of her problems are in the areas of unfamiliarity with English lexical items, poor decoding skills, and lack of an experiential base to assist her comprehension of story ideas.

### Questions

1. What experiences would you expect Damaris has had?
2. How can you use this experiential base to design reading activities?
3. What assumptions can be made about Damaris' reading ability in her native language?
4. What strategies would you employ to help Damaris strengthen her reading skills?

PHILIP SEGAN

## PRE-READING/READING ACTIVITY Worksheet

Using what you know about a student you have taught or are now teaching, complete the items below. Then, based on the examples presented and the follow-up discussion, design one pre-reading/reading strategy.

### STUDENT BACKGROUND:

NAME \_\_\_\_\_

SEX \_\_\_\_\_ AGE \_\_\_\_\_ COUNTRY OF BIRTH \_\_\_\_\_

HOME LANGUAGE(S) \_\_\_\_\_

YEARS IN SCHOOL \_\_\_\_\_ NATIVE COUNTRY \_\_\_\_\_ U.S. (Mainland) \_\_\_\_\_

BILINGUAL PROGRAM  YES  NO YEARS \_\_\_\_\_

#### NATIVE LANGUAGE ABILITIES

#### SECOND LANGUAGE ABILITIES

NATIVE LANGUAGE ABILITIES	AUDITORY COMPREHENSION	SECOND LANGUAGE ABILITIES
_____	SPEAKING	_____
_____	READING	_____
_____	WRITING	_____

INTERESTS \_\_\_\_\_

EXPERIENCES \_\_\_\_\_

STRATEGY \_\_\_\_\_

PURPOSE \_\_\_\_\_

EXPECTED OUTCOME \_\_\_\_\_

## Adaptation and Summary of Sample Reading Clinic BILINGUAL CASE STUDY REPORT

**IDENTIFYING INFORMATION** (Except for diagnostician, clinician and psychologist, all names have been changed to maintain privacy.)

**Name:** Marisel Torres      **Age:** 12 years, 2 months

**Personal Information:** Date of birth, address, telephone number, parents' names, etc

**Date Case Study Began:** October, 1980

**Home Room Class at Time of Referral:** 7A

**Bilingual Teacher at Time of Referral:** Mr. Gonzalez

**Referred by:** Bilingual Coordinator and Bilingual Pedagogical Staff

**Reason for Referral:** Marisel was reading significantly below grade level in dominant language, English, she was achieving poorly in academic subject areas of the school curriculum that provides instruction in Spanish and English.

**Reading Clinician:** Andres Rodriguez, Jr

**Date of This Report:** June, 1981



## I. LANGUAGE DOMINANCE

It was determined that Marisel was dominant in English, however she communicated with equal fluency in both Spanish and English. Observing her social interaction and learning of school tasks within the clinic setting, she prefers communicating in English.

Given the **Cervenka Test of Basic Language Competence in English and Spanish**, Marisel demonstrated expected competency level in following oral directions and performing command tasks in both languages. She performed below expected competency level on subtest on the understanding and manipulation of grammar in both languages. Although Marisel speaks and manipulates the Spanish vernacular of Puerto Rico, she showed difficulty in comprehending the formal Spanish language instructed to pupils at her grade and age.

To supplement the Cervenka Test, the LAB was administered. In both English and Spanish, Marisel scored below expected competency level.

	Reading	Writing	Listening	Speaking
Spring 79—English	13	12	18	14
Spring 79—Spanish	17	10	25	14

The LAB indicated that Marisel's listening comprehension and reading ability were higher in Spanish than in English. Other areas showed that Marisel can perform equally well in oral/writing school tasks in two languages.

## II. BACKGROUND (School and Family)

Marisel is the oldest of three children in her family. She has attended two different elementary schools. She has good health and attendance. When she was 3, she fell out a second floor apartment window and was hospitalized for two weeks. She complains of blurred vision at times.

## III. CLINICIAN'S OBSERVATIONS

Marisel is a pleasant girl. She has many friends, but is seldom interested in reading or homework at home. It seemed difficult for Marisel to carry out any clinic/class assignment tasks—she would forget to return signed letters, appointment dates or her schedule at the Reading Clinic.

She seems to have a poor concept of future-time in terms of planning or organizing her school work assignments or studying at home for a test, her poor estimate of her accomplishments seems to restrict her progress in school learning and her ability to set goals for some future activity or event in her life.

## IV. EVALUATIONS AND REFERRALS

1. **Auditory** — The **Wepman Auditory Discrimination Test** and the **Auditory Discrimination** subtest of the LAB were administered. Although results were satisfactory, she had difficulty with some of the same phonemes in Spanish and English— "b" and "d", "m" and "n", and the "r" and "l" in medial and final positions.

2. **Visual** — Marisel was given the visual discrimination subtest of the **San Bernadino/Santillana Language Development** test. Her sight vocabulary appears to be below adequate for her age and grade level in Spanish. (3rd-4th grade)

Given the **Huesman Word Discrimination Test** in English, Marisel scored on the 3.8 grade level. She tends to reverse word parts of compound words and has difficulty in visual recall and word attack skills. She tends to employ phonic and word attack skills she has already learned in decoding Spanish, her native language, for decoding English words which are unfamiliar to her.

## CONCLUSIONS

Marisel's reading problems appear to be the result of *poor word attack and reading comprehension skills and of visual perception inefficiencies and emotional problems*

Marisel has been going through a moderate depression period that still surfaces in her visits to the clinic. As a result of pressure from parents and school authorities to adequately adjust and conform to school regulations, she has been experiencing conflict between her need for personal freedom and her need to function with much supervision and structure. Marisel has improved her attitude toward school but needs counseling.

## CLINIC STRATEGY AND RESULTS

1. A general vision examination was provided.
2. The Reading Clinic provided instruction and practice for improvement in visual-perception skills, tracing games, parquetry games, outlining, tracking-association games, and "Leocolor" diagnostic reading instruction using color/sound cues.

3. Established a line of communication with the home via parents visits to the clinic and by telephone. Parents have allowed Marisel to engage in neighborhood/family recreational activities.
4. Obtained a psychological evaluation for Marisel with the Reading Clinic Psychologist, Dr. Angel Martinez.
5. Provided remediation instruction in word-attack skills in English, her dominant language, via linguistic and phonics texts related to her interest. Used cloze procedure materials and improved her work-study skills through the use of the SQ3R Method: Surveying titles of printed materials, story books, relating illustrations and pictures, graphs, maps to content of text, Reading, Reciting, and Reviewing. She worked on chapter outlines of texts given in her academic subject classes.

### RECOMMENDATIONS FOR ONGOING INSTRUCTION

1. It is of crucial importance that Marisel continue attending her *vision-training* sessions arranged by the University Optometric Center.
2. Marisel should be provided with *remedial reading* instruction in the areas of word-attack skills, vocabulary development, and oral/silent reading comprehension.

**Enrichment activities:** drama, dance, role-playing, music should benefit Marisel in the community/school setting.

**Counseling** should be provided in the schools setting.

3. **Reading** — Marisel's reading skills were diagnosed in Spanish by the **Santillana Skills Assessment Test** and **A Diagnostic Reading Test in Spanish** by De Chavez, Lahn, and Cutler. She scored satisfactorily on sound-symbol relationship, phonetic word completion, word discrimination, and sentence comprehension subtests. However on paragraph comprehension, she scored on a third to fourth grade instructional level.

In English, Marisel was given the **Spache Diagnostic Reading Scales** and the **Roswell-Chall Diagnostic Test of Word analysis Skills**. Her oral reading level appears to be 4.5 to 5.5, and her independent reading (silent) appears to be on a 5.5 grade level.

### PHYSICAL SCREENINGS AND REFERRALS

1. **Vision** — Marisel was tested at the University Optometric Center. She failed both far and near point distance vision subtests. She was unable to work her eyes in balance and tended to turn out her eyes when viewing an image. She was recommended for vision training.

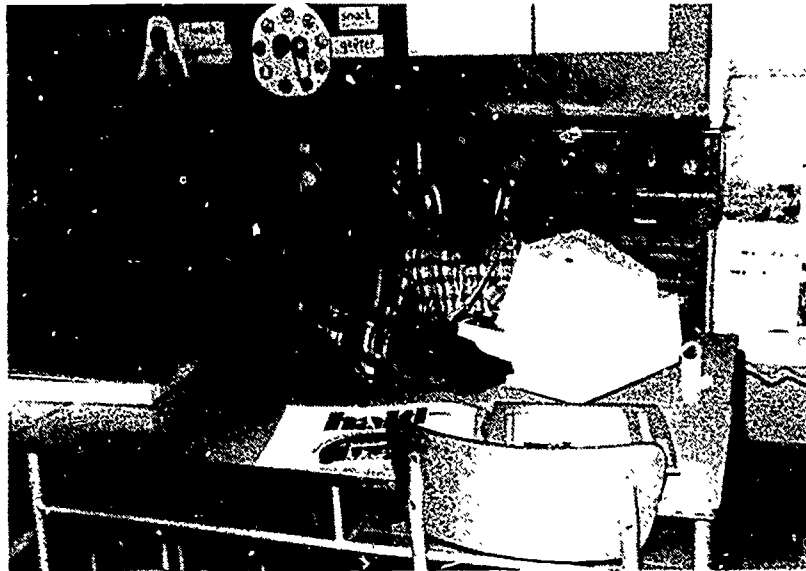
2. **Hearing** — Marisel's hearing was screened in Spanish with the Beltone pure tone audiometer. Her hearing acuity was excellent at all levels screened.

3. **Perceptual Motor Functioning** — Marisel was tested on the **Beery-Buktenica Developmental Test of Visual-Motor Integration**. Her visual-motor integration tasks performance was equivalent to a 9 year 6 month old learner. Results indicate that her ability to perform visual-motor tasks is impaired by her difficulty in integrating parts into a cohesive whole. She also reversed the spatial orientation of forms indicating her oversight of directionality when performing perceptual-motor tasks.

Given the **Slingerland Screening Test for Identifying Children with Specific Language Disability**, she preferred to copy written tasks in cursive writing, but mixed both cursive and manuscript writing.

4. **Lateral Dominance** — Marisel has established her right eye, right hand, and right leg as dominant in relating to the world around her.

**Other Tests** — Marisel was tested on the **Peabody Picture Vocabulary Test**. She performed equivalent to an 8 year, 1 month old native English speaking learner. Results may be invalid since it can be said that Marisel may have been unfamiliar with test items reflecting a cultural/linguistic meaning not part of her experience/knowledge repertoire although she now prefers learning in the English language school related instruction.



### SECTION III:

## Planning and Instructional Classroom Materials

#### Collaborating Agencies/Consultants:

- State University Optometric Center, College of Optometry (SUNY), New York, NY
- Harlem Speech & Hearing Center
- St. Lukes Hospital

#### Collaborating Universities:

- Teachers College, Columbia University
- Marymount College
- Fordham University-Lincoln Center

#### Collaborating Agencies/Special Programs

- School Literacy Volunteers
- United Parents Association
- Con Edison of New York
- New York Telephone Company
- Bilingual Education Services Center, Hunter-C.W. Post College, New York, NY
- Board of Education, Project Find-Me
- Community Service Society (C.S.S.), Direction Services: P.S. 145

### CONTENTS OF THIS SECTION

- Skills Organization
- Reinforcement Materials
- Sample Learning Center Design and Skills
- Sample Learning Center Design and Skills

In-service staff development and on-site workshop demonstrations, and seminars were open to paraprofessionals, teachers, administrators and parents.

In collaboration with the School District 3 former Reading Clinic Program Staff and Advocate Resource Center Staff district-wide conferences were developed for professionals and parents.

Videotapes of staff development and conferences are available, a clinical teacher-training manual was also developed for replication.

# MONTHLY PLAN

Developed by the Reading Clinic Team at P.S. 9  
Carlo Mitton, Edridge Roumer & Ernest Cave

<b>Monday</b>	<b>MANIPULATION GAMES</b>	
Pre-Primer & Primer Levels	Shapes & Colors Inversion & Reversal Perceptual Motors Directionality	<ol style="list-style-type: none"> <li>1. Shape Stencils</li> <li>2. Script Letters</li> <li>3. Eye-hand Coordination</li> <li>4. Design Cards</li> </ol>
Level 2	Visual Discrimination Auditory Discrimination Sequence-Classification Language Development	<ol style="list-style-type: none"> <li>1. Visual Memory Cards I</li> <li>2. Familiar Sound</li> <li>3. Ordinal &amp; Cardinal Puzzle</li> <li>4. Motor Expressive Cards I</li> </ol>
Level 3-4	Sequence-Classification Language Development Visual Memory Auditory Discrimination	<ol style="list-style-type: none"> <li>1. Sequential Picture Cards I</li> <li>2. Language Development Game</li> <li>3. Visual Memory Cards II</li> <li>4. Cassette/Story-Directions</li> </ol>
<b>Tuesday</b>	<b>ENGLISH REMEDIATION</b>	
Pre-Primer & Primer Levels	Idea Program Level I	<b>D.L.M. Activities</b> <ol style="list-style-type: none"> <li>1. People</li> <li>2. School</li> <li>3. Numbers</li> <li>4. Colors</li> </ol>
Level 2	Idea Program Level II & III	<ol style="list-style-type: none"> <li>1. People — Occupations</li> <li>2. School — Clothing</li> <li>3. Numbers —</li> <li>4. Animals — Farm</li> </ol>
Level 3-4	Idea Program IV, V, VI	<ol style="list-style-type: none"> <li>1. People — Transportation</li> <li>2. Clothing — Calendar</li> <li>3. Numbers — Toys</li> <li>4. Animals —</li> </ol>
	<b>FRENCH REMEDIATION</b>	
Pre-Primer & Primer Levels	Method Dynamique Level A	<ol style="list-style-type: none"> <li>1. Story Book — Illustration</li> <li>2. Vocabulary — Illustration</li> <li>3. Characters — Illustration</li> <li>4. Comprehension Questions — Song</li> </ol>
level 2	Un, Deux, Trois—Book 1	<ol style="list-style-type: none"> <li>1. Dialogue — Memorization</li> </ol> Sentence Pattern (practice) <ol style="list-style-type: none"> <li>2. Dramatication of the Dialogue</li> <li>4. Independent Activities — Reading Kit I</li> </ol>
Level 3-4	Un, Deux, Trois—Book 2	<ol style="list-style-type: none"> <li>1. Dialogue — Memorization</li> <li>2. Role Playing</li> <li>3. Pattern Practice</li> <li>4. Independent Activities — Reading Kit II</li> </ol>
<b>Wednesday</b>	<b>ENGLISH REMEDIATION</b>	
Pre-Primer & Primer Levels	Understanding What We Read —Level A	<ol style="list-style-type: none"> <li>1. Filmstrip — Cassette — Activity Sheet</li> <li>2. Picture Cards — Vocabulary</li> <li>3. Cassette — Comprehension</li> <li>4. Story Recall</li> </ol>

Level 2	Understanding What We Read —Level B	1. Filmstrip — Cassette — Activity Sheet 2. Picture Cards — Activity Cards 3. Cassette — Read Along Book 4. Story Recall — Illustration
Level 3-4	Coronet Program Level C & D	Filmstrips & Cassettes 1. Dracula. Science or Fiction 2. The Mystery of UFOs 3. African Termites 4. Children of the Wilderness

### FRENCH REMEDIATION

Pre-primer & Primer Levels	Frere Jacques I	1. Dialogue 2. Mimes 3. Puppetry 4. Song — illustration
Level 2	Frere Jacques II	1. Reader — Workbook 2. Dialogue — Mimes 3. Riddles 4. Song — Illustration
Level 3-4	SRA Materials	Reading Comprehension Exercises with Multiple Choice

### Thursday

### ENGLISH REMEDIATION

Pre-Primer &	Basic Inventory of Natural Language —(BINL)	
Level 1-2	Coronet Program — Level A & B	1. Atlantis. The Missing Continent 2. The First Blue Jeans 3. First Among Thoroughbreds 4. Ancient Skyscrapers
Level 3	Understanding What We Read —Level C	1. Instructions on Audio — Tape — Silent Reading — Activity Sheets
Level 4	Understanding What We Read Level D	Instructions on Audio — Tape — Silent Reading — Activity Sheets

### FRENCH REMEDIATION

Pre-Primer & Primer Levels	Bonjour Line	1. Pattern Practice 2. Memorization of Dialogue 3. Dramatization of Dialogue 4. Exercise Booklet with Picture Stimuli
Level 2	J'ecris, Tu Ecris —	1. Grammatical Structures 2. Pattern Practice 3. Exercises (Grammatical Usage) 4. Evaluation
Level 3-4	Ecrivons Mieux —	1. Grammatical Structures 2. Pattern Practice 3. Exercises (Grammatical Usage) 4. Evaluation

### Friday

### ENGLISH REMEDIATION

Pre-Primer &	Boehm Resource Guide	1. Concept Cards: Directionality — Spatial Relation. Picture Stimuli — Worksheet 2. Concept Cards: Application at More Abstract Levels: Reversing — Comparing Sequencing — Classifying
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		3. Concept Cards: Directionality —Spatial Relation (continued) Above, Under, Below, Over — Worksheets
		4. Productive Use in the Child's Own Speech — Describing Relationships — Using Alternative Labels — Forming Mental Pictures — Reversing — Concepts in Combination
Level 2	Understanding What We Read —Level B	Reading Book — Cassette — Activity Sheet — Comprehension Questions
Level 3 & 4	Understanding What We Read —Level C & D	Instructions on Audio — Tape — Silent Reading — Activity Sheets

## SKILL REINFORCEMENT MATERIALS — D

<b>Inversion</b>	— Script Letters
<b>Shapes &amp; Colors</b>	— Shape Stencils / Animal Stencils / Color Association Picture Cards / Color & Shape Memory Game
<b>Sequence</b>	— Ordinal & Cardinal Puzzle / Sequential Picture Cards I, II, III, IV / Sequential Cards — Before, After / Health & Safety — Consumer / Self-Care — Animal Growth
<b>Auditory Discrimination</b>	— Familiar Sounds
<b>Visual Discrimination</b>	— Visual Memory Cards 1, 2, 3, 4
<b>Perceptual Motor</b>	— Shape Dominoes / Car Match-up / Eye Integration / Design Dominoes / Figure Ground Activity Cards
<b>Directionality</b>	— Design Cards / 3 Centimeter Cube / Small Paquetry / Monster Puzzle Association Picture Cards 2 / Half to Whole Cards / Symmetrical Match-up / Spatial Relation Picture Cards
<b>Language Development</b>	— Motor Expressive Cards 1, 2 / Language Development Game / Word Picture Dominoes 1, 2 / Category Cards / Logic Cards / Single & Plural Dominoes / Homonym Cards / Verb Puzzle / Noun Puzzle / Compound Words / Reaction Cards
<b>Classification</b>	— People & Things / Action Symbols / Animal Sorting Game / Association Picture 1, 2 / Career Identify Cards / Multirethnic People Puzzle Faces / Action Symbols / Sorting Game: Birds, People, Things & Places / Recreation — Sports
<b>Eye-Hand Coordination</b>	— Tracking Association Cards / Dinosaur Mazes / Tracing Paper Design

COMMUNITY SCHOOL DISTRICT 3

# Planning Reading Centers for Individualization of Pupil Instruction

Suggested Haitian Bilingual Learning Center for Reading Skills  
Developed by Dr. Frances Segan

<b>Major Topic:</b>	U.S. & Haitian Holidays
<b>Subtopics:</b>	A. The Calendar B. The Seasons C. Songs and Literature/Experiences Related to Holidays D. Traditions and Recipes

- General Objectives:**
1. To strengthen reading skills in both English, Creole, and French through a bicultural, theme approach.
  2. To develop prescriptive learning activities to meet the varied needs, skills, and levels of Haitian bilingual students.
  3. To stimulate interest in students through a multi-discipline, multi-skill approach.
  4. To enrich the Haitian bilingual students' vocabulary and experiences by comparing similarities and differences in holidays and traditions in Haiti and the United States.

## HOLIDAYS

DATE	HAITI	UNITED STATES
January 1	Le jour de l'an (orange-good luck color) Independence Day	New Year's Day
January 6	Le trois mages	
January 15		Martin Luther King Day
February 2		Groundhog Day
February 12		Lincoln's Birthday
February 14	Le jour de St. Valentin	Valentine's Day
February 22		George Washington's Birthday
February-March	Carneval Le Mardi Gras	Le mardi Gras (New Orleans)
March 17		St. Patrick's Day
April 1		April Fool's Day
April	Paques	Easter/Passover
May 1	Jour du Travail	
(2nd Sunday)		Mother's Day
(Last Sunday)	La Fete des Meres (Red/white flowers)	
May 18	La Fete du Drapeau l'ancien — rouge & bleu palmier et canon le nouveau — pinta de et lambi	
May 31		Memorial Day
June 14		Flag Day
(2nd Sunday)	La Fete des Feres	Father's Day
July 4		Independence Day
July-August	Juillet-Aout Saints' Days in Towns	
September (1st Mon.)		Labor Day
October 12		Columbus Day
October 31		Halloween
November (1st Tues.)		Election Day
November 11		Veterans' Day
(3rd Thursday)		Thanksgiving Day
December 6	Jour de la Decouverte	
December 25	Noel	Christmas

Skill	Activities	Level	Evaluation
Auditory Comprehension & Auditory Memory	1. Have students record their own stories about holidays in their towns in Haiti or in the U S. Then play the tapes and have children answer: What do we call this special day? On what date do we celebrate this special day? What do we do when we celebrate this special day? Why do we celebrate this special day?	Intermediate Grades 2-6	Each child can answer at least 2 questions correctly.
	2. Have students tell main ideas and details from each story	Intermediate-Advanced Grades 3-6	Each student can tell the main idea and details of at least 1 story they have heard.
Auditory Discrimination	3. Select words from taped stories and develop a minimal pair activity for recognition of similar sounds and differences.	Beginner-Intermediate Grades 1-4	Children can identify at least 5 words that are the same/different or have the same vowel/consonant sound.
Auditory Comprehension through oral context clues	4. Play a guessing game with riddles about the holiday in Creole or English. Use names, object, animals "I thinking about a turkey" "... groundhog" / "... black cat" / "... rabbit" / "... heart" / "... red flower"	Beginner Grades K-3	Each child can tell 1 riddle and guess at least 2 riddles
Auditory Memory	5. Play records of songs for special holidays. Let the children learn words of 1 song	Beginner - Intermediate	Each child can memorize 1 song in English/Creole/French
Visual Memory & Visual Context Clues	1. Teach the names of the colors and review the special days. Have children match flash cards with the names of holidays and colors.	Beginner - Intermediate	Each child can match 3 colors and 3 holidays
	2. Cut shapes of the maps of the U.S & Haiti. Let the children match the names and shapes.	Beginner	Each child can name and place the shapes correctly on a corresponding outline
Directionality & Location	3. Have the student locate their home towns and towns in the N-E-S-W. They can mention special days for each town. (They could also add a key for holidays)	Intermediate	Each child can locate his/her home town and 2 other towns in different parts of the island
Eye hand coordination Left-right directionality Matching Symbols	4. Have children paste symbols on repro sheets to make a calendar for Haiti & U S. They can copy the days/numbers for each month and label months	Beginner-Intermediate	Each child can make own calendar and paste symbols correctly and copy names of months, numbers, etc



Visual  
Recognition  
of Sight Words  
& Sequence

5. Prepare the names of each special day with a symbol/picture on oaktag strips. Starting with January, have the children arrange the strips in order.

Beginner-  
Intermediate  
Grades 1-6

Each child can place at least 5 holidays within the corresponding sequence.

Visual  
Recognition

6. Have children match the names of seasons with pictures from Haiti and the U.S. and the months of the year.

Beginner-  
Intermediate

Each child can read the names of the 4 seasons and match 2 pictures correctly.

Following  
Directions  
Sequence

1. Have the children make a dessert or a dish for a holiday in Haiti or U.S. Let them read a recipe and name ingredients and tell what to do first, next, last.

Intermediate-  
Advanced  
Grades 4-6

Each child can read an ingredient and step from the recipe. After making the dish, the class can write/read an experience chart.

Reading  
Comprehension

2. Have children draw or paint a picture about a holiday in Haiti or U.S. Each child can dictate or write a sentence to tell about the picture.

Beginner-  
Intermediate

Each child can read 1 word/sentence developed by other students for their pictures.

3. Have the children write an experience chart story about a new special day. Emphasize — what? when? why? how? questions.

Intermediate-  
Advanced  
Grades 4-6

Each child can read the story and answer at least 2 questions.

## SECTION IV:

# Parents As Partners in the Process

The parent training component involved the following on-site and travel activities:

- English as a Second Language Day Classes/Workshops
- Citizenship Education Classes
- The Adult Evening School Program High School Equivalency in Spanish/English, E.S.L. Classes, and Haitian Studies Course
- Workshops, Seminars and Institutes provided by Project Staff and collaborating agencies, Universities and consultants on home-based Screening and Remediation of Child's reading strengths & difficulties.
- Home visits and local trips to Community Agencies/Activities with the Project's Family Assistant.
- Travel to local and national conferences for Project Staff and Parents.

## CONTENTS OF THIS SECTION

- What Parents Can Do
- Parent Consent Forms (to release records)
- Selected Readings and References

## What Parents Can Do

The role of parents is crucial to the success of their children in learning to read. From the initial diagnostic interviews through activities carried out at home, parents should share in all phases of the reading program. They should be partners with the teacher and clinician in establishing routines and participating in skill-building practices for their children.

They need to be involved in the day-to-day observations of their child's activities. Instruction should be given in what to look for as a sign of a possible problem as well as how to measure progress as the child begins to master skills.

Parents can and should:

- Be observers and reporters of their child's behavior
- Participate in diagnostic evaluations by providing necessary information
- Follow up and reinforce specially designed oral language and reading activities
- Be responsible for continuing to monitor their child's progress and, where necessary, seek additional periodic examinations
- Bring to the attention of the school any marked changes in behavior and ability in their child

300 WEST 96th STREET  
NEW YORK, NEW YORK 10025

# READING CLINIC SERVICE

## REQUEST FOR ACCESS TO READING CLINIC RECORDS

DATE \_\_\_\_\_

FROM: \_\_\_\_\_  
(Name and Title)

\_\_\_\_\_  
(Agency)

REASON FOR REQUEST. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
(Child's Name)

\_\_\_\_\_  
(Date of Birth)

\_\_\_\_\_  
(Address)

\* \* \* \* \*

I hereby authorize you to release Reading Clinic Records of \_\_\_\_\_  
(Child's Name and Address)

to \_\_\_\_\_  
(Name and Title of Agency)

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

Relationship to Child

- Father
- Mother
- Legal Guardian
- Other \_\_\_\_\_

(Explain)

## COMMUNITY SCHOOL DISTRICT Reading Clinic Service

Date \_\_\_\_\_

Dear \_\_\_\_\_

We have arranged with \_\_\_\_\_ (University) to provide additional educational services in the Reading Clinic for your child, \_\_\_\_\_ These services will include teaching and evaluation supervised by \_\_\_\_\_ (Clinician), and \_\_\_\_\_ (name & title of Professor) of \_\_\_\_\_ (Dept of University)

Sincerely,

Reading Clinician

I, \_\_\_\_\_  consent to /  decline the additional educational services obtained by the Reading Clinic for my child

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

## SELECTED READINGS AND REFERENCES

Esworthy, H.F. — "Parents attend reading clinic, too"

International Reading Association:

"Your home is your child's first school"

"Studying: a key to success . . . ways parents can help"

"You can encourage your child to read"

"Eating well can help your child learn better"

"Good books make reading fun for your children"

"You can help your child in reading by using the newspaper"

"You can use television to stimulate your child's reading habits"

"Summer reading is important"

"How can I help my child learn to read English as a Second Language?" (available in Spanish)

Peters, N.A. & W.T. Stephenson, Jr. "Parents as partners in a program for children with oral language and reading disabilities" *Teaching Exceptional Children*, Winter, 1979.

Stranix, E. "How can I help my children do better in school?" *Teacher*, September, 1978.

Sweeney, T.J., & M. Moses "A parent education topical bibliography" *The School Counselor*, March, 1979.

## Regulations, Resources and References

The Bilingual Screening and Reading Demonstration Project worked with students in mainstream, bilingual programs. Some students might require additional referrals and evaluation.

Part 200 of the Regulations of the New York State Commissioner of Education describes specific procedures for the referral, evaluation, and planning of instructional programs and services for students in need of special education programs and services.

### SELECTED REFERENCES

Bush, W.J. & K.W. Waugh, *Diagnosing learning disabilities*. (second edition). Columbus, Ohio: Charles E. Merrill, 1976.

Carrasquillo, L. Angela and Philip Segan, Eds. *The Teaching of Reading in Spanish to the Bilingual Student*, Ediciones Alcala, S.A. Madrid, New York, 1979.

Cross, L. and K. Goin (Eds.) *Identifying handicapped children. a guide to carefinding, screening, diagnosing, assessment and evaluation*. Chapel Hill, N.C.: The University of North Carolina, 1977.

Weintraub, S. & R.J. Cowan. *Vision/visual perception. an annotated bibliography*. Newark, Delaware: International Reading Association, 1982.