

Lindenwood University

Digital Commons@Lindenwood University

---

Theses

Theses & Dissertations

---

8-1978

## Procedures and Techniques to Identify and Teach the LD Child in the Regular Classroom

Linda S. Bauwens

Follow this and additional works at: <https://digitalcommons.lindenwood.edu/theses>



Part of the Education Commons

---

105  
Procedures and Techniques to  
Identify and Teach the LD Child  
in the Regular Classroom

---

A Handbook Presented to  
the Faculty of the Lindenwood IV College

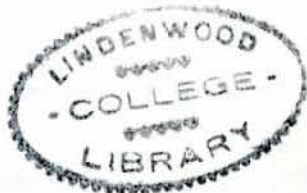
---

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts in Education

---

by  
Linda S. Bauwens  
August, 1978

---



Dr. James Bimes - Faculty Sponsor  
Dr. Boyd Morros - Faculty Administrator

Table of Contents:

| <u>Chapter</u>  | <u>Page</u> |
|---|-------------|
| (Part I)  |             |
| I. Preface . . . . .  | 1           |
| II. Letter to Teachers and Parents . . . . .  | 4           |
| III. Introduction. . . . .  | 7           |
| IV. Rationale . . . . .   | 15          |
| V. Definitions of Psycholinguistic Abilities . .  | 22          |
| VI. General Learning Disability Terminology . . .   | 38          |
| VII. Referral Procedures for Special School<br>District Services . . . . .                  | 45          |
| VIII. Providing for Students with Learning<br>Disabilities in the Regular Classroom . . . . | 58          |
| A. Learning Packets . . . . .   | 65          |
| B. Learning Centers . . . . .   | 89          |
| (Part II)   |             |
| I. Guide to Parents . . . . .   | 92          |
| A. Activities for Developing<br>Listening Skills . . . . .                                  | 95          |
| B. Activities for Developing Visual<br>and Auditory Memory . . . . .                        | 97          |
| C. Activities for Developing<br>Eye-Motor Coordination . . . . .                            | 104         |
| II. Appendix A Communication Forms . . . . .  | 106         |
| III. Appendix B Sample Learning Packet . . . . .  | 151         |

This handbook is to be used by teachers and parents as an introduction to understanding and helping learning disabled children. The handbook is divided into two sections. Part I is intended for the teacher who has no previous training and individual needs in the learning disabled area. Through the use of various reading and learning strategies, Part I will first of all familiarize the teacher with parents with the terminology that is essential for communication involving the handicaps. The learning deficits are categorized under the student abilities for both identification and evaluation. Goals and goals for individualized instruction of the particular deficits are suggested. Part II is for the individuals who have learning disabilities. It will help them start the reading process by the weekly school schedule should be used. Part III is the handbook used by the teacher who is working with a child in school for intensive help. The handbook is divided into two sections. Part I is for the teacher who has no previous training and individual needs in the learning disabled area. Through the use of various reading and learning strategies, Part I will first of all familiarize the teacher with parents with the terminology that is essential for communication involving the handicaps. The learning deficits are categorized under the student abilities for both identification and evaluation. Goals and goals for individualized instruction of the particular deficits are suggested. Part II is for the individuals who have learning disabilities. It will help them start the reading process by the weekly school schedule should be used. Part III is the handbook used by the teacher who is working with a child in school for intensive help. The handbook is divided into two sections. Part I is for the teacher who has no previous training and individual needs in the learning disabled area. Through the use of various reading and learning strategies, Part I will first of all familiarize the teacher with parents with the terminology that is essential for communication involving the handicaps. The learning deficits are categorized under the student abilities for both identification and evaluation. Goals and goals for individualized instruction of the particular deficits are suggested. Part II is for the individuals who have learning disabilities. It will help them start the reading process by the weekly school schedule should be used.

### PREFACE

Part III is the handbook used by the teacher who is working with a child in school for intensive help. The handbook is divided into two sections. Part I is for the teacher who has no previous training and individual needs in the learning disabled area. Through the use of various reading and learning strategies, Part I will first of all familiarize the teacher with parents with the terminology that is essential for communication involving the handicaps. The learning deficits are categorized under the student abilities for both identification and evaluation. Goals and goals for individualized instruction of the particular deficits are suggested. Part II is for the individuals who have learning disabilities. It will help them start the reading process by the weekly school schedule should be used. Part III is the handbook used by the teacher who is working with a child in school for intensive help. The handbook is divided into two sections. Part I is for the teacher who has no previous training and individual needs in the learning disabled area. Through the use of various reading and learning strategies, Part I will first of all familiarize the teacher with parents with the terminology that is essential for communication involving the handicaps. The learning deficits are categorized under the student abilities for both identification and evaluation. Goals and goals for individualized instruction of the particular deficits are suggested. Part II is for the individuals who have learning disabilities. It will help them start the reading process by the weekly school schedule should be used.

This handbook is to be used by teachers and parents as an introduction to understanding and helping learning disabled children. The handbook is divided into two sections. Part I is intended for the teacher who has an earnest desire to meet the individual needs of her learning disabled students through the use of various media and teaching strategies. Part I will first of all familiarize the teacher and parents with the terminology that is essential for communication involving the LD child. The learning deficits are categorized under two channel abilities for ease in clarification and organization; visual and auditory. Observations representative of the particular deficit and supportive tests are also included with each learning disabled category. An easy-to-use chart for recording behaviors in the weekly school schedule should be copied from the handbook used by the teacher who is preparing to refer a student for itinerant help. The recorded observations should prove to be useful in the referral. The referral system has been explained in detail so that the teacher has a step-by-step process to follow. An explanation of the diagnostic tests used by Special School District has been included in the handbook so the teacher and parent can ask for the results and understand them in relation to the referred child's

learning disability. Finally, Part I has listed appropriate strategies applicable to the LD child for the classroom teacher to incorporate in her regular classroom setting. Part II is for parents who have longed for some ideas that might help their children with learning difficulties at home. The teacher may convey these ideas verbally to parents of LD children or, preferably, duplicate this section for the parent to use at home.

A LETTER TO PARENTS BY [unclear]

Dear Teachers and Parents,

Understanding the area of learning disabilities can be a real puzzle. It is very possible that children with learning disabilities usually have strengths that can obscure their weaknesses. For instance, they may not be able to follow very simple directions yet they can put together a very complicated model airplane; they may have difficulty finding their way from one end of a school building to another yet they can rebuild a motor or a lock out of an engine or an automobile.

These children with learning disabilities are often **A LETTER TO TEACHERS AND PARENTS** very bright; yet they will not and cannot fit into regular grade levels. They require their own plan for learning and living.

Please understand that these children with learning disabilities are "normal". They are probably the right size and weight for their age. They are probably of average to above average intelligence. These children may even have a particular talent almost everyone has. However, everyone also has disabilities.

Not the learning disabilities child but areas, such as reading, math, writing, etc. Having these particular disabilities helps children with learning

Dear Teachers and Parents,

Understanding the area of learning disabilities can be a real puzzle. It is very possible that children with learning disabilities usually have strengths that can obscure their weaknesses. For instance, they may not be able to follow very simple directions yet they can put together a very complicated model airplane; they may have difficulty finding their way from one end of a school building to another yet they can rebuild a motor on a lawn mower or an engine on an automobile.

These children with learning disabilities are special. They are individuals like other children; yet they will not and cannot fit into adult-made molds. They require their own plan for learning and living.

Please understand that these children with learning disabilities look "normal". They are probably the right size and weight for their age. They are probably of average or above average intelligence. These children may even have a particular talent; almost everyone does. However, everyone also has liabilities.

But the learning disabled child has great, almost overwhelming liabilities. Having these certain liabilities makes children with learning



problems different and special. Their problems may vary from hour to hour or from day to day. It is important to remember, however, that this variability is beyond their control. If these children have the special attention which they need, they can achieve and be happy, productive individuals.

Please help them achieve this productiveness by understanding them and helping them.

## INTRODUCTION

A dramatic change has occurred in our educational system regarding the rights of handicapped children. According to state and federal legislation, these children have a right to have their local school districts provide them with an appropriate education complete with any special aids they need to achieve it. In order to secure this educational opportunity for all, Public Law 94-142, entitled "The Education for All Handicapped Children Act" was signed by President Ford in December, 1975. As stated in this law,

There are over 5 million handicapped children in the United States today, and the special educational needs of these children are not being met. More than one-half do not receive appropriate services, and one million are excluded entirely from the public school system.

## INTRODUCTION

It was because of these concerns that this law was passed.

Since this law is entitled "The Education for All Handicapped Children Act", it becomes necessary to understand the meaning of the word handicapped.

Handicapped children, in terms of education, very simply means those children who need special help to learn. Handicapped children include those who are learning disabled, mentally retarded, behavioral disabled, language and speech impaired, visually impaired, deaf, crippled, or health impaired. Therefore the term handicapped encompasses a wide range of children

## INTRODUCTION

A dramatic change has occurred in our educational system regarding the rights of handicapped children. According to state and federal legislation, these children have a right to have their local school districts provide them with an appropriate education complete with any special aids they need to achieve it. In order to assure this educational opportunity for all, Public Law 94-142, entitled The Education for All Handicapped Children Act was signed by President Ford in November, 1975. As stated in this law,

There are more than eight million handicapped children in the United States today, and the special educational needs of these children are not being met. More than one-half do not receive appropriate services . . . and one million are excluded entirely from the public school system.'

I It was because of these concerns that this law was passed.

Since this law is entitled "The Education for All Handicapped Children Act", it becomes necessary to understand the meaning of the word handicapped. Handicapped children, in terms of education, very simply means those children who need special help to learn. Handicapped children include those who are learning disabled, mentally retarded, behavioral disabled, language and speech disordered, visually impaired, deaf, crippled, or health impaired. Therefore the term handicapped encompasses a wide range of children

definition follows:

who require a vast number of different instructional approaches. However, for the purposes of this project, considerations will focus on the learning disabled (LD) child.

Developing a working definition of the term learning disabilities was difficult. Every book or magazine that featured an article on learning disabilities seemed to differ in definition. Corinne Bloomer in her article "The LD Tightrope", for Teacher magazine explained the wide range of definitions in the following way:

Defining the term learning disabilities is analogous to family members deciding who the new baby looks like. The description depends on which side of the family is talking. Some definitions are medically oriented; some are more educationally focused. Thus, there are many definitions of LD currently in use, and these differ from discipline to discipline and locality to locality. They run the gamut from conservative definitions that include one to seven percent of all children in school to general definitions that take in fifteen to twenty percent. Regardless of definition, a class of 25 children is likely to have one to five members who are learning disabled.<sup>2</sup>

Therefore, the wide range of definitions can be cause for concern and confusion in the special education field.

The definition that has been accepted for the purposes of this project was formed in 1968 by the National Advisory Committee on Handicapped Children. This group is sponsored by the Bureau of Education for the Handicapped in the Office of Education. The definition follows:

Learning disability refers to one or more significant deficits in essential learning processes requiring special education techniques for remediation. Children with learning disabilities are of average or above average in intelligence and generally demonstrate a discrepancy between expected and actual achievement in one or more areas, such as spoken, read, or written language, mathematics and spatial orientation. The learning disability referred to is not primarily the result of sensory, motor, intellectual or emotional handicap, or the lack of opportunity to learn.<sup>3</sup>

The learning disabled child does not have obvious factors for his learning problem such as blindness or deafness. This is why his problem is sometimes referred to as the invisible handicap.

Although the LD child's handicaps may seem invisible, they can be extremely debilitating. Where as most children pick up information by chance, the LD child must be specifically taught by selective teaching approaches. However, this cannot be done until the specific learning problem has been identified. The initiation of the identification process will probably start with the regular classroom teacher who is likely to have the major responsibility for the instruction.

Hence, the law makes a number of critical stipulations that must be adhered to by both the states and individual school districts. One such stipulation calls for teachers to be given in-service, on-the-job training so they will be able to identify, teach, and assess the learning disabled student.

When PL 94-142 is mentioned in educational circles,

the topic of mainstreaming becomes the center of debate. Mainstreaming is a term that means the enrolling and teaching of handicapped children in regular classes for the majority of the day under the charge of the regular class teacher. The term is also meant to include an assurance that the handicapped child receives special education of high quality to the extent it is needed during that time and any other time. However, the law does not require that all handicapped children be mainstreamed. In fact, quite ironically, the word mainstreaming is not even mentioned in this public law. Concerning mainstreaming, Corinne Bloomer, a Teacher magazine advisor stated:

Every handicapped child cannot be integrated into the regular classroom, nor is it the intention of responsible educators to do so. PL 94-142 guarantees due process to parents of handicapped children regarding education, an integration of a child back into a regular class, if it is not appropriate it is a violation of due process. 4

One noteworthy component of the law requires teachers to write an individual educational plan (IEP) for each handicapped child. This contains a narrative statement of the child's present achievement level and a complete listing of short-range and long-range goals. The IEP also includes a schedule for evaluating the child's progress. Therefore, in essence, the IEP is a child's guarantee that he will be given the same educational opportunities as those of a child without

learning difficulties.

Resource room teachers (teachers trained in the area of special education for the handicapped) who serviced the public schools, were formerly segregated from the rest of the educational environment. However, because of this law the resource room teacher, sometimes referred to as itinerant, would now have interlocking responsibilities with the regular classroom teacher. Since all classroom teachers have to know what goes on in the resource room to understand any progress made, communication between the resource and classroom teachers is essential. In addition, the resource teacher has to have a total awareness of the regular classroom's curriculum and objectives, in order, to provide supplementary instruction and to help remediate student's disabilities. In order to facilitate the law to its fullest extent, the resource teachers and classroom teachers must communicate concerning the special student's needs.

When a law is imposed on educators and requires a great amount of change as well as additional work, it is met with frustration, rebellion, and often, open hostility. However, one of the most productive ways to face mandated change, as in the case of PL 94-142, is to become aware and responsive to the fact that all students have special needs. The educational system

listed on the next page:

must change, in order, to meet the needs of all students.

In preparation for this project, many books were read which helped formulate a philosophy and create some new ideas and opinions. All of these books and magazines appear in the bibliography at the end of the project. However, there were several books and magazines that needed to be noted because of their repeated use as resources.

Each Teacher magazine issue for the 1977-1978 school year contained a feature article on the passage of Public Law 94-142. The topics varied in their accounts, but all had the same purpose. This purpose was to keep the reader informed on mainstreaming and how it was to affect the children and the regular classroom teacher. These articles helped me understand the commitment behind the public law and the adjustments that would have to be made by the regular classroom teacher. These articles also provided the reader with a better comprehension of a learning disability and suggested different teaching approaches and general guidelines.

There were several books that were used a great deal in understanding the causes of learning disabilities and the variety of diagnostic tests used to identify specific learning deficits. These books are listed on the next page:



1. Diagnosing Learning Disabilities by Wilma Bush.
2. Children With Learning Disabilities by Janet Lerner.
3. Learning Disabilities by B.R. Gearheart.

Finally, there was a section in the handbook and paper of this project that dealt with behaviors typical of LD children and classroom strategies to be used by the regular classroom teachers of students with specific learning disabilities. Most of the teaching strategies used were taken from Dr. Robert Mosby's learning disability book on Management Systems. Dr. Warren Weinberg and Dr. Robert Mosby are also the authors of a theory in learning disabilities called "Developmental By-Pass". Many of their ideas were used in this project that concerned remediation, practice, drill and tutoring.

## RATIONALE

The purpose of special education from its start has been to provide instruction for children who experience learning and behavioral problems in a regular classroom environment.

In the past, educators had accepted and supported special placement of children with learning difficulties. These children experienced smaller classrooms, curricula different from that of the regular classroom, and different learning methods or approaches. There was little communication if any between the "special teachers" and the regular classroom teacher.

## RATIONALE

The reasons for this beginning theory probably had a lot to do with the word "protection". In order to protect children who were "different" from the stigma or negative reactions of other children, educators supported a separate and special classroom approach. Failure to provide adequate programming because of the lack of available funds, or the unfounded concern that these children would not learn in a regular classroom setting both contributed to the support of special programs.

Public opinion, however, has shaped the future of the handicapped child. Legislators and parents have had a great impact on legislation and pro-

## RATIONALE

The purpose of special education from its start has been to provide instruction for children who experience learning and behavioral problems in a regular classroom environment.

In the past, educators had accepted and supported special placement of children with learning difficulties. These children experienced smaller classrooms, curriculum different from that of the regular classroom, and different learning methods or approaches. There was little communication if any between the "special teachers" and the regular classroom teacher.

The reasons for this beginning theory probably had a lot to do with the word "protection". In order to protect children who were "different" from the ridicule or negative reactions of other children, educators supported a separate and special classroom approach. Failure to provide adequate programming because of the lack of available funds, or the unfounded reason that these children could not learn in a regular classroom setting both contributed to the support of special rooms.

Public opinion, however, has changed the future of the handicapped child. Educators and parents have had a great impact on legislation that pro-

vides for and protects the handicapped child in a much better way. This legislation has mandated the placement of certain handicapped children in regular classrooms. In addition, the law demands supportive personnel from the Special School District. These supportive personnel known as itinerants from the Special School District were to work closely with a variety of public school staff members. This partnership between the public schools and the Special School District was formed in the fall of 1978. At this point, LD children were placed in regular classrooms.

Our school was probably typical of many schools this year--totally unprepared for dealing with children originally placed in special classrooms. Administrators had other problems on their minds, mainly those dealing with a court ordered merger with two other school districts. Therefore, for the first time on a large scale, teachers within our school, which is situated in an upper middle class neighborhood, had to deal with children who were two to three years behind their grade level.

As a teacher, I began to feel that my teaching experience had been unique and that I had been spoiled since most of my students in previous years had not been characterized by deviant behavior. I felt that

I could not cope with the total lack of responsibility of these children. Being suddenly thrust into this situation caused me to reflect upon my teaching career.

In reflecting upon my six years of teaching at an elementary school in a large suburban district, it seems as if my professional growth occurred in stages. Unfortunately, these stages were not contrived or well-planned; they just happened by my exposure to the educational system.

One of the most rudimentary stages in my career was the one in which I was concerned with classroom control. After finally realizing that my students could actually act like decent human beings, I became dissatisfied with my lessons which had been limited to those approaches which would prove to be less chaotic. The students were well behaved while doing my many pencil/paper activities, but they were also very bored and not everyone was learning.

With the realization that bedlam was not going to occur in my classroom, I naturally evolved to another stage--the stage concerned with the problem of mastering content material. This seemed like an almost impossible task and, therefore, took all of my teaching energies.

Having faced the problems of classroom manage-

ment and mastery of content surprisingly enough I was still not satisfied with my teaching self. Perhaps it was the haunting eyes of those three or four students who could not grasp my homogeneous lesson plans which were oriented toward the average achiever. Even though I rationalized that to aim down the middle of the class or to teach the middle segment of the class was the only way to maintain one's sanity in this demanding field, I could not escape those empty faces.

At this point in my teaching career, I became cognizant of what was missing in my teaching approach. In my classroom, there was one vital ingredient lacking--individualization. By dismissing the needs of the individual student, I had dismissed the equality of education which is the natural right of every American student. After investigating the matter of individualization with several of my colleagues, I found that many times, as ironic as it may seem, the individual and his differences were not even considered in the educational process. This attitude is revealed in the following quotation by Arthur W. Combs in the book, Humanistic Education Sourcebook:

A goal of American public education is equal educational opportunity for every child. Although this goal may be attainable, it has remained elusive for decades. The concept of instruc-

tional methods matched to the learning characteristics of each child is familiar to teachers, but individualized instruction has not been the hallmark of this nation's schools. It has taken court decisions, federal legislation, mobilization of parents, and new methods in special education to bring the dream of maximum learning for all children closer to reality.<sup>5</sup>

Being shocked by this lack of respect for the individual, I vowed to become the type of teacher who would place the individual at the core of the learning experience.

However, my zest for individualization was dampened by my initial failures; for I found that individualization was not a mystical process or one that could be successfully implemented because a teacher had been suddenly awakened to its importance. Effective individualization required diagnostic testing, knowledge of resources, and strategies for implementation. Without consideration of these factors, individualization was not likely to succeed in the classroom.

I now understood why individualization was overlooked by the classroom teacher. With a classroom of over twenty-five students, it was almost an impossibility for me or any other teacher to gather the materials which were essential for effective individualization.

However, since the passage of PL 94-142 and the merger of our district with two lower socio-economic districts, it became more evident that no longer would the teacher be able to ignore the individual differences of her students. Therefore, as part of my master's program at Lindenwood, I am designing a culminating project which will aid the classroom teacher in achieving maximum individualization. Through the development of activities, learning packs, contracts, a handbook concerned with diagnosing learning disabilities, and classroom strategies, it is hoped that the classroom teacher will be able to utilize these materials in the quest for individualization or equalization of educational opportunity for all.



Major differences exist in the way children learn. Some learn best by listening, some learn best by looking and some learn best by touching or performing an action. Each of these ways of learning and receiving information is called a perceptual modality. Many children with learning problems have a much greater facility in using one perceptual modality than in using another. For teachers, a particular perceptual modality may be as important for some children that it is an unproductive pathway for learning.

**DEFINITIONS OF PSYCHOLINGUISTIC ABILITIES**

It is important to know that perception is a learned skill. This fact implies that the teaching process can have a direct impact on the child's perceptual skills. Thus, it is important for the teacher to have a working knowledge of the perceptual skills. In order to aid the teacher in the evaluation of perceptual abilities, the following terms will be defined and demonstrated. These definitions are now divided into two categories--the auditory channel abilities and the visual channel abilities. Most of these examples were taken directly from a Special District District handbook received during a workshop on

Major differences exist in the way children learn. Some learn best by listening; some learn best by looking; and some learn best by touching or performing an action. Each of these ways of learning and receiving information is called a perceptual modality. Many children with learning problems have a much greater facility in using one perceptual modality than in using another. Furthermore, a particular perceptual modality may be so inefficient for some children that it is an unproductive pathway for learning.

For any teacher who has the responsibility of teaching learning disabled children, it is important to know that perception is a learned skill. This fact implies that the teaching process can have a direct impact on the child's perceptual skills. Thus, it is important for the teacher to have a workable knowledge of the perceptual skills. In order to aid the teacher in the evaluation of perceptual abilities, the following terms will be defined and demonstrated. These definitions have been divided into two categories--the auditory channel abilities and the visual channel abilities. Most of this material was taken directly from a Special School District handout received during a workshop on

learning disabilities. However, some of the material was expanded because of my own observations and classroom work. The criteria for my selection was based on the need to recognize the most common types of learning disabilities. If these common types of learning disabilities can be recognized and the characteristics of each applied to individual students, teachers can begin to evaluate the student's perceptual abilities. Recognizing these perceptual deficits, is the first step in the process of referral to the Special School District.

Being aware of the diagnostic tests that further support these behaviors is another step in recognizing the LD child. For easy access, these tests have been included after each list of common behaviors. The tests included in each section are applicable to all elementary aged children unless otherwise specified.

**TERM: Anxiety**

11. does not respond with other children.
12. feels left out - his feelings are really hurt.
13. daydreams.
14. needs to be led or physically directed when told to sit down or turn around.
15. cannot learn rote memory tasks such as alphabet, number combinations, longhand number, or address.

## 16. AUDITORY CHANNEL ABILITIES

17. may have speech problems.  
TERM: Auditory Reception (auditory decoding)

The child's ability to understand what is said to him.

OBSERVABLE BEHAVIORS: A child with deficits in auditory reception will display the following behaviors:

1. repeats what he hears but still does not understand.
2. has a vocabulary that is below level.
3. appears slow to respond.
4. avoids word games, especially those which require a response to verbal directions.
5. has average or above average intelligence but is unable to grasp more than very simple, short directions.
6. prefers television to radio.
7. does not enjoy listening to stories.
8. must give directions to him repeatedly on an individual basis.
9. must demonstrate in order to get the student started on an assignment.
10. understands directions better if gestures, pictures, diagrams, or other visual aids are used.
11. does not respond with other children.
12. feels left out--his feelings are easily hurt.
13. daydreams.
14. needs to be led or physically directed when told to sit down or turn around.
15. cannot learn rote memory tasks such as alphabet, number combinations, telephone number, or address.

16. may lip read.
17. may have speech problems.

TESTS: The following tests will help the teacher to diagnose children with auditory reception problems:

1. Wepman
2. Auditory Test for Kindergarten
3. Peabody Picture Vocabulary Test

TERM: Auditory Association

The ability of a child to relate concepts presented orally. On the Illinois Test of Psycholinguistic Abilities, the child would supply the missing word in verbal analogies. For example, I cut with a saw. I pound with a                     . This is the ability to respond verbally in a meaningful way to auditory stimuli.

OBSERVABLE BEHAVIORS: The child with deficits in auditory association will display the following behaviors:

1. has difficulty with categorization.
2. has difficulty saying in which ways two things are different.
3. seldom uses similies and metaphors.
4. has difficulty outlining.
5. does not see the following relationships:

Texture

Temperature

Opposites

Size

Whole-Part

Tool User

6. does not understand jokes because of verbal irregularities.

7. has difficulty relating the moral of a story because it is hard to see correspondence between the abstraction and the situation.
8. has difficulty with sets and sub-sets.
9. does not understand riddles, puns, proverbs, and parables.
10. is slow to respond to tasks requiring generalizations.

TESTS: The following supplementary tests will verify problems in auditory association:

1. WISC--Similarities
2. Binet--Opposite analogies, Similarities and Differences, Verbal Absurdities.

TERM: Auditory Sequential Memory

The ability to reproduce from memory sequences of digits of increasing length. For example, 1, 6, 8, 4, Repeat.

OBSERVABLE BEHAVIORS: The following behaviors may indicate poor auditory sequential memory:

1. has difficulty spelling correctly.
2. is poor in phonics--he can not remember the sounds long enough to blend them.
3. reverses number or letter sequences.
4. cannot remember instructions.
5. has a difficult time sorting and retrieving information.

TESTS: The following tests may verify auditory sequential memory problems:

1. Recitation of the following items at a reasonable age:

Phone Number

Address

Poems

Nursery Rhymes

2. Digit Span on WISC or Binet
3. Sentence Memory on Binet

TERMS: Grammatical Closure

The ability to make use of the redundancies of oral language in acquiring automatic habits for handling syntax and grammatical inflections. For example: Here is a bed.

Here are two \_\_\_\_\_.  
 This horse is not big.  
 This horse is big.  
 This horse is even \_\_\_\_\_.

OBSERVABLE BEHAVIORS: The following behaviors may indicate problems in grammatical and auditory closure:

1. may not use verb tenses or idioms correctly.
2. calls things in an uncustomary way-- ironer for iron.
3. has difficulty with plurals and past tenses.
4. has trouble with irregular verbs.
5. uses "spoonerisms". "Let me saw you to your sheet," instead of "let me show you to your seat."
6. mixes up verbs and adjectives.

TEST: The following test may verify grammatical and auditory closure:

1. Picture Completion Test and Information Test--WISC

TERM: Auditory Closure

The ability to grasp a word when only part of the word is presented to him. Utilizes the same skill needed to grasp a telephone conversation when there are background noises. Related to the ability to understand speech with a foreign accent or poorly articulated speech.

TERM: Sound Blending

The ability to integrate isolated sounds into a whole word.

TERM: Verbal Expression--

The ability to express concepts verbally (vocally) or to talk about objects he sees and touches.

OBSERVABLE BEHAVIORS: The following behaviors may indicate poor verbal expression:

1. gives one word answers.
2. relies on gestures to divulge information.
3. seldom adds to class discussion.
4. can comprehend complicated language but cannot express himself orally.
5. prefers to draw pictures or demonstrate or show how a thing is done--he does not like to tell about it.
6. seems dull but may outrank most of his class in knowledge.

TESTS: These supplementary tests will verify problems in verbal expression:

1. WISC--Vocabulary
2. Projective tests and informal observation



TERM: VISUAL CHANNEL DIFFICULTIES

TERM: Visual Reception

The ability to gain meaning from visual symbols or the ability to understand or interpret what is seen. Also called visual decoding.

OBSERVABLE BEHAVIORS: The following behaviors may indicate poor visual reception:

1. is insensitive to gestures and facial expressions.
2. responds better to spoken directions than to visual aids.
3. does not like to look at picture books.
4. is slow to identify pictured objects.
5. must get verbal instructions from the teacher.
6. is slow to complete worksheets.
7. cannot get context clues from pictures and/or texts.
8. cannot re-arrange pictures in correct order but who can verbalize what is happening.
9. lacks knowledge and experience.

TESTS: Supplementary tests that will verify problems in visual reception:

1. Binet

Picture Similarities

Picture Vocabulary

Aesthetic Comparison

Pictured Absurdities

2. Frostig
3. Minnesota Pre School Scale--discrimination form (Severe perception problems should be referred to ophthalmologist.)

TERM: Visual Association

The ability to relate concepts presented visually. For example, bed is to pillow as shoes are to socks.

OBSERVABLE BEHAVIORS: The following behaviors may indicate poor visual association:

1. more apt to describe objects or label them than to tell a story.
2. does poorly in craft work because he does not see the relationship among materials or does not develop parallel ideas to other things he has seen.
3. cannot grasp story content from a series of pictures.
4. does not use context clues.
5. has difficulty finding and evaluating different solutions to a problem.
6. has difficulty relating two visual concepts. This child cannot tell a story from pictures and cannot comprehend.
7. does not see pictured absurdities.

TESTS: The following supplementary tests will verify problems in visual association:

1. Healy Picture Completion
2. WISC--Picture Completion
3. Any classification tests which measure ability to classify according to function.

TERM: Visual Closure

The ability to identify a common object from an incomplete visual presentation.

OBSERVABLE BEHAVIORS: The following behaviors may indicate poor visual closure:

1. may lack pre-requisite perceptual-motor skills.
2. lacks ability to visualize; reverses numbers and letters.

3. has poor handwriting and drawing skills.
4. lacks adequate speech of perception.

TESTS: The following supplementary tests may verify deficits with visual closure:

1. Minnesota Pre School Scale
2. WISC

Object Assembly

Block Design

Coding

Picture Completion

TERM: Visual Sequential Memory--

The ability to reproduce sequences of nonmeaningful figures from memory.

OBSERVABLE BEHAVIORS: The following behaviors may indicate poor visual sequential memory:

1. frequently has reversals in reading, spelling, and writing his name.
2. has difficulty with sight words.
3. has difficulty finding page numbers.
4. cannot remember a word long enough to write it.
5. depends in reading solely on phonics.
6. remembers words better if he can say them out loud or write them down.
7. has difficulty storing and retrieving information.
8. cannot remember math facts and misspells.

TESTS: The following test will help the teacher in diagnosing deficits in visual sequential memory:

WISC-Coding

**TERM:** Manual or Motor Expression

The ability to express ideas manually or in gestures.

**OBSERVABLE BEHAVIORS:** The following behaviors may indicate poor manual expression:

1. lacks facial and body expression.
2. has poor motor coordination.
3. has trouble playing Simon Says when words are omitted.
4. has difficulty with jigsaw puzzles.
5. draws poorly.
6. has difficulty playing charade-type games
7. has difficulty with maps or showing relative position on a piece of paper.
8. writes poorly.
9. may misjudge space needed for movement.
10. avoids coloring or block building.

**TESTS:** The following test can diagnose manual expression:

1. Purdue Perceptual Rating Survey (Kephart)

SUMMARIZED AUDITORY CHANNEL ABILITIES TABLE 1

Term:

**Auditory Reception-**  
The ability to understand what is said to him.

**Auditory Association-**  
The ability to relate concepts presented orally.

**Auditory Sequential Memory-**  
The ability to reproduce from memory sequences of digits.

Behaviors:

-Vocabulary below level

-Slow to respond

-Does not enjoy listening to stories

-Demonstration necessary for assignments

-Understands directions if visual aids are used.

-difficulty in categorization

-seldom uses metaphors or similies

-difficulty in outlining

-difficulty understanding jokes, riddles, and puns

-cannot generalize

-cannot see relationships as in texture, temperature, opposites and size.

-difficulty in spelling

-difficulty in phonics

-reverses numbers or letters

-difficult time storing and retrieving information

Tests:

-Wepman

-PPVT

-Auditory Test for Kindergarten

-WISC -Similarities

-WISC Digit Span

-Informal: Recite following: phone number, address, poems, nursery rhymes

SUMMARIZED AUDITORY CHANNEL ABILITIES TABLE 2

Term:

Grammatical Closure-Ability to acquire automatic habits for handling syntax and grammatic inflections. Example: Here is a bed. Here are two \_\_\_\_\_.

Verbal Expression-Ability to express concepts verbally or to talk about objects he sees and touches.

Behaviors:

- does not use verb tenses correctly
- difficulty with plural and past tenses
- uses spoonerisms
- mixes up verbs and adjectives

- gives one word answers
- relays on gestures to divulge information
- prefers to demonstrate or draw pictures for explanation
- seems dull but may outrank class in knowledge

Tests:

- WISC: Picture Completion
- WISC: Information

- WISC: Vocabulary
- Informal Observation
- Projective Tests

SUMMARIZED VISUAL CHANNEL DIFFICULTIES

TABLE 3

Term:

Visual reception-  
The ability to gain meaning from visual symbols.

Visual association-  
The ability to relate concepts presented visually. Example; Bed is to pillow as shoes are to socks.

Visual closure-  
The ability to identify common objects from incomplete visual presentation

Behaviors:

- insensitive to gestures and facial expressions
- responds better to spoken directions than to visual aids
- lacks knowledge and experience
- cannot rearrange pictures in sequence but can verbalize what is happening

- poor job in craft work
- does not use context clues
- does not see pictured absurdities
- cannot grasp story content from series of pictures

- may lack perceptual motor skills
- poor handwriting and drawing
- lacks ability to visualize reverses numbers and letters

Tests:

- WISC -Block Design
- Frostig Visual Perceptual Test

- WISC - Picture Completion
- Classification tests that measure ability to classify according to function

- WISC - Object Assembly
- Block Design
- Coding
- Picture Completion

SUMMARIZED VISUAL CHANNEL DIFFICULTIES    TABLE 4

Term:

Visual Sequential Memory-  
The ability to reproduce sequences of  
nonmeaningful figures from memory.

Manual or Motor Expression-  
The ability to express ideas manually  
or in gestures.

Behaviors:

-reversals in reading, spelling,  
-or writing name  
-difficulty with sight words  
-difficulty finding page number  
-cannot remember math facts and  
misspells.

-lacks facial and body expression  
-poor motor coordination  
-difficulty with jigsaw puzzles  
-draws poorly  
-misjudges space needed for movement  
-difficulty in "charade" type games

Tests:

-WISC -Coding

-Purdue Perceptual Rating Survey (Kephart)  
-Bender Gestalt or any perceptual motor test



## GENERAL LEARNING DISABILITY TERMINOLOGY

The previous section dealt with actual learning deficits and behaviors common to these children. This section will give the teacher a broader look at the area of specific learning problems that will be of help during evaluations that involve more quite technical in terminology.

1. Auditory association--The ability to identify spoken words in a meaningful way. The child uses a reversal of the familiar analogies test to assess this ability. The subject must complete the last statement by supplying an analogous word. Example: Day is to night as grass is \_\_\_\_\_.

2. Auditory blending--The ability to recognize individual phonemes within a word.

## GENERAL LEARNING DISABILITY TERMINOLOGY

3. Auditory discrimination--The ability to distinguish among words and sounds that are nearly alike. Children who have difficulty with auditory discrimination cannot hear letters and may confuse "lip" and "rip" or "lip" and "rip" for example. Therefore, they may have trouble with spelling.

4. Auditory perception--The ability to understand the spoken word. This ability is assessed by using the word and auditory association--the ability to listen to what is heard.

5. Auditory reception--The ability to understand the spoken word. The IPI's correct word to answer this function includes questions that require only "yes" or "no" responses in order to eliminate the necessity of a child's explaining what he understands. Example: Do females stamper?

6. Bilateral--Referring to the use of both sides of the body in a simultaneous and parallel fashion.

7. Binocular vision--The ability to integrate visual information into a single percept the same way as through both eyes when they are aimed at the same position in space.

## GENERAL LEARNING DISABILITY TERMINOLOGY

The previous section dealt with actual learning deficits and behaviors common to those deficits. This section will give the teacher a broader background in the area of specific learning problems that will be of help during staffings that sometime become quite technical in terminology.

1. Auditory association--The ability to relate spoken words in a meaningful way. The ITPA uses a version of the familiar analogies test to assess this ability. The subject must complete the test statement by supplying an analogous word. Example: Soup is hot; ice cream is \_\_\_\_\_.
2. Auditory blending--The ability to recognize individual letter sounds and to put those sounds together to form a word.
3. Auditory discrimination--The ability to distinguish among words and sounds that are nearly alike. Children who have difficulty with auditory discrimination cannot hear letters and may confuse "map" and "nap" or "lip" and "dip" for example. Therefore they may have trouble with spelling.
4. Auditory perception --linked terms are auditory reception and auditory association--the ability to interpret what is heard.
5. Auditory reception--The ability to understand the spoken word. The ITPA subtest used to measure this function includes questions that require only "yes" or "no" responses in order to eliminate the necessity of a child's explaining what he understands. Example: Do females slumber?
6. Bilateral--Pertaining to the use of both sides of the body in a simultaneous and parallel fashion.
7. Binocular fusion--The ability to integrate simultaneously into a single percept the data received through both eyes when they are aimed at the same position in space.

8. Body image--Awareness of one's own body (including the precise location of its parts in time and space). It includes the impressions one receives from internal signals as well as feedback received from others.
9. Closure--The ability to recognize a whole, especially when parts are missing, and to fill in the missing parts automatically. For example--knowing what is said even if a word or two is not heard; reading a word when one letter is missing.
10. Cognition--The act or process of knowing the various thinking skills and processes are considered cognitive skills. The mental process by which an individual becomes aware of and maintains contact with his internal and external environments. It includes the processes of discrimination, association, integration, and categorization.
11. Concretism--An approach to thinking and behavior in which a person tends to regard each situation as essentially new and unique. Such a person fails to see essential similarities between situations which others accept as similar or even identical.
12. Convergence--The ocular pointing mechanism by which the eyes are "aimed" at a target. It enables one to see a single object at varying distances.
13. Crossing the midline--The movement of the eyes, a hand and forearm, or a foot and leg across the mid-section of the body without involving any other part of the body; i.e., without turning the head, twisting or swaying the trunk, or innervating the opposite limb.
14. Depth perception--That aspect of visual perception which deals with the direct awareness of the distance between the front and the back of an object so that it is seen as three dimensional. The ability to perceive the third dimension in a flat picture which is actually two dimensional.
15. Differentiation--The ability to sort out and use independent parts of the body in a specific and controlled manner. Example: the ability to innervate the muscles of one arm without innervating in a similar fashion the muscles of the other arm or any of the parts of the body not required by the task.

16. Directionality--The projecting of all directions from the body into space. The child must develop laterality within his own organism and be aware of the right and left sides of his own body before he is ready to or able to project these directional concepts into external space.
17. Discrimination--The process of detecting differences as 1) auditory discrimination or the ability to identify sounds with respect to likenesses and differences and 2) visual discrimination or the ability to discriminate between different objects, forms, and/or letter symbols.
18. Distractibility--The ready and rapid shifting of attention through a series of unimportant stimuli. A morbid or abnormal variation of attention; inability to fix attention on any subject. A symptom of mental functioning of a person with brain damage.
19. Dysgraphia--The inability to write or to copy letters, words, and numbers. The child can see accurately what he wants to write but cannot manage correct writing movements. Usually associated with brain dysfunction.
20. Dyslexia--Partial inability to read or to understand what one reads either silently or aloud. Condition is usually, but not always, associated with brain dysfunction.  
Visual dyslexias rarely learn from a global word approach, but they can learn individual sounds and put them together into words. Auditory dyslexias can learn words as a whole but do not learn through phonics.
21. Etiology-- the cause of a condition.
22. Eye-hand coordination--The ability to perceptually organize by joining together in the mind's eye and to reproduce manually. Poor development of motor skills and left-right confusion could be a result of poor eye-hand coordination.
23. Eye-hand coordination skill-- This skill consists of the eyes steering the hand(s) accurately and skillfully through the three coordinates of space- right and left, up and down, fore and aft-, which are matched with the coordinates of the body and vision, for the purpose of manipulating tools or forming the symbols of language. It is dependent upon use, practice, and integration of the eyes and hands as paired learning tools.

24. Eye movement skill--This skill consists of the ability to quickly and accurately align both eyes on an object, to release and move in a controlled manner to another object, or to maintain alignment on a moving object. This skill provides a consistent visual input to be matched to other sensory inputs and the experiences of the organism.
- Inadequate ability in eye movement skills is revealed in head turning instead of eye movement, short attention span, frequent loss of place on the page, omission of words and phrases, confusion of left and right directions, poor orientation, writing or drawings on the page, or stumbling and clumsiness in playground activities.
25. Expressive language skills--The ability to communicate using speech, gestures, or written language.
26. Figure-ground perception--The ability to focus on the part of a visual stimulus that is important, such as one math problem on a page of problems.
27. Hyperactivity--A statement of constant and excessive motion.
28. Hypoactivity--Pronounced absence of physical activity.
29. Individualized education program (IEP) --A written statement composed for each handicapped child that includes present level of educational performance, annual goals, short term instructional objectives, specific educational services to be provided, and evaluation procedures including a time schedule for remediation. This is based on Public Law 94-142.
30. Itinerant--An assigned teacher from the Special School District who works with a number of classroom teachers and their students who have been referred and accepted for special support services under the label of learning disabled (LD) or behavioral disorder (BD).
31. Learning Disability--(Based on definition provided by the National Advisory Committee on Handicapped Children, U.S. Dept. of Health, Education, and Welfare, 1968) A learning disability refers to one or more significant deficits in essential learning processes requiring special educational techniques for its remediation. Children with learning disabilities generally demonstrate a discrepancy between

expected and actual achievement in one or more areas, such as spoken, read, or written language, mathematics, and spatial orientation. The learning disability referred to is not primarily the result of sensory, motor, intellectual, or emotional handicap, or lack of opportunity to learn. Deficits are to be defined in terms of accepted diagnostic procedures in education and psychology. Essential learning processes are those currently referred to in behavioral science as perception, integration, and expression, either verbal or nonverbal. Special education techniques for remediation require educational planning based on the diagnostic procedures and findings.

32. Least restrictive environment--Education placement that ensures that, to the maximum extent appropriate, handicapped children are educated with children who are not handicapped.
33. Memory--The ability to store and retrieve previous perceptions. People with auditory memory deficits quickly forget what they have just been told; people with visual memory deficits forget what they have seen including how letters look and what order they are in.
34. Mixed laterality or lateral confusion--The tendency to perform some actions with the right hand or foot and others with the left; shifting from right to left for certain activities. This does affect development in reading.
35. Modality--The pathways through which an individual receives information and thereby learns. The primary learning modalities are: auditory, visual, tactile, kinesthetic. Some individuals learn better through one modality than through another.
36. Perception--The process of organizing and interpreting information obtained through the senses.
37. Perceptual disorder--inadequate awareness of objects, relations, and qualities because of difficulty in interpreting information obtained through the senses.
38. Processing--Internal thinking skills such as generalizing, abstracting, classifying, and integrating.
39. Receptive language skills-- Listening and reading; the skills of receiving language that is spoken or written by others.

40. Social perceptions--The ability to interpret the social environment. For example, being aware of people's moods and realizing the causes and effects of one's own behavior.
41. Structuring--The act of arranging an activity in a way that is understandable to children and conducive to performance, or in other words, arranging the task so that children are aware of what is expected of them. Once the task is structured, the children should be left to perform without additional cueing.
42. Tactile or tactual--Refers to the sense of touch. The term expresses both the child's sense of touch as applied to a given object or task and the instructor's tactual clues that the child receives.
43. Tolerance level--The level at which the child can perform without any effort and at which he/she will soon become bored or uninterested.
44. Visual association--The ability to relate visual symbols in a meaningful way. To measure this, the ITPA requires the subject to select from among four pictures the one which "goes with" a given stimulus picture.
45. Visual discrimination--The ability to distinguish among shapes, colors, numbers, and other visual stimuli that look similar. Someone with a difficulty in this area may confuse "b" and "d" or "6" and "9".
46. Visual-motor ability--The ability to coordinate vision with the movement of the body or its parts. This is a necessary skill for many academic activities such as handwriting, mathematics, and physical education.
47. Visual perception--The ability to interpret what has been seen.
48. Visual reception--The ability to comprehend pictures and written words. The ITPA uses a picture test, and the child responds by pointing to pictures indicating that he/she comprehends them.

Most of these terms were collected from two sources, Diagnosing Learning Disabilities by Wilma Jo Bush and Children With Learning Disabilities by Janet W. Lerner.

PROCEDURES TO FOLLOW  
IN IDENTIFYING LEARNING DISABILITIES

Now that the teacher has a working vocabulary for learning disabilities from the previous sections, he or she is now ready to become better acquainted with the referral system utilized by the Special School District. It is accepted that teacher referrals are the best means of identification when teachers feel they know the children, and needs of creating the process is advantageous to the children. Many instructional needs can be lost if teachers are not aware

PROCEDURES TO FOLLOW  
IN IDENTIFYING LEARNING DISABILITIES

the person responsible for identifying a learning disabled child needs guidelines. In order for a child to qualify for a specific education for children with learning and/or behavioral disabilities, there are certain requirements which he must meet.

1. By whom is referring to the classroom teacher.  
Thus, if the classroom teacher feels a certain student could benefit from special education training due to suspicion of a child's unexplained or otherwise unaccountable, a referral form for special services should be completed. Suspicious behaviors which the teacher has noticed will definitely help to diagnose the child's problem. (See Figure 1 on the next page for a sample



PROCEDURES TO FOLLOW  
IN IDENTIFYING LEARNING DISABILITIES

Now that the teacher has a working vocabulary for learning disabilities from the previous sections, he or she is now ready to become better acquainted with the referral system utilized by the Special School District. If it is accepted that teacher referrals are the best means of identification when teachers feel they know the children, any means of speeding the process is advantageous to the children. Many instructional months can be lost if teachers are not aware of warning signs and referral processes. This means the person responsible for identifying a learning disabled child needs guidelines. ~~In order for a child~~ to qualify for a specific education unit for children with learning and/or behavioral disabilities, there are certain requirements which he must meet.

1. He must be referred by the classroom teacher.

Thus, if the classroom teacher feels a certain student could benefit from special education training due to suspicions of a child's achievement not matching his potential, a referral form for special services should be completed. Suspicious behaviors which the teacher has noticed will definitely help to diagnose the child's problem. (See Figure 5 on the next page for a sample

tally sheet for recording behaviors of children suspected of having learning disabilities.) This tally sheet should be completed daily for one week for any child who shows need for individual diagnosis. At the end of the week, a tally should be made including such things as the times of day the child appeared most disturbed, the classes in which the problem behaviors occurred, the conditions surrounding the problem, and the teacher's behavior just prior to each atypical performance.

WEEKLY TEACHER OBSERVATION TALLY SHEET <sup>6</sup>  
TABLE 5

|                                   |      |       |      |        |      |
|-----------------------------------|------|-------|------|--------|------|
| 8-9<br>Class<br>Behavior          |      |       |      |        |      |
| 9-10<br>Class<br>Behavior         |      |       |      |        |      |
| 10-12<br>Class<br>Behavior        |      |       |      |        |      |
| 12-1<br>Class<br>Behavior         |      |       |      |        |      |
| 1-2<br>Class Behavior<br>Behavior |      |       |      |        |      |
| 2-3<br>Class<br>Behavior          |      |       |      |        |      |
| 3-4<br>Class<br>Behavior          |      |       |      |        |      |
|                                   | Mon. | Tues. | Wed. | Thurs. | Fri. |

CODE FOR TALLY SHEET<sup>7</sup>

| <u>Child Behavior</u>   | <u>Code</u> | <u>Observed Behavior</u>                                      |
|-------------------------|-------------|---|
|                         | O-X         | 1. Oral expression problems                                   |
|                         | sow         | -stumbles on words-   |
|                         | wos         | -words out of sequence-                                       |
|                         | poe         | -poverty of expression<br>cannot tell story from<br>pictures- |
|                         | art         | -articulation problem-  |
| <u>Teacher Behavior</u> | <u>Code</u> | <u>Observed Behavior</u>                                      |
|                         | W-X         | 2. Written expression problems-                               |
|                         | poe         | -poverty of expression-                                       |
|                         | uwa         | -unfinished written<br>assignments-                           |
|                         | eo          | -erases often-  |
|                         | C-M         | 3. Gross motor expression problems-                           |
|                         | cig         | -cannot imitate in<br>gestures-                               |
|                         | A-P         | 4. Auditory perception problems                               |
|                         | ar          | -asks to repeat-  |
|                         | lop         | -looks at other's paper-                                      |
|                         | dnl         | -does not listen-   |
|                         | occ         | -observes closely for clues                                   |
|                         | V-P         | 5. Visual perception problems                                 |
|                         | cr          | -cannot read well-  |
|                         | sow         | -stumbles on words-   |
|                         | bro         | -bumps into room objects-                                     |
|                         | bpe         | -books placed on edges  |

| <u>Child Behavior</u> | <u>Code</u> | <u>Observed Behavior</u>        |
|-----------------------|-------------|---------------------------------|
|                       | MOT         | 6. Motor problems               |
|                       | aw          | -awkward walk-                  |
|                       | b           | -balance-                       |
|                       | cs1         | -cannot stay in line-           |
|                       | cwl         | -cannot write within the lines- |
|                       | PPG         | -poor pencil grasp-             |

| <u>Teacher Behavior</u> | <u>Code</u> | <u>Observed Behavior</u>        |
|-------------------------|-------------|---------------------------------|
|                         | T-GD        | 1. Giving directions            |
|                         | T-WD        | 2. Writing directions on board. |
|                         | T-AQ        | 3. Asking questions             |
|                         | T-R         | 4. Reprimanding                 |

SAMPLE USE OF CODING SYSTEM

|                            | Mon. | Tues. | Wed. | Thurs. | Fri. |
|----------------------------|------|-------|------|--------|------|
| 8-9<br>Class<br>Behavior   |      |       |      |        |      |
| 9-10<br>Class<br>Behavior  |      |       |      |        |      |
| 10-12<br>Class<br>Behavior |      |       |      |        |      |
| 12-1<br>Class<br>Behavior  |      |       |      |        |      |
| 1-2<br>Class<br>Behavior   |      |       |      |        |      |
| 2-3<br>Class<br>Behavior   |      |       |      |        |      |
| 3-4<br>Class<br>Behavior   |      |       |      |        |      |

If the teacher uses this observation procedure, he will have selective information to complete referrals as well as information to pursue future individualized planning.

2. The child's main problem must be identified.

If in this observation, the teacher determines that the problem is more severe and suspects a student of being educable mentally retarded (EMR), the referral will go directly to the Central Office of the Special School District. In most cases, however, if the child is suspected of having a learning disability (LD) or a behavioral disorder (BD), the referral will go to the school counselor or the resource room teacher. After this step has been completed and the resource room teacher has had an opportunity to look over the referral, she will come into the classroom to observe behaviors of the child in question.

3. Psychological and diagnostic tests are administered.

The next step marks the psychological and diagnostic testing administered by the resource teacher, the counselor, and the Special District's psychologist. However, a child has to be functioning within the normal range of intelligence or above to qualify for this special testing.

One of the problems which exists in this determination of the intelligence quotient is that different

states vary in what the borderline intelligence quotient should be. The state of Missouri, for example, places the intelligence quotient at 90. This means that a child scoring below 90 on the WISC or the Stanford Binet Intelligence test would not be eligible for special services under the label of learning disabilities.

4. A profile is established by analyzing the test scores, particularly the WISC, and questionnaires from home. After obtaining the I.Q., the WISC is looked at in greater detail, in order, to study the scores of the individual subtests and obtain a general profile of abilities. Also additional testing includes the following tests:

1. Key Math Diagnostic Arithmetic Test--This test divides math skills into the categories of content, operations, and applications. A grade score for each subtest is determined.

2. ITPA--Illinois Test of Psycholinguistic Abilities--This test is composed of ten subtests and two supplementary tests that evaluate abilities in the two major channels of communication--visual-motor and auditory-vocal. The discrepancy between scores is considered to provide a guide for remedial efforts.

3. Wepman Auditory Discrimination Test-- This test evaluates the subject's ability to discriminate between thirty word pairs, different in a single phoneme, which children with auditory discrimination difficulties might not hear as being different. Examples of the pairs included in this test are "tug" and "tuh" and "thread" and "shread".

4. Woodcock Reading Mastery Test--This test will test word identification, word attack skills, and word comprehension.

5. Slingerland Screening Test--This test measures almost all of the psycholinguistic abilities of visual memory, visual auditory recall, auditory discrimination, auditory and visual association. When a child has shown poor performance on this screening test information furnished by his parents can be a helpful contribution toward an evaluation of the problem.

The following questionnaire is a possible survey that might be given to parents to complete. This survey may supply additional information to the classroom teacher and itinerant. It is very possible that the completed questionnaire could clarify or reinforce the results of the diagnostic testing. The rationale of the parent questionnaire and sample questions are as follows:

#### PARENT QUESTIONNAIRE 8

When a child has shown poor performance on the screening tests, information furnished by his parents can be a helpful contribution toward an evaluation of the problem. A personal interview is, of course, the most desirable way of obtaining this information. Furthermore, such an interview is often a first step in the cooperative endeavor that may be necessary to deal fully with the child's problem once it is delineated clearly.

However, it is not always possible for the parents to go to the school for an interview, so that a delay ensues, and sometimes school personnel cannot make a

home visit. In lieu of a personal interview or as a guide to significant questions during an interview, a parent questionnaire is helpful. The following questionnaire can be sent to the parent with a covering letter explaining the purpose and expressing the hope that a conference will be at a later date.

1. Have your child's eyesight and hearing been examined? \_\_\_\_\_ If so, what were the results? \_\_\_\_\_

\_\_\_\_\_

Did the examinations take place on your own initiative or on the recommendation of a pediatrician or the school? \_\_\_\_\_

2. Was your child hospitalized at any time before he was three years old? Please explain the nature of the hospitalization and the length of stay or stays. \_\_\_\_\_
3. If your child was separated at all from one or both parents for an unusual length of time, was there a noticeable difference after the separation?
- \_\_\_\_\_

4. Have you observed any unusual nervous tendencies?
- \_\_\_\_\_

For example, bedwetting, more than normal, fear of the dark, excessive fantasies or lies? \_\_\_\_\_

\_\_\_\_\_

Aside from schoolwork, does your child seem worried or afraid to make mistakes? \_\_\_\_\_

\_\_\_\_\_



(The remainder of the questions are related to commonly found behavior or conditions in children with specific language disability.)

5. Would you characterize your child as overactive or underactive? \_\_\_\_\_

What was he like in these terms during infancy?

6. At what age did your child begin to speak aside from syllables such as da and ma? \_\_\_\_\_

When did he begin to use two or more words in a sequence?

At what age was his speech intelligible to persons other than his mother? \_\_\_\_\_

7. Was your child's speech still "immature" at age four or five? \_\_\_\_\_

For example, did he say sounds incorrectly as in "I fink dat is good" for "I think that is good?"

Was he still using his own name in place of pronouns I and me? \_\_\_\_\_

Do you consider his speech normal now for his age?

8. Has your child ever had a tendency to mix up parts of words or words in sentences? For example, flutterby for butterfly; aminimal for animal; pisghetti for spaghetti, or put the house in the cat for put the cat in the house. \_\_\_\_\_

Does he confuse yesterday and tomorrow, before and after, often without even noticing the substitution?

Does he have trouble in knowing right and left?  
\_\_\_\_\_

9. Can your child easily remember a short message word for word? \_\_\_\_\_

Can he learn telephone numbers? Does he know his own number? \_\_\_\_\_

10. Have any members of your family had difficulty with reading, spelling or writing? Please include any of your other children and their grandparents, uncles, aunts and cousins if appropriate in your response. \_\_\_\_\_

11. Please add any other comments or observations you may wish to make. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This questionnaire should be considered along with any testing that has been administered.

5. After the testing is completed, a staffing is scheduled. This staffing includes everyone involved with the child (the classroom teacher, the resource teacher, the counselor, the principal, and the nurse). The purpose of the staffing is to classify the child's learning handicap.

6. If the child is determined to be handicapped, an Individual Educational Plan (IEP) is developed to determine his educational placement. Long and short term goals are set at this conference which includes everyone who was involved in the staffing as well as the parents.

From this point on, the itinerant will be working very closely with the classroom teacher. The student will occasionally be in the resource room for special remediation assistance, but the itinerant also has the responsibility for providing assistance in the form of advice and special curriculum materials for children who need extra assistance by the classroom teacher.

A coordination and management system is very important between all teachers involved. This point cannot be stressed enough; for it is this implementation of the IEP that provides continuity of learning and consistent communication between the professional personnel involved. As a result of this communication, confusion is reduced to a minimum, and, as a result, both child and parents feel more secure concerning the educational program. As an aid in the abolishment of existing confusion between the itinerant and the regular classroom teacher, an appendix containing contract suggestions, marking period agreements, and

joint lesson plan forms have been included at the end of this handbook. (See Appendix A)

PROVIDING FOR THE NEEDS OF STUDENTS WITH LEARNING  
DISABILITIES IN THE REGULAR CLASSROOM

Hopefully, the previous sections have given the teacher some necessary information to help recognize specific learning disabilities. All of this information is necessary to establish a true understanding of a child's learning problem including his learning strengths and weaknesses. If the teacher is familiar with a child's strengths, he or she can utilize certain teaching strategies to help a child realize his own potential.

PROVIDING FOR STUDENTS  
WITH LEARNING DISABILITIES  
IN THE REGULAR CLASSROOM

Several ways to provide for the needs of all students in the regular classroom strategies, learning centers, learning centers, and games and activities.

Many 50 children are capable of learning in a regular classroom situation. However, because of their particular learning deficits, the traditional methods of approaching certain academic tasks are either inefficient or impossible for them. A school program appropriate to all can be structured by providing options in daily classroom instruction through the use of games, activities, use of visual equipment, and various styles of testing, keeping in mind the strengths and weaknesses of gifted, learning

PROVIDING FOR THE NEEDS OF STUDENTS WITH LEARNING  
DISABILITIES IN THE REGULAR CLASSROOM

Hopefully, the previous sections have given the teacher some necessary information to help recognize specific learning disabilities. All of this information is necessary to establish a true understanding of a child's learning problem including his learning strengths and weaknesses. If the teacher is familiar with a child's strengths, he or she can utilize certain teaching strategies to help a child realize his own potential and achieve academic success. Several ways in which teachers can provide for the needs of all students is through the use of special classroom strategies, learning packets, learning centers, and games and activities.

Many LD children are capable of learning in a regular classroom situation. However, because of their particular learning deficits, the traditional methods of approaching certain academic subjects are either inefficient or impossible for them. A school program appropriate to all can be structured by providing options in daily classroom instruction through the use of games, activities, use of video equipment, and various styles of testing, keeping in mind the strengths and weaknesses of gifted, learning

disabled and slow learning children. For the LD child who cannot read, remember math facts or write, the by-pass method needs to be employed in order to stress acquisition of knowledge and concepts necessary for life.

This by-pass method was developed with the theory that learning processes are developmental. It is because of this developmental delay of symbol language skills that many children cannot read or master other school related tasks at grade level. Since the children in question would be of average or above average intelligence, they would be failing because most of the concepts that need to be grasped have to be accomplished through reading. In an attempt to solve this problem, the classroom teacher can provide an opportunity for the student with skill delays or lags to learn grade-appropriate concepts by going around--by-passing-- a skill deficit and presenting information or concepts in a different way. However, whatever instructional strategy that is successful should be used. The following is a list of disabilities and strategies for the classroom teacher:

I. Reading and Deficit Nominal Recall

- A. Definitions-- Deficit is an inability to retrieve information stored in the brain

with without an appropriate stimulus clue.

- B. Observations:
  - 1. Student does poorly on reading part of WRAT(Wide Range Achievement Test).
  - 2. Student performs poorly on WISC information, vocabulary and comprehension subtest.
- C. Strategies for teaching students with deficits in nominal recall.
  - 1. Do not use fill-in-the blank tests. Oral examinations, multiple choice or true-false tests by-pass nominal recall deficits.
  - 2. Use visual means such as television or movies, or demonstration lectures.
  - 3. Reading material should be recorded on cassette tape and children should follow along in text while listening.

## II. Spelling Deficits

- A. Observations: Use WRAT spelling test and observe errors.
  - 1. If errors are phonemic; e.g., fone for phone gurl for girl - the child has problems with phonemic recall.
  - 2. If spelling errors are sequential such as gril for girl and wihch for which, the child has sequential memory problems for letters.
- B. Strategy for spelling deficits -- Use multiple choice spelling tests.

## III. Writing Deficits (Dysgraphia)

- A. Definition--A student who is dysgraphic is one whose work is sloppy or who is unable to communicate effectively through cursive writing.
- B. Observations:
  - 1. Low scores on WISC coding subtest.
  - 2. Below age norms on Bender Visual Motor



Gestalt or Beery Test of Visual Perception.

C. Strategy for children who are dysgraphic

1. Allow these children to minimize written work by allowing them to express themselves orally or on tape. Allow them to use the typewriter.
2. Allow them to check, circle or mark the correct answer rather than write the entire problem out.
3. Allow oral reports or demonstrations rather than written reports.

IV. Arithmetic Deficits (Dyscalculia)

A. Observations:

1. Become aware of children exhibiting poor spatial relations. The arrangement of numbers may cause them to respond incorrectly to the arithmetic problems.
2. Look for lower scores on the WISC digit span and arithmetic than other subtest scores.
3. Look for lower arithmetic scores on the WRAT than on the reading and spelling scores.

B. Strategies for lower scores on the digit span

1. Use prepared graph paper to align number problems in order to by-pass spatial relation deficits.
2. Allow children with poor memory for numbers to use calculators.

V. Spatial relation deficits that show up in art work and drawing.

A. Observations:

1. Check out poor performance score on object assembly test of WISC.
2. "Draw a Person" test is also helpful.

- B. Strategy--In art, use medias of abstract art or crafts to avoid frustration involved with drawing.

VI. Sequential memory for numbers and tasks.

A. Observations:

1. Poor performance scores on the digit span and picture arrangement test on the WISC.
2. Children who have difficulty following directions in sequence do a poor job on this test.

B. Strategies:

1. Children with sequential memory problems should receive task directions in short, sequential and visual small doses.
2. In order to receive enough encouragement to proceed to the next section of assigned work, the child needs to be positively reinforced after completion of each part.
3. Provide a classroom setting which is characterized by clear, concise directions.
4. Have all students keep daily checklists of tasks. This will help the LD child weak in this area as it provides a visual stimuli.
5. Provide special assistance.

VII. Summarized strategies for children with nominal recall and sequential memory deficits.

1. Remember to provide visual stimulus when testing. Give multiple choice or true-false tests.
2. Emphasize use of television, demonstration-lectures, tape recordings, movies, and role play.
3. Do not apply too much pressure with remediation of weaknesses. Allow these children to use their strengths.

4. Allow child to make choices from alternatives made available to him.
5. Make sure tasks are broken down to component parts and positively reinforced after each completed section.

VIII. Aural receptive dysphasia.

- A. Definition--The inability of a child to pick up information through auditory channels.
- B. Instructional strategies for aural receptive dysphasia.
  1. Provide short oral directions, reinforced with short and to-the-point written directions.
  2. Use visual aids as much as possible. Captioned films like those used for the deaf are good.

IX. Expressive Dysphasia.

- A. Definition--a child who has difficulty expressing himself orally.
- B. Instructional strategies.
  1. Since this child cannot communicate knowledge orally, presentation of knowledge would have to be physically demonstrated. Reading and writing would also be areas of presentation if satisfactory.
  2. The teacher should utilize multiple choice questions to determine knowledge of class discussions.

These definitions and strategies were taken from Dr. Robert Mosby's learning disability book entitled, Developmental By-Pass, Theory and Background.<sup>9</sup>

## LEARNING PACKETS

Learning packets offer a very practical, successful method for individualizing instruction. They are appropriate for all children, including the learning disabled. The packet is specific in that it tells what the child is going to learn; it also offers ways or alternatives to learning that material (a unit for the individual LD child) and provides a variety of ways to demonstrate the knowledge acquired. Very important to the LD child is that the learning packet use a multi-media approach, allowing each student to progress at his own pace while utilizing those media which are appropriate to his own unique learning style.

### LEARNING PACKETS

Learning packets allow students some freedom of choice; yet, they keep them within the realm of an organized framework. Therefore, using the learning packet, the teacher has no idea of the confusion that can occur and yet has offered some individualization not usually found in more traditional methods of teaching.

In developing a learning packet, the student needs to be aware of the seven basic parts of a packet:

## LEARNING PACKETS

Learning packets offer a very practical, successful method for individualizing instruction. They are appropriate for all children, including the learning disabled. The packet is specific in that it tells what the child is going to learn; it also offers ways or alternatives in learning that material (a must for the individual LD child) and provides a variety of ways to demonstrate the knowledge acquired. Very important to the LD child is that the learning packet uses a multi-media approach, allowing each student to progress at his own rate while utilizing those media which are appropriate to his own unique learning style.

Learning packets allow students some freedom of choice; yet, they keep them within the realm of an organized framework. Therefore, using the learning packet, the teacher has avoided the confusion that can occur and yet has offered some individualization not usually found in more traditional methods of teaching.

In developing a learning packet, the educator needs to be aware of the seven basic parts of a packet:

1. The pre-test--an assessment of the student's prior knowledge of the topic to be studied.
2. The Concept--an overall view of what will be studied.
3. The Performance Goals--what the student should be able to do when he has completed the packet.
4. The Activities--what the student will do in order to master the materials.
5. The Self-Test--assesses whether the student is ready for the final test.
6. The Mastery Test--assesses whether the student has reached the Performance goals.
7. Enrichment Opportunities--further activities which allow the student to explore more fully areas in which he may be interested." <sup>10</sup>

1. The pre-test is the first diagnostic step of the learning packet. This test reveals the student's strengths and weaknesses, and allows the teacher to concentrate on those weaknesses of each student. It also helps avoid repetition of acquired knowledge.

2. The concept is concerned with the purposes of the packet and what kind of information will be covered.

3. Performance Goals are also known as behavioral objectives, and they tell the students what to expect on the test at the end of the packet.

4. Activities are applicable to many learning differences of individual students. Children get a

choice of which activities they wish to do.

5. Self-Test--Children take this test when they have completed the activities. After they have checked their own test, each student should have a clear indication of whether or not they can pass the mastery test. It is clearly stated in the packet what course to take. For example, if the student missed three or less he asks his teacher for the mastery test. If he missed more than three, he will go back and do the exercises that he has skipped. The instructor may be asked for additional help.

6. Mastery Test--Students should be prepared for the test. The performance goals tell them exactly what to expect, and the Self Test has shown them whether or not they are ready for the test. If the child fails this test, he must retrace his steps and continue working until he can achieve the performance goals.

7. Enrichment Opportunities are for children who have passed their mastery test and can now apply this knowledge to different subject areas. The enrichment opportunities allow the faster students to cover more material than those who work slower. The following diagram gives a clearer picture of the steps each learning packet developed should have. (See the next page for the diagram.)

THE PACKET PATH "

Choose type of Mastery Test

The student takes the pre-test to see what he already knows.

Mastery Test without packet (closed book) - with 100 p/w.

The student plans his path by reading the Concept

Test-Score

Next he reads the Performance Goals that tell the direction the test will take.

60 or above

Do DG-12s or go to next packet

below 60

Conference with teacher

Recycle Mastery Test

More work

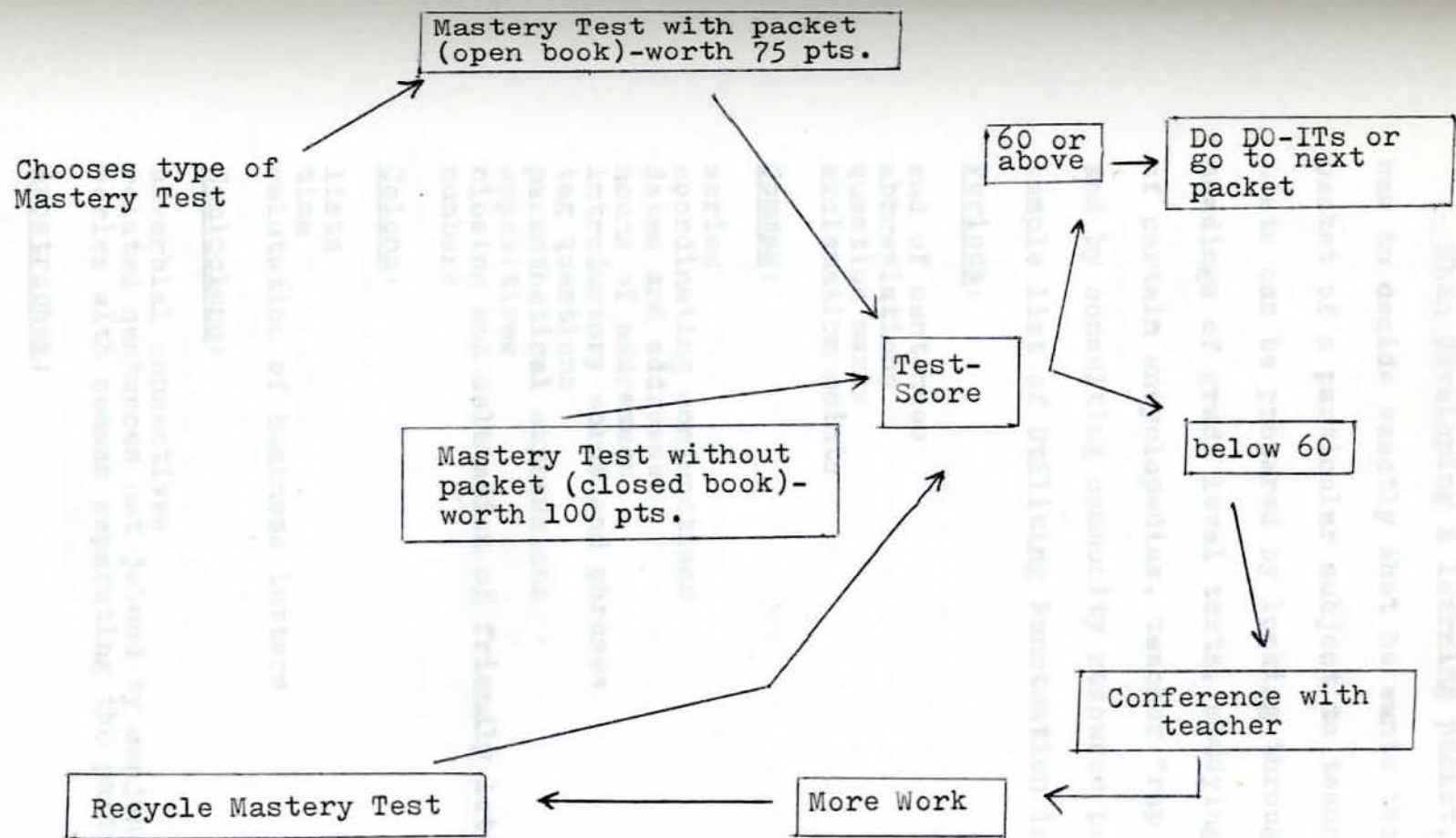
He proceeds to the Activities.

- Read textbook
- View filmstrips
- Listen to tapes
- Do group work
- Library research
- Do puzzles

Takes Self-Test

(Select any of these.)





Chooses type of Mastery Test

Mastery Test with packet (open book)-worth 75 pts.

60 or above

Do DO-ITs or go to next packet

Test-Score

Mastery Test without packet (closed book)-worth 100 pts.

below 60

Conference with teacher

Recycle Mastery Test

More Work

When developing a learning packet, the teacher has to decide exactly what he wants the learning packet of a particular subject to teach each child. Lists can be prepared by looking through section headings of grade level texts, studying outlines of certain encyclopedias, teacher "rap sessions", and by consulting community resource people. A sample list of Utilizing Punctuation is as follows:

Periods:

end of sentences  
 abbreviations  
 question marks  
 exclamation points

Commas:

series  
 coordinating conjunctions  
 dates and addresses  
 nouns of addresses  
 introductory words and phrases  
 tag questions  
 parenthetical expressions  
 appositives  
 closing and salutation of friendly letters  
 numbers

Colons:

lists  
 time  
 salutation of business letters

Semicolons:

adverbial connectives  
 related sentences not joined by conjunctions  
 series with commas separating the parts of the items

Apostrophes:

possessives  
 contractions

Quotation Marks:

dialogue  
titles

Hyphens:

divide words into syllables  
numbers  
compound words

Parentheses

Dashes

Italics

After the teacher has compiled her list of essentials, she needs to group them into the following three categories:

- 1) Basic: What all students should know
- 2) Preferred: What most students should know
- 3) Enriched: What some students should know

The most fundamental items that even the slowest children will need in their daily lives will go in the Basic group. The Preferred Group, however, will contain the essentials from the list that are probably not necessary but probably helpful for the student to know. Finally, the last group of essentials will be included in the Enriched group for the enthusiastic straight A group.

The following is characteristic of the list on Utilizing Punctuation:

Basic:

Period: end of sentences  
abbreviations

Basic Question Marks

Commas: series  
dates  
addresses  
closing and salutation of friendly letters  
Semicolons: numbers

Colons: time  
salutation of business letters

Apostrophes:  
contractions

Preferred:

All items in Basic List

Exclamation Points

Commas: coordinating conjunctions  
nouns of address  
introductory words  
parenthetical expressions  
appositives  
tag questions

Colons: lists

Semicolons:

1) adverbial connectives

2) Apostrophes:

3) possessives

Quotation Marks:

dialogue  
titles

Hyphens:

divide words into syllables  
compound numbers  
compound words

Italics: titles

The following:

Enriched:

All items in Basic and Preferred List

Commas: introductory phrase

Semicolon:

series with commas  
separating item parts  
related sentences not joined by conjunctions

Single Quotation Marks

Parenthesis

Dashes

Italics for Emphasis

Since the list of essentials are now grouped in the three major divisions, the essentials themselves need to be grouped into general headings. For example, the list of essentials under the topic Utilizing Punctuation can be grouped into three sub-headings;

- 1) End Punctuation
- 2) Linking Punctuation
- 3) Special Marks

As a result of incorporating the sub-headings with the three primary divisions, the teacher has an easily read format that will contain a specific concept for each part. In other words, each category will have a subdivision for the basic, preferred, and enriched. The packet organization for the subject "Utilizing Punctuation" now looks like the following:

## PUNCTUATION

- I. End
  - A. Basic
    - 1. periods
    - a. end
    - b. abbreviations
    - 2. question marks
  - B. Preferred
    - 1. exclamation points
- II. Linking
  - A. Basic
    - 1. commas
      - a. series
      - b. dates and addresses
      - c. closing and salutation of friendly letters
      - d. numbers
    - 2. colons
      - a. time
      - b. salutation of business letters
  - B. Preferred
    - 1. commas
      - a. coordinating conjunctions
      - b. nouns of address
      - c. introductory words
      - d. parenthetical expressions
      - e. appositives
      - f. tag questions
    - 2. colons
      - a. lists
    - 3. semicolons
      - a. adverbial connectives
  - C. Enriched
    - 1. commas
      - a. introductory phrases

example, b. related sentences not joined by conjunctions

III. Special Marks

A. Basic

1. apostrophes
  - a. contractions

B. Preferred

1. apostrophes
  - a. possessives
2. quotation marks
  - a. dialogue
  - b. titles
3. hyphens
  - a. divide words into syllables
  - b. compound numbers
  - c. compound words
4. italics
  - a. titles

C. Enriched

1. single quotation marks
2. parentheses
3. dashes
4. italics for emphasis

#### PERFORMANCE GOALS

After the basic essentials have been organized into a usable packet format, the teacher needs to concern himself with the Performance Goals. In formulating these Performance Goals, three basic steps should be remembered. 1) Let the students know what they will be performing to show they have mastered the goals. Use specific verbs such as list, write, identify, compare and contrast. For

example, the student will be able to list the reasons for the American Revolution.

2) Be sure to let the student know under what conditions he will be taking the test, and how much time he will have to complete it. Will he have to respond from memory or will he be able to use the textbooks or notes? Students should have answers for all of these questions. These answers can be provided through a concisely stated behavioral objective. An example follows: "Using the textbook or his notes, the student will be able to list the causes of the American Revolution."

3) The third step of the Performance Goals is to indicate the acceptable level of proficiency. The following example demonstrates the acceptable level of proficiency: "From memory alone, the student will be able to list at least three causes of the American Revolution."

As the teacher gets to this point she is ready to take each basic section of the outline and write a Performance Goal for each topic on the list. However, it is important to keep in mind while writing these Performance Goals that there are four levels of thinking and not all goals should be written for the most elementary level of learning, "rote learning".



These four general levels of thinking include memorization, understanding, utilization, and original thought. The following guide defines these levels of thinking, provides possible verbs in constructing Performance Goals, and gives sample Performance Goals under that particular level of thinking. The key verbs should be noticed in the examples.

### GUIDES TO LEVELS OF THINKING<sup>12</sup>

#### I. Memorization--emphasis is on memory (retention and recollection).

Possible verbs: write list complete state circle  
select define name recognize  
describe cite identify illustrate

Example: Given the beginnings of ten well-known proverbs, you will complete each proverb correctly.

#### II. Understanding--incorporates discernment: student observes and categorizes.

Possible verbs: match compare contrast categorize  
classify translate interpret  
explain extrapolate order compile  
arrange outline tabulate group  
measure organize rank relate

Examples: You will interpret clearly any five sayings of Confucius or the Hindus, using well-written sentences and correct punctuation.  
Given a selection, the student will outline the information in it, using correct outline form.

#### III. Utilization--employment of facts to fabricate a product

Possible verbs: prove construct build demonstrate  
execute predict write (applying  
rules) compute summarize discuss  
justify perform solve

Examples: You will demonstrate an ethnic craft for the class, summarizing its history, main components and finished product, in an oral presentation or tape recording lasting from five to ten minutes. You will gather data concerning your personal family history and construct a family tree with notations.

IV. Original Thought--Use of creative processes to develop something unique.

Possible verbs: analyze distinguish produce plan formulate generalize evaluate compose devise sketch write (anything creative: stories, poems, newspaper articles)

Example: Given a choice of subjects, you will compose a haiku, following the correct syllabic form.

ACTIVITIES

The main learning takes place in the activities section if the teacher has given consideration to the variety of activities necessary to fit the particular needs of her students. Since the learning packet is considered a multi-media approach, these activities should employ the four general categories of learning modes. These modes include, reading, seeing, listening, and manipulating. Patricia Ward, author of the book Learning Packets, defines the four learning modes as follows:

Reading: this applies to any type of reading activity. Materials used could be textbooks, reference books, supplementary books, charts, posters or pamphlets.

Seeing: this involves information presented primarily in a pictorial mode, such as movies, filmstrips, picture posters, study prints, slides, videotapes, and transparencies.

Listening: this relates to any medium in which knowledge is essentially gained through the ears. Examples would be lectures, class or small group discussions, tapes and records.

Manipulating: this refers to those activities which require the use of the hands. Some typical ones would be the making of models; use of electric quiz-boards; making bulletin boards; using games; working with wheel charts; making and manipulating puppets; or drawing maps, charts, and graphs."<sup>13</sup>

The activities the teacher designs should involve samples from each mode of learning and from each of the ability levels. This procedure not only ensures a choice for everyone but provides the learning experiences necessary to master the Performance Goals. However, in order to plan these activities and complete this procedure, it is necessary to make constant reference to Performance Goals. The following is a list of suggested materials and resources from each of the four learning modes which should be made available to students in the classroom:

### Reading

1. Commercial, teacher-made or student-made charts can be used to present the needed information.
2. Textbook or supplementary books are obvious sources. If possible, beg, borrow, or steal sample textbooks from levels above and below your grade level. (Teachers have been known to do all three when desperate enough!)
3. If material is unavailable on an appropriate reading level, making comic books in which the information has been paraphrased in simpler form is a method of coping with this problem. The teacher can illustrate with his own art work (again,

the hairy little people are easy to draw), or he can enlist the aid of a friendly art teacher or a talented student.

4. School magazines such as Scope, Junior Scholastic, My Weekly Reader, or Current Science often contain articles on subjects you study. A file of such magazines should be kept and utilized as supplementary sources. They are generally written on a lower reading level than most textbooks.

### Seeing

1. Films have long been used as teaching devices. Search the free film catalogs for ideas. It has been found that students gain more from films if they are assigned definite questions to answer or a worksheet to complete while viewing the film.

2. Old textbooks or magazines can be cut up to make a picture display to convey the needed information.

3. If a videotape machine is available, lecture or demonstration can be taped to be shown to small groups when they reach that point in the packet.

4. The TV guides can be watched for programs which could be recorded and shown when needed.

### Listening

1. Consider using class or small group discussions to help reach your Performance Goals. Even though packets individualize work, opportunities should still be offered for the student to socialize and feel that he is part of a group.

2. Have one student teach or explain something to a fellow student. Many times our students can do a better job of teaching one another than we can.

3. Search for possible field trips as learning experiences.

4. Bring in a resource person to talk to the class.

5. Look for records as well as tapes which will relate to your subject matter. Again, check with your media specialist to see what is in your media center.

### Manipulating

This concept could be extended to some activities which require the manipulation of ideas as well as use of the hands. You will find some activities

which fall into this category in the list below.

1. Have students construct or complete crossword puzzles based on terms being studied.
2. Devise activities which require categorizing facts or items.
3. Suggest that students make charts or graphs to convey facts.
4. Require translation of information from one medium to another, such as pictures into words or vice versa.
5. Present opportunities to construct maps, especially three-dimensional ones.
6. Having students build models of all types is an excellent activity. These could range from scientific models to scenes from stories or models of objects being studied.
7. Employ a wheel chart. This could be used in English, for example, where synonyms are studied. A wheel chart consists of a cardboard wheel which rotates behind a slot in a piece of poster board. The student can turn the wheel to explore the range of possibilities, such as the number of synonyms which could be substituted for a given word in a sentence. This is another device which could be built by students, giving them an opportunity to apply facts already mastered.

#### THE FOUR TESTS OF A LEARNING PACKET

If the Performance Goals of the learning packet have been well-provided for by the activities, the majority of the students should pass the mastery test on the first try. Craig Williams in his book on Learning Packets, states that, "The proof of the pudding is in the tasting; the proof of the packets is in the testing."<sup>14</sup> In other words, if the teacher has done a good job compiling the packet, the student should do a good job on the

mastery test by scoring a higher percentage on it.

Since the tests have already been defined, the problem becomes one of test construction and the points to consider in completing that construction. Once again, the teacher must refer to the activities chosen for each Performance Goal. For instance, if the behavioral objectives were divided into two sections, then the pre-test should also consist of two main sections.

Teachers can construct their own pre-tests if they keep in mind those items covered in the packet. Otherwise, possible pre-tests can be found from skill pages of other textbooks, workbooks, or standardized tests.

All tests--the Pre-test, the Self-test, the Mastery test, and the Recycle test should be consistent in form so the student is truly prepared for the Mastery Test. However, all tests do not have to be in objective form. There are necessary alternatives to use with students of different learning abilities. Teachers should strive for as much variety in their tests as in their activities. The key to test variety is provided by Patricia Ward in her book on Learning Packets. In this book, she has demonstrated five test categories designed to measure a child's achievement.

These categories are as follows:

### Manipulative

Evaluations of this type can be characterized by students managing, utilizing and controlling ideas or translating these ideas into models. These are the true "hand-on" projects. They require students to touch objects, manipulate tools, build or construct. This section could include:

models of objects or areas studied  
 dioramas or other displays  
 maps--three-dimensional or flat  
 construction of crossword puzzles  
 classification of items into collections: rocks, seed  
 leaves, art pictures by periods or media  
 cards for the electric quiz-board  
 making quiz-board posters (with pockets)  
 designing simulations

### Oral

This test provides many different approaches through which the instructor can use oral expression or interpretation as a yardstick for measurement. Possibilities for such evaluations are:

demonstrations  
 all categories of speeches  
 telling of stories or folktales  
 interviews  
 making of tapes--audio or video  
 panel discussions  
 group discussions  
 debates  
 monologues  
 interpretations  
 model meetings--United Nations, town council, Congress  
 puppet shows  
 commercials

Both the student and the instructor should know the criteria by which such oral activities will be judged. The oral evaluation form should be dependent, of course, upon the specific Performance Goals. However, here is a sample evaluation instrument which may be useful in developing criteria to follow. This is for a Performance Goal such as the following: "You will prepare and present a 'Let Me Explain' speech meeting these requirements: length from 2½ to 3½ minutes; given from an outline written in ink (handed in after the speech); and using some sort of visual aid as part of the speech."

## EXPLANATION SPEECH EVALUATION FORM

## I. Outline form (5 points)

Labeling \_\_\_\_\_

Punctuation \_\_\_\_\_

Ink \_\_\_\_\_

Paper \_\_\_\_\_

Neatness \_\_\_\_\_

Total I \_\_\_\_\_

## II. Presentation (20 points--2 points each)

Introduction \_\_\_\_\_

Volume \_\_\_\_\_

Rate of talking \_\_\_\_\_

Expression \_\_\_\_\_

Eye contact \_\_\_\_\_

Mannerisms \_\_\_\_\_

Interest \_\_\_\_\_

Logical arrangement \_\_\_\_\_

Conclusion \_\_\_\_\_

Time of report \_\_\_\_\_

Total II \_\_\_\_\_

## III. Visual Aids (5 points)

Appropriateness (2 points) \_\_\_\_\_

Originality ( 2 points ) \_\_\_\_\_

Visibility ( 1 point ) \_\_\_\_\_

Total III \_\_\_\_\_

GRAND TOTAL OF SPEECH \_\_\_\_\_ SATISFACTORY \_\_\_\_\_

WEAK \_\_\_\_\_

Recycle \_\_\_\_\_

Grading Scale: A=30-28 B= 27-25 C= 24-21 D= 20-18

R= under 18



The student should be given a copy of the form to study before presenting his speech so that he may know exactly what is expected of him.

### Written

Aside from the traditional types of written tests there are a myriad of opportunities to use creative writing as the method for checking the learner's progress. Your students could be examined through the use of the following activities:

specific types of paragraphs (descriptive, why, what, etc.)  
 creative writing--plays, stories, poems, folktales  
 translating information into different types of  
 newspaper stories or sections: letters to  
 editor, news stories, sport stories, feature  
 stories  
 crossword puzzles or other puzzles  
 organizing information into charts

### Artistic

In this mode, visual media are employed to indicate the extent of the knowledge which the learner has gained. Some examples are:

slides  
 posters  
 picture series  
 cartoons  
 bulletin boards  
 dioramas or peep shows  
 models  
 advertisements

### Participatory

This division entails overt participation in an activity, or demonstration of a proficiency or a skill. It can incorporate both individual and group efforts. Generally, testing has the connotation of being an isolated and individual procedure. However, by using group work, another possibility of evaluation is open for the teacher. The student can participate in the grading process by rating himself and the others in his group. The teacher may wish to experiment with this approach when trying any of the group activities listed below:

skits  
 tours  
 experiments  
 use of apparatus or machinery  
 surveys of school, community or family  
 projects  
 festivals  
 role playing  
 puppet shows  
 simulation games

Having considered the alternatives available in rating students, the teacher can now proceed to the problem of creating your own tests. Before the instructor begins the process of writing his evaluations, he should check the Performance Goals which were developed earlier. These aims will provide the form and scope of the examination.<sup>15</sup>

These choices are especially important to the LD child since objective tests in general are the kinds of tests upon which he usually performs poorly. Offering alternatives in evaluation methods is the only fair way a teacher has of measuring the achievement of each individual student. Thus, alternatives in evaluation are an important part of the learning packet.

Learning packets are structured units which provide for numerable learning styles and capacities. Through the utilization of these packets in the classroom, the LD student or the slow working student is freed from the constant pressure to keep up with the rest of the children or to fit into the same learning style. In addition, the learning packets' multi-media approach stresses the use of each child's

strengths rather than his weaknesses. The learning packet also places emphasis on information retrieval rather than on memorization which is another plus for the LD child. The nature of the learning packets then diminishes the LD child's chances of failure and enhances or increases the opportunities for the positive development of his self concept.

For future guidance, a sample learning packet has been included in the handbook. The learning packet was compiled by Craig Williams and Patricia Ward and was included in the book Learning Packets: New Approach to Individualizing Instruction.

## LEARNING CENTERS

Another way to attend to the various needs of the students in the classroom is through learning centers. Learning centers may be used in several ways. The center may be set up because of a need for reinforcement of a particular curriculum area such as math or for an enrichment area where students have an opportunity to apply learned skills.

Educational games can be used quite extensively in schools today because of their great appeal to students in a learning center. They provide a student with the opportunity of applying concepts by providing motivation; independent work and concentration; a chance to experience small group activities; to reinforce previously studied materials; to provide remediation; or to simply allow students the opportunity of moving to another part of the classroom for some fun and competition.

Ideas for games can be easily found in teacher magazines, books, and make-it, take-it inservice workshops. Of course, finding ideas for games and the time to prepare them are two different tasks. However, almost all teachers have very capable students who are always looking for something extra to do. Between the teacher and these students, new games can be developed to meet instructional goals or to take advantage of individual learning styles.

If the games are catalogued or coded according to levels of difficulty, then students who have completed assignments have an area to attend for extra learning activities without disrupting the rest of the class. By taping the directions of games on cassettes, the LD student is not left out of the activities because of his poor reading ability.

The materials at any learning station should be attractive, interesting, varied, and self-corrective. However, the teacher needs to keep track of all games and activities completed in order to maintain accurate records of those items. Accurate records of these items can be kept by using a wall chart. The wall chart, however, is only one method of keeping track of the activities each student participated in and the possible scores earned.

|      | Game #1   | Game #2 | Game #3 |
|------|---|---------|---------|
|      |   |         |         |
| NAME | A name tag is placed under the column of the game completed by a student. Numbers are added if game is done more than once. |         |         |

Game centers not only reinforce basic reading and math skills, but they also provide for a more relaxed and comfortable setting. Game centers can also spark the child who has been low on enthusiasm because he has not been properly motivated. Thus, the unmotivated children who involve themselves with these game centers come to realize their own learning strengths and weaknesses through their own choices of activities and competition.

The ideas involved in the first part of this handbook should aid the classroom teacher in providing any learning disabled child with the opportunity to learn. The next section should help parents of LD children understand their child's deficit and present applicable learning techniques that can be used in the home.

GUIDE TO PARENTS

Like any other child, the LD child needs a great deal of encouragement and understanding. This, of course, needs to be given by the LD child's teacher and principal, but more importantly, the parents have to be the main source of encouragement. A study in the Des Moines, Iowa Center for Learning Problems states that, "When parents were not an integral part of account programming, children tended to be less successful in their total school performance."

PART III

GUIDE TO PARENTS

Children are influenced by many stimuli in their environment - adults, peers, television, and radio. Yet, for school-age children, parents, more than anyone or anything else, influence the attitudes and values of their children.

This parental influence has a great carry-over in a child's participation at school. What a child learns and how the child behaves are potentially influenced by any social experiences that he may have. Although the school environment and various activities can have significant influence on a child, it is the parents and home environment that provide the child with inappropriate as well as appropriate learning experiences.

## GUIDE TO PARENTS

Like any other child, the LD child needs a great deal of encouragement and understanding. This, of course, needs to be given by the LD child's teacher and principal, but more importantly, the parents have to be the main source of encouragement. A study in the Des Moines, Iowa Center for Learning Problems states that, "When parents were not an integral part of student programming, children tended to be less successful in their total school performance."<sup>16</sup> Therefore, teachers and parents should both realize the value of parent involvement.

Children are influenced by many stimuli in their environment - adults, peers, television, and radio. Yet, for school-age children, parents, more than anyone or anything else, influence the attitudes and values of their children.

This parental influence has a great carry-over in a child's participation at school. What a child learns and how the child behaves are potentially influenced by any social experiences that he may have. Although the school environment and outside activities can have significant influence on a child, it is the parents and home environment that provide the child with inappropriate as well as appropriate learning experiences.



Thus, parents are a valuable asset to any school program. Because of this observation, it seems profitable for a strong educational program to include closely knit home-school ties. This type of home-school involvement can only have positive components in dealing with all children especially those with learning and behavioral problems.

Many activities can be done by family members in the home to contribute or to complement the kind of behavior associated with the school environment. Some activities may be time consuming and tedious and some may even be discouraging. Yet if parents and teachers together provide love, praise, and opportunities for success along with a lot of hard work backed with consistency, a child's life can be saved. What greater reward can be found than this?

The following pages suggest activities that can be of help to children who have problems in the areas of listening skills, visual and auditory memory, and eye-hand coordination, all of which were discussed in Part I of the handbook. All of these activities can be done in the home environment. Most of these activities were taken from Margarette Golick's , Guide to Learning Problems.<sup>17</sup>

## DEVELOPING LISTENING SKILLS

Students who cannot interpret words in a sentence will not be able to receive information. A child may slowly process directions given orally which keeps him from receiving everything that is being said to him. This child is often reprimanded for not following directions or for not listening when in the child's opinion he was listening. As a result, the older child "turns off" and makes no effort to listen.

In order to help this child, awareness and alertness to sounds have to be taught. This older child then has to be strongly motivated through practical reasoning of the necessity to listen. The following exercises are appropriate for developing listening skills:

1. Appoint your child the "coffee-chef"--actually making it, measuring the coffee and water ( a little arithmetic involved here), deciding when it is done and ready to serve (decision-making and listening for the right sound of the perk). If his muscular control is not good enough to pour the coffee into cups, at least let him arrange the cups ready for pouring. This special job of having to get the coffee ready for you and the family in the morning might prove just the incentive for getting him out of bed! It can also help him develop a sense of time (something a lot of LD children lack). He's going to have

to learn, by doing, just how much time it takes to get that coffee made. Granted it may be late a few times and someone may have to go off to work without it, or it may be too early and get cold. But do not give up on him or let him give up. Praise him for what he has tried to do, and tell him over and over how helpful he has been. Be around the kitchen, but let him do it himself. Give him measurements to start--you will probably have to tell him many times, patiently--but if it turns out too weak or strong, drink it . . . and smile.

2. For the younger child, it was suggested that he listen for the sound of the pop-up-toaster. So put the older child in charge of the whole operation: putting the toast in, listening for the sound your toaster makes when the toast is done, being responsible for getting it out right away and buttering it. The action makes him an important member of the family. Keeping his mind on remembering to listen for the "done" signal helps develop listening skills and attention span; handling the toast and putting on the butter evenly helps improve motor skills.

3. The older child can load the clothes dryer, listen for the buzzer on the dryer to stop, take out the clothes, and fold them. Loading the dryer from the washer can help to develop a sense of size, because he has to judge how many pieces he can take out of the washer and put in the dryer at one time without dropping any. Many clothes today will come out wrinkle-free if they are taken from the dryer the minute it stops. Again he is developing listening skills, because he must stay alert to whatever sound

your dryer makes when it stops. Just taking the clothes from the dryer does not constitute a finished job, however. So the third step is the folding, stacking, and putting away. The folding helps with motor control, the sorting and stacking helps in differentiating sizes and shapes, and the putting away helps with the learning of organization.

4. To develop or strengthen auditory skills, parents can have their children listen for something specific--the timer on the dryer or stove, the alarm clock or the doorbell are all signals that need a response.

5. When this general skill of listening for a specific sound has been achieved, then the step that follows is discrimination of sounds. For example, a child should be able to recognize familiar voices over the phone. Parents can make a game out of this by having friends and relatives call and allowing the children to answer and determine who is calling.

6. Children should not be bombarded with a lot of assignments or special jobs. Start out slowly and as they feel successful with their new responsibility, you can add a new one.

7. If a child errors by burning the toast or by forgetting an ingredient in the cake, he needs to know why he failed and positive suggestions need to be made. Never belabor the point and always thank him for his efforts in helping the family.

Allow any child the fun of making something at home. Taking out the garbage and doing the dishes

all have a purpose and are responsibilities all children should share. However, children should also share in the joy of accepting praise after they themselves have created something--let it be coffee, a cake, or anything.

Visual memory needs to be developed in all children. When this skill is developed, children will have difficulty with memorizing words, general difficulty in reading and comprehension and spelling. There are ways in which these difficulties can be overcome. The following are some suggestions for helping children with deficits in these areas:

Visual memory needs to be developed in all children. When this skill is developed, children will have difficulty with memorizing words, general difficulty in reading and comprehension and spelling. There are ways in which these difficulties can be overcome. The following are some suggestions for helping children with deficits in these areas:

1. Let him help you sort the laundry--sorting together the socks that match by size or color, for instance. If he has brothers or sisters, let him judge which things belong to which child according to size.
2. Give him a pile of buttons to sort out by shape, then color or size.
3. Let him help fold towels, sheets and washcloths into triangles, squares, and rectangles.

## VISUAL AND AUDITORY MEMORY

Many learning disabled children learn to compensate for their deficiencies. Some deficits are easier to cover up than others. There seems to be no little way, however, to compensate for the area of visual and auditory memory since these deficits will include the inability to follow directions, to return a story in proper sequence, to pick out important parts of an outline, to memorize multiplication facts, and to spell.

Visual memory needs to be developed in all children. Until this skill is developed, children will have difficulty with memorizing basic sight words, general difficulty in reading and comprehension and spelling. There are ways in which these difficulties can be overcome. The following are some suggestions for helping children with deficits in these areas:

1. Let him help you sort the laundry--putting together the socks that match by size or color, for instance. If he has brothers or sisters, let him judge which things belong to which child according to size.
2. Give him a pile of buttons to sort out by shape, then color or size.
3. Let him help fold towels, sheets and washcloths into triangles, squares, and rectangles.

4. Have him see how many things he can find in the house that are shaped like a circle, square, triangle, or rectangle. Use the names of the shapes as you discuss them with him.

5. For those of you whose child is in school and is not learning the sight words, have him make the word out of clay, close his eyes, and trace each letter with the forefinger of the hand he uses, saying each letter and then the whole word. Do this eight or ten times. Then see if he can write the word without looking at it. Later, see if he can tell you the word when you show it to him.

6. Always be sure the child is looking directly at you when you give him instructions. You must have his undivided attention.

7. If you are making a salad or a casserole dish, tell him what you are going to put in it. The list of things should be small to start with and gradually increase. Have him watch you. Purposely leave out something and see if he can tell you what it was. Make your list longer and leave out more things each time you do this.

8. Take your child to the grocery store with you. Give him one or two things to remember for you. (Make them something he likes.) You can start out by having him tell you the things he is remembering for you. Later you can let him get the things himself if he is old enough. Gradually add more things for him to remember until you reach about eight items. This will take quite a long time and must be done consistently.

9. Tell him or show him someone's phone number you want him to remember. Wait five minutes or so and ask him to tell you what it was. If he cannot remember, tell him or show him again, and start all over. Put him in charge of remembering numbers for other members of the family. Ask him for the number when you want to call someone.
10. Have him help you remember things--such as what day or time your dental appointment is, a friend you must call, something you need to tell another member of the family, that you need to change the oil in the car or get gas.
11. Tell him the street and address of someplace you are going. It will be his job to remember it for you.
12. Put him in charge of remembering the birthdates, anniversaries, and so forth of relatives and giving you notice when to send a card or gift.
13. For the activities in which he has to remember certain dates, get a calendar. Show him each of the dates, you want remembered; let him mark that date however he wants to on the calendar. Tell him that it is his, that he must be careful not to lose it, and that he must check with it in order to remind you of the things you need to know. Make it clear that this is his responsibility, and that you are going to erase these dates from your mind completely until he lets you know what to do.



14. For a school-age child ask him to be able to tell you at the end of the day--perhaps at the dinner table or when preparing for bed--one piece of information that he has heard that day. The source is not important. It could be something heard on television, from an adult or friend, or something learned in school. This may help him to form the habit of listening to what people say; it may also help him to learn to judge what is important to remember and pass on to others. It can help him to feel that he is a part of his family because he has something to say. Of course, his family must cooperate by giving him his chance to speak and by listening to him.

15. Send an older child to the store to get two items for you. He will need to read the two items on the list aloud. When he leaves, however, the list stays at home. Continue with two items until he is successful with that number. Then increase the items to three then four and so on.

16. Develop a time sequence through the use of a calendar. This calendar can also double as an assignment book. Parents should ask the teacher to help them out in this endeavor. Parents make sure the assignment book is in the child's pocket when they leave in the morning. Teachers make sure it is in their pocket when they go home.

If a child has visual memory problems, he no doubt has difficulty with spelling. The following methods can be used to develop the brain area concerned

another piece of paper or on the board. If he fails he goes back to the pencil step, which is step three.

with learning and remembering symbols in a certain order. These sessions should be kept at ten to fifteen minutes each afternoon and no more than two words should be taught per session. Eventually, students will be able to learn more words per session.

1. Spelling words should be written on a plain piece of white paper with black magic marker. For example, use the word 'reach'. Write the letters about two inches high.
2. The child will trace the word "reach" following the letters written with the black felt pen. The child traces with the index finger of his writing hand. As the letter is traced, the child names the letter r-e-a-c-h. After tracing the entire word, the word is said--reach. This procedure is done six to eight times before going to the next step.
3. A second clean sheet of plain white paper is placed over the top of the original. This time the child takes a pencil and writes over the spelling word following the lines of the letters. The letter symbols are named as he traces each letter and the whole word is pronounced at the end. The word is traced in this way ten times, moving the paper up to a clean spot for each tracing.
4. The top sheet is removed and the word is copied six different times on the original sheet still saying each letter and the whole word.
5. This time the word is written from memory on another piece of paper or on the board. If he fails he goes back to the pencil step, which is step three.

## DEVELOPING EYE-MOTOR COORDINATION

Eye-motor coordination is the ability to coordinate vision with movements of the body. The child who is handicapped in this area will seem untidy and clumsy and, as a result, he may be poor in sports and awkward with craft-related duties of pasting and cutting. This child may lose his place in reading and his handwriting will not be legible. The following are ways parents can help children in this area:

1. Large muscle development and small muscle development are very important. Stirring ingredients in a large mixing bowl is a large muscle developer.
2. Rolling dough is also a good large muscle exercise.
3. Using the rolled out dough for cutting cookie shapes, sprinkling the cookies with colored sugar and raisins is an excellent developer of small-muscles in the hands and fingers.
4. Children who are clumsy are rarely given the chance to pour anything. Pouring can start with items that are not so spillable. Start with navy beans, cereal, chocolate chips, and small marshmallows. After the child has conquered these items, allow the child to try slow liquids like syrup, honey, and ketchup. The third step then, will be the liquids of milk, koolaid, and water.
5. Another exercise for small muscle control can be developed by spreading frostings on cakes and peanut

butter on bread. Small muscle control can also be developed by the use of coloring books. Have the students practice staying inside the lines.

6. Use laundry baskets and have children throw clothes into them. Gradually make child stand farther away from the baskets.

7. Give children opportunities to stand on a chair or step ladder to reach something for you. Provide practice walking on the rungs of a regular ladder while it is still on the ground. This is good for balance.

Learning disabled children and their parents often become discouraged. Failure with school has always been dominant in their lives. Parents who care but do not understand their child's problem provide him only with extra tutoring sessions, and constant nagging. They forget that "fun" is an important ingredient in the life of any human being. Margarett Golick sums up a parent's responsibilities in her Guide to Learning Problems with the following points:

1. Give children opportunities to experience the world in a meaningful, exciting way.
2. Give children chances to assume responsibilities.
3. Give children the opportunity to learn to use common devices of our society.
4. Give children the opportunity to learn games so that practicing a skill is fun.
5. Finally, give children an opportunity to participate with other children, because this is where the most important lessons of childhood are learned.

This section gives the parent some useful techniques that if used properly, will provide any LD child with an opportunity to learn and feel good about himself. It is hoped that this handbook will serve as a starting point for classroom teachers, parents, and other members of the educational staff, to work as a unit and to compliment the work of the other. This dedication and cooperation of all can only help to broaden the learning horizons of the LD child.

Elementary Level Consultation Form-continued

FORM APPENDIX A

4. What can Resource Room Teacher do to remediate weaknesses?

Coordinate joint lesson plans with classroom teacher

Meet with classroom teacher daily

weekly

other (specify)

Establish grade contract with teacher

student

Coordinate grade contract with teacher

Send examples of student's work to classroom teacher daily

weekly

other (specify)

APPENDIX A

COMMUNICATION FORMS

Send written report of student's work for week to classroom teacher daily

weekly

other (specify)

Send written report of student's progress to teacher daily

weekly

other (specify)

Provide teacher with appropriate materials for use in classroom

Learn tasks within classroom

Elementary Level Consultation Form-continuedCHECK APPROPRIATE ITEMS

- A. What can Resource Room Teacher do to remediate weaknesses?

Coordinate joint lesson plans with classroom teacher \_\_\_\_\_

Meet with classroom teacher daily \_\_\_\_\_

weekly \_\_\_\_\_

other (specify) \_\_\_\_\_

Establish grade contract with teacher \_\_\_\_\_

student \_\_\_\_\_

Coordinate grade contract with teacher \_\_\_\_\_

Send examples of student's work to classroom teacher daily \_\_\_\_\_

weekly \_\_\_\_\_

other (specify) \_\_\_\_\_

Send written report of student's work for student to complete, daily \_\_\_\_\_

weekly \_\_\_\_\_

other (specify) \_\_\_\_\_

Send written report of student's progress to teacher daily \_\_\_\_\_

weekly \_\_\_\_\_

other (specify) \_\_\_\_\_

Provide teacher with appropriate materials for use in classroom \_\_\_\_\_

Team teach within classroom \_\_\_\_\_

CHECK APPROPRIATE  
ITEMS

- B. What can Classroom Teacher do to help transfer of learning occur?  Oversee work Resource Room Teacher sends to classroom for student

Provide supplementary instruction on assignments brought back from Resource Room

Grade papers student brings from Resource Room for completion in classroom

Supplement Resource Room program with other materials supplied by Resource Room Teacher

Supplement Resource Room program with other materials supplied by self

Doesn't have time to work on transfer

Other (specify)

|  |
|--|
|  |
|  |
|  |
|  |
|  |
|  |



Elementary Level Consultation Form-continued

C. What can student do to aid himself? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

D. What can others do to aid plan? (specify who and what) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

E. Who will coordinate this Program? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If appropriate, specify how often student will go to Resource Room, for how long daily, and during which periods? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signatures: Classroom Teacher \_\_\_\_\_

Resource Room Teacher \_\_\_\_\_

Student \_\_\_\_\_

Date \_\_\_\_\_

Elementary Level Consultation Form

Student's Name: \_\_\_\_\_ Chronological Age: \_\_\_\_\_

Classroom Teacher's Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Date: \_\_\_\_\_

I. Spelling Difficulties: Can't spell words appropriate  
for mental age

A. Possible causes:

CHECK APPROPRIATE ITEMS1. perceptual

poor visual discrimination-inability to  
distinguish one object from another when  
presented visually

poor visual memory-unable to recall infor-  
mation presented visually

poor auditory discrimination-inability to  
distinguish differences between sounds or  
words

poor auditory memory-inability to ~~recall~~ <sup>distinguish</sup>  
information presented orally

numerous reversals and inversions, etc.

other (specify) \_\_\_\_\_

2. physical

poor visual-motor control for written spelling

speech difficulty interferes with oral spelling

possible vision difficulty, suspected \_\_\_\_\_

known \_\_\_\_\_

specify \_\_\_\_\_

possible auditory difficulties, suspected \_\_\_\_\_  
 known \_\_\_\_\_  
 specify \_\_\_\_\_

slow reaction time

other (specify) \_\_\_\_\_

3. social-emotional

embarrassed to spell orally

affected by past failures

unable to function independently

needs personal directions

poor self concept

easily distracted

other (specify) \_\_\_\_\_

4. material inappropriate

spelling words inappropriate, too difficult

needs visual cues

needs oral cues

needs multi sensory procedure

doesn't know letters of alphabet

doesn't know sounds of letters

other (specify) \_\_\_\_\_

5. technique inappropriate

difficulty with oral spelling only

---

difficulty with written spelling only

---

difficulty with any type of spelling

---

can't write words but can recognize them  
in a group

---

needs test-study-test technique

---

needs study test technique

---

How often is spelling taught in the classroom? \_\_\_\_\_

---

Who teaches spelling to the student? \_\_\_\_\_

---

What spelling word source is used? spelling book,  
reading list, etc. Please specify. \_\_\_\_\_

---

Specify any other materials or equipment used in teaching  
spelling. \_\_\_\_\_

---



---



---



---



---



---

Elementary Level Consultation-Short Form

May be used for initial conference with Classroom Teacher if long form is unnecessary and should be used for all significant follow-up conferences.

Meeting initiated by: \_\_\_\_\_ (name)  
 \_\_\_\_\_ (position)

Date of meeting: \_\_\_\_\_

Subject of discussion: \_\_\_\_\_ (student's name)

Purpose of the meeting: \_\_\_\_\_

2. Ongoing visits by the principal to the Resource Room to assist in the program in progress.

3. Presentation of test results, students' evidence of progress.

4. Parental pleasure with the student's success expressed to the administration.

5. Classroom teacher pleasure expressed to the principal.

In being open about his/her responsibilities and the way they are handled, the Resource Room teacher can employ several techniques:

1. Posting schedule of students' progress in the program, amount of time servicing them, and total amount of work involved in consulting and materials prepared. This information displayed in the teacher's lounge and updated monthly.

2. Scheduling regular classroom conferences.

\*Please clip this form to other consultation forms in the student's Resource Room file. A tally of your consultations will be requested.

3. Establishing and/or coordinating the student's performance objectives with the regular classroom teacher.

## VI. Suggested Techniques for Facilitating Staff Relations

Personal contact is the preferred form of communication whenever possible. This is especially important when keeping the principal and other administrators informed of students' successes. Techniques useful for meeting this goal include:

1. Weekly visits with the principal to discuss programs and students.
2. Ongoing visits by the principal to the Resource Room in order to view the program in progress.
3. Presentation of test results, students' worksheets, and other objective evidence of progress.
4. Parental pleasure with the student's success expressed to the administration.
5. Classroom teacher pleasure expressed to the principal.

In being open about his/her responsibilities and the way they are handled, the Resource Room teacher can employ several techniques:

1. Posting a schedule of students assigned to the program, amount of time used for servicing them, and total amount of hours involved in consulting and materials preparation. This roster should be displayed in the teacher's lounge and updated monthly.
2. Scheduling regular classroom teachers into the Resource Room for an hour each month in order to demonstrate how the program works. If the regular classroom teachers' class can be covered by the Resource Room aide this is most effective.
3. Establishing and/or coordinating the student's performance objectives with the regular classroom teacher.

4. Requesting the regular classroom teacher to visit her students in the Resource Room so that the regular classroom teacher can obtain ideas concerning techniques which are effective. Performance objectives can also be revised at this time.
5. Allowing the Resource Room teacher to exchange teaching assignments with the regular classroom teacher so that each teacher can gain a better understanding of the other's role.
6. Sending samples of the student's work to the regular classroom teacher with notations. This helps the regular classroom teacher to know where the student is performing at all times and to suggest changes in the program.
7. Team teaching with the regular classroom teacher, especially at the secondary level in classes where there are large numbers of Special Education students.
8. Administer regular classroom teacher's tests to special students on an individualized basis and in a manner which offers the student the best chance for success.
9. Preparing or supplying special materials for use in the regular classroom.

#### B. CLASSROOM ORGANIZATION

Introduction-Resource rooms should be flexible enough to handle a variety of different needs at any given time. Therefore, a carefully engineered structure is appropriate. In addition to individual and group instruction, the Resource Room teacher will be responsible for diagnostic testing, material preparation, and supervision of a teacher assistant.

Diagnostic Testing-In order to provide some concrete information to teachers and principals concerning success of students within the Resource Room, pre and post testing is recommended. The following tests will be available:

BESSI  
Key Math  
Woodcock  
PIAT  
Slingerland  
Meeting Street School Screening  
Informal Diagnostic Tools

This testing should be completed the first month of school and should be used to help plan objectives at the IEP conference. The initial screening and/or testing may also be the initial contact with the student.

Materials-A Resource Room will need to be equipped in much the same way as a regular classroom. It must be flexible enough to handle a variety of different teaching/learning situations at the same time. Material preparation may include teacher-made materials in addition to curriculum modification of classroom materials. Examples of possible floor plans for a Resource Room follow.



SCHEDULING FOR THE RESOURCE TEACHER

The Resource Room teacher's personal planning will be simplified if a daily or weekly schedule is used to keep track of appointments and contacts. Since the teacher plan book may not be flexible enough to handle the different tasks performed by the Resource Room teacher, he/she may need to devise their own system. It will be necessary for scheduling, consultation, and organization. Some suggestions follow:

For further information see:

Lott, L.S., Hudak, B.J., and Scheetz, J.A. Strategies and Techniques for Mainstreaming: A Resource Room Handbook, Monroe County School District, Michigan, 1975.

Example: 1

## Weekly Schedule

| time  | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------|--------|---------|-----------|----------|--------|
| 8:00  |        |         |           |          |        |
| 8:30  |        |         |           |          |        |
| 9:00  |        |         |           |          |        |
| 9:30  |        |         |           |          |        |
| 10:00 |        |         |           |          |        |
| 10:30 |        |         |           |          |        |
| 11:00 |        |         |           |          |        |
| 11:30 |        |         |           |          |        |
| 12:00 |        |         |           |          |        |
| 12:30 |        |         |           |          |        |
| 1:00  |        |         |           |          |        |
| 1:30  |        |         |           |          |        |
| 2:00  |        |         |           |          |        |
| 2:30  |        |         |           |          |        |
| 3:00  |        |         |           |          |        |
| 3:30  |        |         |           |          |        |

Example : 2

Daily Schedule

| Time  | Monday |
|-------|--------|
| 8:00  |        |
| 8:30  |        |
| 9:00  |        |
| 9:30  |        |
| 10:00 |        |
| 10:30 |        |
| 11:00 |        |
| 11:30 |        |
| 12:00 |        |
| 12:30 |        |
| 1:00  |        |
| 1:30  |        |
| 2:00  |        |
| 2:30  |        |
| 3:00  |        |
| 3:30  |        |

### Rules Create Freedom of Interaction

It must also be clearly stated that the greatest amount of freedom occurs only when there are rules to govern behavior. Where there are no rules, people do not understand the expectations for themselves or for the people with whom they interact. However, by having knowledge of the rules, students know the boundaries within which they can operate, both positively and negatively. It is only when rules are stated, not rules that stifle the imagination, but rules that clarify roles, that healthy interaction takes place. Behavioral contracts facilitate this occurrence.

### BEHAVIORAL CONTRACTS

There are a variety of behavioral contracts that teachers can use to develop a better feedback system between themselves and their students. One particular format is provided in this Handbook in an attempt to model how a contract should be set up. Other possibilities are left to the imagination. The contract recommended is actually composed of two parts. The first is a grade assessment form and the second part is a behavioral contract. This is distinguished from alternative grading systems and the joint lesson plans discussed in this chapter.

#### A. Grade Assessment Form

The grade assessment form is basically concerned

with what is expected of students in such things as the number of books they are to read, what outside assignments are expected, what daily assignment must be completed. An attempt is made to determine what output is required of regular students in order to receive an "A", "B", or "C". Obviously, anything less than a "C" is unsatisfactory work and is not handled by this method. The information contained in the form is then converted into a lesson plan that fits the capabilities of the handicapped student. In other words, the Resource Room Teacher (RRT) modifies the expectations of the Regular Classroom Teacher (RCT) in a manner which permits the handicapped student to receive a grade (feedback) of "A", "B", or "C". Whatever the grade, it must be based on his ability level, not on direct competition with students with whom he cannot compete academically. When an appropriate conversion is made, the teacher and student are ready to set up a behavioral contract.

GRADE ASSESSMENT FORMGRADE CONTRACT

In order to evaluate \_\_\_\_\_  
work for the current marking period, I would like  
to request the following information from you so  
that we can make a contract with you and \_\_\_\_\_  
\_\_\_\_\_ concerning the amount of work this  
necessary to pass your class.

What must \_\_\_\_\_ do to earn an  
Excellent (A)? (Please be specific concerning books  
to be covered, math skills necessary, projects to  
be completed, etc.)

What must \_\_\_\_\_ do to earn  
Above Average (B)?

What must \_\_\_\_\_ do to earn  
Satisfactory (C)?

It is important that we all agree to this contract.  
It is understood that the evaluation of these goals, and  
the grade given, will be directly related to the output  
of work stated in the A, B, and C conditions.

\_\_\_\_\_ (Student) \_\_\_\_\_ (Teacher)

\_\_\_\_\_ (H.R. Teacher)

## B. Grade Contracts

Once the RRT develops an educational plan that extracts the greatest possible output for the handicapped student, the groundwork for a grade contract is laid. The RRT discusses outputs expected from the handicapped student with the Regular Classroom Teacher (RCT) and with the student. This process allows them to come to an agreement as to what is required in order to receive an "A", "B", or "C" grade for the class. In this setup, requirements are specified exactly. They include exactly what a student must do to receive an "A", how much less to receive a "B", and whether this is to be done on a quality or quantity of output basis. Once the actual requirements have been determined, the student, RCT, and RRT all sign the contract. The key to the success of the grade contract is that the student competes for a grade against his own capabilities. He is appropriately reinforced by the teacher for the amount of output, as is the regular class student who has normal potential.

Because the handicapped student often does not have a good grasp of what is expected of him, the specificity of expectations is an advantage that he usually does not have. This specificity will help to make him a better student.

## Form 2

ALTERNATIVE GRADINGGRADE CONTRACT

Handicapped students who are mainstreamed into the regular education program share with the Regular Education students the responsibility to receive the Grade Assessment Form, \_\_\_\_\_ and I Have discussed what he is capable of achieving during this marking period. \_\_\_\_\_ has an understanding of how much work is required to obtain each objective.

Specifically, in order to obtain the following grade, \_\_\_\_\_ will perform the following:

- A. \_\_\_\_\_ should be adapted. This problem is received only when the SRT and the RCT cooperate in grading the handicapped student. Excluded in this Handbook are descriptions of six possible grading systems which may be used to give the handicapped student appropriate feedback and rationale for using a joint system.
- B. \_\_\_\_\_

Rationale

C. \_\_\_\_\_ there are a variety of reasons that the SRT can present to the RCT for using alternative grading systems with handicapped students. While none of these are exclusive to the handicapped student, it is with these students that these systems are developed.

It is important that we all agree to this contract. It is understood that the evaluation of these goals, and the grade given, will be directly related to the output of work stated in the A, B, and C conditions.

\_\_\_\_\_ (Student) \_\_\_\_\_ (Teacher)

\_\_\_\_\_ (R.R. Teacher)



## ALTERNATIVE GRADING

Handicapped students who are mainstreamed into the regular education program share with the Regular Classroom Teacher (RCT) a major dilemma: how to receive (give) adequate feedback for their work output, especially when compared to regular students. This problem parallels the mainstreaming issue and a series of feedback systems (grading) have been developed to handle this problem.

An accompanying problem is: who is to develop or assist the RCT in determining what feedback system should be adapted. This problem is resolved only when the RRT and the RCT cooperate in grading the handicapped student. Included in this Handbook are descriptions of six possible grading systems which may be used to give the handicapped student appropriate feedback and rationale for using a joint system.

### Rationale

There are a variety of reasons that the RRT can present to the RCT for using alternative grading systems with handicapped students. While some of these are not exclusive to the handicapped student, it is with them in mind that these systems have been developed.

grading system that is responsive both to her needs and to the student's needs. Furthermore,

by Individualization

One of the problems the handicapped student faces in competing with students in regular education is that the handicapped student's skills are more limited. The teacher is confronted with this problem when trying to decide how to grade a student with a handicap. The only way that this can be done is to individualize the grading system so that all handicapped students, and perhaps regular students as well, are competing against themselves. In this way, the teacher has an adequate means of measuring the student's output. By individualizing the grading system, the student is graded on the basis of the energy that he puts into the learning process. The feedback he receives from the teacher is based on his input and output. Individualizing, therefore, is a way of encouraging the special student to work as hard as he can at his highest level of capacity, while not discouraging him because of his handicap.

Options

Another advantage to the alternative grading system is that we are offering teachers a variety of options which they can use to determine how they will grade their handicapped students. The teacher can choose a grading system that is responsive both to her needs and to the student's needs. Furthermore,

by suggesting alternatives, the Special Education instructor is not choosing the grading method for the teacher, but is suggesting alternatives from which the Regular Classroom Teacher may choose. Since these alternatives range from the Regular Classroom Teacher grading entirely to the Resource Room Teacher grading entirely, our system does not impede nor does it interfere with the Classroom Teacher's freedom of choice. At the same time, however, we are strongly urging the Classroom Teacher to choose an alternative system of grading.

#### Balancing Special Education-Regular Education

The advent of mainstreaming has introduced a variable into education that is unique in the sense that handicapped students are no longer isolated as they had been for the past twenty years. Now we have a situation where two teachers, a Special Education Teacher and a Regular Teacher, are responsible for the student. This new balance must be also reflected in the feedback system (grading) to the student and parent. The Special Education student's situation is such that he is receiving feedback from both a Regular and a Special Education Teacher. But if the grading system is based on one teacher or the other, as opposed to a combined effort of both teachers, the student is receiving data that might possibly be inaccurate. As a result of this, he may misjudge

how he should respond to the social system (school). For example, if the feedback from the Classroom Teacher is that he is not satisfying the objectives for that class, but the feedback from the Special Education Teacher is that he is doing well, this confusion could lead the student to an erroneous conclusion concerning his skills. Thus, in a system where there is a balance between both teachers in grading, the student should benefit. Such a system requires the Resource Room Teacher to communicate directly with the Regular Classroom Teacher and induces an appropriate response from the Classroom Teacher. This combined effort should provide the student with a realistic assessment of his skills.

#### Grading System Mainstreamed

Another reason for using an adjusted grading system is that the mainstreamed handicapped student should receive the same feedback in terms of letter grades that regular classroom students receive. The concept of mainstreaming originated in an attempt to erase from the handicapped student's mind the idea that he is different from other students. For example, if he is graded on a pass-fail basis (S-U) rather than a gradient basis (A,B,C,D,E), he soon realizes that he is different from other students. This encourages his "specialness". By offering the grading system

described in this article, the Special Education student can be put on the same grading system as other students and by providing various options, the Regular Classroom Teacher should be able to find one option that is satisfactory.

#### Grading System as a Feedback System

Finally, it must be emphasized that whatever grading system is used, its value is in its feedback potential. Feedback should be designed to reflect the student's capabilities, while not discouraging him beyond repair. If handicapped students are judged strictly in relationship to students without handicaps, they will most likely fail. Graded on a curve such a student will almost always come out last, providing him with inaccurate information. This, however, is unnecessary. It is quite possible to develop a feedback system which emphasizes the student's strengths, thus allowing him to be judged on the expected outcome for his ability level. For example, a physically handicapped student will probably not be a football player, yet there are many tasks with physical requirements in which he can engage. The educable mentally impaired student may use his intelligence to make sound judgements. By using a grading system with a variety of options, feedback to the student can reflect his difference from other students, yet not discourage him from wanting to learn.

## Overview

### A-Regular Classroom Teacher Controlled Contract

The Regular Classroom Teacher marks the student according to his pre-determined grade plan in the same manner as the rest of his class.

### B-Daily-Weekly Guide

The student is graded on an equal basis for each day/week regardless of the activity/assignment involved.

### C-Mid-Marking Period Agreement

A grading compromise between the Regular Classroom Teacher and the Resource Room Teacher. They discuss grades and if they cannot reach a mutual agreement, they evenly split the difference between their positions.

### D-Joint Contract

The Regular Classroom Teacher submits her program to the Resource Room Teacher who modifies the content to fit the student's ability.

### E-Behavioral Objectives Plus Scattergram

Student is given a reading and I.Q. test and then a scattergram is compiled in order to develop an individual Behavioral Objective or a Behavioral Objective is prepared for groups of similar levels.

### F-Resource Room Teacher Controlled Contract

The Resource Room Teacher has the total grading responsibility. This type of contract is used, generally, when the Regular Classroom Teacher has no known guidelines for marking handicapped students or, when the student is in the Resource Room full time for a

particular subject.

### Regular Classroom Teacher Contractual Agreement

A Regular Classroom Teacher Contractual Agreement is an agreement between a Regular Classroom Teacher and a Resource Room Teacher that the Regular Classroom Teacher will work for students according to the pre-determined grade plan. The Resource Room Teacher's only function is to ensure that the Regular Classroom Teacher is able to do this by providing the necessary support. If he is unable to do this, the Resource Room Teacher may attempt to intervene.

### Contract

This type of contract must be written by the Regular Classroom Teacher because they believe that all students must be placed within the classroom of a child with an exception to the regular school. For us to agree this fact is to disagree the Regular Classroom Teacher's integrity in the matter. However, by entering this contract, we are not giving the Resource Room Teacher the authority to intervene with the Regular Classroom Teacher's work or to change the actual plan.

### How to Use

Use the Regular Classroom Teacher Contractual Agreement only if the student is to be placed in the regular classroom.

## Discussion

### A-Regular Classroom Teacher Controlled Contract

#### Description

A Regular Classroom Teacher Controlled Contract is an agreement between a Regular Classroom Teacher and a Resource Room Teacher that the Regular Classroom Teacher will mark the student according to his pre-determined grade plan. The Resource Room Teacher's only function in this contract is to ask the Regular Classroom Teacher if he would be willing to use one of the other potential contracts. If he is unwilling to modify his grading system, the Resource Room Teacher does not attempt to intervene.

#### Rationale

This type of contract must be offered to Classroom Teachers because many honestly feel that all students must be graded within the structure of a class unit, as opposed to an individual unit. For us to ignore this fact is to disregard the Classroom Teacher's integrity in this matter. However, by offering this contract, we also may gain some influence with the Classroom Teacher, which may benefit our mutual students.

#### When to Use

When the Classroom Teacher allows none of the other options to be used in her classroom.



## B-Daily-Weekly Grade Contract

### Description

In this contract the Regular Classroom Teacher agrees to mark the student on a daily/weekly basis, with either daily/weekly grade being equal to any other daily/weekly grade. Thus, if we used the Daily Contract (which is preferable), a student is daily marked on his contributions to class, his in-class work, out-of-class work etc. on the day that it occurs. Thus, a test or project completed on Monday, is just as important as a class discussion or movie interaction on Tuesday. A-E are assigned a point value of 1-5, and are added up at the end of the marking period, divided by the number of days, and an appropriate grade is given.

### Rationale

This contract gives equal weight to class interaction, tests, papers, etc. thus giving each student an opportunity to be graded on his strengths rather than his weaknesses. Thus, a student who works hard will be able to get a "good" grade, but because he is likely to fall down on tests, papers, written projects, occasional daily work assignments, he will not be able to obtain the top grades.

### When to Use

This contract is good in secondary situations, particularly when a Classroom Teacher is unable to modify the curriculum of the class to any great extent.

## C-Mid-Marking Period Agreements

### Description

This contract is an agreement between the Resource Room Teacher and the Regular Classroom Teacher that they will share equal responsibility for the grade, based upon their unique perceptions in their own classrooms. At the end of a marking period, each will discuss their grade and their rationale for it. They will then come to a mutual agreement based on their two positions (if appropriate). If no agreement can be reached, they will evenly split the difference between their positions.

### Rationale

This is an attempt to bring a negotiated settlement between a Regular Classroom Teacher and a Resource Room Teacher who come to the meeting with different bias'. Each influences the other, and the student gains by the mutual growth and understanding that takes place.

### When to Use

This should be an instrument frequently used by teachers who can compromise. It involves the least time commitment, and little nuisance work is involved, which is to everyone's benefit.

## D-Joint Contract

### Description

The Joint Contract is an attempt by the Resource Room Teacher and the Regular Classroom Teacher to work out a mutual program for the student. The student's grade is based on the amount of work expected of other students, but the student's ability level is also taken into consideration. The Resource Room Teacher contacts the Regular Classroom Teacher, asking the Regular Classroom Teacher to write out the program for the class during that marking period. Then the Resource Room Teacher modifies the content of the program to fit the student's ability level, thus individualizing this program. The grade is then given on the basis of work output, which was ability-level determined.

### Rationale

The Joint Contract is an attempt to individualize programs by the Resource Room Teacher, student, and Regular Classroom Teacher making the student's ability level appropriate. Thus, a high amount of learning is encouraged because the student is competing against himself.

### When to Use

This type of contract would be appropriate in any situation where a teacher wants to individualize a program for his student, but is unaware of how to

do this. It provides a good opportunity for the Resource Room Teacher to train the Regular Classroom Teacher in individualized programming. However, this type of contract can be quite time consuming for both the Regular Classroom Teacher and the Resource Room Teacher.

## E-Behavioral Objective Plus Scattergram

### Description

This type of contract is the most involved of all of those mentioned, providing the Regular Classroom Teacher with both information about her class and an individualized program for the student. The Resource Room Teacher or the Regular Classroom Teacher gives an achievement test to the whole class. These tests, scored by the Resource Room Teacher or the Regular Classroom Teacher usually indicate a wide range of achievement levels in the class, and are made available to the Regular Classroom Teacher. Next, a scattergram, which is a combination of the achievement test and an I.Q. test, is prepared. The scattergram graphically demonstrates the student's range of abilities. Based on this information, the Resource Room Teacher and the Regular Classroom Teacher, or either of them individually, would develop a Behavioral Objective for individuals or groups of similar levels within the classroom. The attainment of the Behavioral Objective, as represented by the terminal Performance Objective, is what the student's grade is based on.

### Rationale

The rationale for this particular contract is that it introduces the Regular Classroom Teacher to the wide range of achievement levels within any particular class. Since the Resource Room Teacher provides her with the tests, gives and scores these tests, the cost

to the Regular Classroom Teacher's time is minimal. However, the understanding she gets concerning the wide range of scales within her classroom is extremely high. The Behavioral Objective is an attempt to develop a program that is commensurate with the student's skills.

#### When to Use

It seems most appropriate to use this type of contract when a comprehensive approach is determined. Because of the time involved initially, it can be very difficult to find teachers who would be interested in this type of involvement, however, this undoubtedly is the most complete program.

## JOINT LESSON PLANS

Resource Room Teachers (RRTs) who attempt to coordinate their tutorial and remedial services with lessons presented by Regular Classroom Teachers (RCTs) usually find that some written format must be adopted. This format is frequently called a joint lesson plan and three versions are included in this chapter.

### Rationale

The joint lesson plan is a written vehicle for gathering, exchanging, and recording information. When students are placed in the Resource Room program, the RRT sets up individualized educational plans for them. These, generally, include some attempt to coordinate the RRT's plans with the lessons being taught by the RCT. In this way, students do not suffer from time lost while out of the regular classroom. Instead, the RRT plans lessons which reinforce classroom teaching, a technique which frequently improves students' grades and which allows the student to keep pace with his class. In order to plan appropriate lessons, the RRT must constantly be aware of the lessons being taught by the RCT. The joint lesson plan provides the RRT with this information.

One indirect benefit from using a joint lesson plan is the fostering of the consultant role as part of the RRT's duties. Since the form cannot be used unless both teachers cooperate, the RRT must make personal contact with the RCT. This contact includes

developing rapport, agreeing upon an educational plan, and initiating a procedure for coordinating information. Communication of information may be accomplished through frequent verbal discussions or through the use of a written form such as the joint lesson plan. Since a RRT generally services fifteen or more RCTs, it may be impossible for the RRT to personally coordinate these lessons with RCTs, it may be impossible for the RRT to personally coordinate these lessons with RCTs each week. The use of a written form, therefore, is necessary.

With continuous use of the joint lesson plan, each teacher is always aware of what the other is teaching and of the responsibilities they share. The RCT soon realizes the extensive amount of planning the Resource Room program requires and good staff relations are fostered.

The joint lesson plan requires both teachers to be specific about their lessons. Each must state what she will teach during the upcoming week or marking period and how she will teach it. Since weekly plans are usually required by principals, this aspect of the joint lesson plan should not cause teachers any difficulty. The RCT usually fills out the form on Friday and returns it to the RRT so that she has time to coordinate lesson plans in the Resource Room. Included with the form are



the objectives for the week, the books and pages the RCT will use and any additional information the RRT will need. Such specificity encourages both teachers to carefully plan lessons with specific objectives. However, it does not preclude exploratory activities which frequently arise during teacher directed lessons. Lessons planned by the RRT to reinforce classroom teaching, can be presented in a manner which takes advantage of the student's unique learning style and promotes individualization of instruction.

Resulting from such precise information is the education of the RRT. Few RRTs know thoroughly all the subject material which they are expected to teach. With the joint lesson plan, they become familiar with the objectives and materials preferred by the RCTs with whom they are working. Over time, they develop working knowledge of most of the areas in which handicapped students are usually referred.

When more than one teacher is instructing a student in the same subject, services should be closely coordinated so that there is no unnecessary duplication of services. Any teacher who works with Special Education students, however, soon becomes aware of the constant need for repetition. Overlearning is a must. RRTs, therefore, should plan to specifically repeat or review classroom lessons using the student's individual learning style.

The result of such planned review is a better chance for the student to learn the material and to recall it at some later date. Furthermore, RRTs may administer classroom tests using techniques which insure the student the greatest chance for success. The result should be improved grades in the regular classroom.

As the handicapped student becomes more proficient, in the regular classroom, his success will be connected with the efforts of both teachers. The RCT will see some purpose to the joint lesson plan and will be encouraged to continue using it. The RCT will be aware of the RRT's activities and will realize that the RRT is directly supplementing her efforts. Empathy will be established between both teachers, and good staff relations will become even better.

Joint lesson plans filed over time by the RRT in the student's folder will result in a record of the student's educational progress. Such record keeping is essential if the RRT is to demonstrate educational progress. This evidence is more realistic evidence for accountability than scores received on standardized tests since it is based on the objectives of the RCT.

Proper use of joint lesson plans can only result in benefits for everyone, the RRT, the RCT, and especially the student.

### Timing

If the RRT and the RCT both agree to use the joint lesson plan, they must commit themselves to consistent use of it. Timing must be worked out and each must be fully aware of the responsibilities which the form necessitates. The form is given to the RCT several days prior to the time that the RRT needs it. This permits the RCT to plan her lessons, find appropriate books and materials, and compile test items, homework assignments and make-up requirements. When completed, the form is returned to the RRT for her to fill in her coordinated part of the form. The RRT then sends a copy of the joint lesson plan back to the RCT. In this manner, each teacher knows what the other is doing. The RRT files a copy of the weekly form in the student's folder as an ongoing record of the educational plan.

### Description

Form 4-The first form is the most elementary and the easiest to use. After the usual information is supplied, all that is required is a recording, by day, of the lessons which the RCT and RRT will present. The form is based on weekly lesson plans. It is filled out by the RCT and is sent to the RRT along with all written materials which the RCT will use with the lessons. The RRT then records what she will teach in coordination with the RCT's lessons. A copy of the completed form is returned to the RCT for her information. The RRT

uses the joint lesson plan to teach the student, over the week. Whenever possible, the same or similar materials are modified to fit the RCT's presentation. If tests are included, the RRT frequently administers the test in a manner most appropriate for the student. For example, students with poor reading skills may write answers to test items which the RRT read to him. When the weekly plan is completed, the form is filed as a record of the educational plan.

Form 5-This format includes all the elements of the easier Form 4 but adds the dimension of evaluation. This aspect requires each teacher to evaluate the effects of the lesson on the student. In other words, how effective was the educational plan? As a result, the RRT may plan further review of the material.

The evaluation part of the form is best completed by the teachers jointly so that, if agreement is not available, a face-to-face compromise can be worked out. If personal contact is not possible, the used joint plan may be sent to the RCT with the new form for the coming week. She may write in her evaluation of the student's progress and return it to the RRT with the coming week's plan. The RRT may then make adjustments in the proposed plan so as to incorporate additional review.

Form 6-The intention of this form is to move both teachers toward planning based on performance objectives instead of on chapters in a book. At the top of the form, there is space for the objective which will be taught. Both teachers must agree on the objective before the plan can be started. Following this, each teacher fills in the assignment of materials sections. The plan remains in effect until the objective is met or revised. Following completion, both teachers fill out the evaluation section. Following completion, both teachers fill out the evaluation section. The revision section is used only if the evaluation states that the

objective needs further attention, or if the objective is not met within a reasonable amount of time. This is the most individualized of the forms.

Although three types of joint lesson plans are presented here, these are only suggestions. RRTs may find them appropriate for their situations or may use them as foundations for formats which are more appropriate to their RCTs and handicapped students.

Monday

---

Tuesday

---

Wednesday

---

Thursday

---

Friday

---

These are only suggestions and are not intended to be used as a model. Each RRT should develop its own format and use it to meet the needs of its students. The format should be developed in consultation with the RCT and the student's parents.

Form 4

Joint Lesson Plan

Teacher: \_\_\_\_\_ Students involved: \_\_\_\_\_  
 Subject: \_\_\_\_\_  
 Grade: \_\_\_\_\_  
 Date: \_\_\_\_\_

| Day       | Regular Classroom | Resource Room |
|-----------|-------------------|---------------|
| Monday    |                   |               |
| Tuesday   |                   |               |
| Wednesday |                   |               |
| Thursday  |                   |               |
| Friday    |                   |               |

Please list books, pages and other materials to be used. Attach all handouts, tests and answer sheets. Include homework and makeup assignments where appropriate. Reprinted with the permission of Martina Keegan, Resource Room Teacher, Ida Public Schools, Ida, Michigan

JOINT LESSON PLAN

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Subject: \_\_\_\_\_ Evaluation-% or # or  
Time

| Day       | Resource Room | Regular<br>Classroom | Atti-<br>tudes | 100-<br>90 | 90-<br>80 | 80- |
|-----------|---------------|----------------------|----------------|------------|-----------|-----|
| Monday    |               |                      |                |            |           |     |
| Tuesday   |               |                      |                |            |           |     |
| Wednesday |               |                      |                |            |           |     |
| Thursday  |               |                      |                |            |           |     |
| Friday    |               |                      |                |            |           |     |

--Reprinted with the permission of Martina Keegan, Resource Room  
Teacher, Ida Public School, Ida, Michigan.



## Form 6

Joint Lesson Plan

Teacher: \_\_\_\_\_ Students: \_\_\_\_\_

Subject: \_\_\_\_\_

Grade: \_\_\_\_\_ Date Beginning: \_\_\_\_\_

\_\_\_\_\_

Learning Objectives:

\_\_\_\_\_

\_\_\_\_\_

Regular Classroom

Resource Room

\_\_\_\_\_

Assignment

\_\_\_\_\_

Materials

\_\_\_\_\_

Evaluation

\_\_\_\_\_

Revision

INTRODUCTION TO  
THE LEARNING PACKET

APPENDIX B

SAMPLE LEARNING PACKET

AN INFORMATIONAL PACKET PREPARED BY  
DRAIG WILLIAMS AND PATRICIA LARR  
UNIFIED STUDIES  
SUFFERNAL MIDDLE SCHOOL  
RUSSELL, KANSAS

A SAMPLE LEARNING PACKET

INTRODUCTION TO  
 THE LEARNING PACKET  
 THE LEARNING PACKET

CONCEPT 1: In order to use a learning packet, the student must understand what it is and how it works.

Performance Goal 1: The student will be able to answer satisfactorily questions concerning the purpose and parts of the Learning Packet.

Performance Goal 2: The student will be able to answer satisfactorily questions on using a

AN INFORMATIONAL PACKET PREPARED BY

CRAIG WILLIAMS AND PATRICIA WARD

UNIFIED STUDIES

RUPPENTHAL MIDDLE SCHOOL

RUSSELL, KANSAS

Learning Packets are a new way to learn. By following the instructions through this packet, you will be better able to use the packets with which you will be working this year.

Activities for Performance Goal 1: Purpose and Parts of a Learning Packet

1. Listen to the explanation of Learning Packets as given by the instructor. <sup>18</sup> answer the questions.

A SAMPLE LEARNING PACKET

2. What part of the packet gives you a general idea of what is in that section of the packet?

## THE LEARNING PACKET

**CONCEPT 1:** In order to use a learning packet, the student must understand what it is and how it works.

Performance Goal 1: The student will be able to answer satisfactorily questions concerning the purpose and parts of the Learning Packet.

Performance Goal 2: The student will be able to answer satisfactorily questions on using a Learning Packet.

Performance Goal 3: The student will be able to list, in order, the steps to be followed in using a Learning Packet.

Learning Packets are a new way to learn. By following directions and working through this packet, you will be better able to use the packets with which you will be working this year.

### Activities for Performance Goal 1: Purpose and Parts of a Learning Packet

1. Listen to the explanation of Learning Packets as given by the instructor and answer the questions below as you listen.

a. What part of the packet gives you a general idea of what is in that section of the packet? \_\_\_\_\_

b. What tells you what you must learn to do for the test? \_\_\_\_\_.

c. To help you learn what you must learn, you are given a choice of \_\_\_\_\_.

d. Put a check mark in front of the type of activities which you might be able to use.

|                  |                           |
|------------------|---------------------------|
| _____ textbook   | _____ tape recordings     |
| _____ quiz-board | _____ supplementary books |
| _____ filmstrips | _____ library             |
| _____ skits      | _____ games               |

e. Self-pacing means \_\_\_\_\_.

f. To check whether you are ready for the Mastery Test, you take the \_\_\_\_\_.

g. Before going on to the next part of the packet, the student must take the \_\_\_\_\_ until he passes it.

h. The Learning Packet emphasizes being able to find information rather than to memorize it. Therefore, students may take the Mastery Test using their \_\_\_\_\_.

i. Activities which give a student an opportunity to explore more fully areas which interest him are called \_\_\_\_\_.

j. How much and how well you work determines your \_\_\_\_\_.

k. The work for each week is based on \_\_\_\_\_ point units.

l. Since it is fairly easy to take a test if you can use the information in your packet, the packet section Mastery Tests are worth only 75 points if taken \_\_\_\_\_, but are worth \_\_\_\_\_ points if you take them without the packet.

m. This means that if you take the Mastery Test with the packet, the best grade you can get on the test is a \_\_\_\_\_.

n. Put a check mark before the things you must do to earn an A:

- Do all parts of packets.  
 Have enough total points for an A.
- o. To earn a grade of B, check the MINIMUM things you must do:
- Do all parts of packets.  
 Have enough total points for a B.  
 Do all but one packet (one test less).

p. To help you earn a grade better than a C, check which options you have:

- Take some tests without the packet.  
 Hand in enough DO-ITs to raise grade to desired level.  
 Participate in class DO-IT activities (Optional viewing of movies with test on it; discussion in Town Meetings; tests on Junior Scholastic, etc.)
- q. Since a student must pass each Mastery Test before going on, he cannot \_\_\_\_\_.

If you did not get the answers to any of the questions, be sure to read the Student Guide on p. 219 and answer the questions before going on.

In order to help you understand the different activities you may use in working through packets, answer the following questions for Performance Goal 2 by using as many of the different types of activities as needed.

## CHOICE OF ACTIVITIES:

Study: the Student Guide to the Learning Packet  
at end of packet

View: the filmstrip on Learning Packets

Listen: to the tape, "Introduction and Purpose  
of the Learning Packet"

Scan: the poster, "Parts of a Packet"

Use: the quiz-board for additional information  
and help

Answer the following questions in preparation  
for Performance Goal 2:

1. Through the use of Performance Goals \_\_\_\_\_.
2. The activities are designed to \_\_\_\_\_.
3. The Learning Packet aids the student by  
letting him proceed at \_\_\_\_\_.
4. Faster students will do DO-ITs which are  
\_\_\_\_\_.
5. Certain topics allow for Pre-Tests which are  
\_\_\_\_\_.
6. Scores are made available at all times  
because \_\_\_\_\_.
7. Responsibility is encouraged by helping the  
student to \_\_\_\_\_.
8. The packet allows the use of multimedia which  
are \_\_\_\_\_.

9. In short, the packet helps to \_\_\_\_\_  
instruction for the learner.

Write in the blank which part of the packet is  
being described.

1. Tells what the packet is about \_\_\_\_\_
2. Tells what will be on tests \_\_\_\_\_
3. Indicates what will help you to master the  
Performance Goals \_\_\_\_\_
4. Tests the progress toward the Performance Goals  
\_\_\_\_\_
5. Indicates mastery over Performance Goals \_\_\_\_\_
6. Method used for self-exploration and grade  
improvement \_\_\_\_\_
7. Used at certain times to find out how much  
you already know \_\_\_\_\_

CHECK YOUR ANSWERS WITH THE INSTRUCTOR'S COPY  
BEFORE TRYING THE SELF-TEST.

Study the "Packet Path," on pp. 216 and 217, to  
prepare for Performance Goal 3 before taking your  
Self-Test.

#### SELF-TEST

I. Answer these questions by marking the false  
ones with an "0" and the true ones with a "+."

- \_\_\_\_\_ 1. All students learn at the same rate all  
the time.
- \_\_\_\_\_ 2. The use of the Learning Packet keeps all  
students doing the same thing at the same  
time.
- \_\_\_\_\_ 3. How hard and how well you work determine  
your grade.
- \_\_\_\_\_ 4. There is no way to get above a "C" on  
a Mastery Test.



- \_\_\_\_\_ 5. The Learning Packet uses the multimedia approach.
- \_\_\_\_\_ 6. The slower students may work at their own rates.
- \_\_\_\_\_ 7. The student will know what will be covered on the Mastery Tests.
- \_\_\_\_\_ 8. If you will at least work a little, you cannot fail.
- \_\_\_\_\_ 9. The student will not be aware of the grade he is earning.
- \_\_\_\_\_ 10. The student should learn to use his time better in the classroom by using a packet.

II. Write the letter for the best answer in the blank.

- \_\_\_\_\_ 1. In order that the student will be prepared for the Mastery Test the packet uses (A)pop tests (B)Performance Goals (C)workbooks.
- \_\_\_\_\_ 2. The methods of accomplishing the Performance Goals are called (A)Activities (B)Concepts (C) Mastery Tests.
- \_\_\_\_\_ 3. One major purpose of Learning Packets is to (A)Keep everyone together (B)Let the student proceed at his own rate (C)Neither of these.
- \_\_\_\_\_ 4. The method of allowing individual exploration is called (A)DO-ITs (B)Concepts (C)Pre-Test.
- \_\_\_\_\_ 5. Which shows both the teacher and the student what the student does not know: (A)Performance Goals (B)Activities (C)Pre-Test.
- \_\_\_\_\_ 6. Packets are designed to (A)Help the student be aware of his progress (B)Slow the student to work at his minimum speed (C)Both of these.
- \_\_\_\_\_ 7. Another purpose of the Learning Packet is to (A)Restrict the student's responsibility (B)Help the student learn to schedule his own time (C)Require the student

(C)Require the student to use only one medium from which to learn.

- \_\_\_\_\_ 8. The use of many different types of materials such as filmstrips, tapes, various reading materials, etc., is called (A) Multimedia (B)Performance Goals (C)None of these.
- \_\_\_\_\_ 9. The main aim of Learning Packets is to (A)Make it easier on the instructor (B)Use up paper (C)Individualize instruction.
- \_\_\_\_\_ 10. What are DO-ITs? (A)Do Others-Intent Talking (B)Drop-Out-Individually Taught (C)Depth Opportunities-Individual Tasks.

III. List in order the steps you should follow in using a packet by putting a 1 in front of the step you should do first, a 2 in front of the second step, etc.

- \_\_\_\_\_ Take the Mastery Test
- \_\_\_\_\_ Read the test items (Performance Goals)
- \_\_\_\_\_ Take the Self-Test
- \_\_\_\_\_ Read the Concept
- \_\_\_\_\_ Do as many Activities as you feel are necessary to master the
- \_\_\_\_\_ Performance Goals
- \_\_\_\_\_ Pre-Test

Check your Self-Test with the instructor's copy:

If you missed five or less, ask the instructor for the Mastery Test. If you missed more than five, go back and study the material until you feel you understand it, or ask the instructor or a fellow student to explain any parts you do not understand.

not have to "guess" what might be covered on the test.

The Activities are to help students reach the Performance Goals. You are usually given a choice of activities and aids, such as post-its, posters, flipcharts, research materials etc. Some of these activities may be required of each student; however, you can generally select those which you feel best suit your learning style and needs. On material which has been studied in previous years, such as algebra, you will be given a Pre-Test to spot areas of

#### STUDENT GUIDE TO THE LEARNING PACKET

You are probably wondering what a Learning Packet (LP) is. You know that LP records come in different speeds--16,33,45, and 78. You also know that students work at different speeds. With LP's students are able to work at their own speed.

#### Parts of a Packet

Let's take the jacket off the LP and look at the individual Learning Packet. Each section of a Learning Packet has at least four basic parts: Concept, Performance Goals, Activities and a Self-Test.

A Concept tells you generally what each section of the packet is about. This gives you an overall view of what will be studied in that section.

Performance Goals (test items) "tell it like it is." They tell you what you will be able to do by the time you finish each section of the packet. In other words, these items are used to test your achievement on the packet. The Mastery Tests are based on these items and only these items. You do

not have to "guess" what might be covered on the test.

The Activities are to help students reach the Performance Goals. You are usually given a choice of activities and media, such as textbooks, posters, filmstrips, research material etc. Some of these activities may be required of each student; however, you can generally select those which you feel best suit your learning style and needs. On material which has been studied in previous years, such as grammar, you will be given a Pre-Test to spot areas of weaknesses and strengths. You then will be directed to only those activities which are necessary to improve your competence to the desired level.

If a student has difficulty in reaching the Performance Goals, the instructor will help him to decide which activities would be most useful and will suggest additional materials or practice as needed. Ordinarily, the instructor does not tell a student what he needs to be doing each day. The student determines this for himself. However, at the beginning of the school year, you will be given help in scheduling your time. A day-by-day chart helps us to discover difficulties a student may be having, as well as to pinpoint students who are not using their time wisely.

At the end of each packet or section of the packet is found a Self-Test. This is used to test a student's progress toward the Performance Goals. You will check the Self-Test yourself-- it is to your advantage to take them honestly so that you can see for yourself how you are progressing.

The Mastery Test is taken if the Self-Test is successfully completed. It is used to indicate whether a student has mastered the Performance Goals. It contains only the items which have been presented in the Performance Goals. If a student does not show mastery on this test, he is "recycled" and given additional help and practice in reaching the Performance Goals. He must pass the test before going on to the next part of the packet.

Everyone is expected to reach the basic Performance Goals. Those who finish all Performance Goals in the packet before the time allotted will be given an opportunity to explore areas or activities of particular interest to them. These activities are called DO-ITs. (This stands for Depth Opportunities-Individual Tasks.) These may include such activities as making posters, writing creatively, making slides, films or filmstrips, dramatics such as playlets or puppet shows, research reports, displays, tapes, outside reading, etc. These DO-ITs may also be done outside the class to help raise a student's grade.

### Grading

The work for each week is based on 100 point units. The packet Mastery Tests are worth 75 points if taken with packet or 100 points if taken without packet. (You may take the Mastery Tests with the aid of your packets and books--being able to find information is considered more important than memorizing it.) A passing grade on a Mastery Test is 60 points, whether taken with or without the packet.

The grading scale per test is:

60-69=D  
70-84=C  
85-93=B  
94-100=A

As you can see, if you take the Mastery Test with packet, your best possible grade can only be a C; however, if you are willing to do some extra work, you can raise your grade. You have three basic options:

- 1) Take some tests without packet, thus earning more points.
- 2) Hand in enough DO-ITs ~~to raise~~ grade to desired level.
- 3) Participate in class DO-IT activities (optional viewing of movies with a test on it; discussion in Town Meetings, tests on Junior Scholastic, etc.)

Your grade, then, is based on how hard you want to work--since you must pass a Matery Test before you can go on, you cannot fail unless you absolutely refuse to do any work.

In order to prevent a student from working below his speed so that he can earn a good grade by taking only a few tests while someone else may have covered twice as much, students who wish to earn an A must fulfill two requirements by the end of the grading period: (1) have the necessary number of points and be at least within one test of the fastest person. To make this work as fairly as possible, students who reach the end of a packet before the scheduled time to begin the next packet are asked to work on DO-ITs.

### Footnotes

- 1 "P.L. 94-142", Instructor (April, 1978), p. 63.
- 2 Corinne Bloomer, "LDTightrope", Teacher, Vol. 92, No. 7 (March, 1975), p. 54.
- 3 "Learning Disabilities", Missouri Schools, Vol. 39, No. 3 (March, 1973), p. 5.
- 4 Barbara Milbauer, "Mainstreaming Puzzle", Teacher, Vol. 94, No. 9 (May/June, 1977), p. 44.
- 5 Arthur W. Combs, "The Personal Approach to Good Teaching", Humanistic Education Sourcebook, (Englewood Cliffs, New Jersey: Prentice Hall, 1975), p. 249.
- 6 Wilma Jo Bush, Diagnosing Learning Abilities, (Columbus: Charles E. Merrill, 1976), p. 43.
- 7 Ibid. p. 44.
- 8 Beth Slingerland, Slingerland Screening Tests, (Cambridge: Educators Publishing Service Inc., 1974), p. 84.
- 9 Dr. Robert Mosby, Developmental By-Pass Theory, Vol. I (Franklin County Special Education, 1977), p. 6.
- 10 Patricia S. Ward, Learning Packets, (New York: Parker Publishing Co., 1976), p. 26.
- 11 Ibid. p. 28.
- 12 Ibid. p. 56.
- 13 Ibid. p. 70.
- 14 Ibid. p. 85.
- 15 Ibid. p. 96.
- 16 William Gardner, Children with Learning and Behavior Problems, (Boston: Allyn and Bacon, Inc., 1974), p. 39.
- 17 Margaret Golick, Parents Guide to Learning Problems (Montreal: Quebec Association for Children with Learning Disabilities, 1970), p. 7.
- 18 Patricia S. Ward, Learning Packets (New York: Parker Publishing Co., 1976), p. 211.

## BIBLIOGRAPHY

### BOOKS

- Brown, George I. The Live Classroom. New York: The Viking Press, 1975.
- Bush, W. and Waugh, K. Diagnosing Learning Disabilities. Columbus, Ohio: Charles E. Merrill Publishing Co., 1976.
- Carrier, J. T. Helping Children Learn. Greenfield, Indiana: EVLA Educational Publishing, 1975.
- Carter, Darrell. Learning Disorders. New York: Chilton Book Co., 1970.
- Cohen, Martin. Best Wishes Doc. New York: Arthur Fields Books, Inc., 1974.
- Daniels, S. How 2 Gerbils, 20 Goldfish, 200 Games, 2000 Books and I Taught Them How To Read. Philadelphia: The Westminster Press, 1972.
- Dunn, R. and Dunn, K. Practical Approaches to Individualizing Instruction. New York: Parker Publishing Co., 1972.
- DuPont, H., Gardner, O. and Brody D. Toward Affective Development. Minnesota: American Guidance Service, Inc., 1974.
- Gardner, William. Children with Learning and Behavior Problems. Boston: Allyn and Bacon, 1974.
- Gearheart, B.R. Learning Disabilities. St. Louis: Mosby Company, 1973.
- Glasser, William M. Schools Without Failure. New York: Harper and Row, 1969.
- Golick, M. A Parent's Guide to Learning Problems. Canada: Quebec Association for Children With Learning Disabilities, 1970.
- Heckelman, R. G. Solutions to Reading Problems. California: Academic Therapy Publishing, 1974.
- Johnson, D. and Myklebust, H. Learning Disabilities. New York: Grune and Stratton, 1967.
- Jordan, Thomas. The Exceptional Child. Columbus, Ohio: Charles E. Merrill Co., 1962.



- Kohl, Herbert. The Open Classroom. New York: Vintage Books, 1969.
- Lerner, Janet. Children With Learning Disabilities. Boston: Houghton Mifflin Co., 1971.
- Lockwood, Alan. Moral Reasoning. Middletown, Connecticut: AEP Unit Books, 1972.
- Mager, Robert. Preparing Instructional Objectives. Palo Alto, California: Fearon Publishing, 1962.
- Mallett, Jerry. 101 Make and Play Reading Games for the Intermediate Grades. New York: The Center for Applied Research in Education, Inc., 1976.
- McCarthy, J. Learning Disabilities. Boston: Allyn and Bacon Inc., 1969.
- Mosby, R. Developmental By-Pass Theory and Background Reading. Union, Missouri: Franklin County Special Education Cooperative, 1977.
- Otto, Wayne and McMenemy, Richard. Corrective and Remedial Teaching. Boston: Houghton Mifflin Co., 1966.
- Overly, N. and Kimpston, R. Global Studies. Washington: Association for Supervision and Curriculum Development, 1976.
- Postman, Neil and Weingartner, Charles. Teaching as a Subversive Activity. New York: Delacorte Press, 1969.
- Read, Donald and Simon, S. Humanistic Education Sourcebook. New Jersey: Prentice-Hall, Inc., 1975.
- Rogers, Carl. Freedom to Learn. Columbus, Ohio: Charles Merrill Publishing Co., 1969.
- Sanders, Norris. Classroom Questions. New York: Harper and Row., 1966.
- Saylor, Galen. The School of the Future, NOW. Washington: ASCD Council on Continuous Education, 1972.
- Saylor, J. and Alexander W. Planning Curriculum for Schools. New York: Holt, Rinehart and Winston, Inc., 1974.
- Silderman, Charles. Crisis in the Classroom. New York: McGraw-Hill Book Co., 1968.

- Smith, L. and Geoffrey, W. The Complexities of an Urban Classroom. New York: Holt, Rinehart and Winston, Inc., 1968.
- Taba, Hilda. Curriculum Development. New York: Harcourt, Brace and World, Inc., 1962.
- Wallace, Gerald and Kauffman, James. Teaching Children with Learning Problems. Columbus, Ohio: Charles E. Merrill Publishing Co., 1973.
- Ward, P. and Williams, E. Learning Packets: New Approach To Individualizing Instruction. New York: Parker Publishing Co., 1976.

#### PERIODICALS

- Andelman, Fredrick. "Mainstreaming", Today's Education, Vol. 65 No. 2 (March-April, 1976), p. 3-40.
- Bierly, Ken. "P.L. 94-142", Instructor. Vol. 87 No.9 (April, 1978) p. 62-95.
- Birch, J. and Reynolds, M. "Your Role in the Individual-Educational Program", Teacher. Vol. 95 No. 3 (November, 1977), p. 76-91
- Bloomer, Corinne. "The LD Tightrope", Teacher. Vol. 92 No. 7 (March, 1975), p. 54-58.
- Brown, V. "Continuous Progress in Spelling", Journal of Learning Disabilities. Vol. 9 No. 6 (June, 1976), p. 338-346.
- Dunn, Rita and Dunn, Ken. "How to Develop Individualized Contract Activity Packages", Instructor. Vol. 87 No. 4 (November, 1977), p. 77-84.
- Dunn, Rita and Dunn, Ken. "How to Establish Six Exciting Classroom Study Areas", Instructor. Vol. 87 No. 6. (January, 1978), p. 72-77.
- Erickson, Michael. "Test Sophistication: An Important Consideration", Journal of Reading. Vol. 16 No.2 (November, 1972), p. 140-144.
- Hardin, Veralee. "Learning Disabilities", Missouri Schools. Vol. 39 No. 3 (November, 1973)

- Harrison, Marta. "Season Openers", Games for More than the Fun of It", Learning. Vol. 5 No. 1 (Aug.-Sept., 1976), pp. 64-97.
- Masasi, Susan and York, Robert. "Changing Concepts of Special Education", Teacher. Vol. 95 No. 1 (September, 1977), pp. 99-144.
- Karnes, Merle B. "Mainstreaming Parents of the Handicapped", Teacher. Vol. 95 No. 2 (October, 1977), pp. 90-91.
- Kessinger, Dale. "The Child with Learning Disabilities", Today's Education. Vol. 66 No.4 (November-December, 1977).
- Lerner, Janet. "Reading and Learning Disabilities", Elementary English. Vol. 50 No. 2 (February, 1973), pp. 265-270.
- Magliocca, Larry. "Early Identification of Handicapped Children Through a Frequency Sampling Technique", Exceptional Children. Vol. 43 No. 7 (April, 1977), pp. 414-423.
- McWhirter, J. "A Parent Education Group in Learning Disabilities", Journal of Learning Disabilities. Vol. 9 No. 1 (January, 1976), pp. 16-20.
- Milbauer, Barbara. "The Mainstreaming Puzzle", Teacher. Vol. 94 No. 2 (May-June, 1977), pp. 44-46.
- Nagle, John. "Staff Development: Do it Right", Journal of Reading. Vol. 16 No. 2 (November, 1972), pp. 124-127.
- Gettinger, Leon. "Learning Disorders, Hyperkinesia, and the Use of Drugs in Children", Rehabilitation Literature. Vol. 32 No. 6 (June, 1971), pp. 162-167.
- Pipho, Chris. "Minimum Competency Testing", Phi Delta Kappan. Vol. 59 No. 9 (May, 1978).
- Rutstein, Nat. "Kids and TV: Challenge to Teachers:", The Reading Teacher. Vol. 26 No. 2 (November, 1972), pp. 134-137.
- Van Etten, Carlene. "The Measurement of Pupil Progress", Journal of Learning Disabilities. Vol. 9 No. 8 (October, 1976), pp. 469-480.
- Matson, Billy L. and Van Etten, Carlene. "Programs, Materials and Techniques", Journal of Learning Disabilities. Vol. 9 No. 7 (August-September) pp. 406-416.