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## An In-School Project of Alternative Learning for High School Behavior Problems

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Introduction

The decades of the 60's and the 70's have been tumultuous years of social change in America, often affecting the nation's "establishment". Government, the people, and educators have come to share deep concern over the number of incidents involving students, alcohol, vandalism, and violence. Critical attention has been given to educational systems, often in the form of banner newspaper headlines.

An In-School Project

of

Alternative Learning

for

High School Behavior Problems

Submitted in partial satisfaction of the requirements for degree of

MASTER OF ARTS (Administration of Justice: Delinquency)

Diane M. Fornaci  
Washington, D.C.



Thesis  
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## Introduction

The decades of the 60's and the 70's have been tumultuous years of social change in America, often pitting the nation's youth against the "establishment". Government, the people, and educators have come to share deep concern for the increasing number of incidents involving student misbehavior, vandalism, and violence. Critical attention has been focused on our educational system, often in the form of banner newspaper headlines detailing one confrontation after another. Although keenly aware of the threatening situation, educators, for the most part, lack guidelines to present educational programs which will provide positive and constructive alternatives to adolescents' harmful behavior.

The school system is one social setting in which all communities have the built in opportunity to intervene and establish a more meaningful role structure for its youth. It seems so simple: every child at least starts out and, some, even complete their education in school. Millions of dollars are spent annually on programs for our schools. Hardly a day passes without the introduction of new curriculum or materials, each billed as the ultimate solution to educational woes. Yet, no one remotely concerned with the schools today will deny that discipline and student behavior are still the major issues that need re-evaluation and a new look at innovative programming. The purpose of the following program

is to devise remedial procedures and learning processes for students whose academic achievements are considered by school and juveniles court officials, part of larger negative behavioral patterns. Such students can be found in every school in Fairfax County, Virginia.

As county policymakers become increasingly aware of the close relationship between academic failure and delinquency, the schools have been delegated more responsibility for the socially maladjusted youth. Truancy laws are being strictly enforced in an effort to bring alienated youths back to the classroom. Teachers and administrators in each school are left to deal with these students.

The association between antisocial behavior and difficulty in school continues to be supported by current research. Studies in Minnesota (Red Wing Training School) and Michigan (Lansing Boys Training School) encompassing the boys' IQ scores, reading levels, family history, and court records, have shown the only possible correlation between behavior of the boys was their failure to read (Hogenson, 1973). The growing conviction that juvenile delinquency is heightened by widespread conditions in American schools is noted in a report by the U.S. Task Force on Juvenile Delinquency (1967). It concluded that experiences in school contributed to delinquency by stressing the need for success in school and then insuring failure. Education becomes a series of meaningless activities which render no tangible result, i.e. employment. Schools can play an important role in helping youth achieve realistic goals which can provide

satisfaction and success.

Students with scholastic or behavior problems provide the school system with many managerial difficulties. In the past, administrators responded by applying a series of labels grouping students accordingly. If their problems are principally academic in nature, the students may be classified as "slow learners" or "mentally retarded". When behavior is deemed inappropriate, a convenient label is "emotionally disturbed". Some students may be brought to the attention of the school by court officials. They are labelled "delinquents" and often sent to a "special school" where other "delinquents" are taught.

In developing components for a program for students who are referred through the courts, the need for labels was recognized. Although the students would not be shipped off to a detention school, they would be placed in special education classes in their own high school. In an attempt to minimize the effect of the label, students would spend only three classes with project teachers and students. The remaining hours would be spent in regular classes (Physical Ed, any Vocational block, Art, Band, Business courses, teacher assistant) or out of school in a part time job. They would derive the benefits of individualized instruction in their academic subjects, yet still retain social contact with their peers. Presently there exists in the county no program for behavior problems as judged by the court system operating within the school buildings. It is the intent of this program to integrate its curriculum into the existing school program.

The improvement of academic and social behavior skills is the prominent goal. Each student will be enrolled in three academic classes: two nongraded (English and Math) and one accordingly to grade level (Social Skills). A Curriculum checklist will be used to determine which skill level in a given subject area each individual student has previously attained. Parents and students, as well as the teacher, will be given a copy of the checklist in order for all concerned to have an awareness of the students' progress. At the initial meeting of parent-teacher-student, the checklist will be discussed, with additions and deletions made to accommodate all involved. If the goals prove to be unrealistic for a particular student, another conference will be held and the checklists will be re-written. The development of checklist skills is an ongoing process. The sample in this paper is merely a base on which to build.

The long-range goals include the reduction of juvenile problem behaviors in the community as well as the school. The Social Skills classes are designed for discussion with the students' own grade level concerning problems in social adjustment, employment and citizenship skills, self-awareness, etc.. The underlying premise is that many of youths' problem social behaviors are essentially related to learning problems. If the student can know success in school, positive feelings towards himself will develop and the negative social behavior will dissipate.

Background

The Edison Project began operations September 1978 under the joint sponsorship of the Juvenile and Domestic Relations Court and Fairfax County Public Schools of Virginia. It is an alternative school program for juvenile probationers who, because of constant truancy and/or court restrictions, are not able to function in regular high school classes. The court has provided the funding for classroom furniture and utilities, one equipped office, one conference hall, and access to a telephone. The three classrooms are scattered in different areas of Edison High School. Fairfax County Schools have funded three fulltime teachers and one fulltime coordinator. In addition, educational materials are allotted to each teacher at the same rate per student as the regular high school teachers. Sixteen students (ten male and six female) referred by the court and evaluated by school psychologists participated in the program.

For several years, educators and court personnel have been concerned about the rising juvenile crime rate in Fairfax County (see Tables pgs. 6-10) and its correlation with classroom discipline problems. As Table 1 indicates, there has been a significant increase in juvenile complaints, approved fiscal plans, expenditures, revenues, and staffing levels since 1969. The school's problems were dramatized when the State of Virginia categorized "severe behavior problems"

**COMPLAINT, BUDGETARY AND PERSONNEL INCREASES  
FAIRFAX COUNTY JUVENILE AND DOMESTIC RELATIONS DISTRICT COURT  
FY 1974 - FY 1978**

	FY '74		FY '75		FY '76		FY '77		FY '78	
		%		%		%		%		%
<u>NUMBER OF COMPLAINTS</u>	<u>13,261</u>	<u>63.8</u>	<u>13,284</u>	<u>4.2</u>	<u>13,149</u>	<u>(1.0)</u>	<u>17,694</u>	<u>34.6</u>	<u>20,979</u>	<u>18.6</u>
Juvenile	10,667	79.2	11,324	6.2	11,234	(0.8)	14,546	29.5	16,493	13.4
Adult	2,594	20.9	2,500	(3.6)	1,915	(23.4)	3,148	64.4	3,486	10.0
<u>APPROVED FISCAL PLAN (includes grants)</u>	<u>927,534</u>	<u>36.9</u>	<u>1,094,687</u>	<u>18.0</u>	<u>1,595,863</u>	<u>46.8</u>	<u>1,799,516</u>	<u>12.8</u>	<u>2,127,506</u>	<u>18.3</u>
Personal Services	771,893	32.0	923,188	19.6	1,190,736	29.0	1,342,950	12.8	1,514,695	12.8
Operating Expenses	146,901	65.0	158,353	7.8	397,976	51.3	456,566	14.8	609,706	33.6
Capital Equipment	8,740	149.7	13,146	50.4	7,151	(45.6)	0	(100)	3,105	
<u>ACTUAL EXPENDITURES (includes grants)</u>	<u>842,229</u>	<u>23.5</u>	<u>1,162,248</u>	<u>38.0</u>	<u>1,595,863</u>	<u>37.3</u>	<u>1,759,092</u>	<u>10.3</u>	<u>1,967,586</u>	<u>11.9</u>
Personal Services	644,039	10.4	905,774	40.6	1,190,736	31.5	1,245,042	4.6	1,461,288	17.4
Operating Expenses	191,246	110.0	243,845	27.5	397,976	63.2	509,103	28.0	507,751	(.3)
Capital Equipment	6,944	(7.4)	12,629	81.9	7,151	(43.4)	4,947	(30.9)	2,547	(48.6)
<u>REVENUE</u>	<u>499,850</u>	<u>47.5</u>	<u>812,748</u>	<u>62.6</u>	<u>1,114,906</u>	<u>37.2</u>	<u>947,121</u>	<u>(7.2)</u>	<u>1,078,020</u>	<u>13.9</u>
State	291,377	19.0	458,005	57.02	452,343	(1.2)	505,629	11.8	615,620	21.8
Grants	94,051	95.2	185,291	97.0	436,877	135.8	312,932	(28.4)	326,680	4.4
Fairfax City	22,474	6.5	22,351	(0.1)	25,686	14.9	40,997	59.6	45,097	10.0
Fines and Costs	91,948	271.6	147,101	60.0	200,000	36.0	87,563	(56.3)	90,623	3.5
<u>STAFFING LEVELS</u>	<u>77</u>	<u>30.5</u>	<u>90</u>	<u>16.9</u>	<u>98</u>	<u>16.7</u>	<u>98.0</u>	<u>0</u>	<u>110.5</u>	<u>12.8</u>
Judges	2	0.0	3	50.0	3.0	0	3.0	0	4.0	33.3
Professional	50	38.9	58	16.0	51	0	51.0	0	58.5	14.7
Clerical	24	14.3	25	4.2	30	28.0	31.0	3.4	34.0	9.7
Grant	1	----	4	300.0	14	7.7	13.0	(7.1)	14.0	7.7

Table 1



STATISTICAL TRENDS - 1965-1978

YEAR	POPULATION a	DELINQUENTS b	JUVENILE COMPLAINTS PER CAPITA	MOBILITY ACCOUNTS c	LICENSES ISSUED	ADULT COMPLAINTS	ADULT PER CAPITA
1965	349,455	1,652	.005	651	6,008	1,349	.004
1966	370,469	1,807	.005	836	6,797	1,411	.004
1967	399,055	1,972	.005	943	6,454	1,486	.004
1968	433,000	2,005	.005	917	6,907	1,636	.004
1969	464,400	2,472	.005	992	6,170	1,346	.004
1970	487,606	3,122	.006	1,002	9,500	1,901	.004
1971	499,500	3,129	.006	1,340	10,868	2,159	.004
1972	525,156	3,646	.007	1,555	9,952	2,235	.004
1973	535,000	4,259	.008	1,841	9,869	2,145	.004
1974	550,790	4,624	.008	1,876	14,967	2,594	.005
1975	557,790	3,935	.007	2,916	12,423	2,500	.004
1976	576,000	3,402	.006	2,112	9,245*	1,915	.003
1977	589,100	5,307	.009	2,168	12,991	3,756	.006
1978	600,400	6,326	.011	2,266	13,653	3,486	.006

a: Including Fairfax County and Fairfax City  
b: All complaints excluding traffic, custody, rules, capias, and reviews  
c: As of June 30  
\* For the entire fiscal year - October 1975 - July 1976

Table 2

The following charts graph the changes in the categories of juvenile complaints since 1970:

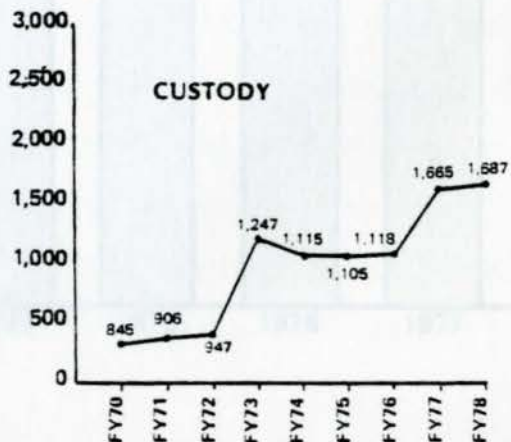
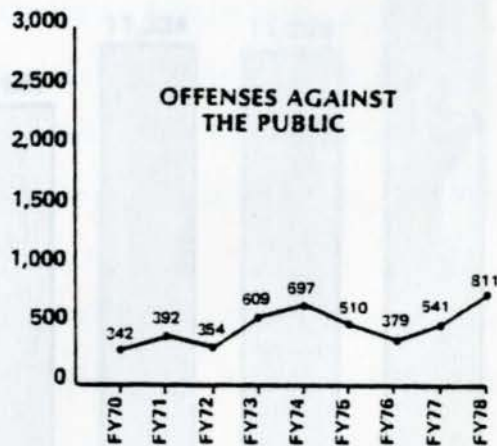
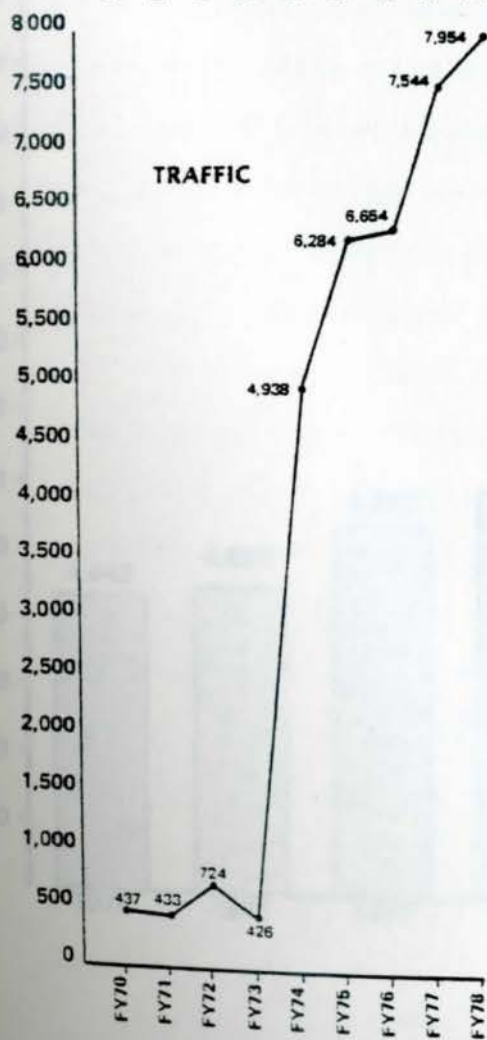
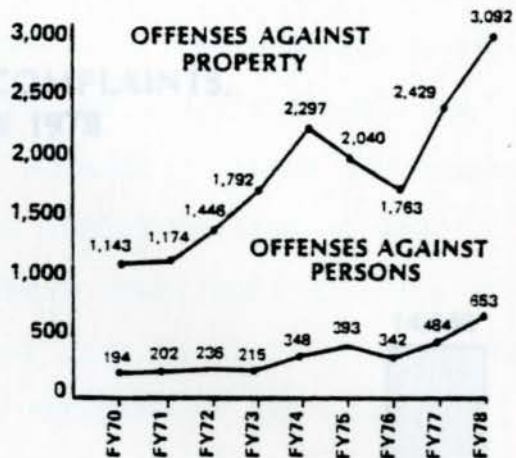
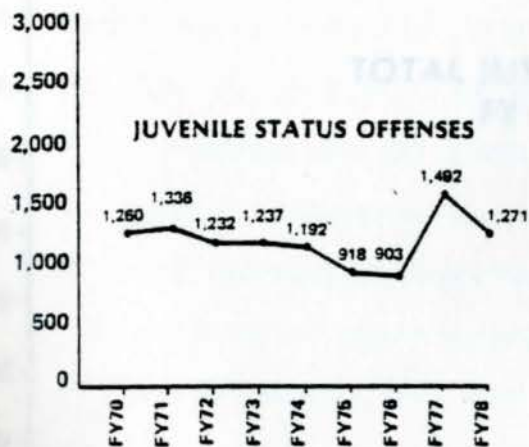


Table 3

The increase in all categories of juvenile complaints combined is graphed below:

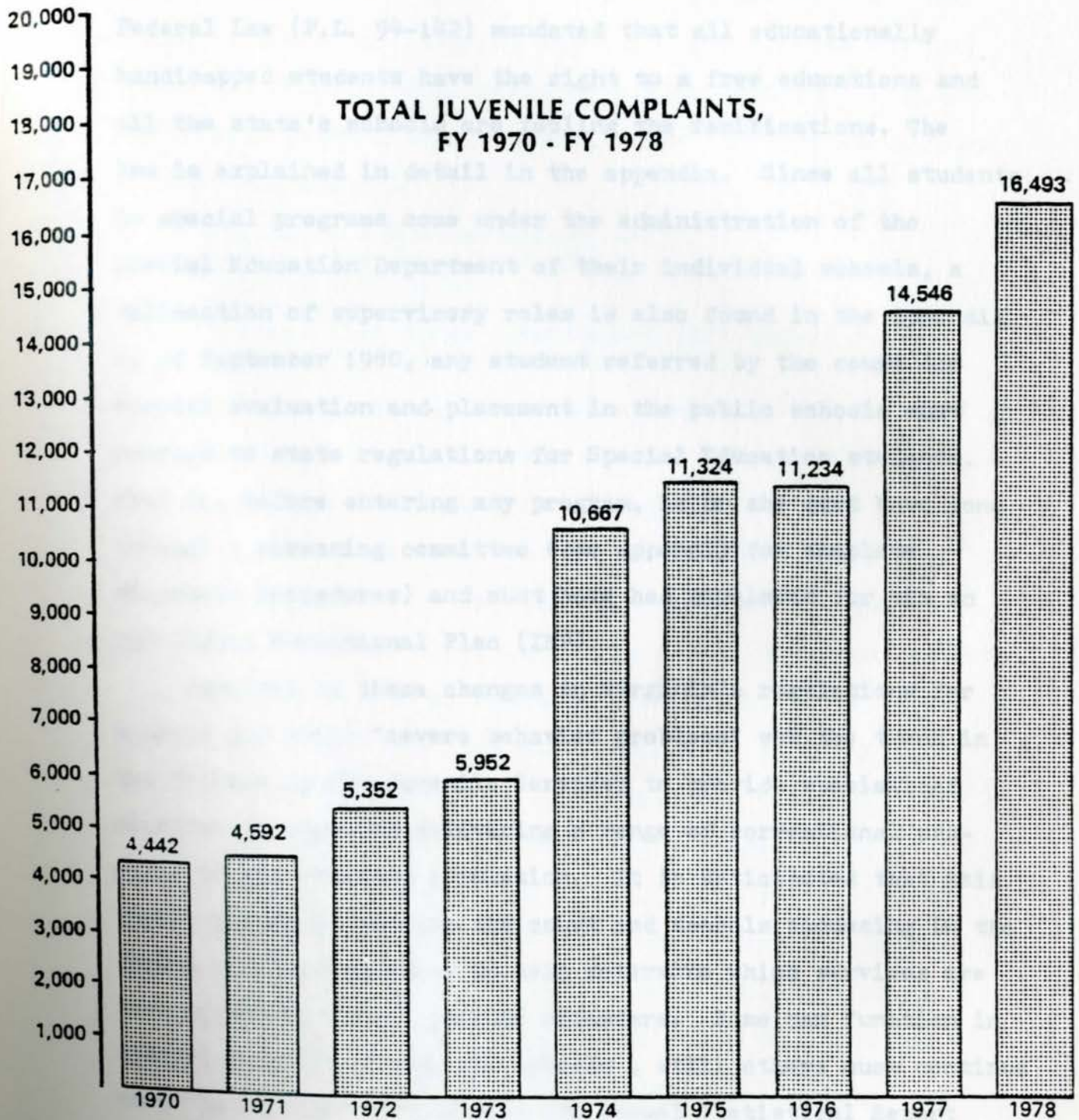


Table 4

as educationally handicapped and as needing Special Services. Federal Law (P.L. 94-142) mandated that all educationally handicapped students have the right to a free education and all the state's schools are feeling the ramifications. The law is explained in detail in the appendix. Since all students in special programs come under the administration of the Special Education Department of their individual schools, a delineation of supervisory roles is also found in the appendix. As of September 1980, any student referred by the court for special evaluation and placement in the public schools must conform to state regulations for Special Education students. That is, before entering any program, he or she must have gone through a screening committee (see appendix for complete placement procedures) and must have had developed for him an Individual Educational Plan (IEP).

Parallel to these changes in Virginia's regulations for schools and their "severe behavior problems" was the trend in the Fairfax County Juvenile Services to provide specialized services directed at delivering a range of correctional programs to its offender population. It is anticipated that this trend will continue with the court and schools focussing in the coming years on research to help determine which services are most appropriate for specific offenders. Some can function in special programs within the schools, still others must continue under total court supervision (FC Annual Statistical Report FY 1978).

As a special education teacher, I was recruited by my principal and supervisor to establish a temporary classroom,

a sort of "holding tank" for crisis behavior problems in the high school. These students were all on probation for minor offenses or awaiting a truancy hearing and there was, as yet, no place for them (in their ever-increasing numbers). I agreed. As the months passed I began to notice similarities among these so-called "bad seeds":

1. apathetic attitude towards school
2. severe attendance problems
3. truancy violations
4. negative self-image
5. overall Wide Range Achievement Test scores three grade levels below average

It became clear to me that what these students needed was skill building on the most basic levels coupled with survival skills to make school and learning more meaningful.

Upon investigation I discovered there was an existing program in Fairfax County for juvenile probationers that did emphasize remedial and survival skills called the Sager Avenue School. I mentioned to my students that Sager Avenue School was a viable alternative for them and it might be to their advantage to enroll and brush up on their math and reading. The reactions ran from "That's a school for criminals!" to "I'd rather be sent up the road than be sent up to Sager". When the responses were deciphered, I found their major objection was having their friends and "everybody else" label them as "J.D.'s" or "dumb" or both. Not one was willing to go to a Special School, even if it meant bettering themselves educationally.

It was at this time I began studying with my first sponsor, Dr. Alvin Cohn. My first trimester was spent pouring

over juvenile crime theory. Together we were searching for a theoretical basis for a program I would develop for my students. The following paper is a culmination of theoretical research agreed upon by my sponsor, Fairfax County, and myself. It discusses labelling theory most exclusively, for, after doing analysis papers on many theories, it seemed to fit my situation and my students' needs - allow them to attend their community high school, but give them programmed academic and behavioral counselling and supervision (to satisfy their probation contracts). The paper was the first step in formulating my particular program.

Labelling Theory: Implications For School Programming

As a preface to any discussion of delinquency and its effects on the individual and society, it must be noted that legally, unless a particular act is defined by someone as delinquent, no delinquency can occur. Therefore, when this paper uses the term "delinquent", the person must have been labelled as such by someone in a division of the juvenile justice system in his community. The labelling theorists contend that it is after the initial interaction with the legal authorities, after the youth has been labelled "delinquent", he is forced to play out the role he is given. Cooley's (1902) concept of the "looking glass self" was one of the earliest to note this. Generally, it holds that people begin to see themselves as others view them. If a juvenile is seen by others as dishonest and troublesome, he is likely to come to see himself the same way. Furthermore, since people act in terms of their identity, the meaning of "self" is instrumental in determining their behavior. Later, labelling theorists began to stress deviance as a series of interactions: the illegal act, the actor, the victim (society, in some cases), the enforcement personnel, the courts.

The basic tenet of labelling theory was first recognized by Tannenbaum (1938) when he noted that official

dealings with deviants constituted a process of "dramatization of evil." Negating the purpose of diversion from a criminal career, official maneuverings such as court procedures, detention homes, and probation officers, only serve to dramatize to the individual that he is evil, in this case delinquent. This thought was later developed by Lemert (1951) who stated that the individual's self-definition was importantly shaped by his particular kind of exposure to the actions of social control agencies. He argued that the nature of social reaction was important to define the deviance as primary or secondary. Primary deviance is the initial act defined as deviant by others. Many factors can cause this definition. Secondary deviance comes about when the deviance becomes a consistent pattern in answer to societal reactions which placed him in a deviant category (Lemert, 1967). For example, a teenager is caught smoking pot. He begins the transformation from nondelinquent to delinquent. The justice system defines him as delinquent and places him in a category with other delinquents, regardless of degree of criminality (vandals, murderers, rapists, truants, incorrigibles, runaways). Cast into the role, he may expect a different treatment by friends, family, teachers, and others. Sometimes this treatment is subtle (friends stop calling, teachers segregate by seating arrangements, parents warn siblings not to be "bad" like their brother), but he can always



sense the isolation. Gradually, he begins to associate with other ostracized individuals. What begins as society's attempt to reform and conform to norms, becomes a force making it difficult to avoid further deviation. The extent to which an individual is caught up in this process suggests secondary deviation.

Differential association theory (Sutherland and Cressey, 1974), like labelling theory, assumes that delinquency is learned in social interaction. This learning involves more than technique, rather the attitudes required to favor breaking the law. By associating with other delinquents who possess similar attitudes towards criminal activity, he comes to learn these attitudes. Thus, if the labelling theorists are correct in their assumption that delinquents are gradually isolated from nondelinquents, differential association theory can account for the spread of delinquency. Yet, differential association theory, like labelling theory, has been criticized for not accounting for the origin of the delinquent act. While the theories show how crime is passed on from one individual to another, they do not explain how the criminal behavior pattern began.

Becker (1963) supports labelling as critical in the process of transforming a nondelinquent to a delinquent. In order to fulfill public expectations, the delinquent plays out the role of one. He believes different society groups create deviance because they devise the rules, enforce the rules, and punish those who break the rules.

The distinction between deviance and delinquency must be noted here. All delinquency is a form of deviance, but the reverse does not hold true: all deviance is not delinquency. "Delinquency" is a legal term, while "deviance" is a sociological term. Unlike the official labelling of a delinquent, labelling of deviance is a consequence of the reactions of others and it cannot be successfully categorized. It cannot be assumed that all those labelled deviant have actually broken a rule or that all who have broken a rule have been identified and subsequently labelled deviant. The only true assumption that can be made concerning labelled deviants is that all are considered deviant by someone. A teacher can label a student "deviant" because he disrupts her class and breaks school rules, but he is not "delinquent" if he has no contact with the legal authorities.

The power to label a juvenile as delinquent, Becker (1967) notes, is the power to determine his fate. Self-report surveys verify that most juveniles commit some delinquent acts, but comparatively few are caught and/or judged delinquent. Poor minorities from the slums are more apt to become police statistics (Wolfgang, 1973). From a purely economic standpoint, the disadvantaged are less able to fight the process of official labelling because of the costs of legal fees. Going a step further: since minorities are more often labelled delinquent (Cortez, Gatti, 1972), taking into consideration the process of secondary deviation, they

are forced in larger numbers into acts of delinquency and delinquent roles, and consequently more secondary deviation occurs to complete the cycle.

Since labelling has become a popular theory on criminal causation, it automatically is subject to appraisal, criticism, and numerous revisions by criminologists and others in the field. Warren and Johnson (1972) praised the advances made through the use of this theory. Of critical importance they noted, is the labelling theorists' recognition that deviance, be it primary or secondary, must be perceived as such and performed as such from someone's point of view. To kill in combat is not deviance, murdering in cold blood is. Social groups determine definitions of deviance. Another point of labelling theory Johnson and Warren view as positive is the new focus on the deviant's present rather than his past. Rather than the usual stress on causation factors, they believe labelling theory wisely attends to the spread of deviation. Previous attempts at explaining deviance centered around the individual's background (subcultures, deprivation of status and opportunity). Labelling theory begins with the deviance act (primary), concerning itself only with future acts of deviance. Since no one causation theory lends itself to universal deviance, it provides a poor basis for prevention strategies.

Schervish (1973) presents two general complaints about labelling theory. He believes that the person who is being

labelled is not necessarily as docile and receptive to the delinquent role as theorists describe him in their model. An individual, especially one who believes he has been falsely labelled, might fight against the delinquent rôle. Personality traits are not taken into account. Also, the labelling theorists restrict themselves by viewing the labelled individual as the primary point of analysis. There is little mention of environmental influences which might alter his behavior positively or negatively. Hagan (1973), like Schervish and others, cites this lack of concern over the labelled person's reaction. He sees a need to acknowledge the influence factors involved in the actor/reactor relationship. While societal reactions are crucial, there should be more emphasis on the individual's responses. In the face of deviant labelling, not a single, but a number of alternatives may be pursued. The individual might, as labelling theorists contend, acquiesce without a struggle. Likewise, he might fight back the label by playing the part of the model citizen, or he might modify his actions for a time (perhaps until he leaves his parents' home), or he might use the label not to pursue further deviance, but to gain sympathy of those around him.

Several authors have suggested that the disposition of the individual towards the labeller may determine the effect of the impact on self image (Thorsell/Kenke, 1972; Jensen, 1972). An individual who has grown up with no

commitment to social values might be less susceptible to the effects of labelling than one who is not. If it is of little consequence to the individual how society views and labels him, his patterns for further deviance might not follow the progression theorists imply. These labelling critics argue that such factors as home stability and the control of parents must be taken into account.

On a general scale, I cannot concede that all labelling is wrong. I am a member of a bureaucracy (school system), and from an organizational point of view, labelling is necessary. In our society we name, group, distinguish, and label each other constantly. Schools are no exception. Students must be separated and affixed a number in order to operate the computers which impart valuable information: grades, transcripts, attendance, free lunch eligibility. In the days of one-school/one-town, teachers knew each of their students and their families personally. Today, our schools are built into a system where one teacher might deal with over a hundred students in the course of a day. Progress reports are filed by microfilm because of the lack of file space. Students are categorized for the sake of efficiency.

Still, an integral part of labelling serves only to divide groups. This negative labelling, for the most part, is damaging to one or both groups. If you're not this, you're that! If you're not good, you're bad! If you're not strong, you're weak! There are countless examples of this dramatization of virtue and evil (Tannenbaum, 1938).

Kirp and Yudof (1974) discuss grouping and exclusion of students for school purposes. The first, and most obvious reason for separating students, they maintain, is the "parcelling out" of students among different educational programs. What the schools fail to acknowledge is the second purpose: that certain of these classifications reward and others punish. The reward-punishment phase of classification represents the school's stress on intellectual competition, with praise only for that which the school or teachers define as successful. If a student is not placed in the category with the academic achievers, he is an underachiever. From this point on, his progress is measured in terms of his label. School labels have the potential for scarring their wearer for life. If the labelling theorists' contention works similarly in school settings, attaching a label to a student (underachiever, behavior problem, remedial student) will only serve to reinforce negative feelings. This is especially true if the label is applied falsely. For example, if a student misses a large portion of the school year because of illness, his grades will invariably suffer. At this point he might be far behind academically and begin to experience frustration. Receiving little attention from the teacher, he might turn to classroom disruption. In time, he is labelled both an academic slow-learner and a classroom deviant. This process of labelling might account for his lack of academic achievement throughout his school career.

Early development of the concept of mental retardation set the stage for the evolution of a special education system based on the assertion that school learning and behavior problems are the results of deficits in children arising from such conditions as retardation, emotional disturbance, learning disability, and brain injury. Indeed, because of federal funding of special programs, the schools have found it necessary to label and put into a category a delinquent student before he can be provided with services beyond the regular classroom. Each student, regardless of category, is labelled "special" by parents, teachers, school officials, and other students. Some students, realizing their own deficits in learning, accept the label rather than flounder aimlessly for four years, learning little. Others, most often the behavior problems, are given an ultimatum - enroll in a special school or face expulsion! Some of these students wear their label like a badge for all to see; others, through parent-prodding, enter the school and keep themselves hidden if at all possible. This reliance on labels can create many problems for the students and new avenues for abuse for the administrators.

The major abuse of labels is the open invitation they give school officials to overgeneralize individual problems. For each category of special education, a body of knowledge has been built in both federally and locally. Thus, the category is distinguished from regular education and from other areas of special education (FCPS: Reg. 6713.5, 1975). For a category, a list of "characteristics" and "conditions" must exist

for the student (Burrello, 1973). There is, however, at least as much variation among children within any one category as there is between the categorized ones and their nonlabeled counterparts. This is seldom taken into account when formulating educational programs (Meyen, 1971). It is disturbingly easy to make inappropriate generalizations concerning an individual student because he has been given a label with undeniably negative connotations (behavioral problem, emotional disturbance, underachievers). For example, if a teacher suspects some money has been stolen, the labeled "behavior problem" might have the first finger pointed towards him. Further, it is equally inviting to make the assumption that a label applied in one setting (the classroom) will be suitable in other situations (the home). If an otherwise model student runs away from home on a continual basis, eventually the schools will categorize him as delinquent and place him in a special class.

Labels remove the burden of proof from learning from school personnel by providing unalterable conditions in the student's reasons for repeated failure. An outgrowth of reliance on labels in providing special school services is that, given a student who is not behaving appropriately within given norms, the first tendency is to initiate a search for the "cause" of that failure within the student. Further, once this "cause" is discovered, it serves as a source of comfort when instruction fails, the deviant behavior remains unchanged, and the student makes no progress.



Not all educators use categorical labels as excuses, but they are forever present if the need should arise. In all of us, the tendency exists to look for the cause of failure in others; therefore, the temptation is too great when we are handed an official set of labels which make responsibility easier to place outside of ourselves. In the case of a student who has been labelled deviant and categorically placed with other deviants, Lemert (1967) theorizes that the deviant role will be emphasized. Deviant subcultures will emerge in an attempt to deal with this label. What began as primary deviance will eventually develop into secondary deviance.

Labels are often inaccurate and can prove to be an embarrassment to the individual. While a case may sometimes be made for the positive things happening to the students labelled and singled out for special attention, it is difficult to argue that labels potentially are "good" for the student. They are negative in their implications, and posit both general (special) and specific (delinquent) inadequacies in those who are labelled. Grouping according to labels eases the task of administrators and teachers. The school sets up a program to deal with a certain group of students, assigns a teacher trained to deal with these students, and locks the door. Any complication is seen as the fault of the student, even the mislabelled one. For this reason, one must balance the benefits (increased educational opportunity) and injuries (stigma attached to

the label) to the student when considering use of grouping. In Fairfax County, each case is reviewed by a placement committee consisting of the student (when appropriate), the parent or legal guardian, teachers, psychologist for the school, area specialist in instruction, before a student can receive special education services (Fairfax County Public Schools: Notice 6710, 1974). Each school district in the county operates differently, and placement procedures are not regularly monitored for abuses. For example, some students are put in a class for behavior problems simply because someone believes they are "potential" delinquents. Also, students are often categorized, not on the basis of the best evidence available on their performance, but according to what type of special classes are available in a given school district. A student with a chronic behavior problem might end up in a class for the learning disabled because he cannot fit into any other category of class available. With the advent of "right to education" laws being enacted in most states, however, these cases are being weeded out by the schools for fear of legal suits by parents.

Most funds for special education are categorically based, which indicates that a school district is required to use labels in reporting to state and federal agencies. The required use of labels at an administrative level does not mean they need to be used at the school and individual teacher level. Schools are not required to isolate special classes in one end of the building. Teachers are not

required to treat all classroom behavioral problems as delinquents. It is of little consequence to deal with what is wrong with an individual student, but what you can do about him.

As in any bureaucracy, the individual usually is forced to fit the structure because the organization cannot function without order. Special education classes, neatly grouped, exist for the benefit of the school first. For fear of possible disruption of the school's routine, special students face disruption of relationships with peers within their regular class when placed in a special class. The burden of social adjustment lies exclusively with the student and his teacher. One obvious and immediate effect is the labelled student's growing alienation from and towards students and former friends in the regular classes (Kelly, 1975). He might rebel against the officials who originally referred him for placement, against learning, and against the school system in general. The result is decreased self-expectations instead of increased educational service (Polk and Richmond, 1966). It is conceivable that labelled students who develop a general distaste for school may become progressively uncommitted to its values. This may also be associated with a general decline in academic performance (Kelly and Pink, 1973). If this happens, the student becomes "free" to involve himself with various forms of school misconduct and deviance. That is, with no real commitment to school, the implications and consequences of their deviance may seem

rather minimal to the labelled student (Briar and Filiavin, 1965). Inadvertently, the system which sought to give special attention to special students to help them succeed in school, pushes them out the door.

There are, of course, many merits to special classes for delinquents. The first, and most important, is the fact that the student knows that someone is trying to help. Where most high school students are lost in the shuffle, special students are afforded the opportunity to deal with their problems in a small class with teachers who are trained to deal with their problems. If labelling a student as delinquent and placing him in a class with other delinquents is wrong, it is equally wrong to ignore him for the sake of retaining the "status quo" - fear of rocking the boat. No solution comes without drawbacks, just as no program is beneficial to all juvenile delinquents. We face a problem (juvenile delinquency) which no one fully understands. I believe what needed is as many different experiments as possible. With thousands of school districts to experiment in, realistic strategies can be built from theory. School is not for everyone, but since attendance is mandated until age sixteen in most states, alternative education programs should be sought.

What I am proposing is just one alternative program to the traditional high school academic environment for labelled delinquents. It seems futile to require attendance in the regular program of those who have already exhibited

"anti-school" feelings. In his study, Hirschi (1969) found that liking school proved more closely associated with nondelinquency than either parental communication or fondness for some teachers. Perception of school as a gratifying road to adulthood appears to distinguish the least delinquent youth (Stinchombe, 1964). Yet, those alienated from school tend to avoid crime if they obtain employment (Elliot, 1966). Schools must be viewed as a worthwhile venture, not a mandatory sentence where the individual waits to come of legal age. The task of this program is to entice delinquents to learn through realistic, job-oriented studies, while focussing on increased school attendance.

Educational programs for prevention of delinquency come in various forms. Relatively few are housed in the regular public schools. One such example is the KRAMS project in Sioux Falls, South Dakota. Academic motivation and skills of socialization are stressed in these special classes. Students are referred by the court, but attendance is not a stipulation of probation. A moderate success rate was reported, but because the program is still in the infancy stages, evaluation is premature (Bartlett and Newberger, 1974).

The Philadelphia City Public Schools have a most extensive list of alternative programs for delinquency prevention (160). One of the most successful ventures was initiated in 1970 entitled "Parkway Program". It is most unique in that students are chosen by lotteries because of the popularity. Four sites are now in operation, but the

city itself acts as an extended campus for educational, cultural, and recreational learning. A core faculty teaches basic skills, but the majority of teaching is placed in the hands of volunteers who exhibit expertise in particular job skills. The only available data for evaluation at this point is the reported decline in the drop-out rate of participants (Staples, 1977).

The Cregier Outpost is another program which stresses educational and vocational skills, but it is housed in a separate facility from the local high schools in Chicago (Rith, 1976). To motivate the students, monetary rewards are given for attendance, academic and behavioral performance. Students were selected from among parolees from juvenile detention centers who were having trouble adjusting to the regular high schools and their communities. The Cregier Cupost was established in 1970. For the first four years, only 19 out of 135 students returned to correctional institutions, which was the primary goal of the program. The overall student attendance for each academic year exceeded sixty-nine percent.

The Commando Academy in Milwaukee is also housed in a separate facility, twenty miles from the nearest school. It is an alternative school established in 1974 for parolees assigned by juvenile services. Recidivism rates were, and still are, the evaluative tool used to measure success. Basic reading and math skills are incorporated in the curriculum. In the first two years of existence, seventy-two percent

attendance and eight percent dropout rate was reported. Further studies are being undertaken at present to determine the effectiveness of the program on a larger scale (thirty-two students are presently enrolled) (DeRoche and Modlinski, 1977).

The practice of teaching individuals who have been labelled "delinquent" in special classes and schools has developed over the years as a remedy by aiding them in their search for finding ways of making their lives more meaningful and productive. The needs of the labelled student in secondary schools takes on a special dimension. For, coupled with the knowledge that they are not considered "average", these students are also coming to grips with maturational and adolescent growth. For the hardy, it is a difficult challenge. Without the encouragement and help from scores of specially trained personnel, I believe it would be a fantastically difficult road to travel for the juvenile delinquent.

At present, Fairfax County has no school-based programs to deal with juvenile delinquents. Each alternative school is housed in a facility isolated from the regular high school. The students are bussed separately in mini-vans which are easily recognizable. I believe that one step to overcoming the effects of label stigmatization for delinquents would be to set up a program in the regular high schools. With the multitude of special classes already in operation in the schools, perhaps the delinquent label would be less noticeable.

The high schools are filled with programs for academic remediation, distributive education, work-waivers, discipline control groups, but each operates with a separate staff as a separate entity. If a student procures a job and secured enough credits, he is eligible for a work waiver. If a student is not succeeding in higher academic classes, he can be tested for one of several remedial educational programs. In most cases, however, the juvenile delinquent has a poor attendance record, low reading and math skills, and is unable to get a job on his own. A school-based program specifically designed for the juvenile delinquent would incorporate both academic remediation and vocational skills, while affording the same social and extracurricular activities available to every high school student. Instead of being "branded" and herded off to a different school, the juvenile delinquent would retain a sense of normalcy by attending school with his friends.



### History

For some time both the Juvenile Court and school system in Fairfax County have observed the need for exploring alternative learning structures for a small segment of the school population. These students have come to the attention of the court for lack of attendance and constant disruption of class. It seems appropriate to note that virtually no prevention program has been able to document its impact on juvenile crime (Dixon and Wright, 1975; Lejins, 1967). Yet, the Edison Project, like many others, is concerned with filling in gaps and deficiencies in its students' lives which are highly correlated with delinquency.

In 1978 the Edison Project began operating in one high school to begin to contend with the school's and subsequently, the community's juvenile problem. If successful, other high schools will adopt and plan and establish similar programs countywide.

### Students

High School age boys and girls currently on probation or awaiting a truancy hearing are eligible. A written recommendation from their probation officer containing copies of dates of attendance, grades, school history, test scores (IQ, Wide Range Achievement, Virginia State Competency), recommended academic emphasis and pertinent statements containing behavior anecdotes are sent to Special Education General Screening Committee. County regulations which refer to Screening, ELI-

gibility, Placement and Dismissal procedures for special programs are found in the appendix.

There are classes of no more than eight students for group and individual study with one of three fulltime teachers and one half-day teacher/coordinator. While enrolled, each student works on an individualized program in Reading, Math, and Social Skills, using the checklists provided with some adaption for individual needs. Survival skills are stressed throughout each lesson.

Currently enrolled are ten males and six females. The mean IQ is 80, while more than half the class is functioning in or below the fifth percentile on the WRAT. Notably, each student's IQ score has dropped significantly since initial testing in the third grade. The psychologists concur that the testing conditions (in an office at Juvenile Services) could have affected the results. Each student will be retested at the end of the year to insure accuracy.

There are four truants, two beyond parental control, one car thief, three vandals, and six probation violators. All have poor academic and attendance records and were on the verge of dropping out before the court intervened. The students represent the most difficult truancy problems because of academic failure and social maladjustment. A special learning environment was called for in which they would know success.

#### Program Approach

Despite our community's regard to youth, juveniles are frequently prevented from assuming meaningful roles in society. This is particularly true when considering social institutions

like school and the world of work, where juveniles are often consigned to passive functions. Their only social requirements commonly are staying in school and staying out of the way of the real world. While he is in school, a juvenile is not responsible for any task, any service or any socially valued product. Then when he is not successful in school, the sense of uselessness is exacerbated, because he is effectively cut off from his only acceptable social setting (Polk, 1974).

The Edison Project will attempt to improve the students' self-concept by focussing on the school as the primary socializing institution. Since school failure has been correlated with delinquency (Polk and Schafer, 1972), the project attempts to keep the students in school while remediating them academically. It is our goal to provide positive school experiences for these non-achieving students. Remedial programs for students with learning problems, enrichment programs cultural groups, and peer tutoring programs for low achievers are examples of services to improve youth's school experiences which have been written about and researched (Berman, 1974). Other programs have developed intensive enrichment courses designed to improve the self-concept, school attitude, academic achievement, and socialization/maturation of youth. These have been drawn upon and incorporated into the Edison Project (Logsdon and Ewert, 1973).

The wide range goals of the Edison Project are:

1. to assist the student in developing legitimate identities, free of negative labelling,
2. to promote in the student, a sense of belonging, usefulness, and competency, thus enhancing student control over their own future,
3. to provide the student with socially acceptable, responsible, and personally gratifying roles,

4. to encourage social institutions and businesses in the community to assist in these efforts by changing their usual way of going business and begin hiring our students,
5. to acquire general skills and knowledge of the world of work contributing to increased adaptability to changing occupational demands,
6. to develop competencies in a number of work settings rather than a single vocational trade,
7. to reduce the rate of referral of students to office (counselor, teacher/coordinator, court officer),
8. to increase one grade mark (county scale) in academics as compared to the previous year,
9. to reduce absenteeism by 33% for the first year indicating an increased student responsiveness to school.

The curriculum checklists have been prepared to aid teachers in developing lessons in social living in which the students employ the skills they have acquired in the basic tool subjects. The program, as described in the curriculum checklists, expands with the use of various social living units which are enlarged and enriched as the student progresses through the program. For example, the student studying Citizenship may begin at I-A-6 ( Defines "laws") and progresses to I-A-10 (Names the laws which youth often violate and their punishment). At the Ninth grade level this would be considered passable, but at the Twelfth grade level group discussions might expand to adult crime and penalties.

When a student first enters the program, the emphasis is placed on the learning of the basic tool subjects in accord with the student's particular mental ability to handle them. The social living skills units are taught as segments of the total program, with as much practical use of basic skills as the students are capable of performing. For example, learning to tell time would be incorporated with the concept of employee

responsibility for punctuality - the proper procedures for signing in on the job or using a punch clock.

If the student remains with the program, these skills are continued to be strengthened and extended, but the study of the basic tool subjects (Reading and Math) no longer receives the chief emphasis. The social living units in the checklists are designed to integrate language arts and math skills with learning activities centered around the home, the school, and the community. The primary purpose of the program is to prepare the individual to become an adequate citizen in his community. Attention is given to the responsibilities of the individual as a homemaker, a law abider, a social being, and a worker.

Classroom instruction is organized within three broad areas, encompassing some of the major responsibilities of adult citizenship: Living In The Community, Living in a World of Work, and Family Homemaking. These areas include such learning experiences as use of banking services and money management, job opportunities and employment procedures, rights and duties of a citizen, transportation and communication techniques, use of leisure time, and social competencies. They have been designed to include the final step in the developmental sequence of the curriculum by drawing together most of the areas of experience which have been treated as separate units in the initial stages.

Introductory experiences in the working world are being designed at this time to consist of two phases: first, the

school-work program; second, school-supervised work experiences in the community. At this writing, however, the details have not been formalized.

### Professional Staff

The role of the teacher is to open doors of experience which will prepare the student for real life situations. With the teacher's guidance, individual pupils can learn about and participate in those high school co-curricular activities that are suited to their social needs and abilities. Athletically inclined students should be encouraged to participate in sports activities - organized or otherwise. The teacher can help the student evaluate his needs and aptitudes and help him select appropriate elective subjects. From these experiences in working with groups of young people outside their own special class, the student should develop a degree of independence and some of the work habits he will need in the competition of adulthood.

Full-time classroom personnel include three special education teachers who divide their time among academic subjects such as Reading and Math and Social Skills. It will also be their job to tutor students enrolled in elective and vocational classes to insure success. The remaining teacher will teach half-days with the remainder of the day being spent in administrative responsibilities. This person will also act as the Project Coordinator answering to the school principal. Eventually, the coordinator will act as Job Placement Specialist for the students who are ready to be employed on a part time basis.

### Teacher Training

To insure that the Edison High School Project staff could carry out the basic goals and operations, a training program was devised. The training program involves two components:

1. a continuous feedback, update, and review of skills each week, and
2. daily classroom practicum as needed and requested by teachers.

Topics to be covered include basic classroom management orientation, a survey of possible instructional materials, and basic project procedures.

The weekly training also includes a data review of each teacher's performance in the classroom. During this time, previous techniques will be discussed, as well as any academic and behavioral problems among the students. Each student's academic checklists will be reviewed for progress or regression. Each month the students' IEP is re-evaluated and updated, if necessary. (Explanation of the IEP is found in the appendix under General Screening and Placement Procedures)

### Academic Program

Through a core approach to Reading, Social Studies, and Math, the academic program emphasizes techniques of productive citizenship. The first year's educational aim is to familiarize the student with occupational requirements as they relate to his personal characteristics, including interaction with others, decision-making, sense of responsibility, and socially productive utilization of leisure time. Individualized remediation in Reading and Math skills is stressed, with the emphasis on those skills necessary for survival.

The second year of the educational program is devoted to an upgrading of skills. Continuing the core approach, students will be taught a basic understanding government and the law. A passing grade on the Virginia State Minimum Competencies Test for graduation is the ultimate goal. To this end, special emphasis will be placed on material contained in the test (filling out application forms, the mechanics of job interviews, personal account budgeting, and survival reading lists.

The organization of the curriculum checklists is designed to allow the teachers and administrators to see areas of instruction which meet the needs of the student. This, however, is not meant to be interpreted as the order of units to be followed in sequence. One teacher may combine several units because of the needs of the students in his class; another teacher may enrich the program with skills not yet listed which he feels to be of value to the pupils.

The levels of development of each unit allows for enrichment in the several years that the student remains in the program. Since it is unlikely that all students in one class will progress at the same rate or have even begun at the same skill, the following methods are indicated:

1. Choose the level that will meet the needs of most of the students in the class when group instruction is indicated (Government Class). Be sure to review and enrich from other levels.
2. Use more than one level in the classroom with various groups, depending on the number of years that the students have spent in the program.

The remainder of the student's high school years will be split between going to classes and on-the-job experiences. A full employment of graduating seniors is the ideal. Academic



skills are related directly to the job in which the student is placed. Intensive counselling and remedial training techniques are related to the needs of the individual. Emphasis on workmanship skills are maintained; and for additional study, students will have time to select various elective courses such as Art, Music, Typing, and Home Economics. The Project Coordinator will keep in constant contact with the regular classroom teachers who have project students enrolled in their classes. They will be invited to the weekly Project Staff meetings and will be encouraged to attend to air their problems and discuss management techniques from a mainstreaming point of view.

#### Vocational Program

The vocational component will be present in each student's schedule. Edison High School has an extensive Vocational Wing with some fourteen trades included. Also available are Home Economics, Commercial Art, Typing, Custodial Careers, and Food Service. The student will choose his field in blocks of one, two, or three hours. This decision will be trial-and-error and no student is bound by his original choice. Again, the Project Coordinator will keep abreast of problems and progress. Personal preference, aptitude and availability will determine job placement.

### Measurement Instruments

Below are listed the tests which will be employed, together with the corresponding dimensions measured. Not all the tests will be used throughout the life of the project. Some instruments will be tried experimentally with students entering the program, but will be dropped if their value is determined to be only limited.

	<u>Instrument</u>	<u>Dimension</u>
*	1. Wechsler Adult Intelligence Scale	measured intelligence
*	2. Wide Range Achievement Test	academic achievement
*	3. Metropolitan Achievement Test	academic achievement
	4. Vocational Interest and Sophistication Assessment	vocational interest and knowledge
*	5. Curriculum Checklists	academic progress in program
*	6. Devereaux Adolescent Behavior Rating Scale	social and emotional adjustment
	7. Interview Schedule	subjective response to program
	8. Employment Follow-up	economic self-sufficiency
	9. Slosson Reading Test	measured reading levels

\* Indicates Pre-Testing and Post-Testing yearly

The above tests will not be used to evaluate the success of the program or individual student. Reading levels will be tested for purposes of instruction, remediation, and class placement (Slosson). The WRAT is used solely for placement in the program. The Curriculum Checklists will be used to evaluate individual progress. The WAIS will be given to all students in the Spring to assure accuracy on the initial test. All tests will be used as a guide to instruction, not judgement on an individual progress.

### Curriculum Guide

This guide of general objectives is not meant to be a final compilation of all that is necessary to know in order to be an independent citizen. It is simply a skeleton upon which meat should and will be added as the needs of each student in the Edison Project presents itself. The checklist format is based upon ten life functions and several skill areas. No student is expected to reach every objective, nor will every student achieve the same level of understanding for each objective. Yet, I believe a majority of the objectives must become a part of the vast store of living skills which each student must possess. The guide is meant to be a gauge by which the overall performance of the student can be measured in order to evaluate his/her progress on a regular basis.

As previously stated, the first part of the guide is divided into ten life functions and three skill areas; these are separated into three levels. Each student will begin with the beginning level (blue). Placement in the skill area levels will be determined by a simple achievement test taking some sampling from each of the three skill areas. Although it might seem to the reader to be elementary in content, I feel that success initially will give the students the confidence to move through the checklists at his/her own rate.

The objectives are general, in nature, using such terms as "describes", "lists", "understands", and so on. This has been done to give the instructor the freedom to determine the best possible way of evaluating that objective in behavioral terms. One student may be very verbal, another proficient in

writing, still another good in role playing or acting out scenes or in manipulating materials. The idea is that the instructor should determine how the student can best demonstrate his knowledge or understanding of the general objective. The only stipulation being that the specific objective, which, in effect, is the evaluation tool must be stated in behavioral terms.

A student may begin with, continue, or switch work into any life function with any objective on a particular level. The reason being that a particular student may have a pressing need that should be met to correct a situation at home, in a vocational shop, or as a prerequisite for employment. So, too, a student may find "I-A-I", "Defines taxes" to be too difficult at first and, therefore, may want to begin with "I-A-I", "Knowledge of functions of police and fire department". Often times it will be necessary to achieve a certain skill, for example in math, before the student can attempt mastery of an objective in the area. This means both skill and life functioning areas go hand in hand in the total development of the student, but for sake of clarity and structure and program, they have been separated.

After completion of all three levels successfully, the student is ready to proceed to the advanced units. Topics covered in this section are: Budgeting, Consumer Goods and Services, Health, First Aid, and Safety, Money, Banks, and Credit, and Occupational Knowledge. The checklist format is slightly varied in that it lists the objectives of each unit in general terms prior to beginning. The form used by the instructor allows for a listing of up to fourteen students in

one objective at the same time. I felt that at this level, the student was capable of working in small groups and the instructor could then be free to deal with more than a one-on-one situation. The date in which the objective is completed is entered in the box below the student's name, similar to a roster. Both checklist formats enables the instructor to measure the time needed to reach certain objectives, but never be tied into a standard completion date.

The checklists are a basic outline to be tailored further by the instructor to fit the real needs of the students. The curriculum will be added to, and subtracted from, in order to individualize the instructional program for each student. Various supplemental activities (field trips) can further raise the effectiveness of this program for the student in the classroom situation. The guide should only serve as a framework upon which each successive year the content is increased to a more effective level. The curriculum does not necessarily have to be followed point for point, but should be adapted to fit the classwork in progress.

#### Rationale

The type of self-instruction to be employed in the academic components of the program was investigated by authors for the underachievers (Bijou, 1966) and further for incarcerated youths (Cohen, Filipczak, and Bis, 1967). Their findings and consequent programming follow strategies concerning the development of effective learning materials and use in the classroom first developed by Skinner (1954) and later enumerated by Suppes (1964) who developed his own checklist format. Other studies have focused on issues of behavior observations

and recording in the classroom (Werry and Quay, 1969) for purposes of assessing individual performance changes not relating to academics, but school behavior in general. These particular reading will be a valuable tool for study for future curriculum expansion.

Evaluation Criteria For Objectives (checklist)

In addition to the objectives listed in the following pages, the instructor can write his/her own. In any case, the instructor is responsible for recording the method used to determine whether or not the student attains the objective. It is likely to be one of the following:

1. teacher judgement
2. teacher's systematic observation of student exhibiting the particular behavior
3. teacher-made written test or task (retain copy)
4. commercially available test or task

Eventually, when the checklist is more comprehensive, a data bank will be used and each evaluation method for a specific objective will be assigned a computer number, as will each objective strand (Math-addition) and subobjective (can add in three-place columns).

The state-mandated Individualized Educational Plan (IEP) was mentioned briefly. An IEP is a written statement on the educational process of every student who receives special education services. It is required that three terminal objectives be written at the beginning of the year and be reviewed at the conclusion by one teacher, parents, student, committee manager. This task is simplified for my teachers since they have a vast listing of objectives at hand to choose from and revise. The two systems (IEP) and curriculum checklist function as independent records, but the latter is merely an expansion of the IEP.

I - CITIZENSHIP (BLUE)

Beginning (A)

		<u>Initial</u>	<u>Date</u>
I-A-1.	Defines "taxes"	_____	_____
I-A-2.	Determines different kinds	_____	_____
I-A-3.	Determines when they are paid	_____	_____
I-A-4.	_____	_____	_____
I-A-5.	_____	_____	_____
I-A-6.	Defines "laws"	_____	_____
I-A-7.	Sees need for them	_____	_____
I-A-8.	Knows who makes them	_____	_____
I-A-9.	Realizes the penalties for breaking laws	_____	_____
I-A-10.	Names laws (those which youth often violate) and their punishment	_____	_____
I-A-11.	Demonstrates knowledge of Edison H.S. Rules	_____	_____
I-A-12.	_____	_____	_____
I-A-13.	Knows the functions of police and fire department	_____	_____
I-A-14.	Demonstrates what would happen without these services	_____	_____
I-A-15.	_____	_____	_____

II - COMMUNICATION

Beginning (A)

		<u>Initial</u>	<u>Date</u>
II-A-1.	Follows a simple direction with one activity	_____	_____
II-A-2.	Direction with two activities	_____	_____
II-A-3.	Direction with three activities	_____	_____
II-A-4.	Completes a task with four or more activities	_____	_____
II-A-5.	_____	_____	_____
II-A-6.	Knows how many digits in a telephone number	_____	_____
II-A-7.	Knows his own telephone number or carries it with him	_____	_____
II-A-8.	Knows how to dial his telephone number	_____	_____
II-A-9.	_____	_____	_____
II-A-10.	Can list several different kinds of shows on TV (news, quiz, etc.)	_____	_____
II-A-11.	Can name his favorite shows on TV and why	_____	_____
II-A-12.	_____	_____	_____
II-A-13.	Lists several different programs offered on radio	_____	_____
II-A-14.	Names his favorite radio station and why	_____	_____



II - COMMUNICATION - Beginning (A) cont'd.

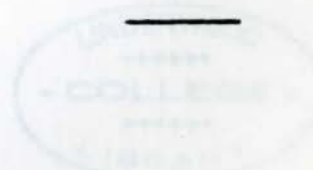
	<u>Beginning (A)</u>	<u>Initial</u>	<u>Date</u>
II-A-15.	_____	_____	_____
II-A-16.	Defines "map"	_____	_____
II-A-17.	Can draw a simple map from home to School or a map of School itself	_____	_____
II-A-18.	_____	_____	_____
III-A-1.	_____	_____	_____
III-A-2.	Knows his address, street and town	_____	_____
III-A-3.	Knows names of next door neighbor	_____	_____
III-A-4.	Lists and numbers different rooms in his house	_____	_____
III-A-5.	Lists furniture in, or often found in, each room	_____	_____
III-A-6.	Lists appliances found in the house	_____	_____
III-A-7.	_____	_____	_____
III-A-8.	_____	_____	_____
III-A-9.	_____	_____	_____
III-A-10.	_____	_____	_____
III-A-11.	_____	_____	_____

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III - HOME AND FAMILY

Beginning (A)

		<u>Initial</u>	<u>Date</u>
III-A-1.	Knows names and ages of immediate family	_____	_____
III-A-2.	Knows birthdays of immediate family (at least month)	_____	_____
III-A-3.	Makes a family tree with 3 generations	_____	_____
III-A-4.	_____	_____	_____
III-A-5.	Knows his address, street and town	_____	_____
III-A-6.	Knows names of next door neighbor	_____	_____
III-A-7.	Lists and numbers different rooms in his house	_____	_____
III-A-8.	Lists furniture in, or often found in, each room	_____	_____
III-A-9.	Lists appliances found in the house	_____	_____
III-A-10.	_____	_____	_____
III-A-11.	_____	_____	_____

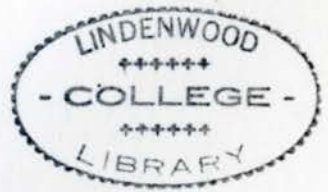


SARAH M. LEIGHT BUTLER LIBRARY

IV - LEISURE TIME

Beginning (A)

		<u>Initial</u>	<u>Date</u>
IV-A-1.	Lists things he does after work	_____	_____
IV-A-2.	Lists those things he likes best	_____	_____
IV-A-3.	Lists those things he would like to do but cannot (how might he be able)	_____	_____
IV-A-4.	Lists things he can do alone and those he does with others	_____	_____
IV-A-5.	Keeps a list of suggested activities (crafts, games, cards, puzzles, pet care, models, sewing, cooking, gardening, mini-bikes)	_____	_____
IV-A-6.	_____	_____	_____
IV-A-7.	_____	_____	_____



V - MANAGEMENT OF MATERIALS AND MONEY

Beginning (A)

		<u>Initial</u>	<u>Date</u>
V-A-1.	Lists all things he owns (clothes, games, money)	_____	_____
V-A-2.	Lists things that he needs and why	_____	_____
V-A-3.	Lists other things he would like to have and determine difference between wants and needs	_____	_____
V-A-4.	Plans ways to obtain things he needs and wants (saving, budgeting)	_____	_____
V-A-5.	Determines when things are not usable any longer	_____	_____
V-A-6.	Compares cost of repair against obtaining something new.	_____	_____
V-A-7.	Sees value of keeping things in a proper order or place (room, locker)	_____	_____
V-A-8.	Sees the effects of improper care on tools, toys, clothing	_____	_____
V-A-9.	_____	_____	_____
	_____	_____	_____

VII - PHYSICAL AND MENTAL HEALTH

Beginning (A)

		<u>Initial</u>	<u>Date</u>
VII-A-1.	Uses checklist as demonstration of personal cleanliness (teeth, bath, shave, nails, deodorant)	_____	_____
VII-A-2.	Uses checklist to demonstrate cleanliness of clothing; change of clothing, condition, neatness	_____	_____
VII-A-3.	Demonstrates proper eating habits to insure sanitation; washing hands, using napkin, using utensils, cleaning table, cleaning away garbage	_____	_____
VII-A-4.	Figures out the amount of sleep he gets in hours and balances this with how tired he feels during the day; setting new bedtime hour if needed	_____	_____
VII-A-5.	Demonstrates knowledge of all fundamental parts of the body, their function and appropriate clothing	_____	_____
VII-A-6.	Defines "posture" and its importance; checks his own posture	_____	_____
VII-A-7.	Lists things needed to keep oneself clean	_____	_____
VII-A-8.	Makes a list of good points and bad points about himself	_____	_____
VII-A-9.	Describes what he can do to rid himself of bad points	_____	_____
VII-A-10.	Knows what happens when cleanliness is not followed; smell, sick, look bad	_____	_____
VII-A-11.	_____	_____	_____
VII-A-12.	_____	_____	_____

VII - PHYSICAL AND MENTAL HEALTH - Beginning (A), cont'd.

		<u>Initial</u>	<u>Date</u>
VII-A-13.	Understands the effects of trash left around (appearance, environment)	_____	_____
VIII-A-1.	Demonstrates how and why they happen	_____	_____
VIII-A-2.	Shows how such accidents can be avoided (meaning of safety)	_____	_____
VIII-A-3.	Describes personal accidents, how each could be avoided	_____	_____
VIII-A-4.	Lists different kinds of accidents (falls, tools, water, car, lifting, throwing, horsepower) and make rules for each	_____	_____
VIII-A-5.	Lists dangers found in the house at the farm	_____	_____
VIII-A-6.	Writes good habits to follow with these danger lists	_____	_____
VIII-A-7.	Lists do's and don't's if you see the danger and when you see the danger	_____	_____
VIII-A-8.	_____	_____	_____
VIII-A-9.	_____	_____	_____
VIII-A-10.	_____	_____	_____
VIII-A-11.	Practices rules of pedestrian safety	_____	_____
VIII-A-12.	Practices rules of riding safety on bicycle and in a car	_____	_____

VIII - SAFETY

Beginning (A)

		<u>Initial</u>	<u>Date</u>
VIII-A-1.	Defines "accident"	_____	_____
VIII-A-2.	Demonstrates how and why they happen	_____	_____
VIII-A-3.	Shows how each accident can be avoided (meaning of safety)	_____	_____
VIII-A-4.	Describes personal accidents, how each could be avoided	_____	_____
VIII-A-5.	Lists different kinds of accidents (falls, tools, water, car, lifting, throwing, horseplay) and make rules for each	_____	_____
VIII-A-6.	Lists dangers found in the home; at the farm	_____	_____
VIII-A-7.	Matches good habits to follow with these danger lists	_____	_____
VIII-A-8.	Lists do's and don't's if you are the victim and when you are the helper	_____	_____
VIII-A-9.	_____	_____	_____
VIII-A-10.	_____	_____	_____
VIII-A-11.	Practices rules of pedestrian safety	_____	_____
VIII-A-12.	Practices rules of riding safety on bicycle and in a car	_____	_____





X - TRAVEL

Beginning (A)

		<u>Initial</u>	<u>Date</u>
X-A-1.	Lists different ways of travel: walk, car, bus, bike, train, plane	_____	_____
X-A-2.	Compares the cost of each way of travel	_____	_____
X-A-3.	Compares the time of each mode of travel	_____	_____
X-A-4.	Compares access of each mode of travel	_____	_____
X-A-5.	Lists advantages and disadvantages of each mode of travel	_____	_____
X-A-6.	Knows the 4 basic directions	_____	_____
X-A-7.	Knows the 4 secondary directions	_____	_____
X-A-8.	Uses landmarks in finding his way to a particular location	_____	_____
X-A-9.	Reads and makes simple maps of the <del>street</del> neighborhood, etc.	_____	_____
X-A-10.	Reads and makes signs used on roads (arrows, route numbers, road names)	_____	_____
X-A-11.	_____	_____	_____
X-A-12.	Lists reasons why people travel (take trips)	_____	_____

READING

Beginning

Beginning

	<u>Initial</u>	<u>Date</u>
Names (fellow students, staff)	_____	_____
Signs on farm 1 - 10	_____	_____
Make out ID 1 - 20	_____	_____
1 - 20	_____	_____
1 - 10	_____	_____
<u>Terms</u>		
Men - boys	_____	_____
Ladies - women - girls	_____	_____
Rest rooms	_____	_____
No smoking	_____	_____
Walk - Don't walk	_____	_____
Danger	_____	_____
Caution	_____	_____
Stop - go	_____	_____
On - off	_____	_____
Large - small	_____	_____
Color - over	_____	_____
Below - top	_____	_____
First - last	_____	_____
High - low	_____	_____
Wide	_____	_____
Over - below	_____	_____
Forward - back	_____	_____
Front - later	_____	_____

SARAHANTHONY LEIGHT BUTLER LIBRARY

MATH

Beginning

		<u>Initial</u>	<u>Date</u>
Counts	1 - 10	_____	_____
Sequence	1 - 20	_____	_____
Symbols	1 - 20	_____	_____
Value	1 - 10	_____	_____
Ordinals	1st through 6th	_____	_____
Count	2 nickels 1 dime 10 pennies	_____	_____
Add	1 to 10	_____	_____

Size: Terms

more - less	many - few		
big - little	heavy - light		
long - short	high - low		
large - small	tall - short	All: _____	_____

Location: Terms

Under - over	far - near		
bottom - top	in front - behind		
first - last	begin - end		
high - low	beside		
middle	around		
above - below	left - right	_____	_____

Comparative: Terms

younger - older - smaller			
fewer - larger - more - less			

Measurement (use of)

		<u>Initial</u>	<u>Date</u>
ruler	yardstick		
pint	quart		
gallon	thermometer		
teaspoon	tablespoon		
speedometer	freezing		
boiling	temperature		
cupful	full		
pair			
empty			

Time

day	fast		
today	yesterday		
noon	week		
night	tomorrow		
morning	year		
afternoon	month		
evening	hour		
slow	minute		

Time - Measures

Recognition:

wake up	resume work		
leave	quit		
break	dinner		
lunch	bed		

Postal

stamps - different kinds

_____	_____
_____	_____

Money: Terms

			<u>Initial</u>	<u>Date</u>
buy	sell	save		
spend	pay	coins		
price	cost	admission		
subtraction	1 - 10			
multiplication	- grouping within 2 - 10			
Fractions	$\frac{1}{2}$ $\frac{1}{4}$			

STATE LIBRARY BUTLER LIBRARY

WRITING

(below)

Beginning

		<u>Initial</u>	<u>Date</u>
Name	1-1. Give penalty for tax evasion	_____	_____
Address	1-2. Figure sales tax on an example with or without a chart	_____	_____
Phone number	_____	_____	_____
Age	_____	_____	_____
Date	_____	_____	_____
	1-3. Define "voting"	_____	_____
	1-4. Know why we vote	_____	_____
	1-5. Know candidates and officers notified for next election	_____	_____
	1-6. Participates in voting for recreation, etc.	_____	_____
	1-7. _____	_____	_____
	1-8. Know where police and fire departments are located	_____	_____
	1-9. Demonstrates how to get in touch with them if needed	_____	_____
	1-10. _____	_____	_____
	1-11. _____	_____	_____
	1-12. Know the names of key government officials (mayor, vice pres., governor, county commissioner)	_____	_____
	1-13. Know the capital of U.S. and Maryland; the county seat and the meaning of these places	_____	_____
	1-14. _____	_____	_____

STATE LIBRARY

I - CITIZENSHIP (YELLOW)

Intermediate (B)

		<u>Initial</u>	<u>Date</u>
I-B-1.	Knows penalty for tax evasion	_____	_____
I-B-2.	Figures sales tax as an example with or without a chart	_____	_____
I-B-3.	_____	_____	_____
I-B-4.	Defines "voting"	_____	_____
I-B-5.	Knows why we vote	_____	_____
I-B-6.	Know candidates and offices contested for in next election	_____	_____
I-B-7.	Participates in voting for recreation, etc.	_____	_____
I-B-8.	_____	_____	_____
I-B-9.	Knows where police and fire departments are located	_____	_____
I-B-10.	Demonstrates how to get in touch with them if needed	_____	_____
I-B-11.	_____	_____	_____
I-B-12.	Knows the names of key government officials (pres., vice pres., governor, county commissioners)	_____	_____
I-B-13.	Knows the capital of U.S. and Maryland; the county seat and the meaning of these places	_____	_____
I-B-14.	_____	_____	_____

II - COMMUNICATION

Intermediate (B)

		<u>Initial</u>	<u>Date</u>
II-B-1.	Gives a simple direction to achieve a task	_____	_____
II-B-2.	Gives a more complex set of directions with more than three activities to achieve a task using proper sequence	_____	_____
II-B-3.	Can call operator for telephone information	_____	_____
II-B-4.	Knows how to make a long distance call	_____	_____
II-B-5.	Knows how to make a collect call	_____	_____
II-B-6.	Can secure and give information to a business, store, in a conversation	_____	_____
II-B-7.	Can take all information necessary for a "phone message"	_____	_____
II-B-8.	_____	_____	_____
II-B-9.	Knows the day, time, and channel of favorite TV shows	_____	_____
II-B-10.	Can locate favorite shows in TV listing (newspaper, TV Guide)	_____	_____
II-B-11.	_____	_____	_____

BRITISH LEGAT BULIEN LIBRARI



III - HOME AND FAMILY

Intermediate (B)

		<u>Initial</u>	<u>Date</u>
III-B-1.	Defines "dating"	_____	_____
III-B-2.	Knows at what age people begin to date	_____	_____
III-B-3.	Knows the reason (feeling, attraction) for dating	_____	_____
III-B-4.	Describes what people do on dates	_____	_____
III-B-5.	Lists things to do on a date in columns by whether they cost money or not	_____	_____
III-B-6.	_____	_____	_____
III-B-7.	Demonstrates how to take care of furniture	_____	_____
III-B-8.	Demonstrates how to take care of walls, floors, and ceiling	_____	_____
III-B-9.	Demonstrates how to take care of the outside of the house, as well as the yard	_____	_____
III-B-10.	Knows what services come from outside into the house (water, electric, gas, telephone)	_____	_____
III-B-11.	Realizes the penalty for not paying the bill for these services	_____	_____
III-B-12.	Knows where to seek help, and how to contact the proper service for common household problems (leaky faucet, no lights, can't hear on phone, smell of gas, etc.)	_____	_____
III-B-13.	_____	_____	_____

IV - LEISURE TIME

Intermediate (B)

		<u>Initial</u>	<u>Date</u>
IV-B-1.	Make a list of activities, separating those which cost money and those that don't	_____	_____
IV-B-2.	Budget an evening date	_____	_____
IV-B-3.	Compare time taken to complete activities and separate them into all day, half day, and evening activities	_____	_____
IV-B-4.	With above information determine which activities are available daily, and those only on a weekend	_____	_____
IV B-5.	Match the particular season with certain recreation activities	_____	_____
IV-B-6.	List safety precautions for certain "accident prone" activities	_____	_____
IV-B-7.	Match appropriate clothing with recreational activities	_____	_____
IV-B-8.	_____	_____	_____
	_____	_____	_____

VI - SOCIAL ADJUSTMENT

Intermediate (B)

		<u>Initial</u>	<u>Date</u>
VI-B-1.	Knows who is his immediate boss	_____	_____
VI-B-2.	Knows the function of each staff member	_____	_____
VI-B-3.	Makes a social ladder of the staff Edison School and how to use this when making complaints, suggestions, requests	_____	_____
VI-B-4.	Can act as a captain in selecting members of a team	_____	_____
VI-B-5.	Functions in group work and recre- ational activities	_____	_____
VI-B-6.	_____	_____	_____
	_____	_____	_____

VII - PHYSICAL AND MENTAL HEALTH

Intermediate (B)

		<u>Initial</u>	<u>Date</u>
VII-B-1.	Notes last few times he was sick; the name of the sickness and what he did to cure himself	_____	_____
VII-B-2.	Categorizes different foods into meats, fruits, vegetables, dairy products, fish, breads	_____	_____
VII-B-3.	Makes a list of common foods for each meal	_____	_____
VII-B-4.	Lists foods that need refrigeration	_____	_____
VII-B-5.	Lists different ways of preparing foods	_____	_____
VII-B-6.	Demonstrates need for proper tools and procedures in cleaning after a meal	_____	_____
VII-B-7.	Approximates time taken for each meal, the hour served, effects of eating too fast	_____	_____
VII-B-8.	Understands how weather affects health	_____	_____
VII-B-9.	Able to appraise own work as to fair, poor, and good, and why	_____	_____
VII-B-10.	Able to appraise others' work using same criteria and why	_____	_____
VII-B-11.	_____	_____	_____
VII-B-12.	_____	_____	_____
VII-B-13.	Defines "pollution" and several ways the community can be polluted (air, water, land)	_____	_____

IX - OCCUPATIONAL ADEQUACY

Intermediate (B)

		<u>Initial</u>	<u>Date</u>
IX-B-1.	Practices procedures in looking for work using the following possibilities:		
	Friends	_____	_____
	Want Ad	_____	_____
	Employment service	_____	_____
	Counselor	_____	_____
	Teachers	_____	_____
	Relatives	_____	_____
IX-B-2.	Defines a "job interview"	_____	_____
IX-B-3.	Knows how to dress for an interview, and be able to answer questions usually brought up in an interview	_____	_____
IX-B-4.	Role plays an interview using socially acceptable behavior	_____	_____

X - TRAVEL

Intermediate (B)

		<u>Initial</u>	<u>Date</u>
X-B-1.	Gives simple directions to find a particular location	_____	_____
X-B-2.	Receives directions in finding a particular location	_____	_____
X-B-3.	Reads a _____ County map in locating points of interest	_____	_____
X-B-4.	Estimates approximate amount of time needed to travel to certain places	_____	_____
X-B-5.	Estimates approximate distances to different places	_____	_____
X-B-6.	Demonstrates knowledge of the geography of the USA, surrounding states	_____	_____
X-B-7.	Demonstrates knowledge of <u>approximate</u> location of each state	_____	_____
X-B-8.	Understands how weather affects travel (time, place, route, mode)	_____	_____
X-B-9.	_____	_____	_____
	_____	_____	_____

MATH

Intermediate

		<u>Initial</u>	<u>Date</u>
Count	11 - 100	_____	_____
Sequence	21 - 100	_____	_____
Symbols	21 - 100	_____	_____
Value	10 - 50	_____	_____
Ordinals	6 through 15	_____	_____
Count	coins to \$1 bills to \$10	_____	_____
Add	10 - 18	_____	_____
Subtract	1 - 18	_____	_____
Multiplication	- simple	_____	_____
Division	- simple	_____	_____
Fractions	1/3 add and subtract simple fractions	_____	_____

Size: Terms

double	average	reduce	_____	_____
--------	---------	--------	-------	-------

Location

center	edge	_____	_____
--------	------	-------	-------

Measurement

height	inch	yard	_____	_____
dozen	foot	weight	_____	_____

Time - Measures

months	Melwood calendar	seasons	_____	_____
A.M. - P.M.	days of week	o'clocks (thirties)	_____	_____

MATH - Intermediate, cont'd.

		<u>Initial</u>	<u>Date</u>
	<u>Postal</u>		
postage (weight, class)		_____	_____
	<u>Money</u>		
Charge	check	_____	_____
fare	sales slip	_____	_____
wages	receipt	_____	_____
earnings	per hr.	_____	_____



WRITING

Intermediate

	<u>Initial</u>	<u>Date</u>
Height	_____	_____
Weight	_____	_____
Color of eyes; hair	_____	_____
Mother's and father's names	_____	_____
Shopping list	_____	_____
Labels	_____	_____
Signs	_____	_____

MANUSCRIPT LEGAL BUTLER LIBRARY

READING

Intermediate

	<u>Initial</u>	<u>Date</u>
Read assignment board	_____	_____
Recipes	_____	_____
Labels	_____	_____
Times	_____	_____
Menus	_____	_____

Terms

Gasoline	Cold		
Poison	Up		
Exit	Down		
Entrance	In		
Fire	Out		
Police	Push		
Hot	Pull	_____	_____

X - TRAVEL (PURPLE)

Advanced (C)

		<u>Initial</u>	<u>Date</u>
X-C-1.	Reads the following schedules: bus train plane	_____ _____ _____	_____ _____ _____
X-C-2.	Lists and totals operating cost and up-keep of a car for a year	_____ _____	_____ _____
X-C-3.	Helps in planning a trip: places to see cost clothing to bring things to do time involved transportation overall schedule	_____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____
X-C-4.	Has knowledge of location of travel agency and its services	_____ _____	_____ _____
X-C-5.	Uses state map to route himself from city to city	_____ _____	_____ _____
X-C-6.	_____ _____	_____ _____	_____ _____

IV - LEISURE TIME

Advanced (C)

		<u>Initial</u>	<u>Date</u>
IV-C-1.	Determines the difference between observation and participation in recreation	_____	_____
IV-C-2.	Understands the different movie ratings (G--PG--R--X)	_____	_____
IV-C-3.	Lists materials needed for picnic or party and approximate cost	_____	_____
IV-C-4.	Uses a community map to mark different recreational sites	_____	_____
IV-C-5.	Able to recognize these sites and determine adequate transportation to them	_____	_____
IV-C-6.	Makes a daily time schedule including recreational activities	_____	_____
IV-C-7.	_____	_____	_____
	_____	_____	_____

MANHATTAN LIBRARY

II - COMMUNICATION

Advanced (C)

		<u>Initial</u>	<u>Date</u>
II-C-1.	Can locate telephone numbers using white pages	_____	_____
II-C-2.	Can locate telephone numbers using yellow pages	_____	_____
II-C-3.	_____	_____	_____
II-C-4.	Defines "advertisement"	_____	_____
II-C-5.	Describes why people advertise	_____	_____
II-C-6.	Lists good points and bad points of advertising	_____	_____
II-C-7.	_____	_____	_____
II-C-8.	Finds section, page, exact location of news story, comic strip, or sports story of interest using index	_____	_____
II-C-9.	Lists several kinds of information available in paper using index	_____	_____

UNIVERSITY MICROFILMS INTERNATIONAL

MATH

## Advanced

		<u>Initial</u>	<u>Date</u>
Count	100 - _____	_____	_____
Sequence	100 - _____	_____	_____
Symbols	100 - _____	_____	_____
Value	50 - _____	_____	_____
Ordinals	15 - 30	_____	_____
Count:	make change	_____	_____
Add:	to 100 and _____	_____	_____
Subtract:	18 and _____ (borrowing)	_____	_____
Multiplication:	2 place numbers	_____	_____
Division:	2 place numbers	_____	_____
Fractions:	addition and subtraction of mixed numbers, $1/8$ ; $1/16$	_____	_____

Size

amount

\_\_\_\_\_

Location

story

\_\_\_\_\_

Time - Measures

15's minutes

5's minutes

1's minutes

\_\_\_\_\_

V - MANAGEMENT OF MATERIALS AND MONEY

Advanced (C)

		<u>Initial</u>	<u>Date</u>
V-C-1.	Defines "budget"	_____	_____
V-C-2.	Budgets for small events (party, picnic, date)	_____	_____
V-C-3.	Budgets his money from work for entire week	_____	_____
V-C-4.	_____	_____	_____
V-C-5.	Understands the advantages of banking	_____	_____
V-C-6.	Understands and can operate these banking procedures: opening accounts passbook savings checking account deposit slip endorsement	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
V-C-7.	Defines "charge accounts", "credit cards"	_____	_____
V-C-8.	Knows the billing procedure and penalty for not paying bills on time	_____	_____
V-C-9.	Understands the concept of borrowing	_____	_____
V-C-10.	Knows where to borrow and the cost of borrowing	_____	_____
V-C-11.	Knows the penalty for not paying on the loan	_____	_____
V-C-12.	Understands insurance equals protection	_____	_____
V-C-13.	Knows four necessary kinds of insurance (life, car, health, home) and what each protects you from	_____	_____
V-C-14.	_____	_____	_____

MATH - Advanced, cont'd.

		<u>Initial</u>	<u>Date</u>
	<u>Postal</u>		
money order	special delivery		
parcel post		_____	_____
	<u>Money</u>		
cash	sales tax	_____	_____
	<u>Measurement</u>		
mile	distance		
	width		
depth	length	_____	_____
	<u>Time</u>		
Roman numerals to 12		_____	_____



WRITING

Advanced

	<u>Initial</u>	<u>Date</u>
Application form	_____	_____
Articles for paper	_____	_____
W-2 form	_____	_____
Social Security form	_____	_____
	_____	_____

IX - OCCUPATIONAL ADEQUACY

Advanced (C)

		<u>Initial</u>	<u>Date</u>
IX-C-1.	Practices these qualities and understands their importance for holding a job	_____	_____
IX-C-2.	Work every day	_____	_____
IX-C-3.	Being on time	_____	_____
IX-C-4.	Work hard (even when there is no boss)	_____	_____
IX-C-5.	Honest	_____	_____
IX-C-6.	Don't be careless	_____	_____
IX-C-7.	Good manners	_____	_____
IX-C-8.	Willing to learn	_____	_____
IX-C-9.	Don't gossip	_____	_____
IX-C-10.	Neat and clean	_____	_____
IX-C-11.	Follow rules of school, company, etc.	_____	_____

III - HOME AND FAMILY - Advanced (C) cont'd.

		<u>Initial</u>	<u>Date</u>
III-C-15.	Lists advantages and disadvantages of both	_____	_____
III-C-16.	Understands what a mortgage is	_____	_____
III-C-17.	Knows where to look to buy or rent a home or apartment.	_____	_____
III-C-18.	Knows how to make a budget	_____	_____
III-C-19.	Knows how to make a shopping list	_____	_____
III-C-20.	Knows how to make a meal plan	_____	_____
III-C-21.	Knows how to make a shopping list for a meal plan	_____	_____
III-C-22.	Knows how to make a shopping list for a meal plan and a budget	_____	_____
III-C-23.	Knows how to make a shopping list for a meal plan, a budget, and a shopping list	_____	_____
III-C-24.	Knows how to make a shopping list for a meal plan, a budget, and a shopping list and a budget	_____	_____
III-C-25.	Knows how to make a shopping list for a meal plan, a budget, and a shopping list and a budget and a shopping list	_____	_____
III-C-26.	Knows how to make a shopping list for a meal plan, a budget, and a shopping list and a budget and a shopping list and a budget	_____	_____
III-C-27.	Knows how to make a shopping list for a meal plan, a budget, and a shopping list and a budget and a shopping list and a budget and a shopping list	_____	_____
III-C-28.	Knows how to make a shopping list for a meal plan, a budget, and a shopping list and a budget and a shopping list and a budget and a shopping list and a budget	_____	_____
III-C-29.	Knows how to make a shopping list for a meal plan, a budget, and a shopping list and a budget and a shopping list and a budget and a shopping list and a budget and a shopping list	_____	_____
III-C-30.	Knows how to make a shopping list for a meal plan, a budget, and a shopping list and a budget and a shopping list and a budget and a shopping list and a budget and a shopping list and a budget	_____	_____

III-- HOME AND FAMILY

Advanced (C)

		<u>Initial</u>	<u>Date</u>
III-C-1.	Knows how one begins a family	_____	_____
III-C-2.	Understands the limitations of being married	_____	_____
III-C-3.	Knows when one decides to get married (emotional as well as financial reasons)	_____	_____
III-C-4.	Knows how one has children	_____	_____
III-C-5.	Understands the concept of "pregnancy"	_____	_____
III-C-6.	Understands the concept of "birth control"	_____	_____
III-C-7.-	Knows what VD is, how it is contracted, and how to prevent and cure it.	_____	_____
III-C-8.	Understands who and what a homosexual is	_____	_____
III-C-9.	Knows what it means to raise children (list of guidelines)	_____	_____
III-C-10.	Knows where to go if marriage problems develop	_____	_____
III-C-11.	Understands the meaning of divorce (legal and otherwise)	_____	_____
III-C-12.	Demonstrates knowledge of the meaning of supporting a family	_____	_____
III-C-13.	_____	_____	_____
III-C-14.	Knows difference between buying and renting a home	_____	_____

I - CITIZENSHIP

Advanced (C)

	<u>Initial</u>	<u>Date</u>
I-C-1. Knows where tax money goes (breakdown of dollar	_____	_____
I-C-2. _____ _____	_____	_____
I-C-3. Knows how old you must be to vote	_____	_____
I-C-4. Knows where you register	_____	_____
I-C-5. Registers when old enough	_____	_____
I-C-6. Votes on election day	_____	_____
I-C-7. _____ _____	_____	_____
I-C-8. Knows the meaning of "social agencies"  Knows what they generally do for people  Demonstrates knowledge of what these agencies can do: welfare; employment service; health depart- ment; social security; church; travelers' aid; better business bureau	_____ _____ _____	_____ _____ _____
I-C-9. Demonstrates how to get in touch with these agencies	_____	_____
I-C-10. _____ _____	_____	_____
I-C-11. Knows what it means to be self- supporting	_____	_____
I-C-12. Demonstrates how one remains self-supporting	_____	_____
I-C-13. _____	_____	_____

READING

Advanced

	<u>Initial</u>	<u>Date</u>
Dictionary	_____	_____
Addresses	_____	_____
Newspaper	_____	_____
Letters	_____	_____
Magazines	_____	_____
Books	_____	_____
Telephone book	_____	_____
Directions on labels	_____	_____
Manuals	_____	_____

VI - SOCIAL ADJUSTMENT

Advanced (C)

	<u>Initial</u>	<u>Date</u>
VI-C-1. That the student performs adequately so that his scores from the behavioral assessment sheet (withdrawn, bizarre, aggressive) are high enough to be considered productive	_____	_____
VI-C-2. Below shall be listed those traits needing work and showing adequate improvement from the initial assessment:		
Withdrawn:		
_____	_____	_____
_____	_____	_____
_____	_____	_____
Bizarre:		
_____	_____	_____
_____	_____	_____
_____	_____	_____
Aggressive:		
_____	_____	_____
_____	_____	_____
_____	_____	_____

ACHIEVEMENT TEST

Before:

After:

Write:

\_\_\_ 17

26 \_\_\_

twenty-seven

five

Line up 6 sticks;  
break 4th stick

Count: forty-seven cents  
make change from \$5

<u>Add:</u>	10	15	120
	<u>+ 7</u>	<u>+ 11</u>	<u>+ 83</u>

<u>Subtract:</u>	11	5	47	121
	<u>- 2</u>	<u>- 1</u>	<u>- 38</u>	<u>- 32</u>

Multiplication: X X X X X X X X X X X X X X - group by 2's

X X X X X X X X X X X X - group by 3's

X X X X X X X X - group by 4's

5	4	4	12
<u>x 2</u>	<u>x 3</u>	<u>x 6</u>	<u>x 10</u>

Division:

2/6	3/12	4/8
-----	------	-----

6/24	9/27	18/54
------	------	-------



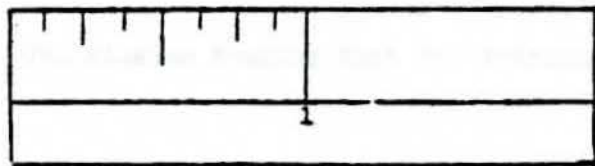
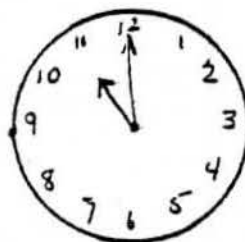
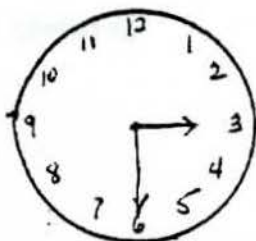
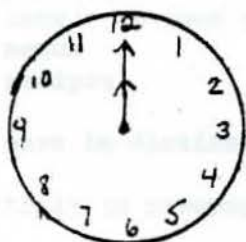
ACHIEVEMENT TEST, cont'd.

<u>Fractions:</u>	what is:	1/2	<input type="text"/>	1/2	1/4
				<u>+ 1/2</u>	<u>+ 2/4</u>
	(mark)	1/3	<input type="text"/>		
		1/4	<input type="text"/>		
		1/8	<input type="text"/>	5/8	1 1/4
		3/4	<input type="text"/>	<u>- 2/8</u>	<u>+ 2 3/4</u>

Terms

long	middle	evening
light	beside	week
few	behind	yesterday
left	more	admission
right	older	price

What time is it:



Recognition:      tablespoon      empty

Pair:

Able to read:      thermometer      speedometer

ACHIEVEMENT TEST, cont'd.

Writes: Name \_\_\_\_\_  
Address \_\_\_\_\_  
Phone No. \_\_\_\_\_  
Age \_\_\_\_\_  
Date \_\_\_\_\_  
Height \_\_\_\_\_  
Weight \_\_\_\_\_  
Mother \_\_\_\_\_  
Father \_\_\_\_\_  
Eyes \_\_\_\_\_  
Hair \_\_\_\_\_

Walk ~~to~~ to read signs:

Reads: labels on food and clothing  
menus  
recipes.

Finds a word in dictionary

Reads article in newspaper

Finds name in telephone book

Use Slossan Reading Test for determination of reading level

BUDGETING

Objectives

The overall goal of this unit is to teach students information and skills basic to understanding paychecks and family budgeting. Specific objectives are listed below.

The student will

1. understand why people make budgets.
2. understand the difference between gross pay and net pay.
3. understand how to estimate net pay.
4. understand the most common deductions from pay.
5. be able to read and interpret a paycheck stub.
6. understand the concepts of fixed, flexible, and day-to-day expenses.
7. be able to categorize specific expenses.
8. be able to keep a record of daily expenses.
9. be able to make a budget suitable for a student.
10. understand the principle of setting budgeting goals.
11. understand ways to solve budget problems.
12. be able, with assistance, to make a budget suitable for an employed adult.

13. understand what financial records to keep.
14. understand the concept of standard of living.





CONSUMING GOODS AND SERVICES

Objectives

The overall objective of this unit is to teach students basic information needed by consumers today. Specific objectives are listed below.

The student will:

1. understand what it means to be a consumer.
2. understand the difference between goods and services.
3. locate sources of goods and services.
4. be able to comparison shop for food.
5. be able to order a meal in a full service restaurant and compute a tip.
6. be able to comparison shop for goods and services.
7. be able to comparison shop for clothing.
8. be able to use a catalog to order goods.
9. be able to find and understand information about sales.
10. understand factors which affect prices in the United States.
11. understand frequently used sales techniques and advertising.
12. identify consumer aids.
13. understand how to get help for consumer complaints.
14. understand the need for consumer conservation of world resources.
15. understand vocabulary important to consumers.
16. become aware of careers available in the business world.









## HEALTH, FIRST AID, AND SAFETY

Objectives

The instructional objectives are listed below. Objectives concerning reproduction and sex education have been omitted. The Fairfax County Public Schools has a specific program and approved materials to cover this information.

The student will

1. become acquainted with the structure, functions, disorders/diseases, and care of body system.
2. understand habits for good health.
3. understand appropriate grooming requirements for work and leisure (including clothing).
4. know the 4 basic food groups.
5. understand the relationship of certain nutrients to body functions.
6. read and compare nutritional labeling on common foods.
7. use standard measures to prepare food.
8. read and follow a recipe.
9. recognize symptoms of ill health in adults and decide when medical help is needed.
10. develop a working vocabulary of basic medical and physiological terms for accurate communication with doctors.
11. read a thermometer.
12. read and follow directions on medicines.
13. understand how to find medical help for non-emergency situations.
14. understand the reasons people have health insurance and how to get it.
15. understand the reasons people have life insurance and how to get it.

16. understand in general terms who is eligible for Medicare/Medicaid and how to apply for benefits.
17. know how to notify proper authorities in case of emergency.
18. understand basic first aid procedures.
19. understand environmental safety hazards.
20. read and understand warning signs and labels.



**HEALTH, FIRST AID, AND SAFETY SKILLS CHECKLIST**

OBJECTIVES	CRITERIA	STUDENTS' NAMES											
11	11. Can take own temperature.												
12	12. Can read label on 2 over-the-counter medicine bottles/boxes.												
13	13. Can describe 2 ways to find a family doctor (ask friends, look in phone book, contact medical society).												
14	14. Can tell why people have health insurance.												
15	15. Can tell why people have life insurance.												
16	16. Can tell where to apply for Medicare/Medicaid benefits.												
17	17. Can simulate an emergency call (find number, dial, state problem, and location).												
18	18. Can tell basic first aid procedure for the following: breathing stopped bleeding burn fracture shock												
19	19. Can tell basic safety procedures for medicines, cleaning agents, fire prevention, electricity, tools.												
20	20. Can read 1 label on a poisonous substance and 1 on a household cleaning agent.												

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## HOUSING

Objectives

The overall goal of this unit is to teach students information and skills basic to renting, purchasing, and furnishing a home. Specific objectives are listed below.

The student will:

1. understand the procedures for obtaining an apartment.
2. learn to read and recognize vocabulary related to housing.
3. understand the conditions and importance of a lease.
4. understand the obligations and responsibility of the leasee and lessor.
5. understand where to receive information or register complaints concerning housing.
6. understand the advantages and disadvantages of buying a home.
7. understand the factors which should be considered before buying a home.
8. understand the concept of a mortgage.
9. understand the furniture needs of an apartment/home.
10. understand the insurance protection needed for apartments and homes.
11. understand how to obtain common utilities.
12. understand electric and gas meters and how to read them.
13. understand common terms associated with moving.







## MONEY, BANKS, AND CREDIT

### Objectives

The overall goal of this unit is to teach students information and skills basic to using money, banks, and credit. Specific objectives are listed below.

The student will

1. be able to identify, count, state equivalents, and make change with coins and bills.
2. be able to write a personal check.
3. understand other media of exchange including cashier's checks, certified checks, travelers' checks.
4. understand the types of money orders.
5. understand the procedure involved in using a credit card in a store.
6. understand the three main types of financial institutions.
7. understand and demonstrate how to open a checking account, make deposits, and get cash from a checking account.
8. understand and demonstrate how to list checks and deposits in a check register and strike a balance.
9. understand and demonstrate how to balance a checkbook.
10. understand the dangers and safeguards associated with checking accounts.
11. understand and demonstrate how to use a savings account (including opening the account, deposits, withdrawals, the passbook, and interest).

12. understand the various services offered by banks.
13. understand the reasons people use credit.
14. understand some advantages and disadvantages of credit.
15. understand how to evaluate appropriate uses of credit.
16. be able to identify and differentiate sources of loans.
17. understand the personal requirements and loan conditions established by typical lenders.
18. understand the significance of a credit rating.
19. understand what kinds of information are expected on a loan application form.
20. understand how to use money in a savings account to get a loan with a lower interest rate.
21. understand and describe four types of credit card accounts.
22. understand and demonstrate how to apply for a credit card.
23. understand the basic elements of an installment plan contract.
24. understand the criteria to use when shopping for credit.
25. understand the legal actions which can be taken in case of default on a credit contract.
26. understand recent Federal laws which protect consumers using credit.

MONEY, BANKS, AND CREDIT SKILLS CHECKLIST

OBJECTIVES

CRITERIA

STUDENTS' NAMES

- |   |  |
|---|--|
| 1 | 1. Can identify all U.S. coins and bills to \$20.  |
| 1 | 2. Can make change with real coins and bills for amounts to \$20.  |
| 2 | 3. Can write a personal check with no errors.  |
| 2 | 4. Can sign name in cursive.   |
| 2 | 5. Can write number words to one hundred.  |
| 3 | 6. Can describe how one gets and uses: cashier's check, certified check, and traveler's check.                         |
| 4 | 7. Can tell 3 places to buy a money order.   |
| 4 | 8. Can tell the difference between a Western Union money order and the other money orders.                             |
| 5 | 9. Can describe or act out the procedure for paying for something with a credit card.                                  |
| 6 | 10. Can describe the main differences between a full service bank, a savings and loan association, and a credit union. |
| 7 | 11. Can fill out a deposit slip for a checking account.  |

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MONEY, BANKS, AND CREDIT SKILLS CHECKLIST

OBJECTIVES	CRITERIA	STUDENTS' NAMES											
8	12. Can list checks and deposits in a check register and strike a balance after each.												
9	13. Can balance a check register when given a form to follow.												
10	14. Can tell three things a depositor should know to help safeguard money in a checking account.												
11	15. Can fill out a deposit slip for a savings account.												
11	16. Can fill out a withdrawal slip for a savings account.												
12	17. Can name and describe four services (other than accounts) offered by banks.												
13	18. Can state three reasons people use credit.												
14	19. Can tell 1 advantage and 1 disadvantage of using credit.												
15	20. Can tell three things to evaluate before using credit.												
16	21. Can name and describe three sources of loans.												
17	22. Can name three kinds of conditions lenders may include in loan contracts.												
18	23. Can tell how to check one's credit rating.												

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## TRANSPORTATION AND TRAVEL

### Objectives

The overall objective of this unit is to teach students basic information about transportation and travel. Specific objectives are listed below.

The student will

1. be able to identify different modes of transportation and their characteristics.
2. recognize common symbols associated with transportation.
3. understand how to estimate travel time.
4. understand different types of maps, their uses and symbols.
5. understand time zones throughout the United States.
6. know where to obtain information regarding transportation.
7. be able to read transportation schedules and tickets.
8. become aware of the need for public transportation.
9. understand the issues regarding transportation and the conservation of natural resources.
10. be able to locate agencies that have information about travel and costs and understand the services provided by these agencies.

11. be able to estimate the costs of car travel.
12. be able to request information and make verbal and written reservations.
13. understand a variety of accommodations that can reduce the costs of vacations.
14. be able to select appropriate transportation for travel by comparing time, cost and convenience for each mode.
15. understand how to plan a trip.
16. understand basic information regarding travel in foreign countries.
17. understand basic driving rules and regulations.
18. understand the financial aspects of owning a car.
19. understand the need for a checklist when purchasing a used car.
20. understand how to check and maintain the safety features on an automobile.
21. understand where to obtain assistance with car maintenance and repairs.
22. understand the reasons for automobile insurance and the minimum state requirements.
23. understand the process of selecting an insurance company.



24. understand the procedures in reporting an automobile accident.
25. understand foul weather driving procedures.
- \*26. understand vocabulary relating to transportation and travel.
- \*27. become aware of careers available in the transportation and travel fields.

\* Vocabulary development and career awareness objectives are throughout the unit and are not specifically cited for any of the sections.



TRANSPORTATION AND TRAVEL SKILLS CHECKLIST

OBJECTIVES	CRITERIA	STUDENTS' NAMES											
7	12. Can read the departure time and arrival time on a bus and train schedule.												
7	13. Can read the departure time, destination and date on an airplane ticket.												
8	14. Can state why one needs public transportation.												
9	15. Can state two (2) conservation issues regarding public transportation.												
10	16. Can locate three (3) travel agencies in telephone directory.												
10	17. Can name two (2) services provided by a travel agency.												
11	18. Can estimate the cost and time of car travel when given mileage to be covered.												
12	19. Can demonstrate correct procedures for making telephone reservations for lodgings.												
13	20. Can state two (2) types of accommodations other than standard hotels/motels that can reduce lodging costs.												
14	21. Can state three (3) factors that influence the choice of a specific mode of transportation (time, cost and convenience).												

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OBJECTIVES	CRITERIA	STUDENTS' NAMES											
15	22. Can name two (2) main factors one should consider prior to planning a trip.												
16	23. Can demonstrate an understanding of foreign travel by defining basic vocabulary.												
16	24. Can state the meaning of five international symbols.												
17	25. Can state the maximum speed limits in Virginia.												
17	26. Can state three (3) right of way rules.												
17	27. Can state the meaning for a double yellow line; broken single line and a double line with broken and solid markings on a road.												
17	28. Can demonstrate proper hand signals for drivers.												
17	29. Can identify eight (8) road signs and explain their meanings.												
18	30. Can name three (3) financial aspects of car ownership.												
19	31. Can state the importance of items on a buyer's checklist for automobiles.												
20	32. Can name and explain five (5) safety features on a car.												

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OBJECTIVES	CRITERIA	STUDENTS' NAMES											
21	33. Can name two (2) different types of automobile repair shops.												
21	34. Can locate information concerning automobile repair shops in the Yellow Pages of telephone directory.												
22	35. Can state the reasons for having automobile insurance and the minimum state coverage requirements.												
23	36. Can locate automobile insurance companies in the telephone directory.												
23	37. Can state two (2) factors to be considered when choosing an automobile insurance company.												
24	38. Can explain the seven (7) basic rules that should be followed when one is involved in an automobile accident.												
25	39. Can explain four weather driving procedures.												

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A Minimum List of Survival Vocabulary

employer	year	Army
employee	week	Motor Vehicle
sex	divorced	Air Force
county	separated	Maŕine
city	single	soldier
country	married	waitress
address	widowed	salesman
reference	social	restaurant
signature	security	program
state	grade	plumber
application	elementary	automobile
month	secondary	fales
day	junior	starting
yes	freshman	salary
no	sophomore	gross
first	senior	net
last	applicant	construction
middle	previous	worker
number	occupation	office
dollars	resident	Civil Service
cents	company	Government
street	house	United States
height	apartment	children
weight	parents	family
Negro	business	home
White	telephone	deduction
Oriental	location	balance
other	student	men
telephone	unemployment	women
attended	veteran	bus
employed	support	taxi
please	success	train
place	carpenter	schedule
dependents	title	sign
loving	Baltimore	North
living	LaPlata	South
father	Maryland	East
mother	Waldorf	West
brother	teacher	Annapolis
sister	examination	time
<del>mother</del>	experience	clock
birth	graduate	right
date	diploma	left
age	store	intersection
name	clerk	railroad
maiden	program	beware
print	typist	caution
ink	Navy	

End of the Year Report to Parents, Court,

School Administration

Reintroduced	Review	Mastered		Re-introduced	Review	Mastered
			<b>READING</b>			
			<b>I. Basic Reading Skills</b>			
			A. Recognizes own name in print			I. Copies written work accurately
			B. Identifies letters of alphabet			F. Writes address/phone number accurately
			C. Matches capital/small letter			C. Uses capital/small letters correctly
			D. Recognizes the printed word has meaning			E. Uses period, question, marks correctly
			E. Arrange events in sequences in retelling a story			I. Can fill out an application form for a job
			F. Uses context clues to determine meaning			J. Can fill out an application form for credit cards, etc.
			G. Draws logical conclusions			K. Can write out a check
			H. Finds main idea			L. Can fill out a check
			I. Reads for definite purpose—recreation/to answer question			M. Can fill out a Social Security form
			J. Follows written directions			N. Can fill out a Voter Registration form
			K. Know sounds of initial consonant blends			O. Can write a letter (business)
			L. Knows the sound of long and short vowels			P. Can write and print legibly
			M. Can find rhyme patterns in given words			Q. Can write a person's letter
			N. Can attack one-syllable words			R. Can draw a map for simple directions
			O. Can recognize basic Dolch vocabulary words			S. Can record catalogue numbers for inventory
			P. Can identify logical sequence of events			T. Can record expenses for budget planning
						U. Can write a letter asking for information
						V. Can write the words for numbers for checks
			<b>II Survival Reading</b>			<b>III. Verbal Expression</b>
			A. Can comprehend oral instruction			A. Speaks in clear, natural voice
			B. Can put a given group of words in alphabetical order			B. Follows directions to accomplish task
			C. Can file name in order according to last name			C. Makes auditory discrimination loud-soft/high-low/etc.
			D. Can locate a given word in the dictionary			D. Expresses thoughts/feelings with growing accuracy/confidence
			E. Can locate a definition in the dictionary			E. Relates ideas in sequences
			F. Can recognize occupational words			F. Talks with others individually and in groups
			G. Can read given labels			G. Takes turns in conversation and discussion
			H. Can read a menu			H. Can recite name, address, and telephone number
			I. Can read and understand road signs			I. Can relay a message orally
			J. Can find a specific job in the classified ad			J. Can communicate with peer and adults
			K. Can read and understand a table of contents			K. Can conduct himself properly at an interview
			L. Can find the headlines in a newspaper			L. Can ask for directions
			M. Can read a bill			M. Can give directions
			N. Can sort mail according to zip code			N. Can teach another how to do a given task
			O. Can read directions for cooking—Recipes-box directions			O. Can operate a telephone for local dialing
						P. Knows his own telephone number (area code)
						Q. Knows what long distance calling means
						R. Knows what an operator assisted call means
						S. Knows what direct dialing means
						T. Knows important numbers/how to locate
						U. Knows the difference between yellow and white pages
						V. Knows how to dial information
						W. Knows how to dial long distance information
						X. Can locate a given name in directory
						Y. Can locate a particular street in the directory
						Z. Can take/give a message over the phone
			<b>LANGUAGE ARTS AND ENGLISH</b>			
			<b>I Spelling</b>			
			A. Spells own first name and last name correctly			
			B. Spells 7 and 3 letter words			
			C. Spells consonant sounds/vowel sounds correctly			
			D. Uses Dictionary as aid in spelling			
			<b>II Written Language</b>			
			A. Prints/writes letter of alphabet by copying models			
			B. Prints/writes letters of alphabet correctly by memory			
			C. Prints/writes name legibly			
			D. Copy words neatly from near/far positions			

**MATHEMATICS**

**I Readiness Skills**

- A. Matches 1:1
- B. Matches shapes
- C. Vocabulary of space/position
- D. Writes/counts orally 0-10
- E. Matches equivalent sets to 5
- F. Ordinals - 1st-5th
- G. Solves oral problems using 1 more/1 less
- H. Recognizes and reproduces
- I. Divides shapes/sets in 1/2
- J. Identifies penny/nickel/dime
- K. Knows ideas of big-little-near-far/tall-short/etc.

**II Numeration**

- A. Writes/counts orally 0-100
- B. Writes 0-1000
- C. Knows odd/even
- D. Knows place value 0-50/0-100/etc.

**III Addition**

- A. Knows facts 1-10
- B. Understands concept of "and, plus, etc."
- C. Do simple addition facts
- D. Add with no carrying
- E. Carry from 1-10
- F. Carry from 10's - 100's
- G. Carry from all places
- H. Add columns with single nos/2/3 digits
- I. Use hand calculator correctly
- J. Do practical problems using addition

**IV Subtraction**

- A. Subtracts with no regrouping
- B. Subtracts with regrouping-from 10's to 1's
- C. Understands concept of subtract/minus/take away
- D. Do simple subtraction facts
- E. Checks problems with addition
- F. Understands 0 as a place holder
- G. Do practical problems using sub.

**V Multiplication**

- A. Understands concept of time/multiply by/ find product of
- B. Knows times tables 2,3,4,5,6,7,8,9,10,11,12
- C. Multiply one digit with no regrouping
- D. Multiply two, three digit by 1 digit
- E. Multiply with zero
- F. Multiply with regrouping
- G. Multiply by 2,3, digits
- H. Use multiplication chart if needed
- I. Do practical problems using multi.

Re-introduce  
 Review  
 Mastered

**VI Division**

- A. Understands concept of divide into
- B. Do simple division facts
- C. Divide 1 digit nos. into 1,2,3, digit nos. without a remainder/with a remainder
- D. Divide 2 digit nos. into 2,3 digit nos. without a remainder with a remainder
- E. Do practical problems using division

**VII Fractions**

- A. Knows that whole can be divided into fractions
- B. Knows how many 1/2 in a whole 1/3, 1/4
- C. Can write a simple fraction when dictated

**VIII Value of Money**

- A. Identify coins 1c/5c/10c/25c/50c
- B. Compare value 1c/5c/10c/25c/50c
- C. Compare coins/currency
- D. Knows symbols \$/c
- E. Can make change \$1/\$5/\$10/\$20
- F. Adds/subtracts money problems

**IX Concept of Time**

- A. Knows terms such as morning/noon/afternoon
- B. Recognizes that clock is used to tell time
- C. Knows seasons of year
- D. Know how many days in week/hours in day/min. in hours/sec. in min.
- E. Knows how many months in the year.
- F. Can read/write days of week in order
- G. Can read/write month of year in order
- H. Can tell time to hour/1/2 hour/1/4 hour 5 minute/minute
- I. Can spell words used in measuring time

**X Concept of weights/measures**

- A. Can spell words used measuring distance
- B. Knows how many inches-foot/yard/feet in yard
- C. Can measure a given line segment accurately
- D. Can use ruler to find yard/feet/inch/1/2"/1/4"
- E. Knows abbreviations for inch/foot/yard/"'
- F. Can spell word used to measure liquid
- G. Knows concept of cup/pint/quart/gallon/can convert
- H. Knows abbreviations of list most frequent
- I. Can spell words used to measure weight
- J. Knows how many ounces in a pound
- K. Can weigh given object accurately
- L. Knows own weight and height
- M. Can estimate weight and height of others

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**XI Practice Arithmetic for Work**

- A. Can compute work hours in a
- B. Can compute work hours in a
- C. Can figure gross salary for week
- D. Knows why time card is used
- E. Knows difference between gr pay

**XII Consumer Math**

- A. Can find price of an item list
- B. Can total prices of items c
- C. Can multiply the amount of by given number
- D. Understands why a sales tax is needed
- E. Knows sales tax in Va. is 1%
- F. Can compute sales tax using chart
- G. Can compute sales tax math cally

**XIII Figuring Mileage**

- A. Can do simple division
- B. Can figure miles traveled start to finish
- C. Can figure miles per gallon
- D. Can estimate distance on from a scale
- E. Can estimate how much gas be needed for a trip

**XIV Occupational Math**

- A. Knows that Federal Income for the country
- B. Knows that State Income Tax for the state of Virginia
- C. Knows that Social Security returned at retirement
- D. Knows the net salary is as take home pay
- E. Can find net salary when deductions are listed

**XV Money and Banking**

- A. Knows importance of saving spending money wisely
- B. Understands and can operate checking/savings account/cr buying
- C. Understand the importance of getting/paying bills
- D. Understands importance of self sufficient



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### SOCIAL STUDIES

#### I. Citizenship

- A. Can label vital areas on a U.S. map
- B. Know what a law is and why it is made
- C. Can name the current President
- D. Can name the current Vice-President
- E. Can name the current Governor of Virginia
- F. Knows the purpose of the Supreme Court
- G. Can name the three branches of the Government
- H. Knows the State Capital
- I. Understands voting privileges
- J. Knows how old you must be to vote
- K. Knows where to register
- L. Knows where tax money goes (breakdown of dollar)
- M. Understands civic responsibility
- N. Knows how to use community resources (library, police)
- O. Understands Labor Unions
- P. Knows the two major political parties
- Q. Knows the meaning of "social agencies":
  - a. Welfare
  - b. employment service
  - c. health department
  - d. church
  - e. social security

#### VOCATIONAL SKILLS

##### I. Job attitudes (In-Classroom)

- A. Can follow rules and regulations
- B. Knows why people work
- C. Knows that a boss is in charge
- D. Can get along with others
- E. Can work without supervision
- F. Can complete an assignment in a given time
- G. Can follow directions without repeating
- H. has a good attendance record
- I. Is usually on time
- J. Can take care of equipment
- K. Can be given responsibility
- L. Understands criteria for working/job placement
- M. Understands resources available to job hunters

Re-introduce  
Review  
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### SOCIAL INDEPENDENCE/ATTITUDE/BEHAVIOR

#### I. Social Adjustment

- A. Can work in groups
- B. Knows proper etiquette in different social situations
- C. Can obtain and keep a job
- D. Has a good self-concept
- E. Knows his strengths and weaknesses
- F. Can get along with others
- G. Can attempt to understand other's view
- H. Can dress properly for different social occasions
- I. Can make decisions
- J. Can solve problems
- K. Can take responsibility for his own actions
- L. Can accept both praise and criticism
- M. Has good manners
- N. Can develop relationships with others

#### II. The Role of the Family

- A. Understands the responsibilities of marriage
- B. Knows what it means to raise children
- C. Understands the role of parents
- D. Understands the meaning of divorce
- E. Knows the meaning of supporting a family
- F. Knows to go about buying an automobile
- G. Knows the difference between buying and renting a home
- H. Understands what a lease entails
- I. Understands what a mortgage entails
- J. Knows what an in-law is
- K. Knows where to look to buy or rent a home
- L. Knows what services come from outside into the house:
  - 1. water
  - 2. electric
  - 3. gas
  - 4. telephone
- M. Realizes the penalty for not paying these bills
- N. Knows how to locate service for household problems:
  - 1. leaky faucet
  - 2. no lights
  - 3. no dial tone on the telephone
  - 4. smell of a gas leak
- O. Demonstrates basic rules of home safety
- P. Can make minor household repairs
- Q. Can keep a house and yard clean
- R. Knows basic cooking skills

#### III Travel and Transportation

- A. Can read and follow a bus, train, or plane schedule
- B. Can use transportation (public)
- C. Can buy a ticket

Closing Comments On.....

Useful Teaching Strategies for Project Edison Instructors

1. Use the Curriculum Checklists learning objectives as the focus for students to maintain a pattern of continuous progress and to avoid fragmentation.
2. Apprise parents and students in advance of objectives and specify concepts and skills to be learned - this is especially important as you get into the higher level objectives.
3. Hold students to objectives as deemed fitting but use adapted or simplified materials and multi-level strategies and activities to meet the objective.
4. Establish clear and concise grading criteria using letter grades based on county numerical equivalents.
5. Familiarize oneself with the background, personality, capabilities, and interests of each student.
6. Establish a pattern of showing personal and friendly interest in the work and activities of the students.
7. Start the course slowly in order to avoid covering too much too quickly. It is important that students succeed in what they are expected to do if they are to be motivated to do more.
8. Use variety of teaching techniques and materials so that students will be motivated to make inquiries and find their own solutions. Encourage them to observe, guess, think, experiment and discuss their ideas rather than to memorize lists of terms. Vary formats of reports required of students to include written, oral, multi-media, depending on the student's strengths and weaknesses.
9. Incorporate instructional material that is functional and important to students, their problems and their world. Games, puzzles, and other high involvement activities can add excitement and interest.
10. Allow students to do assignments more than once before assigning a grade, but hold firmly to deadlines even if such deadlines are not the same for all students.
11. Teach or review test taking skills. Do not assume student's poor performance on a test is a reflection of lack of knowledge.
12. Assign grades based on student work habits, class participation, and extra assignments as well as on formal tests. Do not use grades as a punitive measure, but as a measure of work accomplished.
13. Provide immediate feedback to students on any task he/she accomplishes.
14. Use staff resources available, i.e., other teachers and specialists to assist in designing IEP and Checklists.
15. Ask administrators to visit your classroom. The presence of administrators seems to push students to succeed.
16. Meet with parents to encourage support for student progress at home and to discuss instructional and behavioral management needs of the student.

### Program Evaluation

At the end of the school year, and more frequently on a lesser scale, the Edison Project Personnel must ascertain whether there has been student growth or progress in the curricular areas and behavioral models identified. There is also a need to determine whether pertinent personnel in the school observed changes in the student(s) served and/or changes in the classroom environment. Pertinent personnel might include the court probation officers, other teachers, teachers (other than project teachers) who have experienced a student or students from the project in their classes, principals, and parents. Most important, the students themselves.

This is bound to be subjective for lack of a control group. If the student has remained with the program for the entire school year, he/she has progressed since the assumption upon entering the program is that these are hopeless cases who have nowhere to go but down. The pick a control group of, for example, eight of my sixteen students, would be like offered sacrificial lambs. They have already proven they are capable of failing in the regular program. Another consideration is that I'd be hard-pressed to get permission to re-enter these students in the regular program and find it virtually impossible to acquire teachers to fulfill the role of recordkeeper for such a student. Therefore, evaluation, for the time being, will be based solely on project students.

Upon entrance to the program the student comes equipped with a battery of test scores (outlined p. 35 and also under General Screening and Placement Procedures in the Appendix B), cumulative records, court records, past teacher behavior anecdotes. At this level, the project staff need to identify the student's current

level of functioning in order to later assess whether or not the student change occurred during the year. Testing provides a developmental or grade level of achievement functioning in each area of study that a student is to receive instruction. There is a chance that existing tests (WRAT, Metropolitan, State Competency) may be inappropriate to assess the student's level of emotional development and academic functioning. Moreover, the level of the test which was administered prior to entrance may have been appropriate at that time, but the student may have advanced so far that the pre-test grade level limits the skills the student can exhibit. Since the student has, in most cases mastered some higher level skills, but not all, the post-achievement test should be separated into subtests and thus administered individually. The reader may have some concern over the fact that the norm populations may differ for different levels of a test. The assumption is made here that the errors made in using grade level score equivalents from different grade levels of the tests would be smaller than errors made in using a grade level of the test which is inappropriate to the student's skills. This is especially true since the tests have been analyzed by measurement professionals as being appropriate for pre-post testing of academic functioning. One of the criteria would be that large representative norm populations are needed for these tests. In essence, the assumption is made that the student is changing from an element of the lower grade level population to one in the higher grade level. This is a tenuous assumption due to the fact that educationally handicapped students are rarely represented in any of these populations, but is the best that can be made until more instruments are developed/normed. It is my hope that Edison Project Staff can devise pre-post tests of its

own to match the checklist objectives.

After completion of the post-tests the staff completes the file on each student and begin to generate report card type information. The history of the student over the year includes test scores and learning objective End of Year Report to Parents, Court and School Administration. It also includes where the student was working (environment) and with whom (instructor). Personnel and student files are cumulated and year-end reports generated. Data across students are summarized by school, class, age, mean achievement by grade level, discipline referrals, absentism and tardiness records, and part time work experience. I had no student return to the court for any violation, but this data would also be entered should it occur.

There are no results as of yet since the program is still in its infancy stage and the disorganization of this past year was beyond reproach. It is admirable to note that all sixteen students indicated they would be returning in the Fall provided the project staff remains intact (two of us were away on leave at the end of the year) and I recruited more goodlooking girls.

Conclusion

It is now the start of another school year - Fall '79! Fourteen of the original sixteen students have returned for the semester. One student was placed in a foster home outside of the county and has enrolled in school there with the permission and blessings of the court. The second student is being held in a youth detention home awaiting trial for theft and vandalism. In every program there are glowing success stories and, in this case, heartbreaking failures. In my research I found it interesting to note that many projects which incorporate the goal of delinquency prevention and reduction often fail to use for evaluation purposes the very data which justifies their existence. Wallace (1969) reported a three-year project which provided intensive counselling in school and compared them with a control group. Reckless and Dinitz (1972) evaluated an experimental prevention program conducted in the seventh grade of inner-city junior high schools. In both reports, even though students and staff had favorable opinions, neither project had any effect - intensive counseling and special classroom attention did not reduce delinquency.

Although one school year is insufficient to evaluate the success of the program, school administration officials have deemed it worthy of continuation. Summer is a crucial time for my students and I can feel real satisfaction in knowing that only one of my students has returned to crime.

With county funding for an additional teacher, the program limit has increased to twenty-five students. This also affords me the needed time to pursue employment for the students and follow-up their progress. The addition of a work component was noted by students, parents, teachers, and administrators in surveys. It was felt that the student needed to feel a part of his community as well as his school. Also, a majority of my students are eligible for CETA job placement, as yet, an untapped source.

The work-study component would generally take the form of providing a half-day in school and a half-day of supervised work experience. Using the work experience as an experimental variable is being considered as a tool for evaluation. Yet currently I am experiencing difficulty in delivering work to students who are under the age of sixteen. Since Edison High School has quite a diverse vocational wing, perhaps placing the ninth and tenth grade students in a three period block in bricklaying, electronics, radion/T.V., heating/air-conditioning, machine shop, carpentry, printing, food service, child care, or custodial trades, would be a prerequisite for job placement in the eleventh and twelfth grades. A number of after-school jobs can be located with the aid of other county agencies such as Parks and Recreation and Vocational Rehabilitation. Eventually, a fulltime staff member will be assigned as counselor and job coordinator for

program students, but currently the budget will not allow such an extravagance.

Fairfax County is divided into four geographical areas. The Edison Project operates out of Area I, with a capacity for twenty-five students and a waiting list of thirteen. Transportation is a monumental task since some of my students are travelling from Area IV using three shuttle busses and arriving at school forty-five minutes to an hour late. Also, follow-up by staff members is time-consuming, gas-consuming (budget does not include mileage), and oftentimes negligible. Efforts have gotten underway to set up a program in Area III, using the Edison Project as a guide. Diverse areas in the county encounter diverse problems. It is for this reason that revision in the curriculum will be made to insure that Area III students can be served effectively. A consultant from the Edison staff will take a leave to assist in the initial process. Some of the current students at Edison will be considered for placement in Area III when the program begins. This will alleviate a multitude of problems for Edison staff and provide additional space for Areas I and II students on the waiting list.

It is now the second week of school. The neatly groomed youth sitting in a classroom corner is reading a book. He is a program "rookie" having come to Edison after being in court four times for armed robbery, at the age of fifteen. He is now sixteen. The girl next to him is writing in her



journal. She was a runaway and had spent the last two of her fourteen years in detention centers. Up front is Peter. I am very fond of Peter. Last fall he slit two of my tires. He replaced them with snow tires during the Great Snowfall in February. He was first arrested in 1975, when he was twelve, for possession of a rifle. Now he carries a pencil in his ear.

Up until last year, myself and other educational and correctional personnel would have considered these youths unteachable and incorrigible in the regular schools. At the time of their arrival at Edison H.S. there were reading at an average of five grade levels below the norm. Within the first year, ten of the original students had raised their level at least two grades. Only one student has returned to criminal activity. Lest I build on false hope, one year and sixteen students do not a success story make. These are just a sampling of youths who have made significant progress in the first year of an unorthodox alternative educational plan. The program will have successes and failures. We will learn from both.

APPENDIX A

APPENDIX A

Bibliography

[Faint, mostly illegible text of a bibliography list, including names and titles.]

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APPENDIX B

General Education Screening, Eligibility, Placement and Dismissal Procedures for Special Education Programs



determine the needs of students experiencing difficulty. The committee recommends ways students' special needs may be met within the local school and also screens students for appropriate referrals. If the local screening committee feels that the student may be in need of special education services, it obtains the required evaluations and refers the student to the appropriate eligibility and dismissal committee. The local screening committee is composed of the principal, or designee, psychologist and resource teacher and may include other professional staff, as appropriate.\* When there is a reason to believe that a student is in need of special education services, the principal requests permission from the parent to evaluate the student. All students referred for evaluations (with the exception of speech and language referrals) must receive a full psychological, educational, socio-cultural evaluation and medical examination. Upon completion of the evaluations, the local screening committee reconvenes and completes the local screening committee review form, which lists the committee's recommendations and completes sections of the Staff Planning Document, which is a grouping of materials that will form the basis of the student's individualized education program (IEP), if he or she is found eligible for special education services. On the basis of the new data collected, the committee refers the student to an area (high incidence) central (low incidence) or speech and language eligibility and dismissal committee.

The local screening committee must comply with very specific timelines. The committee is allowed ten working days to determine whether a student should be evaluated for possible special education placement, and if so, twenty working days to initiate the evaluations. Thirty working days are allowable between initiation of the evaluations and determination of eligibility.

### Eligibility

The school psychologist transmits the eligibility packet of any student (with the exception of speech) referred for possible special education services to an appropriate placement specialist for scheduling of the case at the next available eligibility<sup>+</sup> committee meeting. One placement specialist is assigned to each of the area offices and schedules high incidence (hearing--itinerant, mildly retarded, learning disabled, preschool--non categorical) eligibility presentations. A central placement specialist schedules all low incidence eligibility presentations (emotionally disturbed, physically handicapped, moderately retarded, multiple handicapped, autistic, vision impaired, hearing-- self-contained

\*Speech and language referral; have a separate local screening committee.

and pre-school home resource). Speech and language cases are scheduled by the appropriate speech and language clinician who acts as the case manager.

Eligibility and dismissal committees are composed of the staff members who completed the evaluations plus additional special education and pupil services staff. The committees must come to a majority decision. A summary statement of the essential findings, as well as the recommendations of the committee is signed by all members present. The committee also completes sections of the Staff Planning Document. If the eligibility committee feels that the student would be most appropriately served in a non-public day or residential school program, it refers the case to the contract services committee. This committee has the responsibility of determining whether students should be admitted to a non-public school program and, if so, the specific schools which will meet their educational needs. The contract services committee is chaired by the central placement specialist and includes other professional special education and pupil services staff.

#### IEP Placement/Annual Review

Within thirty calendar days of the determination of eligibility, an IEP/placement meeting must be arranged between the parent and the people responsible for delivering the student's educational services. At a minimum, this includes the parents, the student's teacher and a representative of the school division qualified to provide or supervise special education services. For a handicapped student evaluated for the first time, a member of the evaluation team participates in the meeting—or the representative of the school division, the teacher or another professional staff member must be knowledgeable about the evaluation procedures used with the student and be familiar with the results of the evaluation.

The purpose of the IEP/placement meeting is to develop an individualized education program (IEP) based on information gathered by local screening and eligibility committees (the Staff Planning Document) and to receive parental permission for placement. It is the responsibility of the principal/program manager, or contract services specialist (non-public school placements) to schedule and conduct IEP team meetings.

Steps must be taken to assure that parents are present at the IEP team meeting, or are afforded the opportunity to participate including notifying parents early enough to ensure that they have an opportunity to attend, and

scheduling the meeting at a mutually agreed on time. An IEP team meeting may be conducted over the telephone or without a parent in attendance if the parent is unable/unwilling to attend. In this case, the school must have a record of attempts to arrange a meeting. An IEP must be in effect before special education and additional services are provided to the student.

Each school must initiate and conduct meetings periodically to review each students' IEP at staff or parent request and, when appropriate, revise its provisions. A meeting must be held for this purpose-at least one a year, and is designated as an annual review. The IEP team may decide to review and revise the IEP with no recommended change in program placement or services, revise the IEP by recommending deletion or addition of services, or recommend dismissal of the student from the special education program.

#### Triennial Reevaluation

The triennial reevaluation provides the mechanism to systematically follow-up and reassess students placed in special education programs. Students must be reevaluated on the psychological, educational, and medical components and receive an updated sociocultural reevaluation. The triennial reevaluation occurs prior to the third annual review IEP meeting or three years following the date of the psychological component used in the initial evaluation, whichever comes first. No evaluations used as part of the triennial reevaluation may have occurred more than a year prior to the reevaluation.

It is the responsibility of the area coordinator of special education or the program manager of a special center to notify the area coordinator of pupil services of the area in which the student is attending school, of the need for a complete reevaluation on any student. Written parental permission for a reevaluation must be obtained. Upon completion of all evaluations, the local screening committee reviews the results and recommends either continued placement, dismissal or a change in program placement to the appropriate eligibility committee.

#### Appeals

An administrative review is a voluntary procedure developed to mediate disagreements prior to initiation of the formal appeal. Administrative review committees are established at both the area and central levels to mediate in those instances where an appeal request has been received from a parent or staff member. Issues that may be appealed include a student's evaluation, eligibility, placement/dismissal and/or IEP. The central administrative review committee

also mediates <sup>lack</sup> each of staff consensus regarding the eligibility, placement/dismissal of a child from a non-public day or residential school program. The area administrative review committee is composed of the area superintendent, or designee, school psychologist and special education specialist. The central administrative review committee is composed of the coordinator of placement and contract services, school psychologist and other professional staff, as appropriate. Members of the review committees may not have had direct involvement in the case being heard.

→ The parent or staff member initiating an administrative review notify the area superintendent (high incidence programs) or central placement specialist (low incidence programs) in writing of the intent to initiate a review. If differences are not resolved through the administrative review process, the parent or staff members may request an impartial due process hearing.\*

Requests for an impartial due process hearing are directed in writing to the area superintendent or central placement specialist. An impartial due process hearing is conducted by an independent hearing officer selected through use of the table of random numbers from a list maintained by the state education agency. The local school board must assure that no later than forty-five calendar days after the receipt of a request for a hearing, a final decision is reached and a copy of the decision is mailed to each of the parties, unless the hearing officer has granted specific extensions of time. If disagreements are still not resolved, either party may appeal to the State Superintendent of Public Instruction for a State Education Agency review.

#### Student Audit Trail

A student audit trail is completed for each student referred to the local screening committee and follows the student through dismissal from special education. The audit trail is appended to the student's special services file located in the appropriate area office. Recorded on the audit trail are all procedures required by local, state and federal regulations, as well as the timeline allowed for completion of these procedures. Insertion of information on the audit trail during referral and local screening is the responsibility of the case manager; during eligibility, the placement specialist; during placement, the area office; and during appeals and dismissal, the placement specialist.

\*Since the administrative review is voluntary, a parent or staff member may request an impartial due process hearing from the start. An administrative review may not extend the forty five calendar day period allowable under the appeal process.

SECTION 104 OF P.L. 94-142

(The Rehabilitation Act of 1973)

SECTION 104

(The Education of All Handicapped Children Act of 1975)

Section 104 of the Rehabilitation Act of 1973 is designed to ensure the participation of the handicapped in the regular educational program of the Federal Government. It states that no qualified individual shall be denied the benefits of the regular educational program of the Federal Government on the basis of handicap. The purpose of this section is to ensure that all handicapped children are given the opportunity to receive a free appropriate public education. This section applies to all Federal Government employees and contractors who are providing services to the public.

APPENDIX C

The Rehabilitation Act of 1973 (P. L. 94-142)

The Rehabilitation Act of 1973 (P. L. 94-142) is a landmark piece of legislation that prohibits discrimination against individuals with disabilities in all areas of Federal Government activity. The Act is designed to ensure that all individuals with disabilities have the same opportunities as those without disabilities to receive services from the Federal Government. The Act applies to all Federal Government employees and contractors who are providing services to the public. The Act is divided into several titles, each of which addresses a different area of Federal Government activity. Title I of the Act addresses the area of employment, and Title II addresses the area of public services. Title III addresses the area of telecommunications, and Title IV addresses the area of the Federal Government's financial policies and procedures. Title V addresses the area of the Federal Government's physical facilities.

Section 104 of the Rehabilitation Act of 1973 is designed to ensure the participation of the handicapped in the regular educational program of the Federal Government. It states that no qualified individual shall be denied the benefits of the regular educational program of the Federal Government on the basis of handicap. The purpose of this section is to ensure that all handicapped children are given the opportunity to receive a free appropriate public education. This section applies to all Federal Government employees and contractors who are providing services to the public.

## An Overview of

SECTION 504 of P.L. 93-112  
(The Rehabilitation Act of 1973)

AND P.L. 94-142  
(The Education of All Handicapped Children Act of 1975)

Section 504 of the Rehabilitation Act of 1973 is designed to eliminate discrimination on the basis of handicap in any program or activity receiving federal financial assistance. It states that no qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination in any federally assisted program or activity. P.L. 94-142, The Education for All Handicapped Children Act, is a comprehensive law dealing with pre-school, elementary, and secondary education of handicapped children. Both laws require states to provide a free appropriate public education for handicapped children. Dates of compliance required by P.L. 94-142 are September 1978 for children aged 6-17 and September 1980 for children aged 3-5 and 18-21. Virginia state legislation already mandates service to handicapped children aged 2-21.

The key to assuring that education is appropriate rests on developing an individual education program (IEP) for each child. P.L. 94-142 requires the IEP to be developed by a committee comprised of a representative from the local education agency, other than the child's teacher, who is qualified to provide or supervise the child's program; the child's teacher or teachers who are responsible for implementing the IEP; and one, or both, of the child's parents. The group gets together and, after reviewing background information on the child, selects annual goals and short-term objectives that the child should achieve. The group also stipulates specific educational services to be provided, the extent to which the child will be able to participate in the regular education program, and suggests appropriate evaluation procedures. The IEP is designed to serve as a guide and is not considered a legally binding document. Periodically, the child's progress is to be assessed and changes made in the IEP. This must occur at least once a year. Since states are required to locate and serve all handicapped children, the first service priority is those children not receiving any education. The second priority is service to the most severely handicapped currently receiving an inadequate education. Once again, the IEP plays an important role in distinguishing those children receiving all the services they should from those who are not.

FCPS will utilize two systems to facilitate the implementation of IEPs. The first is to computerize all IEPs--this will aid in the development of consistent educational programs, in recordkeeping and reporting, and in evaluation of the IEP system. The other system, which will occur early in the implementation of IEPs, is a piloting of the IEP process at five locations within the county. Actual countywide implementation will begin as soon as results are received from the pilot sites.

Both Section 504 and P.L. 94-142 give handicapped children and their parents certain "rights." These include examination of records, independent educational evaluations, appointment of surrogate parents--if necessary, and written prior notice regarding change or refusal to change the identification, evaluation or educational placement of a child. Notice must be given in the native language of the family. Parents are given the opportunity to present complaints relating to identification, evaluation, or placement of their child in a program. When a complaint is received, parents have the opportunity for an impartial due process hearing. All testing of children must be nondiscriminatory.

The issues of employment practices and program accessibility are addressed in both laws. Section 504 has required that all non-structural building changes be made by August 1, 1977, and all structural changes be made by June 3, 1980. Compliance may be adhered to by alteration of existing facilities, redesign of equipment, reassignment of classes or assignment of aides. Priority is given to educating handicapped children in the most integrated setting appropriate to that child's needs. P.L. 94-142 authorizes grants be made to local and state agencies for the removal of architectural barriers.

FCPS has responded to the publication of regulations for Section 504 through a recommendation to the School Board to adopt revisions in Policy 1215 and the establishment of Regulation 1218. These items are set for action at the Board meeting of September 15, 1977.

Basically, Policy 1215, originally developed to meet the requirements of Title IX, has been broadened to cover handicapped persons. Policy 1215 establishes the inclusion of the handicapped under the provisions of our policy of non-discrimination. Regulation 1218 communicates to all program managers the basic provisions of Section 504 and advises them that all provisions of Policy 1215 apply to handicapped persons.

PARADES COUNTY PUBLIC SCHOOLS  
ADMINISTRATIVE AREA 11--SPECIAL EDUCATION

APPENDIX D

Standard Forms



FAIRFAX COUNTY PUBLIC SCHOOLS  
ADMINISTRATIVE AREA II--SPECIAL EDUCATION

Complete and send to Area II Office on the last day of the month.

DATE \_\_\_\_\_ SCHOOL \_\_\_\_\_  
MONTHLY ATTENDANCE CLASS \_\_\_\_\_  
REPORT FOR \_\_\_\_\_ TEACHER \_\_\_\_\_

NAME	DAYS PRESENT	DAYS ABSENT	REASON FOR ABSENCES

REMARKS: (change of address)

MILDLY MENTALLY RETARDED--END-OF-THE-YEAR RECOMMENDATIONS

SCHOOL _____ TEACHER _____ PARENT _____ PROGRAM _____	STUDENTS	Remain in same program	Move to Intermediate	Move to High school	Move to general education	Move to another special education program (specify)	Graduating	Move to another area in FCPS	Move to inactive (left FCPS)	COMMENTS

\*NOTE: Send original to Area Special Education Office. Circle appropriate area: I II III IV --- Teacher retains copy

FAIRFAX COUNTY PUBLIC SCHOOLS  
ADMINISTRATIVE AREA II  
Department of Special Education

ANNUAL REVIEW OF SPECIAL CLASS PLACEMENT

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

\_\_\_\_\_  
(Student's Name)

\_\_\_\_\_  
(School)

Dear Parents:

The special class placement of your son/daughter has been reviewed by the local screening committee, with the recommendation to continue in the present program:

\_\_\_\_\_ At Elementary Level  
\_\_\_\_\_ At Intermediate Level    \_\_\_\_\_ 7    \_\_\_\_\_ 8  
\_\_\_\_\_ At High School Level    \_\_\_\_\_ 9    \_\_\_\_\_ 10    \_\_\_\_\_ 11    \_\_\_\_\_ 12

Committee Members:

\_\_\_\_\_  
(Name and Position)

\_\_\_\_\_  
(Name and Position)

\_\_\_\_\_  
(Name and Position)

\_\_\_\_\_  
(Name and Position)

\_\_\_\_\_  
(Name and Position)

\_\_\_\_\_  
(Name and Position)

Should you have questions regarding this recommendation, please feel free to contact the Area II Special Education Office at 971-1810.



Referred by: \_\_\_\_\_

Case # \_\_\_\_\_

Phone Number: \_\_\_\_\_

Cycle # \_\_\_\_\_

VOCATIONAL ASSESSMENT CENTER

STUDENT REFERRAL FORM

Name \_\_\_\_\_ DOB \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

Sex \_\_\_\_\_ Height \_\_\_\_\_ Weight \_\_\_\_\_

Social Security # \_\_\_\_\_ Student ID # \_\_\_\_\_

Home Address \_\_\_\_\_

Parents or Guardian \_\_\_\_\_ Home Phone # \_\_\_\_\_

Mother's Occupation \_\_\_\_\_ Employer \_\_\_\_\_ Phone # \_\_\_\_\_

Father's Occupation \_\_\_\_\_ Employer \_\_\_\_\_ Phone # \_\_\_\_\_

Notify for Emergency \_\_\_\_\_ Phone # \_\_\_\_\_

PHYSICAL INFORMATION

Nature of Handicap \_\_\_\_\_

Physical Limitations \_\_\_\_\_

Medication \_\_\_\_\_

Date and Pertinent Results of Last Physical Examination \_\_\_\_\_

ACADEMIC INFORMATION

IQ Score \_\_\_\_\_ Test Given \_\_\_\_\_ Date \_\_\_\_\_

Reading Level \_\_\_\_\_ Test Given \_\_\_\_\_ Date \_\_\_\_\_

Math Level \_\_\_\_\_ Test Given \_\_\_\_\_ Date \_\_\_\_\_

VOCATIONAL INFORMATION  
(School Use Only)

Vocational Preparation and Date \_\_\_\_\_

Work Experience and Date(s) \_\_\_\_\_

FAIRFAX COUNTY PUBLIC SCHOOLS  
 COOPERATIVE WORK-STUDY PROGRAMS  
 MID-YEAR STUDENT PROGRESS REPORT

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Grade Level \_\_\_\_\_ Vocational Area(s) \_\_\_\_\_

	<u>POOR</u>	<u>FAIR</u>	<u>EXCELLENT</u>
Actuality--attending class on time	_____	_____	_____
Attitude in class	_____	_____	_____
Following instructions and directions	_____	_____	_____
Responsibility for school property	_____	_____	_____
Working up to his/her capabilities	_____	_____	_____
Completing assignments	_____	_____	_____
Reaction to constructive criticism	_____	_____	_____
Peer relationships	_____	_____	_____
Faculty-staff relationships	_____	_____	_____
Accuracy--performing within well-defined tolerances	_____	_____	_____
Decision-making ability--judgement	_____	_____	_____
Vocationally suitable appearance	_____	_____	_____
Initiative--performing tasks without being told	_____	_____	_____
Teamwork	_____	_____	_____
Punctuality--performing timed, scheduled activities; aware of time	_____	_____	_____
Safety habits	_____	_____	_____
Health habits	_____	_____	_____
Adaptability--flexibility	_____	_____	_____
Persistence --consistency of performance	_____	_____	_____

TEACHER COMMENTS:

If you wish to schedule a conference with your child's teacher, please contact \_\_\_\_\_, department chairman, at \_\_\_\_\_ at your earliest convenience.

Child's Name \_\_\_\_\_

## CHAIRPERSON'S IEP TEAM MEETING SUMMARY SHEET

T A S K	DATE ACCOMPLISHED
1. Appointment of team members--list members: _____ _____ _____	
2. Forwarding of worksheet to IEP Manager	
3. Initial parent contact to schedule team meeting	
4. Additional parent contacts	
5. Forwarding of IEP worksheet completed by IEP Manager, to Area /Central Office	
6. Receipt and distribution of computerized IEP copies	
7. IEP team meeting	
8. If revisions are made in the IEP: (a) Forwarding of IEP worksheet, completed at team meeting, to Area/Central office (b) Receipt and distribution of computerized IEP copies	
9. Mailing of IEP to parents	
10. Periodic review of short term objectives:	
11. Annual Review	

ADDITIONAL OBJECTIVES TO BE INCLUDED IN THE DATA BANK

Individual Suggesting Objective: \_\_\_\_\_

Program: \_\_\_\_\_

Date: \_\_\_\_\_ School: \_\_\_\_\_

1. Strand Code: \_\_\_\_\_

Strand Name: \_\_\_\_\_

\_\_\_\_\_

2. Descriptor Code: \_\_\_\_\_

Present Descriptor Name: \_\_\_\_\_

OR

Suggested Descriptor: \_\_\_\_\_

3. Objective to be changed: Code: \_\_\_\_\_

TO:

\_\_\_\_\_

\_\_\_\_\_

4. Objective to be deleted: Code: \_\_\_\_\_

5. Objective to be added: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

COMMENTS:

Please forward to: Sharon Walsh/Janis Paushter  
Belle Willard Administrative Center



IEP DUPLICATION REQUEST\*

IEP Manager: \_\_\_\_\_

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

School copies will be sent to: \_\_\_\_\_

Number of copies requested: \_\_\_\_\_

Child's ID Number : \_\_\_\_\_

Child's Name: \_\_\_\_\_

\*Attach to IEP

IEP DUPLICATION REQUEST

IEP Manager: \_\_\_\_\_

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

School copies will be sent to: \_\_\_\_\_

Number of copies requested: \_\_\_\_\_

Child's ID Number: \_\_\_\_\_

Child's Name: \_\_\_\_\_

\*Attach to IEP

IEP DUPLICATION REQUEST

IEP Manager: \_\_\_\_\_

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

School copies will be sent to: \_\_\_\_\_

Number of copies requested: \_\_\_\_\_

Child's ID Number: \_\_\_\_\_

Child's Name: \_\_\_\_\_

\*Attach to IEP

FAIRFAX COUNTY PUBLIC SCHOOLS  
Special Education Division

NOTIFICATION OF INDIVIDUAL EDUCATION PROGRAM (IEP) TEAM MEETING

RE: INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM MEETINGS

Dear

Fairfax County Public Schools is developing Individualized Education Programs (IEPs) for children receiving special education services. IEPs are required by Public Law 94-142, The Education of All Handicapped Children Act. The law specifies that an IEP be developed for every child in the country who is in a special education program. Further, the IEP must be developed by a team of people including the parent, the child's teacher and a representative of the school division. It is the intent of the law to formally involve parents in planning of their child's educational program. The IEP is a written statement of the services each child will receive during the year. It documents a child's progress by recording and evaluating several goals chosen from his/her overall educational program.

Issues to be discussed at each child's Individualized Education Program (IEP) team meeting will include the setting of two or three major goals for the child to achieve during the school year and ways to evaluate his/her progress. The type of physical education activities the child participates in and the amount of time he/she spends in the regular education program will also be addressed.

-----

Listed below are two possible dates for the Individualized Education Program (IEP) team meetings to be held in order to discuss your child's goals. Please select the date which would be most convenient for you to attend.

1. \_\_\_\_\_ OR 2. \_\_\_\_\_  
DATE DATE  
\_\_\_\_\_  
TIME TIME  
\_\_\_\_\_  
LOCATION LOCATION

I will be able to attend the team meeting on \_\_\_\_\_  
DATE

at \_\_\_\_\_  
TIME

\_\_\_\_\_  
PARENT'S SIGNATURE

If you cannot attend the team meeting on either of these dates, please complete one of the following:

I CANNOT attend either of the proposed team meetings but wish to take part in my child's Individualized Education Program (IEP) team meeting either by rescheduling the meeting or by offering comments and suggestions to my child's teacher in place of attending the meeting. I will contact \_\_\_\_\_ to make these arrangements.

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

O R

I DO NOT wish to attend my child's Individualized Education Program (IEP) team meeting and realize my child's program will be developed without my assistance.

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

Please return this form to:

Sincerely,

/lvs

FAIRFAX COUNTY PUBLIC SCHOOLS  
Special Education Division

NOTIFICATION OF CONFIRMATION OF IEP TEAM MEETING

RE: Confirmation of IEP Team Meeting

Dear

This is to confirm that the Individualized Education Program (IEP) team meeting for your child, \_\_\_\_\_, has been scheduled for \_\_\_\_\_ date

at \_\_\_\_\_ . The following people will attend:  
time

_____	_____
_____	_____
_____	_____

We are looking forward to meeting with you to develop an appropriate educational plan for your child.

Sincerely,

Chairperson

/lvs



FAIRFAX COUNTY PUBLIC SCHOOLS  
Special Education Division

INDIVIDUALIZED EDUCATION PROGRAM (IEP) AGREEMENT

Date \_\_\_\_\_

Child's Name \_\_\_\_\_

Parent's Name \_\_\_\_\_

Parents are requested to sign one of the three agreement options listed below:

- 1. I have reviewed the proposed Individualized Education Program (IEP) for my child \_\_\_\_\_, and agree with its contents as written.

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

- - - - -

- 2. I have reviewed the proposed Individualized Education Program (IEP) for my child \_\_\_\_\_, and agree with its contents as revised by the IEP team.

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

- - - - -

- 3. I have reviewed the proposed Individualized Education Program (IEP) for my child \_\_\_\_\_, and DO NOT agree with its contents or revisions by the IEP team.\*

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

- - - - -

\*Parents have the right to appeal the program plan developed by the IEP team.

As Chairperson of the Individualized Education Program (IEP) team meeting, I have reviewed the IEP developed at the team meeting and am in agreement with its contents.

\_\_\_\_\_  
Chairperson's Signature

FAIRFAX COUNTY PUBLIC SCHOOLS  
Special Education Division

FOLLOW-UP LETTER TO PARENTS ATTENDING THE INDIVIDUALIZED EDUCATION PROGRAM  
(IEP) TEAM MEETING

Individualized Education Program (IEP)

Individualized Education Program (IEP) team meeting which you attended \_\_\_\_\_, was scheduled so that you could take part in planning an appropriate educational program your child.

Enclosed is your copy of the Individualized Education Program (IEP) agreed upon for your child. In approximately one year, you will be contacted to review your child's progress and help in developing another IEP. We do hope that during this year you will continue to keep close contact with your child's teacher and attend open school nights and parent-teacher conferences.

Sincerely,

\_\_\_\_\_  
representative

SAMPLE