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Evaluation Report of Title I ESEA [Elementary and Secondary Education Act] Projects under P. L. [Public Law] 89-313 in the State of Vermont, 1966-1967.

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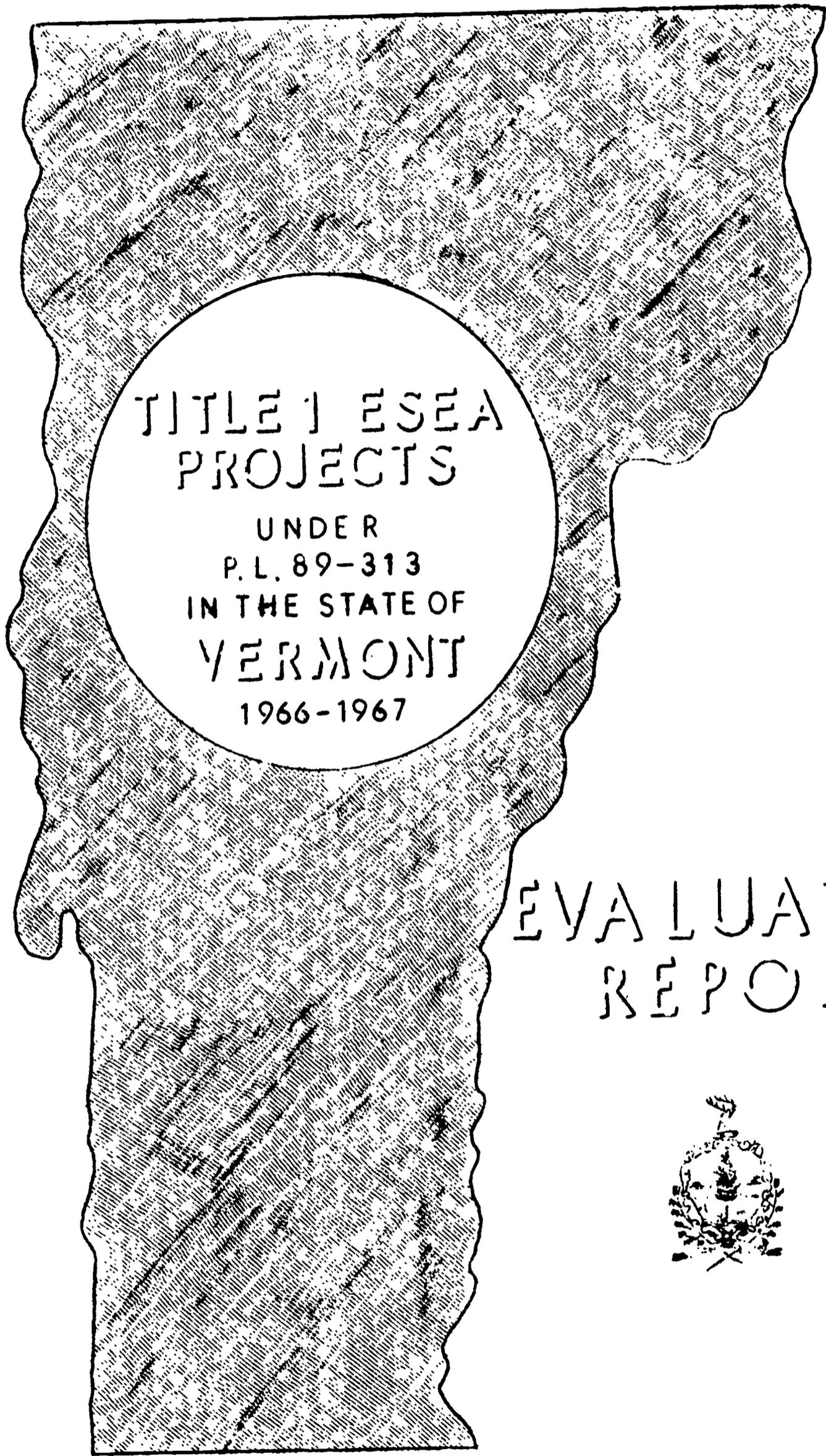
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Identifiers-ESEA Title I Project, Vermont

The role of Vermont state agencies in the development and coordination of eight projects funded under Title I of the Elementary and Secondary Education Act (ESEA) is discussed. The eight special schools participating are listed, as are four out of state schools attended by Vermont children under the same Title. Consideration is given the following agency functions: operations and services, information dissemination, program evaluation, problem areas including types of assistance most needed, and interrelationships with other ESEA titles and state and federal programs for the handicapped. Two evaluation reports are outlined, one of a project at the Vermont Association for Crippled Children for service extension and work toward refinement of diagnosis of multiply handicapped children and one of a project at the Brandon Training School for instructional extension and improvement for institutionalized mentally retarded children. A list of instruments for measuring the impact of project services on handicapped children is provided, as are the trainable mentally retarded performance profile record booklet and two newspaper articles about the project at Brandon School. (SN)

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TITLE I ESEA
PROJECTS
UNDER
P. L. 89-313
IN THE STATE OF
VERMONT
1966-1967

EVALUATION
REPORT



03986

EVALUATION REPORT
of
TITLE I ESEA PROJECTS
under
P. L. 89-313
In the State of Vermont
1966-1967

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Vermont State Department of Education
Montpelier, Vermont
November 1, 1967

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INTRODUCTION

During the Fiscal Year 1967 eight Title I projects for Children in Schools for Handicapped, Operated or Supported by State Agencies, were funded under P.L. 89-313. Listed below are the special schools which qualified for Title I participation together with the type of handicapped children or youth enrolled in each:

<u>Name and Address of School</u>	<u>Type of Handicap(s)</u>
Austine School for the Deaf Brattleboro, Vermont	Speech Impairment and/or Deafness
Brandon Training School Brandon, Vermont	Severely Mentally Retarded
Caverly Child Health Center Pittsford, Vermont	Physical Defects, Malnutrition, Etc.
Jospehine B. Baird Children's Ctr. Burlington, Vermont	Seriously Emotionally Disturbed
Vt. Association for the Crippled Rutland, Vermont	Multiply Handicapped
Vermont State Hospital Waterbury, Vermont	Highly Emotionally Disturbed or Mentally Retarded
Weeks School Vergennes, Vermont	Emotional Instability and/or Academic Retardation
State House of Correction Windsor, Vermont	Social Maladjustment and/or Emotional Instability

In addition to the above schools, handicapped children and youth from resident Vermont families are participating in Title I programs in the following out-of-state institutions, with support from SEA funds:

American School for the Deaf, West Hartford, Connecticut
Clarke School for the Deaf, Northampton, Massachusetts
Crotched Mountain School for the Deaf, Greenfield, New Hampshire
Perkins School for the Blind, Watertown, Massachusetts

SECTION 1
DESCRIPTIVE
SUMMARY

STATE EDUCATIONAL AGENCIES

OPERATIONS AND SERVICES:

A number of personal conferences were arranged at the State Agency between the Title I staff and directors of educational programs for the handicapped, to assist them in the development of their project proposals. The Special Education Consultant made on-site visits to each of the seven of our State-supported programs, giving assistance to their staffs in the evaluation of their activities and helping to improve the quality of their programs.

The Title I Coordinator also visited several of these special programs to review their projects and to offer suggestions and encouragement.

Directors of special schools for the handicapped, together with their teaching personnel, also attended the regional conferences sponsored by the State Educational Agency in their respective areas.

The State Commissioners of the Department of Mental Health and the Department of Corrections reviewed and approved each project proposal submitted by the agencies under their jurisdiction. The Director of the Division of Special Education of the State Department of Education also worked closely with those special agency schools which received some financial support from her Division. Other members of her staff also have provided consultative services, such as speech therapy and psychological testing, during project operation and evaluation.

DISSEMINATION:

State operated or supported programs for handicapped children have done an effective job in disseminating information about exemplary projects through local and State press releases. As an example, a feature story on the project at the Brandon Training School appeared in the July 27th issue of the Rutland

Herald together with a lead editorial on the same date. Copies of each are attached to this report under the section entitled "Supplementary Materials - Section II".

Three outside consultants were also involved in providing assistance to State agency operated or supported schools for handicapped children.

EVALUATION:

In November, 1966, the SEA added to its staff a Special Education Consultant with a directed assignment to work in close cooperation with directors of special agency programs. In addition, a part-time consultant with two years of prior experience in the U.S. Office of Education, Division of Compensatory Education, was employed for a two months period in the Spring of 1967 to assist in the development of the State evaluation instrument and also to give assistance to the State Agency operated or supported programs for handicapped children.

MAJOR PROBLEM AREAS:

Some common problems of major concern were encountered by all special agencies. They reported difficulty in planning, staffing and budgeting because of the delay by the Congress in finalizing Federal funding. No steps could be taken to solve these administrative problems since their resolution was purely a matter of Congressional action.

Recruitment of specialized personnel to work with children having hearing and speech handicaps, children who are crippled, children who have severe emotional problems or who are afflicted with serious mental deficiencies presented a most difficult problem. A wide search for out-of-state personnel, the offer of reasonable and competitive salaries and intensive in-service training programs all contributed to a fairly satisfactory alleviation of this situation.

At the Vermont State Hospital in Waterbury, where a successful summer camping experience was carried on, the problems arising from use of hospital staff personnel who are nursing-oriented have been resolved this year by adding to the staff an education specialist who is directing the education program.

At the Josephine B. Baird Children's Center in Burlington, the problem of finding suitable facilities for remedial instruction was resolved by a change in room location to one far removed from the usual distracting noises created by a hyper-active group of children.

Types of Assistance Most Needed by the SEA

The SEA staff is not aware of the need for assistance in either the area of reviewing proposals or operations and services as they relate to State Agency operated or supported programs for handicapped children.

In the area of in-service training for State Agency staff and in the techniques of evaluation of Title I programs for handicapped children, the use of consultants from the U.S. Office of Education for intensive workshop sessions would be most helpful.

INTER-RELATIONSHIP WITH OTHER TITLES OF ESEA AND OTHER STATE AND FEDERAL PROGRAMS FOR THE HANDICAPPED:

The Austine School for the Deaf in Brattleboro serves as a Distribution Center for Captioned Films, utilizing many of these films in its project.

The Vermont Association for the Crippled, an agency for the multi-handicapped at Rutland, extends diagnosis into areas of language and education.

At the Brandon Training School, foster grandparents under the A.O.A. Foster Grandparents Program attended an in-service training workshop conducted by Dr. John Cassell, Project Consultant for the School. Five foster grandparents accompanied their children to Title I program activities and on field trips.

At the Vermont State Hospital in Waterbury, a student from one of the State Colleges was employed as an aide during the summer, under the college work-study program.

**SUMMARIES OF EVALUATION REPORTS OF
EXEMPLARY PROJECTS:**

Vermont Association for the Crippled, Inc., Rutland

Project Title: Service Extension and Work Toward Refinement
of Diagnosis of Multiply Handicapped Children

- Objectives:**
- (1) To experiment in areas of diagnosis, physical development aides and use of new equipment.
 - (2) To provide staff in-service training through professional movies, lectures and demonstrations.
 - (3) To institute a Physical Development Program under the direction of the Physical Therapy Department.
 - (4) To fill in learning-experience gaps of handicapped and culturally deprived children through educational films and other audio-visual aids.

**Evaluative
Techniques:**

- (1) Opportunity for the staff to observe via the one-way window, techniques of diagnostic testing.
- (2) Close observation of each individual child to evaluate results of medication, therapy and participation in small group activities.
- (3) Results of pre- and post-testing in the physical development program and in remedial reading.
- (4) Factual reports on observations made.

**Program
Content:**

- (1) Health aide project to coordinate dispensing of prescribed medication to be given regularly, regardless of where the child is.
- (2) Staff conferences with the Reading Specialist of the State Department of Education and a Consultant on Psychological Testing.
- (3) Extensive use for instructional purposes of overhead projector, films, film strips, tapes and records.
- (4) Renovation and equipping of room for use in Typing - Tutoring - Testing.
- (5) Occupational Therapy aide to work with four children whose therapy consisted of crafts rather than a specific therapy approach.

Brandon Training School

Project Title: Instructional Extension and Improvement for Institutionalized Mentally Retarded Children

Objectives:

- (1) To improve performance of practical skills for academic and vocational readiness.
- (2) To improve communication abilities.
- (3) To improve social behavior.
- (4) To improve body usage.

Evaluative Techniques: TMR Performance Profile administered at onset and conclusion of the program. (This best served the project as it allowed the staff to "measure and assess the child at two points and to compare the child against himself in broad areas of concern to us.")

Daily anecdotal records were also kept on each child, a sample of which is contained in the Evaluation Report submitted earlier to the Division of Compensatory Education.

Program Content: Instructional extension consisting of: (1) activity programs to prepare pre-school and kindergarten-age mentally retarded children towards academic and training readiness; (2) programs to improve self-care skills.

Academic improvement of the instructional staff through in-service training and consultation, by employment of an education specialist.

Tenting Day Camp with activity stations of arts and crafts, music and dance, physical education and games. In conjunction with this activity, reading labs and speech stimulation labs were also provided.

Family style settings in the dormitories with teacher aides involved with eating, dressing, grooming, etc.

Community setting activities through field trips.

Summer Camping Program for primary and elementary retarded children.

The number of informal and objective devices which have been designed or adapted for use in measuring the impact of project services on handicapped children is somewhat limited. Following is a brief tabulation of the measuring instruments, use of which appeared to be quite reliable and effective:

Type of Handicap	Measuring Instrument or Device
1. Emotional instability or hyperactivity	1a Coordinated Scale of Attainment 1b Metropolitan Achievement Test
2. Hard of hearing and speech impairment	2a Group hearing aids 2b Anecdotal records and interviews
3. Multiply handicapped - speech, hearing, learning, motor, behavior or combination	3a Check lists for physical development and physical fitness activities 3b Perception tests 3c Kinesthesia and tactile perception tests 3d Children's Wechsler and Leiter International Tests 3e Durrell Reading Analysis
4. Trainable Mental Retardation	4a Metropolitan Readiness Test 4b Metropolitan Achievement Test (Primary I) 4c T.M.R. Performance Profile for the Severely and Moderately Retarded (and its various subtests) 4d Anecdotal reports 4e Check lists adapted for Title I participants: (1) Evaluation of Academic Potential (2) Speech (3) Reading (4) Physical Education (5) Art (6) Music

Samples of the above-mentioned instruments which are somewhat unusual in nature are attached herewith.



SECTION 11
SUPPLEMENTARY
MATERIALS

Rutland Daily Herald

FROM ARTICLE XVIII OF THE VERMONT BILL OF RIGHTS (Adopted July, 1777)
"That frequent recurrence to fundamental principles and a firm adherence to justice, moderation, temperance, industry and frugality are absolutely necessary to preserve the blessings of liberty and keep government free."

THURSDAY, JULY 27, 1967

Brandon Training

Past treatment by society of the mentally ill, as well as those unfortunate enough to be mentally retarded, has been a dark chapter in human relations. Until a comparatively few years ago the fate of each of these groups, although with dissimilar handicaps, was the same. It was to be confined, often for a lifetime, in some institution or mental hospital, with no planned treatment to cure or alleviate the illness or handicap suffered, with the only social aim being to remove them from the rest of society.

The changes that have come about in recent years in the treatment of both these groups is a heartwarming development in times that have too few cheerful advances to report. Modern drugs, and psychiatric treatment, now return 7 out of 10 of those sent to mental hospitals back to a useful life again, cured of their mental ills. What can be done with those who are not afflicted with mental illness, but from birth have suffered from mental retardation, is illustrated by the treatment and training given at the nearby Brandon Training School.

Aided by a \$30,000 grant, instruction is given in reading, speech, music, art and physical education to the slow-to-learn youngsters. The secret of such instruction seems to lie in individual instruction to very small classes, with the instruction geared to the learning pace of those instructed. Various visual aids and teaching machines are also used, with the speed of such machines also regulated to fit the speed of comprehension of those who are taught.

But the education of retarded children is not limited to what might be called classroom studies. Groups of the students are taken on outside trips to

various points of interest in the world outside the training school. This is important to accustom those who have always lived within the sheltered confines of the school to the world outside, and to be able to live in the society about them.

While one purpose of this educational program is just to enable the retarded to have an interest and understanding of things which formerly had been barred to them by reason of their handicaps, Brandon training has always had another aim as well. The intelligence of the children there may not be up to the norm of that required in many occupations, but many of them, with training, can become capable of handling many kinds of jobs, and pursuing a life of their own in a normal community. In fact many employers have found that the retarded make exceptionally good employees in positions for which they are suited.

The good that has been done for the retarded with the small sum of money that has been made available for the specialized training now going on in Brandon points out the way to more liberal expenditures in the field of improving the lot of the retarded.

Editorial as the result
of July 27th, Rutland
Herald's feature story.

Title I Means Progress at Brandon Training School

Disabled Children Get New
Skills and Have Fun at
Summer Project There.

"Goldfish, Goldfish," said the recorded voice as a picture of a goldfish slipped by on the visual machine.

A 10-year-old boy seated in front of the machine repeated the word as accurately as he could. It didn't sound much like "goldfish" — but it was an improvement over what the boy could do a month ago.

He is a mongoloid at Brandon Training School, and he's one of the students there taking part in the school's \$30,000 Title I program this summer.

That \$30,000 is money for special equipment, according to Miss Pat Daley of Rutland, a teacher at the school and director of the Title I project.

The machines and the individual attention we can give the students mean that we can do in a summer what might take a year in a classroom," she said.

There are two full-time teachers and 12 teacher aides in the academic side of the program. Two other sections of the program — an in-theory unit and camping at Silver Towers Camp in Northfield and Boy Scout camp — enroll 45 students.

The remaining 50 are in the music unit, which is run as closely as possible on a day-to-day basis. Most of the activity takes place in the sunshine, in small groups of four or five students rotating to 20-minute class sessions.

"We keep the classes short in order to keep their attention," she explained. "We keep them small so we can give them our attention."

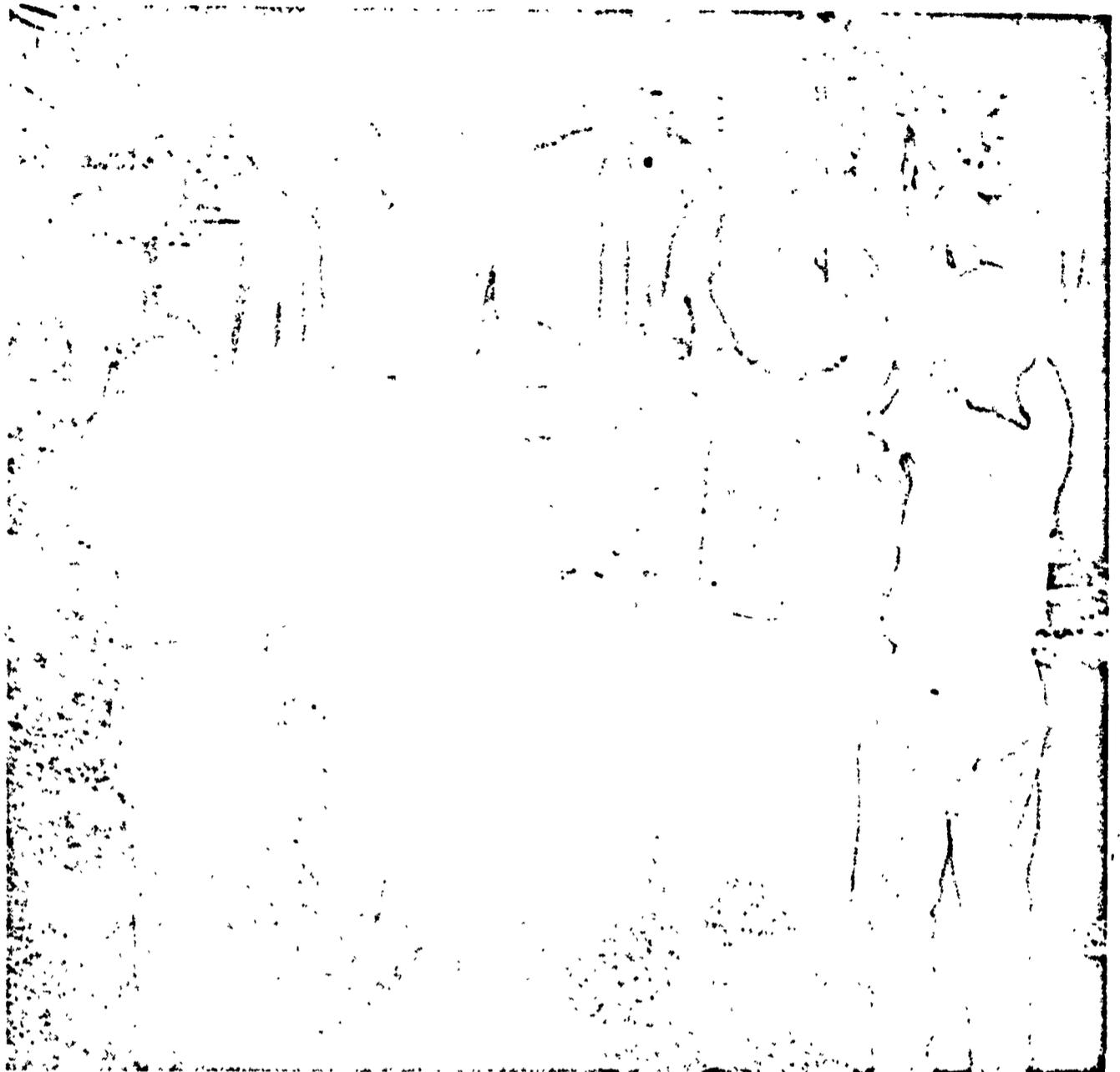
The instruction is on a pre-kindergarten, kindergarten, and first level, although the age range of the students ranges from four through 12.

These students are all "at the edge of learning," Collins said. "We hope that some day they'll be out of here, living as active members of the community."

Part of the training, in fact, is geared to showing the students how the outside world works in the community — lives. The trips acclimate the students to items of everyday life on the outside — supermarkets, laundromats, playgrounds, and airports, for example.

Most of the instruction takes place on the grounds at Brandon, where machines — an amazing amount of individual attention to each student's special needs — cover a wide range of academic ground in reading, speech, music, art, and physical education.

ERIC Mazzariello of Rutland demonstrated the individualized attention approach



It's tiptoes to the skies with Miss Pat Daley of Rutland, teacher aide in recreation, leading Brandon Training School students in

special exercises for the Title I program this summer. The program centers on school and a tenting day camp.

he demonstrated a controlled reading filmstrip machine while instructing the girl in basic letter recognition.

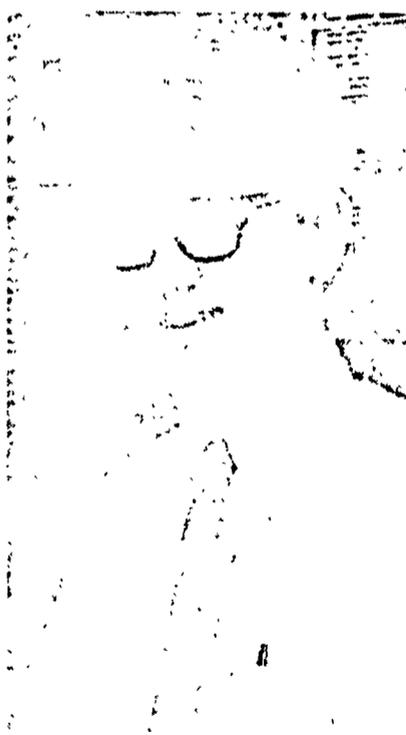
"We can adjust the machine to her speed and increase the speed as her knowledge picks up," Mazzariello said as the girl picked out the letter "j" from letter groups flashing by on the screen.

Another reading aid is the Tachiscopic Training Machine, which uses a series of dots and boxes to teach a retarded mind to retain what it sees. As progress is made, the machine is used to teach letter positioning to children whose minds can often transpose or reverse printed letters.

Collins explained that the efficiency of the machines and the ability of the teacher to give individual students "instant reward" — praise for correct work — speed the learning process by motivating the students.

"When a kid leaves a class, he's happy — and he's looking forward to the next class," Collins said.

The next class might be speech, where special tape recorders allow a student to hear a word or phrase, see a picture of the word, repeat it, and hear his own voice saying the word.



DANIEL COLLINS

students who have a special problem expressing themselves.

Out on the tree-shaded lawn beside the school building is a large Army surplus tent which houses art classes. Hanging from the tent's canvas walls are colorful reproductions of what look like inkblot testing devices.

"Actually, they're made by the students," Collins said.

such as pencils, crayons, paper, and scissors.

"Ask a normal 4-year-old child to fold a piece of paper neatly in half and you'll see what we're trying to do," Collins said.

Music also plays a role in coordinating the mind with the body. Mrs. Thomas K. Slayton of Rutland lifted a phonograph arm onto a recording of folksinger Pete Seeger's "Clap Your Hands" and led a picnic tableful of students in a rhythmic session of hand clapping and foot-stamping during a 20-minute music class.

"Physical coordination is important to learning," Collins said as he pointed out a physical education class where students were listening to a record and following the instructions for a lesson in proper balance.

"The easiest way to explain what some of the students have to go through," he said, "would be to ask a normal person to wear a different pair of glasses every day and attempt to lead a

(See Page 20: Progress)

“However, they do ‘see’ things in the patterns — mostly insects,” he said.

Collins also said that the art classes have a practical effect—teaching the students to work with basic school materials

Progress

(Continued from Page 11)

normal life. It would be frustrating to say the least.”

Among the devices used to increase the coordination between what the eye sees and what the body does is an “obstacle course” — a winding path marked by string and cement blocks which the students run through daily.

The reading and speech classes are held once a day for the groups of students. The classes in art, music, and physical education are split into two 20-minute blocks. The community orientation and field trip sessions are slipped into the schedule as often as possible (on July 19, the group toured Green’s Animal Farm in Fairlee; on Aug. 8, they’ll romp through Frontier Town in Schroon Lake, N.Y.).

One of the limitations of the federally-funded program is the small number of students it can accommodate. Only one-third of the academically trainable students in Brandon are enrolled in this summer’s nine-week project, the second one to be held at the school.

“The amount of money limits the number of teachers,” Collins said, “and the number of teachers limits the number of students because of the low student-teacher ratio.”

But for the students in the program, Title I means rapid progress. Collins took from a drawer the reading file of a 10-year-old retarded girl.

“Within three weeks, this girl has tripled her speed and increased her accuracy from 85 per cent to 95 per cent,” he said.

“I guess you could call that progress,” he said.

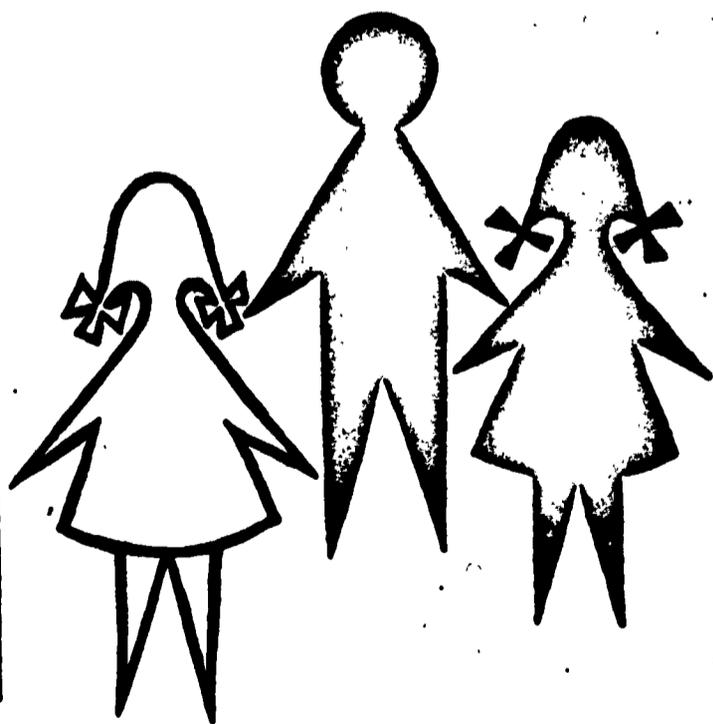
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Name _____

T.M.R. PERFORMANCE PROFILE for the Severely and Moderately Retarded

RECORD BOOKLET



REPORTING SERVICE FOR CHILDREN

This Record Booklet to be used with
the T.M.R. Performance Profile Manual

ONE MOMENT, PLEASE

In order to serve better the realistic needs of the teachers, parents, and students, we ask you to duplicate the information on the Major Area Chart page which is inside the back cover, detach the strip along the dotted line, and return it to the publishers.

Your assistance in profiling and reporting on the retarded population will enable the authors to tailor their future necessary work more closely to the situation currently existing in the field. Thank you for your invaluable aid.

The Authors
The Publishers

REPORTING SERVICE FOR CHILDREN
563 Westview Avenue, Ridgefield, N. J. 07657

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Third edition, 1967

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Library of Congress Catalogue Number: A635558



SOCIAL BEHAVIOR

Rate each listing 0-4 as identified in the Manual

A. SELF-CONTROL	RATING
I Stability	
II Temper Control	
III Response to Authority Figure	
IV Criticism	
V Security	
VI Change in Routine	
VII Behavior in Group	
VIII Sportsmanship: Group Play	
IX Control in Peer Conversation	
X Behavior in Emergency: Fire Drill	
TOPIC SCORE	

B. PERSONALITY	RATING
I Enthusiasm	
II Sharing	
III Protecting Property	
IV Honesty	
V Obedience	
VI Truthfulness	
VII Dependability	
VIII Leadership	
IX Acceptability	
X Response to Affection	
TOPIC SCORE	

C. GROUP PARTICIPATION	RATING
I Transportation: Arrival - Dismissal	
II School Assembly	
III School Assembly: Movies	
IV School Lunch	
V Classroom Parties	
VI Group Play	
VII Social Living	
VIII Team Participation	
IX Group Decision	
X Field Trips	
TOPIC SCORE	

D. SOCIAL AMENITIES	RATING
I Sitting Pattern	
II Peer Greeting	
III Table Manners	
IV Apology	
V Courtesy	
VI Offering Assistance	
VII Sharing of Edibles	
VIII Respecting Property of Others	
IX Introductions	
X Entertaining Visitors	
TOPIC SCORE	

TOPIC CHART

SELF-CONTROL	PERSONALITY	GROUP PARTICIPATION	AMENITIES
40			
35			
30			
25			
20			
15			
10			
5			
0			
SCORE	+	+	+

HABILITATION LEVEL

Add the four (4) Topic Scores to obtain the Habilitation Level.
Record the Habilitation Level in the box on this page and below.

Number of items not evaluated: (X) score



SELF-CARE

Rate each listing 0-4 as identified in the Manual

A. BATHROOM AND GROOMING	RATING
I Toilet Training	
II Use of Bathroom	
III Hands and Face	
IV Teeth	
V Combing Hair	
VI Shining Shoes	
VII Body Cleanliness	
VIII Nails	
IX Grooming Aids	
X Basic First Aid	
TOPIC SCORE	

B. DEALING WITH FOOD	RATING
I Spoon	
II Fork	
III Knife	
IV Solids	
V Soups	
VI Liquids	
VII Sandwiches	
VIII Eating Lunch	
IX Eating Habits	
X Eating Area	
TOPIC SCORE	

C. CLOTHING	RATING
I Coat Management	
II Buttons - Snaps - Zippers	
III Accessories (Neckties, bows, etc.)	
IV Sweater (Pullover)	
V Shoes - Rubbers - Boots	
VI Shoe Laces	
VII Protective Clothing	
VIII Garment Requirement (Judgment)	
IX Clothing Care	
X Clothing Hanger	
TOPIC SCORE	

D. SAFETY	RATING
I Stairs and Corridors	
II Group Play	
III Hazard Awareness	
IV Fire Safety: Knowledge	
V School Vehicle	
VI Street Crossing	
VII Sharp Objects	
VIII Electricity	
IX Poison	
X Self-Defense	
TOPIC SCORE	

TOPIC CHART

	BATHROOM AND GROOMING	DEALING WITH FOOD	CLOTHING	SAFETY
40				
35				
30				
25				
20				
15				
10				
5				
0				
SCORE	+	+	+	

HABILITATION LEVEL

Add the four (4) Topic Scores to obtain the Habilitation Level. Record the Habilitation Level in the box on this page and below.

Number of items not evaluated: (X) score

Rate each listing 0-4 as identified in the Manual



A. MODES OF COMMUNICATION	RATING
I Manual Gestures	
II Conversation	
III Eye Contact: As a speaker	
IV Use of Books	
V Printing	
VI Reading	
VII Cursive Writing	
VIII T. V. Programs	
IX Verbal Spelling of Name	
X Grammatical Constructions	
TOPIC SCORE	

B. LISTENING	RATING
I Name	
II Eye Contact	
III Listening - Member of Audience	
IV Listening - Part of Adult Group	
V Listening Conversations - Peer Group	
VI Listening to Stories	
VII Listening to Music	
VIII Response Verb. w/gestures	
IX Response to Verbal Directions	
X Recognition of Humor	
TOPIC SCORE	

C. LANGUAGE ACTIVITIES	RATING
I Identifying Environmental Sounds	
II Identification - Pictures or Objects	
III Deliver Oral Messages	
IV Relating Experiences	
V Giving Directions	
VI Telephone	
VII Welcoming Guests	
VIII Group Singing	
IX Body Image: Identification	
X Dramatic Play	
TOPIC SCORE	

D. LANGUAGE SKILLS	RATING
I Intelligible Speech	
II Producing a Word	
III Phrasing	
IV Lip: Muscular Control	
V Tongue: Muscular Control	
VI Consonant Articulation: Beginning	
VII Consonant: Middle and End	
VIII Volume	
IX Quality	
X Perseveration	
TOPIC SCORE	

TOPIC CHART

MODES OF COMMUNICATION	LISTENING	LANGUAGE ACTIVITIES	LANGUAGE SKILLS
40			
35			
30			
25			
20			
15			
10			
5			
0			
SCORE	+	+	+

HABILITATION LEVEL

Add the four (4) Topic Scores to obtain the Habilitation Level.
Record the Habilitation Level in the box on this page and below.

Number of items not evaluated: (X) score



BASIC KNOWLEDGE

Rate each listing 0-4 as identified in the Manual

A. INFORMATION	RATING
I Address	
II Friends and Family	
III School Personnel	
IV Colors (Basic)	
V Days	
VI Months	
VII Alphabet	
VIII Basic Signs (Stop, go, etc.)	
IX Weather	
X Directions	
TOPIC SCORE	

B. NUMBERS	RATING
I Size	
II Shapes	
III Number Concept	
IV Number Identification	
V Addition	
VI Money Identification	
VII Money Exchange	
VIII Weight	
IX Linear Measurement	
X Liquid Measurement	
TOPIC SCORE	

C. AWARENESS	RATING
I Possessions	
II Animals	
III School Building	
IV Toys and Games	
V Location	
VI Dressing for Weather	
VII Pet Care	
VIII Property Value	
IX Time Concept	
X Telling Time	
TOPIC SCORE	

D. SOCIAL STUDIES	RATING
I Community Helpers	
II Holidays	
III Community	
IV Farms	
V Present-Day Famous Persons	
VI Topography	
VII Occupations	
VIII Heroes	
IX Current Events	
X T. V. — Radio	
TOPIC SCORE	

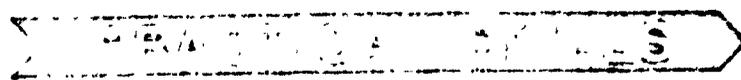
TOPIC CHART

INFORMATION	NUMBERS	AWARENESS	SOCIAL STUDIES
40			
35			
30			
25			
20			
15			
10			
5			
0			
SCORE	+	+	+

HABILITATION LEVEL

Add the four (4) Topic Scores to obtain the Habilitation Level.
Record the Habilitation Level in the box on this page and below.

Number of items not evaluated: (X) score



Rate each listing 0-4 as identified in the Manual

A. TOOLS	RATING
I Broom	
II Mop	
III Hammer	
IV Pencil Sharpener	
V Paint Brush	
VI Sandpaper	
VII Gardening Tools	
VIII Screw Driver	
IX Hand Saw	
X Sewing	
TOPIC SCORE	

B. HOUSEHOLD ITEMS	RATING
I Refrigerator	
II Radio — T. V. — Phonograph	
III Keys	
IV Shades or Blinds	
V Vacuum Cleaner	
VI Can Opener — Manual	
VII Toaster	
VIII Washing Machine	
IX Stove	
X Iron	
TOPIC SCORE	

C. FAMILY CHORES	RATING
I Hanging Up Clothes	
II Food Preparation	
III Serving Food	
IV Table Setting	
V Disposing of Waste	
VI Clearing Table	
VII Washing Dishes	
VIII Dusting	
IX Folding Articles	
X Making Bed	
TOPIC SCORE	

D. VOCATIONAL READINESS	RATING
I Authority	
II Acceptability by Peers	
III Habits	
IV Quality of Work	
V Extended Work Schedule	
VI Attitude — Peers	
VII Attitude Toward Work	
VIII Punctuality	
IX Travel	
X Money Value	
TOPIC SCORE	

TOPIC CHART

	TOOLS	HOUSEHOLD ITEMS	FAMILY CHORES	VOCATIONAL READINESS
40				
35				
30				
25				
20				
15				
10				
5				
0				
SCORE	+	+	+	

Add the four (4) Topic Scores to obtain the Habilitation Level.
Record the Habilitation Level in the box on this page and below.

HABILITATION LEVEL

Number of items not evaluated: (X) score

BODY USAGE

Rate each listing 0-4 as identified in the Manual



A. COORDINATION	RATING
I Climbing — Stairs	
II Balance on a Drawn Line	
III Kicking: Volley Ball	
IV Throwing: Softball — 30 feet	
V Hopping: 20 feet	
VI Jumping Down	
VII Skipping: 20 feet	
VIII Bouncing: 8 inch Ball	
IX Catching	
X Body Motion — Response to Music	
TOPIC SCORE	

B. HEALTH HABITS	RATING
I Teeth	
II Blowing Nose	
III Coughing — Sneezing	
IV Finger Nails	
V Posture	
VI Appearance	
VII Attitude toward Doctor and Nurse	
VIII Cleanliness	
IX Physical Activity	
X Diet	
TOPIC SCORE	

C. FITNESS	RATING
I Running	
II Deep Knee-Bend	
III Ladder-Climb	
IV Toe-Touch	
V Sit-Ups	
VI Running Broad Jump	
VII Running High Jump	
VIII Push-Ups	
IX Chinning	
X Endurance	
TOPIC SCORE	

D. EYE - HAND COORDINATION	RATING
I Line-Drawing	
II Clay	
III Pouring Liquids: Pitcher to glass	
IV Stringing Beads	
V Folding Paper	
VI Scissors	
VII Key	
VIII Tacking Up Paper	
IX Baseball Bat	
X Drawing of a Face	
TOPIC SCORE	

TOPIC CHART

	COORDINATION	HEALTH HABITS	FITNESS	EYE-HAND COORDINATION
40				
35				
30				
25				
20				
15				
10				
5				
0				
SCORE	+	+	+	

Add the four (4) Topic Scores to obtain the Habilitation Level.
Record the Habilitation Level in the box on this page and below.

HABILITATION LEVEL

Number of items not evaluated: (X) score

CHECK-LIST FOR SPEECH

AREA

YES

NO

Consonant sounds

p
b
m
w
f
v
t
s
d
r
j
h
z
n
l
y
k-c
g

Blends

l
r
s

Diagraphs

sh
ch
th
th(unvoiced)
ng

Verbal response to name

Response to name with gesture
Association of name to self
Association of snapshots to activities
Association of snapshots to peers
Say or repeat own name
Call peers by name
Address teacher by name
Speak in one or two-word sentences
Speak in phrases
Speak in sentences

Asks questions verbally
Asks questions with gestures
Initiate conversations with peers
Talk as member of peer group

CHECK-LIST FOR SPEECH
PAGE 2

AREA	<u>YES</u>	<u>NO</u>
Uses Language Mater effectively with:		
1. nouns and everday things		
2. action words		
3. alphabet		
4. phrases		
5. individual prepared cards		
Use of tape recorder:		
1. in conversation		
2. uses sentences		
3. recognizes own voice		
4. relates experience stories		
Listening skills:		
1. stories		
2. records		
3. environmental sounds		
4. listening as part of group		
Response to:		
1. stories		
2. records		
3. peer conversation		
4. class discussion (contribution)		
a. voluntary		
b. involuntary		
Imagination		
1. on own		
2. with stimulus		
Roleplay		
Pantomime		
Peabody:		
Response to use of puppets		
Use of puppets (coordinating hand and voice)		
Relating stories from pictures		
Cards as stimulus for discussion		
Cards for matching categories		

CHECK-LIST FOR READING

AREA

YES

NO

VISUAL DISCRIMINATION

Kind (two shovels, one hoe)

Left or right

1. Able to tell object facing in a different direction
2. Finding objects facing same direction
3. Being able to name directions in which objects are facing

Size (difference)

1. gross
2. minute

Color

1. gross
2. minute

Position

1. objects in same position
2. objects in difference position
3. name the positions (left, right middle)

Gross or external differences in objects

Minute or internal differences in objects

Accelerated discrimination

1. poor
2. fair
3. good
4. excellent

Motility training (ocular movement of left-right)

1. poor
2. fair
3. good
4. excellent

VISUAL READINESS SKILLS

Eye-hand coordination

1. tracing patterns
 - a. simple
 - b. moderate
 - c. complex

CHECK-LIST FOR READING
PAGE 2

- | <u>AREA</u> | <u>YES</u> | <u>NO</u> |
|-------------------------|------------|-----------|
| 2. completing patterns | | |
| a. simple | | |
| b. moderate | | |
| c. complex | | |
| 3. reproducing patterns | | |
| a. simple | | |
| b. moderate | | |
| c. complex | | |

VISUAL MEMORY

Recalling symbols presented

1. name
 - a. first name
 - b. last name
2. alphabet
 - a. A-D
 - b. E-H
 - c. I-L
 - d. M-P
 - e. Q-T
 - f. U-Z
3. numbers
 - a. 1-10
 - b. 11-above

Recalling symbols (when named) and being able to reproduce them from memory

1. Name
 - a. first name
 - b. last name
2. Alphabet
 - a. A-D
 - b. E-H
 - c. I-L
 - d. M-P
 - e. Q-T
 - f. U-Z
3. Numbers
 - a. 1-10
 - b. 11-above

CHECK-LIST FOR READING
PAGE 3

AREA

YES

NO

LISTENING SKILLS

Discrimination (loud and soft)

Following simple directions

1. one direction at a time
2. directions in a sequence

Listening to simple stories

Listening to more complex stories

Choosing the correct picture or situation from a verbal description

1. description is one sentence in length
2. detailed description

AUDITORY DISCRIMINATION

Consonant sounds

Consonant blends

Vowel sounds

Rhyming

REASONING

Classification

1. naming objects that are related
2. telling how they are related

Association

1. naming associated objects
2. telling why they are associated

PICTURE AND OBJECT IDENTIFICATION

Identify the picture or object

Explanation of object (what it is used for)

Use the word in a sentence

CHECK-LIST FOR READING
PAGE 4

AREA

YES

NO

READING

Readiness

degree of success

- a. unsuccessful
- b. moderately
successful
- c. successful

Pre-Primer

degree of success

- a. unsuccessful
- b. moderately
successful
- c. successful

Primer

degree of success

- a. unsuccessful
- b. moderately
successful
- c. successful

First (1)

degree of success

- a. unsuccessful
- b. moderately
successful
- c. successful

First (2)

degree of success

- a. unsuccessful
- b. moderately
successful
- c. successful

Second (1)

degree of success

- a. unsuccessful
- b. moderately
successful
- c. successful

Second (2)

degree of success

- a. unsuccessful
- b. moderately
successful
- c. unsuccessful

CHECK-LIST FOR READING
PAGE 5

AREA

YES

NO

Third (1)

degree of success

- a. unsuccessful
- b. moderately
successful
- c. successful

Third (2)

degree of success

- a. unsuccessful
- b. moderately
successful
- c. successful

CHECK-LIST FOR PHYSICAL EDUCATION

AREA

YES

NO

Crawl

Roll over

Creep

Body awareness

Walk

Acceptable gait

Ability to run

Avoid obstacles

Good posture

Walk straight line

Jump

1. down
2. rope

Hop

1. two feet
2. one foot
3. alternate foot

Skip

Balance on a line

1. two feet
2. left foot
3. right foot

Balance beam

1. two feet
2. left foot
3. right foot

Spatial relationship

1. front
2. back
3. left
4. right

Plays with ball

Bounces ball

Bounces ball while in motion

CHECK-LIST FOR PHYSICAL EDUCATION
PAGE 2

AREA

YES

NO

Throws ball

Catches ball

Plays with tires

Plays with barrels

Plays on

- 1. jungle jim
- 2. swings
- 3. rope ladder

Knee bends

Hang time

Chinning

Endurance

CHECK-LIST FOR ART

AREA

YES

NO

Colors

1. primary
2. other

Shapes

1. circle
2. square
3. triangle
4. rectangle

Figures

1. stick
2. in motion
3. facial expression

Balance -- views paper as a whole
space and fills it
adequately

Manipulation of materials

1. crayon
 - a. color within an outline
2. paper
 - a. fold
 - b. cut
 - c. cut a given line
 - d. cut a given shape
3. paste (judges right amount
of paste for job)
4. string with thread and
needle
5. string in loops (paper chains)
6. pain--with brush (cleans
brush and does not
place one color over
another)
7. clay--simple shapes (ball,
snake)
animal forms
8. wire--twist, bend, loop
9. prints--sense of design
10. Toy drills
 - a. shapes sorter
 - b. work bench
 - c. pegs

CHECK-LIST FOR MUSIC

AREA

YES

NO

RHYTHM

claps beat

claps simple rhythmic patterns

claps moderately complex patterns

claps complex rhythm patterns

walks rhythmically without music

walks, runs, skips, hops, jumps
rhythmically with music

sings rhythmically with much repetition

sings rhythmically with little repetition

DANCE

knows basic calls of square dance

can follow directions for a combination
of calls with repetition

knows rights and left

can perform a simple circle dance

can perform a simple circle dance with aid

SINGING

sings word accurately

sings rhythmically

sings tune correctly

sings tune and words correctly

sings rhythm and words correctly

sings rhythm and tune correctly

sings rhythmically with tune and words

sings scale (do re mi) accurately

CHECK-LIST FOR MUSIC
PAGE 2

AREA

YES

NO

LISTENING

understands concept of loud and soft

understand concept of up and down

listens for enjoyment

listens for enjoyment (self-directed)

listens attentively

does not listen

listens attentively for short period

INSTRUMENTS

can not identify any instrument

can identify one

can identify two, three, or four

can identify more than four