

DOCUMENT RESUME

ED 065 954

EC 042 697

TITLE A Demonstration Class for Educationally Handicapped Children.

INSTITUTION Northeast Indiana Regional Instructional Resource Center for Handicapped Children and Youth, Ft. Wayne.

SPONS AGENCY Indiana State Dept. of Public Instruction, Indianapolis.; Saint Francis Coll., Fort Wayne, Ind.

PUB DATE 2 Aug 72

NOTE 91p.

EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTORS \*Academically Handicapped; \*Demonstration Projects; Educational Objectives; \*Educational Programs; \*Exceptional Child Education; Guidelines; \*Program Descriptions; Statistical Data; Teacher Education

ABSTRACT

Described is a demonstration class for educationally handicapped children said to have two major goals of demonstrating teaching techniques and strategies and of serving those children not receiving appropriate service in regular classrooms. Brief comments are made concerning the first goal, followed by practical suggestions for effective teaching techniques. Secondary objectives are noted as experimentation with various approaches for teaching, development of supportive research, dissemination of information concerning program, and demonstration to schools of techniques for management. Teacher objectives and correlate behaviors are outlined; included are demonstration of consistent teacher behavior, approximation of a regular school day routine, minimization of teacher verbalizations, fostering behaviors necessary for independence and dependence, provision of consistent appropriate positive and aversive reinforcers, demonstration of model behavior for child to pattern, fostering appropriate child peer relationship, and charting of behaviors. Objectives, evaluations, and progress of six enrolled children are provided, followed by numerous charts of the children with data collected by teachers and supervisor. (CB)

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INSTRUCTIONAL RESOURCE CENTER FOR HANDICAPPED CHILDREN & YOUTH

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A DEMONSTRATION CLASS

for

EDUCATIONALLY HANDICAPPED CHILDREN

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Teacher: Jane Keifer

Supervisor: Carol Weller

Project Director: Dan Peifer

August 2, 1972

## INTRODUCTION

### Why A Demonstration Class?

In October of 1971, a distraught mother called the Instructional Resource Center with a real problem. Her little girl had received less than 80 days of formal schooling in all of her eight years. After doing some preliminary diagnostic work with the child the Instructional Resource Center staff, together with the Division of Special Education - State Department of Education, proposed a program for the child in the form of a Demonstration class for Educationally Handicapped children. Realizing that there must be other children like this one, the class size was proposed as six children. Over the course of the next few months referrals began to trickle in. By February, five children were in the program.

Initially one teacher was hired for  $\frac{1}{2}$  day to teach the class. With the coming of an older and more severely disturbed child an aide was added. In March the regular teacher found it necessary to resign due to illness and the former aide, who held a B. A. with experience in teaching Emotionally Disturbed Children, became the full time teacher. No other aide was hired.

Two major problems had to be faced in establishment of the class. First was that of transportation of the children and second was that of persons to supervise lunch. For the former, the parents, public schools and the Instructional Resource Center arranged transportation. For the latter, St. Francis College provided work-study students to take the lunch shift.

No monies from State Funds were available for materials for the class. Plans had been made to use materials from the Instructional Resource Center holdings. At Christmas, however, a contribution by parents of one of the children made purchase of some new materials possible.

Supervisory and directoral services for the class came from the Project Director, Co-ordinator, and Consultant of the Instructional Resource Center. Some testing services were offered by the Department of Psychology, St. Francis College. Fiscal Agent for the class was East Allen County Schools. Cooperation from agencies already dealing with the children involved in the class was gained. These agencies included: Child Guidance, United Way of Allen County, Margaret Chase Day Care Center, Child Care of Allen County, Catholic Social Service, the Therapeutic Nursery School, The Allen County Children's Guardian Home, Allen County Department of Public Welfare, Garrett-Keyser-Butler School Corporation, Northeast Indiana Special Education Cooperative, East Allen County Schools, Ft. Wayne Lutheran Schools, Ft. Wayne Community Schools, School City of Wabash and the Wabash Miami Area Program for Exceptional Children.

I. GOALS AND PURPOSES OF THE DEMONSTRATION CLASS  
FOR EDUCATIONALLY HANDICAPPED CHILDREN

Primary Objective

The primary goals and purposes of the Demonstration Class for Educationally Handicapped Children were two-fold: 1) to demonstrate teaching techniques and strategies appropriate for dealing with the Educationally Handicapped Child and 2) to serve those children deemed so Educationally Handicapped that they cannot receive appropriate service in regular classrooms.

In terms of purpose #1, teaching techniques and strategies, the following applies:

- 1) There is no one way to teach these children. Each child is an individual and must have his program tailor-made for him.
- 2) The more consistent the environment and the teacher behavior the more consistent the performance of the child.
- 3) Success in academic performance will often make social behaviors non-existent or much more manageable.
- 4) Structure through routinization confuses less and enhances learning more.
- 5) Daily data is essential to knowing where the child is at each step of the academic and social process.
- 6) All persons who deal with the educationally handicapped child must strive towards the same goals and in as like a manner as possible.
- 7) Positive reinforcement of acceptable behavior coupled with ignoring or effective aversive control is remarkable as a technique.
- 8) Encouragement of other children to praise or ignore is most effective.

Specifically, some of the teaching techniques tried are the following. Each technique doesn't work with each child but each one did work with someone.

- 1) Whispering to gain attention of a child
- 2) Each child making announcements of something that happened since school the day before
- 3) Using a linguistic reading method with a blending problem
- 4) Each child telling what he did well during the day as the class ended
- 5) Holding a child who is having a tantrum with teacher's arms around the child's arms and teacher's legs around the child's legs
- 6) Using high interest low vocabulary readers with reading deficient children
- 7) Using the flannel board for arithmetic work
- 8) Using a kitchen timer to set work and pay off sessions on variable interval schedules

- 9) Using talking story books to stimulate interest in reading
- 10) Taking hikes to see a science lesson
- 11) Drawing maps from each child's home to St. Francis for social studies skills
- 12) Using desks instead of tables to simulate a "real" classroom
- 13) Letting older children "tutor" younger ones on skills they have prepared
- 14) Using a typewriter to get a non-writer interested in stories
- 15) Speaking loudly to a child to gain his attention
- 16) Preparing individual writing assignments for each child
- 17) Using art as a continuance of a story or science lesson
- 18) Using cursive words written by the teacher and matching them to manuscript ones written by the student
- 19) Using the experience story for reading
- 20) Having a sack of "things" that a "forgetful" child was required to bring and take home
- 21) Having clean-up parties after break or at the end of the day
- 22) Using concrete objects to aid counting
- 23) Playing both cooperative and competitive games
- 24) Showing the children how to read their charts
- 25) Using a screen to divide the room into age groups
- 26) Using a corner screen as a "time-out" room for inappropriate behavior
- 27) Using "happy-sad" pictures to visually demonstrate feelings
- 28) Studying a Ft. Wayne map for directionality and social studies
- 29) Constructing campus maps for social studies
- 30) Using listening games for auditory discrimination
- 31) Using a number line for numbers and gross motor activities
- 32) Using the Distar for pre-math activities
- 33) Using clapping exercises for sequencing or counting activities
- 34) Saying pledge to the flag for long term memory skills
- 35) Doing exercises for gross motor activities
- 36) Using flash cards for letter and number drill
- 37) Using filmstrips to interest deficit readers
- 38) Use of fact table for addition skills
- 39) Use of line (3/4) to indicate place value
- 40) Use of life experience story problems in arithmetic
- 41) Cutting out pictures that begin with a specified sound
- 42) Identifying objects in the room that begin with a specified sound
- 43) Matching pictures by initial consonant sound
- 44) Placing pictures in story order for sequencing skills
- 45) Using comic strips for story order and sequencing
- 46) Using experience story sentences to be placed in order for sequencing
- 47) Retelling stories and nursery rhymes for auditory sequencing
- 48) Using sight and picture word cards for picture construction
- 49) Using sight words to caption pictures and objects

- 50) Reading stories orally for main idea and auditory perception
- 51) Using questions drawn from stories to answer for main idea
- 52) Using quizmo type game, child selects a number and counts to it
- 53) Counting objects in the room
- 54) Following the dot activities
- 55) Using "Mother-May-I" for counting skills and gross motor work
- 56) Using puzzles and puzzle completion for fine motor work
- 57) Matching numeral with pictures containing that number of objects
- 58) Using wooden designs to show halves, wholes, and quarters
- 59) Using cards with amount of money written on it and putting exact amount of change on the card in least amount of change
- 60) Dictation of own experience stories
- 61) Dotted letters for tracing of letters for handwriting and fine motor skills
- 62) Use of configuration boxes for writing letters or words
- 63) Making own flash cards using words from stories
- 64) Using pet pictures to teach care and responsibility for social studies
- 65) Using Audio-Flash Card and Language Master for word and number drill
- 66) Dictation and play back of stories using a tape recorder
- 67) Classification of pictures of foods, pets, clothes etc.
- 68) Sorting objects and cards for number and classification skills
- 69) Use of rhyming words to build linguistic patterns

In addition to teaching techniques or stimuli to learning, reinforcement techniques are also essential for a child's performance. The following are specific reinforcement techniques used in the Demonstration Class.

- Positive:
- 1) Seeing their chart
  - 2) Verbal praise
  - 3) Checkmarks for secondary reinforcers
  - 4) Candy, cookies and goodies
  - 5) Free time at break or recess
  - 6) Physical affection
  - 7) Typing
  - 8) Using the recorder or record player
  - 9) Taking ditto papers home
  - 10) Using extra construction paper

- Aversive:
- 1) Ignoring
  - 2) Removal of checkmarks
  - 3) Loss of free time
  - 4) Time-out
  - 5) Self-counting of inappropriate behaviors
  - 6) Loss of recess time
  - 7) Verbal punisher
  - 8) Talking to the supervisor or project director

As to purpose #2, of the Demonstration Class, that of direct service to children, 13 children have been seen by teacher or supervisor. Of the 11, 5 have been for diagnostic work with technical assistance to their regular or special class teachers, while the others have received some teaching. Of these seven, one was in attendance for one week, one attended four and  $\frac{1}{2}$  weeks, one had been enrolled but virtually unable to attend due to transportation problems and the four remaining could be considered full time. Referrals concerning twelve other children have been collected, none of whom have been processed due to semi-adequate service in public schools.

The goals for each child served by the Demonstration Class are as follows:

- 1) To accelerate academic behaviors according to individual needs
- 2) To accelerate independence behaviors adaptive to the classroom situation
- 3) To establish and maintain helpful child-peer relationships
- 4) To decelerate those social behaviors which interfere with the learning or socialization process
- 5) To decelerate those behaviors which mark the child as "different"
- 6) To accelerate those coping behaviors necessary for regular classroom performance

For a detailed set of specific individual behavioral objectives necessary for the attainment of the above general objectives, and the degree of attainment see the reports on each child.

### Secondary Objectives

In addition to the two primary objectives of the Demonstration Class the following are listed as secondary objectives:

- 1) Experimentation with various approaches for teaching Educationally Handicapped Children.

Rather than follow one approach at all times many teaching methods have been employed and evaluated as to their effectiveness with the children. Again, all have not worked with everyone but all have worked with someone. Listed below are some of the methods tried.

- a) Experience approach to reading
- b) Linguistics
- c) Phonics
- d) Structural arithmetic
- e) Look-say reading
- f) Visual perceptual approach
- g) Structured approach
- h) Operant techniques
- i) Precision Teaching
- j) Listening skills
- k) Kephart motor program

- 1) Life experience approach to arithmetic
- 2) Development of supportive research

This paper, in its documentation of objectives, supports many of the proposed insights into dealing with

the Educationally Handicapped Child. Each chart substantiates individual gains on pinpointed skills.

3) Dissemination of information concerning the program

This paper will be sent to the Division of Special Education, State Department of Education, State Superintendent Loughlin, U.S.O.E., the Council for Exceptional Children, and each member of the Instructional Resource Center's Advisory Board - Superintendants and Directors of Special Education for eleven counties. It will also be sent to teachers, therapists, and parents of the children involved.

The program has previously been spotlighted in the Instructional Resource Center's newsletter, Dimensions.

4) Demonstration to schools of the techniques for management of the Educationally Handicapped.

Through consultation, video tapes and on the scene service to teachers, the staff of the Instructional Resource Center will continue to bring information gained through this class to teachers of our region. We encourage teachers, administrators and parents of Educationally Handicapped Children to call on us as we can be of assistance. Plans are presently being made for a workshop for teachers of the Educationally Handicapped (Learning Disabled or Emotionally Disturbed) to be held in the early fall. All teachers in the Instructional Resource Center's area plus teachers of surrounding areas will be invited to participate.

## II. TEACHER OBJECTIVES AND CORRELATE BEHAVIORS

### A. Objective: To demonstrate consistent teacher behavior

In order to stabilize the environment of the classroom as much as possible and to avoid unexpected teacher behaviors, all persons dealing with the students followed a set of described behaviors. Persons involved in this "consistency project" included: teachers, aides, supervisor, secretary, work study students who took children to lunch or break, project director, and drivers.

The teacher behaviors specified were:

- 1) praising of child when a task was completed
- 2) insistence that a direction be followed
- 3) ignoring of irrelevant statements, questions, or fabrications
- 4) ignoring of inappropriate behavior such as dawdling
- 5) insistence that mistakes be corrected or messes cleaned up
- 6) using a continuous schedule for delivery of aversive consequences

### B. Objective: To approximate a regular school day routine

In order to prepare children for re-entry to public school and to minimize classroom confusion a set schedule or routine was followed daily. This schedule was as follows:

- 1) Work on individual seat work until all present
- 2) Individual writing assignments 8:30-8:45
- 3) Opening exercises 8:45-9:00
  - a) pledge
  - b) gave announcements of some happening at home
- 4) Reading 9:00-9:30
- 5) Arithmetic 9:30-10:00
- 6) Break 10:00-10:20
- 7) Game 10:20 - 10:30
- 8) Word Study 10:30-11:10
- 9) Art, recess, structured play, social studies or science 11:10-11:30
- 10) Line up (coats, etc.) 11:30

To further prepare children in behaviors necessary for public school the following rules were stated and followed:

- 1) Children will stay in their desks at all work times and will not leave them without permission.
- 2) Children will raise their hands to gain permission to speak or leave desk.
- 3) Restroom time will be before school, during break or before leaving, except in emergencies.
- 4) Writing on desks, walls or other furniture is

prohibited.

- 5) While in desk children will sit up. No laying on desk will be permitted.

C. Objective: To minimize teacher verbalization to only essential concise statements.

As the children often became confused by lengthy explanations, and became reinforced by excessive verbal punishers all persons dealing with the children (see objective #1, for list) were encouraged to minimize verbalizations in direction giving situations. The following guidelines were specified:

- 1) Work directions should be given as concisely as possible.
- 2) During an acting out episode of any child verbalization should be minimal.
- 3) When ever possible an acting out child should be ignored totally.
- 4) Rules are restated for behaviors of getting out of seat, not raising hand, etc.
- 5) When possible directions are given once and child is ignored until task is completed.

The exception to the minimal verbalization rule was in use of verbal praise. When any child completed a task or performed according to directions, verbal praise, in an amount commensurate with his understanding, was delivered. This was accompanied by non-verbal gestures, smiles, etc.

D. Objective: To foster behaviors necessary for independence.

Although many of the specific objectives of this goal were by nature imprecise the following program was used so that the children would gain some skills necessary for independence.

- 1) When a direction is given concerning a task the child can do, he is ignored until it is done and then praised.
- 2) Irrelevant questions such as "Is this my desk?" when the child has been sitting in that desk every morning for three weeks are ignored.
- 3) At lunch time and break time children carry their own trays and make their own food choices.
- 4) Children clean up any messes they make.
- 5) Children are praised for completed work.
- 6) Work is programmed in length so that initially very short segments of work are given. These are gradually lengthened.
- 7) A kitchen timer is used and set at varying intervals of time. a) Children working when the timer sounds are reinforced. b) Children are reinforced for amount of correct work done when timer sounds.
- 8) Tasks which are improperly done the first try are repeated until done appropriately.

E. Objective: To foster behavior necessary for dependence.

Although children should be independent in most activities, dependence upon adults is necessary in some cases for health, safety and performance reasons. The following program for fostering appropriate dependence was employed:

- 1) Eye contact is gained when directions are given.
- 2) Children are praised for following directions.
- 3) Children are praised for staying near the teacher during walks or while in the driveway or parking lot.
- 4) Running away is punished by minimal verbalization of the following contingency: "If this happens again you will not get to come back tomorrow. If you do not want to stay in class you can not come to school." If the running away happens again the child is not allowed to return the next day.

F. Objective: To provide consistent appropriate positive and aversive reinforcers.

Realizing that every child does not get "turned on" or "turned off" by the same things a variety of reinforcers, both positive and aversive were tried and the most effective for each child used.

Positive	Aversive
checkmarks	removal of checkmarks
candy	
cookies	
free time	loss of free time
break	loss of break
verbal praise	verbal censure
physical affection	
typing	
seeing charts	
taking ditto pages home	
use of record player	
use of recorders	
	ignoring
clapping for selves	counting inappropriate
recess	behaviors
	loss of recess time

For more specific information on individual selection of consequences see the reports on each child.

In addition to systematically using and analysing the effect of each reinforcer on the children, the teacher charted her verbal positive consequences. Believing that verbal reinforcers should be a powerful consequence for children's behavior these were often paired with tangible reinforcers. At other times the verbal-social praise was used alone.

Analysis of the teacher's chart points out several interesting factors.

- 1) As the chart is highly stable from day to day, environmental teacher consistency was maintained.
- 2) In comparison with the sample data taken by the supervisor, the teacher counted less positive

verbal consequences per minute, but the ratio between rates were the same. This indicates that although the teacher misses many of her behaviors, she does retain an accurate count.

- 3) On comparison of teacher chart and children's charts, child performance and teacher praise are related. That is: high social praise and high performance are related.

- G. Objective: To demonstrate model behavior for the child to pattern.

Modeling as a teaching technique is widely used in classrooms. In order to use this technique effectively and consistently the following guidelines were set for all those dealing with the children.

- 1) Inappropriate behavior would be ignored
- 2) Appropriate behavior would be reinforced with praise
- 3) Anger or frustration would be verbalized not physically shown
- 4) Tasks would be demonstrated by teacher in a simple concise manner
- 5) At break and lunch, good table manners would be used
- 6) Voice would be modulated appropriately
- 7) Dressing habits would be tasteful
- 8) Running would be minimal
- 9) Irrelevant verbalizations would be minimal
- 10) Care of books, furniture, etc. would be demonstrated
- 11) Writing would be legible at all times
- 12) Belongings and materials would be put in proper place
- 13) Room would be neat and clean
- 14) Thanks would be expressed at appropriate times
- 15) Interruptions of children by teacher would be minimal

Using these teacher behaviors as guides the children were encouraged to model the teacher and were praised if they did.

- H. Objective: To foster appropriate child-peer relationships.

In a classroom situation child-peer cooperation is essential for the socialization process. With the variety of ages in the demonstration class certain guides had to be set. The following positively oriented behaviors were established.

- 1) Praise another child for work well done
- 2) Share food and materials
- 3) Do own share of work
- 4) Be quiet while others are working or talking
- 5) Keep hands to self during break
- 6) Leave other's material alone

- I. Objective: To rate and chart specific behaviors - both academic and social - to determine the performance growth of each child

In order for a teacher to accurately plan the learning progress for each child she must first know where the child is functioning. To pinpoint specifically the areas of strength

and weakness of each child, initially all children performed and were rated on approximately 150 different items. These items included:

## I Academic

### A. Gross Motor Behaviors

- |             |                      |
|-------------|----------------------|
| 1. Running  | 5. Jumping           |
| 2. Walking  | 6. Rolling           |
| 3. Skipping | 7. Walking Backwards |
| 4. Hopping  | 8. Exercises         |

### B. Fine Motor Behaviors

- |              |                |
|--------------|----------------|
| 1. Puzzles   | 5. Zipping     |
| 2. Tying     | 6. Handwriting |
| 3. Lacing    | 7. Copying     |
| 4. Buttoning | 8. Tracing     |

### C. Eye-hand Behaviors

1. Following dots
2. Drawing straight line vertically
3. Drawing straight line horizontally
4. Drawing straight line diagonally
5. Drawing circles

### D. Shapes

1. Recognition of:
 

a) circle	d) diamond
b) square	e) moon
c) triangle	f) star
2. Drawing of:
  - a) circle
  - b) square
  - c) triangle

### E. Letters

1. Saying 26 alphabet letters
2. Recognizing letters
  - a) lower case manuscript
  - b) upper case manuscript
  - c) lower case cursive
  - d) upper case cursive
3. Writing letters
  - a) lower case manuscript
  - b) upper case manuscript
  - c) lower case cursive
  - d) upper case cursive
4. Recognizing letters in words

### F. Sounds

1. Say letter sound when seeing letter
2. Say letter name when hearing sound
3. Consonants
  - a) Pick out initial sound in words
  - b) Pick out medial sound in words
  - c) Pick out final sound in words
4. Recognize silent letters

5. Vowels
  - a) Recognize short vowel sounds
  - b) Recognize long vowel sounds
6. Blends
  - a) blend 2 letters to form sound
  - b) blend 3 letter words
  - c) blend 4 or more letter words

#### G. Sight Vocabulary

1. Recognize  $\frac{1}{2}$  of Dolch list I
2. Recognize all of Dolch list I
3. Recognize Dolch lists I & II

#### H. Arithmetic

1. Counting
  - a) rate counting to 10
  - b) rate counting to 20 or above
  - c) counting objects to sets of 10
  - d) counting objects to sets of 20 or above
2. Concepts
  - a) more and less
  - b) big and little
  - c) tall and short
  - d) more and most
  - e) same and different
3. Numbers
  - a) saying numbers (see counting)
  - b) recognizing numbers
    - 1) 1-10
    - 2) 10-20 and above
  - c) writing numbers
    - 1) 1-10
    - 2) 10-20 and above
4. Addition
  - a) concepts
    - 1) adding by sets with objects
    - 2) adding by sets with pictures
    - 3) adding with numbers
  - b) facts
    - 1) sum less than 10
    - 2) sum greater than 10 (no regrouping)
    - 3) sum greater than 10 (regrouping)
    - 4) adding 100's
5. Subtraction
  - a) concepts
    - 1) subtracting by sets with objects
    - 2) subtracting by sets with pictures
    - 3) subtracting with numbers
  - b) facts
    - 1) difference less than 10
    - 2) difference greater than 10 (no regrouping)
    - 3) difference greater than 10 (regrouping)

- 6. Multiplication (same as above)
- 7. Division (same as above)

### I. Related Arithmetic

#### 1. Time

- a) telling hours
- b) telling  $\frac{1}{2}$  hours
- c) telling quarter hours
- d) adding time
- e) subtracting time

#### 2. Money

- a) recognition of money
  - 1) penny
  - 2) nickle
  - 3) dime
  - 4) quarter
  - 5) half-dollar
  - 6) silver-dollar
  - 7) paper dollar
  - 8) 5 dollar bill
  - 9) 10 dollar bill
  - 10) 20 dollar bill

#### b) counting money

- 1) 25¢
- 2) \$1.00
- 3) \$5.00

#### c) making change

- 1) 25¢
- 2) \$1.00
- 3) \$5.00

#### d) adding money

#### e) subtracting money

#### 3. Measurement

##### a) recognition of measurement words

- 1) inch
- 2) foot
- 3) yard
- 4) mile
- 5) ounce
- 6) pound
- 7) pint
- 8) quart
- 9) gallon

##### b) recognition of measurement tools

- 1) scales
- 2) measuring cup
- 3) ruler
- 4) yardstick

### J. Body Awareness

#### 1. Concepts

- a) up - down
- b) over - under
- c) left - right
- d) around through

#### 2. Body parts (minimal)

- a) head
- b) arm
- c) foot
- d) leg
- e) back
- f) hand
- g) mouth
- h) nose
- i) eyes
- j) ears
- k) front
- l) toes
- m) fingers

#### 3. Body parts (advanced)

- a) eyebrow
- b) eyelash
- g) knee
- h) teeth

- |               |            |
|---------------|------------|
| c) toenail    | i) tongue  |
| d) fingernail | j) earlobe |
| e) neck       | k) thumb   |
| f) elbow      |            |

- K. Reading Vocabulary
1. Recognizing 1-10 words
  2. Recognizing 10-50 words
  3. Recognizing over 50 words
  4. Reads sentences
  5. Reading level (by book level)

Needless to say all children were not rated on every item, due to the difficulty or simplicity of some of the items. However, each child was rated on those items within their capacity.

Following the initial pinpointing, the teacher selected those academic behaviors deemed necessary but needing work for her lesson planning. Each selected behavior was worked with and charted daily. For results of the charting and the analysis of the data see Charts - Section I.

Realizing that classroom performance for an Educationally Handicapped child is dependant on social behavioral skills as well as academic ones, the following list of behaviors was used as a pinpointing guide before changing social skills:

## II Social

- A. Hyperactives
  1. Jumping out of seat
  2. Running around the room
  3. Talking out
  4. Squirming
  5. Falling off chair
  6. Chair rocking
- B. Distractibilities
  1. Staring out the window
  2. Not attending to task
- C. Agressives
  1. Hitting
  2. Fighting
  3. Tantrums
  4. Biting
  5. Stealing
  6. Grabbing others belongings
- D. Shares
  1. Sharing toys with others.
  2. Sharing food with others
- E. Manners
  1. Proper eating habits - manners
  2. Interrupting
  3. Hanging up coat
- F. Others
  1. Whining
  2. Crying
  3. Irrelevant statements
  4. Irrelevant questions

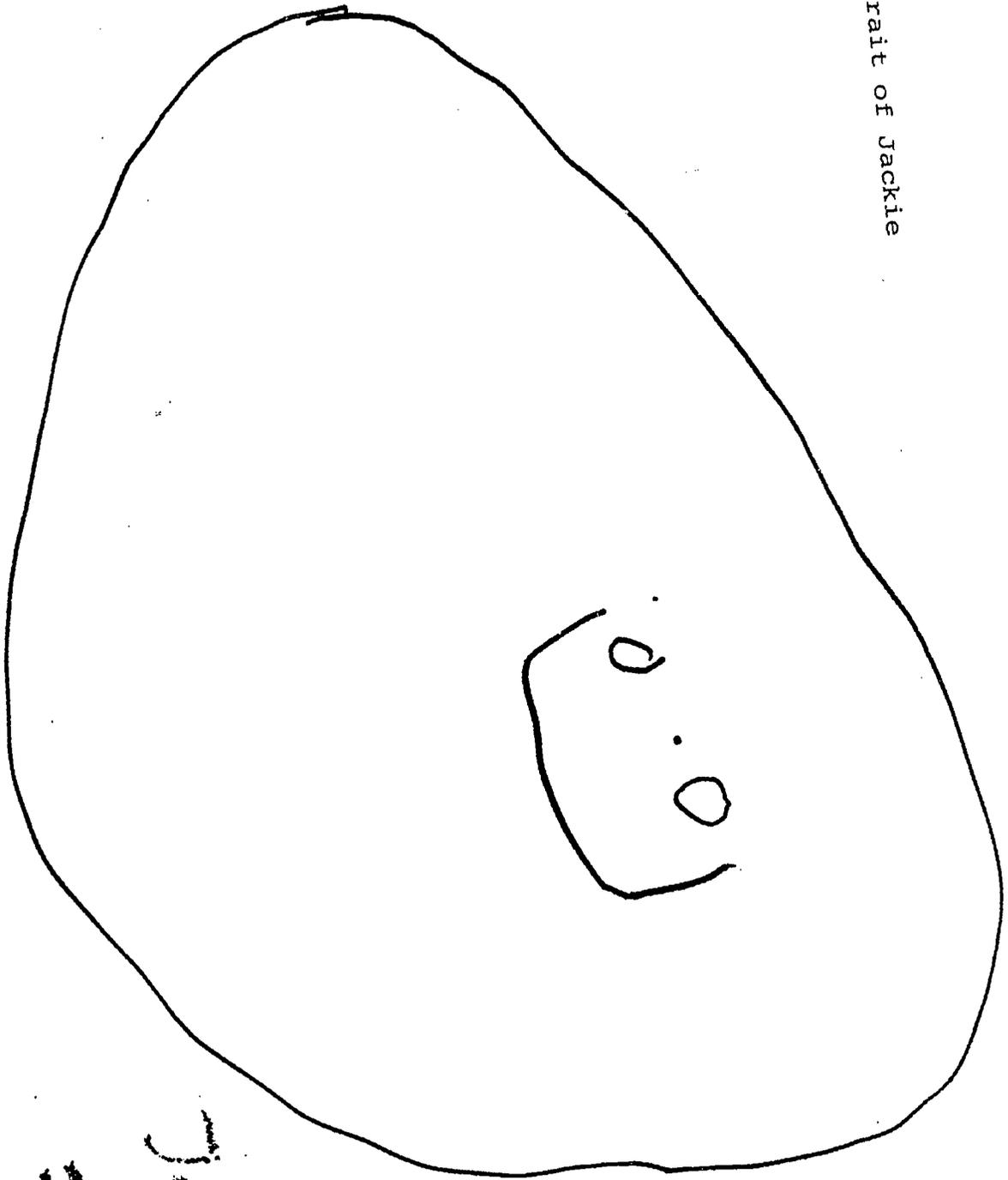
5. Sex play
6. Excessive toileting
7. Running away
8. Thumb-sucking

As with the academic behaviors, children's social behaviors were pinpointed and subsequently rated and charted daily. Analysis of data - both academic and social - was periodically done. Charts were viewed daily, often by both child and teacher. For more information see Charts -II

### III. SPECIFIC OBJECTIVES, EVALUATION AND DISCUSSION OF CHILDREN IN THE PROGRAM

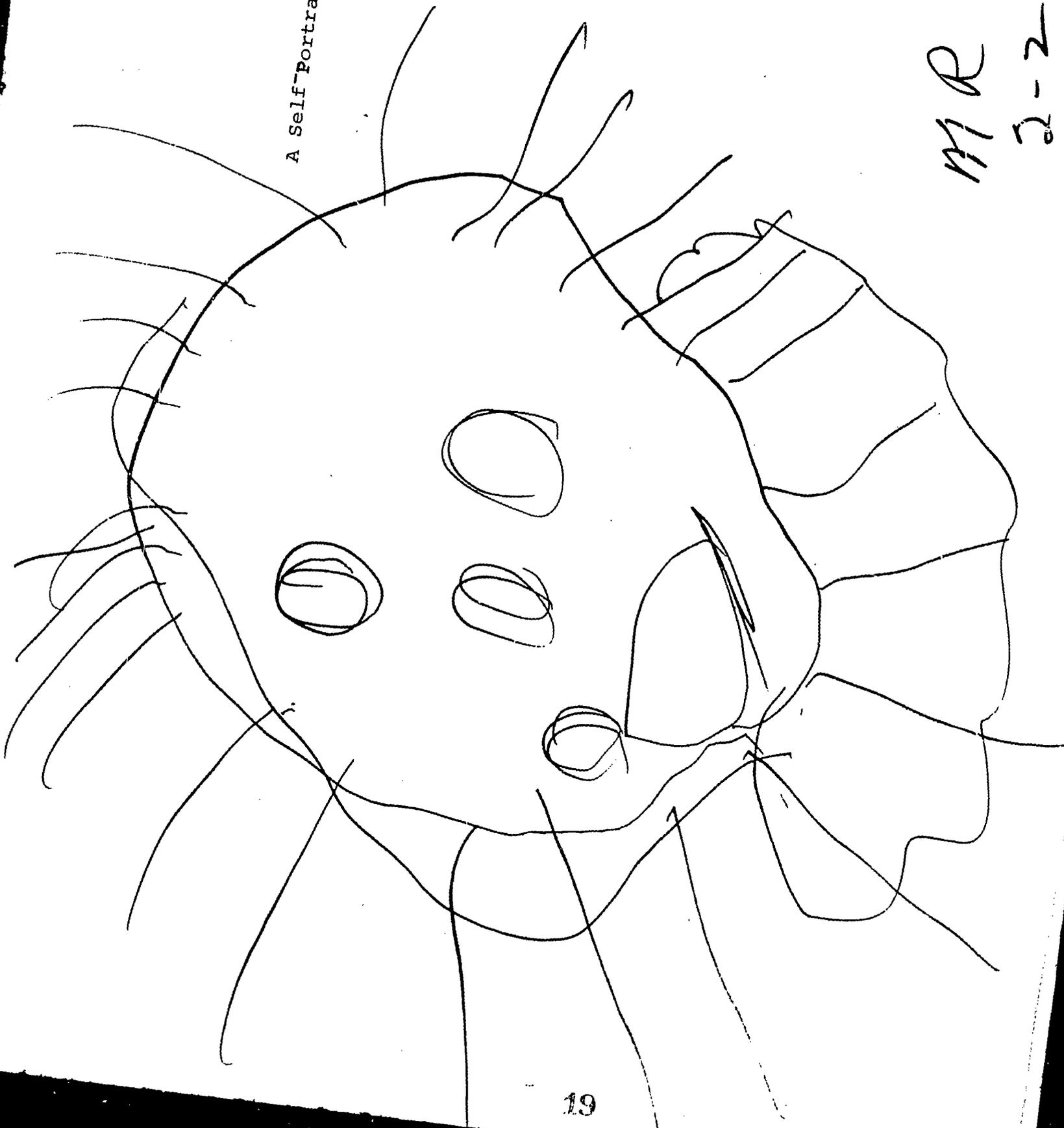
In order to teach each child in the Demonstration Class according to his own particular needs, curriculum goals were established along the lines of the general objectives. The following section deals with the objectives, evaluations and progress of each of the enrolled children. Specific techniques, data analysis and recommendations are also included.

A Self-Portrait of Jackie



Jackie  
2-2

A Self-Portrait of Mary Rose



MR  
2-2

Ken

Wed. 3/29

Writing Sample

Ken

Wheels is a story I am  
Wheels is a story I am

reading. I am getting to  
reading. I am getting to

be a good reader.  
be a good reader.

Ken

Wed. 3/29

Early Writing Sample - Laura

Laura L D W B

Laura can write.  
Laura can write.

a b c d e  
a b c d e

~~Laura~~ Laura

Year End Writing Sample - Laura

5/26/72

We had a party.  
We had a party.

We played kickball.  
We played kickball.

We were proud.  
We were proud.

I was a little mouse.  
I was a little mouse.

Early Writing Sample - Jackie

Jack

Jack

Jack

Jack

Jack

Jack

Jack

Year End Writing Sample - Jackie

Jack  
J a c k

April 1<sup>st</sup> week

Jack likes to play.

J a c k ~~like~~ like to play

He is a big boy.

He is a big boy.



Mary Rose

MARY

ROSE

Mary Rose can

MARY

ROSE

CAN

write her name.

MARY

ROSE

CAN

Multiplication - Ken

Ken

$\begin{array}{r} 41 \\ \times 55 \\ \hline 205 \\ 1230 \\ \hline 2275 \end{array}$	$\begin{array}{r} 7 \\ 93 \\ \times 29 \\ \hline 837 \\ 1060 \\ \hline 2697 \end{array}$	$\begin{array}{r} 4 \\ 25 \\ \times 18 \\ \hline 200 \\ 650 \\ \hline 850 \end{array}$	$\begin{array}{r} 81 \\ \times 49 \\ \hline 729 \\ 3240 \\ \hline 3969 \end{array}$	$\begin{array}{r} 47 \\ \times 35 \\ \hline 235 \\ 1320 \\ \hline 1665 \end{array}$	$\begin{array}{r} 36 \\ \times 27 \\ \hline 252 \\ 720 \\ \hline 972 \end{array}$
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$\begin{array}{r} 53 \\ \times 16 \\ \hline 318 \\ 690 \\ \hline 848 \end{array}$
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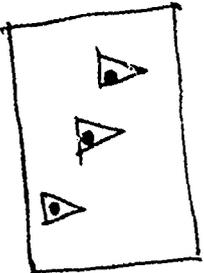
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$\begin{array}{r} 80 \\ \times 10 \\ \hline 640 \\ 800 \\ \hline 1440 \end{array}$	$\begin{array}{r} 72 \\ \times 44 \\ \hline 288 \\ 2880 \\ \hline 3168 \end{array}$	$\begin{array}{r} 62 \\ \times 33 \\ \hline 186 \\ 1860 \\ \hline 2046 \end{array}$	$\begin{array}{r} 41 \\ \times 1 \\ \hline 9 \\ \hline \end{array}$	$\begin{array}{r} 71 \\ \times 8 \\ \hline 568 \\ 5680 \\ \hline 5680 \end{array}$	$\begin{array}{r} 61 \\ \times 49 \\ \hline 549 \\ 2448 \\ \hline 2997 \end{array}$	$\begin{array}{r} 34 \\ \times 24 \\ \hline 136 \\ 680 \\ \hline 816 \end{array}$
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Very good, Jack!

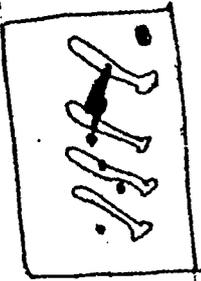
Counting and Writing Numbers - Jackie

Jack



= 3

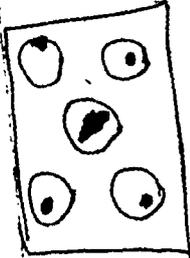
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= 4

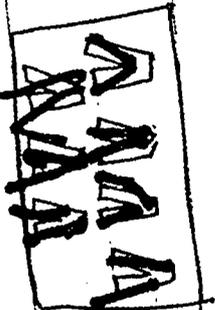


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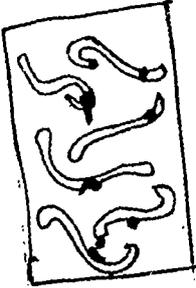
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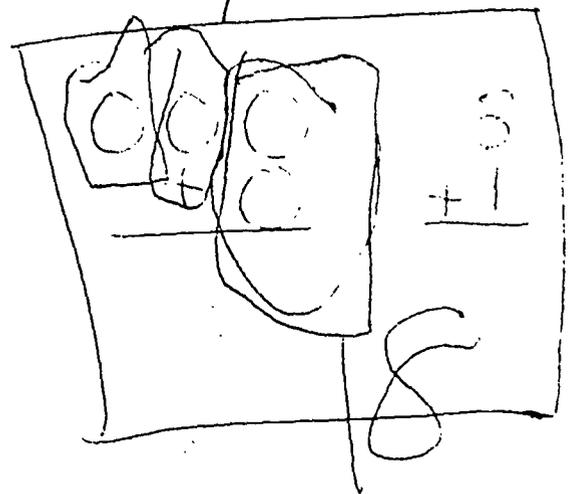
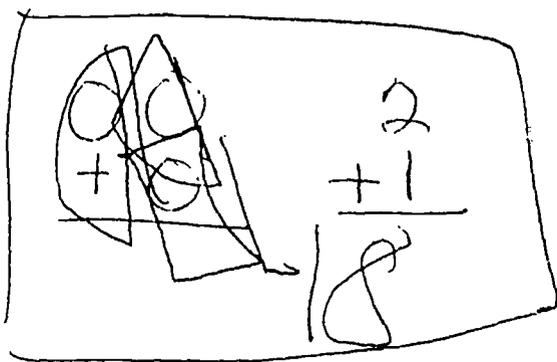
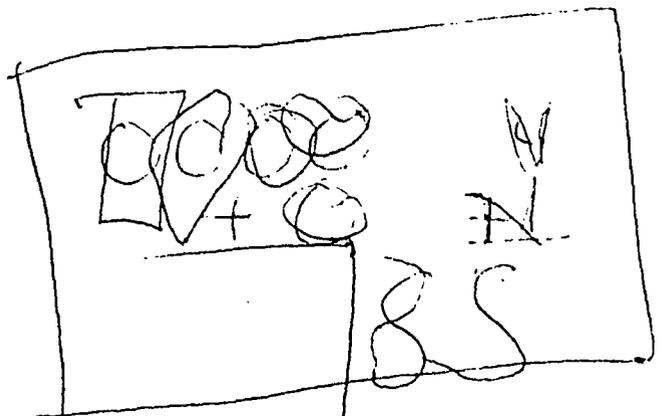
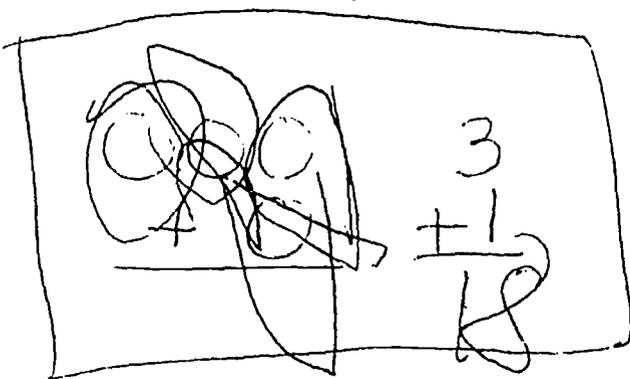
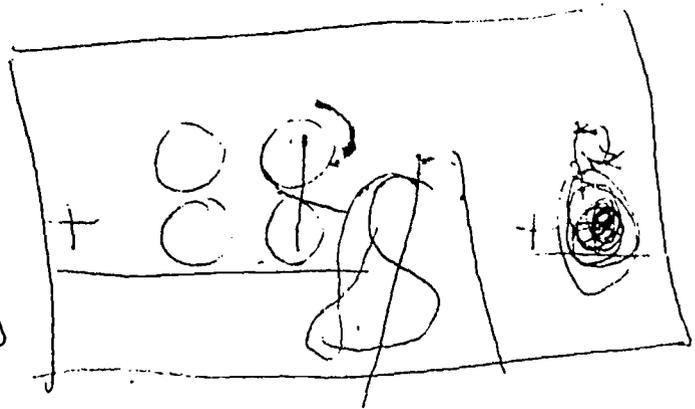
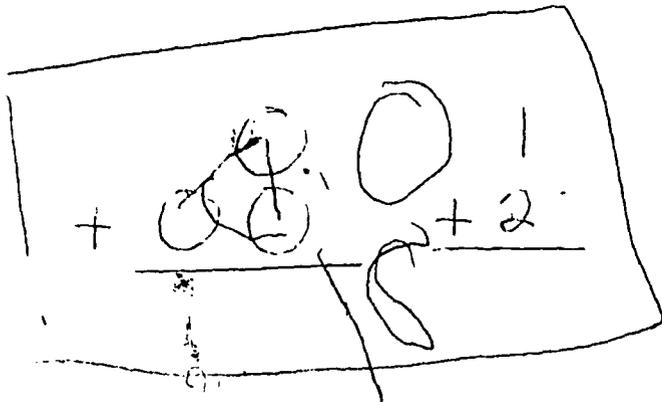
7



= 8

Counting - Mary Rose

14-12  
3-10-2-2



8

### A. Mary Rose

Mary Rose's most obvious problems are behavioral. Since these interfere with her academic performance and participation they will be dealt with first. Some of the main noticeable behaviors during the school day are:

- 1) attempts to get attention, i.e. falling out of or laying on her chair, running around the room
- 2) attempts to manipulate teacher or pupils into treating her as a baby
- 3) inattentiveness
- 4) refusals and lack of follow-through on assignments
- 5) disinhibition - instead of saying "That's good" when another student does well she jumps up and down, yells, and claps her hands loudly.
- 6) limited control over distractibility

Mary Rose's self-concept is very poor. She makes many negative statements about herself and her ability. Although she is occasionally pleased with her progress she more often is negative and helpless.

We have found that a highly structured school program stabilizes Mary Rose's behavior. She has her own desk which is not to be moved. Definite rules for being out of seat, speaking, and getting seem to help reinforce the appropriate behaviors needed. Rules are enforced but periods such as opening exercises and break allow her to speak freely and get up to move about the room. The schedule is followed closely so that she does not need to question the next activity.

A checkmark system was used to reinforce appropriate behaviors. Checkmarks could be earned for:

- 1) starting on assignments
- 2) finishing the assignment in the time allotted
- 3) correct response on assignments
- 4) following directions or rules

Checkmarks were used to buy:

- 1) break
- 2) treats
- 3) recess
- 4) old ditto papers
- 5) gum
- 6) use of tape recorder

- 7) coloring time
- 8) time for reading book or playing game of choice
- 9) use of record player
- 10) use of chalkboard

We also used the check mark system to provide adverse reinforcement. Mary Rose could lose checkmarks if she continued a behavior such as yelling or laying on her seat after she was warned. She did not fight this procedure but it did not seem to cure her behaviors.

Ultimately treats or recess could have been lost if child had lost checkmarks or had not completed her work. Mary Rose lost one recess during the time the checkmark system was in effect.

In addition to the checkmark system and its rewards Mary Rose responded well to praise and physical affection. Her attention-getting behaviors were best extinguished when ignored. However, adverse reinforcement had to be applied to some behaviors which distracted other children or which she seemed to enjoy. If she were laying in her seat she was physically placed in the appropriate position with a warning. Disinhibitory behavior in the form mentioned before was not punished but time was taken to discuss more appropriate ways to show happiness. When these were repeated she was praised.

Mary Rose often tried to manipulate others into doing things for her she was capable of doing for herself. For instance, she was expected to hang up her own coat every morning. If the teacher was not present, however, she would tell the person who brought her that she couldn't do it. It seems that she has been successful in her manipulation attempts and is afraid of losing this skill and being forced to accept the responsibilities appropriate for a child her age.

Any and all attempts to behave and/or perform appropriately were heavily reinforced with appropriate praise and privileges. She was given responsibilities accordingly. Too much pressure sometimes caused her to reject the activity all together.

Refusals to do assignments resulted in the loss of checkmarks. She was able to complete most assignments successfully when the teacher was with her. A kitchen timer was used and set for small periods of time to encourage independent follow-through. It was necessary for her to make a majority of correct responses during the time limit in order for her to earn checkmarks necessary for treat etc.

Mary Rose's academic achievement is strongly affected by her behavior; however, in the structured atmosphere of the demonstration class she could function.

Academic skills worked on in Reading were: word attack, sequencing, listening and repeating, classification and concept formation, sentence construction, and reading for main ideas. Specific techniques and materials used to teach these skills are listed below.

- A. Word Attack Skills
1. Phonics - beginning consonant recognition and identification
    - a. Carnival of Beginning Sounds
    - b. Toy Chest of Beginning Sounds
    - c. Identifying objects in the room by initial consonant sound
    - d. cutting out pictures with selected initial consonant sounds
    - e. trying to make the sound of a letter shown her
  2. Sight Vocabulary
    - a. drill
    - b. 1 minute rates taken on Dolch Popper Words Set 1.  
Reward of gum if rate increased
    - c. pointing out sight words in stories
    - d. selecting word from group of three
    - e. use of picture word cards
    - f. use of clues inherent in word meaning, ie. BIG little look
- B. Sequence Skills
1. Picture card sequencing
  2. Instructo Let's Learn Sequence
  3. Putting sentences from experience charts in the correct order
  4. Cutting apart comics and putting together in the correct order
  5. Retelling story or nursery rhyme
- C. Listening and repeating
1. Repeating story as teacher reads
  2. Repeating sentences and groups of unrelated words
  3. Following directions worksheets
  4. Scott, Foresman Talking Books
- D. Classification and Concept Formation
1. Instructo The Classification Game
  2. Using pictures from Peabody Kits
- E. Sentence Construction
1. Using sight word cards and picture word cards to make sentences
  2. Using sight words to caption pictures or objects
- F. Listening for Ideas
1. Students tell main idea of section just read
  2. Teacher reads story and Mary Rose answers questions about it by writing yes or no.

Specific Arithmetic skills developed were readiness skills and addition. Materials and techniques used are listed below.

- A. Readiness Skills
1. Completing worksheets by making an X on the group with more objects or on the different group
  2. Counting of cards with picture of groups of objects
  3. Rate counting to number on Quizma type card
  4. Counting objects in the room
  5. Counting claps, words or sounds

6. Ditto sheets with counting drills
7. Follow the dot dittos
8. Use of number line on board and on floor
9. Use of games like "Mother, May I?" for learning number concepts
10. Matching numeral to cards picturing groups of objects

#### B. Addition

1. Use of flannel board numerals and objects. Teacher puts up simple addition problem. Child shows numerals with objects and counts to find sum
2. Jump addition problems on number line
3. Addition drill sheets
4. Use of concrete objects to show written addition problem
5. Addition problems read from grouped objects

Mary Rose has much difficulty writing legibly because of her poor fine motor control. Some activities we found helpful were:

1. Use of configuration boxes as guides, ie.  for Mary
2. Tracing words from dots
3. Copying letters and words
4. Insistence that she write her name on her papers
5. Writing yes and no answers to questions
6. Copying experience stories
7. Making her own flash cards
8. Ideal Alphabet Practice Cards
9. Ideal Groovy Numerals
10. Kleeco Alpha Book - Manuscript

#### Recommendations

1. It is suggested that Mary Rose's school and home environments be highly structured. Rules should be explained and enforced and contingencies should be consistent, appropriate, and arise from natural consequences, if possible.
2. Immediate and appropriate reinforcement should follow all socially and academically desirable behaviors.
3. Inappropriate or undesirable behaviors should be ignored as much as possible.
4. Lengths of time devoted to tasks should be limited in the beginning and gradually built up. Activities should be varied since she has a tendency to tire and frustrate easily.
5. Special Class placement seems desirable for Mary Rose since she requires much attention and can be very distracting to other students.
6. A system of reinforcement such as checkmarks works well with Mary Rose.

## B. Laura

The progress Laura has made both behaviorally and academically this past semester is remarkable. Her earlier disturbance was manifested in such behaviors as running away, kicking, fighting, throwing objects, name-calling, and crying. These occurred when she was unable to get what she wanted by manipulation. She was excluded for 2 weeks so that a decision could be made about her placement. When she came back, few of the above behaviors were manifested in class. In the last month she had been a model student.

The only disturbing and inappropriate remaining behavior was her whining and complaining attitude. Her rate per day was charted. On several occasions she observed me counting and became upset when she learned I was counting a bad behavior. Just before school was out we discussed the problem - why it was inappropriate and what would be an appropriate behavior to put in its place. She suggested a smiling face so times when I observed her smiling were recorded on the board. There was an immediate drop in the whining rate (see chart) which was further reinforced by extra take-home dittos.

Laura could be teased out of most of her undesirable behaviors. It was as though she was used to being sullen and teasing and a smiling face released her.

She sometimes had difficulty waiting to be recognized, especially when this was caused by the other children's inappropriate behaviors demanding the teacher's attention. Indirectly it would be pointed out that students must wait quietly to be recognized. When she became quiet she was immediately reinforced.

The checkmark system seemed to provide Laura with incentive she needed to work independently. She received checkmarks for starting and finishing assignments but since her rate of production and correct responses was so much higher than the other students; it was necessary to give checkmarks on a ratio basis. This was agreeable to her since she always had extra at the end of the day. With these she would buy:

1. construction paper
2. magazines
3. dittos
4. use of tape recorder
5. free time
6. typing

Other positive reinforcers that were effective with Laura were:

1. horse trophies
2. insect books
3. seeing and showing progress on charts
4. physical affection

Adversive reinforcers effective with Laura were:

1. visible counting of inappropriate behaviors
2. withdrawal of attention
3. loss of checkmarks
4. loss of free time
5. teasing by the teacher

Some difficulties that hinder academic achievement are:

1. poor self-concept. This has, however, improved as skills have improved.
2. guessing
3. reversals - Sometimes she sounds out each letter in a word and then pronounces it using a middle or final letter as the initial sound.
4. attempts to use left to right progression in arithmetic
5. difficulty continuing after error was made when rate was being taken.

Reading skills worked on and techniques and materials used are listed below.

A. Word attack skills

1. Phonics - recognition of and pronunciation of words containing short vowel sounds
  - a. Conquests in Reading
  - b. Listing words from experience story in categories of short vowel sounds
2. Sight Vocabulary Skills
  - a. Drill and 1 minute rate taken daily on Dolch Popper Words - Set 1. (see chart)
  - b. Practice and daily rate (chart) taken on reading selections from Cowboy Sam and Freckles.
  - c. Dictating experience stories
  - d. recognition of words known in experience story
  - e. Dolch Word Teaching Game
  - f. Instructo Initial Consonant Substitution
  - g. Dolch Picture Word Cards

B. Developing Skills in Sequencing

1. Placing sentences from experience stories in proper sequence
2. Putting words in sentences in order
3. Cutting comics apart and putting them back together in correct sequence
4. Retelling stories

C. Sentence Construction

1. Using sight words and picture word cards to make sentences
2. Using sight words to caption pictures

D. Reading for Ideas

1. Tell main idea of section just read
2. Read and answer questions about chapter just read

Arithmetic skills stressed were, addition, subtraction, money and fractions. Methods and materials follow.

A. Addition and Subtraction

1. Laura's rate on flashcards with sums 10 or less was taken daily (see chart)
2. Instructo Place Value Kit
3. Laura was introduced to carrying but she was not able to identify problems requiring the use of the skill. These problems were circled for her
4. A line was used to divide the tens and ones column
5. Quizma - Addition and Subtraction
6. Use of a fact table
7. Use of experience approach in making up story problems

8. Showing combinations of numbers less than 10 with concrete objects
  9. Learning Skills Series - A
- B. Money
1. Pay the Cashier
  2. Money Makes Sense
  3. Simple addition and subtraction problems involving life-experience approach
  4. Showing sums of money, ie. \$1.93 with play money
  5. Drill on coin and coin name, and value recognition
- C. Fractions
1. Fraction wheel
  2. Flannel board fraction pieces
  3. Use of money to show fractions of a dollar
  4. Dittos requiring recognition or drawing of fractions

Laura refused to write at the beginning of the semester. All work was done on the typewriter. Later, she decided she wanted to learn cursive writing. Techniques listed below were helpful in securing the progress she made.

1. Kleeco Alpha Writing Book - Cursive
2. Individual writing lessons dictated to teacher who wrote in cursive so that Laura could copy
3. Assignments were done in cursive writing.
4. Teacher and student would decide which letters were good and circle them
5. Making her own flashcards

#### Recommendations

1. Use of definite schedule and seating arrangement
2. Enforcement of rules governing talking, and out-of-seat behavior. This seems to give security to Laura and seems to reinforce her and help build her self-concept
3. A reinforcement system such as checkmarks is a great incentive for Laura. She definitely profits from knowing her work will be rewarded.
4. Teacher should be firm but show willingness to help if Laura needs difficulty. Carefulness should be exercised that Laura is not able to manipulate.
5. Since Laura's academic achievement is still below grade level and since she has been making much progress it is suggested that she would benefit from some type of summer school program.
6. It is believed that Laura is now ready for placement in a regular class if she has the service of a resource teacher. Her regular class teacher could best help Laura by providing individual attention, support and instruction.

## C. Ken

In many ways Ken was a model student. He seemed to produce best in the structured, non-pressured atmosphere of the regular class. He never complained about assignments or talked back when calmed down. He attacked all assignments immediately and seemed proud that he was able to follow the rules with little difficulty.

Ken responded well to the checkmark system, and sometimes earned extra checkmarks. Positive reinforcers for Ken were:

1. break, treat, recess
2. Use of tape recorder
3. free time
4. magazines
5. Checkered Flag filmstrips
6. use of typewriter
7. opportunity to tutor Jackie

The only aversive reinforcers used with Ken were verbal reminders of unheeded rules and loss of special priveleges.

Ken had some difficulty in reading activities at the 3rd grade level. The majority of these activities were based on the books Wheels and Scramble from the Checkered Flag Series. Word attack, vocabulary development, and comprehension skills were emphasized. Activities, materials, and techniques used to develop each of these skills follow.

## A. Word Attack

1. Phonics - stress on medial vowel sounds and structural analysis
  - a) Conquests in Reading workbook
  - b) Words from chapter in Wheels or Scramble were categorized by medial vowel sounds.
  - c) Words from above books were divided into syllables and vowels and accents marked.
  - d) Teacher-made game in which student made "books" by matching words by medial vowel sounds
2. Sight Word Development
  - a) Student's rate of reading portions from above books was charted. (see chart)
  - b) Student was asked to identify known words in experience story
  - c) Use of sight words in crossword puzzles
  - d) Group Word Teaching Game by Dolch

## B. Reading For Ideas

1. Completion of comprehension exercises at the end of each chapter of Wheels and Scramble.
2. Use of exercises in which student had to choose best title for a story
3. Listening and answering questions about story read by teacher

## C. Oral Reading Skills

1. Reading rate charted
- b. Reading to other children

Ken's arithmetic skills were better developed than his reading skills. Arithmetic topics emphasized were mul-

multiplication facts, long division, story problems solving processes, and decimals.

- A. Multiplication Facts
  - 1. Drill with flashcards - rate charted
  - 2. Quizmo
  - 3. Use in story problems
- B. Long division
  - 1. Learning Skills Series - B
  - 2. Sullivan "Division"
  - 3. Use in story problems
- C. Story Problems used to teach identification of processes needed were teacher-made and based on reading materials or Ken's personal experiences.
- D. Decimals
  - 1. Foundation Mathematics
  - 2. Teacher-made materials
  - 3. Use of play money and Pay the Cashier

Ken was able to work simple long division problems with teacher's constant supervision, but he could not work them at all on his own. Many different approaches were tried. It is possible that he had previously been taught a different way to do long division. At any rate, he became very frustrated when he was not able to solve the problems.

#### Recommendations

- A. Classroom structure and management
  - 1. The use of a definite schedule and seating arrangement seemed to raise Ken's performance level.
  - 2. Ken took pride in following and helping to enforce rules governing out-of-seat behavior, talking, and getting help.
  - 3. It is believed that Ken could best be served in a regular class if he had the services of a crises teacher and a tutor.
- B. Academic
  - 1. Ken responded best to high interest, low vocabulary materials which did not injure his self-concept.
  - 2. A tutor could provide Ken with the remedial and individual help he needs to improve his reading skills.
  - 3. Ken enjoyed and seemed to profit from use of audio-visual equipment and materials and games.
- C. Behavioral
  - 1. Ken might profit from personal development in small groups before he is expected to function in a large group.
  - 2. It is suggested that the teacher be available when Ken expresses appropriately his need for help.
  - 3. Ken seemed to profit from a seating arrangement in which he was in a group but at a non-distracting distance.

## D. Jack

Jack was the youngest of all children served in the demonstration class. His young age accounted for some of the behavior problems he had. These most often were manifested in immature crying spells and temper tantrums. Behaviors included in the tantrums were hitting, kicking, running around the room, yelling, throwing things from his desk and destruction of materials. Some of these behaviors occurred independent of the tantrums but not nearly as often.

We found that introducing structure in the classroom environment cut his rate of tantrums per day in half. However, the variability increased. (See the chart) The cause of Jack's "bad" days is not known.

When these behaviors occurred the teacher took the following steps:

1. Jack was physically placed in his seat.
2. If he was running he was not chased but was given to the count of 5 to return to his seat. Failure to do so resulted in loss of a checkmark.
3. Once in his seat Jack was reminded of the need to earn checkmarks in order to get his treat.
4. The teacher indicated with as little verbalization and attention as possible that she was willing to talk over the problem or help the student with his work when he was ready.
5. The student was instructed to raise his hand when he was ready to begin work.
6. Other students were instructed to ignore Jackie's behavior as long as it was inappropriate.

Jack responded well to the checkmark system of reinforcement. He received checkmarks for starting and finishing work and for correct responses. It was very difficult for Jackie to cope with losing checkmarks. Because of this he rarely lost more than one a day unless he was having tantrum trouble.

Usually Jack did not earn extra checkmarks. Except for 1 day Jack always earned his break, treat and recess.

Other positive reinforcers to which Jack responded well were:

1. Use of tape recorder
2. Use of record player and talking books
3. Candy
4. Charting of progress and opportunity to show charts to other students
5. Clapping for him
6. Physical affection
7. Shaking hands
8. Free time - coloring or looking at books

Reinforcers that were aversive to Jack and that usually decreased behaviors were:

1. Loss of checkmarks after warning
2. Loss of special privileges

3. Withdrawal of attention
4. Loss of reward, ie. candy
5. Giving him to the count of 5 to perform desired behavior
6. Using a loud voice to get his attention

Jack's academic achievement is adversely affected by his inability to control his behavior. Work periods were shortened to insure success and completion of assignments. A kitchen timer was used to aid Jack and provide a reinforcement for working on assignments.

Academic skills worked on in reading were word attack, sequencing, listening and repeating, classification and concept formation, and listening for main ideas.

A. Word Attach Skills

1. Phonics - initial consonant recognition and identification
  - a. Carnival of Beginning Sounds
  - b. Toy Chest of Beginning Sounds
  - c. Identify and label object in the room by initial consonant sound
  - d. Cutting out pictures with selected initial consonant sound.
  - e. Dolch Consonant Cards - Jack names the picture, letter, and tries to make the sound of letter.
2. Sight Vocabulary Building Skills
  - a. Reading experience charts
  - b. Selecting word from group of three
3. Alphabet Skills
  - a. Made own alphabet cards by cutting out capital letters and pasting them to flash cards
  - b. Drill and one minute rate taken daily (see chart)
  - c. Scott, Foresman A is for Alphabet book and record
  - d. Pointing out letters in experience stories and books

B. Sequence Skills

1. Picture card sequencing
2. Instructo Let's Learn Sequence
3. Putting sentences from experience chart in order
4. Cutting apart comics and putting them together in correct sequence
5. Retelling a story or nursery rhyme

C. Listening and Repeating Skills

1. Repeating story as teacher reads
2. Repeating sentences and groups of unrelated words
3. Following directions on worksheets
4. Scott, Foresman Talking Books

D. Classification and Concept Formation

1. Instructo The Classification Game
2. Classification of pictures from Peabody Kits

E. Listening for Ideas

1. Students tell main idea of section just read by teacher
2. Students answer questions about story read by teacher by writing or circling yes or no.

Specific arithmetic skills developed were readiness skills and simple addition. All sums and counting were done with the numbers 1-10.

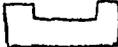
A. Readiness Skills

1. Completing worksheets by making an x on the group with more, larger, or different objects
2. Counting groups of objects pictured on cards
3. Counting to numbers on Quizma type cards
4. Counting objects in the room
5. Counting claps, words, or sounds
6. Ditto sheets with counting drill
7. Follow the dot exercises
8. Use of number line on board and on floor
9. Use of games like "Mother, May I?"
10. Matching groups of objects pictured on cards to appropriate numerals
11. First Arithmetic Game

B. Addition

1. Use of flannel board, flannel numbers and objects. Children show numerals with correct number of objects and count to find sum
2. Students jump addition problem on floor number line
3. Students show addition problem on board number line
4. Addition drill sheets
5. Use of concrete objects to show written addition problems
6. Addition problems read from grouped objects.

Techniques and materials we found useful in developing Jack's handwriting were:

1. Use of configuration boxes as guides, i.e.  for Jack
2. Tracing words from dots
3. Insistence that name is written on all papers turned in
4. Copying letters and words
5. Writing yes and no answers to words
6. Making his own flashcards
7. Ideal Alphabet Practice Cards
8. Ideal Groovy Numerals
9. Kleeco Alpha Book Manuscript
10. Copying words on individualized writing paper

Recommendations

1. The use of a definite schedule and seating arrangement is suggested for Jackie. It may be best for him to be placed out of reach of other children.
2. Jack responds well to the structure provided to enforced rules governing talking, out-of-seat behavior, and using the bathroom.
3. Immediate reinforcement in the form of praise or checkmarks made it possible for Jack to stick with an assignment for increasing longer time periods.
4. It is suggested that the teacher make every attempt to immediately reinforce Jack's raised hand or other appropriate attention-getting behaviors. As time goes on he will be better able to delay this reinforcement. He should be rewarded with extra checkmarks.

5. Jack works best for short periods of time and when activities are varied. A kitchen timer may be set as a limit to each assignment. If correct responses are rewarded at the end of the time Jack may be motivated to work hard.
6. Loss of checkmarks as well as threat of isolation are effective as adverse punishers.
7. It is recommended that Jack be placed in a regular class with an understanding yet firm teacher and that he have the services of a resource teacher for crisis events.

## E. Larry

Larry was with us a total of less than 2 school weeks during the spring semester. Due to transportation problems his attendance was so sporadic it was difficult to derive adequate and reliable information about his behaviors and skills.

During his first few days in school, Larry was asked to work independently. This was difficult for him and nearly impossible if he was experiencing little success. He was easily distracted and frustrated. His attempts to get teacher attention were inappropriate probably because of his frustration and/or because his experience with school routine has been extremely limited and negative.

Larry's academic handicap was most noticeable in reading. Initially, most of his reading work was confined to the New Practice Reader - Level A. This level was comfortable for him, yet challenging enough that he sometimes required help. Most of his difficulty in the series centered around word recognition. Larry joined in group work in Conquests in Reading. Medial vowel recognition and pronunciation were emphasized in this work. Medial vowels were part of his difficulty in word recognition. The Checkered Flag Series was also introduced by a substitute teacher, but it was too difficult for him.

In arithmetic Larry did well with addition and subtraction of whole numbers. On his last day we began to drill and keep a rate on multiplication facts zeros to fours. Some of these he knew, and all were within his ability to learn. The problem probably was lack of exposure to them due to being excluded from school.

Recommendations

1. It is recommended that Larry be placed in a regular class and have the services of a resource room or crisis teacher. The regular classroom should be highly structured and motivating.
2. Although definite accomplishments should be expected from Larry, limited pressure should be placed on him.
3. Success was very important to Larry - without it he was not able to function appropriately. Involved in his success was the immediate availability of the teacher.
4. Teaching materials should be highly motivating to Larry. We had intended to start him in the Dan Frontier Series since he had expressed an interest in stories about Indians and the Old West. This was not possible since he did not return to school.

## F. Mark

Mark, a six year old boy, was referred due to bizarre behaviors of autistic nature. These included hand waving, talking to self in rhythmic monosyllables, extreme hyperactivity and echolalia. His interaction with teachers and peers was minimal with self stimulation being foremost. Besides his inappropriate social behaviors he was functioning at a pre-readiness level in the classroom. Surprisingly we found that he could read, do number skills, shapes, and colors at a high kindergarten level.

Our chief objectives in March were to lengthen attention span, increase verbal interactions with teachers and peers and reinforce him to perform academically at the level we had found him to be.

Upon further investigation of Mark's academic skills we found that there were wide discrepancies in performance. For example he could read at a vocabulary level of about 25 words but he had no knowledge of the alphabet or sound. His addition skills, minimal though they were were somehow performed without knowledge of number names.

The following academic areas were pinpointed for his program and through these certain social behaviors were decelerated.

- 1) Phonic knowledge of sounds
- 2) Recognition of numbers
- 3) Recognition of alphabet letters
- 4) Use of complete sentences in free and structured speech.

Those social behaviors pinpointed to be decelerated in both free and structured work included:

- 1) crying
- 2) running around the room
- 3) repetitious (echolalic) speech

Those social behaviors pinpointed to be accelerated were

- 1) attention span
- 2) standing up for his rights with peers

In some ways Mark turned out to be the whipping boy for the class. Tantrums of Mary Rose or Jackie's eventually led to Mark being hit. When this occurred Mark was told that if he related what had happened to the teacher he would be reinforced. If such telling occurred he received social praise and comfort. If he merely cried without telling the cause he was ignored. Using this procedure some change was seen in verbalization to the teacher. Needless to say the other children were under aversive consequences for hitting.

Another way that interactive speech was fostered was through the "What I did yesterday" sharing for which Mark received potato chips for complete sentences. If an incomplete sentence was given he was asked to say it again. In addition to sharing

time answers to questions presented in the work situations were required to be complete sentences.

Lengthening of attention span proved to be a slow process for Mark. Using a kitchen timer the teacher set realistic amounts of time (initially 5 seconds to 1 minute) that Mark would work and be reinforced at their conclusion. As working increased the running around the room decelerated but the echolalic self-stimulation and rhythmic monosyllables accelerated. This problem had just been attached when Mark left the class.

Academically Mark's improvement was steady. He increased his reading vocabulary by 7 words, mainly the labeled objects in the room (door, window, table etc.) In alphabet recognition he progressed from 0 letters per minute to a rate of 9-10 per minute. Numbers showed a similar improvement though 6, 9 and 4 were never mastered correctly. In sounds Mark could identify 8 initial consonants and the vowel short a. He could not blend but could identify words beginning with the sounds.

In working with Mark on his academic skills the following materials were used:

- 1) Language-Master - This had very little effect with Mark. He pushed the cards through and pulled them out at so rapid a pace that it was felt he could not have even heard the words or letter names. His performance did not improve as a result of this material.
- 2) Flannel board pictures of beginning sounds - The most improvement in the phonics skills was seen while this material was in use. This was a group activity with Jackie and Mary Rose and he co-operated well.
- 3) Worksheets - Mark never completed and rarely started a worksheet while in class. This was a highly ineffective technique.
- 4) Flash cards - Presented on a 1 to 1 basis the flash cards brought an acceleration of performance in number recognition and alphabet naming. In a group situation he would jump up and run around the room.

Mark was enrolled in the Demonstration Class for about a month during February and March. The circumstances of his withdrawal were less than pleasant. Mark's mother had asked to observe and thinking she meant occasionally we concurred. However, she observed each day of his stay but two. As the teacher was trying different techniques to control Mark's attention span, crying, and standing up for himself someone was needed at each change to interpret the teacher's behavior to the mother. Unfortunately on a day when all supervisory personnel were otherwise engaged the teacher ignored a crying episode brought on by a hit from one of the other children. The mother, from lack of understanding and anxiety rushed into the room and paddled the offending child and announced that Mark would return to public kindergarten. After Mark's return to regular class follow-up was continued by the Instructional Resource staff with his teacher.

As Mark showed many problems needing special attention it was recommended that he be placed in an Educationally Handicapped Class for the coming year. It was further recommended that he

be given intensive speech therapy in the areas of language development and articulation. He would also be encouraged to speak in complete sentences. It was further recommended that his mother observe only minimally but should receive progress reports at close intervals.

### G. Other Children

Other children involved in the Demonstration Class were seen for diagnostic pinpointing with technical assistance to teachers or parents following.

Children seen included:

- 1) A 5 year old autistic girl for whom a tutor as well as specific at home techniques were suggested.
- 2) A six year old girl whose emotional and behavioral problems indicated a need for special instruction upon entering kindergarten.
- 3) A seven year old boy who had been diagnosed trainable and disturbed but who showed academic skills beyond the TMR level.
- 4) A 10 year old girl who needed special instruction in her fourth grade class due to a Learning Disability in arithmetic skills.
- 5) A six year old Korean child who, adopted and brought to America, had few language skills compounded with hyperactivity.

Each of these children proved to have some semi-adequate programs provided for them in their respective schools and were not enrolled in the class.

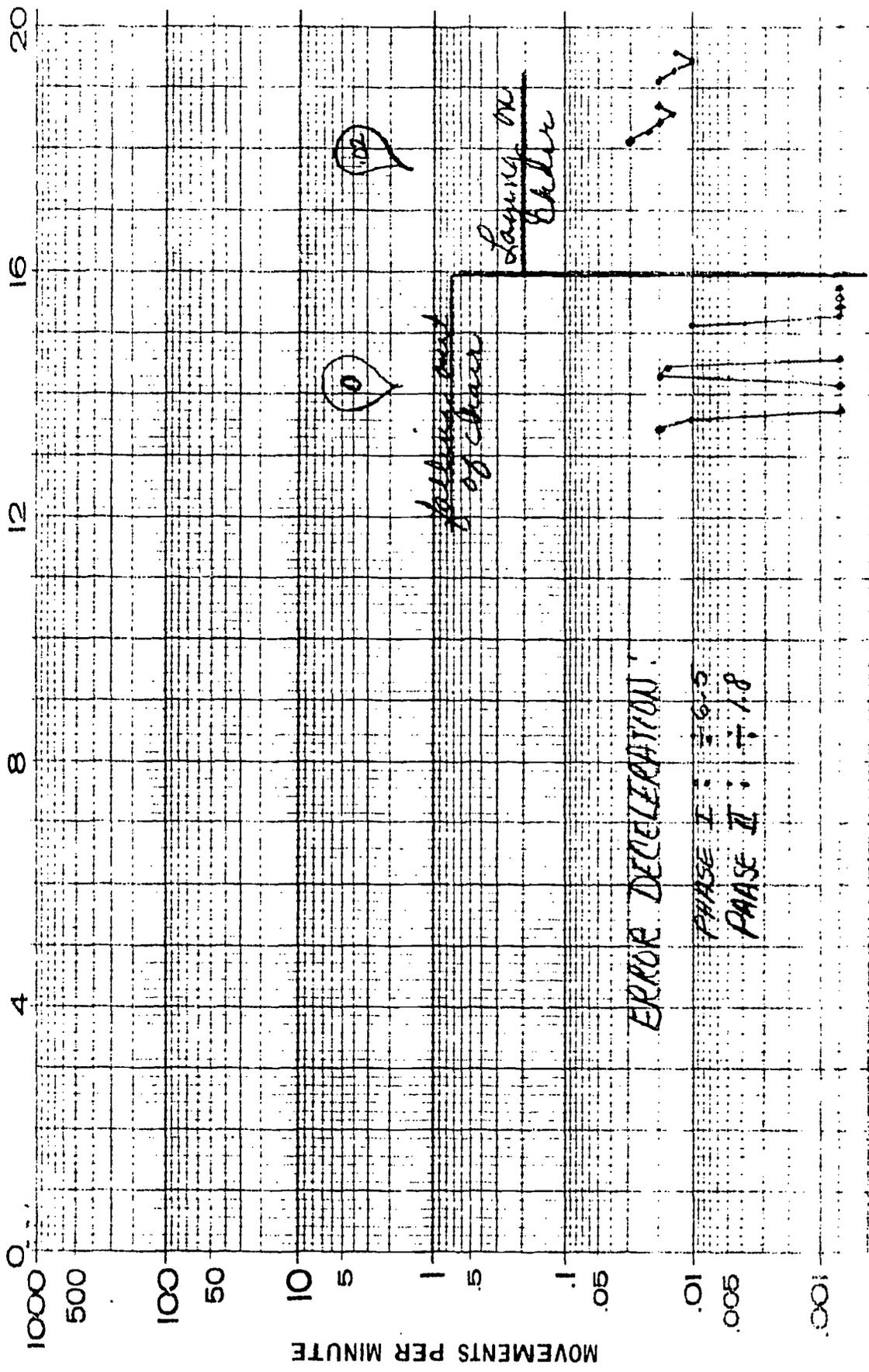
#### IV. CHARTS OF CHILDREN ENROLLED IN THE CLASS

Following are the charts showing the data collected by teachers and supervisor of the Demonstration Class. Interpretation of the charts is to be found in the body of the paper. Additional comments are written on the charts.

For charts of two or more phases the statistics of mid-rate and accuracy pair ratio was used. Mid-rates show the middle or median rate for a phase and are indicated by the rate in the tear-drop shape. Accuracy pair ratios indicate the relationship between error rates and correct rates and are often regarded as "growth" or "learning" indicators.

Consequences or curriculum changes are indicated by vertical lines on the charts. Each is marked with the nature of the consequence or curriculum. The horizontal broken line on the charts represents the record floor. All data points falling below this line are to be read as 0 movements per minute.

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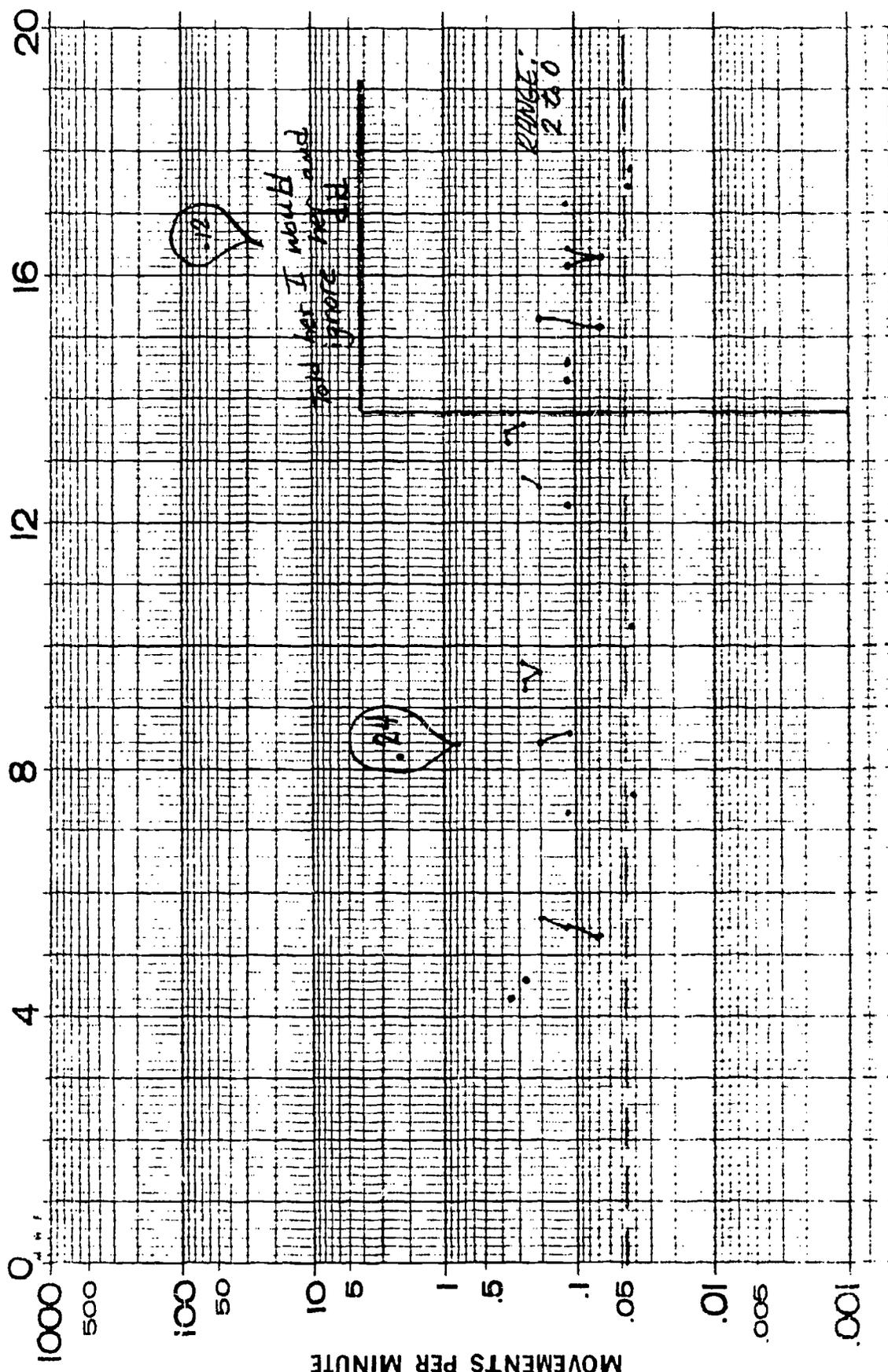
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 SUCCESSIVE CALIBRATION DATA  
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CALENDAR WEEKS

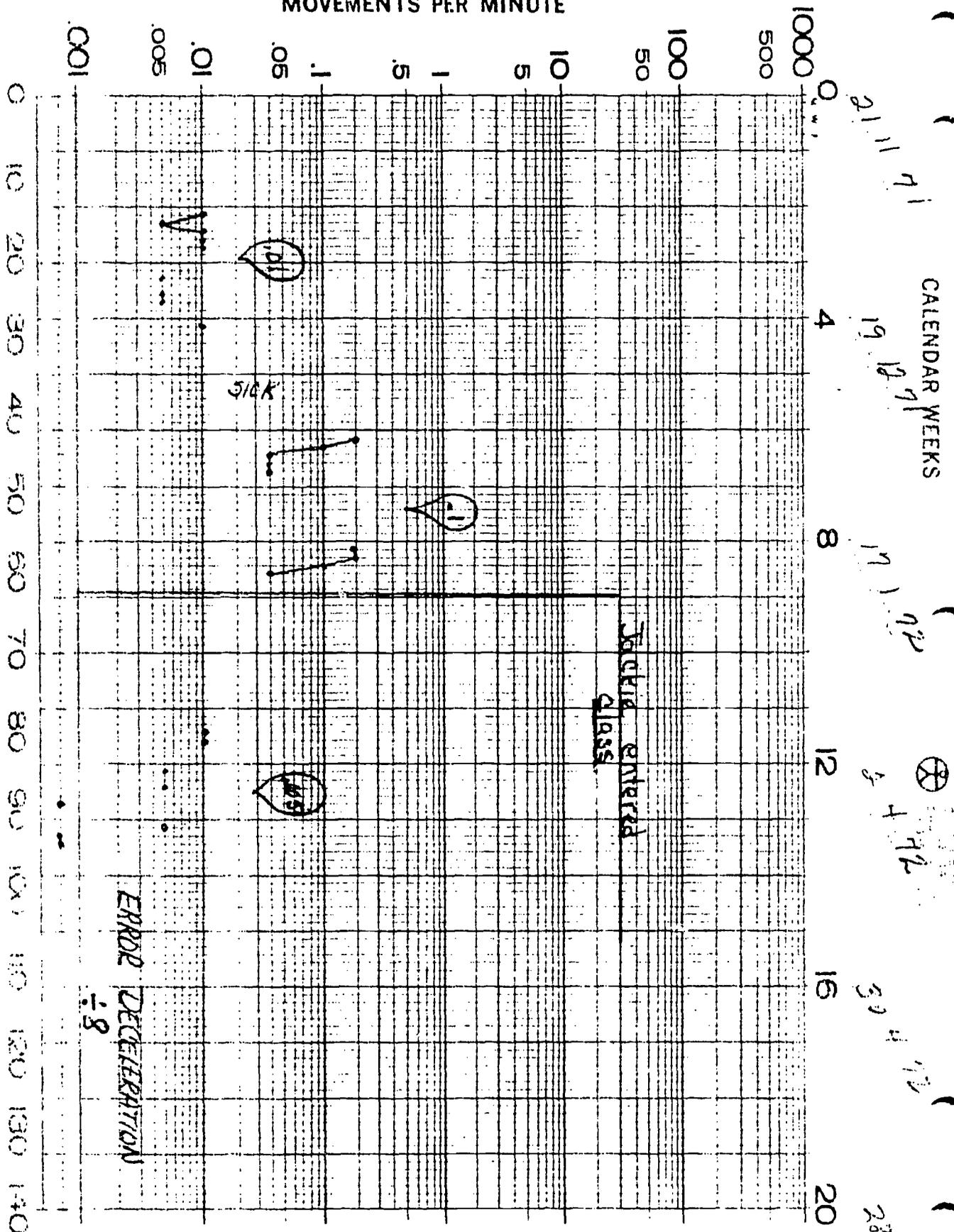
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SUPERVISOR: *W. L. ...* SUCCESSIVE CALENDAR DAYS: *Monday* 8 AM  
 MOVEMENT: *2.4* 130 140  
 SUPERVISOR: *...*



MOVEMENTS PER MINUTE

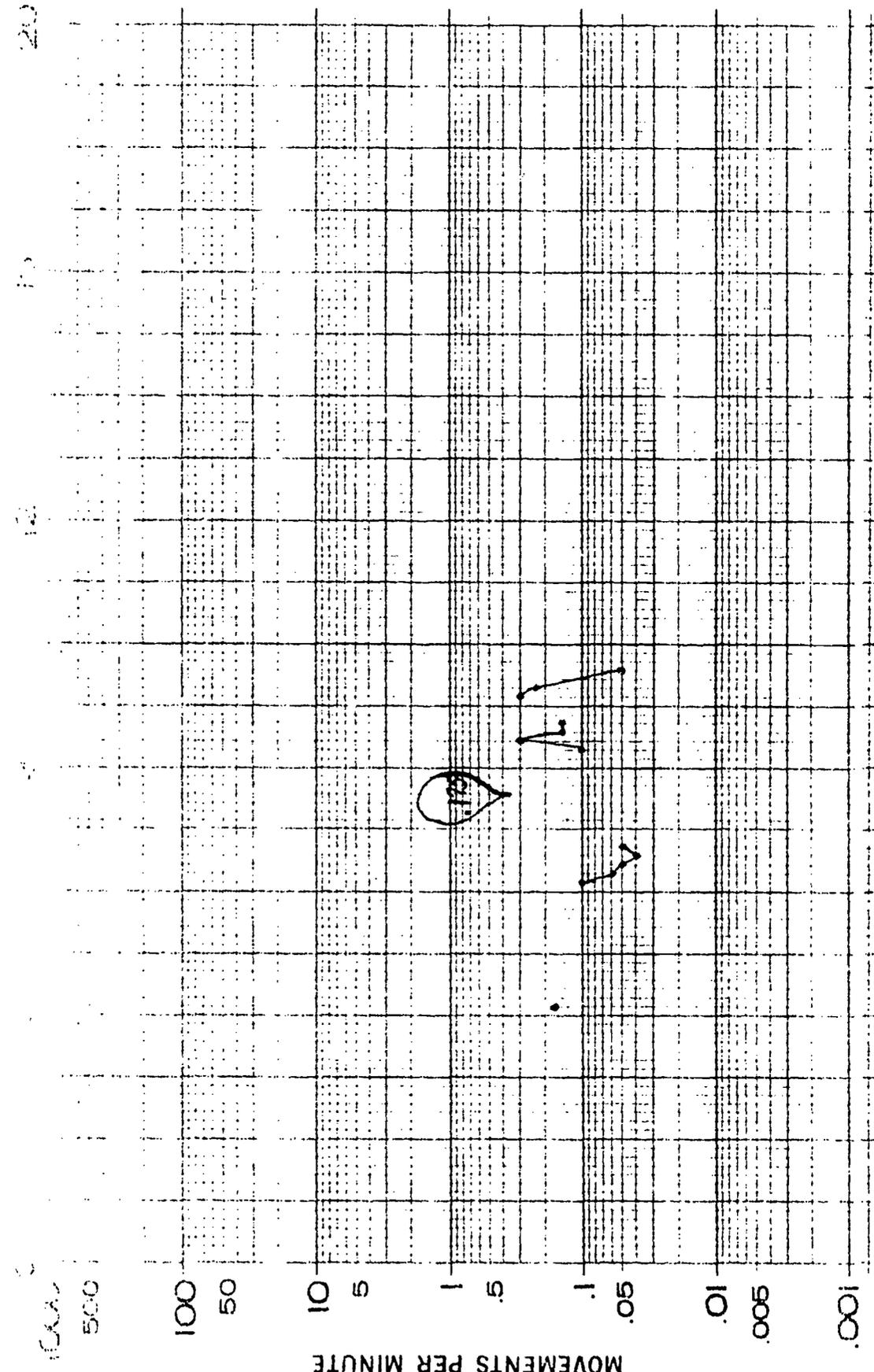


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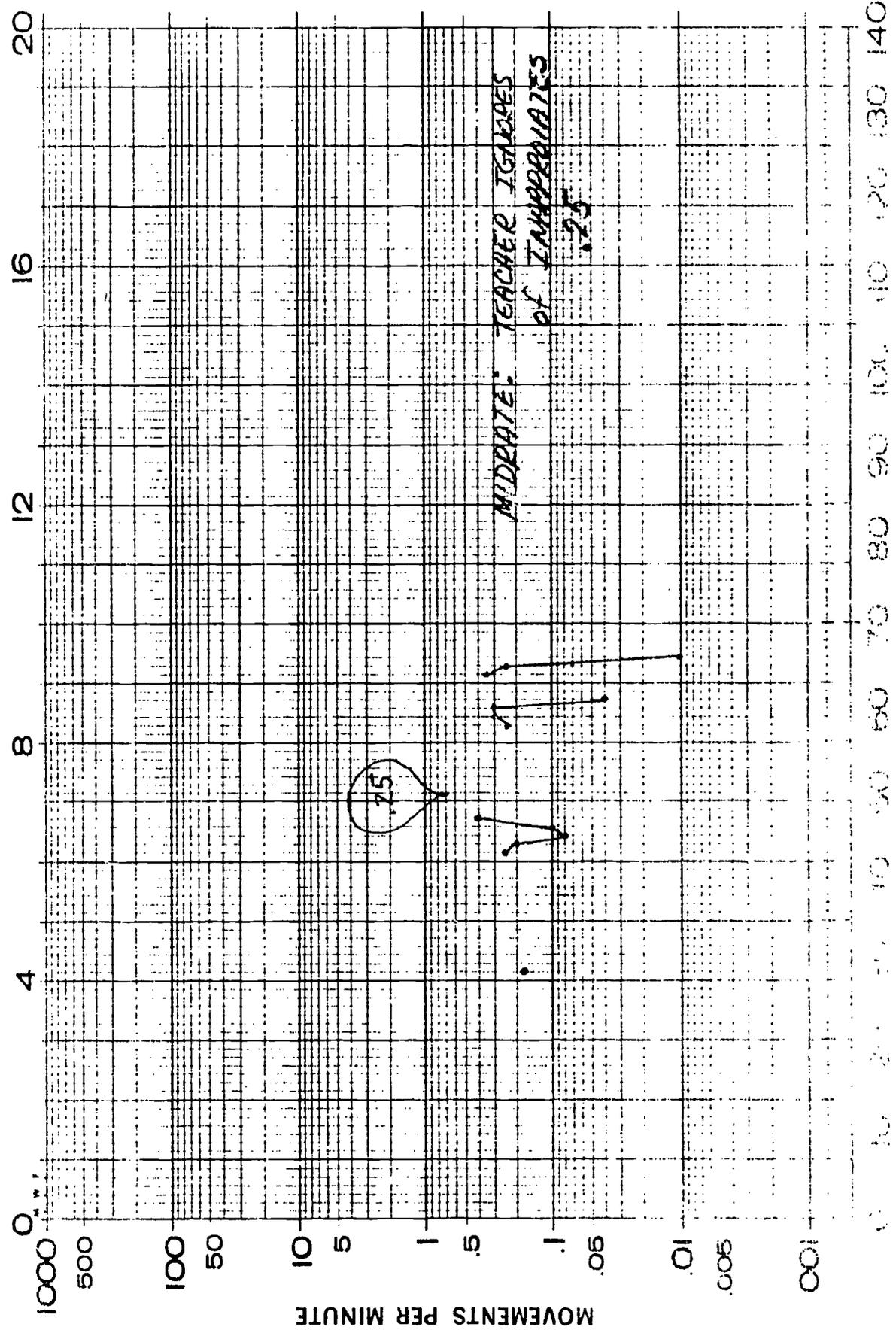
14 12 91 17 1 72



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CALENDAR WEEKS



Location: *Shiohemp*  
 Date: *March 8, 1972*  
 Station: *Shiohemp*  
 Operator: *Shiohemp*  
 Title: *Shiohemp*

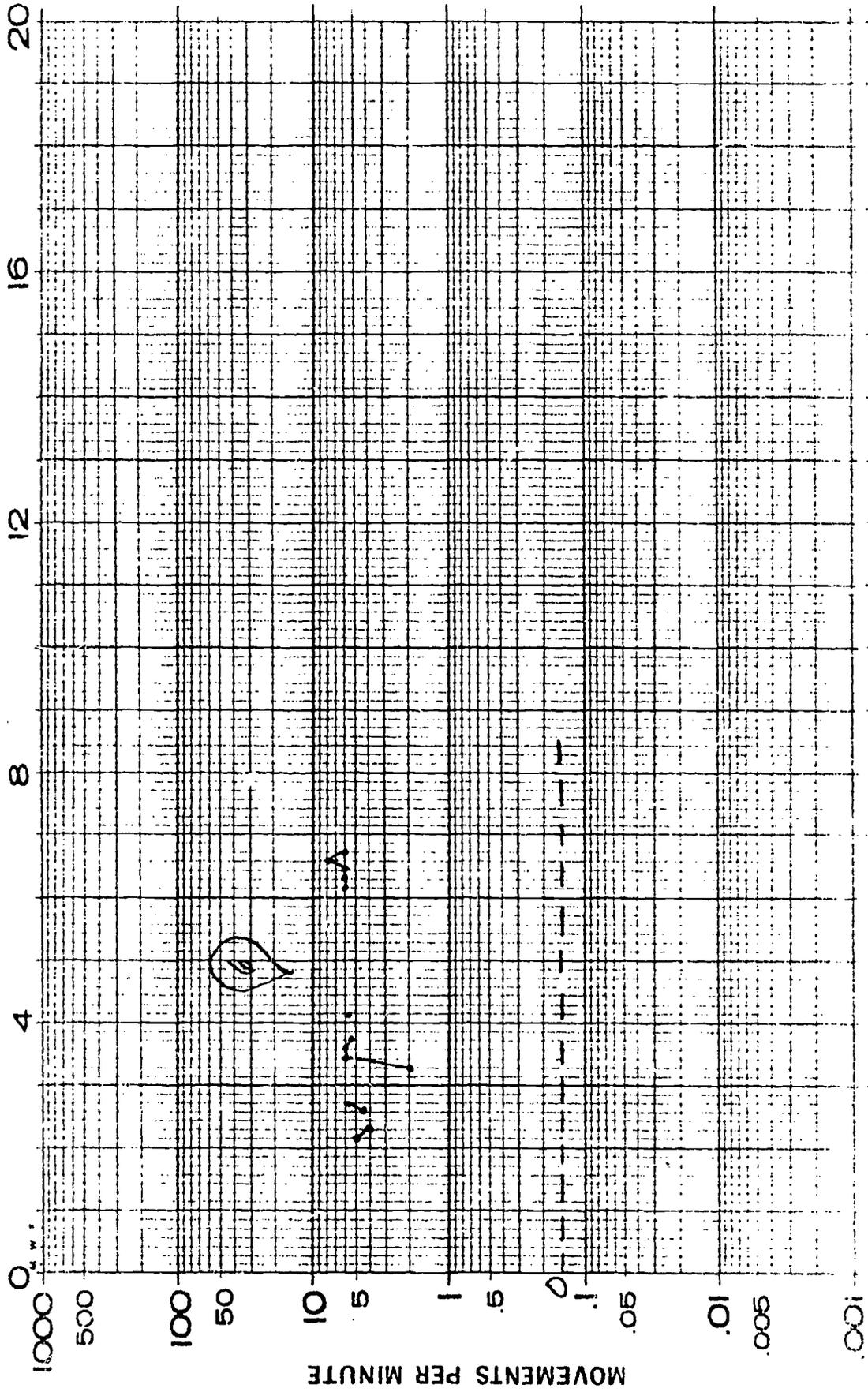


CALENDAR WEEKS

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Shelley

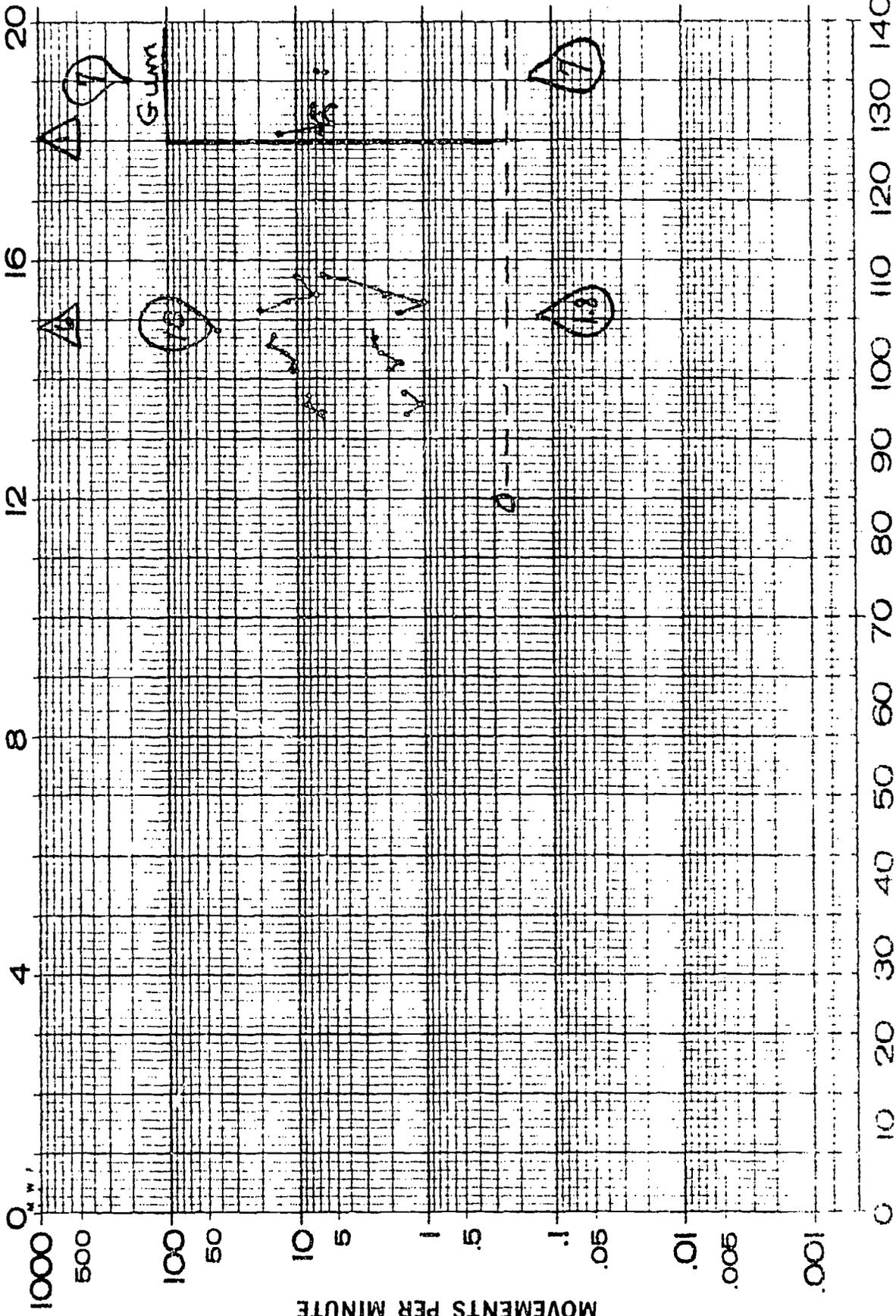
CALENDAR DAYS

Mary Ann S I H

Perkins  
Department  
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FRC

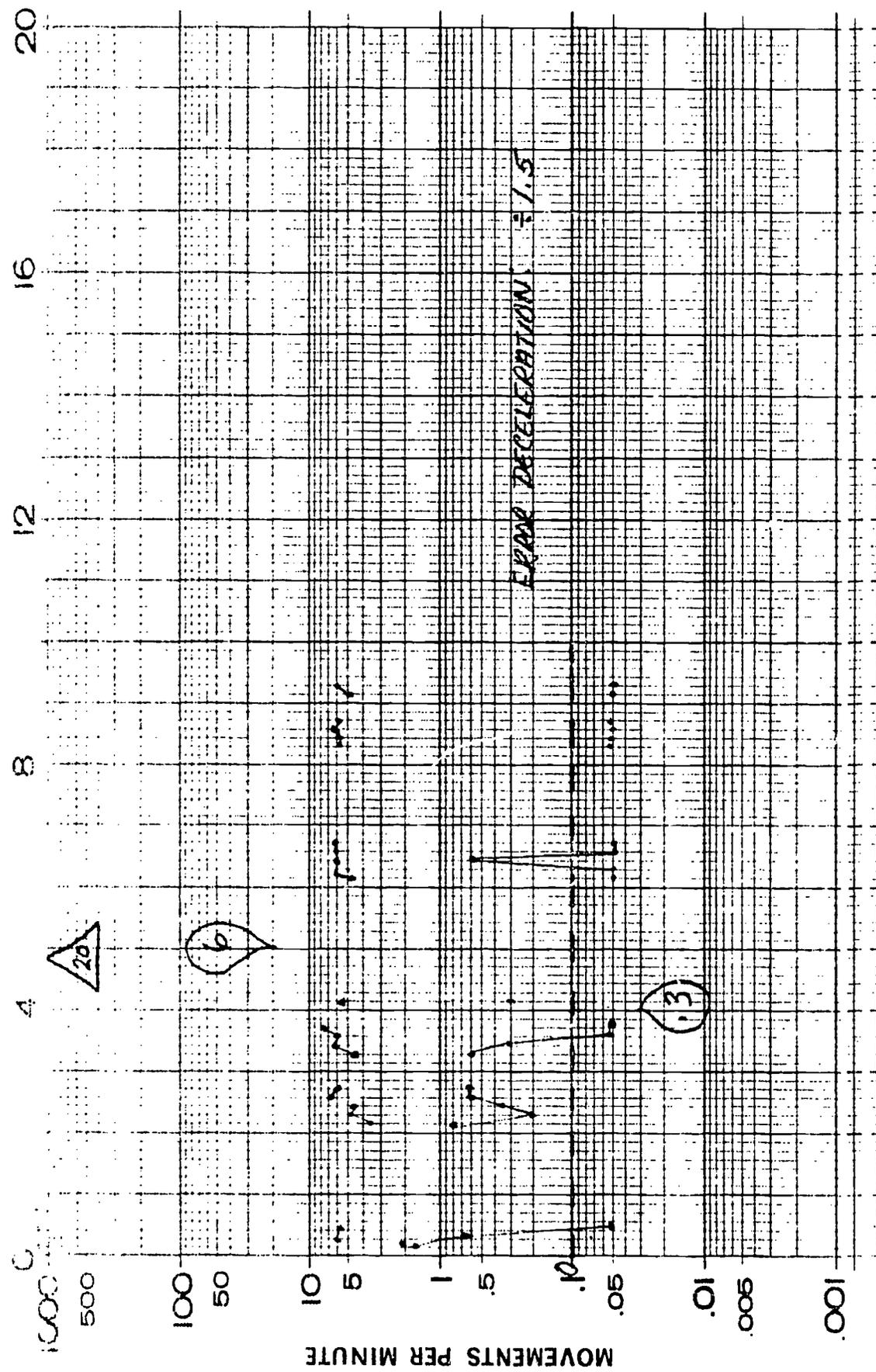
CALENDAR WEEKS



DEPOSITOR: *Weller*  
 SUPERVISOR: *Keyes*  
 ADVISER: *Keyes*  
 MANAGER: *Keyes*  
 AGENCY: *TRC*  
 BEHAVIOR: *Major*  
 AGE: *8*  
 RACE: *FA*  
 MOVEMENT: *Delish*



CALENDAR WEEKS  
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Wishes SUPERVISOR  
 SUPERVISOR  
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 SUPERVISOR  
 MANAGER  
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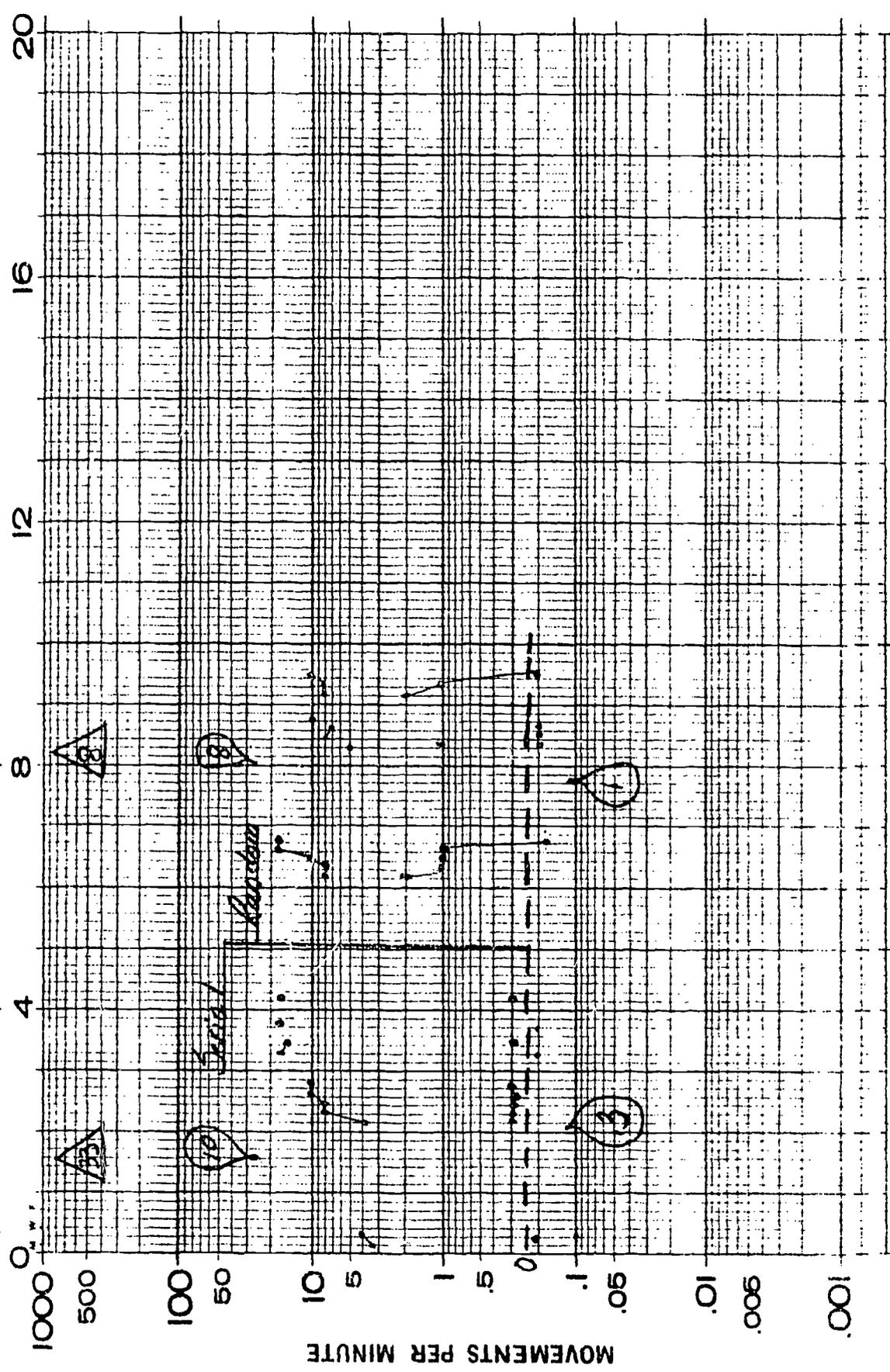
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Full Text Provided by ERIC

CALENDAR WEEKS

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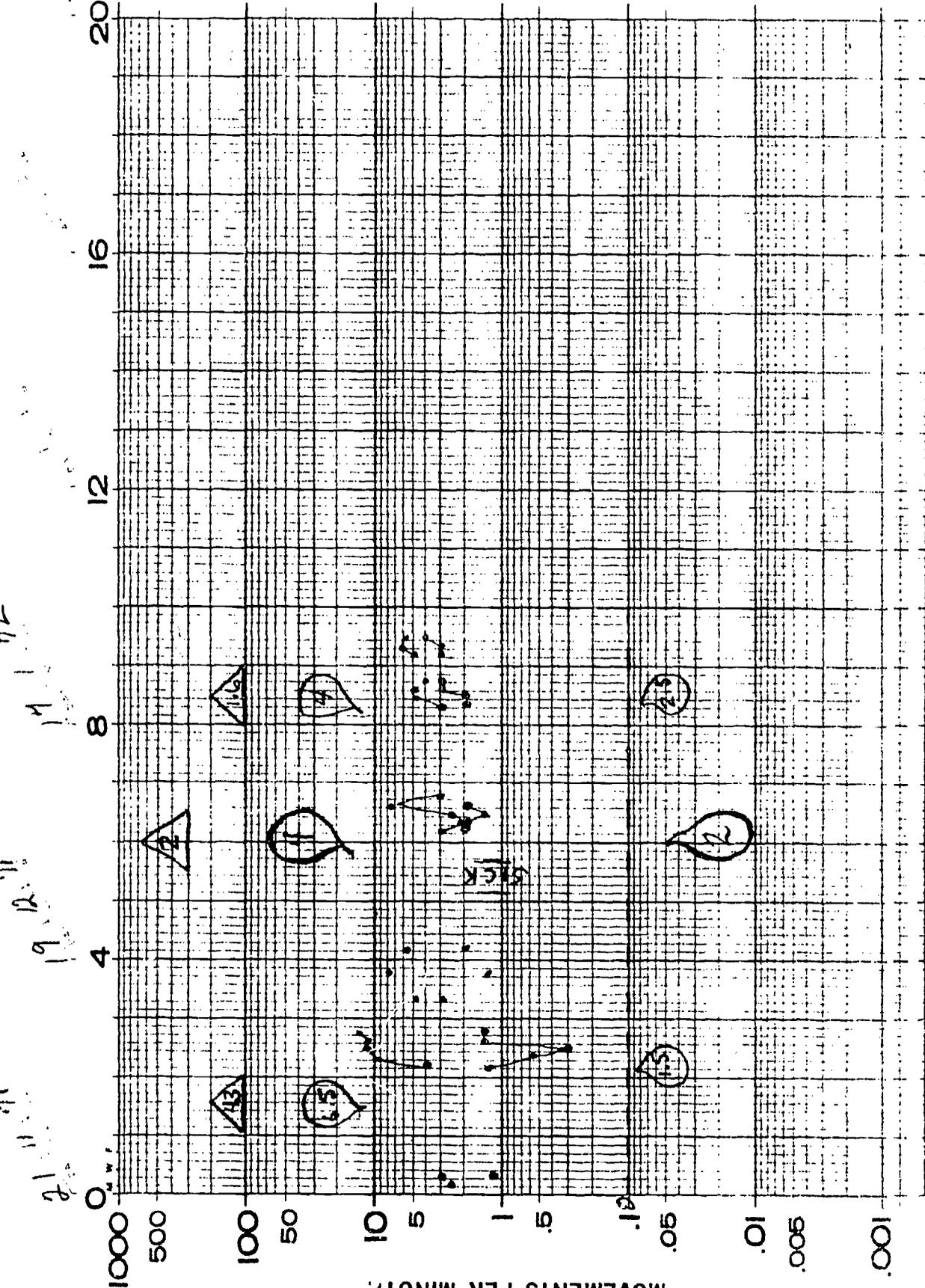
Waller SUPERVISOR  
Shirley MARGESIC  
IRC AGENCY

SUCCESSIVE CALENDAR DAYS

Mary Rose 8 AGE BEHAVIOR LABEL

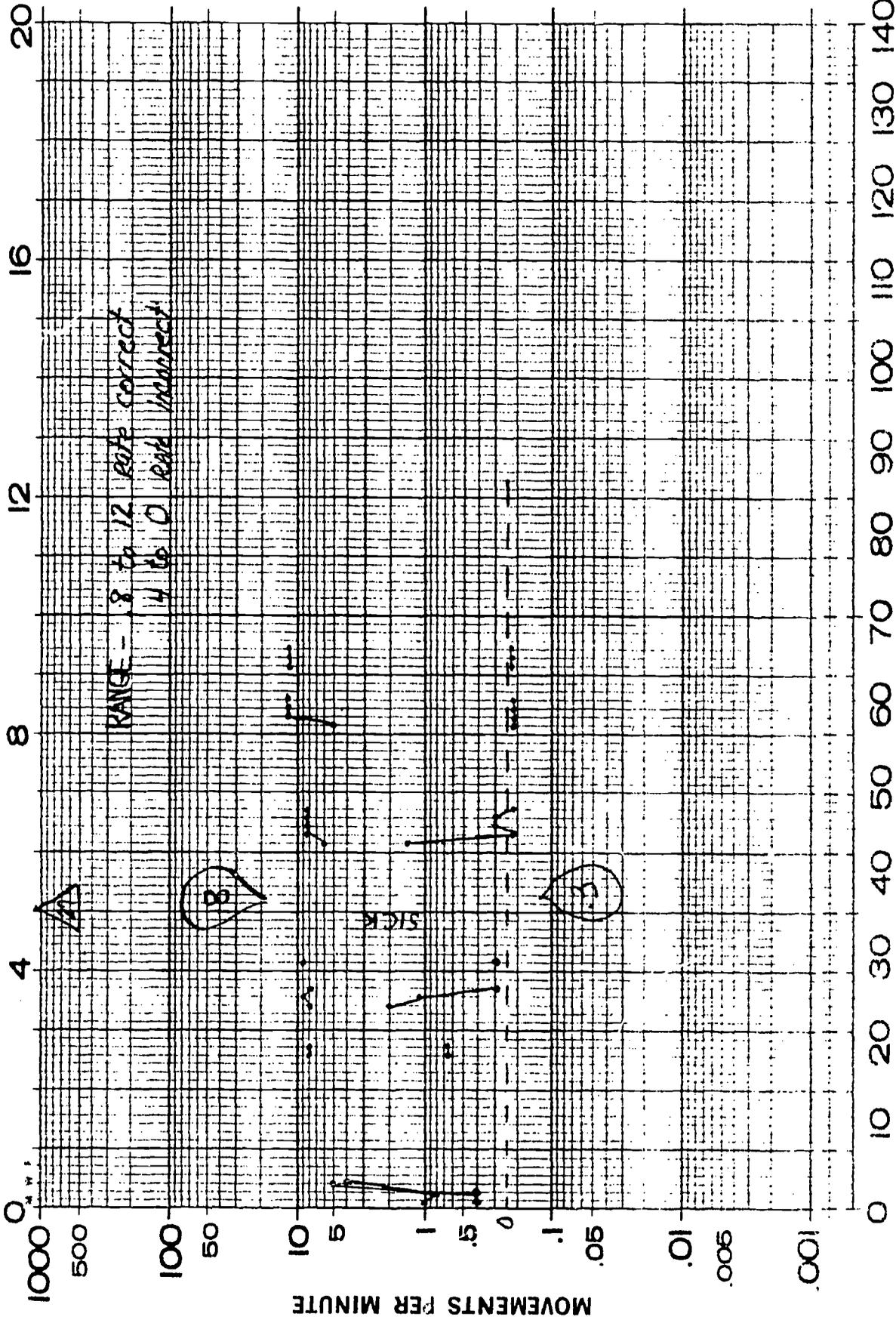
Number Acc. to do MOVEMENT

CALENDAR WEEKS



SUPERVISOR: *Weller*  
 ADVISOR: *Shankley*  
 MANAGER: *TRC*  
 BEGAYER: *Time by*  
 END: *8*  
 LABEL: *CH*  
 MOVEMENT: *Number Range to 20*  
 POSITION: *0 days*

CALENDAR WEEKS



Walter  
SUPERVISOR

Shirley  
MANAGER

ADVISER  
IPL

SUCCESSIVE CALENDAR DAYS

Mary Jane  
BEHAVIOR

10  
AGE

TABLE

MOVEMENT  
OPERATION

DEPOSITOR

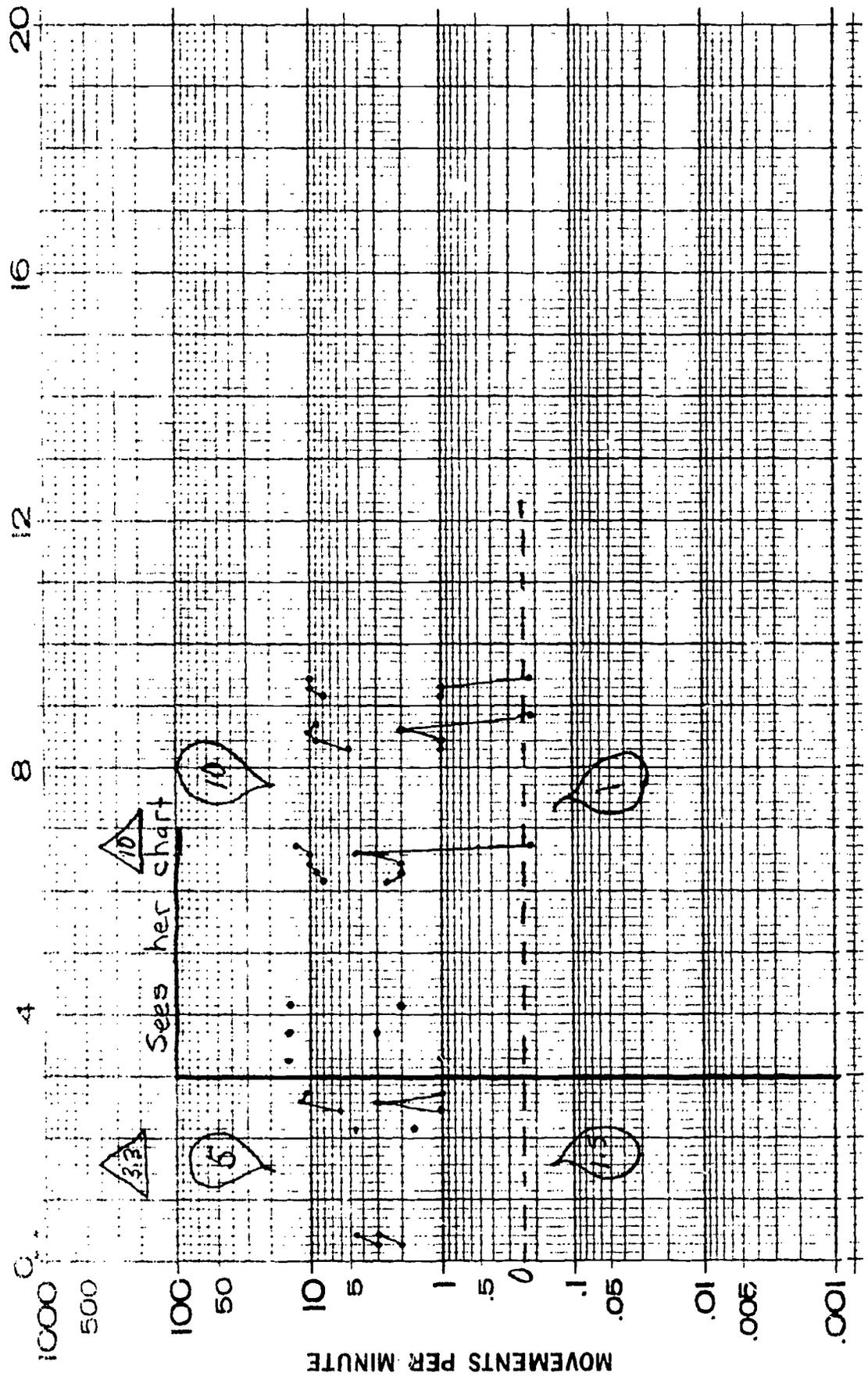
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QUARTER



CALENDAR WEEKS

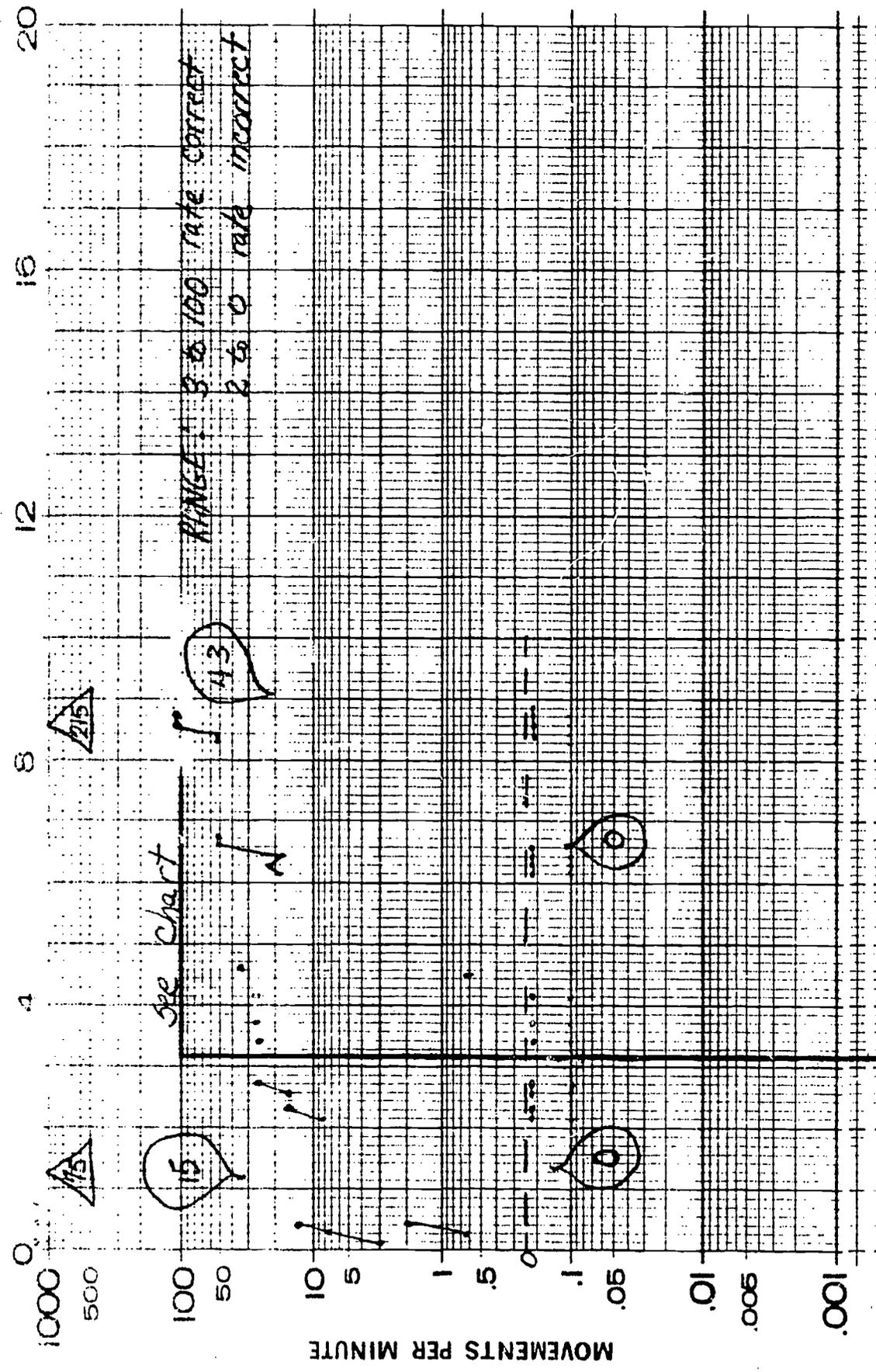
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17 12



SUPERVISOR Weller      ADVISER Shirley      MANAGER IRC      AGENCY \_\_\_\_\_  
 BEAVER Mary Rose      AGE 8      LABEL EH      MOVEMENT Alphabet  
 SUCCESSIVE CALENDAR DAYS \_\_\_\_\_      Reynolds



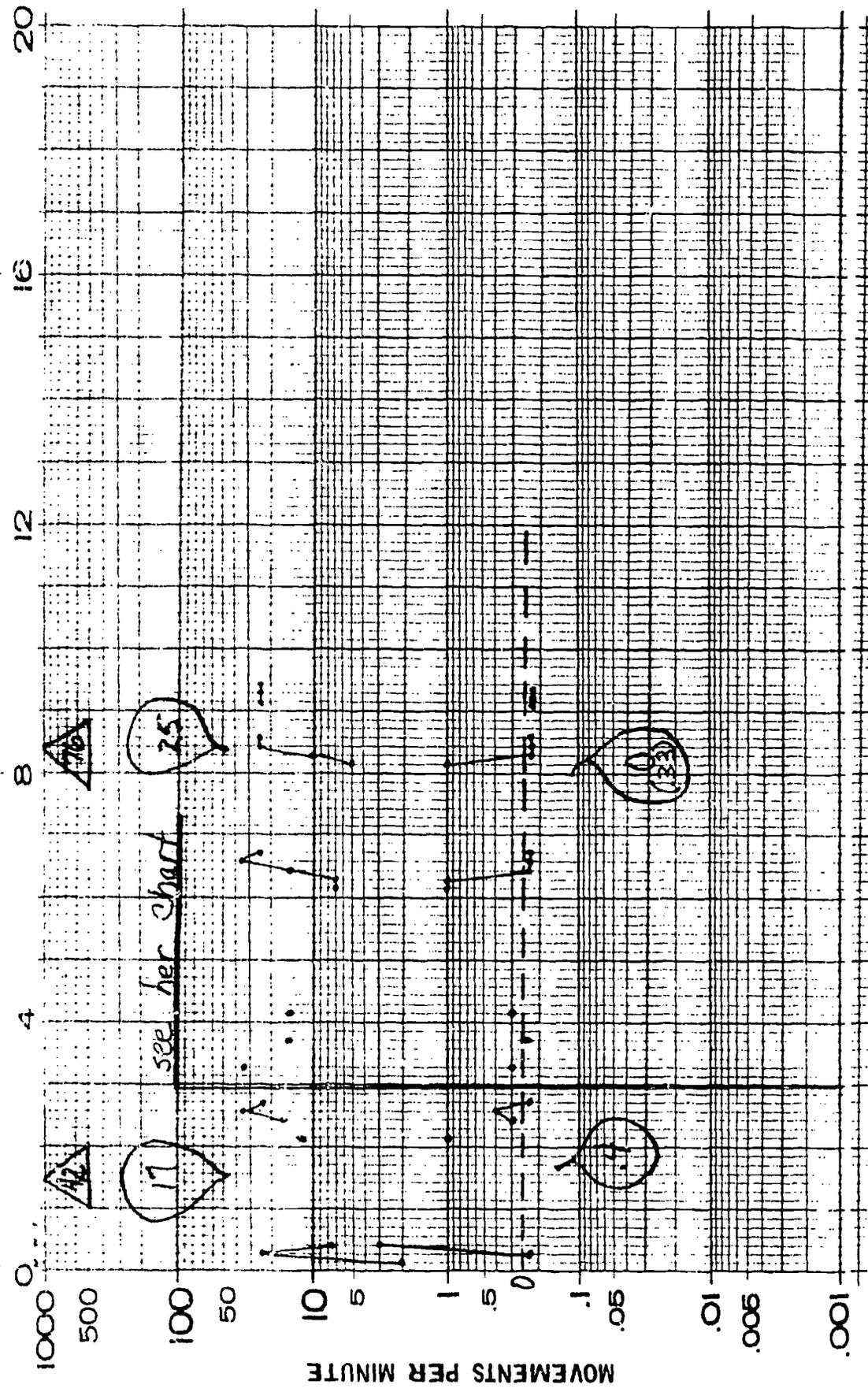
CALENDAR WEEKS  
 21 11 71 19 12 17 1 75



SUPERVISOR Waller ADVISER Shirley MANAGER Mary Rose AGE 8 LABEL FH MOVEMENT Alphabet Recognition  
 OF POSITION FRC AGENCY Upper Case

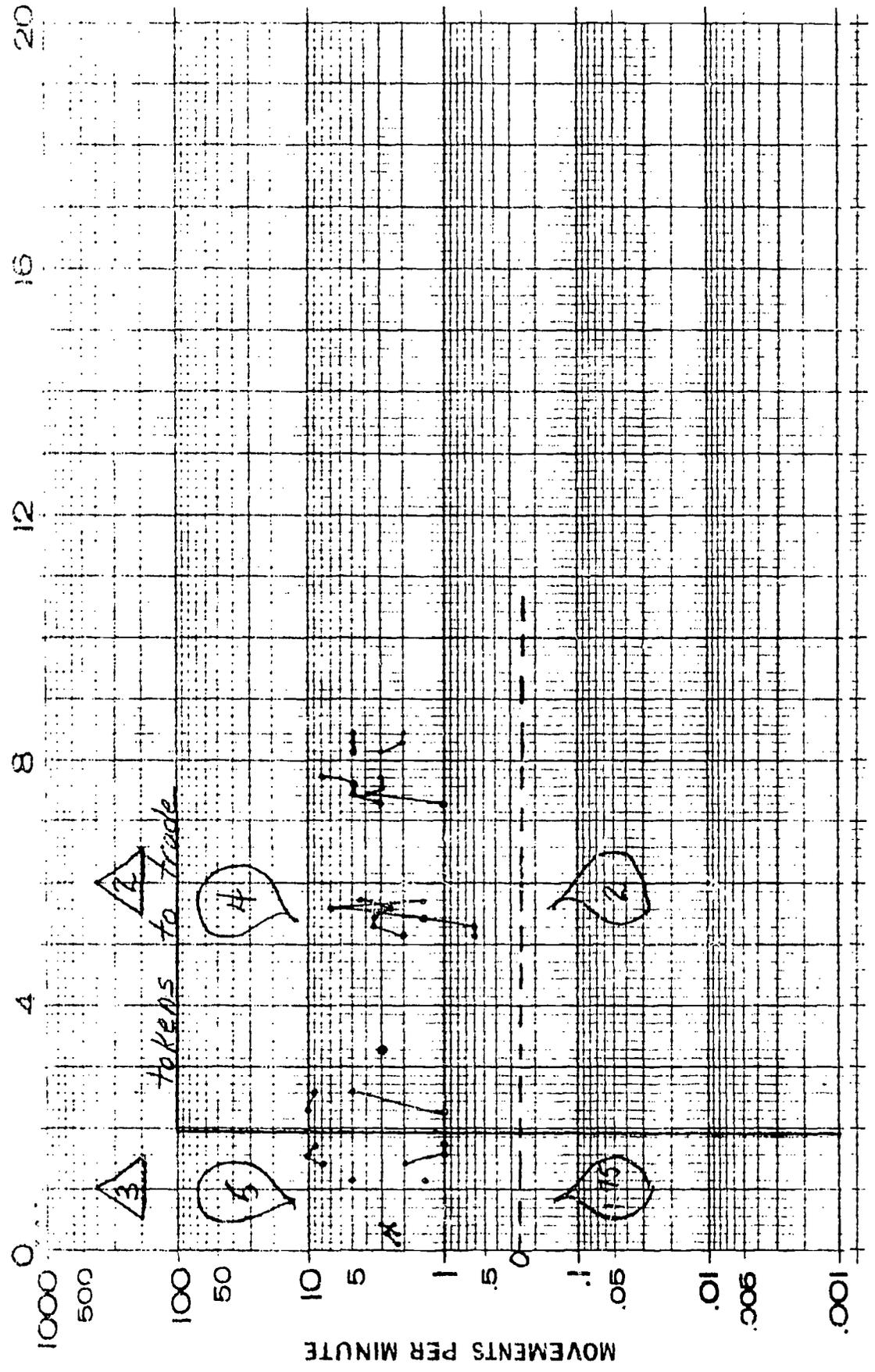


CALENDAR WEEKS  
 2 11 71  
 9 12 71  
 19 1 72  
 28 1 72



SUPERVISOR William ADVISER Shirley MANAGER Shirley  
 DEPOSITOR IRC AGENCY IRC  
 BEHAVIOR Mary Rose S AGE 74 LABEL Alphabet  
 CHARTER Succession MOVEMENT Succession

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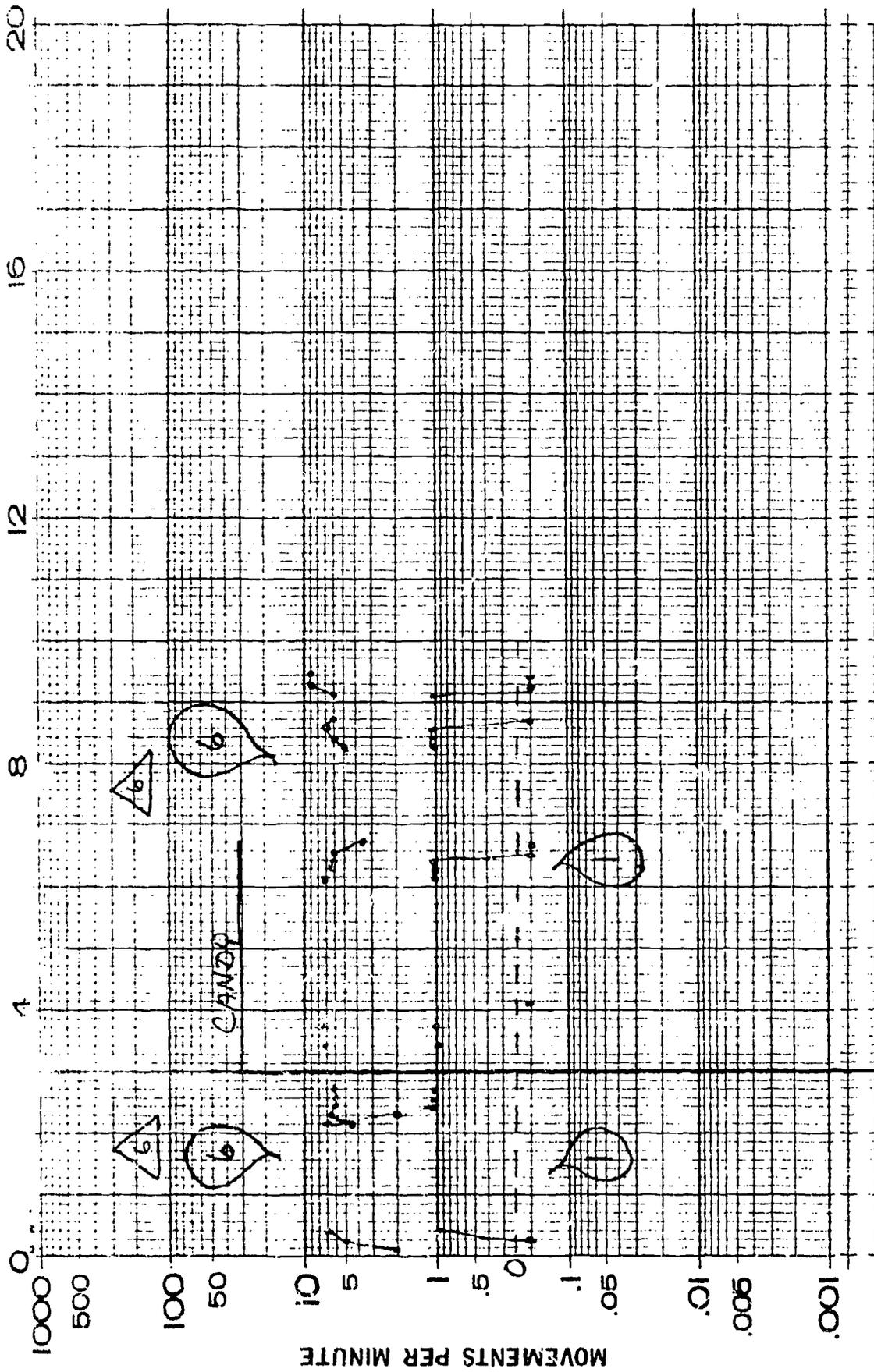
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SUPERVISOR: Weller ADVISER: Shenley MANAGER: Shenley AGENCY: \_\_\_\_\_

SUCCESSIVE CALENDAR DAYS: May 1968 8 FH

MOVEMENT: Alphabet  
Management  
Agency  
Control

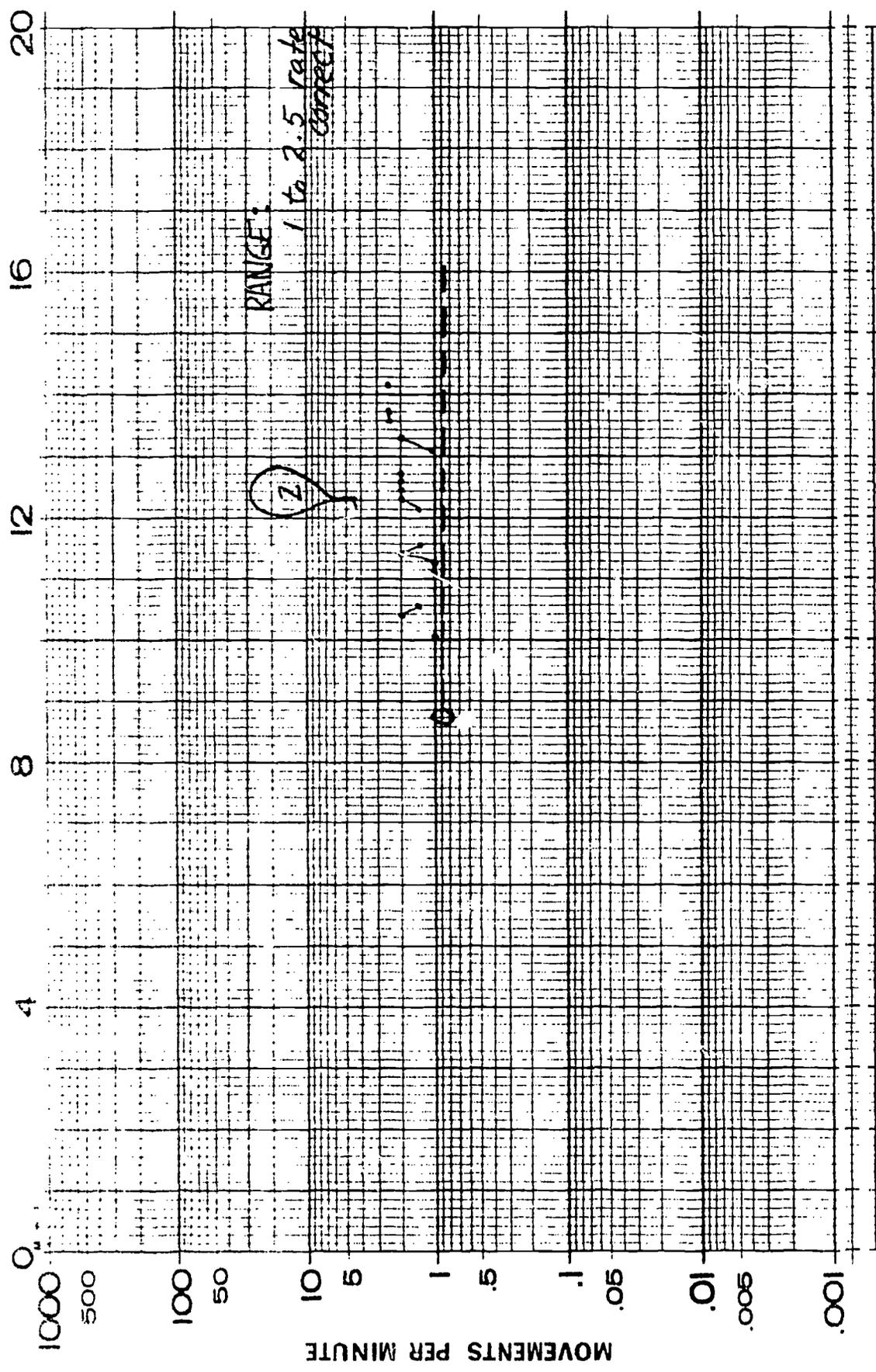
CALENDAR WEEKS



SUPERVISOR Weller ADVISER Shindley MANAGER EA CHARTER  
 DEPOSITOR IPC AGENCY Wheaton Administrative Support, Inc.  
 SUCCESSIVE CALENDAR DAYS Mary Rose J LABEL EA



CALENDAR WEEKS



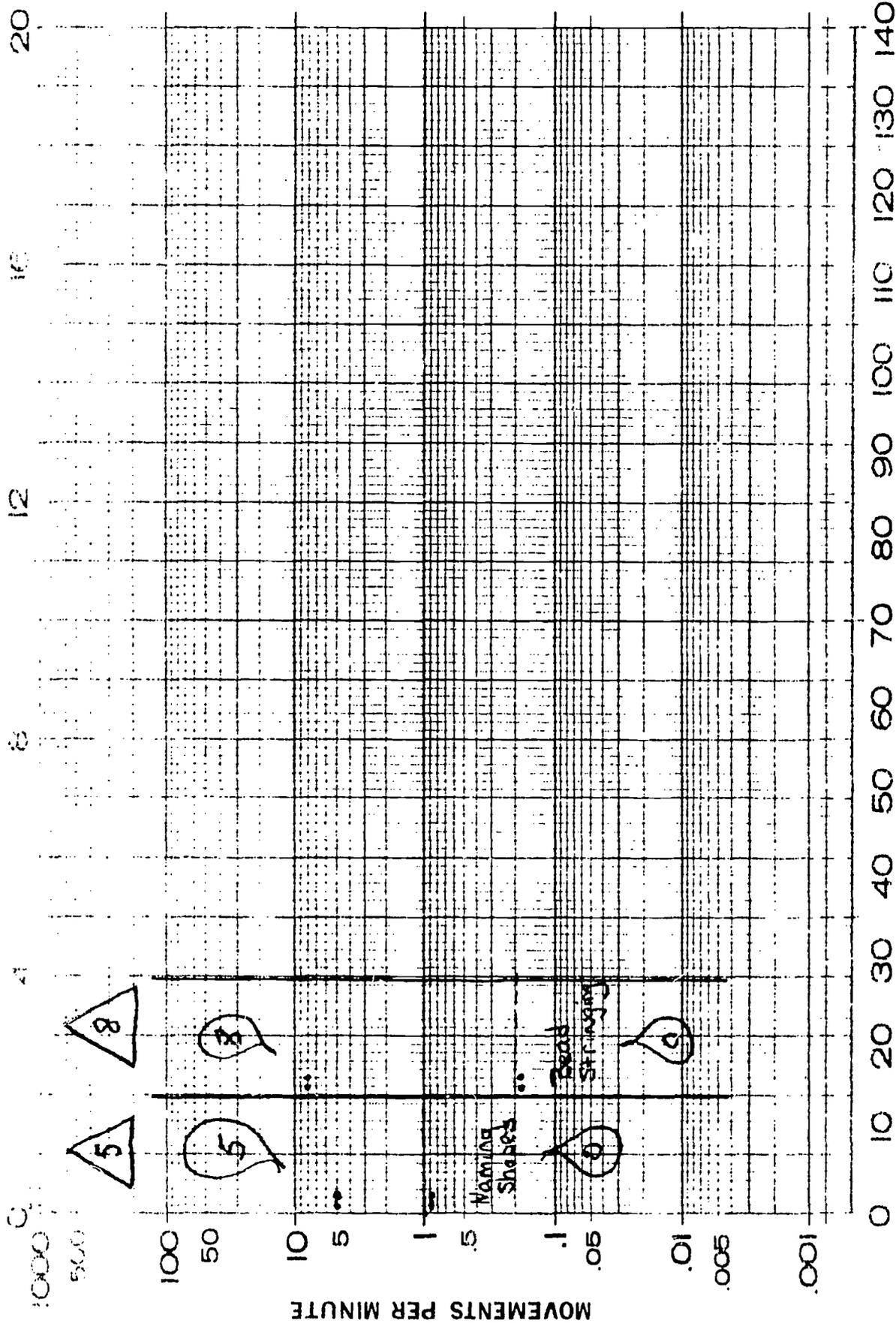
SUPERVISOR: *W. J. ...*  
 ADVISOR: *F. P. ...*  
 BEHAVIOR: *Major Power & KH*  
 LABEL: *interlocking*  
 MOVEMENT: *(C, B, F, Z, R)*  
 CHARTER: \_\_\_\_\_







CALENDAR DAYS



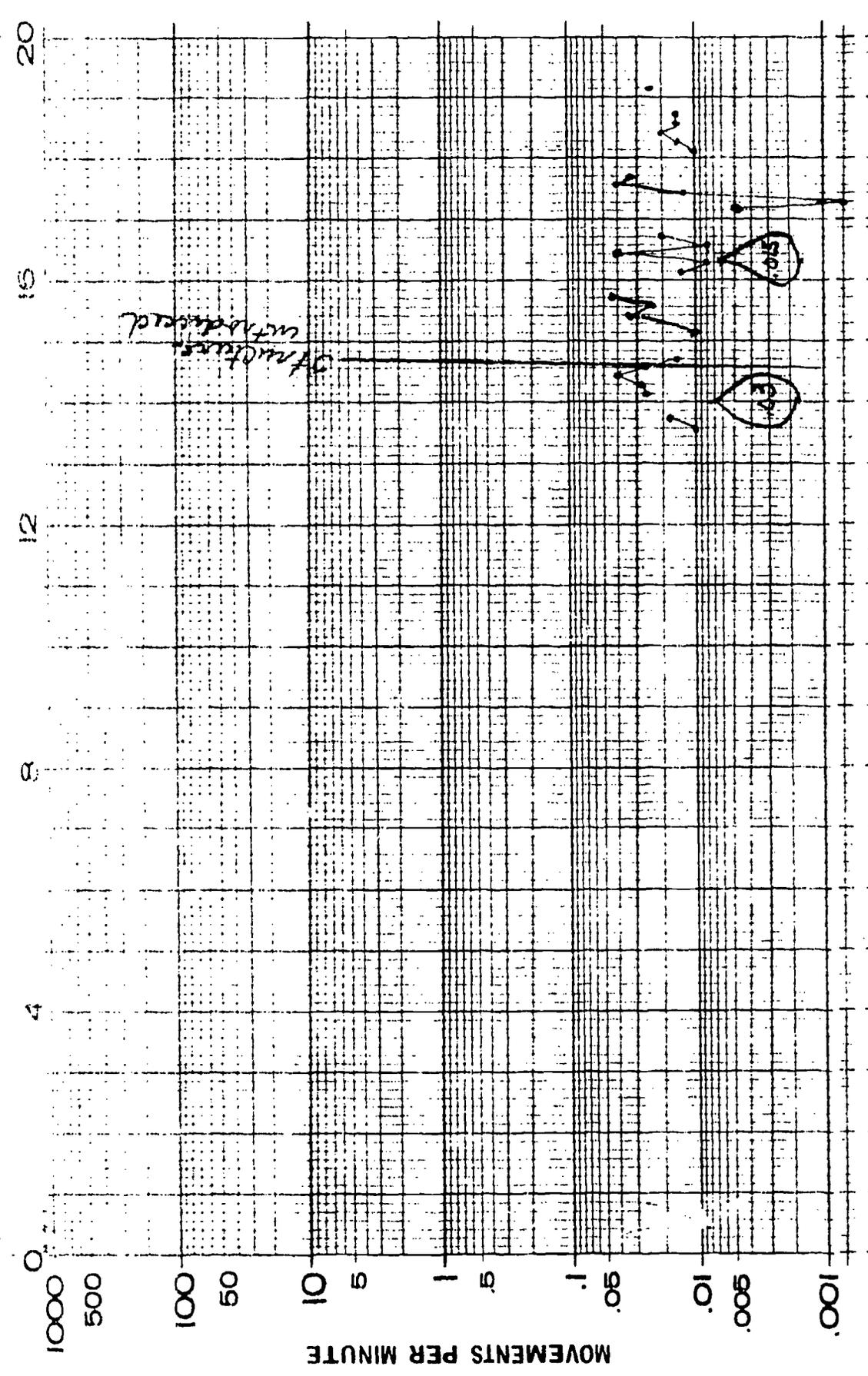
32

SAMPLING  
 SUPERVISOR: ADJUSTY  
 MANAGER: IAN  
 SUCCESSIVE CALENDAR DAYS: Mary Alice  
 AGE: 8  
 LABEL: FH  
 MOVEMENT: Composite





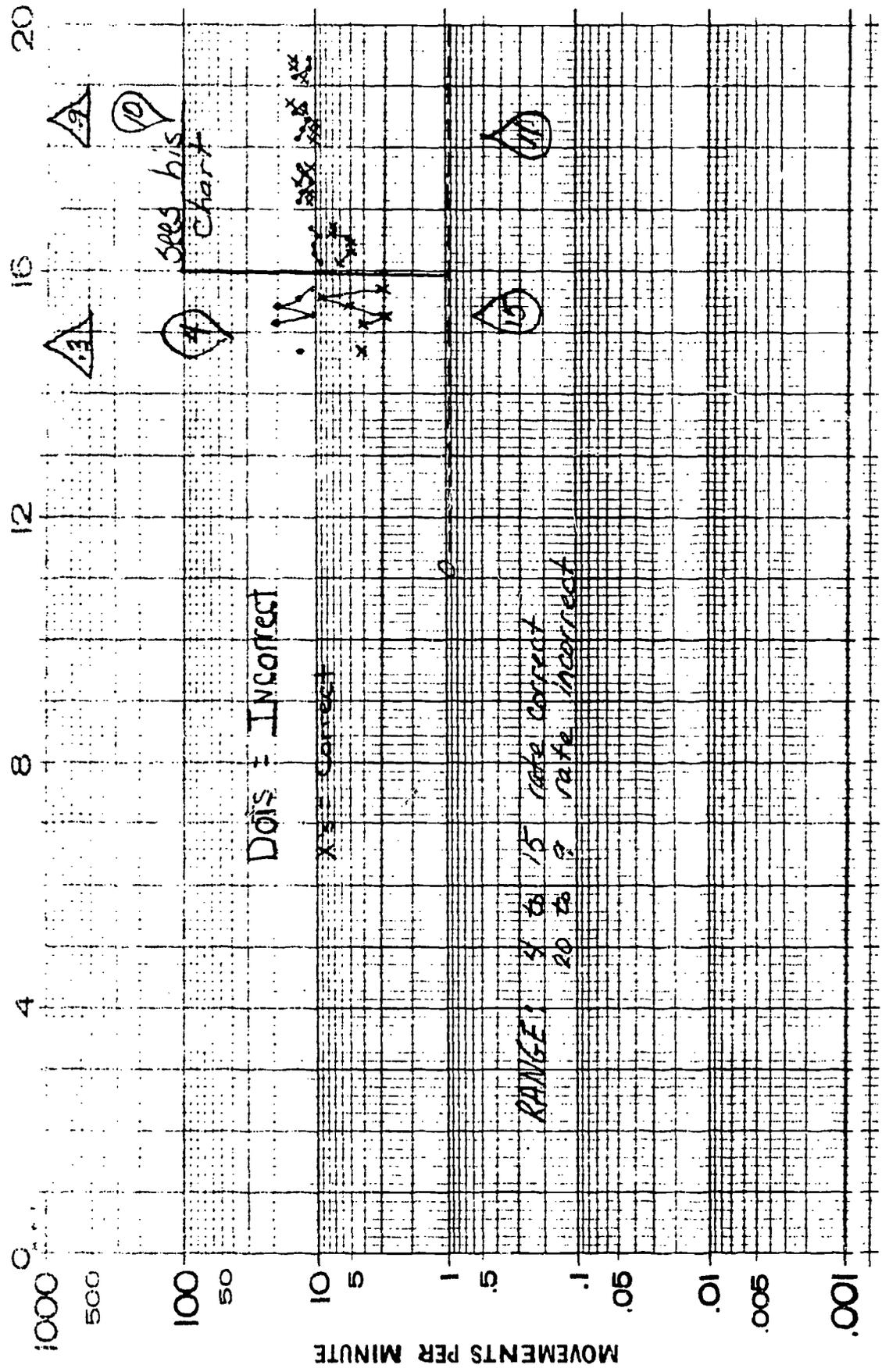
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 7 1 72 )  
 6 2 62 )  
 5 3 72 )  
 4 4 72 )  
 3 5 72 )  
 2 6 72 )  
 1 7 72 )



SUPERVISOR: Waller ADVISOR: Teuber MANAGER: IRC  
 SUCCESSIVE CALENDAR DAYS: Jack SHAVER: E.H. AGE: 72  
 DEPOSIT: (Buckley) CREDIT: (Buckley) MOVEMENT: 72 VALUE: 72



CALENDAR WEEKS



Supervisor  
*William*

Adviser  
*IRC*

Manager  
*Kearney*

Successive Calendar Days

Behavior  
*Jacob*

Age  
6

Label  
*ETH*

Movement  
*Ugher but*

Host

Agency  
*IRC*

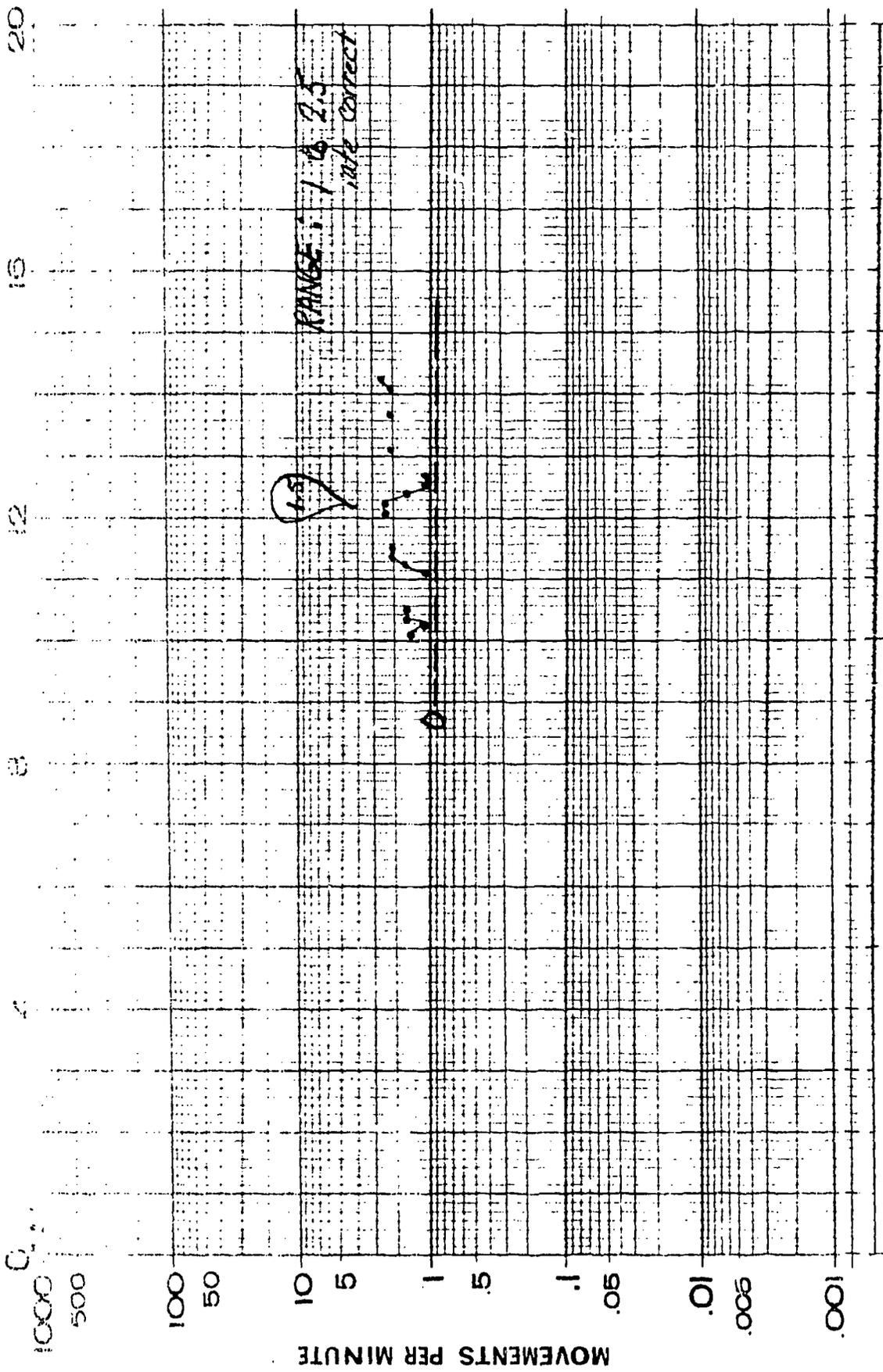
Manager  
*Kearney*

Charter

Label  
*ETH*

Age  
6

Movement  
*Ugher but*



SUPERVISOR: *W. G. ...*  
 ADVISER: *Shirley ...*  
 MANAGER: *IRL*  
 BEHAVIOR: *Jack*  
 AGE: *6*  
 LABEL: *EH*  
 MOVEMENT: *1-10*

CHAPTER



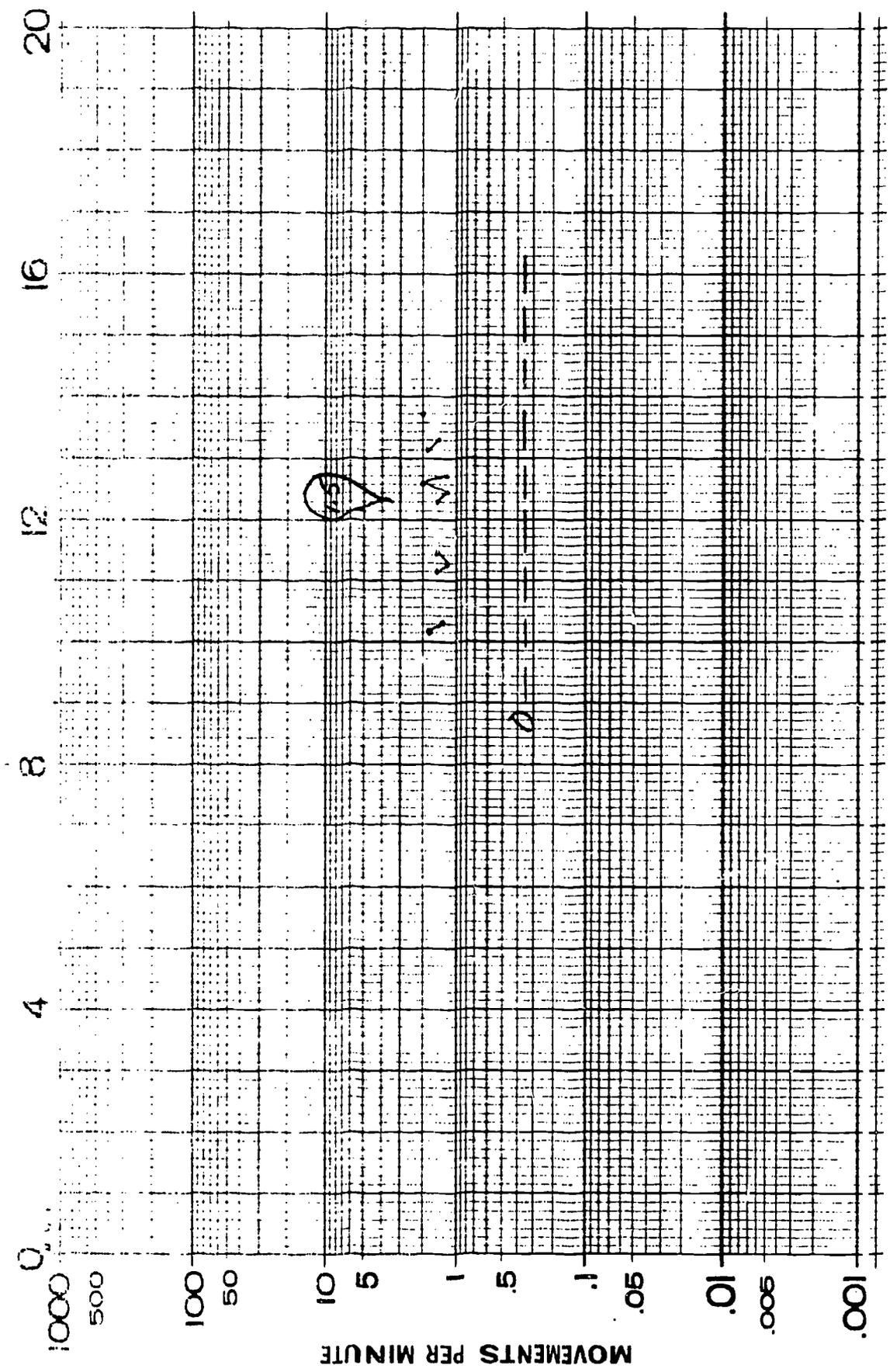
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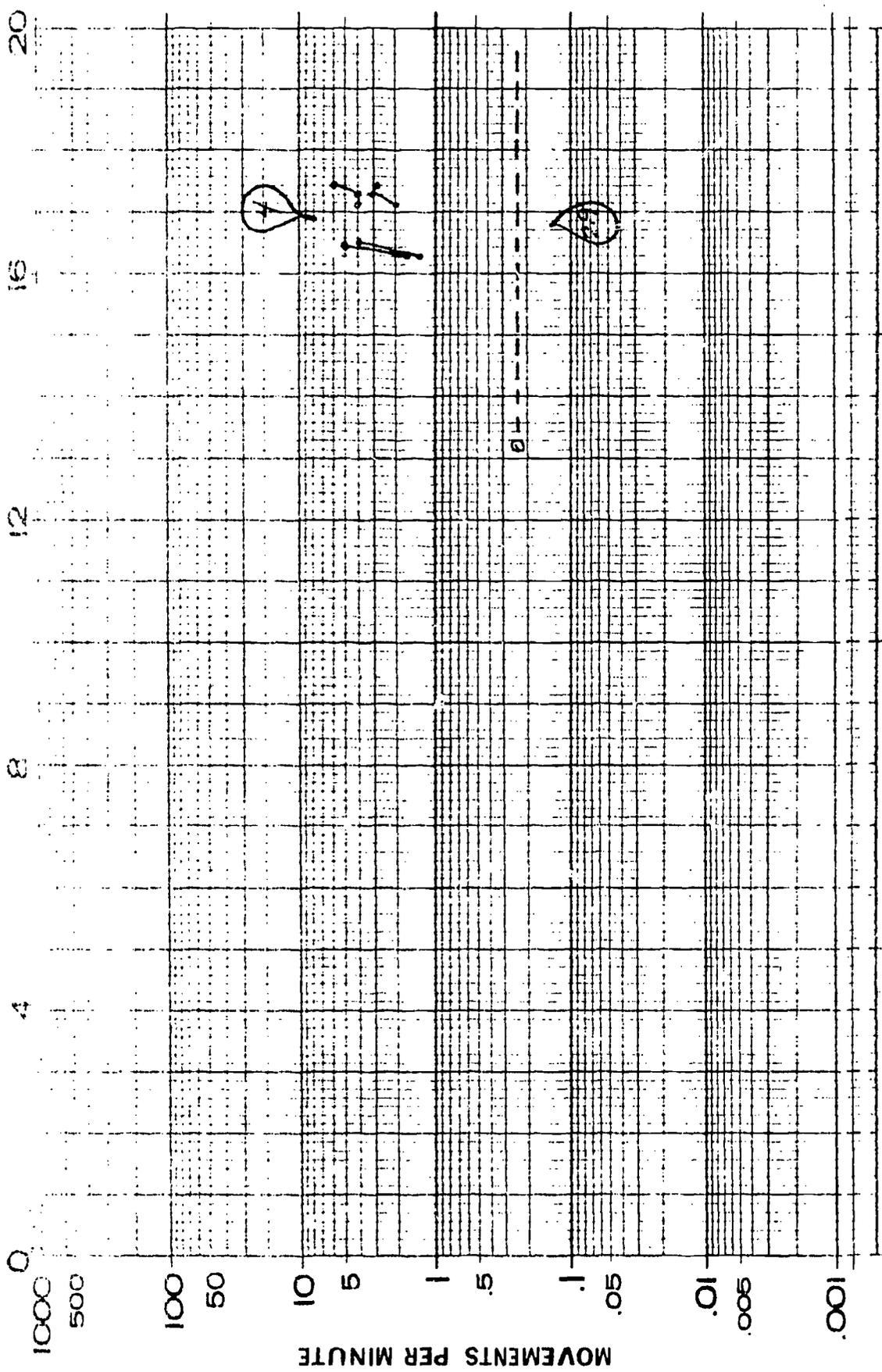
CALENDAR REF TO



0 10 20 30 40 50 60 70 80 90 100 110 120 130 140  
 SUCCESSIVE CALENDAR DAYS  
 SUPERVISOR Weller ADVISER IPC MANAGER Shirley BEHAVIOR Jack AGE 6 LABEL FH MOVEMENT Shirley  
 DEPOSITOR \_\_\_\_\_ AGENCY \_\_\_\_\_ CHARTER \_\_\_\_\_



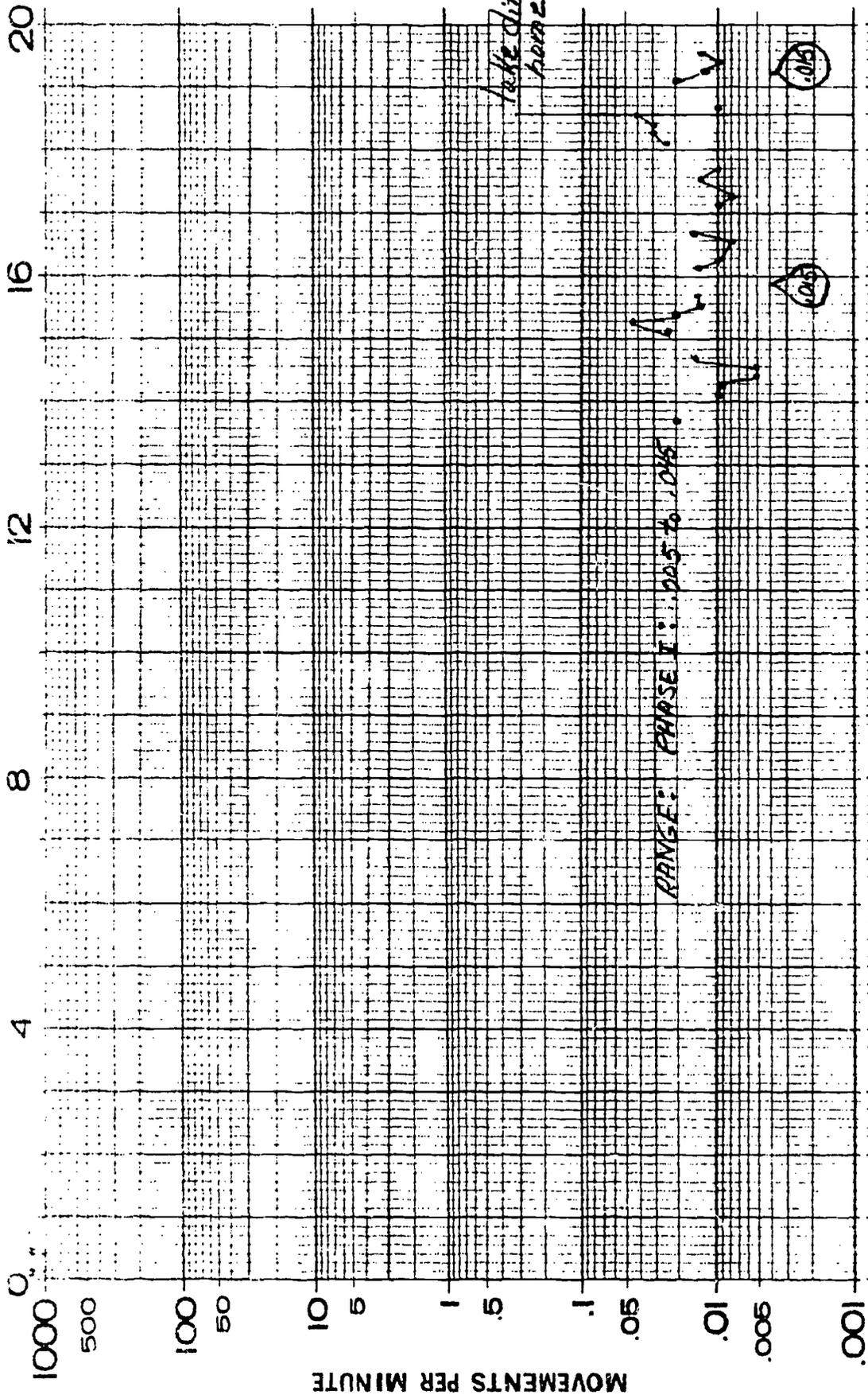
30<sup>th</sup> Apr



SUPERVISOR: Wells      ADVISOR: Ritter      MANAGER: Jack      BEHAVIOR: Jack      AGE: 6      LABEL: EH      MOVEMENT: 30<sup>th</sup> Apr  
 DEPOSITOR: TRC      AGENCY: TRC

CALENDAR WEEKS

2 4 8 12 16 20  
28 5 12



SUPERVISOR W. L. ... ADVISER Deisen MANAGER ...  
 DEPOSITOR IAC AGENCY ...  
 BEHAVIOR ... AGE 9 LABEL EH MOVEMENT ...  
 SUCCESSIVE CALENDAR DAYS

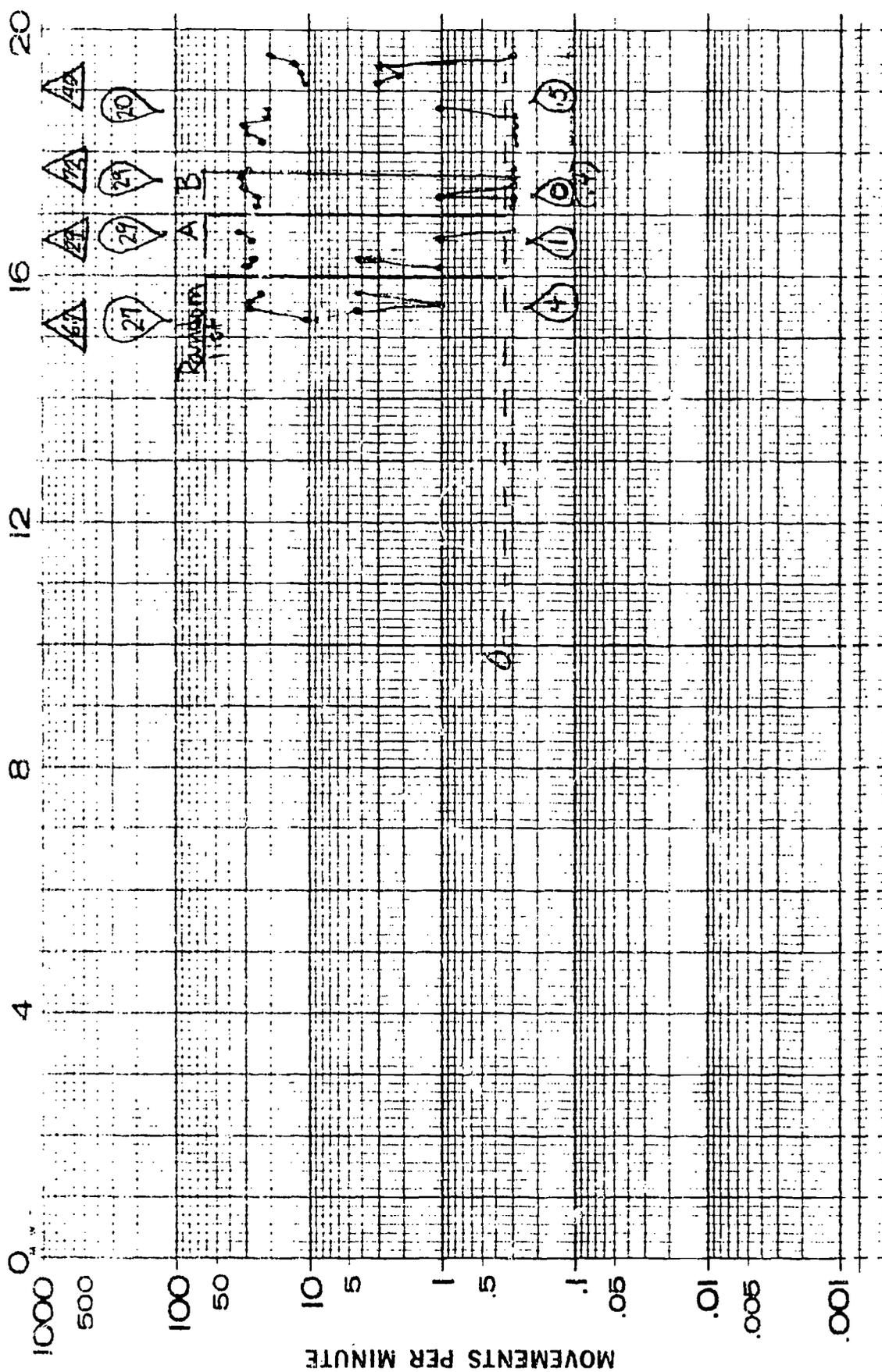
CHARTER





CALENDAR WEEKS

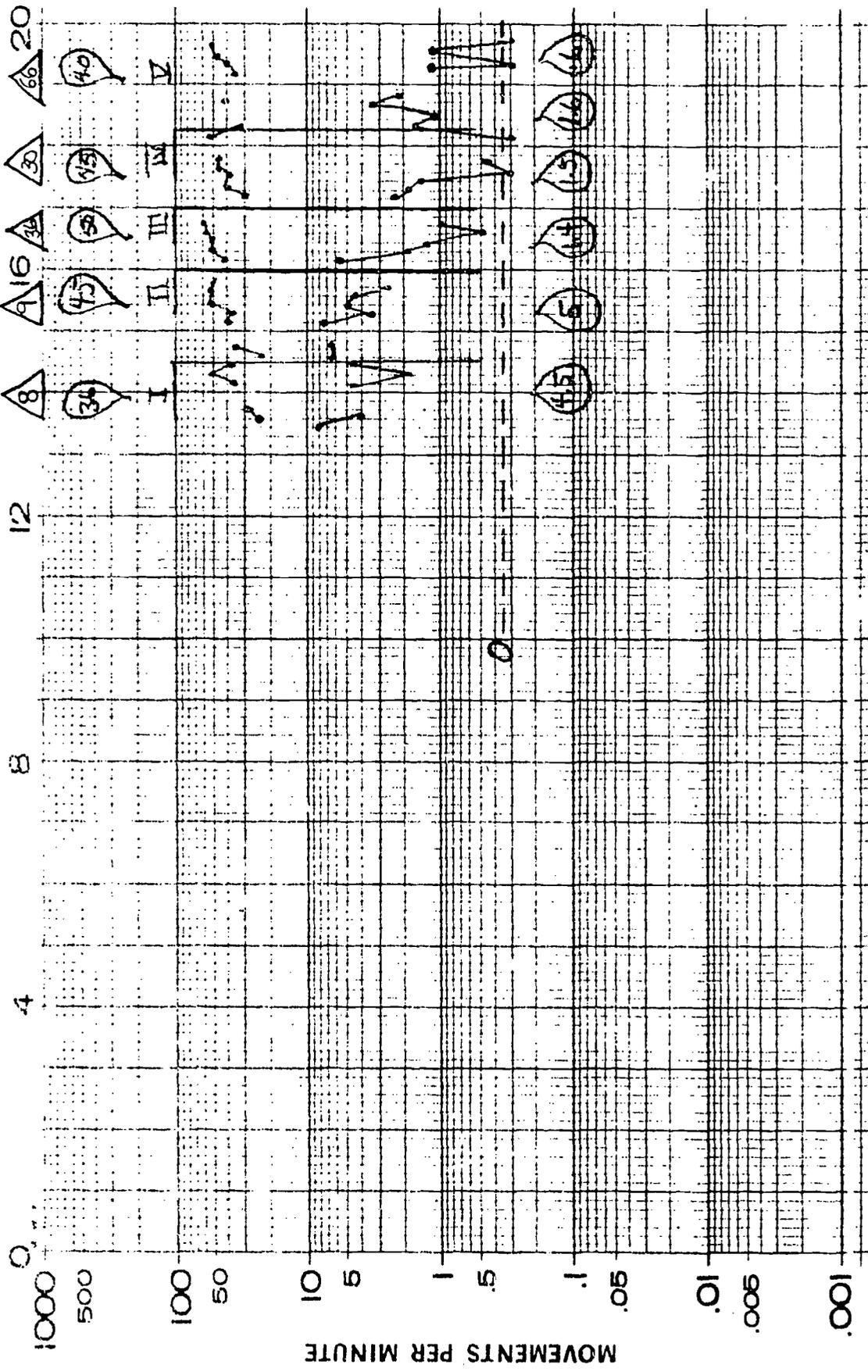
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SUPERVISOR Wilder ADVISER Kenyon MANAGER Lauren BEHAVIOR 9 LABEL EH MOVEMENT Bolet  
 DEPOSITOR IRC AGENCY Bolet

CALENDAR DAYS

2 4 12 30 4 72 28 5 72



0 10 20 30 40 50 60 70 80 90 100 110 120 130 140

Weller  
SUPERVISOR

Keifer  
MANAGER

SUCCESSIVE CALENDAR DAYS

LAUCA  
BY HAVEN

9

Worris Roads  
MOVEMENT

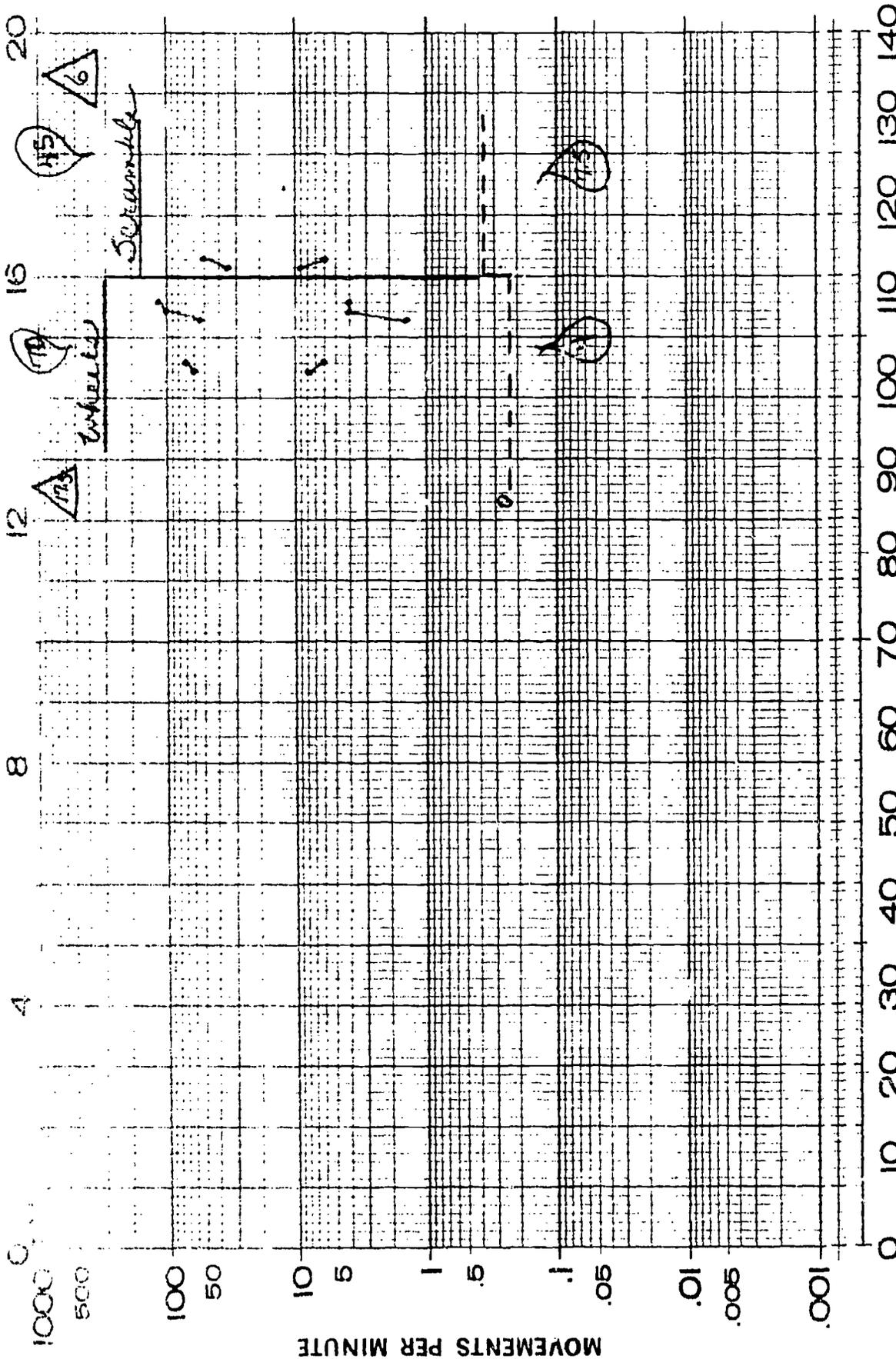
IAC  
AGE 4

CHAPTER

Cowboy Sam's

CALCULATED WINDS

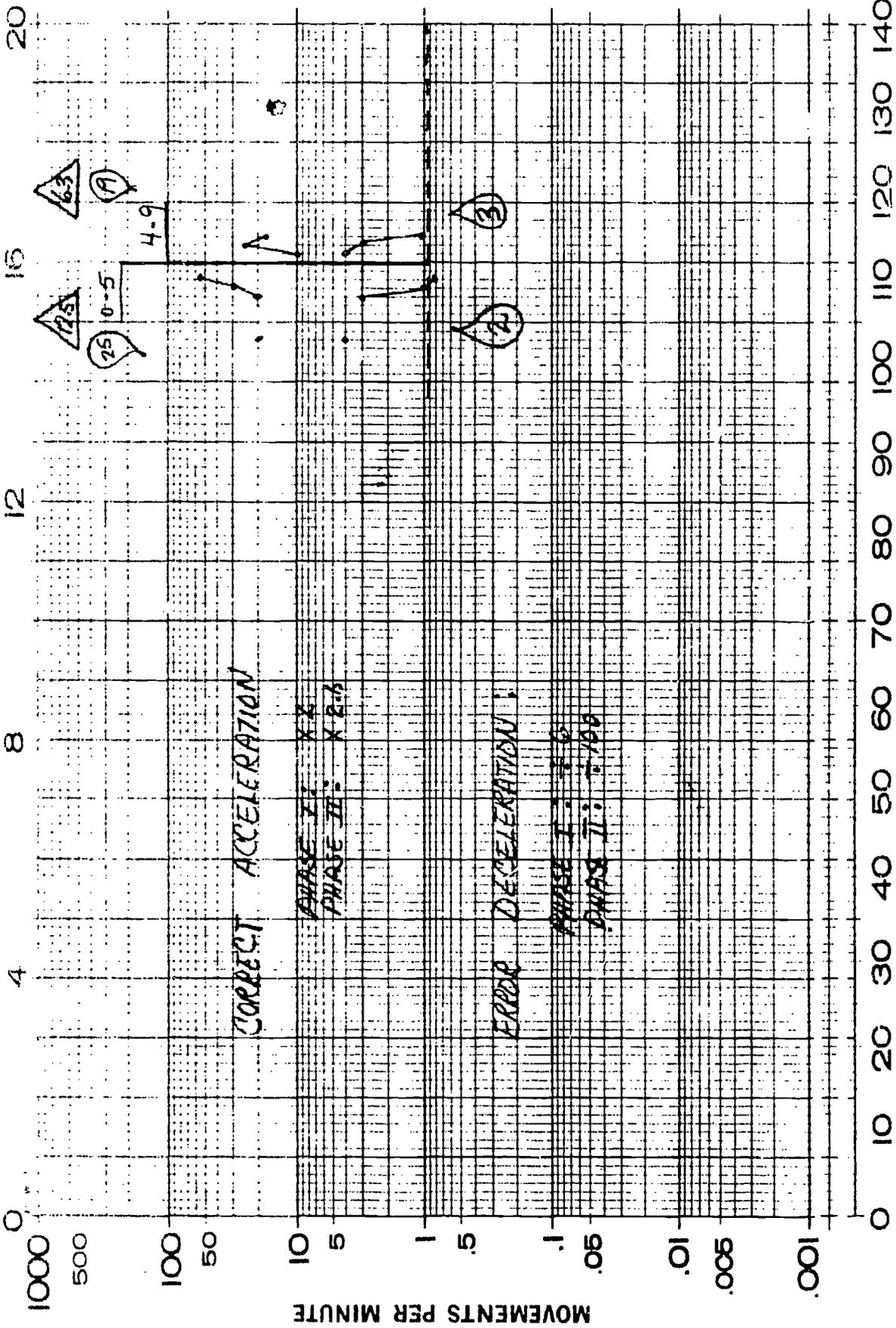
72  
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72  
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72



85

SUPERVISOR Wilder      ADVISOR IRC      AGENCY \_\_\_\_\_  
 BEHAVIOR Ken      AGE 10      LABEL DH      MOVEMENT Wilder  
 CHARTER \_\_\_\_\_      READER Ken

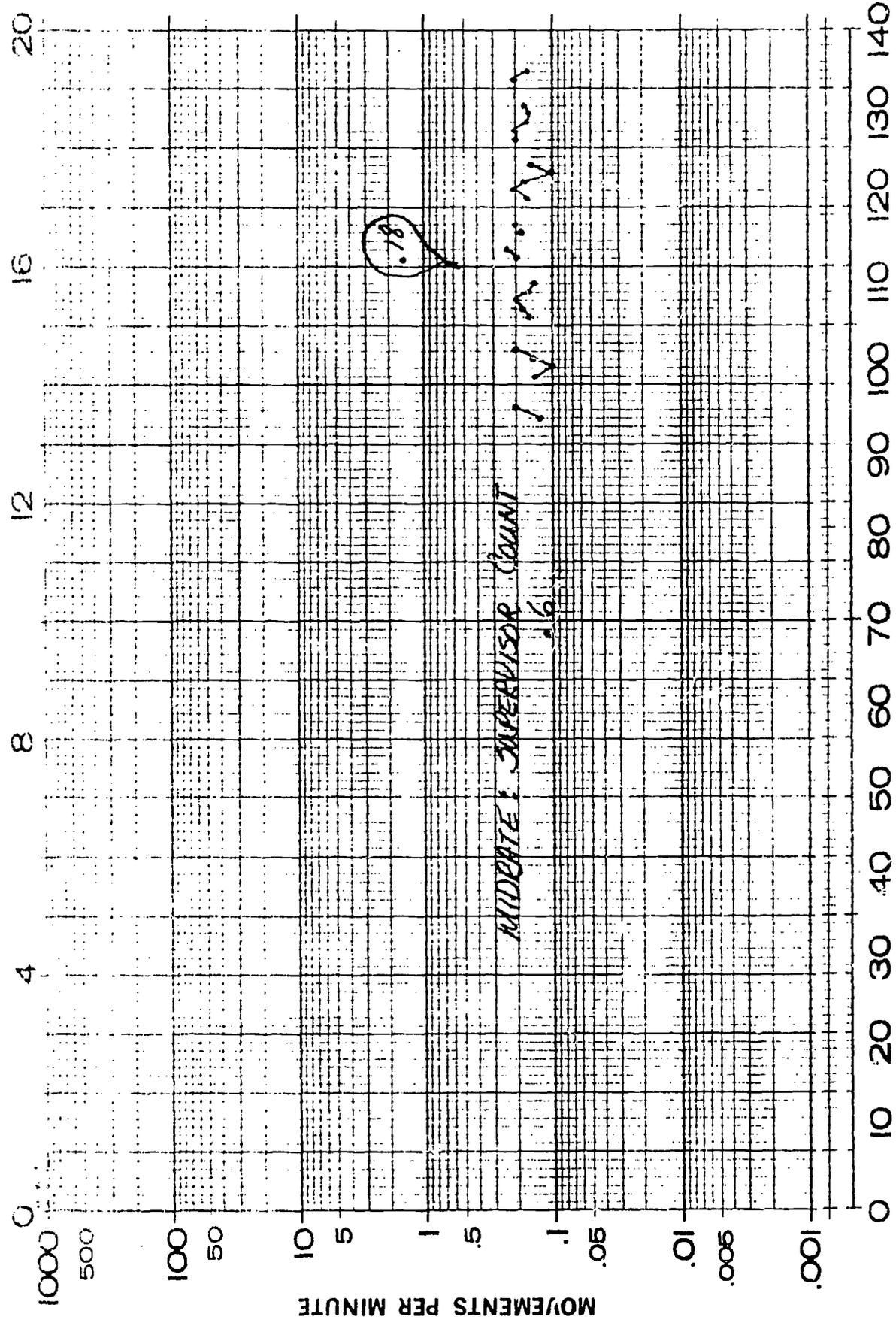
CALENDAR WEEKS



SUPERVISOR: *Weller*      ADVISER: *Ken*      BEHAVIOR: *Ken*      AGE: *10*      ABEI: *EH*      MOVEMENT: *Movements*  
 DEPOSITOR: *IRC*      AGENCY: *IRC*

CALENDAR WEEKS

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 4 17 20 4 17 20  
 2 23.5 23.5

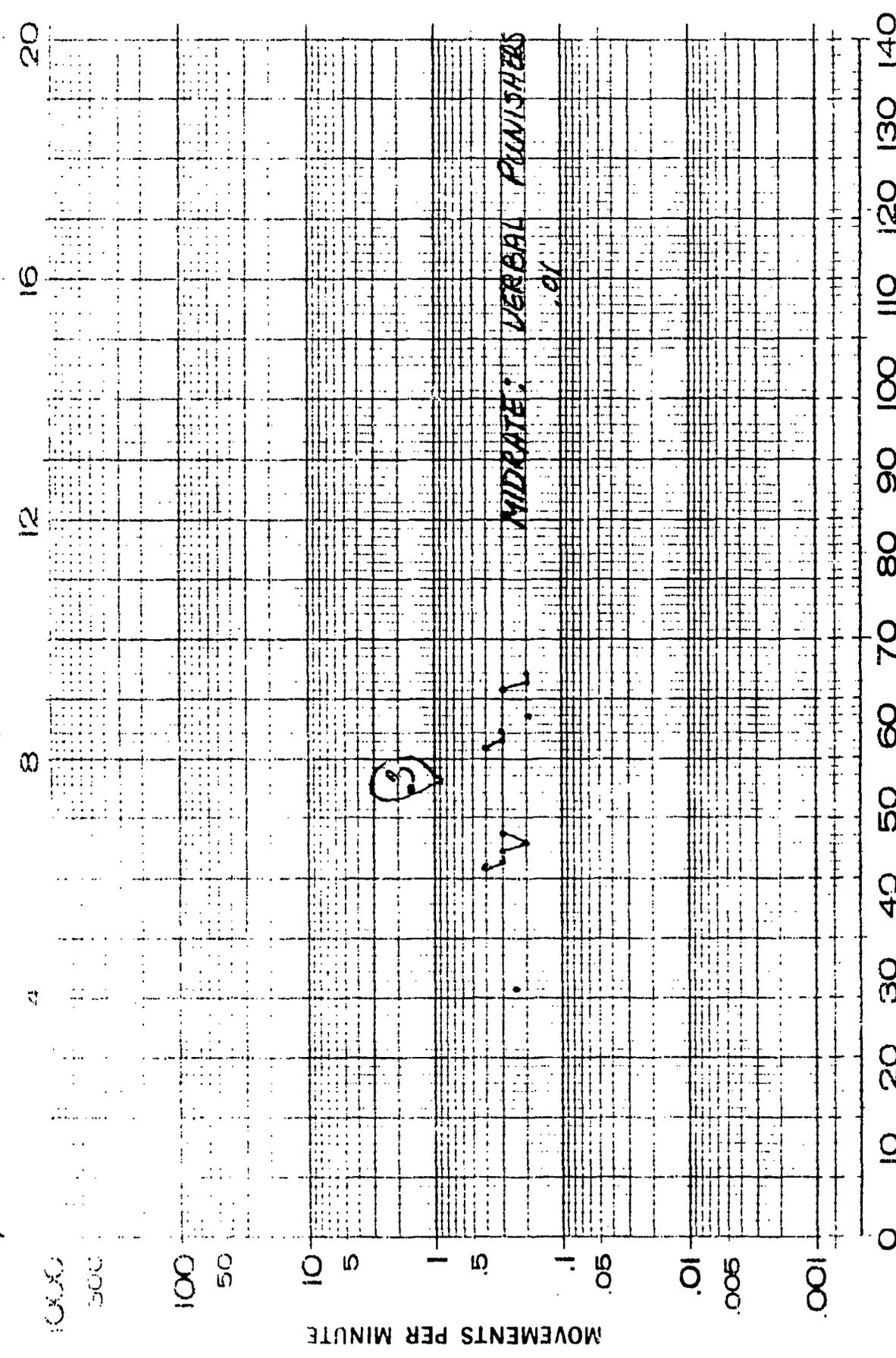


SUPERVISOR Weller      ADVISOR \_\_\_\_\_      MANAGER \_\_\_\_\_  
 BEHAVIOR Ripper      LABEL Walker - Veldner      MOVEMENT Precede  
 CHARTER \_\_\_\_\_      AGENCY \_\_\_\_\_      (early count)





CALENDAR WEEKS  
 71 11 71  
 19 12 71  
 17 1 72



DEPOSITOR: Weller      SUPERVISOR: Shirley      ADVISER: Shirley      MANAGER: Shirley      AGENCY: Shirley

CHARTER: Shirley      BEHAVIOR: Shirley      AGE: Shirley      LABEL: Shirley      MOVEMENT: Shirley      PUNISHER: Shirley

)

)



CALENDAR TIME

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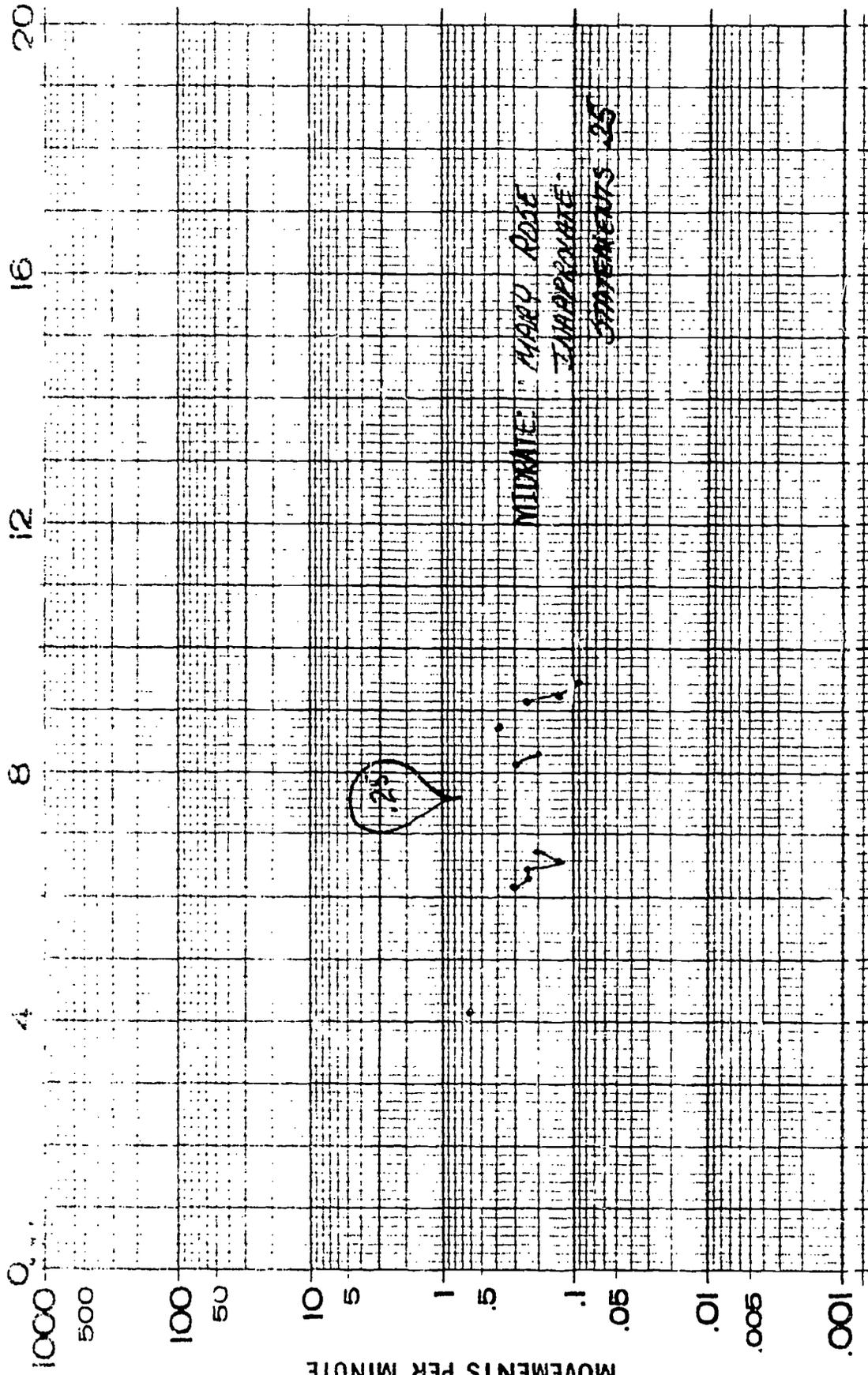
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1991  
19 12 17 17 76



MOVEMENTS PER MINUTE

0 10 20 30 40 50 60 70 80 90 100 110 120 130 140

W. W. Weller  
SUPERVISOR

Shirley  
MANAGER

SUCCESSIVE CALENDAR DAYS

Shirley  
BEHAVIOR

Teacher  
AGE LABEL

MOVEMENT  
undependable  
qualifications

FOUNDER  
F.R.C.  
AGENCY

CHARTER