

DOCUMENT RESUME

ED 090 215

95

SP 007 951

TITLE Protocol Catalog; Materials for Teacher Education.
INSTITUTION Florida State Dept. of Education, Tallahassee.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 74
NOTE 30p.; Revised
EDRS PRICE MF-\$0.75 HC-\$1.85 PLUS POSTAGE
DESCRIPTORS *Audiovisual Aids; *Catalogs; *Instructional Films;
*Protocol Materials; *Videotape Recordings

ABSTRACT

Protocol materials, as defined in this catalog, are instructional materials that reproduce the behaviors of pupils and others in a variety of settings for the purpose of study and analysis. Once the basic behavioral concepts are understood, they can be applied to other segments of behavior. The first section of this catalog lists 129 films in alphabetical order according to their titles, along with a brief description, purchase or rental price, if one is available, and the producer. The second section cross references these films according to one of six categories: a) "Curriculum and Instruction," b) "Educational Psychology," c) "Language," d) "Literature," e) "Reading," and f) "Social Foundations." The third section lists additional materials complementary to the concept of protocols. The final section gives the addresses where the films can be obtained. (PD)

PROTOCOL CATALOG

Materials for
Teacher
Education

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

This catalog was prepared pursuant to a grant from the
United States Department of Health, Education, and Wel-
fare, Office of Education, to the Florida Department of
Education, Floyd T. Christian, Commissioner, Tallahassee,
Florida 32304

159 007 951

FOREWORD

This document is the third edition of the Protocol Materials Catalog. A new format has been used in this edition in an attempt to increase the usefulness of the catalog. Short, concise descriptions of each piece of media are provided. There are 129 entries in this catalog and each entry is organized according to the format presented below. An explanation of each part of the entry follows the example. It is suggested that reference be made to those explanations to increase understanding of each entry.

ENTRY FORMAT

1. NUMBER
2. TITLE
3. CONCEPT NAME
4. DESCRIPTION
5. (PRODUCER)
6. CONTEXT
7. MEDIA
8. COLOR
9. MANUALS
10. TIME
11. AVAILABILITY

1. NUMBER: Entry number provided for reference. Entries are arranged alphabetically
2. TITLE : Title of the media as it should be ordered
3. CONCEPT NAME: Name of concept analyzed in media
4. DESCRIPTION: Brief statement about the content contained in the media
5. (PRODUCER) : Letter code for identifying the production site followed by the number of related pieces of media in the set
 - BU - Bucknell University
 - CSU,N - California State University, Northridge
 - EDC - Education Development Center
 - FWL - Far West Laboratory
 - IU - Indiana University
 - MSU - Michigan State University
 - OSU - Ohio State University
 - SIU - Southern Illinois University
 - TR - Teaching Research
 - UC - University of Colorado
 - UP - University of Pittsburgh
 - USC - University of Southern California
 - USU - Utah State University
6. CONTEXT: Letter code identifying grade level of students appearing in the media. These codes do not indicate the level at which the materials are to be used

7. MEDIA: 16mm - 16 millimeter film; VTR - videotape; FS - filmstrip; CSTE - audiocassette
8. COLOR: B&W - black and white; C - color
9. MANUALS: Number codes indicate the type of written material accompanying the media:
 1. One manual for use by instructors and participants which includes tests
 2. One manual for use by instructors and participants
 3. Instructor manual and individual participants manual for each protocol including tests.
 4. Instructor manual and individual participant manual for each protocol
 5. Instructor manual and participant manual including tests
 6. Instructor manual, participant manuals, and separate tests
 7. Individual instructor and participant manuals for each protocol
10. TIME: Approximate running time of the media in minutes
11. AVAILABILITY: Fieldtest - material not yet available for general purchase; Purchase - purchase price; Rental - price of rental if available

TABLE OF CONTENTS

	Page
FOREWORD	i
INTRODUCTION	v
PROTOCOL MATERIALS	1
MATERIALS CLASSIFICATION SYSTEM	19
Curriculum and Instruction	20
Educational Psychology	21
Language	22
Literature	23
Reading	24
Social Foundation	25
ADDITIONAL MATERIALS	27
ORDERING INFORMATION	29

INTRODUCTION

It is generally recognized that teachers interpret the behavior of pupils, parents, fellow teachers, and others with whom they work. To prepare them to make more viable interpretations is one of the purposes of courses in psychology, educational sociology, and social foundations of education. Almost every teacher-in-training is required to take one or more of these courses during his period of preparation. All too often he learns a new vocabulary with little or no increase in ability to understanding human behavior--to classify or diagnose it, or to explain its occurrence. The failure of these courses to increase the teacher's understanding is due largely to the fact that the instruction is typically divorced from reality. Concepts and principles are taught in abstraction, although sometimes supplemented by brief periods of observation in classrooms, playgrounds, and recreation centers. The purpose of the protocol program is to develop a supply of instructional materials to be used by the teacher educator as he attempts to make the concepts and principles he teaches more meaningful and useful in a practical context.

Educational technology has now developed to the point that it is not only possible but also practical to reproduce the behaviors of pupils and others in all sorts of settings for use in courses in teacher education. A particular segment of behavior can be reproduced again and again as it is studied, analyzed, and the concepts appropriate to its interpretation understood and used again in other segments of behavior. The instructional materials listed in this catalog are of this type and are referred to as protocol materials.

B. Othanel Smith

PROTOCOL MATERIALS

01 ACQUISITION OF NOUN INFLECTIONS AND DERIVED FORMS

Concept: Sequence

Children in K, 2nd and 6th grade respond to sentence patterns which require them to use the plural form of various nonsense word nouns. They also try to form comparative and superlative forms of nonsense adjectives. The last section shows them explaining why compound nouns are so constructed. (OSU) 1 of 12
EE to LE - VTR - B&W - 5 ab 10 min
Fieldtest

02 ACQUISITION OF VERB INFLECTIONS AND ADJECTIVE ORDER, THE

Concept: Sequence

Children in K, 2nd and 6th grade respond to sentences which require them to form the past tense of various nonsense word verbs. Then the children are given a set of six cards with five adjectives and a noun. They must put the cards in a row in the right order. (OSU)
1 of 12
LE to LE - VTR - B&W - 5 ab 10 min
Fieldtest

03 AGGRESSIVE BEHAVIOR

Concept: Aggression

This film is one of a series dealing with the student in a multi-cultural classroom. The focus is on the pupil who is a Spanish speaker. A number of vignettes illustrate aggressive behavior by teachers and pupils. (USC) 1 of 7
LE to MS - 16mm - C - 3 6 min
Available for purchase

04 ANALYSIS

Concept: Analysis

Groups of children in a sixth grade class look at and discuss advertisements found in popular magazines. The concept of analysis is from Bloom's Taxonomy. It consists of breaking down a communication into its component parts. (TR) 1 of 2
LE - 16mm - B&W - 2 10 min
Purchase \$65.00

05 ANTI-GROUP ROLES

Concept: Anti-Group Roles

A number of classroom groups are shown engaged in discussions. Each of the five anti-group roles is illustrated several times at different levels. The roles are those of aggressor, blocker, attention seeker, dominator, non-cooperator. (FWL)
1 of 4
LE to SH - VTR/16mm - B&W - 2 13 min
Fieldtest

06 APARTMENTS AND IGLOOS

Concept: Diversity

Six grade students in a New York City classroom discuss the problems of families living in small spaces. The students participate in the discussion, contributing to it from their own experiences in trying to find privacy in their own homes. (EDC)
1 of 5
LE - 16mm - B&W - 4 11 min
3 day rental \$10.00 Purchase \$65.00

For an explanation of the codes used please refer to the foreword of this document

07 APPROVING AND DISAPPROVING

Concept: Approving and Dis-
approving

The concepts are identified and defined. Specific examples of approving and disapproving are shown which instance the concepts for the viewer. It provides the "set" for viewing the complex films which follow. (IU) 1 of 9

EE to SH - 16mm - C - 3 6 min
Fieldtest

08 ASPECTS OF ACQUISITION-COLLEEN

Concept: Individual Variability
Colleen, a kindergartner, responds to both structured and unstructured situations. The episode enables the viewer to concentrate on one particular child and offers the opportunity to integrate a wide range of observations typical of one child's language behavior. (OSU) 1 of 12

EE - VTR - B&W - 5 ab 10 min
Fieldtest

09 ASPECTS OF ACQUISITION - LOUANN

Concept: Individual Variability
Louann, a second grader, responds to both structured and unstructured situations. The episode enables the viewer to concentrate on one particular child and offers the opportunity to integrate a wide range of observations typical of one child's language behavior. (OSU) 1 of 12

EE - VTR - B&W - 5 ab 10 min
Fieldtest

10 ASPECTS OF ACQUISITION - TERI

Concept: Individual Variability
Teri, a sixth grader, responds to both structured and unstructured situations. The episode enables the viewer to concentrate on one particular child and offers the opportunity to integrate a wide range of observations typical of one child's language behavior. (OSU) 1 of 12

EE - VTR - B&W - 5 ab 10 min
Fieldtest

11 ATTITUDES TOWARD SCHOOL

Concept: Learners and Their Character-
istics

This silent filmstrip shows a variety of student responses to a question regarding their feelings about school. "Media and Materials" invited students to write and tell how they felt. The filmstrip is composed of some of the answers received and published by this magazine. (UC) 1 of 5
LE to SH - ES - C - 7 10 min
Purchase \$17.50 (1 of 2 parts)

12 ATTITUDINAL TEST

Concept: Attitudes Toward Speakers of
Black Dialect

A pre and post attitudinal test is presented on this tape. It is designed to assess attitude changes on the part of the listener toward speakers of Black dialect. (SIU) 14th of 14

LE - CSTE - 6 6 min
Fieldtest

13 AUXILIARY BE, NEGATIVE BE, ZERO COPULA

Concept: Use of Uninflected Verb "be"
and Dropping of the Copula

The special uses of the verb be are illustrated. It is often used in an uninflected form or omitted all together.

Where you going?

I's coming.

He sad.

(SIU) 6th of 14

LE - CSTE - 6 6 min
Fieldtest

14 BEAUTIFUL WORDS

Concept: Diction in Literature

Readers discuss Shakespeare's Sonnet XVIII and e.e. cummings' "In Just-". Diction is that quality of a work which follows from the denotative and connotative aspects of the words in the work.

(CSU, N) 1 of 10

SH - 16mm - C - 2 12 min
Fieldtest

For an explanation of the codes used please refer to the foreword of this document

15 BACTERIA

Concepts: Reproductive and Productive Questioning

A tenth grade science class reviews the forms and uses of bacteria then applies this information to a demonstration of bacterial action. The concepts are imbedded in the film. This complex film is designed to be used after the concept instancing film on the concepts.

(IU) 1 of 9

SH - 16mm - C - 3 10 min
Fieldtest

16 BEING DUMB...IT'S NO GOOD

Concept: Diversity

A documentary of a junior high school boy whose parents are immigrants. Fellow students, teachers, the principal, parents and Tony himself are all interviewed. The diversity of expectations for Tony by the various groups constitutes the focus of this film. (EDC) 1 of 9

MS - 16mm - B&W - 2 20 min
3 day rental \$15.00 Purchase \$115.00

17 BELIEFS AND IDEAS

Concept: Ideological Content of Literature

Students discuss the characters in the Mama Tass Manifesto, a novel about student revolution in the sixties. Ideological content reveals the direction and limits of the thinking that underlie a body of beliefs. An interview with the author is included. (CSU, N) 1 of 10

SH - 16mm - C - 1 ab 15 min
Fieldtest

18 CHARACTERIZATION IN DRAMA

Concept: Characterization

A class is shown discussing the author's techniques in achieving portrayals. The success of his efforts can be judged by the credibility of the characters as evidenced by the audience attempts relate the characters to real life.

(CSU, N) 1 of 4

SH - 16mm - B&W - 2 10 min
Fieldtest

19 CHILDREN RETELL "SALT," A FOLKTALE

Concept: Fluency

Children at three levels are read the Russian folktale "Salt." The task is to retell the story from memory. The fluency with which the story is told increases with age. (OSU) 1 of 5

EE to LE - FS/CSTE - C - 1 15 min
Fieldtest

20 CITY BUILDERS, THE

Concept: Role Enactment, Symbolic Elaboration

Two six year old boys improvise with blocks and miniature life toys to create certain aspects of a city and its inhabitants. The clip presents a full play episode without interruption or commentary.

(UP) 1 of 6

EE - 16mm - C - 2 10 min
Purchase \$100.00

21 CONCEPT INSTANCING FILM

Concepts: Role Enactment, Symbolic Elaboration, Modes of Interpersonal Transaction

Children from age 2 up to age 10 are shown at play. Role enactment and symbolic elaboration are shown at each level. The development of interpersonal transaction is illustrated by the comparison of different age levels. (UP) 1 of 6

EE to LE - 16mm - C - 2 15 min
Purchase \$150.00

22 CLARITY

Concept: Clarity

A teacher is shown conducting a small group discussion. The teacher language is intended to illustrate clear and precise usage to make the material more understandable. Each element of clarity, defining new words, using precise language, and asking multiple questions is illustrated two or more times. (USU) 1 of 6

LE - 16mm - B&W - 3 6 min
Purchase \$38.00

For an explanation of the codes used please refer to the foreword of this document

23 CLASSROOM PREDISPOSITIONS

Concept: Predisposition

This tape is intended to be used as a supplement to the film "Learning Sets". Additional examples of student predispositions to the classroom tasks are presented.

(TR) 1 of 8

LE - CSTE - 2

6 min

Fieldtest

24 CLASSROOM PROTOCOLS

Concept: Teacher - Pupil Interaction

A teacher in a senior high classroom illustrates concepts in four settings. The concepts are in Cognitive Interaction, Affective Interaction, Classroom Management Techniques, and Counseling.

(IU) 1

SH - 16mm - C - 1

23 min

Fieldtest

25 COMBINING SIMPLE SENTENCES

Concept: Complexity

Students are shown in the kindergarten, second grade and sixth grade. They are asked to combine two or three simple sentences into one sentence which includes all the ideas contained in the shorter sentences. (OSU) 1 of 5

EE to LE - FS/CSTE - C - 1 15 min

Fieldtest

26 COOPERATIVE BEHAVIOR

Concept: Cooperation

This film is one of a series dealing with the student in a multicultural classroom. The focus is on the pupil who is a Spanish speaker. A number of vignettes illustrate cooperation between pupils and teachers in attempting to achieve agreed upon goals. (USC) 1 of 7

LE to MS - 16mm - C - 3 6 min

Available for purchase

27 DISTINGUISHING PRONOMINAL FEATURES

Concept: Double Subject, Variant Forms, Existential "It"

There are distinctive uses of pronouns in the speech of the Black dialect speaker.

My sister she is sick.

That book is mines.

It is the winner

(SIU) 9th of 14

LE - CSTE - 6

6 min

Fieldtest

28 EAST EGG/WEST EGG

Concept: Sociological Content of Literature

Students discuss The Great Gatsby.

The discussion focuses on how conflict and harmony make up the interaction of man and society. Several students express their reasons why they would choose to live in East Egg or West Egg.

(CSU, N) 1 of 10

SH - 16mm - C - 1

15 min

Fieldtest

29 "EASY/HARD TO SEE" STRUCTURE IN CHILDREN'S LANGUAGE

Concept: Sequence

Eight students (K-2nd-6th grades) respond to structure "easy to see" or "hard to see". The teacher shows each child a blindfolded clown. Children who have sorted out the grammatical relationships involved, realize that it is not the clown to see, but a question of their seeing the clown. (OSU) 1 of 12

EE to LE - VTR - B&W - 5 ab 10 min

Fieldtest

30 ECOLOGY

Concepts: Probing, Informing, Approving, Disapproving

During a field trip, a seventh grade teacher analyzes the problem of environmental pollution with her students. The four concepts are imbedded in the film. This more complex film is designed to be used after the two instancing films on the concepts.

(IU) 1 of 9

MS - 16mm - C - 3

10 min

Fieldtest

For an explanation of the codes used please refer to the foreword of this document

31 EMPHASIS

Concept: Emphasis

A teacher is shown conducting a small group discussion. The teacher language is designed to draw student's attention to important content. Each of the elements, voice modulation, paraphrasing, and cueing is illustrated two or more times. (USU) 1 of 6
LE - 16mm - B&W - 3 6 min
Purchase \$34.00

32 ENCOURAGEMENT

Concept: Encouragement

A teacher is shown conducting a small group discussion. The teacher language is intended to reward desirable student responses. Each of the elements, general praise, specific praise, and using student ideas is illustrated two or more times. (USU) 1 of 6
LE - 16mm - B&W - 3 6 min
Purchase \$25.00

33 ESSENTIALS FOR LIFE

Concepts: Reproductive and Productive Questions, Approving, Disapproving

A seventh grade class recitation on the basic essentials for life is followed by a discussion using this information in exploring an original problem. This film is designed to be used after the two instancing films on the concepts. (IU) 1 of 9
MS - 16mm - C - 3 10 min
Fieldtest

34 EVALUATION

Concept: Evaluation

A ruling has been made at the school that there is to be no body contact between students of the opposite sex. Groups of students are shown in a variety of settings discussing their feelings about this new rule. The concept is taken from "Bloom's Taxonomy". (TR) 1 of 2
MS - 16mm - B&W - 2 18 min
Purchase \$65.00

35 EXTENSION

Concept: Extension

A teacher is shown conducting a small group discussion. The teacher language is intended to elicit active student participation. Each of the elements, prompting, seeking clarification, refocusing and redirecting is illustrated two or more times. (USU) 1 of 6
LE - 16mm - B&W - 3 6 min
Purchase \$33.00

36 EYE-VOICE SPAN

Concept: Eye-Voice Span

Eye movement photography is used to provide a record of the eyes as a person reads aloud. The comparison of this record with vocalizations to determine the eye-voice span. For beginning readers eye-voice span is as short as one syllable. In adults it is often 7 or 8 words. (BU) 1 of 8
EE to AD - 16mm - B&W - 1 15 min
Fieldtest

37 FAIR VERBAL BEHAVIOR

Concept: Fair Verbal Behavior

Two groups are shown participating in a teacher led discussion. The teacher in one segment exhibits verbal behavior that follows a standard of equal treatment toward all students. It is free from bias, dishonesty, and injustice. (UC) 1 of 5
MS - 16mm - C - 7 15 min
Purchase \$80.00

38 FEEDBACK

Concept: Feedback

The teacher language is designed to solicit student feedback in order to facilitate teacher adjustment of the learning situation to meet student needs. Each element of soliciting feedback, relating to pupil understanding, to pupil interest, and pupil attitude is illustrated two or more times. (USU) 1 of 6
LE - 16mm - B&W - 3 6 min
Purchase \$29.00

For an explanation of the codes used please refer to the foreword of this document

39 FIGHT, THE

Concept: Diversity

While videotaping in a classroom a fight breaks out between two boys. The next day the tape is replayed for the class. Participants and observers try to recall their feelings at the time that the fight was occurring. (EDC) 1 of 5

LE - 16mm - B&W - 4 20 min
3 day rental \$15.00
Purchase \$120.00

40 FIVE OPINIONS ON EDUCATION

Concept: Diversity

A group of parents, teachers, and students carry on an informal discussion of what education ought to be in that school. There is a diversity of opinion on the part of parents and teachers regarding the school's primary function. (EDC) 1 of 9

AL - 16mm - B&W - 2 8 min
3 day rental \$10.00 Purchase \$45.00

41 FIVE SENSES, THE

Concepts: Reproductive and Productive Questions, Approving, Disapproving

A second grade teacher explores the concept of the five senses with her class. The four concepts are imbedded in the film. This more complex film is designed to be used after the two instancing films on the concepts. (IU) 1 of 9

EE - 16mm - C - 3 10 min
Fieldtest

42 FLEXIBLE THINKING

Concept: Flexibility

This tape is intended to be used as a supplement to the film "Flexibility." It provides several short episodes of students exhibiting flexibility in classroom situations. (TR) 1 of 8

LE to MS - CSTE - 2 6 min
Fieldtest

43 FLEXIBILITY

Concept: Flexibility

Several short episodes are used to illustrate flexible thinking by people faced with unique situations. There are non-classroom examples included in the film.

(TR) 1 of 8

AL - 16mm - C - 2 10 min
Fieldtest

44 FORMATION OF PAST AND PERFECT TENSES IN BLACK DIALECT

Concept: Omission of "d" and "ed" and the Use of Participial for the Past Tense

The speaker of Black dialect can vary the formation of past and perfect tenses in as many as five ways.

I work last year Bill had ate
He throwed it We ain't going

Sue blown bubbles

(SIU) 5th of 14

LE - CSTE - 6 6 min
Fieldtest

45 FORMATION OF PLURALS OF NOUNS

Concept: Omission of Plurality Indicators or Addition of an Indicator to an Irregular Plural Form

Speakers of Black dialect sometimes vary the formation of plurals of nouns.

Two girl came to school.
My feets hurt.

He dealt five card.

(SIU) 7th of 14

LE - CSTE - 6 6 min
Fieldtest

46 FORMATION OF POSSESSIVE CASE

Concept: Omission of "s" to indicate Possession

Students speakers illustrate formation of possessive case.

That is Bob Coat.
I'm going to my friend house.
Sally grandmother is here.

(SIU) 8th of 14

LE - CSTE - 6 6 min
Fieldtest

47 FOUR STAGES OF DEVELOPMENT
Concept: Stages of Group Growth
A number of classroom groups are shown engaged in discussions. Each of the four stages of group growth and development are illustrated several times. The four stages are those of initial communication, conflicts and barriers, resolution of conflict, and increased productivity. (FWL) 1 of 4
LE to SH - VTR/16mm - B&W - 2
Fieldtest 16 min

48 GROUP ALERTING
Concept: Group Alerting
A teacher is shown conducting a group discussion. One element of group alerting, recitation strategy is illustrated by separate vignettes. The other two elements, questioning techniques and alerting cues, are illustrated in both vignettes. (USU) 1 of 4
LE - 16mm - C - 3 10 min
Purchase \$38.00

49 HAPPY ENDING
Concept: Convention in Literature
Three students, in an informal setting, discuss Frost's "Fire and Ice", Blake's "Poison Tree" and e.e. cummings. Convention is that quality of a work which consists of those traditional and emerging patterns that reinforce the conscious ideas and feelings in the work and control the unconscious ideas and feelings. (CSU,N) 1 of 10
SH - 16mm - C - 1 ab 15 min
Fieldtest

50 (HOUSTON CASE)
Concept: Diversity
This film is not complete at this time. It will focus on a number of groups in a barrio each attempting to find ways to become more responsive to the needs of Mexican American children. (EDC) 1 of 9
AL - 16mm - B&W - 2 25 min
Price is undetermined

51 IMPLICATIONS FOR DECISION MAKING
Concept: Learners and Their Characteristics
A new teacher is shown as he makes his preparations for the beginning of the school year. The difficulties of selecting appropriate content, strategies, and materials for students of varying ability are the thoughts of this teacher as he begins his teaching experience. (UC) 1 of 5
AD - FS/CSTE - C - 7 10 min
Purchase \$17.50 (2 of 2 parts)

52 INDIVIDUAL READING RATES
Concept: Individual Reading Rates
The independent, instructional, and frustration reading rates are shown for several grade levels. Contrasts are made showing that what may be considered a good reading rate for first grade can be a frustration level if it persists. (BU) 1 of 8
EE - 16mm - B&W - 1 23 min
Fieldtest

53 INDIVIDUAL VARIATIONS IN LANGUAGE ACQUISITION, DERIVED FORMS AND ADJECTIVE ORDER
Concept: Individual Variability
Four children each in grades K, 2, and 6 respond to problems involving deriving new forms of a word as well as explaining the formation of compound words. Then these 12 children attempt to arrange five descriptive words in an appropriate order to modify a noun. (OSU) 1 of 12
EE to LE - VTR - B&W - 5 ab 10 min
Fieldtest

54 INDIVIDUAL VARIATIONS IN LANGUAGE ACQUISITION, MORPHOLOGY
Concept: Individual Variability
Twelve children, 4 each in K, 2nd, and 6th grade see pictures of cartoon-like characters and then try to complete a sentence which involves inflecting or changing the ending of a nonsense word. The changes involve noun plurals, verb past tenses, and the comparative and superlative forms of adjectives. (OSU) 1 of 12
EE to LE - VTR - B&W - 5 ab 10 min
Fieldtest

For an explanation of the codes used please refer to the foreword of this document

55 INNOVATION'S PERILS

Concept: Diversity

This film documents the uproar which arose in Phoenix, Arizona over the use of "Man: A Course of Study" in the school system. Interviews with teachers, students, and parents; a public school board meeting; a local radio commentator; and the developer of the program are all shown. (EDC) 1 of 9
AL - 16mm - B&W - 2 28 min
3 day rental \$15.00 Purchase \$165.00

56 INTRODUCTION TO SELECTED FEATURES OF BLACK DIALECT

Concept: Distinguishing Features of Black Dialect

Student speech is used to illustrate some of the selected features of Black dialect. All features presented are dealt with in more detail in later tapes. (SIU) 2nd of 14
LE - CSTE - 6 6 min
Fieldtest

57 INVERTED WORD ORDER IN INDIRECT QUESTIONS

Concept: Use of Verb-Subject Order in Indirect Questions

The speaker of Black dialect places the verb before the subject in asking indirect questions.

I wonder when was this.

James asked me did the book come yet. (SIU) 11th of 14

LE - CSTE - 6 6 min
Fieldtest

58 ITS BEEN A COMPROMISE

Concept: Diversity

A documentary account of one girl's interning experiences. She is shown in two schools working with students and verbalizing her expectations, the realities, and her frustrations about her experience. Principals and cooperating teachers also present their opinions of what an intern should be. (EDC) 1 of 9

AD - 16mm - B&W - 2 15 min
3 day rental \$10.00 Purchase \$70.00

59 LEARNING SETS

Concept: Predisposition

There are factors which tend to make learners approach a problem from different points of view. This may be called predisposition. The episodes illustrate the way in which several students approach the classroom situation.

(TR) 1 of 8

LE - 16mm - C - 2

13 min

Fieldtest

60 LEARNER ACCOUNTABILITY

Concept: Learner Accountability

A teacher is shown working with a class. Strategies are employed which are designed to hold the student responsible for his work during class. Three strategies illustrated are goal directed prompts, work showing and peer involvement.

(USU) 1 of 4

LE - 16mm - C - 3

10 min

Purchase \$40.00

61 LESSON ORGANIZATION

Concept: Lesson Organization

There are nine elements identified that are part of lesson organization. Each of these elements are identified and illustrated. Teachers in classroom settings are shown illustrating the elements. (FWL) 1 of 4

LE to SH - VTR/16mm - B&W - 2 15 min

Available for Purchase

62 LETTER IDENTIFICATION

Concept: Letter Identification

Several children illustrate patterns of letter identification which both facilitate and hinder reading development. Three patterns are illustrated: confusion caused by over-generalization; interference caused by expectations that letters always appear in alphabetical sequence; random association of letter names and letter forms. (BU) 1 of 8

EE - 16mm - B&W - 1

15 min

Fieldtest

For an explanation of the codes used please refer to the foreword of this document

63 MAGIC NET

Concept: Persistence of Habit
Persistence of habit differs from perseveration on a time dimension. Perseveration is a continuous act while habits may have long time intervals between instances of the behavior. Several instances are shown. (TR) 1 of 8
AL - 16mm - C - 2 10 min
Fieldtest

64 MAYOR COMES TO DINNER, THE

Concepts: Role Enactment,
Symbolic Elaboration
Eight to ten year olds create a scenario around two extremely wealthy sisters. The new maid gets them in trouble with the mayor when he and his wife come to dinner. The clip presents a full play episode without interruption or commentary. (UP) 1 of 6
LE - 16mm - C - 2 10 min
Purchase \$100.00

65 MIND OF HUCKLEBERRY FINN, THE

Concept: Epistemological Content of Literature

Readers discuss Twain's Huckleberry Finn. Senior high students respond to the content of the work which reveals the nature, extent, and limitations of ways of knowing. (CSU,N) 1 of 10
SH - 16mm - C - 1 ab 15 min
Fieldtest

66 MIS-ASSOCIATIONS

Concept: Mis-associations
When a reader incorrectly uses the word identification cues, the reading behavior can be classified as a mis-association. Some examples which are illustrated are imprecise letter identification, incomplete phonic analysis and incomplete sight vocabulary. (BU) 1 of 8
EE - 16mm - B&W - 1 15 min
Fieldtest

67 MOAT MONSTER, THE

Concept: Role Enactment, Symbolic Elaboration
Several four and five year old boys play out the dream of one of the boys. The clip presents a full play episode without interruption or commentary. (UP) 1 of 6
EE - 16mm - C 2 10 min
Purchase \$100.00

68 MODELING BEHAVIOR

Concept: Modeling
Modeling behavior is a behavioral change which occurs as a result of observation of both another person's behavior and the consequences of that behavior. (MSU) 2 of 10
LE - 16mm - B&W - 1 5 min ea
Fieldtest

69 MOTIVES

Concept: Psychological Content of Literature
Ibsen's Ghosts provides the basis for high school students' discussion. The psychological content refers to the content which reveals the nature of human motivation. (CSU,N) 1 of 10
SH - 16mm - C - 1 ab 10 min
Fieldtest

70 MULTIPLE NEGATION

Concept: Use of One, Two, or Three Negative Words in One Sentence
The Black dialect speaker often includes more than one negative element in a sentence
I didn't see no television today
She didn't see no one.
I can't hardly sleep none
(SIU) 12th of 14
LE - CSTE - 6 6 min
Fieldtest

71 MURAL, THE

Concept: Diversity

A class is constructing a large mural on Eskimos. Disagreements arise about the appropriateness of some students' contribution. The ideas of students regarding the necessity to work cooperatively are explored.

(EDC) 1 of 5

LE - 16mm - B&W - 4 22 min
3 day rental \$15.00 Purchase \$130.00

72 MYSTERY OF EDGAR ALLEN POE, THE

Concept: Authorial Voice in Literature

Readers discuss Poe and his works. The remarks focus on the perceptions of Poe's feelings, beliefs, ideas, and attitudes as revealed through his works. Each reader feels he knows Poe in some way.

(CSU, N) 1 of 10

SH - 16mm - C - 1 ab 10 min
Fieldtest

73 NEGATIVE REINFORCEMENT

Concept: Negative Reinforcement

Negative reinforcement is the removal of a painful stimulus contingent upon performance of a selected behavior. (MSU) 1 of 10

LE - 16mm - B&W - 1 5 min
Fieldtest

74 OMISSION OF "S" TO INDICATE 3rd PERSON SINGULAR, PRESENT TENSE

Concept: Omission of "s" Suffixes in Verb Formation

Contrasts are made between General and Black dialects in the formation of the third person singular.

General Dialect	Black Dialect
he eats	he eat
she sews	she sew

(SIU) 4th of 14

LE - CSTE - 6 6 min
Fieldtest

75 OPERANT LEARNING

Concept: Operant Learning

A short episode of a teacher using operant learning in the classroom is shown in both films. Operant learning is defined as a change in behavior which results from the immediate consequences which follow that behavior. (MSU) 2 of 10

LE - 16mm - B&W - 1 5 min ea
Fieldtest

76 ORAL-SILENT READING

Concept: Oral-Silent Reading

Using eye movement photography a comparison can be made between oral and silent reading. The comparisons are made on three dimensions. Reading rate is expressed number of words read per minute. Fixations are expressed in the number per 100 words. Regressions are expressed in the number per 100 words. (BU) 1 of 8
EE to AD - 16mm - B&W - 1 ab 15 min
Fieldtest

77 ORGANIZATION

Concept: Organization

A teacher is shown conducting a small group discussion. The teacher language is designed to help the student organize his learning and to place it in context. Each element of organization, student review, teacher review, terminal structure, and summary review is illustrated. (USU) 1 of 6

LE - 16mm - B&W - 3 6 min
Purchase \$40.00

78 ORGANIZING FACTS TO TEACH MEANINGFUL RELATIONSHIPS

Concept: Concept Teaching

Two classes are shown attempting to deal with concepts in social studies. One segment shows a teacher using verbal behaviors which help students learn the concept. The other segment shows behaviors which may inhibit rather than facilitate concept learning. (UC) 1 of 5

MS - 16mm - C - 7 15 min
Purchase \$80.00

For an explanation of the codes used please refer to the foreword of this document

79 OVERINFLECTION OF NOUNS, VERBS,
ADJECTIVES, ADVERBS

Concept: Additional Inflection
of Already Inflected words
While underinflection is used in
some situations overinflection is
also a feature of Black dialect.
There are ten mens in the room
I like little childrens.
He is more uglier.

(SIU) 10th of 14
LE - CSTE - 6 6 min
Fieldtest

80 PEOPLE WHO HELP US

Concepts: Probing, Informing,
Approving, Disapproving
A teacher conducts a discussion
with students on "community help-
ers". The four concepts are
imbedded in the film. This more
complex film should be used after
the two instancing films on the
concepts. (IU) 1 of 9
EE - 16mm - C - 3 10 min
Fieldtest

81 PERSEVERATION

Concept: Perseveration
When a person continues an act
even when it becomes nonproductive,
the behavior is classified as
perseverative. Grinding a pencil
down to the nub might be consider-
ed as perseverative behavior. Several
instances are shown in the film.
(TR) 1 of 8
AL - 16mm - C - 2 10 min
Fieldtest

82 PERSEVERATIVE BEHAVIOR

Concept: Perseveration
This tape is intended to be used
as a supplement to the film "Per-
severation". Several students
exhibit perseverative behavior
in trying to solve problems.
(TR) 1 of 8
LE to MS - CSTE - 2 6 min
Fieldtest

83 PERSISTENCE OF HABIT

Concept: Persistence of Habit
This tape is intended for use as a
supplement to the film "Magic Net".
Additional instances are shown of the
persistence of habit. (TR) 1 of 8
AL - CSTE - 2 6 min
Fieldtest

84 PHONIC ANALYSIS

Concept: Phonic Analysis
The early reader is shown using probable
sound values in an attempt to pronounce
words he has not previously encountered.
This is one of several tools the develop-
ing reader needs to acquire fluency.
(BU) 1 of 8
EE - 16mm - B&W - 1 25 min
Fieldtest

85 PLANNING FOR CHANGE

Concept: Diversity
A New York City public school plans
to adopt a differentiated staffing
approach. The teachers, parents, adminis-
trators, and students all feel they have
legitimate rights to have a say in the
structuring of the new program. The
diversity of positions provides the focus
for the film. (EDC) 1 of 9
AL - 16mm - B&W - 2 21 min
3 day rental \$15.00 Purchase \$125.00

86 "PLAY-TALK" IN KINDERGARTEN

Concepts: Complexity; Fluency
A small group of kindergarten children
are shown in three situations. In the
first, 4 children play in sand by them-
selves. In the second, a teacher brings
to the sand area a frog that one of the
boys brought to school. Finally, the
children participate in "show and tell"
or "sharing time". (OSU) 1 of 12
EE - VTR - B&W - 5 ab 10 min
Fieldtest

87 POPULATION CONTROL

Concept: Probing, Informing

A tenth grade social studies class discusses the problem of population growth and population control. The concepts are imbedded in the film. This film is designed to be used after the concept instancing film on the concepts.

(IU) 1 of 9

SH - 16mm - C - 3 10 min
Fieldtest

88 POSITIVE REINFORCEMENT

Concept: Positive Reinforcement

The use of rewards is illustrated in both films. Tokens and verbal praise are both used as reinforcers.

Positive reinforcement is the presentation of a rewarding stimulus contingent upon the occurrence of a specific response. (MSU) 2 of 10

LE - 16mm - B&W - 1 5 min ea
Fieldtest

89 PRAISE AND CORRECTIVE FEEDBACK

Concept: Praise and Corrective Feedback

Several teachers are shown illustrating the use of praise and corrective feedback. The seven elements are identified and demonstrated in several situations with different age groups. (FWL) 1 of 4

LE to SH - VTR/16mm - B&W - 2
Available for Purchase 13 min

90 PROBING AND INFORMING

Concepts: Probing and Informing

The concepts are identified and defined. Specific examples of informing and probing are shown which instance the concepts for the viewer. It provides the "set" for viewing the complex films which follow. (IU) 1 of 9

EE to SH - 16mm - C - 3 10 min
Fieldtest

91 PROBING II

Concept: Probing

This tape is intended for use after viewing the films "Reacting to Pupil Responses", Parts I and II. It provides additional examples of a teacher's probing reactions to student responses in a classroom setting. (IU) 1 of 3

LE - CSTE - 1 10 min
Fieldtest

92 PROCESS OF INSTRUCTION

Concept: Teacher/Pupil Interaction

The process of instruction is a complex interaction of many variables related to the learner, the instructor, and the learning environment. The film identifies and illustrates some of these variables.

(UC) 1 of 5

LE - 16mm - C - 7 8 min
Purchase \$80.00

93 PRONOMINALIZATION IN CHILDREN'S LANGUAGE

Concept: Sequence

This episode shows children answering questions about pronoun references. There are 7 sentences with "he" and another noun, either Snoopy or Pig Pen. In some sentences "he" must refer to another person; in others, "he" may refer to another person or to the same person as the noun. (OSU) 1 of 12

EE to LE - VTR - B&W - 5 ab 10 min
Fieldtest

94 PROMISE/TELL STRUCTURES IN CHILDREN'S LANGUAGE

Concept: Sequence of Acquisition - Syntactic and Semantic

Presented with two figures and instructions in the form of a promise or a command, the student is asked to act out the task with the dolls. Increased ability to distinguish promise and tell structures is illustrated.

(OSU) 1 of 5
EE to LE - 16mm - C - 2 ab 15 min
Fieldtest

For an explanation of codes used please refer to the foreword of this document

95 QUESTIONING

Concept: Questioning

This film deals with more than just the levels of questioning. Strategies for asking questions, the effects of questions, and listening to answers are all illustrated. There are several teachers working at different grade levels shown. (FWL) 1 of 4
LE to SH - VTR/16mm - B&W - 2
Available for Purchase 13 min

96 QUESTIONING: REPRODUCTIVE AND PRODUCTIVE

Concepts: Reproductive and Productive Questioning

The concepts are identified and defined. Specific examples of reproductive and productive questioning are shown which instance the concepts for the viewer. It provides a "set" for viewing the complex films which follow.
(IU) 1 of 9
EE to SH - 16mm - C - 3 10 min
Fieldtest

97 RAFT AND THE SHORE, THE

Concept: Ontological Content of Literature

Readers discuss Twain's Huckleberry Finn. A contrast is made between Tom and Huck. Students reveal what they perceive as real and unreal for each character.
(CSU, N) 1 of 10
SH - 16mm - C - 1 10 min
Fieldtest

98 REACTING TO PUPIL RESPONSES I

Concepts: Probing, Accepting

A teacher is shown with a small group of students. The discussion is about a story the children have read. There are three scenes which are used to illustrate and provide practice in identifying instances of the concepts.
(IU) 1 of 3
LE - 16mm - C - 1 10 min
Fieldtest

99 REACTING TO PUPIL RESPONSES II

Concepts: Probing, Accepting

A teacher is shown with a small group of students. The discussion is about a story the children have read. There are three scenes which are used to illustrate and provide practice in identifying instances of the concepts. (IU) 1 of 3
LE - 16mm - C - 1 10 min
Fieldtest

100 REGISTER IN CHILDREN'S LANGUAGE

Concept: Social Variability

Several groups of 6th graders are shown in contrasting situations. A discussion in a peer group is contrasted with discussion with a teacher on the same topic. In one group the airport issue from an ecology game is discussed. In the other, a baseball tournament provides the topic.
(OSU) 1 of 12
LE - VTR - B&W - 5 ab 10 min
Fieldtest

101 RESPONDENT LEARNING

Concept: Respondent Learning

One film shows the pairing of movement with music to elicit a conditioned response of smiling and pleasure. Respondent learning is the result of the pairing of an unconditioned and conditioned stimuli to produce a conditioned response.
(MSU) 2 of 10
LE - 16mm - B&W - 1 5 min ea
Fieldtest

102 REVIEW OF SPEECH FEATURES I

Concept: Distinguishing Features

As a preparation for moving to later tapes the six features presented in the second tape are reviewed. The listener is asked to identify some examples of each feature. (SIU) 3rd of 14
LE - CSTE - 6 6 min
Fieldtest

For an explanation of codes used please refer to the foreword of this document

103 REVIEW OF SPEECH FEATURES II

Concept: Review of All Features

Presented in Previous Tapes

Prior to taking post test all features of Black dialect which have been presented are reviewed. (SIU) 13th of 14

LE - CSTE - 6

6 min

Fieldtest

107 SEMANTIC REVERSIBILITY

Concept: Sequence of Acquisition

Children in K, 2nd, and 6th grade are shown a series pictures (e.g. cat chasing dog). They are asked to respond to the truth or falsity of a series of sentences describing the picture. (OSU) 1 of 5

EE to LE - FS/CSTE - C - 1

15 min

Fieldtest

104 ROLE ENACTMENT IN CHILDREN'S PLAY

Concept: Role Enactment, Symbolic Elaboration, Modes of Interpersonal Transaction

The episodes represent a sampling of children's play behavior. The film provides a developmental overview of play beginning with youngsters 2 years of age and ranging up to children of 10 years. The play of the 2-6 year olds is unrehearsed and spontaneous.

(UP) 1 of 6

EE to LE - 16mm - C - 2

29 min

Purchase \$29.00

108 SHAPE OF LIFE, THE

Concept: Structure in Literature

Students discuss Hemingway's "Old Man at the Bridge". The remarks reveal the readers' sense of the shape of conscious and unconscious experience of the character in the poem. (CSU, N) 1 of 10

SH - 16mm - C - 1

ab 10 min

Fieldtest

105 ROLE EXPECTATIONS FOR TEACHERS

Concept: Diversity

Six short episodes provide diverse opinions of what a teacher's role ought to be. The stress is placed on different aspects of the teacher's role by the respondents. Some stress what ought to be taught, others how.

All imply a purpose. (EDC) 1 of 9

AL - 16mm - B&W - 2

6 min

3 day rental \$10.00 Purchase \$35.00

109 SHAPING

Concept: Shaping

A teacher used selective reinforcement of successive approximations of a desired terminal behavior. The initial criterion response must be in the person's repertoire of behaviors. (MSU) 1 of 10

LE - 16mm - B&W - 1

5 min

Fieldtest

106 SECOND GRADERS DISCUSS PIGS AND THINGS

Concept: Complexity, Fluency

In this episode a group of second graders talk informally about some of their experiences with various animals. Four of the children in the group share some of their experiences in the course of a lively discussion. (OSU) 1 of 12

EE - VTR - B&W - 5

ab 10 min

Fieldtest

110 SHARED NOMENCLATURE

Concept: Sequence of Acquisition - Semantic

Four pairs of age-mates are shown. One member of each pair is given an illustration of the arrangement of six blocks with novel designs. After arranging his blocks, he must communicate the proper arrangement to his partner on the other side of a blind. (OSU) 1 of 5

EE to AD - 16mm - C - 1

15 min

Fieldtest

an explanation of codes used please refer to the foreword of this document

111 TALKING ABOUT BELIEFS

Concept: Diversity

While discussing a unit on Eskimos, the students learn about the beliefs of another people. They are encouraged to explore their own beliefs about things in their everyday lives. (EDC) 1 of 5

LE - 16mm - B&W - 4 14 min
3 day rental \$15.00 Purchase \$85.00

112 TALKING ABOUT OLD PEOPLE

Concept: Diversity

While studying a unit on Eskimos, the students learn that the elderly are sometimes left behind to die if they cannot keep up. The class is encouraged to explore its feelings about this practice. Students often relate their feelings directly to their own grandparents. (EDC) 1 of 5

LE - 16mm - B&W - 4 19 min
3 day rental \$15.00 Purchase \$115.00

113 TASKS OF TEACHING I

Concepts: Assessment, Goal Setting, Strategies, Evaluation

A teacher identifies a child in her class with a reading difficulty. The four vignettes trace the actions of the teacher as she conducts an assessment, sets goals, implements strategies, and evaluates the results. Alternative means for performing the tasks are illustrated. (MSU) 1 of 2

LE - 16mm - C - 1 23 min

Available for purchase

114 TASKS OF TEACHING II

Concepts: Assessment, Goal Setting, Strategies, Evaluation

Two teachers develop a team approach for dealing with a student with who exhibits overdependency on others. The teachers are shown as they assess, set goals, implement strategies, and evaluate the success of their efforts. (MSU) 1 of 2

LE - 16mm C - 2 23 min

Available for Purchase

115 TASK ROLES

Concept: Task Roles

A number of classroom groups are shown in group discussions. The six task roles; initiator, information seeker, information giver, opinion giver, orienter, and coordinator; are all illustrated. Examples are shown of each role in several situations. (FWL) 1 of 4

LE to SH - VTR/16mm - B&W - 2 13 min
Fieldtest

116 THEME AND SYMBOL IN DRAMA

Concept: Theme and Symbol

A class discusses the action, plot, characters, dialog, and the symbols used by the author. The central idea and judgement which the writer embodies and the audience grasps are conveyed by these elements. The focus is on the response to these elements by the reader. (CSU, N) 1 of 4

SH - 16mm - B&W - 1 10 min
Fieldtest

117 TRANSITIONS

Concept: Transitions

Classroom techniques used by the teacher will either facilitate or hinder the smooth movement from one classroom activity to another. Vignettes show teacher behaviors which both facilitate and hinder smooth transitions.

(USU) 1 of 4

LE - 16mm - C - 3 20 min
Purchase \$85.00

118 UNIFYING ROLES

Concept: Unifying Roles

A number of classroom groups are shown engaged in discussions. Each of the five unifying roles is illustrated several times at different levels. The roles are those of energizer, harmonizer, compromiser, gatekeeper, and encourager. (FWL) 1 of 4

LE to SH - VTR/16mm - B&W - 2 13 min
Fieldtest

119 USING STUDENT IDEAS

Concept: Using Student Ideas

Teachers are shown in a number of settings. Some ways in which a teacher can acknowledge ideas and respond to ideas put forth by students are demonstrated.

(FWL) 1 of 4

LE to SH - VTR/16mm - B&W - 2

Available for Purchase 13 min

123 WHAT HAPPENS WHEN YOU GO TO THE HOSPITAL

Concepts: Role Enactment, Symbolic Elaboration

Four and five year olds enact the roles of patient, doctor, nurse, parents and the interesting, frightening, and fun things that happen in the hospital. The clip presents a full play episode without interruption or commentary. (UP) 1 of 6
EE - 16mm - C - 2 10 min
Purchase \$100.00

120 VARIETY IN LANGUAGE--BLACK DIALECT AS A KIND OF ENGLISH

Concept: Variety in English

To illustrate the variety present in American English three students describe Christmas at their house. The children are a Southern Appalachian girl, an Chicano boy, and a Black boy from East St. Louis, Illinois. (SIU) 1st of 14

LE - CSTE - 6 6 min
Fieldtest

124 WHO SHOULD DECIDE? NYC

Concept: Diversity

An elementary school in New York City attempting to renew its program for children became involved in discussing who should participate in decisions about new programs. This series of short clips illustrates the opinions of some members of the school community about who should decide. (EDC) 1 of 9
AD - 16mm - B&W - 2 8 min
3 day rental \$10.00 Purchase \$50.00

121 VERBAL AND NON-VERBAL ELEMENTS IN DRAMA

Concept: Verbal and Non-Verbal Elements

A literature class in senior high is shown discussing the verbal and non-verbal aspects of a play they have read. The film illustrates the students' grasp of the interaction of the verbal and non-verbal aspects. (CSU, N) 1 of 4

SH - 16mm - B&W - 1 10 min
Fieldtest

125 WHO SHOULD DECIDE? PHOENIX

Concept: Diversity

A series of five short clips provides diverse opinions about who should have a legitimate right to decide what is to be taught in the school. It supplements other films in the series. (EDC) 1 of 9
AD - 16mm - B&W - 2 4 min
3 day rental \$10.00 Purchase \$25.00

122 VERBAL INTERACTION IN THE COGNITIVE DIMENSION

Concept: Relationship Between Teacher Verbal Behavior and Student Response

The question and answer response patterns and modifications of the pattern are illustrated. The MacDonald-Zaret framework is used to determine the nature of the verbal interaction and the relationships between teacher verbal behaviors and student responses. (UC) 1 of 5

MS - 16mm - C - 7 14 min
Purchase \$80.00

126 WITHDRAWAL

Concept: Withdrawal

This film is one of a series dealing with the student in a multicultural classroom. The focus is on the pupil who is a Spanish speaker. A number of vignettes illustrate the students' coping behavior in an overwhelming situation. (USC) 1 of 3

LE to MS - 16mm - C - 3 6 min
Available for purchase

5 an explanation of codes used please refer to the foreword of this document

127 WITHITNESS

Concept: Withitness

A teacher demonstrates by her behavior that she is aware of what is going on in the classroom. The four elements of withitness, desists, suggesting alternative behaviors, concurrent praise, and describing desirable behavior are all illustrated.

(USU) 1 of 4

LE - 16mm - C - 3 10 min

Purchase \$50.00

128 WORD BY WORD ORAL READING

Concept: Word by Word Oral

Reading

Fluency can be expressed as a numerical average of the rate (words/minute) at which a child reads.

One table is:

	Low	Average	High
First Grade	25	35	45
Second Grade	36	60	90
Third Grade	60	110	150

(BU) 1 of 8

EE - 16mm - B&W - 1 6 min

Fieldtest

129 WORD IDENTIFICATION CUES

Concept: Word Identification Cues

Readers use a variety of cues to aid themselves in identifying probable word meanings. Six specific cues are: configuration, phonics, logic, sentence, pictorials, and the teacher. (BU) 1 of 8

EE - 16mm - B&W - 1 10 min

Fieldtest

For an explanation of codes used please refer to the foreword of this document

MATERIALS CLASSIFICATION SYSTEM

As a quick reference to materials the lists provided on the following pages are sorted according to content area. There are six major classifications:

1. Curriculum and Instruction
2. Educational Psychology
3. Language
4. Literature
5. Reading
6. Social Foundations

The titles listed in each category are listed alphabetically and are followed by the producer codes and the entry number. It is suggested that these major classifications constitute the most likely areas in preservice teacher education where the materials might be used. Certain materials also seem appropriate for use in areas other than in the principal category. Therefore, subclassifications are also provided giving titles and entry numbers. An additional subclassification is provided on the last page of this section, Classroom Management. The titles listed under this heading also appear under the six major classifications. However, with the current interest in materials dealing with this topic it was decided to provide a separate listing.

CURRICULUM AND INSTRUCTION

<u>Title</u>	<u>Producer</u>	<u>Entry</u>
APPROVING AND DISAPPROVING	IU	07
BACTERIA	IU	15
CLARITY	USU	22
ECOLOGY	IU	30
EMPHASIS	USU	31
ENCOURAGEMENT	USU	32
ESSENTIALS FOR LIFE	IU	33
EXTENSION	USU	35
FEEDBACK	USU	38
FIVE SENSES, THE	IU	41
GROUP ALERTING	USU	48
LEARNER ACCOUNTABILITY	USU	60
LESSON ORGANIZATION	FWL	61
ORGANIZATION	USU	77
ORGANIZING FACTS TO TEACH MEANINGFUL RELATIONSHIPS	UC	78
PEOPLE WHO HELP US	IU	80
POPULATION CONTROL	IU	87
PRAISE AND CORRECTIVE FEEDBACK	FWL	89
PROBING AND INFORMING	IU	90
PROBING II	IU	91
QUESTIONING	FWL	95
QUESTIONING: REPRODUCTIVE AND PRODUCTIVE	IU	96
REACTING TO PUPIL RESPONSES I	IU	98
REACTING TO PUPIL RESPONSES II	IU	99
TASKS OF TEACHING I	MSU	113
TASKS OF TEACHING II	MSU	114
TRANSITIONS	USU	117
USING STUDENT IDEAS	FWL	119
WITHITNESS	USU	127
CLASSROOM PROTOCOLS		24
WORD-BY-WORD ORAL READING		128

EDUCATIONAL PSYCHOLOGY

<u>Title</u>	<u>Producer</u>	<u>Entry</u>
ANALYSIS	TR	04
CITY BUILDERS, THE	UP	20
CONCEPT INSTANCING FILM	UP	21
CLASSROOM PREDISPOSITIONS	TR	23
CLASSROOM PROTOCOLS	IU	24
EVALUATION	TR	34
FLEXIBLE THINKING	TR	42
FLEXIBILITY	TR	43
LEARNING SETS	TR	59
MAGIC NET	TR	63
MAYOR COMES TO DINNER, THE	UP	64
MOAT MONSTER, THE	UP	67
MODELING BEHAVIOR	MSU	68
NEGATIVE REINFORCEMENT	MSU	73
OPERANT LEARNING	MSU	75
PERSEVERATION	TR	81
PERSEVERATIVE BEHAVIOR	TR	82
PERSISTENCE OF HABIT	TR	83
POSITIVE REINFORCEMENT	MSU	88
RESPONDENT LEARNING	MSU	101
ROLE ENACTMENT IN CHILDREN'S PLAY	UP	104
SHAPING	MSU	109
WHAT HAPPENS WHEN YOU GO TO THE HOSPITAL	UP	123
AGGRESSIVE BEHAVIOR		03
APPROVING AND DISAPPROVING		07
COOPERATIVE BEHAVIOR		26
ECOLOGY		30
ESSENTIALS FOR LIFE		33
FIVE SENSES, THE		41
MOTIVES		69
PEOPLE WHO HELP US		80
POPULATION CONTROL		37
PRAISE AND CORRECTIVE FEEDBACK		89
PROBING AND INFORMING		90
PROBING II		91
REACTING TO PUPIL RESPONSES I		98
REACTING TO PUPIL RESPONSES II		99
TASKS OF TEACHING II		114
WITHDRAWAL		126

LANGUAGE

<u>Title</u>	<u>Producer</u>	<u>Entry</u>
ACQUISITION OF NOUN INFLECTIONS AND DERIVED FORMS	OSU	01
ACQUISITION OF VERB INFLECTIONS AND ADJECTIVE ORDER, THE	OSU	02
ASPECTS OF ACQUISITION - COLLEEN	OSU	08
ASPECTS OF ACQUISITION - LOUANN	OSU	09
ASPECTS OF ACQUISITION - TERI	OSU	10
ATTITUDINAL TEST	SIU	12
AUXILIARY BE, NEGATIVE BE, ZERO COPULA	SIU	13
CHILDREN RETELL "SALT", A FOLKTALE	OSU	19
COMBINING SIMPLE SENTENCES	OSU	25
DISTINGUISHING PRONOMINAL FEATURES	SIU	27
"EASY/HARD TO SEE" STRUCTURE IN CHILDREN'S LANGUAGE	OSU	29
FORMATION OF PAST AND PERFECT TENSES IN BLACK DIALECT	SIU	44
FORMATION OF PLURALS OF NOUNS	SIU	45
FORMATION OF POSSESSIVE CASE	SIU	46
INDIVIDUAL VARIATIONS IN LANGUAGE ACQUISITION, DERIVED FORMS AND ADJECTIVE ORDER	OSU	53
INDIVIDUAL VARIATIONS IN LANGUAGE ACQUISITION, MORPHOLOGY	OSU	54
INTRODUCTION TO SELECTED FEATURES OF BLACK DIALECT	SIU	56
INVERTED WORD ORDER IN INDIRECT QUESTIONS	SIU	57
MULTIPLE NEGATION	SIU	70
OMISSION OF "S" TO INDICATE 3RD PERSON SINGULAR, PRESENT TENSE	SIU	74
OVERINFLECTION OF NOUNS, VERBS, ADJECTIVES, ADVERBS	SIU	79
"PLAY-TALK" IN KINDERGARTEN	OSU	86
PRONOMINALIZATION IN CHILDREN'S LANGUAGE	OSU	93
PROMISE/TELL STRUCTURES IN CHILDREN'S LANGUAGE	OSU	94
REGISTER IN CHILDREN'S LANGUAGE	OSU	100
REVIEW OF SPEECH FEATURES I	SIU	102
REVIEW OF SPEECH FEATURES II	SIU	103
SECOND GRADERS DISCUSS PIGS AND THINGS	OSU	106
SEMANTIC REVERSIBILITY	OSU	107
SHARED NOMENCLATURE	OSU	110
VARIETY IN LANGUAGE - BLACK DIALECT AS A KIND OF ENGLISH	SIU	120

LITERATURE

<u>Title</u>	<u>Producer</u>	<u>Entry</u>
BEAUTIFUL WORDS	CSU,N	14
BELIEFS AND IDEAS	CSU,N	17
CHARACTERIZATION IN DRAMA	CSU,N	18
EAST EGG/WEST EGG	CSU,N	28
HAPPY ENDING	CSU,N	49
MIND OF HUCKLEBERRY FINN, THE	CSU,N	65
MOTIVES	CSU,N	69
MYSTERY OF EDGAR ALLEN POE, THE	CSU,N	72
RAFT AND THE SHORE, THE	CSU,N	97
SHAPE OF LIFE, THE	CSU,N	108
THEME AND SYMBOL IN DRAMA	CSU,N	116
VERBAL AND NON-VERBAL ELEMENTS IN DRAMA	CSU,N	121

READING

<u>Title</u>	<u>Producer</u>	<u>Entry</u>
EYE-VOICE SPAN	BU	36
INDIVIDUAL READING RATES	BU	52
LETTER IDENTIFICATION	BU	62
MIS-ASSOCIATIONS	BU	66
ORAL-SILENT READING	BU	76
PHONIC ANALYSIS	BU	84
WORD BY WORD ORAL READING	BU	128
WORD IDENTIFICATION CUES	BU	129
TASKS OF TEACHING I		113

SOCIAL FOUNDATIONS

<u>Title</u>	<u>Producer</u>	<u>Entry</u>
AGGRESSIVE BEHAVIOR	USC	03
ANTI-GROUP ROLES	FWL	05
APARTMENTS AND IGLOOS	EDC	06
ATTITUDES TOWARD SCHOOL	UC	11
BEING DUMB...IT'S NO GOOD	EDC	16
COOPERATIVE BEHAVIOR	USC	26
FAIR VERBAL BEHAVIOR	UC	37
FIGHT, THE	EDC	39
FIVE OPINIONS ON EDUCATION	EDC	40
FOUR STAGES OF DEVELOPMENT (HOUSTON CASE)	FWL	47
IMPLICATIONS FOR DECISION MAKING	EDC	50
INNOVATION'S PERILS	UC	51
IT'S BEEN A COMPROMISE	EDC	55
MURAL, THE	EDC	58
PLANNING FOR CHANGE	EDC	71
PROCESS OF INSTRUCTION	EDC	71
ROLE EXPECTATIONS FOR TEACHERS	UC	85
TALKING ABOUT BELIEFS	EDC	92
TALKING ABOUT OLD PEOPLE	EDC	105
TASK ROLES	EDC	111
UNIFYING ROLES	FWL	112
VERBAL INTERACTION IN THE COGNITIVE DIMENSION	FWL	115
WHO SHOULD DECIDE? NYC	UC	118
WHO SHOULD DECIDE? PHOENIX	EDC	122
WITHDRAWAL	EDC	124
	USC	125
		126
EAST EGG/WEST EGG		28

Classroom Management

CLASSROOM PROTOCOLS	24
FAIR VERBAL BEHAVIOR	37
GROUP ALERTING	48
LEARNER ACCOUNTABILITY	60
TRANSITIONS	117
WITHITNESS	127

ADDITIONAL MATERIALS

The development of protocol materials is an on-going process. Therefore, any attempt at cataloging materials becomes obsolete almost before it can be disseminated. The status of materials constantly changes as more protocols are developed, as arrangements are completed for sale and distribution, and as related materials are produced. The need for periodic addenda becomes readily apparent. Things have changed so fast that the first of these addenda must be attached to the original document.

There are two categories in this section. The first section lists protocol materials which are part of, or supplementary to, materials listed in the body of the catalog. The second section lists materials which are closely related to protocol materials. The three projects named have been associated with the protocol projects for approximately two years. It is believed that the user of protocol materials will find these additional materials to be complementary to the concept of protocols.

I. Protocol Materials

01A CLOSING BEHAVIOR

Concept: Closing Behavior

The shifting of teacher attention from pupil to closing behavior. While it is a natural behavior in the classroom, closing behavior limits opportunity for a child to develop his capability to express himself. The teacher must be alert not to close too much, at the wrong time or always on the same child.

(USC) 1 of 7 6 min

LE to MS - 16mm - C - 3

Available for purchase

02A OVERVIEW

Concept: Aggressive, Closing, Cooperative, Reciprocating, Supporting and Withdrawal Behaviors

This film provides the "set" for the viewing and use of the other six films in the package. It identifies and defines the six concepts which are dealt with in separate protocol films.

(USC) 1 of 7

LE to MS - 16mm - C - 3 6 min

Available for purchase

II. Related Materials

DEVELOPING OBSERVATIONAL SKILLS

This workshop materials package is designed to provide training in the skills of direct observation. It contains three skills development themes.

- I. Improving basic observational skills.
- II. Learning to recognize, analyze, and alter patterns of observation.
- III. Learning how direct observation can help you answer questions about schools.

The workshop package is made up of five two-hour sessions.

Project in Ethnography in Education
Department of Anthropology
State University of New York at Buffalo
4242 Ridge Lea Road
Amherst, New York 14226

GUIDED SELF-ANALYSIS

This system of teacher training and evaluation makes use of videotape techniques. Guided Self-Analysis (GSA) consists of a series of taping sessions in the classroom followed by sessions in which the teacher codes his own teaching behavior. The teacher may work on improving classroom performance in language training, teaching concepts, or stimulating classroom discussion.

Dr. Theodore W. Parsons
Professional Development Systems
Suite 904
2140 Shattuck Avenue
Berkeley, California 94704

03A RECIPROCATING BEHAVIOR

Concept: Reciprocating Behavior

Behavior through which one voluntarily gives of one's own ideas, emotions, skills and personal resources in exchange for those of another is called reciprocating behavior. The reciprocating behaviors between teachers and pupils establish transactions through which learning occurs.

(USC) 1 of 7

LE to MS - 16mm - C - 3 5 min

Available for purchase

04A SUPPORTING BEHAVIOR

Concept: Supporting Behavior

It is the responsibility of the teacher to support the child, to sustain, uphold and defend him in the expression of his emotions, skills, and ideas.

When pupils in a class are generally confident, the teacher provides support by managing the classroom in a way which provides equal opportunity for all.

(USC) 1 of 7

LE to MS - 16mm - C - 3 6 min

Available for purchase

TRANSITIONS IN THE CLASSROOM OF THE EARLY CHILD

These materials focus upon the movement from one condition to another. When looking at and classifying a transition there are six decision levels to be considered. These decision levels are:

- I. Source of transition
- II. Nature of transition
- III. Type of transition
- IV. Effect of transition
- V. Number of actors
- VI. Inclusiveness

Carl D. Smith

Director of Child Care Training
Psychology Department
Salem State College
Salem, Massachusetts 01970

ORDERING INFORMATION

For further information, purchase, or rental contact:

1. BU - Bucknell University
Dr. William Heiner
Department of Education
Lewisburg, Pennsylvania 17837
2. CSU,N - California State University
Northridge
Protocol Materials in English
Arnold House
Northridge, California 91234
3. EDC - Educational Development Center
Distribution Center
Social Studies Program
55 Chapel Street
Newton, Massachusetts 02160
4. FWL - Far West Laboratory for
Educational R&D
1855 Folsom Street
San Francisco, California 94103
5. IU - Indiana University
Dr. David Gleissman
School of Education
Bloomington, Indiana 47401
6. MSU - Michigan State University
Dr. Henrietta Barnes
College of Education
518 Erickson Hall
East Lansing, Michigan 48823
7. OSU - Ohio State University
Dr. Frank Zidonis
College of Education
1945 N. High Street
Columbus, Ohio 43210
8. SIU - Southern Illinois University
at Edwardsville
Dr. Theresa Love
Edwardsville, Illinois 62025
9. TR - Teaching Research
Oregon State System of Higher
Education
Monmouth, Oregon 97361
10. UC - University of Colorado
Protocol Materials Development
Project
970 Aurora
Boulder, Colorado 80302
11. UP - University of Pittsburg
Campus Films Distribution Corp-
oration
20 East 46th Street
New York, New York 10017
12. USC - University of Southern
California
Prismatica International
2041 Rosecrans Avenue
Continental Park
El Segundo, California 90245
13. USU - Utah State University
Dr. Walter Borg
Utah Protocol Materials Project
Department of Psychology
Logan, Utah 84322
14. G. Michael Kuhn, Director
Protocol Materials Project
Department of Education
Suite 10, Miles-Johnson
Tallahassee, Florida 32304
(904) 488-2084

This public document was produced at an annual cost of \$151.03 or \$2.23 per copy to disseminate information to Florida teacher educators regarding the availability of protocol materials.

