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ABSTRACT
                Recommendations based on the two-and-a-half-year
history of The Demonstration Center for Language Handicapped (LH)
Children are reported. Noted are such recommendations as the
following: that each school district develop its own operational
definition of LH based on the state definition, adding the concept of
significant discrepancy between learning potential and performance as
determined by developmental age and expectation for remediation; and
that a consultant team of medical specialists be available to the
educational planner as needed, but that a mandatory physical
examination not be required for LH children. The center's philosophy
is discussed with reference to such topics as its committment to the
Texas Education Agency, academic performance, decentralization, and
staff development. Evaluated are the center's procedures related to
participating school districts, project organization, comparative
research, project staff, inservice training, consultants, and
evaluation procedures. The following productions of the center are
described: the Language Center Handbook, quarterly reports,
statistical reports, research monographys, activity reports, and
materials required for project operations. Implications of language
and learning disability programing are drawn for special and
mainstreamed educational services. Materials used for project
operations, including appraisal and instructional materials, program
evaluation forms, procedural guidelines, conceptual models, and
research designs are attached. (GW)

RECOMMENDATIONS

OPERATIONAL HISTORY

Demonstration Center
for Language-Handicapped Children

James R. Hale, Ph. D.

REGION IV

EDUCATION SERVICE CENTER

T.S. Hancock, Executive Director

DEMONSTRATION CENTER

FOR

LANGUAGE-HANDICAPPED CHILDREN

Ralph O. Teter, Project Director

James R. Hale, Pupil Appraisal Director

William A. Young, Jr., Instruction Director

Max D. Miller, Research Coordinator

Joe A. Airola, Project Director, 1971-72

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Recommendations

The purpose of this section is to present to the Texas Education Agency a concise list of recommendations, based on both objective and subjective data, derived from the two-and-one-half year study of The Demonstration Center for Language-Handicapped Children (The Language Center).

Recommendation One: That each school district develop its own operational definition of language handicap based upon the state definition, adding the concept of significant discrepancy between learning potential and performance as determined by developmental age and expectation for remediation.

The basic state definition becomes operational by encompassing the child's developmental age and expectation for remediation. For example, at the kindergarten leve', a child's abilities and disabilities are only just emerging; at best a child at this age may be defined as "potentially language-handicapped" with good expectation for remediation. At the primary level, language handicaps are more readily detected and the expectation for remediatior remains good. At the intermediate level, language problems are more severe and have become compounded with personal problems, such as educational frustration, poor self-concept, or negative attitude toward school, which lead to poor expectation for remediation. Refer to: *Research Design and Results; Research Monograph Vol. 1, No. 3.*

Recommendation Two: That well planned inservice education for all personnel precede the introduction of a program for

*language-handicapped children and that this be a continuing
activity at all levels.*

This training should provide opportunities for all personnel--
administrators, counselors, classroom teachers, special education teachers,
and teacher aides. Such an inservice program is contained in the
Language Center Handbook submitted to the Texas Education Agency. Refer
to: *Research Monographs Vol. 1, Nos. 2, 5, 10; Vol. 2, Nos. 4, 7.*

*Recommendation Three: That local school districts certify
(above provisional and professional endorsement) teachers of
language-handicapped children based on an approved list of
competencies required for the special program needs of the dis-
trict.*

The current stress on myriad special certification requirements
is unwarranted. The "teacher generalist" with appropriate and contin-
uing inservice education possesses the necessary skills to teach
language-handicapped children effectively. Refer to: *Research Mono-
graph Vol 2, No. 7; Language Center Handbook.*

*Recommendation Four: That screening procedures, ARD
(Admission, Review, and Dismissal committee) activities, appraisal
procedures, educational planning activities, and assignment of
support services be decentralized to the local campus.*

Decentralization will facilitate four essential aspects of a
successful program for language-handicapped children:

- Communication between teachers and support service
  personnel.

- Rapid delivery of services.

. Involvement of building principals.

. Appropriate staff development.

Moreover, the purpose of appraisal and educational planning is to communicate new teaching strategies to the teacher; this is most effectively accomplished when one person rather than a team of appraisal specialists performs the task. Appraisal speciali   outside of education are often unable to translate their findings into support that is relevant to classroom practices. Refer to: *Research Monographs Vol. 1, No. 3; Vol. 2, Nos. 4, 5; Language Center Handbook.*

Recommendation Five: That frequencies reported in the Language Center study be considered by the Texas Education Agency when citing the incidence of language-handicapped children.

In districts representative of the public schools of Texas, the incidence of language disability was found to be approximately twenty-five percent for kindergarten grades, fifteen percent for primary grades, and eleven percent of intermediate grades. Refer to: *Research Monograph Vol. 1, No. 3.*

Recommendation Six: That a consultant team of medical specialists be available to the educational planner as needed, but that a mandatory physical examination not be required for language-handicapped children.

Although there is educational justification for requiring routine physical examinations for language-handicapped children, intensive appraisal by a multi-disciplinary team which includes pediatricians and

neurologists appears to contribute no more to the educational planning for a language-handicapped child than the information contained in the cumulative folder. **Refer to:** *Research Design and Results; Research Monograph Vol. 2, No. 4.*

Recommendation Seven: That the language-handicapped child remain unidentified to the classroom teacher until adequate special support services become available to the teacher.

Identifying a child as language-handicapped without providing special support services to the teacher adversely affects the child's academic progress. **Refer to:** *Research Design and Results.*

Recommendation Eight: That a school district provide more than one instructional arrangement for teaching language-handicapped children, with instruction and staff assignment flexible enough to provide for different learning styles.

The particular learning st; :e of a language-handicapped child should be given primary consideration in making assignments to a special instructional arrangement. Additionally, the school size, staff availability, and building design are factors that can influence these arrangements.

Student achievement appears to be enhanced when instructional goals are broken into small, well-defined steps, each requiring a specific, measurable student performance. Even one year of special intervention appeared to have positive effects on achievement during students' first year back in the regular classroom. Regardless of the instructional arrangement for the language-handicapped child, the

non-language-handicapped child in the same room continued to achieve at his normal rate. **Refer to:** *Research Design and Results; Language Center Handbook.*

Recommendation Nine: That teacher aides be assigned to teachers working with language-handicapped children.

Pupil performance increases significantly when an aide, assigned to a teacher, spends a majority of time supporting instructional activities. **Refer to:** *Research Design and Results; Research Monographs Vol. 2, Nos. 3, 4, 5.*

Recommendation Ten: That the state accounting system be modified to facilitate student transition in and out of programs so that a minimum of paper work is required for audit trails.

The constraints imposed upon Special Education staffs by lengthy data gathering and required authorizations tend to discourage administrators and teachers from moving swiftly to provide needed special assistance for children. Adoption of this recommendation will facilitate implementation of other recommendations.

Recommendation Eleven: That further research be conducted in the following areas:

- *Differences between educational characteristics of language-handicapped students and "normal" students.*

- *Differences between characteristics of language-handicapped children who demonstrate academic progress in special programs and those who do not.*

- *Effects of teacher characteristics upon the academic achievement of language-handicapped children.*

- *Effects of teacher-pupil ratio under different instructional arrangements.*

Operational History

The Demonstration Center for Language-Handicapped Children (The
Language Center) came into being as a result of the growing concern
of parents and educators over the debilitating effects of specific language
disabilities on the academic success of school children. This concern
led to state legislative action which eventually authorized the estab-
lishment of two demonstration centers for language-handicapped children.
Both centers were charged with the responsibility of developing an effec-
tive and flexible public school program for children with language handi-
caps that could be implemented in any school district in the state of
Texas.

For two-and-a-half years, The Language Center has documented and
submitted to the Texas Education Agency research developments and
findings in the form of quarterly progress reports. The purpose of
this document is to present an historical account of The Language Center.
Included is a summary description of:

- . . The events which ied to the formulation of the Language Center.
- . . The basic philosophy which guided all research and management
  decisions.
- . . The procedures generated by this philosophy.
- . . The products of The Language Center.
- . . The implications for education and research.

Background

The Secretary's (H.E.W.) National Advisory Committee on Dyslexia
and Related Reading Disorders, chaired by Dr. Arleigh Templeton, estimated
that 15% of American children, who were otherwise able to learn,

experienced difficulty in learning to read, and that "this difficulty is of sufficient severity to impair seriously the overall learning experience of these students and their ultimate usefulness and adaptability to a modern society." The Committee identified the factors contributing to such disability as both numerous and complex, but limited its attention to "the problems manifested by those individuals who, in spite of apparently adequate intelligence and emotional stability, exhibit difficulties in learning to read within a teaching program that proves effective for most children."

Texas legislation. Not only were the implications staggering in terms of human lives, but also in terms of economic impact on the state's educational system. If only one out of twenty public school children were retained a grade as a result of reading deficiency, the cost to the state was estimated to be as much as $75,000,000. The enormity of the problem spurred the Texas Legislature to authorize legislation which eventually led to the development and sponsorship of The Language Center.

Legislative action begain in 1965 when the 59th Legislature appointed a special committee to study the problem of language disabilities with parents, educators, and other interested citizens. The Speaker's Symposium on Specific Language Disabilities was a direct outcome of this study.

In 1967, the committee submitted its report to the 60th Legislature, which resulted in the passage of House Bill 156. This bill authorized the governor to appoint a twelve member Advisory Council for Language-Handicapped Children. The purpose of the Council was to

examine the problems of language-handicapped children and to advise the

State Board of Education, the Commissioner of Education, and the Texas

Education Agency on the development of programs designed to diagnose

and treat problems of language-handicapped children. The bill further

directed the Agency, with the advice of the Council, to

. . Establish at least three regional, experimental, diagnostic
facilities.

. . Develcp rules, regulations, and guidelines governing the
operation of the experimental facilities.

. . Seek the advice and cooperation of all appropriate public
and private agencies and institutions.

. . Seek and accept grants to finance research.

This bill was extended in 1969 by the 61st Legislature through House

Bill 432.

Texas Education Agency guidelines. In 1970 the Texas Education

Agency prepared Guidelines For The Development Of Demonstration Centers

For Language-Handicapped Children. The guidelines were sent to the 20

regional education service centers in the state with invitations to

submit proposals for demonstration center projects. Included in the

guidelines were descriptions of the

. . Primary and secondary goals of the demonstration centers.

. . Appraisal, instruction, and staff development components
of the demonstration centers.

. . Third party evaluation system.

. . Administrative organization and staff positions.

. . Project time period. Final reports were to be submitted
in August, 1973.

. . Budget limitations.

Approved proposals. Proposals for demonstration centers were submitted by five education service centers. Final approval of the Region IV and Region X Education Service Center proposals was made by the State Board of Education upon recommendation from the Commissioner with advice of the Governor's Advisory Council On Language-Handicapped Children.

Region IV Education Service Center proposal. The proposal developed by Region IV Education Service Center emphasized the exploration of different organizational procedures for providing special education services to language-handicapped pupils in the public school setting. Two organizational patterns were to be investigated--instructional services and appraisal services. Each organizational pattern was to be examined at the kindergarten, third, and sixth grade levels during the first project year. The second project year was designated for continued investigation of revised organizational patterns in six grades at the elementary and junior high school levels. The three goals of The Language Center were delineated in terms of appraisal, treatment, and personnel training.

> . . Appraisal. The Language Center was to employ and compare several testing procedures for evaluating levels of proficiency in comprehending both written and spoken language and in synthesizing both written and spoken language. The objective was to determine the most accurate, reliable, practical, and economical means of screening from a pupil population those children with language handicaps. Once identification had been made of those children with language handicaps, The Language Center was to employ and compare at least two diagnostic protocols, including combinations of educational, psychological, sociological, and medical evaluation procedures. The objective was to determine the most accurate, reliable, practical, and economical means of identifying those children whose language handicap is

their primary handicap, i. e., of separating those whose
disabilities are attributable to mental retardation,
emotional disorder, or motor dysfunctions, from those
whose disabilities may be remedied through special
instructional methods within the regular public school
environment.

.. Treatment. The Language Center was to establish a
series of demonstration classrooms in which remediation
techniques and materials would be tested. The objective
was to determine which remediation protocol or combination
of curricular design, techniques, and materials would be
most effective and expeditious for increasing the language-
handicapped child's proficiency in the comprehension and
synthesis of oral and written language while he remained
in the public school environment.

.. Personnel training. The Language Center was to provide
inservice training for selected personnel already
employed in the participating school districts and pre-
service training for an equal number of new teachers.
During the course of the project, the effectiveness of
various training techniques was to be evaluated in
conjunction with the remediation techniques for which the
instructors would be trained, with the objective of
determining the most profitable combination thereof for
replication in teacher education programs of the state's
institutions of higher education and corresponding
certification parameters for the Texas Education Agency
(Region IV Education Center, 1970).

Language Center objectives. Objectives were generated early in

the project.

.. Develop reliable screening procedures for the identification
of language-handicapped children in the public schools of
Texas and prepare for the Texas Education Agency a com-
prehensive manual for the administration of such screening
procedures by any local education agency.

.. Test and evaluate the accuracy, relevance, and usefulness
of diagnostic protocols involving educational, sociological,
psychological, and medical appraisals, and prepare for the
Texas Education Agency a comprehensive manual for the ad-
ministration of such appraisal procedures, detailing test
reliabilities and implication for diagnosis and prediction.

.. Develop an instructional program for the remediation of
language and/or learning disabilities and prepare for the
Texas Education Agency a concise description of the curric-
ulum design, methodology, techniques, and materials for

the purpose of replication on local public school campuses.

. . Prepare comprehensive guidelines for pre-service and in-service instructional staff training programs for replication on local public school campuses.

. . Provide a research base for a participating third party evaluation system, which will in turn provide the Texas Education Agency with a document outlining specific procedures for evaluating special education programs.

. . Develop for the Texas Education Agency a Comprehensive Administrator's Handbook for establishing and implementing a program for language-handicapped children by any local education agency.

Philosophy

Throughout the two-and-one-half-year project, the prevailing philosophy for all research and administrative decisions embodied three basic concepts--effectiveness, relevance, and economy. For example, to develop an effective screening program required a procedure for accurately identifying language-handicapped children at all grade levels. To be relevant, the screening program had to further identify those children whose language behavior would improve through the instructional intervention services available in the public school systems of Texas. Finally, the costs of materials and personnel time had to be compatible with "Plan A" financing and local district resources. All appraisal, instruction, and personnel training procedures were required to satisfy these same criteria before being endorsed by the project component directors and submitted to the Texas Education Agency.

During the initial planning stage of the project, these three philosophical concepts were expanded into ten guiding principles which formulated the basis for subsequent decision making. These principles are listed below.

Commitment to the Texas Education Agency. The first principle
concerned The Language Center's commitment to the production require-
ments of the Texas Education Agency.

.. Development of a planned program for screening, appraisal,
instruction, and staff development should be applicable to
all public schools programming for children who are language
handicapped.

.. There should be provision of specific information in
"packaged" form about skills, techniques, guidelines
and/or manuals, and policies whereby a program for
children who have language handicaps can become a part
of the network of state-wide language and/or learning
disability public school programs.

Academic performance. The second principle required that
academic performance be the final criterion measure for any appraisal,
instruction, or staff development activity.

.. The purpose of providing supportive services to language-
handicapped children should be to improve academic
performance.

.. Language disability should be considered a language
handicap only when it retards the academic progress of a
youngster.

.. Removal of a language handicap should be accomplished by
either correcting the deficient language process or by
developing successful compensatory skills. In the latter
instance, the "handicap" to academic performance must
diminish while the deficient language process remains
unchanged.

Public school setting. The third principle restricted program
developments to those designed for implementation in the public school
setting.

.. Screening must be efficient, effective, economical, and
functional within the personnel and time constraints of
the public school structure.

.. Appraisal results must yield instructional recommendations

appropriate to the resources available to the referring teacher or school administrator.

.. Instructional systems must complement the present teaching practices of Texas public schools.

.. Inservice training modules must be flexible enough for adaptation to the particular needs of different school districts.

Plan A. The fourth principle involved the facilitation of Plan A special education concepts.

.. Screening and educational planning activities should focus upon currently assessed behaviors rather than upon etiological determinants.

.. The classroom teacher should become a part of the special instructional team. Special education for language-handicapped children should be provided in the regular classroom as well as in self-contained or resource rooms.

.. Inservice training should be provided to all mainstream educational personnel and administrators.

Decentralization. The fifth principle concerned a decentralization of the administration process.

.. Assessment of a provision for the educational needs of language-handicapped children should be conducted at the local building level.

.. Inservice training should be geared to campus-level rather than district-wide needs.

.. The Admission, Review, and Dismissal Committee should be composed of local building school personnel.

Support services. The sixth principle perceived all special services as support services for classroom teachers.

.. The primary responsibility for academic performance should remain with the classroom teacher.

.. All special services personnel, including educational diagnosticians, resource teachers, and teacher aides,

should be considered support personnel who are employed
to assist the classroom teacher modify current teaching
practices to better fit the unique learning patterns of
language-handicapped children.

Staff development. The seventh principle emphasized the

development of special services personnel from existing instructional

staff.

  . . Many of the competencies required of effective support
      services personnel are not acquired through formal
      training or experience, but rather stem from basic
      personality traits like energy, drive, stamina, tolerance,
      communicativeness, attitude, and loyalty to the administra-
      tion. These traits cannot be accurately evaluated before
      the support services person has worked within the school
      district.

  . . Role competency requirements vary among school districts.
      Certified personnel vary in the extent to which they
      possess the competencies required by particular school
      districts. The final training stages for competency
      development must be provided by the employing school
      district.

Appraisal services. The eighth principle required that appraisal

services be interwoven throughout the instructional process.

  . . Appraisal services should form part of the total education
      process.

  . . Appraisal services should justify themselves in terms of
      their relevance to educational planning.

  . . Appraisal services should not extend beyond the planning
      limits of pupil performance objectives.

  . . Appraisal services should entail a continuous process of
      refining previous educational plans.

  . . Limited appraisal services should be provided to all
      eligible pupils at the beginning of the school year and
      the results immediately transmitted to teachers. Afterwards,
      follow-up appraisal services should be periodically provided
      for modifying previous educational plans.

Instructional program. The ninth principle emphasized the development of an eclectic instructional program.

.. Instructional programs and materials should be selected on the basis of what works best with the language-handicapped youngster.

.. Teachers should be given the opportunity to evaluate the appropriateness of instructional programs to the learning needs of their pupils.

Definition of language handicap. The tenth principle outlined the conditions for developing an operational definition of language handicap.

.. Inclusive--stating the areas of concern, e.g., language modalities, learning processes, academic tasks.

.. Exclusive--stating the scope and limitations of the definition in terms of intellectual, sensory, physical, emotional or environmental deviations from the norm.

.. Behavioral--both inclusive and exclusive statements should be described in measurable terms. The question "As measured by what?" should be answered for each descriptive statement in the working definition of language disability.

.. Functional--the definition adopted for The Language Center states that children with developmental disabilities are those who consistently show a significant discrepancy between their potential for performing and their actual performance in one or more basic language areas--auditory, spoken, reading, and written language--and who have not developed effective compensatory skills. This definition includes children who scored above or below average on standardized intelligence tests, but does not include those who scored in the mentally retarded range. Also excluded from this definition are children whose language skill deficits are primarily attributable to bilingualism, emotional disturbance, sensory deficit, or physical impairment.

Research orientation. The eleventh principle committed The Language Center to a scientific investigation of the basic objectives of the project.

. . A "research" philosophy should permeate each component of
The Language Center.

Procedure

Participating school districts. To assure maximum applicability

of the study, two school districts were selected as representative of

the demographies of Texas. The Aldine Independent School District had

approximately 25,000 students enrolled at the start of the project.

There were approximately 5,000 pupils in three senior high schools;

5,800 pupils in four junior high schools; and 14,000 pupils in sixteen

elementary schools. Aldine represents a typical suburban community.

Socioeconomic levels range from upper middle class to a low-income

area with many of the problems of the metropolitan ghetto.

The Spring Independent School District is located about 20

miles north of downtown Houston in the center of a truck farming and

livestock area. It has been predominantly rural but is becoming

a suburban community of commuters. Economically, families range from

low-income farm workers to upper-income farmers and professionals.

There were approximately 3,000 pupils in one senior high school,

one middle school, and three elementary schools at the beginning of

the project.

The combined ethnic distribution of the two school districts

was 75 percent white, 18 percent black, and 7 percent brown. These

figures corresponded with state averages at the time of the study.

Project organization. Region IV Education Service Center served

as the contracting and fiscal agent for The Language Center. The

Board of Directors of Region IV authorized its Executive Director to implement the project by unanimous action in February, 1971. All members of the project staff became employees of Region IV. Consultative support was provided by the Region IV Directors for Special Education and for Pupil Appraisal. All component programs and services were under the direct administration of the component directors and the project director.

. . The Project Director was responsible for the total operation of The Language Center, its relations with the pilot schools and cooperating universities, and for the attainment of goals and objectives stipulated by the Legislature and the Texas Education Agency.

. . The Director of Appraisal was responsible for the administration of the screening, appraisal, and diagnostic procedures, the on-going coordination of the research design, and the analysis of all pupil-related research data.

. . The Director of Instruction was responsible for the administration of the pilot classroom system, the coordination of research techniques and materials, and the organization of data for evaluation by the research staff.

. . The Director of Staff Development was responsible for the preservice and continuing inservice training programs for the pilot classroom instructors and instructional aides, coordination of the participation of the cooperating universities, and the organization of data for evaluation by the research staff.

. . The Coordinator of Research and Data Processing was responsible for the preparation and selection of statistical treatments of data, the preparation of computer programs, and the coordination of all data processing activities.

Comparative research. In the early 1970's, most public school districts in Texas employed one of three special education instructional arrangements and one of three appraisal protocols. Each program had

its strong and weak points, but without comparative research it was difficult to establish the relative merits of each. Rather than develop additional alternatives, The Language Center examined each instructional and appraisal program under carefully controlled experimental conditions in terms of validity, effectiveness, relevance, and cost. The six programs investigated were:

. . Instructional arrangements: assignment of language-handicapped pupils to:

    . Regular classroom only.
    . Resource room.
    . Self-contained classroom with differentiated staffing.

. . Appraisal protocols: appraisal services provided by:

    . Classroom teacher only.
    . Educational diagnostician.
    . Multidisciplinary team.

In addition, the effectiveness of teacher aides with respect to pupil achievement was investigated with each instructional and appraisal pattern.

Project staff. The following personnel were employed by The Language Center during the two academic years of the project:

. . 1971-72 academic year.

    . Five educational diagnosticians were employed to work with one-third of the project pupils.

    . One full-time psychologist and medical consultant specialists worked with one-third of the project pupils.

    . No appraisal personnel were assigned to the remaining third of the project pupils during the first year of the study.

    . Eleven resource teachers were assigned to half the project pupils.

    . Eighteen teacher aides were assigned to half the resource

teachers and to half the classroom teachers who were not
assigned a resource teacher during the first study year.

. . 1972-73 academic year.

. Six educational diagnosticians and one psychologist (who
had the option of consulting a medical doctor) were
assigned to all project pupils during the second year of
the study.

. Thirteen resource teachers were assigned to all project
pupils during the second year.

. Twenty teacher aides were assigned to all resource
teachers during the second year; six teacher aides were
assigned to those classroom teachers who worked without
a resource teacher during the second year.

. . All staff members were selected first on the basis of
desirable personality characteristics; second, on specific
competency credentials.

Inservice training. Frequent and intensive inservice training

was provided to all Language Center instructional and appraisal personnel

throughout the project.   •

. . Twice a month, half-day inservice sessions were provided
for all project staff.

. . Frequent additional special inservice sessions were
provided to selected groups.

. . Inservice training was provided by the component directors,
Region IV Education Service Center personnel, and nationally
recognized consultants.

. . An extensive follow-up inservice program for implementing
Plan A special education has been scheduled by the Aldine
Independent School District for the 1973-74 school year.

Consultants. The Language Center drew upon the specialized   .

knowledge and skills of many nationally-known consultants to assist

in planning, evaluation, and staff development activities. Among

these consultants were:

. . Dr. Carol Anderson, Texas A&M University, College Station, Texas.

. . Dr. Tina Bangs, University of Texas at Houston, Houston, Texas.

. . Dr. Joel Bass, Sam Houston State University, Huntsville, Texas.

. . Mrs. Margaret Booker, University of Texas at Austin, Austin, Texas.

. . Dr. Dorothy Bracken, Southern Methodist University, Dallas, Texas.

. . Dr. Corrine Cass, University of Arizona, Tucson, Arizona.

. . Mrs. Aylett Cox, Scottish Rite Hospital, Dallas, Texas.

. . Dr. Katrina de Hirsch, Columbia University, New York, New York.

. . Dr. Francis Elmer, Sam Houston State University, Huntsville, Texas.

. . Dr. Frank Falck, University of Houston, Houston, Texas.

. . Dr. Vilma Falck, University of Texas at Houston, Houston, Texas.

. . Dr. Edward Frierson, Nashville Center, Nashville, Tennessee.

. . Mr. John Glenn, Spring Branch Independent School District, Houston, Texas.

. . Dr. Gerald Hasterok, University of Southern California, Los Angeles, California.

. . Dr. Charles Hess, Pediatrician, Houston, Texas.

. . Mrs. Nadyne Hill, Richardson Independent School District, Dallas, Texas.

. . Dr. Robert Houston, University of Houston, Houston, Texas.

. . Dr. Jeannette Jansky, Columbia University, New York, New York.

. . Dr. Doris Johnson, Northwestern University, Evanston, Illinois.

.. Dr. Howard Jones, University of Houston, Houston, Texas.

.. Dr. Glenda Lippman, Galveston Independent School District, Galveston, Texas.

.. Dr. Marie Lowery, Texas Southern University, Houston, Texas.

.. Dr. Jeanne McCarthy, University of Arizona, Tucson, Arizona.

.. Dr. Robert McClintock, University of Houston, Houston, Texas.

.. Dr. Richard Masland, Columbia University, New York, New York.

.. Mrs. Olna Montgomery, Educational Consultant, Austin, Texas.

.. Dr. Robert Montgomery, Texas Education Agency, Austin, Texas.

.. Mr. Don Partridge, Texas Education Agency, Austin, Texas.

.. Dr. Hally Poindexter, Rice University, Houston, Texas.

.. Mrs. Anne Rister, University of Texas Medical School, Houston, Texas.

.. Mrs. Molly Shanks, University of Texas Medical School, Houston, Texas.

.. Mr. Yaal Silverberg, University of Texas at Houston, Houston, Texas.

.. Dr. Robert Smith, Pennsylvania State University, University Park, Pennsylvania.

.. Dr. Jo Stanchfield, Occidental College, Los Angeles, California.

.. Dr. Beth Stevens, Temple University, Philadelphia, Pennsylvania.

.. Mrs. Jane Stokes, Texas Education Agency, Austin, Texas.

.. Dr. Empress Zedler, Southwest Texas State University, San Marcos, Texas.

.. Dr. Tom Zion, Baylor University College of Medicine, Houston, Texas.

Also providing assistance to the project were the following

staff members of Region IV Education Service Center: Dr. Richard
Slater, Director for Assessment and Accountability; Mrs. Tommye Frye,
Director of Special Education; Mrs. Sylvia Mulcahy, Psychologist
Coordinator; and Mrs. Naomi Thompson, Materials Consultant.

Evaluation. As a criterion-based, product-oriented project,
The Language Center required extensive and concurrent evaluation of
all research decisions and administrative activities. A distinction
was made between internal and external evaluation.

  . . Internal evaluation included:

     . Pilot testing of program elements before their intro-
       duction into the basic research design whenever possible.

     . Measures of status and trend changes among pupils with
       respect to academic performance, incidence of language
       disability, demographic characteristics, attitudes
       toward self and toward school, and teacher behavior and
       attitudes.

  . . Employment of a full-time research coordinator.

  . . External evaluation was provided through a third party
     contract with Consulting, Planning and Evaluation Services.
     Project activities were monitored by the external evalua-
     tion firm and regular progress reports submitted to the
     Texas Education Agency.

Production

The primary goal of The Language Center was to develop and
document a program for appraisal, instruction, and staff development
which would be applicable to all public schools. The Language Center
was further required to present this program in the form of specific
skills, techniques, guidelines and/or manuals whereby it could become
part of the state-wide network of language and/or learning disability
programs in the public schools. Several publications were compiled

to convey this information to the Texas Education Agency. The

intent and content of each publication is summarized on the following

pages.

Language Center Handbook. The Handbook was developed to provide

a step-by-step procedure for establishing and administering a compre-

hensive program for language-handicapped children in Texas public

schools. The sections of the Handbook were reference coded for every

professional and paraprofessional role concerned with language-handi-

capped children in the public schools, from school board member to

teacher aide. The underlying philosophy, job description, and required

competencies were delineated for various positions concerned with

language-handicapped children. Guidelines, procedures, and materials

were reported for each component of the demonstration program. Included

in the Handbook were the following topics:

 . . Background for language disability programs.

 . . Establishing a local program.

 . . Screening.

 . . Appraisal.

 . . Educational planning.

 . . Instructional materials.

 . . Instruction.

 . . Staff development.

Language Center Quarterly Reports. Eight Quarterly Reports

were prepared by The Language Center during the project period.

Collectively they provided a progress report of each developmental

stage of the project. Included in each report were the basic adminis-
trative and research questions raised during that quarter, the decisions
made, and the underlying rationale. Also included were activity
summaries for each Language Center component and copies of materials
and procedural guidelines developed during the preceding quarter.

. . Quarterly Report Number 1.

. Introduction.

Background for the study.
Project goals.
Definitions of language disability.
Project organization.
Participating school districts.

. Research Design.

General questions.
The design.
Population.

. Project Operations.

Budget.
Professional growth activities.

. Appraisal Functions.

Objectives of the appraisal component.
Kindergarten.
Third grade.
Sixth grade.

. Instructional Functions.

Objectives of the instructional component.
Method of instruction.
Materials selection procedures.

. Staff Development Functions.

Objectives of the staff development component.

. . Quarterly Report Number 2.

. Design of the experiment.

Programs of intervention.
Appraisal protocols.

. Summary of Activities.

Appraisal.
Instruction.
Staff development.

. Project Operations.

Personnel.
Budget.
Dissemination.

. . Quarterly Report Number 3.

. Research Design and Proposed Analysis Techniques.

Elements of the research design.
The independent variables.
Sampling procedures.
Control groups.
Statistical analysis of data.
General considerations.

. Data Collection.

Basic questions.
Criterion testing.

. Instructional Emphasis.

Basic questions.
Instructional programs.
Material.
On-site consultant assistance.
Informal meetings with teachers.

. Summary of Activities.

Appraisal.
Instruction.
Staff development.

. Project Operations.

Personnel.
District relations.
Dissemination.
Professional contacts.

. . Quarterly Report Number 4.

   . Staff Development.

      Context of inservice training.
      Preliminary planning.
      Summer inservice module.
      Instructional materials inservice module.
      Instructional objectives module.
      Other staff development meetings.
      Teacher aide training.
      Evaluation.

   . Summary of Activities.

      Appraisal.
      Research and data processing.
      Instruction.
      Staff development.

   . Project Operations.

      Dissemination.
      Professional contacts.

. . Quarterly Report Number 5.

   . Summary of Activities.

      Appraisal.
      Research and data processing.
      Instruction.
      Staff development.

   . Project Operations.

      Dissemination.
      Professional contacts.

. . Quarterly Report Number 6.

   . Program Evaluation.

      Elements of the 1972-73 research design.
      The three experiments.
      Performance objectives.

   . Summary of Activities.

      Appraisal.
      Instruction.

      Staff development.
      Research.

    . Project Operations.

      Personnel
      Dissemination
      Professional contacts.

   . . Quarterly Report Number 7.

    . Summary of Activities.

      Appraisal.
      Instruction.
      Staff development.
      Research.

    . Project Operations.

      Personnel.
      Dissemination.
      Professional contacts.

   . . Quarterly Report Number 8.

    . Summary of Activities.

      Appraisal.
      Instruction.
      Staff development.
      Research.

    . Project Operations.

      Personnel.
      Dissemination.
      Consultants.

  <u>Statistical reports</u>. Summary reports of all statistical analyses, as well as a final report of the research design and results of the project were submitted to the Texas Education Agency along with this document.

  <u>Research Monographs</u>. The Language Center research program generated a number of peripheral studies which held implications for

other fields of behavioral science. The *Research Monographs* submitted
to the Texas Education Agency included:

. . Volume 1.

. 1   The Language Center: A Project of the Texas
        Education Agency and Region IV Education Service
        Center. Ralph O. Teter.

. 2   Effects of Support Personnel on the Academic
        Performance of Language-Handicapped Children.
        Max D. Miller and Ralph O. Teter.

. 3   Incidence of Language Handicaps among Kindergarten,
        Third, and Sixth Grade Pupils. Max D. Miller and
        James R. Hale.

. 4   An Evaluation of Selected Pre-Kindergarten Screening
        Tests for Language Disability. James R. Hale and
        Emma Metzler.

. 5   Classroom Teacher Ratings of the Language Center
        Appraisal Objectives. James R. Hale.

. 6   A Study of the Relationship between the Gates-
        MacGinities Reading Test: Readiness Skills and
        the Meeting Street School Screening Test. James
        R. Hale and Judith Kerley.

. 7   Analyses of Characteristics of Language Handicapped
        Children. Max D. Miller.

. 8   Investigation of Alternative Roles for the Public
        School Speech Clinician. James R. Hale and Nancy
        Shoup.

. 9   Utilization of Instructional Media, Teaching
        Techniques, and Student-Oriented Activities by
        Teachers in the Language Center Project. William
        A. Young and Ralph O. Teter.

. 10   Attitudes of Classroom Teachers, Resource Teachers,
        and Educational Diagnosticians toward Utilization
        of Instructional Media, Teaching Techniques, and
        Student-Oriented Activities in the Language Center
        Project. William A. Young and Max D. Miller.

. . Volume 2.

. 1   A Generalized Evaluation Model for Language
        Disability Programs. Max D. Miller.

.2   Impact of the Language Center Program on the
Individual Child as Determined from Critical
Incident Reports. Ralph O. Teter.

.3   The Role of the Language Center Teacher Aide Based
on the Perceptions of Teachers. Ralph O. Teter.

.4   Perceptions of Classroom Teachers Concerning Selected
Aspects of the Language Center Program. Ralph O.
Teter.

.5   Administrative Attitudes toward the Program of the
Language Center after One Year of Operation. Joe
A. Airola.

.6   Relationship of Special Instructional Programs to
Student Attendance. Ralph O. Teter.

.7   Competency Clusters and Proficiency Levels for
Classroom Teachers, Resource Teachers, and
Educational Diagnosticians Who Serve Language-
Handicapped Children. Ralph O. Teter.

Activity reports. Monthly activity reports were submitted to

the Texas Education Agency and the third party evaluation firm. These

reports provided a log of program development activities.

Materials. Many of the specific materials required for project

operations had to be developed by The Language Center. These included

appraisal and instructional materials, program evaluation forms,

procedural guidelines, conceptual models, and research designs. These

materials are included as attachments to this document:

. . Local Review and Referral Criteria (Attachment A).

. . Beginning Kindergarten Checklist of Educational Skills (B).

. . Reading Skills Checklist (C).

. . Basic Classroom and Resource Room Equipment (D).

. . Language Center: Developmental History Form (E).

. . Language Center Medical Screening Examination Form (F).

. . Kindergarten Group-Test Library (G).

. . Third Grade Group-Test Library (H).

. . Sixth Grade Group-Test Library (I).

. . Individually Administered Test Library (J).

. . Design of the Experiment (K).

. . Inservice Program Evaluation Form (L).

. . Test Evaluation Form (M).

. . Reading and Written Language Supplement (N).

. . Educational Planning Sequence (O).

. . Learning for Mastery Strategies (P).

. . Kindergarten Language Skills Checklist: Preliminary Screening (Q).

. . Language Center Kindergarten Class Evaluation Record (R).

. . Kindergarten Skills Checklist: For First-Grade Teacher (S).

. . Summary Evaluation of Project Pupil (T).

. . Evaluation Design: 1972-73 (U).

. . Student Transitions into the Second Year of Study (V).

Dissemination. Two slide-tape presentations were prepared by The Language Center to provide an overview of the research project to both lay and professional groups. Numerous presentations of the slide-tape with current status reports of Language Center procedures,

materials, and research results were made to local, state, and national
organizations. Below are listed the national and state organizations
where presentations were made.

. . International Association For Children With Learning
        Disabilities (1972, 1973, 1974).

. . National Council for Exceptional Children (1972).

. . Texas Council for Exceptional Children (1972).

. . Texas Association For Supervision and Curriculum (1972).

. . Texas Association For The Improvement of Reading (1972).

. . Texas Elementary Principals and Supervisors Association
        (1973).

Implications

The educational implications of the Language Center project
extended beyond merely programming for the language-handicapped child.
Equally important were the contributions made to other areas of special
education, mainstream education, and educational research.

Language and learning disability programming. One outcome of
The Language Center was the development of a comprehensive Handbook
containing policy statements, procedural guidelines, organizational
models, material selection procedures, staff development programs, and
personnel selection criteria for establishing language/learning
disability programs in any public school system in Texas. This
Handbook, along with related information obtained from the other
Demonstration Centers for Language-Handicapped Children and the public
schools' pilot language-learning disability studies, will provide the
Texas Education Agency with the necessary information to establish

state guidelines for educational planning for learning/language-handi-
capped children.

Plan A special education. The Language Center project was
developed under the guidelines of Plan A special education. Thus, the
Handbook may serve as a useful tool for administrators of other
special education programs in Plan A schools. Of particular interest
to special educators would be those sections of the Handbook which
focus upon:

. . Interaction of special education services with mainstream
education.

. . Student behavior rather than problem classification.

. . Relationship of appraisal procedures to instructional
outcomes.

. . Procedures for developing and modifying educational plans.

. . Decentralization of special education programming.

. . General roles and competencies of all special education
personnel.

Mainstream education. The Language Center was able to demonstrate
that many of the problems encountered with language-handicapped children
could be effectively resolved in the regular classroom, provided the
teacher is given a modicum of guidance, personnel support, and inservice
training. In fact, one beneficial side effect of the project was the
general upgrading of teaching skills and knowledge. Project teachers
should work more effectively with language-handicapped children next
year and require less supportive help than their less experienced
counterparts. Further, the procedures for individualizing instruction,
for the achievement of instructional goals and performance objectives,

and for staff development--all outlined in the Handbook--apply to
mainstream as well as special education.

Attachments

LOCAL REVIEW AND REFERRAL CRITERIA

I. Screening Committee Composition:

    A. <u>Standing Committee</u>

        1. Principal

        2. Speech Therapist

        3. School Nurse

        4. Special Education Teacher (if available)

        5. Remedial Reading Teacher (if available)

    B. <u>Rotating Committee Members</u>

        1. Second-Grade Classroom Teachers

        2. Fifth-Grade Classroom Teachers

II. Recommended Screening Committee Procedure:

    1. Principal sets dates and time for Screening Committee review and referral sessions.

    2. Principal prepares rotating time schedule for second and fifth-grade classroom teachers. Allow one hour for each review session.

    3. Principal brings <u>all</u> pupil cumulative folders to each classroom session.

    4. Principal prepares a list of names of all second-grade and all fifth-grade pupils selected for further language screening (briefly indicating reason for selection) on the basis of any one of the following five selection criteria.

III. Pupil Selection Criteria:

A. <u>Language</u> <u>Performance</u>. Refer pupil for further screening if serious difficulty is suspected in any one of the following language functions:

1. Oral Reading Level
2. Reading Comprehension
3. Spelling Level
4. Writing Level
5. Arithmetic Computation
6. Arithmetic Comprehension
7. Expressing Thoughts Orally
8. Expressing Thoughts in Writing

B. <u>Academic</u> <u>Performance</u>. Refer pupil for further screening if he or she is experiencing serious difficulty (that is, consistent failure or operating a year or more below grade level) in any one of the following subjects:

1. Social Studies
2. English
3. Reading
4. Spelling
5. Handwriting
6. Arithmetic
7. Science

C. <u>Special</u> <u>Services</u>. Refer pupil for further screening if during the past two years he or she has been referred (disregarding whether or not the student actually was examined or received special treatment) for:

1. Special Education

2. Speech/Articulation Testing or Therapy

3. Remedial Reading Diagnosis or Tutoring

4. Psychological, Psychiatric or Neurological Examination or Treatment

or

5. Retained for one or more semesters during the past two years in any one of the subject areas described in section "B" above

or

6. Otherwise suspected of serious Language, Learning, Academic, Articulation, or Behavior difficulties.

D. Grade History. Refer pupil for further screening if during the past two years he or she has received an "F" grade for one or more semesters in any one of the subject areas described in section "B" above.

E. Achievement Test Scores. Refer pupil for further screening if during the past two years he or she received a grade placement score on any Reading, Spelling, or Arithmetic Achievement subtest or total test of:

1. One (1.0) grade level below current placement for second-grade pupils.

2. One-and-a-half (1.5) grade levels below current placement for fifth-grade pupils.

IV. Rejection Criteria:

1. Do not list pupils whom you know will not be residing in the School District for the next two school years. Principal might want to refer these to the Director of Special Education.

2. Do not list pupils whom you know to be:

a. Trainable Mentally Retarded or who have an I.Q. score of less than 50 (this does not mean Educable Retardates).

b. Severely physically handicapped pupils who require Special Education (this does not mean Minimally Brain Injured pupils).

c. Pupils whose sight or hearing are so severely impaired after the provision of corrective aids that they require Special Education.

BEGINNING KINDERGARTEN CHECK LIST
OF EDUCATIONAL SKILLS

Name _____ Sex __M – F__ Birth Date _____

Teacher who recorded _____ Date _____

School _____ Class Size _____

Note: The following items were designed to measure the educational skills of a child beginning kindergarten. Please allow the child two weeks to practice the performances listed in each item and to become adjusted to the classroom before scoring the checklist. Mark all items either ADEQUATE or INADEQUATE. With most items, you are asked to rate his performance in comparison with his classmates. Be sure to record the child's usual performance, and not just an isolated incident.

COMPLETE A CHECKLIST ON EVERY CHILD IN YOUR CLASS AND RETURN THE FORMS TO YOUR PRINCIPAL ON OR BEFORE SEPTEMBER 15.

	ADEQUATE	INADEQUATE
1. Hearing	☐	☐
2. Vision	☐	☐
3. Gross motor skills	☐	☐
4. Understood by others (articulation)	☐	☐
5. Opportunity to learn (birth to kindergarten)	☐	☐
6. Attention span	☐	☐
7. Can sequence hand claps	☐	☐
8. Remembers what told to do	☐	☐
9. Answers questions after story is read	☐	☐
10. Rote counts 1 through 5 (highest correct number _____)	☐	☐
11. Number concepts through 3 (highest correct number_____)	☐	☐
12. Sentence structure in free talk (grammar)	☐	☐
13. Sentence structure when describing a picture (grammar)	☐	☐
14. Jumps (both feet off ground)	☐	☐
15. Catches a ball	☐	☐
16. Cuts with scissors	☐	☐
17. Copies drawing of balloon with verticle string (crayon)	☐	☐
18. Relates well to classmates	☐	☐
19. Self control	☐	☐
20. Skills needed to complete kindergarten	☐	☐

Adapted from Rister and Bangs

DCLHC 9 1 71

The following are suggestions for checking a skill INADEQUATE:

1. Hearing loss. Child frequently asks you to repeot or ignores instructions.

2. Vision loss. Child places eyes close to work; tips head or squints eyes when doing class work.

3. Gross Motor skills demonstrate clumsiness in walking, running, sitting down, e.g., stumbles or falls over feet, poor gait.

4. Child's pronunciation of words is so poor that teacher and classmates have difficulty understanding him, e.g., speech is unintelligible.

5. Opportunity to learn has been poor, due to hospitalization, environment, e.g., child has long history of hospitalization, or home environment offers few learning experiences.

6. Attention span is short. Child does not seem to be able to stay with one task. Attention span is too long. Child cannot shift from one task to another.

7. During handclapping games and similar rhythm activities, cannot sequence hand claps that are easily done by classmates.

8. Cannot remember what he/she is told to do as well as classmates, e.g., forgets simple oral directions.

9. Cannot give correct answers to teacher's story that was just read, even when forewarned.

10. During game activities, ask child to count. Any number below 5 is a failure. Record highest correct number said.

11. Understands meaning of numbers, e.g., can retrieve three objects from a group. Any response below 3 is a failure. Record highest correct response.

12. During free talk, sentence structure is poorer than is expected of a beginning kindergarten child, e.g., uses many verbs and pronouns incorrectly.

13. When describing a picture, sentence structure is poorer than is expected, e.g., uses many verbs and pronouns incorrectly.

14. Jumps but cannot leave ground with both feet at same time, or cannot jump.

15. Catches a large ball poorly compared to classmates.

16. Cannot learn to cut with scissors as well as classmates.

17. Cannot copy a circle with a verticle line under it as well as classmates. (Crayon-paper from blackboard.)

18. Relates poorly to classmates. They do not like this child, or ignore him. E.g., he is a loner, or bullies classmates, or is too demanding of teacher's time.

19. Self control is very poor compared to classmates, e.g., tantrums, cries, hits, hyperactive.

20. According to your judgement, this child will require special help in order to develop the necessary skills for completing kindergarten.

T H E   L A N G U A G E   C E N T E R

READING SKILLS CHECKLIST

M = Mastered
C = Continue Instruction
NP = Not Presented
NE = Not Evaluated

COMPREHENSION SKILLS

Literal
Retells sentence content
Retells paragraph content
Retells story sequence

Interpretive
Word meanings from sentence content
Main idea of paragraph
Labels feelings of characters
Cause-effect relationships
Predicting story outcomes

VOCABULARY
Knows word meanings in reading material used

READING LEVEL
Word recognition level as determined by _____
Comprehension level as determined by _____
Instructional reading level as determined by _____

STRUCTURAL ANALYSIS SKILLS
Recognizes common root words
Recognizes parts of compound words
Pronounces contractions
Recognizes common endings (e.g., -ed, -ing)
Recognizes common beginnings (e.g., pre-, un-, de-)
Tells number of syllables heard
Divides words into syllables
Locates words in a dictionary
Uses pronunciation key

ORAL READING
Phrasing adequate for reading level
Inflection adequate
No significant omissions
No significant substitutions
No significant pronunciation errors

READING PROGRAMS

PHONETIC ANALYSIS SKILLS

VOWELS
CONSONANTS
Single Consonants — Single Long
Final Consonants — Single Short
Initial Blends — Vowel digraphs (e.g., -ea)
Final Blends — Vowel diphthongs (e.g., -oi)
Initial Digraphs — Phonograms
Final Digraphs

PHONIC ATTACK PLAN

Blend the sound of the initial consonant or consonant blend with:

i. Short vowel sound of a single vowel in middle of a word (e.g., blaf).

2. Long vowel sound when there is
— cvc "e" pattern (e.g., blafe)
— open syllable (e.g., bla)
— two vowels together (e.g., blaif) excluding diphthongs and problem digraphs.

SIGHT WORDS

_____% known from _____ list.

April, 1973

(Comments on Back)

Basic Classroom and Resource Room Equipment

Cassette Recorder	Flash Reader TT-30
Filmstrip Viewer	Film Strip Projector
Study Mate II	Record Player
Auto-Vance Study Mate	Screen Fiberglass, 60" X 60"
Table 36" X 72" with Chairs	Portable Screen 18" X 20"
Table 30" X 60" with Chairs	Study Carrel
Audio Flashcard Reader	Audio Learning Center Listening Table
Eight Student Listening Center	Table, Kidney Shape
Overhead Projector	Mycom, Educational Computer
Film Loop Projector	

THE LANGUAGE CENTER
DEVELOPMENTAL HISTORY FORM

TO THE PARENTS: Please answer each question to the best of your ability. All information will be of value to the research project.

CHILD'S FULL NAME _____

(Last)   (First)   (Middle)

Birth Date _____

(Month)   (Day)   (Year)

School _____ Grade _____

Home Address _____ Zip Code _____ Telephone _____

Mother's Name _____ Birth Date _____

Occupation _____

Father's Name _____ Birth Date _____

Occupation _____

FAMILY INFORMATION: (Please check one box in each column.)

STATUS		CHILD LIVES WITH		NUMBER OF BROTHERS AND SISTERS	
Married	☐	Both Parents	☐	One	☐
Separated	☐	Mother	☐	Two	☐
Divorced	☐	Father	☐	Three	☐
Widow	☐	Relative	☐	Four	☐
Other	☐ _____	Other	☐ _____	Or More	☐ _____

PARENTS' EDUCATION			NUMBER OF MOVES IN LAST TWO YEARS		
(EDUCATION COMPLETED)	(FATHER)	(MOTHER)	(NUMBER)	(IN SAME SCHOOL DISTRICT)	(TO DIFFERENT DISTRICT)
Elementary	☐	☐	None	☐	☐
High School	☐	☐	One	☐	☐
2 Years College	☐	☐	Two	☐	☐
4 Years College	☐	☐	Three	☐	☐
Or More	☐	☐	Or More	☐	☐

DURING PREGNANCY:

List any medication taken during pregnancy with this child: _____

_____ This child was pregnancy number _____

(Please check appropriate boxes below.)

NUMBER OF PREGNANCIES		NUMBER OF MISCARRIAGES		OTHER	YES	NO
One	☐	One	☐	Mother is RH Negative	☐	☐
Two	☐	Two	☐	German Measles (Rubella) during pregnancy?	☐	☐
Three	☐	Three	☐	Other Illness (specify)		
Four	☐	Four	☐	_____		
Five	☐	Five	☐	_____		
Six	☐	Six	☐			
Or More	☐	Or More	☐			

BIRTH INFORMATION:

Attending Physician _____ Hospital _____ City _____

Weight at birth" _____ (lbs.) _____ (ozs.) Length" _____ (inches) _____

Was this child jaundiced (yellow)? _____ Which day? _____
(Please check the appropriate boxes below.)

DELIVERY TIME			OTHER	YES	NO
Premature	☐		Blood Change Baby	☐	☐
On Time	☐		Breathe Promptly	☐	☐
Overdue	☐		Oxygen Required	☐	☐
			Incubator Required	☐	☐

DURING INFANCY - BIRTH TO 12 MONTHS: (Please check either YES or NO for each question listed below.)

WAS CHILD	YES	NO		DID CHILD	YES	NO
Limp	☐	☐		Suck well	☐	☐
Stiff	☐	☐		Choke easily	☐	☐
Nervous	☐	☐		Vomit	☐	☐
Jittery	☐	☐		Eat well	☐	☐
				Sleep well	☐	☐
				Cry a lot	☐	☐
				Have problems with chewing	☐	☐

DEVELOPMENT: (At what age [months or years] did each of the following occur?)

Held head up _____   Fed self _____

Turned over _____   Talked single words _____

Sat alone _____   Talked sentences _____

Crawled _____   Bowel control _____

Pulled up _____   Bladder control _____

Walked _____   Dressed self _____

BEHAVIOR: (Please check either YES or NO for each of the questions listed below.)

BEHAVIOR	YES	NO
Does child appear to hear well?	☐	☐
Does child appear to see well?	☐	☐
Does child have trouble sitting still?	☐	☐
Has child had temper tantrums?	☐	☐
Does child play well with other children?	☐	☐
Does child play well with brothers and sisters?	☐	☐
Has medication been prescribed for child's behavior?	☐	☐

ILLNESS: (Please check the appropriate boxes listed below.)

ILLNESS	YES	NO	COMPLICATIONS YES	NO	AGE AT TIME OF ILLNESS
Frequent colds	☐	☐	☐	☐	
Ear infections	☐	☐	☐	☐	
Convulsions	☐	☐	☐	☐	
Measles	☐	☐	☐	☐	
Mumps	☐	☐	☐	☐	
Chicken Pox	☐	☐	☐	☐	
Whooping Cough	☐	☐	☐	☐	
Head injury	☐	☐	☐	☐	
Other Serious Infection or Illness (Specify)	☐	☐	☐	☐	

PREVIOUS EXAMINATIONS/TREATMENTS:

Please describe any current or previous medical problems of this child:

(If your child has had any of the following examinations or treatments, please check the appropriate boxes and list the most recent date.)

TYPE OF EXAMINATION	YES	NO	SUBSEQUENT TREATMENT	YES	NO	DATE OF EXAMINATION
Hearing	[]	[]	Hearing Aid	☐	☐	
Vision	☐	☐	Glasses	☐	☐	
Speech	☐	☐	Therapy	☐	☐	
Neurological	[]	[]	Medication	☐	☐	
Psychiatric	[]	[]	Therapy	☐	☐	
Allergy	[]	[]	Medication	☐	☐	
Other Chronic Ailment (Specify)	☐	☐		☐	☐	

SCHOOL SKILLS: (In your opinion, please indicate how well prepared you feel your child is with each of the learning skills listed below by checking the appropriate boxes. If your child is in kindergarten, check how well prepared you think your child is to learn each of these skills.)

SKILL	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
Listening	☐	☐	☐
Reading	☐	☐	☐
Writing	☐	☐	☐
Spelling	☐	☐	☐
Arithmetic	☐	☐	☐

ADDITIONAL REMARKS: (Other information you feel might help the school physician to better understand your child.)

I hereby give my approval for my child to be examined by the school Physician at school expense if it is deemed necessary.

Date _____   Signed _____

DCL HC
9-23-71

THE LANGUAGE CENTER
—MEDICAL SCREENING EXAMINATION—

NAME _____ AGE _____ DATE _____

SCHOOL _____ GRADE _____ BIRTHDATE _____

A. SPEECH/ARTICULATION	1 NO. INFO	2 SUSPECT	3 DEFINITE	4 NONE	5		B. GENERAL HEALTH	1 NO. INFO	2 SUSPECT	3 DEFINITE	4 NONE	5
(l, r, s, th sounds)							1. Prior Severe Illness					
1. Structural	☐	☐	☐	☐	☐			☐	☐	☐	☐	☐
2. Functional	☐	☐	☐	☐	☐		2. Vision					
3. Remarks							a. R	☐	☐	☐	☐	☐
							b. L.	☐	☐	☐	☐	☐
							c. Near Point	☐	☐	☐	☐	☐
							d. Far Point	☐	☐	☐	☐	☐
							e. Ocular Muscle Balance	☐	☐	☐	☐	☐
							3. Hearing					
							R	☐	☐	☐	☐	☐
							L.	☐	☐	☐	☐	☐
							4. Height	☐	☐	☐	☐	☐
							5. Weight	☐	☐	☐	☐	☐

Speech Therapist Signature _____ School Nurse Signature _____

Date _____ Date _____

	1	2	3	4	5
	NO INFO	SUSPECT	DEFINITE	NONE	

C. GENERAL PHYSICAL CONDITION

	1	2	3	4	5
1. Posture	☐	☐	☐	☐	☐
2. Muscle Coordination	☐	☐	☐	☐	☐
3. Personal Hygiene	☐	☐	☐	☐	☐
4 Skin	☐	☐	☐	☐	☐
5. Blood Pressure	☐	☐	☐	☐	☐
6. Ears, Nose, Throat	☐	☐	☐	☐	☐
7. Dental	☐	☐	☐	☐	☐
8. Chest a. Lungs	☐	☐	☐	☐	☐
b. Cardiovascular	☐	☐	☐	☐	☐
9. Abdomen	☐	☐	☐	☐	☐
10. Genitalia	☐	☐	☐	☐	☐
11. Extremeties	☐	☐	☐	☐	☐
12. Other	☐	☐	☐	☐	☐

D. NEUROLOGICAL

	1	2	3	4	5
1 Skull	☐	☐	☐	☐	☐
2. Eyes a. Extra Ocular Movement	☐	☐	☐	☐	☐

D. NEUROLOGICAL (Con't)

	1	2	3	4	5
	NO INFO.	SUSPECT	DEFINITE	NONE	
b. Pupillary	☐	☐	☐	☐	☐
3. Pharynx a. Tongue	☐	☐	☐	☐	☐
b. Muscle Power Tone	☐	☐	☐	☐	☐
4. Speech	☐	☐	☐	☐	☐
5. Motor a. Muscle Bulk	☐	☐	☐	☐	☐
b. Muscle Power Tone	☐	☐	☐	☐	☐
c. Gross Motor (heel and toe, heel to toe)	☐	☐	☐	☐	☐
d. Fine Motor Coordination (finger nose- finger; hand flops)	☐	☐	☐	☐	☐
e. Deep Tendon Reflexes (biceps, triceps, brachioradial patellar babinsk	☐	☐	☐	☐	☐
f. Involuntary Movements	☐	☐	☐	☐	☐
6. Right and Left Orintation Own Hand	☐	☐	☐	☐	☐
Own Leg	☐	☐	☐	☐	☐
7 Stereognosis (specify tests)	☐	☐	☐	☐	☐

	1	2	3	4	5
	NO INFO	SUSPECT	DEFINITE	NONE	

D. NEUROLOGICAL (Con't)

8. Mental Status
(general impression)

☐ ☐ ☐ ☐ ☐

9. Other (specify)

☐ ☐ ☐ ☐ ☐

10. Gross Impression

☐ ☐ ☐ ☐ ☐

E. TREATMENT IMPLICATIONS

1. Learning Disorders

   a. Perceptual

   ☐ ☐ ☐ ☐ ☐

   b. Distractibility

   ☐ ☐ ☐ ☐ ☐

   c. Hyperactivity

   ☐ ☐ ☐ ☐ ☐

   d. Motor

   ☐ ☐ ☐ ☐ ☐

   e. Retardation

   ☐ ☐ ☐ ☐ ☐

   f. Emotional

   ☐ ☐ ☐ ☐ ☐

   g. Other

   ☐ ☐ ☐ ☐ ☐

2. Language Disabilities

   a. Reading

   ☐ ☐ ☐ ☐ ☐

   b. Writing

   ☐ ☐ ☐ ☐ ☐

   c. Listening

   ☐ ☐ ☐ ☐ ☐

   d. Speaking

   ☐ ☐ ☐ ☐ ☐

   e. Arithmetic

   ☐ ☐ ☐ ☐ ☐

	1	2	3	4	5
	NO INFO	SUSPECT	DEFINITE	NONE	

TREATMENT IMPLICATIONS (Con't)

   f. Other (specify)

   ☐ ☐ ☐ ☐ ☐

3. Recommended Medical
(specify on next page)

   ☐ ☐ ☐ ☐ ☐

- 4 -

Please describe any "checked" Learning or Language Disorder Implications:

What medical treatment is recommended?

General remarks and recommendations

Physician's Signature

Date

GROUP ADMINISTERED TEST BATTERIES
KINDERGARTEN LEVEL

ACHIEVEMENT TESTS

Title: Metropolitan Readiness Test - Form A

Test Function: Measures skill and abilities that are necessary for first grade instruction: word meaning, listening, matching, alphabet, numbers, copying, plus optional Draw-A-Man.

Approx. Admin. Time: 60 Min.

Age Range: Grades K - 1.4

Title: Metropolitan Achievement Test - Primer Form F

Test Function: Measures how much pupils have learned in content and skill areas: word knowledge and analysis, reading, language, spelling, math. computation, concepts and problem solving.

Approx. Admin. Time: 70 Min.

Age Range: Grades K - 1.4

INTELLIGENCE TESTS

Title: Primary Mental Abilities

Test Function: Measures areas of: verbal meaning, number facility, reasoning, perceptual speed, spatial relations (Spanish Manual available)

Approx. Admin. Time: 60 Min. (two sittings are recommended)

Age Range: Grades K - 1

Title: Short Test of Educational Ability (Also in Spanish form)

Test Function: Measures basic forms of logic-cause and effect with actions and objects, ability to visualize relation of one shape to another, picture vocabulary, simple arithmetic reasoning.

Approx. Admin. Time: 30 Min. (not rigidly timed)

Age Range: Grades K - 3

Title: Kuhlman-Anderson Test - Form K

Test Function: A measure of general learning ability or academic potential. Tests yield separate Verbal and Quantitative scores as well as a Total score.

Approx. Admin. Time: 60 Min.

Age Range: Kindergarten

Title: First Grade Screening Test - Boys and Girls (Separate forms)

Test Function: To identify children in need of special assistance. Items sample general knowledge, body image, emotional maturity, visual-motor coordination, ability to follow directions, memory, perception of appropriate play.

Approx. Admin. Time: 45 Minutes for Kindergarten, 30 Minutes for First Grade.

Age Range: Grades K - 1

Title: Boehm Test of Basic Concepts (Spanish Manual also available)

Test Function: To appraise the young child's mastery of concepts that are commonly found in preschool and primary grade instructional materials and that are essential to understanding oral communications from teachers. Context Categories: Space (Location, Direction, Orientation, Dimensions) Quantity (and number), Time, and Miscellaneous (differences and similarities mostly).

Approx. Admin. Time: 40 Minutes

Age Range: Grades K - 1

LANGUAGE TESTS

Title: Frostig-Developmental Test of Visual Perception

Test Function: Five subtests: visual-motor coordination, figure-ground perception, perceptual constancy, perception of spatial relationships, and perception of position in space.

Approx. Admin. Time: 60 Minutes

Age Range: 3 - 10 years

Title: Slingerland Pre-Reading Scale

Test Function: To find, among children having average to superior intelligence, those who make errors in perception and recall of language symbols.

Approx. Admin. Time: 45 Minutes (minimum)

Age Range: Kindergarten

Title: Analysis of Learning Potential - Primary I

Test Function: Seven subtests which predict academic success: number concepts, general information, word-picture association, listening comprehension, picture vocabulary, figure perception and story sequence.

Approx. Admin. Time: 75 - 90 Minutes

Age Range: Grades K - 1

Title: Anton-Brenner Developmental Gestalt Test of School Readiness

   Test Function: To assess readiness for school

   Approx. Admin. Time: 3 - 10 Minutes

   Age Range: 5 - 6 years

Title: Early Identification of Children with Learning Disabilities:
      The Meeting Street School Screening Test

   Test Function: To find kindergarten and first grade children who
               do not possess requisite language, visual-perceptual-
               motor skills and gross motor control necessary for
               success in shcool.

   Approx. Admin. Time: 15 - 25 Minutes

   Age Range: 5 - 7.5 years

Title: Doren Diagnostic Reading Test of Word Recognition Skills

   Test Function: Measures the degree to which children have mastered
               the word recognition skills: letter recognition,
               beginning sounds, whole word recognition, words
               within words, speech consonants, ending sounds, blending,
               rhyming, vowels, sight words.

   Approx. Admin. Time: 3 Hours (three sittings of one hour each)

   Age Range: Grades 1.3 - 6

Title: Murphy-Durrell Reading Readiness Analysis

   Test Function: Provides inventories in phoneme perception (the ability
               to identify separate sounds in spoken words) and the
               ability to name capital and lower-case letters, and
               a test of learning rate for sight words.

   Approx. Admin. Time: 60 Minutes (minimum)

   Age Range: Grade Level K.8 - 1.5

Title: The Pupil Rating Scale - Screening for Learning Disabilities
      (Myklebust)

   Test Function: To identify those children who have learning disabilities.
               Teacher five-point rating scale (24 items) of five
               behavioral areas, all related to success in learning:
               Auditory Comprehension, Spoken Language, Orientation,
               Motor Coordination, Personal-Social Behavior. Author
               suggests careful study of manual before teacher makes
               ratings.

   Approx. Admin. Time: 5 to 10 Minutes

   Age Range: All levels (standaruized on third and fourth grade children)

GROUP ADMINISTERED TEST BATTERIES
THIRD GRADE LEVEL

ACHIEVEMENT TESTS

Title: Metropolitan Achievement Test - Primary II

Test Function: Measures how much pupils have learned in content and skill areas: word knowledge, word analysis, reading, spelling, mathematical computation, concepts and problem solving.

Approx. Admin. Time: 2 Hours, 20 Minutes

Age Range: Grade Level 2.5 - 3.4

Title: Metropolitan Achievement Test - Elementary - Form F

Test Function: See Above

Approx. Admin. Time: 3 Hours

Age Range: Grade Level 3.5 - 4.9

Title: SRA Achievement Series - Form C

Test Function: To measure pupils basic achievement in broad curricular areas: reading (comprehension and vocabulary); language arts (capitalization and punctuation, grammatical usage, spelling); and arithmetic (concepts, reasoning, computation).

Approx. Admin. Time: 4 1/2 Hours

Age Range: Grades 2 - 4

INTELLIGENCE TESTS

Title: Tests of General Ability - Form A (Spanish manual available)

Test Function: An intelligence test designed to show the school level at which the child is actually performing. Test yields two scores: an IQ and a grade expectancy score.

Approx. Admin. Time: 35 - 45 Minutes

Age Range: Grades 2 - 4

Title: SRA Primary Mental Abilities

Test Function: Measures areas of: verbal meaning, number facility, reasoning, perceptual speed, spatial relations. To evaluate, understand and interpret individual differences.

Approx. Admin. Time: 60 Minutes

Age Range: Grades 2 - 4

Title: Kuhlman-Anderson Test - Form CD

Test Function: A measure of general learning ability or academic
                potential. Tests yield separate verbal and quan-
                titative scores as well as a total score.

Approx. Admin. Time: 60 Minutes

Age Range: Grades 3 - 4

LANGUAGE TESTS

Title: Durrell-Listening Reading Series - Primary - Form DE

Test Function: To measure the degree of retardation in reading
                as compared to listening comprehension.

Approx. Admin. Time: 90 Minutes

Age Range: Grades 1 - 3.5

Title: Stanford Diagnostic Reading Test - Form W

Test Function: To identify needed areas of instruction in:
                comprehension, vocabulary auditory discrimination,
                syllabication, beginning and ending sounds, blending,
                and sound discrimination.

Approx. Admin. Time: 4 Hours

Age Range: Level I - Grades 2.5 - 4.5

Title: Stanford Diagnostic Arithmetic Test - Form W

Test Function: To identify needed areas of instruction in: concepts
                of numbers and numerals (number system, counting,
                operations, decimal place value) computation (adding,
                subtracting, multiplication, and division) and number
                facts.

Approx. Admin. Time: 3 1/2 Hours

Age Range: Level I - Grades 2.5 - 4.5

Title: Analysis of Learning Potential - Primary II

Test Function: Seven subtests which predict academic success: word-
                picture association, figure series, number fluency,
                general information, number series, word meaning,
                and story sequence.

Approx. Admin. Time: 75 Minutes

Age Range: Grades 2 - 3

Title: Slingerland Screening Test for Identifying Children with
         Specific Language Disability - Form B

Test Function: These tests will screen from an entire group of
                 children those who show indications of having a
                 specific language disability in reading, hand-
                 writing, spelling, or speaking. These tests, may
                 be used for individual testing as well as group
                 testing.

                 Subtests 1 - 5 evaluate visual-motor coordination,
                 visual memory, visual discrimination, and visual
                 memory to motor coordination. Subtests 6 - 8
                 evaluate auditory-visual discrimination and
                 auditory memory to motor ability. Also included
                 are individual auditory tests to identify those
                 who are unable to recall or pronounce words
                 correctly or are unable to express organized
                 thoughts in either spoken or written language.

Approx. Admin. Time: 60 Minutes

Age Range: Grades 2 - 3

Title: Frostig Developmental Test of Visual Perception

Test Function: Five subtests: visual-motor coordination, figure-
                ground perception, perceptual constancy, perception
                of spatial relationships, and perception of position
                in space.

Approx. Admin. Time: 60 Minutes

Age Range: 3 - 10 Years

Title: The Pupil Rating Scale - Screening for Learning Disabilities
        (Myklebust)

Test Function: To identify those children who have learning
                disabilities. Teacher five-point rating scale
                (24 items) of five behavioral areas, all related
                to success in learning: Auditory Comprehension,
                Spoken Language, Orientation, Motor Coordination,
                Personal-Social Behavior. Author suggest careful
                study of manual before teacher makes ratings.

Approx. Admin. Time: 5 to 10 Minutes

Age Range: All levels (standardized on third and fourth grade
            children)

GROUP ADMINISTERED TEST BATTERIES
SIXTH GRADE LEVEL

ACHIEVEMENT TESTS

Title: Metropolitan Achievement Test - Intermediate - Form F
Partial Battery

Test Function: To measure amount learned in content and skill areas: word knowledge, reading, language (study skills, speech, punctuation, capitalization, and usage), mathematics: computation, concepts, and problem solving.

Approx. Admin. Time: 3 1/2 Hours (minimum)

Age Range: Grades 5 - 6.9

Title: SRA Achievement Series - Multilevel Edition - Form C

Test Function: To measure student achievement in: arithmetic (reasoning, concepts, and computation), language arts (capitalization and punctuation, grammatical usage, and spelling), reading, science, and social studies.

Approx. Admin. Time: 6 Hours (minimum)

Age Range: Grades 6 - 9 (beginning)

INTELLIGENCE TESTS

Title: SRA Primary Mental Ability - Grades 6 - 9

Test Function: To measure five factors of intelligence that appear to be most critical in schoolwork: verbal meaning, number facility, reasoning, perceptual speed and spatial relations. Provides both multifactored and general measures of intelligence.

Approx. Admin. Time: 1 1/4 Hours

Age Range: Grades 6 - 9

Title: Short Test of Educational Ability - Levels 3 - 4 (Spanish Manual
Available)

Test Function: Provides an estimate of educational ability and designed to avoid reliance on achievement concepts and skills acquired in school. A single score is obtained, derived from 3 subtests: verbal meaning, arithmetic reasoning, and number series.

Approx. Admin. Time: 20 - 30 Minutes

Age Range: Grades 4 - 8

Title: Tests of General Ability - Form A - Grades 4 - 6

Test Function: Tests general intelligence and does not require reading, arithmetic or any other form of school achievement. Part I - Child's general knowledge of his surroundings, Part II - Geometric drawings to test abstract reasoning.

Approx. Admin. Time: 35 - 45 Minutes

Age Range: Grades 4 - 6

Title: Tests of General Ability - Form A - Grades 6 - 9

Test Function: See above

Approx. Admin. Time: 35 - 45 Minutes

Age Range: Grades 5 - 7

Title: Kuhlman-Anderson Test - Form EF

Test Function: A measure of general learning ability or academic potential. Tests yield separate verbal and quantitative scores as well as a total score.

Approx. Admin. Time: 60 Minutes

Age Range: Grades 5 - 7

LANGUAGE TESTS

Title: Durrell Listening-Reading Series - Intermediate - Form DE & EF

Test Function: To measure the degree of retardation in reading as compared to listening comprehension.

Approx. Admin. Time: 90 Minutes

Age Range: Grades 3.5 - 6

Title: Slingerland Screening Test for Identifying Children with Specific Language Disability - Form C

Test Function: These tests will screen from an entire group of children those who show indications of having a specific language disability in reading, handwriting, spelling, or speaking. The tests, may be used for individual testing as well as group testing.

Subtests 1-5, evaluate visual-motor coordination, visual memory, visual discrimination, and visual memory to motor coordination. Subtests 6-8 evaluate auditory-visual discrimination and auditory memory to motor ability. Also included are individual auditory tests to identify those who are unable to recall or pronounce words correctly or are unable to express organized thoughts in either spoken or written language.

Approx. Admin. Time: 60 Minutes

Age Range: Grades 3, 4, and 5

Title: Stanford Diagnostic Arithmetic Test - Level II - Form W

Test Function: To identify needed areas of instruction in: con-
                  cepts of numbers and numerals (number system and
                  operations, decimal place value), computations
                  with whole numbers (addition and subtraction,
                  multiplication and division), common fractions
                  (understanding and computation), decimal fractions,
                  and per cent, number facts (addition, subtraction,
                  multiplication, division and carrying).

Approx. Admin. Time: 4 1/4 Hours

Age Range: Grades 4.5 - 8.5

Title: Stanford Diagnostic Reading Test - Level II - Form W

Test Function: To identify needed areas of instruction in:
                  reading comprehension (literal and inferential),
                  vocabulary syllabication, sound discrimination,
                  blending, and rate of reading.

Approx. Admin. Time: 2 Hours

Age Range: Grades 4.5 - 8.5

Title: Analysis of Learning Potential - Elementary Battery

Test Function: Seven subtests which predict academic success: word
                  meaning, number relations, word categories, number
                  fluency, number operations reasoning, word clues, and
                  reasoning by logic.

Approx. Admin. Time: 75 Minutes

Age Range: Grades 4 - 6

Title: Doren Diagnostic Reading Test of Word Recognition Skills

Test Function: Measures the degree to which children have mastered
                  the word recognition skills: letter recognition,
                  beginning sounds, whole word recognition, words,
                  words within words, speech consonants, ending sound
                  blending, rhyming, vowels and sight words.

Approx. Admin. Time: 3 Hours

Age Range: Grade 1.3 - 6

LANGUAGE TESTS (con't)   - 4 -   Sixth Grade Group

Title: Diagnostic Reading Test - Form A

    Test Function: To measure reading skills under general headings
                    of: word recognition, comprehension, vocabulary,
                    and story reading.

    Approx. Admin. Time: 2 Hours (2 sittings, one hour each)

    Age Range: Grades 4 - 8

Title: The Pupil Rating Scale - Screening for Learning Disabilities
       (Myklebust)

    Test Function: To identify those children who have learning
                    disabilities. Teacher five-point rating scale
                    (24 items) of five behavioral areas, all related
                    to success in learning: auditory comprehension,
                    spoken language, orientation, motor coordination,
                    personal-social behavior. Author suggests careful
                    study of manual before teacher makes ratings.

    Approx. Admin. Time: 5 to 10 Minutes

    Age Range: All levels (standardized on third and fourth grade
             children)

INDIVIDUALLY ADMINISTERED TESTS

ACHIEVMENT TESTS

Title: Peabody Individual Achievement Test

Test Function: Volume I - Mathematics
Volume II - Reading Comprehension, Reading Recognition, Spelling, General Information

Approx. Admin. Time: 35 - 40 Minutes

Age Range: 5 - 18 years

Title: The Wide Range Achievement Test

Test Function: Short test of oral word reading, spelling and arithmetic achievement.

Approx. Admin. Time: 5 - 15 minutes

Age Range: 5 years through adult

INTELLIGENCE TESTS

Title: Slosson Intelligence Test for Children and Adults

Test Function: Verbal screening test (Slosson Oral Reading Test included in manual)

Approx. Admin. Time: 10 - 15 Minutes

Age Range: 1 year through adult

Title: Peabody Picture Vocabulary Test

Test Function: Test of verbal intelligence estimated by measuring receptive vocabulary.

Approx. Admin. Time: 10 - 15 minutes

Age Range: 1.9 - 18 years

Title: Goodenough-Harris Drawing Test

Test Function: Quick estimate of intelligence which can also be used clinically to make assessments of personality and body image factors. Very subjective and scoring is tedious if examiner is inexperienced.

Approx. Admin. Time: 5 - 10 minutes

Age Range: 3.3 to 13 years.

Title: Oseretsky Test of Motor Proficiency

Test Function: Measures a wide range of motor skills, eye-hand coordination.

Approx. Admin. Time: 15 minutes

Age Range: 6 - 14 years

INTELLIGENCE TEST (con't)   - 2 -   Individual Tests

 Title: Wechsler Intelligence Scale for Children (Spanish Manual Available)

  Test Function: Test of intelligence which provides separate verbal
      and performance scores.

  Approx. Admin. Time: 1 Hour

  Age Range: 5 - 15 years

 Title: Wechsler Preschool and Primary Scale of Intelligence

  Test Function: Test of intelligence which provides separate verbal
      and performance scores.

  Approx. Admin. Time: 1 Hour

  Age Range: 4 to 6.6 years

LANGUAGE TESTS

 Title: Gray Oral Reading Test

  Test Function: A useful supplement to silent reading tests.

  Approx. Admin. Time: 3 - 10 Minutes

  Age Range: Grades 1 - 12

 Title: Gilmore Oral Reading Test

  Test Function: Ten graded paragraphs yielding 3 scores--accuracy,
      comprehension, and rate.

  Approx. Admin. Time: 3 - 5 Minutes

  Age Range: Grades 1 - 8

 Title: Preschool Attainment Record

  Test Function: Global appraisal of attainment in ambulation, manipulation,
      rapport, communication, responsibility, information,
      ideation and creativity.

  Approx. Admin. Time: 30 - 60 Minutes (informant - interview method)

  Age Range: 6 months to 7 years

 Title: Verbal Language Development Scale

  Test Function: This scale is an extension of the communication pattern
      of the Vineland Social Maturity Scale. Yields language
      age equivalent based on child's level of communication.

  Approx. Admin. Time: 30 - 60 Minutes (informant - interview method)

  Age Range: One month to 15 years

LANGUAGE TESTS (con't)   - 3 -   Individual Tests

Title: Auditory Discrimination Test (Wepman)

Test Function: Test of auditory discrimination ability for speech sounds in single words. Requires concept of same and different.

Approx. Admin. Time: 10 Minutes

Age Range: 5 - 8 years

Title: Illinois Test of Psycholinguistic Abilities

Test Function: Diagnostic instrument of specific learning disabilities. There are 10 subtests and 2 supplementary tests.

Approx. Admin. Time: 1 to 2 hours

Age Range: 2.4 - 10.3 years

Title: A Program for Early Identification of Learning Disabilites: The Educational Evaluation Kit I (Wretha Peterson)

Test Function: Tests readiness for school-related tasks

Approx. Admin. Time: at least 45 minutes

Age Range: Kindergarten - first grade (can be used with any level child who appears to be having learning difficulties)

Title: Bender-Visual Motor Gestalt Test

Test Function: Test of form copying. (Monograph for clinical use of Bender available)

Approx. Admin. Time: 10 Minutes

Age Range: 5 years - Adult

Title: Preschool Language (Zimmerman)

Test Function: A diagnostic instrument to evaluate developmental progress, maturational lag, strengths and deficiencies in language skills of young children.

Approx. Admin. Time: less than 1/2 hour

Age Range: 1.6 - 7 years

Title: Ottowa School Behavior Check List

Test Function: Teacher evaluation of personality and behavior problems.

Approx. Admin. Time: 3 min.

Age Range: 6 - 12 years

Title: Denver Developmental Screening Test
   Test Function: A developmental screening method to aid in the
                   early detection of delayed development in young
                   children. Though there are 105 test items each
                   child is checked on approx. 20 items.
   Approx. Admin. Time: 10 - 20 Minutes
   Age Range: 2 weeks - 6 years

Title: SRA Reading Checklist Student Profile Sheet
   Test Function: Teacher check list to supplement other test results
                   in the areas of preparation for reading, values in
                   reading, and mechanics of reading.
   Approx. Admin. Time: 5 Minutes
   Age Range: All levels

Title: Benton Visual Retention Test
   Test Function: Assesses memory, perception, and visual motor functions.
   Approx. Admin. Time: 20 Minutes for entire battery
   Age Range: 8 years to adult

Title: Durrell Analysis of Reading Difficulty
   Test Function: To find weaknesses and faulty habits in reading.
   Approx. Admin. Time: Not less than 30 minutes, if entire battery
                         is given.
   Age Range: Grades 1.5 - 6.5

Title: Goldman-Fristoe Test of Articulation
   Test Function: Articulation tested in words and sentences. Stimul-
                   ability also tested.
   Approx. Admin. Time: 15 - 30 Minutes
   Age Range: All grade levels

Title: Goldman-Fristoe-Woodcock Test of Auditory Discrimination
   Test Function: Tests auditory discrimination for speech sounds using a
                   standardized tape recording and visual input(pictures)
   Approx. Admin. Time: 10 Minutes (longer if child cannot identify pictures)
   Age Range: All grade levels

Title: Parent Readiness Evaluation of Preschoolers (PREP)
        (to be administered by diangostician or teacher only)

Test Function: To determine child's strengths and weaknesses
                 in skills and abilities necessary for success
                 in school. The test yields verbal, performance
                 and total scores. The verbal subtests include
                 general information, comprehension, opposites,
                 identification, verbal associations, verbal
                 description, listening and language. The
                 performance subtests include concepts, motor
                 coordination, visual motor association, visual
                 interpretation and auditory and visual memory.

                 The Parent Handbook - Developing your Child's
                 Skills and Abilities at Home is available. Used
                 alone, it answers many parental questions related
                 to helping children develop to their fullest
                 potential for school readiness. Used in connec-
                 tion with PREP (see above) it becomes a resource
                 to assist parents or teachers in helping the
                 child develop specific needed skills and abilities.

Approx. Admin. Time: 1 Hour (two sessions - 30 - 45 minutes each)

Age Range: 3.9 to 5.8 years

DEMONSTRATION CENTER FOR LANGUAGE-HANDICAPPED CHILDREN
DESIGN OF THE EXPERIMENT
(TOTAL N=482)

INSTRUCTIONAL PROGRAM A (N=216) — REGULAR TEACHER

	AIDE (APPRAISAL PROTOCOL III / II / I)	NO AIDE (APPRAISAL PROTOCOL III / II / I)
KINDERGARTEN (N=144)	III: COLONIAL HILLS 12 · II: ANDERSON 12 · I: ANDERSON 12	III: BETHUNE 12 · II: BAMMEL 4 / MENDEL 8 · I: BETHUNE 12
THIRD GRADE (N=194)	III: RAYMOND 12 · II: OAKWILDE 12 · I: OAKWILDE 12	III: OLESON 12 · II: ORANGE GROVE 12 · I: HIDDEN VALLEY 12
SIXTH GRADE (N=144)	III: HAMBRICK JR. 12 · II: HAMBRICK JR. 12 · I: HAMBRICK JR. 12	III: STOVALL JR. 12 · II: STOVALL JR. 12 · I: STOVALL JR. 12

INSTRUCTIONAL PROGRAM B (N=144) — RESOURCE TEACHER

	AIDE (APPRAISAL PROTOCOL III / II / I)	NO AIDE (APPRAISAL PROTOCOL III / II / I)
KINDERGARTEN (N=144)	III: SPRING 4 / PONDEROSA 4 · II: SPRING 8 · I: SPRING 8	III: JOHNSON 8 · II: JOHNSON 8 · I: JOHNSON 8
THIRD GRADE (N=194)	III: BAMMEL 8 · II: SPRING 8 · I: SPRING 8	III: CARROLL 8 · II: CARROLL 8 · I: CARROLL 8
SIXTH GRADE (N=144)	III: ALDINE JR. 8 · II: ALDINE JR. 8 · I: ALDINE JR. 8	III: SPRING MIDDLE 4 / BAMMEL MIDDLE 4 · II: SPRING MIDDLE 8 · I: SPRING MIDDLE 8

INSTRUCTIONAL PROGRAM C (N=50) — TEAM AIDE

APPRAISAL PROTOCOL III: COLONIAL HILLS 50

INSTRUCTIONAL PROGRAM D (N=72) — CONTROL

	CONTROL
KINDERGARTEN (N=144)	RAYMOND 20 / FRANCIS 4
THIRD GRADE (N=194)	FRANCIS 18 / MENDEL 6
SIXTH GRADE (N=144)	HAMBRICK JR. 12 / INWOOD 8 / DREW JR. 4

Revised 11/19/71

DEMONSTRATION CENTER FOR LANGUAGE—HANDICAPPED CHILDREN

Extended Design of the Experiment

Resource Teacher

No Aide

K	Orange Grove	15
3	Inwood	15
6	Drew Jr. High	15

Resource Teacher

Aide

K	Carroll	15

INSERVICE PROGRAM EVALUATION FORM

Rate each item by circling the number that best indicated your response.

1. The manner in which this activity was organized and conducted:

        Poor   1   2   3   4   5   6   Excellent
        Comments:

2. The degree to which this activity was worthwhile and meaningful:

        Poor   1   2   3   4   5   6   Excellent
        Comments:

3. The potential application to your particular instructional program
    of the procedures, methods, materials and techniques presented:

        Poor   1   2   3   4   5   6   Excellent
        Comments:

4. The relative strengths and merits of the consultant:

        Poor   1   2   3   4   5   6   Excellent
        Comments:

5. The overall quality of the program based upon the extent to which
    it met your particular needs in this area of education:

        Poor   1   2   3   4   5   6   Excellent
        Comments:

6. The extent to which you feel the need for follow-up activities in
    this particular area of education:

        Little 1   2   3   4   5   6   Excellent
        Comments:

T H E   L A N G U A G E   C E N T E R

TEST EVALUATION FORM

1. Test Title: Form   Subtest(s)
                                                                                     Only

2. Test Administration:

    [] Group   [] Individual

3. Test Function:

    [] Achievement   [] Intelligence   [] Language

4. Learning Channels:

    [] Visual   [] Auditory   [] Motor

5. Learning Processes:

    [] Receptive   [] Associative   [] Expressive

6. Standardization Norms:

    [] National   [] Local

7. Number of tests administered:

    Date_____Number_____Level [] K [] 3 [] 6

8. Test Administrator:

    [] Classroom   [] Resource   [] Educational   [] Other
       Teacher   Teacher   Diagnostician

    DIRECTIONS: The purpose of this assessment is to establish a

    priority system for ranking the tests used in the Language Center

    project. Please mark the appropriate box beside each statement

    indicating whether you feel the statement to be generally true (T),

    generally false (F), or not applicable (NA). Additional comments

    about the test are invited.

T F NA VALIDITY

[] [] []--Test actually measures function reported in Item 3 above.

[] [] []--Test actually measures learning channel reported in Item 4 above.

[] [] []--Test actually measures learning processes reported in Item 5 above.

T F NA INSTRUCTIONS

[] [] []--For the student--are clear, concise, easily understood

[] [] []--Allows independent use by student

[] [] []--For the examiner--are concise and easily followed

[] [] []--For the examiner--necessitates special training above requirements
          stated on manual

CONTENT

[] [] []--Meaningful to student--motivates reliable responses

[] [] []--Contributed new information to examiner's understanding of st··dent(s)

APPROPRIATENESS

[] [] []--Content

[] [] []--Interest Level

[] [] []--Reading Level

[] [] []--Vocabulary

[] [] []--Format design appropriate for age, level, sex

[] [] []--Expected responses relevant (creative responses do not penalize child)

[] [] []--Time alloted for completing tasks

[] [] []--Time units parallel school time units (43 min. = usual school unit)

PHYSICAL CHARACTERISTICS

[] [] []--Type size

[] [] []--Color use

[] [] []--Spatial design--print and illustrations allow instantaneous visual
          grouping of tasks

[] [] []--Space enough to record responses

[] [] []--Size is appropriate for age and/or level

[] [] []--Forms and/or materials are easy to manipulate

[] [] [J--Forms are inclusive (necessitates minimum use of manual for administration)

T F NA   PHYSICAL CHARACTERISTICS

[] [] []--Durability of materials

[] [] []--Illustrations meaningful to student

[] [] []--Time required to administer within range stated by manual

SCORING

[] [] []--Easy to score

[] [] []--Is objective

[] [] []--Is subjective

[] [] []--Scoring time within limits described in manual

[] [] []--Scoring necessitates special training above requirements stated in manual

INTERPRETATION

[] [] []--Possible by teacher

[] [] []--Possible by diagnostician

[] [] []--Necessitates psychologist or other

[] [] []--Recommendation easy to derive from test results

[] [] []--Manual contains adequate instructions for interpreting test results

Evaluator's Name:_____

School:_____Date:_____

C-12/71

Reading and Written Language Supplement

to

The Pupil Rating Scale: Scoring For Learning Disabilities

READING LANGUAGE

SIGHT VOCABULARY	RATING
Extremely limited sight vocabulary	1
Limited sight vocabulary; fails to recognize words at grade level	2
Adequate reading vocabulary for age and grade	3
Above average sight vocabulary; recognizes words above age and grade level	4
High-level sight vocabulary; recognizes many abstract words	5

WORD MEANING	
Unable to associate meaning with written word	1
Limited understanding of written word meanings; fails to grasp word meanings at grade level	2
Good grasp of printed and written word meaning at age and grade level	3
Understands all printed and written grade level words plus some higher level word meanings	4
Superior understanding of printed and written words; understands many abstract words	5

READING COMPREHENSION	
Unable to grasp meaning of written words in context; fails to understand simple sentences	1
Limited understanding of written words in context; failure to grasp meaning of simple paragraphs	2
Adequate understanding of written sentences and paragraphs at age and grade level	3
Above average; comprehends all written material at grade level	4
Superior; comprehends higher grade level written sentences and paragraphs	5

WORD ATTACK SKILLS	
Appears to have no organized method of word attack	1
Attempts word attack but at below age and grade level and with frequent errors	2
Exhibits adequate use of word attack skills for grade level	3
Above average; successfully uses word attack skills at grade level	4
Superior ability; automatic use of word attack skills at or above grade level	5

WRITTEN LANGUAGE

COPYING

Unable to correctly copy words from print or from blackboard; makes constant omissions, substitutions, reversals, inversions, or additions — 1

Often has difficulty in copying printed or written words without error — 2

Average; adequate for age and grade level — 3

Above average, almost never makes an error — 4

Exceptional; never makes an error — 5

SPELLING

Unable to spell correctly; either misspells all dictated words or does not attempt to write them — 1

Very poor speller; misspells most words at grade level — 2

Adequate speller for age and grade level — 3

Above average; correctly spells all grade level words as well as higher level words — 4

Excellent; consistently spells at above grade level without error — 5

LETTER FORMATION

Severe letter distortions; does not write or print legibly — 1

Poor letter formation; most letters can be recognized — 2

Adequate for age and grade level; usually prints and writes legibly — 3

Above average; letters are formed naturally and with obvious ease — 4

Outstanding; extraordinary penmanship — 5

SPACING

Extremely poor spacing when writing, unable to follow letter guidelines or use page boundaries, inappropriate spacing between letters or words — 1

Often writes outside letter guidelines; frequent variation in letter size or in spacing between letters and words — 2

Average for age and grade level — 3

Above average; spacing between letters and words and page lines is neat and shows little variation — 4

Superior, margins are precise; size of letters are appropriate to letter guidelines and do not vary, spacing between letters, words are appropriate and consistent — 5

SENTENCE FORMATION – PUNCTUATION

Always writes incomplete sentences with grammatical and punctuation errors — 1

Frequently writes incomplete sentences, numerous grammatical and/or punctuation errors — 2

Writes complete sentences; few errors in grade level grammar or punctuation — 3

Above average sentence formation; rarely makes a grammatical or punctuation error at grade level — 4

Superior, writes grammatically correct sentences and correctly punctuated sentences at above grade level — 5

EDUCATIONAL PLANNING SEQUENCE

CT _____

RS _____

ED _____

Grade _____ School _____

Long Range Goals:

Cycle No _____ From _____ To _____	Classroom	Resource Room
Major Performance Objectives*	Suggested Activities	Suggested Activities

*Indicate date when objective is completed

Facilitators

Diagnostician's Copy

LEARNING FOR MASTERY STRATEGIES

Interim Performance Objectives

Time Interval From ___ to ___ Teacher _____

Small Group _____ Grade _____

Individual _____

OBJECTIVES

(State the desired student performance that will take place in a given period of time in measurable terms.)

1
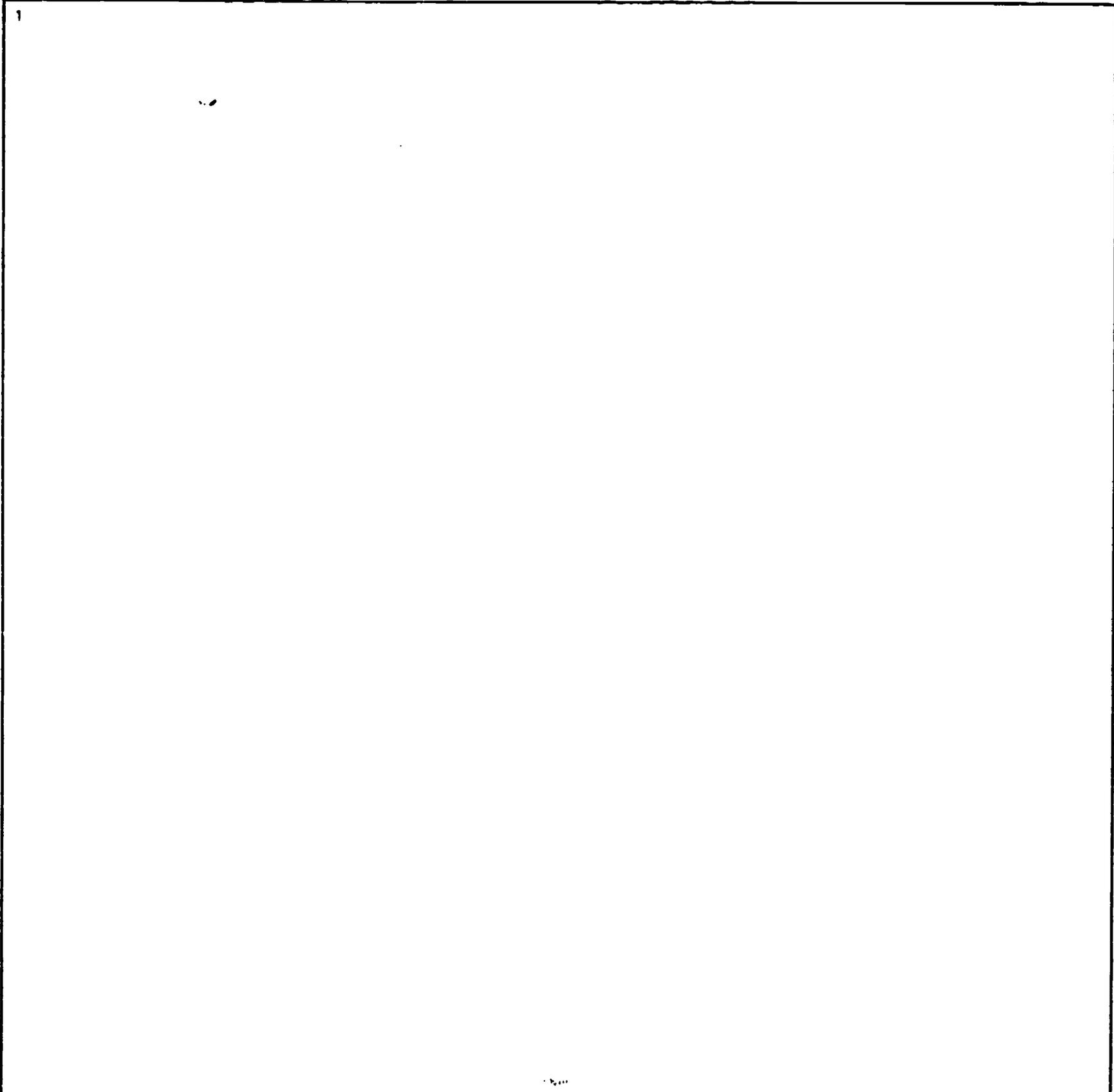
The interim performance objectives are the means for getting to the major performance objectives
outlined in the Educational Planning Sequence.

PLANNED DAILY PROGRAM

	Monday	Tuesday	Wednesday	Thursday	Friday
Content and Organization					
Method					
Materials and Equipment					
Aide					
Diagnostician					

Objectives Met _____   Objectives Not Completed _____

Comments:

Notations in red indicate actual program if different from plans

Kindergarten Language Skills Checklist:
Preliminary Screening

Name_____ Sex____ Birth Date_____

Teacher who recorded_____ Date_____

School_____ Class Size_____

AUDITORY LANGUAGE	ADEQUATE	INADEQUATE
1. Understanding of vocabulary	____	____
2. Follows instructions	____	____
3. Answers questions after story is read..........	____	____
4. Draws picture of story just read	____	____
5. Remembers words, names, and number sequence	____	____
SPOKEN LANGUAGE		
6. Understood by others (articulation).............	____	____
7. Spoken vocabulary	____	____
8. Sentence structure (grammar)	____	____
9. Uses correct words to express self	____	____
10. Relates experiences.............................	____	____
VISUAL PERCEPTION		
11. Discriminates likenesses and differences........	____	____
12. Recognizes colors and shapes....................	____	____
13. Recalls correct design after distraction........	____	____
14. Reproduces correct design after distraction.....	____	____
VISUAL MOTOR COORDINATION		
15. Coloring skills.................................	____	____
16. Traces lines or simple pictures.................	____	____
17. Copies geometrical forms........................	____	____
18. Cuts with scissors..............................	____	____
GENERAL		
19. Attention span	____	____
20. Social maturity.................................	____	____
21. Hearing...	____	____
22. Vision	____	____

23. Learning potential (circle one):

Poor	Below Average	Average	Above Average	Superior

24. Learning discrepancy (circle one):   YES   NO

25. Potential language handicap (circle one):   YES   NO

LHC 11/14/72   (OVER)

EXPLANATION OF ITEMS TO BE RATED

1. Comprehends meaning of words; understands what is said; rate child on level of understanding rather than spoken vocabulary.

2. Understands, remembers and carries out instructions.

3. Recalls details of story.

4. Relationship of drawing to what was read.

5. Memory of newly learned words and names; retention of learned number sequences.

6. Pronunciation of words; intelligible speech.

7. Richness of vocabulary; rate child on usage of nouns, verbs, adjectives, adverbs, and sentence length.

8. Construction of sentences; inclusion and proper sequencing of pronouns, prepositions and verb tenses.

9. Ease in recalling the appropriate words for expressing thoughts.

10. Relates experiences in a logically and organized manner.

11. Understanding of concepts of likenesses and differences plus skill in distinguishing like from unlike objects and pictures.

12. Skill in recognizing basic colors and fundamental geometrical forms.

13. Memory of specific details and directionality in designs or pictures after a short period of distraction.

14. Reproduction of specific details and directionality of simple designs after a short period of distraction.

15. Control and manipulation of crayon; coloring within limits of design.

16. Accuracy and control; skill in staying on line while tracing designs or pictures.

17. Proportionate shape and directionality of reproduced designs; accuracy and control.

18. Finger dexterity and skill in manipulating scissors; accuracy of finished product.

19. Length of time devoted to a task without teacher reinforcement.

20. Extent of self-help skills, sense of responsibility, initiative, acceptance of others and by others, and cooperating behavior.

21. School nurse report of hearing after correction.

22. School nurse report of vision after correction.

23. Estimate child's potential for learning either through behavioral observation or testing and circle appropriate rating.

24. Is there a discrepancy between the pupil's learning potential and current performance in the classroom, i.e., is child functioning at or below his estimated learning potential?

25. Do you feel that the learning discrepancy (if any) between the child's learning potential and current level of performance will eventually develop into a language handicap without special instructional intervention?

THE LANGUAGE CENTER KINDERGARTEN
CLASS EVALUATION RECORD

SCHOOL

TEACHER

DATE

Category	#	Column Heading
	1	Vocabulary
	2	
	3	Instructions
AUDITORY LANGUAGE	4	Answers Questions
	5	Draws Pictures
	6	Recalls Sequences
	7	Understood
	8	Vocabulary
SPOKEN LANGUAGE	9	Grammar
	10	Self Expression
	11	Relates Experiences
	12	Discrimination
	13	Recognition
VISUAL PERCEPTION	14	Recall
	15	Reproduction
	16	Coloring
	17	Tracing
	18	Copying
VISUAL-MOTOR COORDINATION	19	Cutting
	20	Attention Span
	21	Social Maturity
	22	Hearing
GENERAL SKILLS	23	Vision
	24	Learning Potential
	25	Learning Discrepancy
		Language Handicap?

NAMES
1.
2.
3.
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21.
22.

Kindergarten Language Skills Checklist:
For First-Grade Teacher

Name_____Date_____

1. Circle all the activities the student has learned. Draw a line through all
   activities not presented.

   Knows basic concepts:

   on   over   under   top   middle   bottom   most   few   between   beside

   behind   near   far   in   out

   Can say days of week:

   Sunday   Monday   Tuesday   Wednesday   Thursday   Friday   Saturday

   Can match colors:

   red   blue   yellow   orange   purple   green   brown   black   white

   Can name colors:

   red   blue   yellow   orange   purple   green   brown   black   white

   Can rote count:

   5   10   15   20   25   30   35   40   45   50   55   60   65   70   75

   Can match numerals:

   0   1   2   3   4   5   6   7   8   9   10   11   12   13   14   15

   Can name numerals:

   0   1   2   3   4   5   6   7   8   9   10   11   12   13   14   15

   Can construct sets:

   1   2   3   4   5   6   7   8   9   10   11   12   13   14   15

   Can say alphabet:

   A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

   Can match capital letters:

   A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

   Can name capital letters:

   A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

   Can match small letters:

   a b c d e f g h i j k l m n o p q r s t u v w x y z

   Can name small letters:

   a b c d e f g h i j k l m n o p q r s t u v w x y z

2. Insert number of each shape mastered in appropriate space.

Shapes: 1. ◯ 2. ▢ 3. △ 4. ▭ 5. ⬭ 6. ◇ 7. All

Match_____Name_____Copy_____Produce_____

3. Rate these behaviors: Good (G), Average (A), Poor (P), Not Presented (NP)

Eval. by Resource Room Teacher:

____can sequence stories
____can give opposites
____can use sentences
____can classify things
____can make circle in right direction
____can make stroke from top to bottom
____can print first name
____can give rhyming words
____can identify likenesses and
      differences
____can say several nursery rhymes
      or nursery play
____can recognize name

Eval. by Classroom Teacher:

____can finish work
____classroom behavior
____fine motor skills
____attendance
____can follow directions
____attention span
____relates to other children
____gross motor skills
____left to right progression

4. Additiona' Comments on back:

April, 1973

THE LANGUAGE CENTER

Summary Evaluation of Project Pupil
1972 - 1973 School Year

Name _____ School _____ Grade _____

Birthdate _____ Age _____ Date _____ Grade Repeated _____

1. This student (was/was not) enrolled in a resource room.

2. In addition to the above placement services, he also received the services of:

    ____ Resource teacher (_____ a day)   ____ Educational diagnostician
    ____ Resource teacher (all day)   ____ Supplemental instructional materials
    ____ Teacher aide   ____ Other _____

3. Learning strengths and weaknesses which have a significant effect on his performance:

4. The student needs continued supportive help in the following areas (process, behavioral, academic, etc.):

5. Techniques found useful in working with the child:

6. Materials found useful in working with the child:

____ Resource Teacher

Teacher_____

____ Classroom Teacher

Educational
Diagnostician_____

Additional Comments on Back
April, 1973

EVALUATION DESIGN

THE LANGUAGE CENTER: 1972-73

	INTERVENTION PROGRAM A REGULAR TEACHER	INTERVENTION PROGRAM B RESOURCE SPECIALIST	INTERVENTION PROGRAM C TEAM	CONTROL
ONE YEAR OF INTERVENTION K		Carroll (24), Johnson (24), Orange Grove (24), Spring-Ponderosa (24)		D_1 Oakwilde (15), Raymond (15)
3	Oleson (24)	Inwood (24), Spring-Bammel (24)	Colonial Hills (27), Oakwilde (50)	D_1 Francis (18), Mendel (12)
6		Aldine Jr. (24), Drew Jr. (24), Spring Middle (24)	Hambrick Jr. (40)	U_1 Hambrick Jr. (30)
TWO YEARS OF INTERVENTION 4	Oakwilde (24)	Carroll (24)	Colonial Hills (23)	D_2 Francis (18), Mendel (6)

	FOLLOW-UP A	FOLLOW-UP B	FOLLOW-UP C	CONTROL
FOLLOW-UP 1	Anderson, Bammel, Bethune, Colonial Hills, Mendel	Carroll, Johnson, Orange Grove, Ponderosa, Spring		D_2 Francis (4), Raymond (20)
4	Hidden Valley, Oleson, Orange Grove, Raymond	Bammel, Spring, Inwood	Colonial Hills (23)	D_2 Francis (18), Mendel (6)
7	Hambrick Jr., Stovall Jr.	Aldine Jr., Bammel Middle, Drew Jr., Spring Middle		D_2 Drew Jr. (4), Eisenhower Jr. (8), Hambrick Jr. (12)

FLOW CHART ILLUSTRATING STUDENT TRANSITIONS INTO THE SECOND YEAR OF STUDY

Attachment V

CONTROL

FOLLOW-UP

1972-73 INTERVENTION PROGRAM

A   B   C

TRANSITION

1971-72 INSTRUCTIONAL PROGRAM

Follow-up A Students — 1 4 7

Follow-up B Students — 1 4 7

Follow-up C Students — 4

Control Program D_2 — 1 4 7

Control Program D_1 — K 3 6

Continued Students as Intervention A — 4

Continued Students as Intervention B — 4 7

Continued Students as Intervention C — 4

New Students in Intervention A — K 3 6

New Students in Intervention B — K 3 6

New Students in Intervention C — 3

Automatic
Randomization
Automatic
Automatic
Randomization
Randomization
Automatic
Randomization
Automatic
Screening Randomization

Instructional Program A — K 3 6

Instructional Program B — K 3 6

Instructional Program C — 3

Instructional Program D — K 3 6

New Students — K 3 6