

DOCUMENT RESUME

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**IDENTIFIERS** \*Project CHILD

**ABSTRACT**

Presented is the 11th of 12 instructional kits, on program planning, for a performance based teacher education program which was developed by Project CHILD, a research effort to validate identification, intervention, and teacher education programs for language handicapped children. Included in the kit are directions for preassessment tasks for five performance objectives, a listing of the performance objectives (such as developing a card file of remedial techniques), instructions for three learning experiences (such as writing educational programs for two children), a checklist for self-evaluation for each of the performance objectives, and guidelines for proficiency assessment of each objective. Also included are four detailed educational case histories. (DB)

ED 100 120

PROJECT CHILD

# Ten Kit II

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EC 070 990

TEN KIT 11

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TITLE: Program Planning for the Language Disabled Child

APPROXIMATE TIME TO COMPLETE: 40 Hours

MATERIALS TO PURCHASE:

Valett, Robert E., The Remediation of Learning Disabilities. Fearon Publishers, Palo Alto, California, 1967.

Bush, Wilma Jo and Marian Taylor Giles, Aids to Psycholinguistic Teaching, Charles E. Merrill Publishing Co., Columbus, Ohio, 1969.

Ferinden, William E., Sherman Jacobson and Thomas Kovalinsky, Educational Interpretation of the Wechsler Intelligence Scale for Children (WISC). Remediation Associates, Box #318, Linden, New Jersey, 1969.

Ferinden, William E., Sherman Jacobson and Thomas Kovalinsky, Educational Interpretation of the Stanford-Binet Intelligence Scale Form LM and the Illinois Test of Psycholinguistic Abilities, Remediation Associates, Box #318, Linden, New Jersey, 1969.

A card file

Cards in three colors

INTRODUCTION:

The Program Planning for the LD Child Kit was developed to aid the student in developing skill in utilizing psychological test data in the designing of an individualized program for LD children. Upon completion of this kit the student should be able to write an individual program for a child from his psychological test data.

## PREASSESSMENT

Each package in this curriculum is initiated with a measure of the learner's knowledge and skills pertinent to that package. This is referred to as pre-assessment and is designed to determine your proficiency in each of the objectives established for the package. Depending upon the levels of behavior required by the objectives, preassessment may range from a matching quiz, through an interview with the instructor, to analysis of a video-taped classroom situation.

You should read the performance objectives stated for this kit and decide whether you feel proficient in any of the behaviors required. It is your option to request preassessment on each of the objectives in which you feel you are already proficient. For each objective there is a preassessment exercise, allowing the instructor to determine precisely which learning experiences you should complete. For example, if six objectives are prescribed for the kit and you request the preassessment exercises on four of the objectives, you will be required to complete the learning experiences for the two objectives in which you did not request preassessment. For the four objectives on which you requested preassessment, you will be required to complete only those learning experiences for the objectives on which you did not meet the proficiency required.

TEN KIT 11Program Planning for the Language Disabled ChildPREASSESSMENTPerformance Objective 1

The student should perform at the 90 per cent level of proficiency on a test requiring the matching of specific remedial techniques, activities and materials to three specific areas of disability, e. g., auditory-vocal, visual-motor and cognitive.

TEN KIT 11Program Planning for the Language Disabled ChildPREASSESSMENTPerformance Objective 1

Name \_\_\_\_\_ Date \_\_\_\_\_

In the blank before each material, method or activity listed below write either visual-motor, auditory-vocal or cognitive to indicate the area in which it would be most useful:

- \_\_\_\_\_ 1. Teach cross-diagonal crawling, moving opposite arm and leg toward designated goal. Crawl backward in the same manner.
- \_\_\_\_\_ 2. Cut out red patterns for right hand and knee and green patterns for the left hand and knee. Attach these to the floor and have the child crawl following the cut-out hands and knees.
- \_\_\_\_\_ 3. The Fitzhugh Plus Program
- \_\_\_\_\_ 4. The Frostig Program for the Development of Visual Perception
- \_\_\_\_\_ 5. Montessori Cylinder Blocks
- \_\_\_\_\_ 6. Have different size nuts, bolts, screws, nails, etc. and have the child sort them.
- \_\_\_\_\_ 7. "Show and tell"
- \_\_\_\_\_ 8. Review basic concepts such as days of the week, months, time elements; compare distances within city or school, coin values, common prepositions and concepts of opposite and same.
- \_\_\_\_\_ 9. High interest low vocabulary reading materials such as Cowboy Sam Series and Bucky Button Series can be useful in helping to improve the general fund of knowledge.
- \_\_\_\_\_ 10. Have a discussion about local industries and specifically how father makes a living.
- \_\_\_\_\_ 11. Activities consisting of matching on the basis of color, shape, size and number.
- \_\_\_\_\_ 12. Reproducing simple designs on a peg board using various colors of pegs.
- \_\_\_\_\_ 13. Tracing exercises using geometric forms, templates and stencils.

## TEN KIT 11, Program Planning for the Language Disabled Child, Preassessment, Performance Objective 1

- \_\_\_\_\_ 14. Play "Simon Says".
- \_\_\_\_\_ 15. Montessori, Maria, "Exercises for the Discrimination of Sounds", The Montessori Method, 1964, Shocleen Books, Inc., New York, New York.
- \_\_\_\_\_ 16. Have the child repeat a simple word list and pick out the word which does not belong-- apples, oranges, bananas, peaches--dress, blouse, coat, hat, etc.
- \_\_\_\_\_ 17. Give the child simple instructions, and have him carry them out.
- \_\_\_\_\_ 18. Have the child identify pictures of familiar objects.
- \_\_\_\_\_ 19. Use puzzles appropriate for the child's level of functioning.
- \_\_\_\_\_ 20. Use Stern materials or Cuisanire Rods in teaching math concepts.
- \_\_\_\_\_ 21. Emphasize cause and effect discussions (What do we do when it rains? What do we take on a picnic?).
- \_\_\_\_\_ 22. Develop and write lists of opposites and similarities.
- \_\_\_\_\_ 23. Discuss abstracts such as peace, liberty, justice, etc.
- \_\_\_\_\_ 24. Use dictionary work and discuss the meaning of new words.
- \_\_\_\_\_ 25. Use the tachistoscope to present the Dolch words.
- \_\_\_\_\_ 26. APSI. Auditory
- \_\_\_\_\_ 27. Sound/Order/Sense
- \_\_\_\_\_ 28. Michigan Tracking Program
- \_\_\_\_\_ 29. The Controlled Reader
- \_\_\_\_\_ 30. Use Word Bingo to teach the Dolch Word List as a sight vocabulary.

TEN KIT 11Program Planning for the Language Disabled ChildPREASSESSMENTPerformance Objective 1

In the blank before each material, method or activity listed below write either visual-motor, auditory-vocal or cognitive to indicate the area in which it would be most useful:

- |                       |                                                                                                                                                                                          |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>visual-motor</u>   | 1. Teach cross-diagonal crawling, moving opposite arm and leg toward designated goal. Crawl backward in the same manner.                                                                 |
| <u>visual-motor</u>   | 2. Cut out red patterns for right hand and knee and green patterns for the left hand and knee. Attach these to the floor and have the child crawl following the cut-out hands and knees. |
| <u>visual-motor</u>   | 3. <u>The Fitzhugh Plus Program</u>                                                                                                                                                      |
| <u>visual-motor</u>   | 4. <u>The Frostig Program for the Development of Visual Perception</u>                                                                                                                   |
| <u>visual-motor</u>   | 5. Montessori Cylinder Blocks                                                                                                                                                            |
| <u>visual-motor</u>   | 6. Have different size nuts, bolts, screws, nails, etc. and have the child sort them.                                                                                                    |
| <u>auditory-vocal</u> | 7. "Show and tell"                                                                                                                                                                       |
| <u>cognitive</u>      | 8. Review basic concepts such as days of the week, months, time elements; compare distances within city or school, coin values, common prepositions and concepts of opposite and same.   |
| <u>cognitive</u>      | 9. High interest low vocabulary reading materials such as Cowboy Sam Series and Bucky Button Series can be useful in helping to improve the general fund of knowledge.                   |
| <u>cognitive</u>      | 10. Have a discussion about local industries and specifically how father makes a living.                                                                                                 |
| <u>visual-motor</u>   | 11. Activities consisting of matching on the basis of color, shape size and number.                                                                                                      |
| <u>visual-motor</u>   | 12. Reproducing simple designs on a peg board using various colors of pegs.                                                                                                              |
| <u>visual-motor</u>   | 13. Tracing exercises using geometric forms, templates and stencils.                                                                                                                     |

- auditory-vocal 14. Play "Simon Says". **BEST COPY AVAILABLE**
- auditory-vocal 15. Montessori, Maria, "Exercises for the Discrimination of Sounds", The Montessori Method, 1964, Shocleen Books, Inc., New York, New York.
- cognitive 16. Have the child repeat a simple word list and pick out the word which does not belong-- apples, oranges, bananas, peaches--dress blouse, coat, hat, etc.
- auditory-vocal 17. Give the child simple instructions, and have him carry them out.
- visual-motor 18. Have the child identify pictures of familiar objects.
- visual-motor 19. Use puzzles appropriate for the child's level of functioning.
- visual-motor 20. Use Stern materials or Cuisanire Rods in teaching math concepts.
- cognitive 21. Emphasize cause and effect discussions (What do we do when it rains? What do we take on a picnic?)
- cognitive 22. Develop and write list of opposites and similarities.
- cognitive 23. Discuss abstracts such as peace, liberty, justice, etc.
- cognitive 24. Use dictionary work and discuss the meaning of new words.
- visual-motor 25. Use the tachistoscope to present the Dolch words.
- auditory-vocal 26. APSL Auditory
- auditory-vocal 27. Sound/Order/Sense
- visual-motor 28. Michigan Tracking Program
- visual-motor 29. The Controlled Reader
- visual-motor 30. Use Word Bingo to teach the Dolch Word List as a sight vocabulary.

TEN KIT 11Program Planning for the Language Disabled ChildPREASSESSMENTPerformance Objective 2

The student will make a card file of specific remedial techniques, activities and materials divided into the three categories-- auditory-vocal, visual-motor and cognitive. Twenty cards in each category will be required, and 90 per cent accuracy in categorizing will be required. Three different colors of cards should be used to more readily distinguish between the three categories.

TEN KIT 11Program Planning for the Language Disabled ChildPREASSESSMENTPerformance Objective 2

The cards should be divided on the basis of the three categories--auditory-vocal, visual-motor and cognitive.

NOTE: If the student wishes to make narrower categories which can be legitimately justified, this will be acceptable; however, no less than the three categories may be accepted. The cards should be coded according to the three areas of disability, and there should be at least twenty cards in each category.

TEN KIT 11Program Planning for the Language Disabled ChildPREASSESSMENTPerformance Objective 3

The student should check out two psychological evaluations of LD children and write an individual educational program for each of the children at the 90 per cent level of proficiency.

Program Planning for the Language Disabled ChildPREASSESSMENTPerformance Objective 3

The student should check out two psychological evaluations of LD children and write an individual educational program for each of the children at the 90 per cent level of proficiency on the basis of the following criteria:

- A. Correct listing of strengths and weaknesses. (20 points)
1. On the ITPA a score of 7, 8 or 9 points above or below the child's Mean Scaled Score is considered to be a borderline strength or weakness. A score of 10 or more above or below the Mean is considered to be a true strength or weakness.
  2. On the WISC consider any score which is two scaled scores above or below the child's Mean when the child's I.Q. falls between 80 and 110 as being a strength or weakness. For example, if a child's I.Q. is 100, his Mean Scaled Score is 10; therefore, a scaled score of 8 can be considered a weakness, or a scaled score of 12 would be considered a strength. For children whose I.Q. falls below 80 or above 110, divide their Mean Scaled Score by four and add that number to the Mean Scaled Score. Any score above this number will be considered a strength. Subtract one-fourth of the Mean Scaled Score from the Mean, and any score falling below this number should be considered a weakness. For example, if a child's I.Q. is 140, divide 14 (the Mean Scaled Score) by four which gives 3.5. Add and subtract this number from 14. For this child then any scaled score below 10.5 will be considered a weakness, and any scaled score above 17.5 will be considered a strength.
- B. Behavioral objectives (20 Points)
- C. Appropriate general teaching suggestions (20 points) These should include the following:
1. Best sensory channel to receive information
  2. Best expressive channel to maximize the child's responsiveness

- D. Activities and materials appropriate for child's area of disability (20 points)
- E. Levels of material commensurate with child's demonstrated level of achievement and intellectual functioning (20 points)

The following outline should be followed in writing the educational program:

### Educational Implications

- I. Strengths
  - A.
  - B.
- II. Weaknesses
  - A.
  - B.
- III. Behavioral Objectives
  - A.
  - B.
- IV. General teaching suggestions
  - A. Best sensory channel to receive information
  - B. Best expressive channel to maximize the child's responsiveness
  - C.
  - D.
- V. Remediation of specific areas of disability
  - A.
  - B.
- VI. Reading  
(Including techniques and materials)
  - A.
  - B.
- VII. Spelling  
(Including techniques and materials)
  - A.
  - B.
- VIII. Arithmetic  
(Including techniques and materials)
  - A.
  - B.

**BEST COPY AVAILABLE**TEN KIT 11Program Planning for the Language Disabled ChildPREASSESSMENTPerformance Objective 4

NOTE: This preassessment can only be taken if preassessments for Performance Objectives 1, 2 and 3 have been passed by the student.

The student should respond to the concept of educational programming for LD children as evidenced by his describing in narrative form the advantages and disadvantages of having such programs.

NOTE: Since this is an affective objective, it will not be used to assess proficiency level for this kit; however, students will be required to develop the specified narrative and discuss it with their teacher supervisor.

## TEN KIT 11

### Program Planning for the Language Disabled Child

#### PERFORMANCE OBJECTIVES

After completing the Programming Kit, the student will:

1. Demonstrate his knowledge of individual pupil planning by matching specific remedial techniques, activities and materials to three specific areas of disability, e.g., auditory-vocal, visual-motor and cognitive at the 90 per cent level of proficiency.
  2. Apply his knowledge of individualizing programs by developing a card file of specific remedial techniques, activities and materials divided into the categories of auditory-vocal, visual-motor and cognitive. Twenty cards in each category will be required and 90 per cent accuracy in categorizing will be required.
  3. Apply his knowledge of programming by writing educational programs for two LD children from their individual test results at the 90 per cent level of proficiency on the basis of the following criteria:
    - A. Correct listing of strengths and weaknesses including the best sensory channel for learning (20 points)
    - B. Behavioral objectives (20 points)
    - C. Appropriate general teaching instructions (20 points)
    - D. Activities and materials appropriate for child's area of disability (20 points)
    - E. Levels of materials commensurate with child's demonstrated level of achievement and intellectual functioning (20 points)
  4. Respond to the concept of educational programming for LD children as evidenced by his describing in narrative form the advantages and disadvantages of having such programs.
- NOTE: Since this is an affective objective, it will not be used to assess proficiency level for this kit; however, students will be required to develop the specified narrative and discuss it with their teacher supervisor.
5. Respond to the concept of individual programming for LD children by being observed to write an individual program for one child in his class. However, this objective can only be assessed during classroom instruction; therefore, this data can only be collected during the following school year.

TEN KIT 11Program Planning for the Language Disabled ChildLEARNING EXPERIENCE 1

Read the attached list of references and observe the self evaluation suggestion. (Performance Objectives 1, 2 and 3)

TEN KIT 11

Program Planning for the Language Disabled Child

Reference List

1. Read the following reference: (Performance Objectives 1 and 3)

Valett, Robert E., The Remediation of Learning Disabilities. Fearon Publishers, Palo Alto, California, 1967.

Valett provides resource programs for areas of disability which include activities, references, instructional materials, general references and suggestions for further evaluation.

Upon completion of this reading assignment the student should be familiar with the six major sections of this book, specific areas covered within each section and some activities, materials and evaluation techniques specific to areas of disability listed in each section.

2. Read the following reference: (Performance Objectives 1, 2 and 3)

Bush, Wilma Jo and Marian Taylor Giles, Aids to Psycholinguistic Teaching. Charles E. Merrill Publishing Co., Columbus, Ohio, 1969.

Bush and Giles provide teaching guidelines, general techniques and specific remedial activities for ten of the subtests of the Illinois Test of Psycholinguistic Abilities. Upon completion of the reading assignment, the student should be able to give teaching guidelines, general techniques and specific remedial activities for ten of the subtests of the ITPA.

3. Read the following reference: (Performance Objectives 1, 2 and 3)

Ferinden, William E., Sherman Jacobson and Thomas Kovalinsky, Educational Interpretation of the Wechsler Intelligence Scale for Children (WISC). Remediation Associates, Box #318, Linden, N.J., 1969.

Ferinden, Jacobson and Kovalinsky include educational implications, teaching procedures and remediation procedures for each of the twelve subtests of the WISC. Upon completion of this reading assignment, the student should be able to give educational implications, teaching procedures and remedial techniques for each of the subtests of the WISC.

4. Read pages 39-69 of the following reference (Performance Objectives 1, 2 and 3)

Ferinden, William E., Sherman Jacobson and Thomas Kovalinsky, Educational Interpretation of the Stanford-Binet Intelligence Scale Form LM and the Illinois Test of Psycholinguistic Abilities (ITPA), Remediation Associates, Box 318, Linden, N.J., 1969.

Ferinden, Jacobson and Kovalinsky include educational implications, teaching procedures and remediation procedures for each of the twelve subtests of the ITPA. Upon completion of this reading assignment, the student should be able to give educational implications and teaching procedures for each of the twelve subtests of the ITPA.

5. Read the Region X Special Education Instructional Materials Center Catalog giving particular attention to the separate sections of the catalog and the Grade Level, Interest Level and Reading Level of the materials.

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Program Planning for the Language Disabled Child

LEARNING EXPERIENCE 2

Using the three specific areas of disability--auditory-vocal, visual-motor and cognitive, make a card file of specific remedial techniques, activities and materials appropriate for each area of disability. The student should visit Region X Special Education Instructional Materials Center to view materials for developing this card file as well as using the reference list for this kit. Schedule a conference with the teacher supervisor for an evaluation of card files. (Performance Objective 2)

TEN KIT 11Program Planning for the Language Disabled ChildLEARNING EXPERIENCE 2

The cards should be divided on the basis of the three categories--auditory-vocal, visual-motor and cognitive.

NOTE: If the student wishes to make narrower categories which can be legitimately justified, this will be acceptable; however, no less than the three categories may be accepted. The cards should be coded according to the three areas of disability, and there should be at least twenty cards in each category.

TEN KIT 11**BEST COPY AVAILABLE**Program Planning for the Language Disabled ChildLEARNING EXPERIENCE 3

Check out two LD children's folders from the teacher supervisor and write two educational programs listing strengths and weaknesses, behavioral objectives, appropriate teaching instructions and appropriate activities and materials on the basis of the criteria listed below. Schedule a conference with the teacher supervisor to evaluate programs. (Performance Objective 3)

**A. Correct listing of strengths and weaknesses**

1. On the ITPA a score of 7, 8 or 9 points above or below the child's Mean Scaled Score is considered to be a borderline strength or weakness. A score of 10 or more above or below the mean is considered to be a significant strength or weakness.
2. On the WISC consider any score which is two or more scaled scores above or below the child's mean when the child's I.Q. score falls between 80 and 110 as being a strength or weakness. For example, if a child's I.Q. is 100, his mean scaled score is 10; therefore, a scaled score of 8 should be considered a weakness, or a scaled score of 12 should be considered a strength. For children whose I.Q. falls below 80 or above 110, divide their mean scaled score by four and add that number to the mean scaled score. Any score above this number will be considered a strength. Subtract one-fourth of the mean scaled score from the mean, and any score falling below this number should be considered a weakness. For example, if a child's I.Q. is 140, divide 14 (the mean scaled score) by 4 which gives 3.5. Add and subtract this number from 14. For this child then any scaled score below 10.5 will be considered a weakness, and any scaled score above 17.5 will be considered a strength.

**B. Behavioral objectives****C. Appropriate general teaching suggestions--These should include the following as well as other suggestions:**

1. The communication system which maximizes the reception of information
2. The communication output that maximizes the child's responsiveness

TEN KIT 11, Program Planning for the Language Disabled Child, Learning Experience 3

- D. Activities and materials appropriate for child's area or areas of disability
- E. Levels of materials and activities should be commensurate with the child's demonstrated level of achievement and intellectual functioning.

The following outline should be followed in writing the educational program:

Educational Implications

- I. Strengths
  - A.
  - B.
- II. Weaknesses
  - A.
  - B.
- III. Behavioral Objectives
  - A.
  - B.
- IV. General teaching suggestions
  - A. Best sensory channel to receive information
  - B. Best expressive channel to maximize the child's responsiveness
  - C.
  - D.
- V. Remediation of specific areas of disability
  - A.
  - B.
- VI. Reading  
(Including techniques and materials)
  - A.
  - B.
- VII. Spelling  
(Including techniques and materials)
  - A.
  - B.
- VIII. Arithmetic  
(Including techniques and materials)
  - A.
  - B.

## SELF EVALUATION

The learning experiences in this kit are accompanied by a self evaluation checklist. These are provided so that you may study a given performance objective, complete the learning experience(s) designed for that objective and determine for yourself whether you have completed the assignment satisfactorily. The primary purpose of self evaluation is to allow you to review your own progress before requesting the proficiency assessment exercises for the kit. After you have completed the learning experiences assigned to you for this kit, you should request the self evaluation checklist. Review the checklist carefully; if there are any indications that you have not completed a learning experience satisfactorily, either go back to the learning experience for a review or schedule a conference with your teacher supervisor. If your response to the checklist indicates satisfactory completion of all the learning experiences, schedule proficiency assessment.

Program Planning for the Language Disabled ChildSELF EVALUATIONPerformance Objective 1

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

YES NO

- |     |     |                                                                                                                                                                  |
|-----|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ___ | ___ | 1. Have I read Reading References 1, 2, 3 and 4?                                                                                                                 |
| ___ | ___ | 2. Can I match materials, remedial techniques and activities to the following three specific areas of disability:<br>auditory-vocal, visual-motor and cognitive? |
| ___ | ___ | 3. Have I completed satisfactorily Learning Experience 2?                                                                                                        |

TEN KIT 11Program Planning for the Language Disabled ChildSELF EVALUATIONPerformance Objective 2

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

YES    NO

- |     |     |                                                                              |
|-----|-----|------------------------------------------------------------------------------|
| ___ | ___ | 1. Have I made a card file of activities, materials and remedial techniques? |
| ___ | ___ | 2. Did I color code the cards according to the three main divisions?         |
| ___ | ___ | 3. Do I have at least 20 cards in each of the three categories?              |

TEN KIT 11Program Planning for the Language Disabled ChildSELF EVALUATIONPerformance Objective 3

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

YES NO

- \_\_\_ \_\_\_ 1. Have I completed Learning Experience 3 to the satisfaction of my teacher supervisor?

## PROFICIENCY ASSESSMENT

When you have completed each of the learning experiences assigned to you for this kit and through the self evaluation procedures have determined that you achieved the intended results, you should request your instructor to assess your proficiency in the performance objectives stated at the beginning of this kit.

Although proficiency assessment may take any one of many forms, it always has the single purpose of measuring your attainment of the performance objectives for which the kit is planned. Thus, it is structured to assess all of and only those behaviors stated in the objectives.

TEN KIT 11Program Planning for the Language Disabled ChildPROFICIENCY ASSESSMENTPerformance Objective 1

The student should perform at the 90 per cent level of proficiency on a test requiring the matching of specific remedial techniques, activities and materials to three specific areas of disability, e.g., auditory-vocal, visual-motor and cognitive.

TEN KIT 11Program Planning for the Language Disabled ChildPROFICIENCY ASSESSMENTPerformance Objective 1

Name \_\_\_\_\_ Date \_\_\_\_\_

- \_\_\_\_\_ 1. Teach cross-diagonal crawling, moving opposite arm and leg toward designated goal. Crawl backward in the same manner.
- \_\_\_\_\_ 2. Cut out red patterns for right hand and knee and green patterns for the left hand and knee. Attach these to the floor and have the child crawl following the cut-out hands and knees.
- \_\_\_\_\_ 3. The Fitzhugh Plus Program
- \_\_\_\_\_ 4. The Frostig Program for the Development of Visual Perception
- \_\_\_\_\_ 5. Montessori Cylinder Blocks
- \_\_\_\_\_ 6. Have different size nuts, bolts, screws, nails, etc. and have the child sort them.
- \_\_\_\_\_ 7. "Show and tell"
- \_\_\_\_\_ 8. Review basic concepts such as days of the week, months, time elements; compare distances within city or school, coin values, common prepositions and concepts of opposite and same.
- \_\_\_\_\_ 9. High interest low vocabulary reading materials such as Cowboy Sam Series and Bucky Button Series can be useful in helping to improve the general fund of knowledge.
- \_\_\_\_\_ 10. Have a discussion about local industries and specifically how father makes a living.
- \_\_\_\_\_ 11. Activities consisting of matching on the basis of color, shape, size and number.
- \_\_\_\_\_ 12. Reproducing simple designs on a peg board using various colors of pegs.
- \_\_\_\_\_ 13. Tracing exercises using geometric forms, templates and stencils.

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- \_\_\_\_\_ 14. Play "Simon Says".
- \_\_\_\_\_ 15. Montessori, Maria, "Exercises for the Discrimination of Sounds", The Montessori Method, 1964, Shocleen Books, Inc., New York, New York.
- \_\_\_\_\_ 16. Have the child repeat a simple word list and pick out the word which does not belong--apples, oranges, bananas, peaches--dress, blouse, coat, hat, etc.
- \_\_\_\_\_ 17. Give the child simple instructions, and have him carry them out.
- \_\_\_\_\_ 18. Have the child identify pictures of familiar objects.
- \_\_\_\_\_ 19. Use puzzles appropriate for the child's level of functioning.
- \_\_\_\_\_ 20. Use Stern materials or Cuisanire Rods in teaching math concepts.
- \_\_\_\_\_ 21. Emphasize cause and effect discussions (What do we do when it rains? What do we take on a picnic?).
- \_\_\_\_\_ 22. Develop and write list of opposites and similarities.
- \_\_\_\_\_ 23. Discuss abstracts such as peace, liberty, justice, etc.
- \_\_\_\_\_ 24. Use dictionary work and discuss the meaning of new words.
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- \_\_\_\_\_ 28. Michigan Tracking Program
- \_\_\_\_\_ 29. The Controlled Reader
- \_\_\_\_\_ 30. Use Word Bingo to teach the Dolch Word List as a sight vocabulary.

TEN KIT 11Program Planning for the Language Disabled ChildPROFICIENCY ASSESSMENTPerformance Objective 1

In the blank before each material, method or activity listed below write either visual-motor, auditory-vocal or cognitive to indicate the area in which it would be most useful:

- |                       |     |                                                                                                                                                                                       |
|-----------------------|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>visual-motor</u>   | 1.  | Teach cross-diagonal crawling, moving opposite arm and leg toward designated goal. Crawl backward in same manner.                                                                     |
| <u>visual-motor</u>   | 2.  | Cut out red patterns for right hand and knee and green patterns for the left hand and knee. Attach these to the floor and have the child crawl following the cut-out hands and knees. |
| <u>visual-motor</u>   | 3.  | <u>The Fitzhugh Plus Program</u>                                                                                                                                                      |
| <u>visual-motor</u>   | 4.  | <u>The Frostig Program for the Development of Visual Perception</u>                                                                                                                   |
| <u>visual-motor</u>   | 5.  | Montessori Cylinder Blocks                                                                                                                                                            |
| <u>visual-motor</u>   | 6.  | Have different size nuts, bolts, screws, nails etc. and have the child sort them.                                                                                                     |
| <u>auditory-vocal</u> | 7.  | "Show and tell"                                                                                                                                                                       |
| <u>cognitive</u>      | 8.  | Review basic concepts such as days of the week, months, time elements; compare distances within city or school, coin values, common prepositions and concepts of opposite and same.   |
| <u>cognitive</u>      | 9.  | High interest low vocabulary reading materials such as Cowboy Sam Series and Bucky Button Series can be useful in helping to improve the general fund of knowledge.                   |
| <u>cognitive</u>      | 10. | Have a discussion about local industries and specifically how father makes a living.                                                                                                  |
| <u>visual-motor</u>   | 11. | Activities consisting of matching on the basis of color, shape, size and number.                                                                                                      |
| <u>visual-motor</u>   | 12. | Reproducing simple designs on a peg board using various colors of pegs.                                                                                                               |
| <u>visual-motor</u>   | 13. | Tracing exercises using geometric forms, templates and stencils                                                                                                                       |

- auditory-vocal 14. Play "Simon Says".
- auditory-vocal 15. Montessori, Maria, "Exercises for the Discrimination of Sounds", The Montessori Method, 1964, Shocleen Books, Inc., New York, New York.
- cognitive 16. Have the child repeat a simple word list and pick out the word which does not belong-- apples, oranges, bananas, peaches--dress, blouse, coat, hat, etc.
- auditory-motor 17. Give the child simple instructions, and have him carry them out.
- visual-motor 18. Have the child identify pictures of familiar objects.
- visual-motor 19. Use puzzles appropriate for the child's level of functioning.
- visual-motor 20. Use Stern materials or Cuisanire Rods in teaching math concepts.
- cognitive 21. Emphasize cause and effect discussions (What do we do when it rains? What do we take on a picnic?).
- cognitive 22. Develop and write list of opposites and similarities.
- cognitive 23. Discuss abstracts such as peace, liberty, justice, etc.
- cognitive 24. Use dictionary work and discuss the meaning of new words.
- visual-vocal 25. Use the tachistoscope to present the Dolch words.
- auditory-vocal 26. APSL Auditory
- auditory-vocal 27. Sound/Order/Sense
- visual-motor 28. Michigan Tracking Program
- visual-motor 29. The Controlled Reader
- visual-motor 30. Use Word Bingo to teach the Dolch Word List as a sight vocabulary.

TEN KIT 11Program Planning for the Language Disabled ChildPROFICIENCY ASSESSMENTPerformance Objective 2

The student will make a card file of specific remedial techniques, activities and materials divided into the three categories--auditory-vocal, visual-motor and cognitive. Twenty cards in each category will be required, and 90 per cent accuracy in categorizing will be required. Three different colors of cards should be used to more readily distinguish between the three categories.

TEN KIT 11Program Planning for the Language Disabled ChildPROFICIENCY ASSESSMENTPerformance Objective 2

The cards should be divided on the basis of the three categories-- auditory-vocal, visual-motor and cognitive.

NOTE: If the student wishes to make narrower categories which can be legitimately justified, this will be acceptable; however, no less than the three categories may be accepted. The cards should be coded according to the three areas of disability, and there should be at least twenty cards in each category.

TEN KIT 11Program Planning for the Language Disabled ChildPROFICIENCY ASSESSMENTPerformance Objective 3

The student should check out two psychological evaluations of LD children and write an individual educational program for each of the children at the 90 per cent level of proficiency.

NOTE: This is an open-book test.

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TEN KIT 11**BEST COPY AVAILABLE**Program Planning for the Language Disabled ChildPROFICIENCY ASSESSMENTPerformance Objective 3

The student should check out two psychological evaluations of LD children and write an individual educational program for each of the children at the 90 per cent level of proficiency on the basis of the following criteria:

- A. Correct listing of strengths and weaknesses (20 points)
  1. On the ITPA a score of 7, 8 or 9 points above or below the child's Mean Scaled Score is considered to be a borderline strength or weakness. A score of 10 or more above or below the mean is considered to be a true strength or weakness.
  2. On the WISC consider any score which is two scaled scores above or below the child's mean when the child's I.Q. falls between 80 and 110 as being a strength or weakness. For example, if a child's I.Q. is 100, his mean scaled score is 10; therefore, a scaled score of 8 can be considered a weakness, or a scaled score of 12 would be considered a strength. For children whose I.Q. falls below 80 or above 110, divide their mean scaled score by four and add that number to the mean scaled score. Any score above this number will be considered a strength. Subtract one-fourth of the mean scaled score from the mean, and any score falling below this number should be considered a weakness. For example, if a child's I.Q. is 140, divide 14 (the mean scaled score) by four which gives 3.5. Add and subtract this number from 14. For this child then any scaled score below 10.5 will be considered a weakness, and any scaled score above 17.5 will be considered a strength.
- B. Behavioral objectives (20 points)
- C. Appropriate general teaching suggestions (20 points) These should include the following:
  1. Best sensory channel to receive information
  2. Best expressive channel to maximize the child's responsiveness

- D. Activities and materials appropriate for child's area of disability (20 points)
- E. Levels of material commensurate with child's demonstrated level of achievement and intellectual functioning (20 points)

The following outline should be followed in writing the educational program:

### Educational Implications

- I. Strengths
  - A.
  - B.
- II. Weaknesses
  - A.
  - B.
- III. Behavioral Objectives
  - A.
  - B.
- IV. General teaching suggestions
  - A. Best sensory channel to receive information
  - B. Best expressive channel to maximize the child's responsiveness
  - C.
  - D.
- V. Remediation of specific areas of disability
  - A.
  - B.
- VI. Reading  
(Including techniques and materials)
  - A.
  - B.
- VII. Spelling  
(Including techniques and materials)
  - A.
  - B.
- VIII. Arithmetic  
(Including techniques and materials)
  - A.
  - B.

NOTE: This is an open-book test indicating that the student is encouraged to use any source for completing this task.

TEN KIT 11Program Planning for the Language Disabled ChildPROFICIENCY ASSESSMENTPerformance Objective 4

The student should respond to the concept of educational programming for LD children as evidenced by his describing in narrative form the advantages and disadvantages of having such programs.

NOTE: Since this is an affective objective, it will not be used to assess proficiency level for this kit; however, students will be required to develop the specified narrative and discuss it with their teacher supervisor.

PREASSESSMENT

Performance Objective 3 TESTS ADMINISTERED AND STATISTICAL RESULTS:

Wechsler Intelligence Scale for Children  
 Wechsler Adult Intelligence Scale

VERBAL IQ 85 %ile 16 PERFORMANCE IQ 103 %ile 57 TOTAL IQ 93 %ile \_\_\_\_\_

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V E R B A L

	Very Superior	Superior	Bright Normal	Average	Dull Normal	Borderline	Mentally Defective
17-20	16	15	14	13	12	11	10
9	8	7	6	5	4	3	2
1	0						

INFORMATION- Memory Cultural background, Remote recall	COMPREHENSION - Common sense, Judgement, Social understanding	ARITHMETIC - Abstract reasoning, Knowledge of numerical operations	SIMILARITIES - Relationship of facts, Verbal concepts, Abstract concepts	VOCABULARY - Abstract ability, Verbal expression, Environmental/educational background	DIGIT SPAN - Attention span, Immediate auditory recall	P E R F O R M A N C E	PIC. COMPLETION - Visual awareness, concentration, discrimination	PIC. ARRANGEMENT - Anticipation, Sequential planning	BLOCK DESIGN - Perception, Motor reproduction, Visual analysis/synthesis	OBJECT ASSEMBLY - Perception, Part-whole relationships, Coordination	CODING - Psycho-motor speed, Ability to concentrate, Persistent effort

Bender-Gestalt: Koppitz Score \_\_\_\_\_ Age Group Mean Score \_\_\_\_\_  
 Peabody Picture Vocabulary Test: M.A. \_\_\_\_\_ I.Q. \_\_\_\_\_ Percentile \_\_\_\_\_  
 Draw-A-Person: CA \_\_\_\_\_ MA \_\_\_\_\_ IQ \_\_\_\_\_  
 Wide Range Achievement Test Actual Grade Placement \_\_\_\_\_  
 Reading Grade 2.4 SS 90 %ile \_\_\_\_\_  
 Spelling Grade 2.0 SS 86 %ile \_\_\_\_\_  
 Arithmetic Grade 2.8 SS 95 %ile \_\_\_\_\_

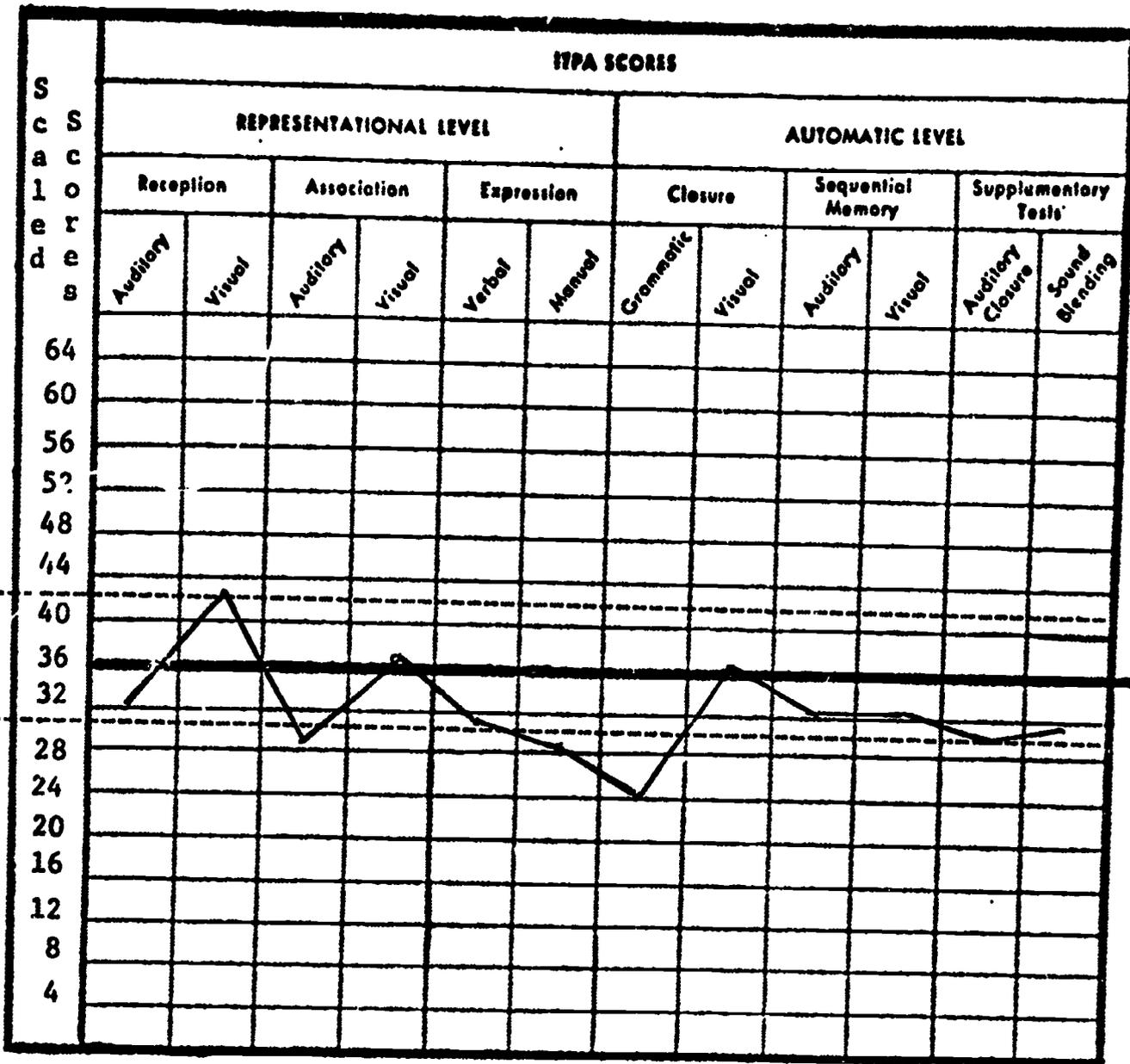
The Harris Tests of Lateral Dominance  
 Hand:  Right \_\_\_\_\_ Left \_\_\_\_\_ Incomplete \_\_\_\_\_  
 Eye:  Right \_\_\_\_\_ Left \_\_\_\_\_ Incomplete \_\_\_\_\_  
 Foot:  Right \_\_\_\_\_ Left \_\_\_\_\_ Incomplete \_\_\_\_\_  
 Knowledge of Left and Right  
 \_\_\_\_\_ Confused \_\_\_\_\_ Hesitant  Normal

Examining Psychologist \_\_\_\_\_

ME Case A SCHOOL AGE 8-4 GRADE 3

ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES

PROFILE OF ABILITIES



Average Range

Average Mean Scaled Score Child's Mean

Child's Composite Psycholinguistic Age 7-4

Child's Mean Scaled Score 30

Explanation of Scaled Scores:

- A Mean Scaled Score of 36 represents Average composite functioning.
- A Scaled Score of 36 on any sub-test represents Average functioning.

Areas of disability are determined by comparing the child's Scaled Score in a particular area to his Mean Scaled Score as follows:

- +6 to -6 points = Average Range
- 8, -9 points = Borderline Disability
- 10 or more points = Specific Disability

OBSERVATIONS:

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\_\_\_\_\_ was friendly and cooperative in a one-to-one situation, and rapport was easily established and maintained throughout the testing situation. Overall, her speech, hearing and vision were considered adequate for testing.

TEST EVALUATION:

The subject is currently functioning intellectually at the middle limits of the Dull Normal range on the verbal tasks, and at the lower limits of the Average range of abilities on the overall tasks, and at the upper limits of the Average range on the nonverbal tasks. On the verbal tasks, moderate variability was revealed, with an Average age of seven years, one month recorded for these tasks. Specifically, \_\_\_\_\_ demonstrated a relative skill on tasks requiring her to make mental computations of arithmetic problems, and her performance was commensurate with a child eight and one-half years old. However, \_\_\_\_\_ revealed moderate impairment on tasks requiring her to recall general knowledge and information accumulated in her everyday experiences, and in her judgment involving the ability to make common sense decisions in a variety of social situations. \_\_\_\_\_ functioned at the six year, six month, and six year, ten month age levels, respectively, on these tasks. Moreover, \_\_\_\_\_ skills were depressed on tasks measuring her memory and concentration involving the recall of a series of digits presented orally, and she attained an age level comparable to a child six and one-half years old. Finally, the six year, two month, and seven year, six month age level was achieved, respectively, on these tasks.

On the nonverbal tasks, moderate variability was also noted, with an Average age of eight years, ten months recorded for these tasks. Specifically, \_\_\_\_\_ demonstrated a significant skill on tasks measuring her ability to make visual identifications of familiar objects from her environment, and in further differentiating essential from nonessential items on those objects. \_\_\_\_\_ performance was associated with a child ten and one-half years old, and reflects her ability to attend and to assimilate visually presented stimuli. Moreover, a relative skill was evidenced on visual motor tasks in which the subject was required to associate numbers with symbols, and then reproduce those symbols. \_\_\_\_\_ functioned at an age level resembling a child nine and one-half years old on this task. Furthermore, the eight year, two month, and eight year, six month age level was attained, respectively, on tasks measuring her ability to arrange socially-oriented stimuli into a logical sequence of events, and in the assembly of puzzle-like pieces into a meaningful whole. Finally, \_\_\_\_\_ performance was slightly below age level on tasks requiring her to reproduce three-dimensional block designs, and her performance resembled a child seven and one-half years old.

On the Wide Range Achievement Test, \_\_\_\_\_ achieved a Spelling grade level of 2.0, with a Standard Score of 86. Her skills on this section included writing her name, copying a series of simple geometric designs, and writing several one-syllable words. Although she misspelled many of the words presented to her, she displayed good skill at writing the words according to their sound. Furthermore, a Reading grade level of 2.4 was achieved, with a Standard Score of 90. On this section, \_\_\_\_\_ was able to read a series of letters of the alphabet, and recognize many one-syllable words. However, she also displayed difficulty with medial and final vowel and consonant sounds, on many of the words she read. Finally, an Arithmetic grade level of 2.8 was obtained, with a Standard Score of 95. On the oral section, \_\_\_\_\_ was able to count fifteen dots, read a series of one and two-digit numbers, and make mental computations of a couple of simple addition and subtraction problems. On the written section, \_\_\_\_\_ demonstrated good skill at working one and two-column addition and subtraction problems. Overall, \_\_\_\_\_ is functioning at a grade level commensurate with her currently reported intellectual abilities.

During the administration of the Illinois Test of Psycholinguistic Abilities, \_\_\_\_\_ was usually cooperative and interested in the tasks. She remarked that she had enjoyed the previous testing session, and inquired if there were any games where she was to find the missing part.

On the Illinois Test of Psycholinguistic Abilities, \_\_\_\_\_ obtained a Composite Psycholinguistic Age of seven years, four months, compared with a Chronological Age of eight years, four months, and a Mean Scaled Score of 30, compared with a score of 36, which average children typically attain. Performance exceeded age level expectations in three areas: visual reception, visual association, and visual closure. \_\_\_\_\_ scores, in all other areas, placed within the average limit of her Mean Scaled Score. Psycholinguistic Age scores ranged from seven years, nine months, to six years, four months, and Scaled Scores from 33 to 24.

A specific strength for \_\_\_\_\_ was revealed in visual reception, the ability to gain meaning from visually presented material. In this area, \_\_\_\_\_ earned a Psycholinguistic Age of ten years, four months, and a Scaled Score of 42 (twelve points above her Mean Scaled Score). A borderline strength for \_\_\_\_\_ lay in visual association, the ability to make relationships among meaningful visual symbols. \_\_\_\_\_ obtained a Psycholinguistic Age of eight years, five months, and a Scaled Score of 37 (seven points above her Mean Scaled Score). Another borderline strength was indicated in visual closure, the ability to identify a common object from an incomplete visual presentation. \_\_\_\_\_ placed at the Psycholinguistic Age of eight years, six months, and a Scaled Score of 37 (seven points above her Mean Scaled Score). Visual-motor functioning was superior to auditory-vocal functioning, except in grammatic closure.

PREASSESSMENT

Performance Objective 3

TESTS ADMINISTERED AND STATISTICAL RESULTS:

Wechsler Intelligence Scale for Children  
 Wechsler Adult Intelligence Scale

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VERBAL IQ 109 %ile 73 PERFORMANCE IQ 114 %ile 82 TOTAL IQ 112 %ile \_\_\_\_\_

V E R B A L		INFORMATION- Memory Cultural background, Remote recall	COMPREHENSION - Common sense, Judgement, Social understanding	ARITHMETIC - Abstract reasoning, Knowledge of numerical operations	SIMILARITIES - Relationship of facts, Verbal concepts, Abstract concepts	VOCABULARY - Abstract ability Verbal expression, Environmental/educational background	DIGIT SPAN - Attention span, Immediate auditory recall	P E R F O R M A N C E				
		PIC. COMPLETION - Visual awareness, concentration, discrimination	PIC. ARRANGEMENT - Anticipation, Sequential planning	BLOCK DESIGN - Perception, Motor reproduction, Visual analysis/synthesis	OBJECT ASSEMBLY - Perception, Part-whole relationships, Coordination	CODING - Psycho-motor speed, Ability to concentrate, Persistent effort						
Very Superior	17-20											
	16											
Superior	15											
	14											
Bright Normal	13											
	12											
Average	11											
	10											
Dull Normal	9											
	8											
Borderline	7											
	6											
Mentally Defective	5											
	4											
	3											
	2											
	1											
	0											

Bender-Gestalt: Koppitz Score 12 Age Group Mean Score 6.8  
 Peabody Picture Vocabulary Test: M.A.      I.Q.      Percentile       
 Draw-A-Person: CA      MA      IQ       
 Wide Range Achievement Test Actual Grade Placement 1  
 Reading Grade 1.4 SS 88 %ile 21  
 Spelling Grade 1.3 SS 87 %ile 19  
 Arithmetic Grade 1.6 SS 91 %ile 27

The Harris Tests of Lateral Dominance  
 Hand:  Right      Left      Incomplete  
 Eye:      Right  Left      Incomplete  
 Foot:  Right      Left      Incomplete

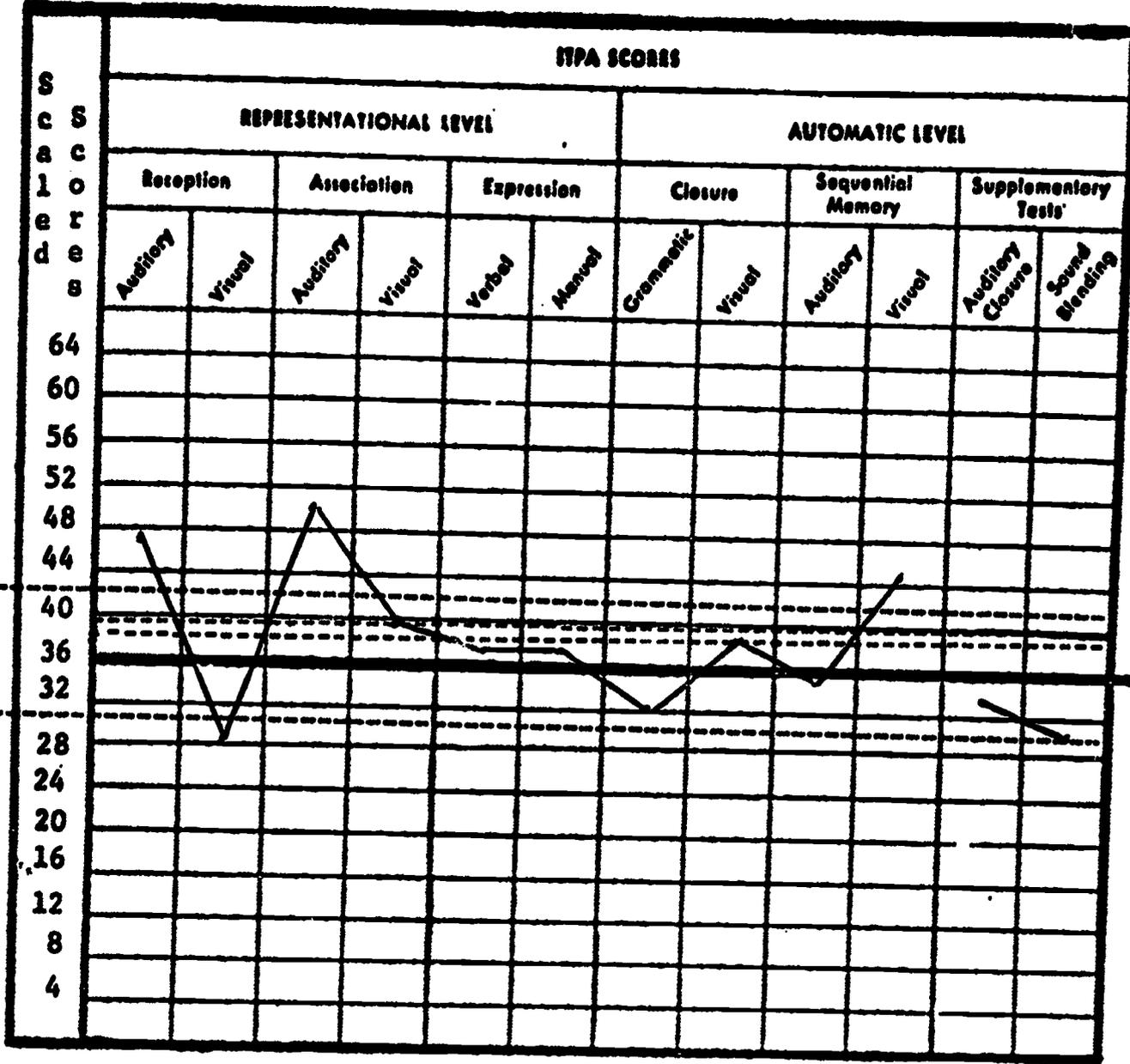
Knowledge of Left and Right  
     Confused  Hesitant      Normal

Examining Psychologist

NAME Case B SCHOOL \_\_\_\_\_ AGE 7-3 GRADE 1

**ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES**

**PROFILE OF ABILITIES**



Average Range

Average Mean Scaled Score  
Child's Mean Scaled Score

Child's Composite Psycholinguistic Age 7-10

Child's Mean Scaled Score 39

Explanation of Scaled Scores:

Mean Scaled Score of 36 represents Average composite functioning.

A Scaled Score of 36 on any sub-test represents Average functioning.

Areas of disability are determined by comparing the child's Scaled Score in a particular area to his Mean Scaled Score as follows:

- to -6 points = Average Range
- 8, -9 points = Borderline Disability
- 10 or more points = Specific Disability

Name:  
Case No. B

Explanation of the Abilities Assessed  
by the Subtests of the ITPA

REPRESENTATIONAL LEVEL

Subtests at this level involve the use of meaningful symbols (verbal or visual) in the process of acquiring, organizing and transmitting verbal or visual concepts.

<u>Subtest</u>		<u>Order of Strengths</u> 1=Greatest; 10=Least
Auditory Reception	(the ability to attend to and derive meaning from verbally presented material)	<u>2</u>
Visual Reception	(the ability to attend to and derive meaning from visual stimuli (pictures))	<u>12</u>
Auditory Association	(the ability to relate or organize concepts presented orally)	<u>1</u>
Visual Association	(the ability to relate or organize concepts presented visually)	<u>4</u>
Verbal Expression	(the ability of the child to express ideas vocally)	<u>6</u>
Manual Expression	(the ability to express ideas manually (gestures, pantomime))	<u>7</u>

AUTOMATIC LEVEL

Subtests at this level involve involuntary but well organized automatic processes as utilized with nonmeaningful material.

Grammatical Closure	(the ability to make use of the redundancies of oral language in acquiring automatic habits for handling syntax and grammatical inflections)	<u>10</u>
Visual Closure	(the ability to identify a common object from an incomplete visual presentation)	<u>5</u>

Name:  
Case No. B

Supplementary Tests

Auditory Closure	(the ability to fill in missing parts which were deleted in auditory presentation and to produce a complete word)	<u>9</u>
Sound Blending	(the ability to reproduce the separate parts of a word and produce an integrated whole)	<u>11</u>

~~Developed and Produced by Special Educational Services Department,  
Education Service Center, Region X~~

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### OBSERVATIONS:

\_\_\_\_\_ is a red-haired, freckled seven year old boy of average size. The subject was cooperative and spontaneously conversed with the examiner. \_\_\_\_\_ particularly expressed enjoyment when reproducing the figures on the Bender Gestalt, stating, "I like all of them." The subject appeared highly motivated throughout the testing period. \_\_\_\_\_ was able to communicate in complete sentences and his speech was clear and understandable. No auditory or visual deficits were apparent. Hearing, vision and rapport appeared adequate for testing purposes.

### TEST EVALUATION:

\_\_\_\_\_ current overall and nonverbal intellectual functioning is in the Bright Normal range; however, the subject demonstrated functioning in the high Average range on verbal tasks. Overall, \_\_\_\_\_ performed at a mental age of 8 years, 2 months. The subject performed slightly better on nonverbal tasks (average mental age 8 years, 9 months) than on verbal tasks (average mental age 7 years, 9 months); however, this difference is not statistically significant. On verbal tasks involving fund of general information or arithmetic skills, \_\_\_\_\_ ability is representative of a mental age of 6 years, 6 months and 6 years, 10 months, respectively. The subject exhibited limited general knowledge regarding familiar objects within his surroundings which is usually obtained through formal education. Likewise, \_\_\_\_\_ demonstrated slightly limited arithmetic skills. The subject was able to count and solve a few simple subtraction problems when concrete objects were presented. \_\_\_\_\_ appeared to understand the concept of "half." Furthermore, the subject was able to solve a single auditorially administered problem in addition. \_\_\_\_\_ social judgement and rote auditory memory are characteristic of a mental age of 7 years, 6 months. The subject showed ability to evaluate and utilize past experiences in socially acceptable ways. Similarly, \_\_\_\_\_ was able to immediately recall auditorially presented stimuli and to shift ideationally to formulate the learning set required to repeat digits in reverse order. \_\_\_\_\_ vocabulary skills approximate a mental age of 8 years, 6 months. The subject exhibited well-developed ability to verbally define common nouns, as well as several abstract words. The subject performed best on verbal tasks involving the ability to determine essential relationships between dissimilar objects, mental age 9 years, 6 months. \_\_\_\_\_ showed refined ability to see basic, similar relationships between familiar objects.

\_\_\_\_\_ simple assembly skills are characteristic of a mental age of 6 years, 6 months. The subject exhibited difficulty in visually anticipating part-whole relationships among a few concrete visual forms. On the nonverbal tasks involving visual organization, \_\_\_\_\_ ability is representative of a mental age of 7 years, 2 months. The subject demonstrated the ability to visually plan and sequence a series of socially-oriented, pictorially presented material commensurate with his chronological age. \_\_\_\_\_ nonverbal reasoning approximates a mental age of 9 years, 6 months. The subject showed well-developed ability to reproduce two-dimensional geometrical patterns by successfully manipulating four multi-colored blocks. \_\_\_\_\_ performed best on nonverbal tasks involving visual memory/psychomotor speed,

or visual alertness, mental age 10 years, 2 months and 10 years, 6 months, respectively. The subject exhibited refined ability to reproduce written symbols involving visual perception. Similarly, \_\_\_\_\_ showed superior ability to visually detect the absence of relevant details among familiar objects. Overall, \_\_\_\_\_ nonverbal performance is characterized by well-developed nonverbal reasoning, well-developed concentration and attention to visual stimuli, superior ability to isolate and identify essential rather than nonessential characteristics and flexibility in problem solving techniques.

\_\_\_\_\_ performance on the Bender Gestalt Test (Koppitz score - 12) is well beyond the acceptable range for his particular age group (1.2 to 8.4). The subject's reproductions are characterized by distortion of shape, perseveration, rotation and marked lack of integration of the Gestalt figures. Such performance most likely indicates problems in the visual-perceptual realm.

As assessed by the Wide Range Achievement Test, \_\_\_\_\_ is currently functioning at the first grade level in reading, spelling and arithmetic. The subject was able to reproduce simple geometrical symbols and print his name. Likewise, \_\_\_\_\_ was able to match identical letters by form and identify letters of the alphabet when presented visually in random order. Currently, \_\_\_\_\_ was able to spell and read only a few highly familiar one-syllable words; however, auditory recognition of letter sounds and sight vocabulary are commensurate with present grade placement. No phonic skills were demonstrated. The subject was able to count and identify one-digit numerals on sight. Furthermore, \_\_\_\_\_ was able to solve a few simple problems in addition and subtraction when presented in printed form or when problems were auditorially administered. Current achievement is generally lower than demonstrated intellectual functioning; however, overall, achievement is commensurate with current grade placement.

As reported by the teacher, \_\_\_\_\_ is a "well behaved" youngster. The subject demonstrated functioning, overall, in the Bright Normal range. The subject exhibited well-developed visual alertness, nonverbal reasoning and visual memory. \_\_\_\_\_, further, exhibited well-developed ability to express himself verbally.

During administration of the Illinois Test of Psycholinguistic Abilities, \_\_\_\_\_ was a very outgoing talkative child who related enthusiastically and cooperatively in the testing situation. He attended well and attempted all items presented. A slight lisp was noted. Speech, vision and hearing appeared adequate for purposes of testing.

On the Illinois Test of Psycholinguistic Abilities, \_\_\_\_\_ obtained a Composite Psycholinguistic Age of 7 years, 10 months compared with his chronological age of 7 years, 3 months and a Mean Scaled Score of 39, compared with a score of 36, which normal children typically attain and a Normal Range of 30 to 42. Considerable discrepancy was revealed in performance between areas. Subtest PLA scores ranged from 5 years, 10 months to 10 years, 5 months and Standard Scores ranged from 28 to 50.

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Name:  
Case No. B

\_\_\_\_\_ exhibited exceptional strength in his comprehension of verbal language (PLA 10-2, Standard Score 47) and in his ability to organize verbal concepts (PLA 9-9, Standard Score 50). Verbal concepts appear well established. \_\_\_\_\_ vocabulary is apparently above chronological age level expectations, and he is well able to manipulate verbal material. In expressing relevant verbal concepts to describe common objects, \_\_\_\_\_ performed at the 7 year, 8 month level. (Standard Score 38).

Performance in other verbal areas was at a much lower level - consistent with 5 and 6 year level functioning. Although well within the normal range expected for a child \_\_\_\_\_ age, his attentiveness to and memory for the sequential arrangement of digits was weak (Standard Score 35) relative to his Mean. Criteria for borderline disability was met on the grammatic closure subtest (Standard Score 32) which assesses the degree to which the child has habituated the ability to anticipate proper grammar and sentence structure. A cultural background where improper grammar is utilized obviously might result in depressed performance on this subtest. Again, borderline disability was defined in the area of sound blending. \_\_\_\_\_ Standard Score of 30 on this subtest is 9 points below his Mean. On a subtest measuring the child's ability to fill in missing parts to form words from incomplete cues, indicating weakness in this capacity.

The low point on the profile was in visual reception, the ability to understand visual stimuli (pictures). \_\_\_\_\_ performance at the 5 year 7 month level and Standard Score of 28 (11 points below his Mean) is indicative of specific disability in this area. Performance on this subtest is dependent upon visual perception, memory and previous concept formation. It is difficult for the examiner to hazard a hypothesis to explain \_\_\_\_\_ low performance on this subtest. Visual acuity, memory or perceptual difficulties may be operant although little other data supports these possibilities. Strength was exhibited on all other visual-motor subtests.

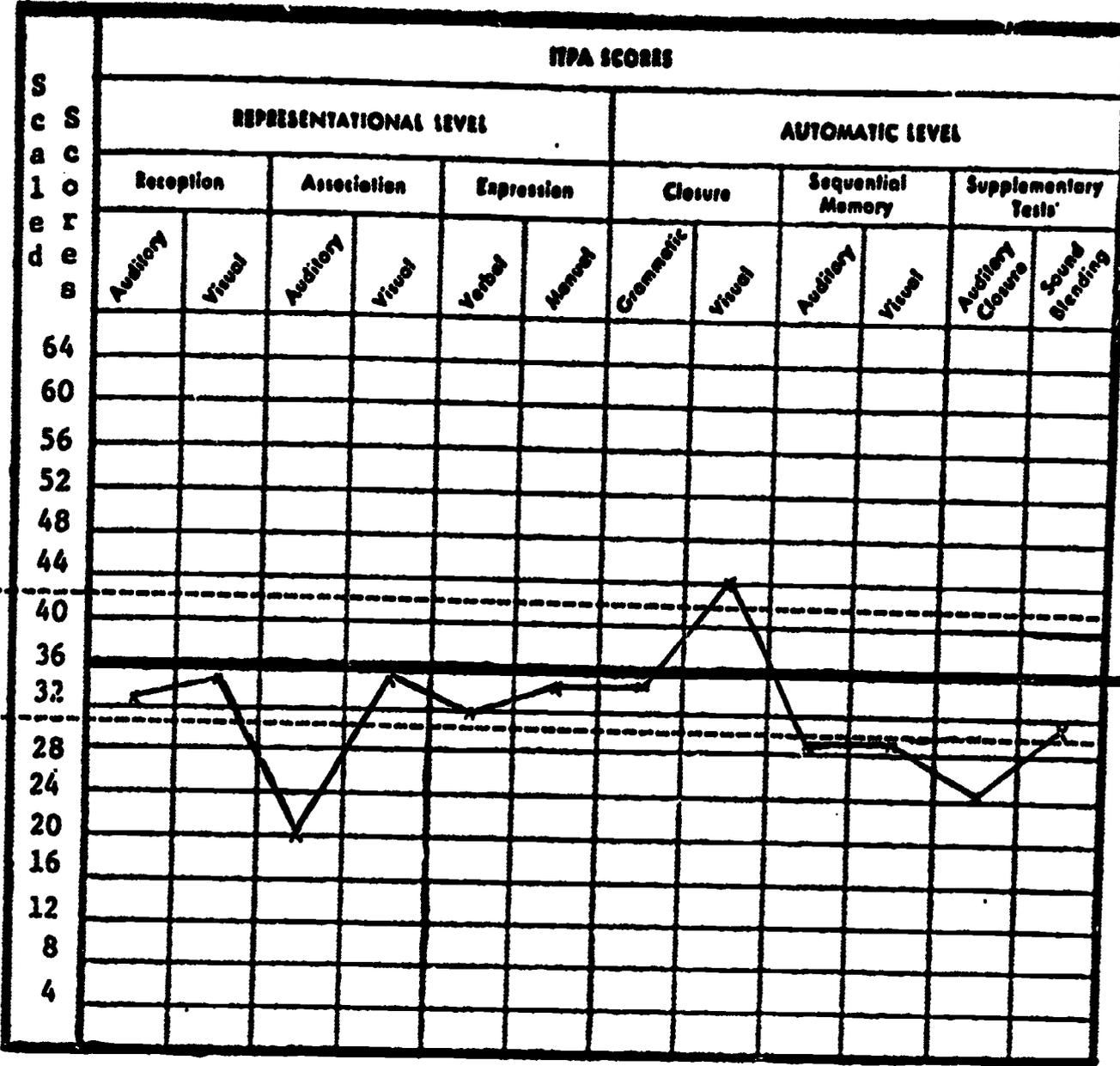
\_\_\_\_\_ organized visual concepts at the 8 year, 0 month level (Standard Score 40) and expressed himself motorically at the 7 year, 11 month level (Standard Score 38). Visual perception and the ability to generalize from a visual cue to a whole image as tapped by the Visual Closure subtest were at the 7 - 9 year level (Standard Score 39). On the visual sequential memory subtest which reflects the child's ability to attend to and remember visual symbols sequentially, \_\_\_\_\_ demonstrated strength with a PLA of 10-5 and Standard Score of 45. Performance on this subtest is frequently indicative of spelling and reading ability and correlates fairly well with overall academic achievement. A strong tendency toward rotation was noted, however, and \_\_\_\_\_ did perform erratically on this subtest.



ME Case C SCHOOL \_\_\_\_\_ AGE 8-5 GRADE 3

**ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES**

**PROFILE OF ABILITIES**



Average Mean Scaled Score Child's Mean

Child's Composite Psycholinguistic Age 7-6

Child's Mean Scaled Score 32

**Explanation of Scaled Scores:**

- A Mean Scaled Score of 36 represents Average composite functioning.
- A Scaled Score of 36 on any sub-test represents Average functioning.
- Areas of disability are determined by comparing the child's Scaled Score in a particular area to his Mean Scaled Score as follows:
- + to -6 points = Average Range
- 7, -8, -9 points = Borderline Disability
- 10 or more points = Specific Disability

Explanation of the Abilities Assessed  
by the Subtests of the ITPA

REPRESENTATIONAL LEVEL

Subtests at this level involve the use of meaningful symbols (verbal or visual) in the process of acquiring, organizing and transmitting verbal or visual concepts.

<u>Subtest:</u>		<u>Order of Strengths</u> 1=Greatest; 10=Least
Auditory Reception	(the ability to attend to and derive meaning from verbally presented material)	<u>6</u>
Visual Reception	(the ability to attend to and derive meaning from visual stimuli (pictures))	<u>5</u>
Auditory Association	(the ability to relate or organize concepts presented orally)	<u>12</u>
Visual Association	(the ability to relate or organize concepts presented visually)	<u>2</u>
Verbal Expression	(the ability of the child to express ideas vocally)	<u>7</u>
Manual Expression	(the ability to express ideas manually (gestures/pantomime))	<u>4</u>

AUTOMATIC LEVEL

Subtests at this level involve involuntary but well organized automatic processes as utilized with non-meaningful material.

Grammatical Closure	(the ability to make use of the redundancies of oral language in acquiring automatic habits for handling syntax and grammatical inflections)	<u>3</u>
Visual Closure	(the ability to identify a common object from an incomplete visual presentation)	<u>1st</u>
Auditory Memory	(the ability to attend to, remember, and reproduce sequences of digits increasing the length from two to eight digits)	<u>10</u>

Visual  
Memory

(the ability to attend to, remember, and  
reproduce sequences of non-meaningful  
figures)

9

Supplementary Tests

Auditory  
Closure

(the ability to fill in missing parts which  
were deleted in auditory presentation and  
to produce a complete word)

11

Sound  
Blending

(the ability to reproduce the separate parts  
of a word and produce an integrated whole)

8

~~Developed and Produced by Special Educational Services Department,  
Education Service Center, Region X.~~

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### OBSERVATIONS:

\_\_\_\_\_ was friendly and cooperative in a one-to-one situation and rapport was easily established and maintained throughout the testing situation. Overall his speech, hearing and vision were also considered adequate for testing.

### TEST EVALUATION:

The subject is currently functioning intellectually at the upper limits of the Dull-Normal range with respect to the verbal tasks, at the lower limits of the average range on the overall tasks. On the verbal tasks moderate variability was revealed with an average age of 7 years 1 month recorded for these tasks. Specifically, a relative skill was demonstrated in his judgement in making common sense decisions in a variety of social situations and his performance was commensurate with a child 8 years 2 months old. However, \_\_\_\_\_ functioned slightly below age level on tasks measuring his memory and concentration in recalling a series of digits presented orally and in making mental computations of arithmetic problems. On these tasks \_\_\_\_\_ attained the 7 year 6 month and 7 year 10 month age level respectively. Moreover, the 7 year 10 month age level was also achieved on tasks requiring him to compare and to see common features in concrete objects that are apparently dissimilar in nature. Extremely depressed skills were noted in his ability to express the meaning of vocabulary words, and his performance resembled a child 5 years 2 months old. Finally, the 6 1/2 year old level was achieved on tasks measuring his ability to recall general knowledge and information accumulated in his everyday experiences.

On the nonverbal tasks moderate variability was revealed with an average age of 10 years 8 months recorded for these tasks. Specifically, areas of exceptional skill included his ability to make visual identifications of familiar objects from his environment and in further differentiating essential from nonessential items on those objects. \_\_\_\_\_ functioned at the 11 1/2 year old level and reflects his ability to assimilate visually presented stimuli. The 11 1/2 year old level was also attained on tasks involving the reproduction of three dimensional block designs. Furthermore, \_\_\_\_\_ performance was associated with a child 10 1/2 years old in his ability to assemble puzzle-like pieces into a meaningful whole and to arrange socially oriented stimuli into a logical sequence of events. Finally, on tasks measuring his ability to associate numbers with symbols, \_\_\_\_\_ achieved the 9 1/2 year old level.

On the Wide Range Achievement Test, \_\_\_\_\_ attained a spelling grade level of 1.3 with a Standard Score of 78. His skills on this section consisted of writing his name, copying a series of simple geometric designs in a specified amount of time, and writing a couple of one syllable words. However, he would not attempt to write any of the spelling words he did not know. Furthermore, a reading grade level of 1.3 was also achieved with a Standard Score of 78. On this section he was able to read a majority of letters of the alphabet and to recognize a few one syllable words. \_\_\_\_\_ was very reluctant to pronounce any of the words he did not know. Finally, an arithmetic grade level of 2.8 was attained with a Standard Score of 95.

On the oral section \_\_\_\_\_ was able to count 15 dots, read a series of one and two digit numbers, and make mental computations of simple addition and subtraction problems. On the written section \_\_\_\_\_ demonstrated good skill in working several, one and two column addition and subtraction problems. Overall, the subject is functioning at a spelling and reading grade level commensurate with his currently reported intellectual abilities. However, his arithmetic grade level was slightly higher than his intellectual abilities.

During the administration of the Illinois Test of Psycholinguistic Abilities, \_\_\_\_\_ was a cooperative boy who appeared somewhat small for his age. He worked diligently at most tasks, seldom commenting or talking with the examiner.

On the Illinois Test of Psycholinguistic Abilities, \_\_\_\_\_ obtained a composite Psycholinguistic age of 7 years, 6 months compared with his chronological age of 8 years, 5 months and a Mean Scaled Score of 32 compared with a score of 36 which average children typically attain. Performance exceeded age level expectations in only one area, visual closure, where he obtained a psycholinguistic age score of 10 years, 6 months and a scaled score of 44 (12 points above his Mean Scaled Score). Performance was depressed in all other areas with psycholinguistic age scores ranging from 8 years, 2 months to 5 years, 6 months. Scaled scores ranged from 35 to 20.

Specific disability was revealed in auditory association, where \_\_\_\_\_ scored at the 5 year, 7 month level with a Scaled Score of 20 (12 points below his Mean Scaled Score). A borderline disability was isolated in auditory closure, in which \_\_\_\_\_ scored at 5 year, 6 month level with a Scaled Score of 24 (8 points below his Mean Scaled Score). In both channels, reception, association and expression were generally commensurate.

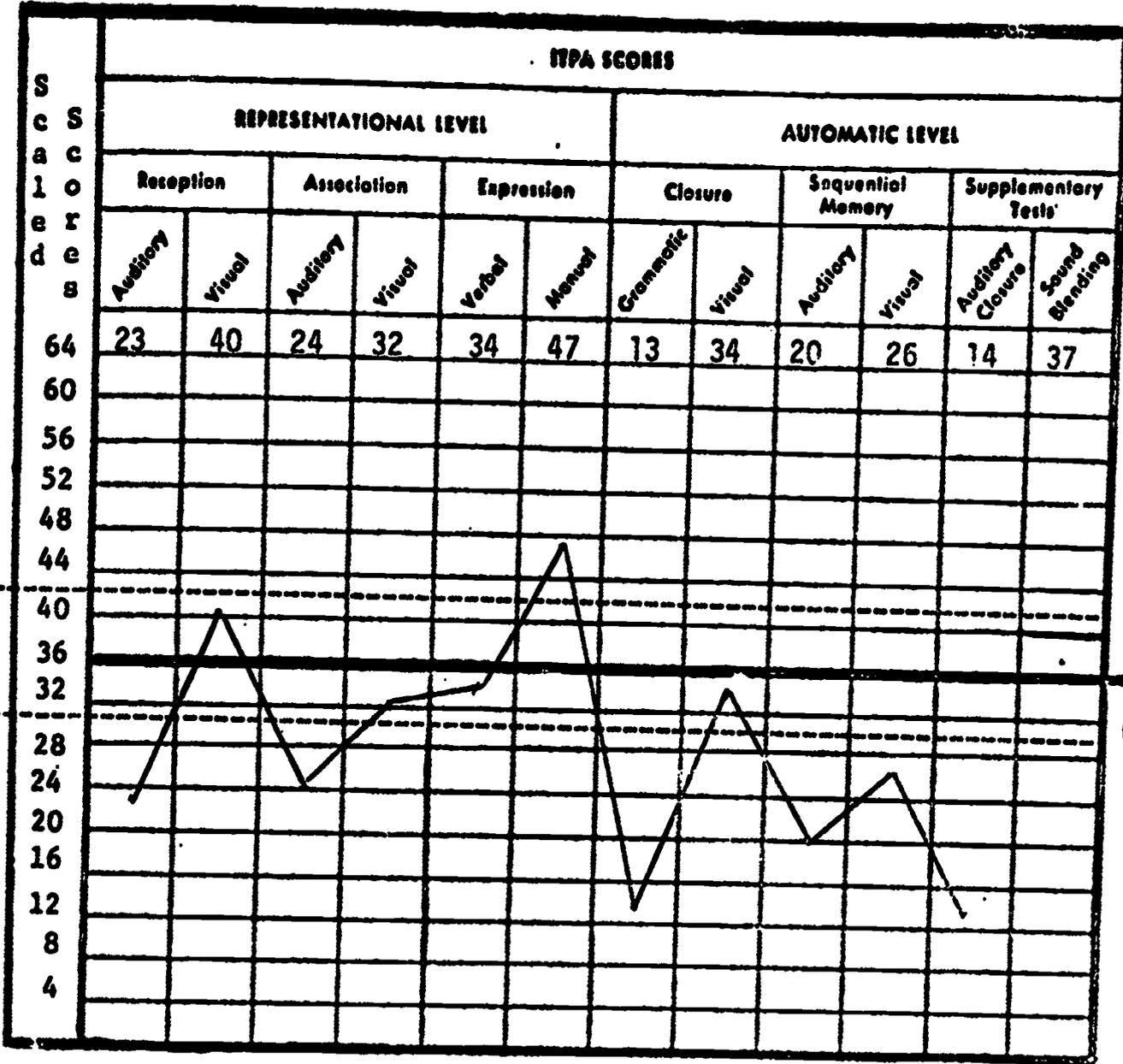
\_\_\_\_\_ drawings on the Bender did not reveal any significant evidence of visual-motor immaturity.



AME Case D SCHOOL \_\_\_\_\_ AGE 9-7 GRADE MBI

ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES

PROFILE OF ABILITIES



Average Range Average Mean Scaled Score Child's Mean

Child's Composite Psycholinguistic Age 7-7

Child's Mean Scaled Score 29

Explanation of Scaled Scores:

A Mean Scaled Score of 36 represents Average composite functioning.

A Scaled Score of 36 on any sub-test represents Average functioning.

Areas of disability are determined by comparing the child's Scaled Score in a particular area to his Mean Scaled Score as follows:

- +6 to -6 points = Average Range
- 7, -8, -9 points = Borderline Disability
- 10 or more points = Specific Disability

Name:  
Case No. D . . .

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### OBSERVATIONS:

Speech, hearing and vision were considered adequate for testing. Rapport was easily established and maintained throughout the testing period. The subject appeared to be a pleasant little girl with dark brown hair and brown eyes. She approached nonverbal tasks by trial and error showing only moderate ability to assess when her solutions were appropriate. She counted on her fingers to aid in simple addition and subtraction problems.

### TEST EVALUATION:

Administration of the Wechsler Intelligence Scale for Children indicates the subject is functioning in the lower limits of the Dull Normal range in verbal abilities and in the upper limits of the Borderline range in non-verbal and overall intellectual abilities. Of the verbal abilities, greatest relative strength was shown in the ability to perceive a relationship of facts and to discriminate between essential and superficial likenesses, which is appropriate for her age. Strength in this area indicates the subject is able to generalize classroom work to practical application in situations outside the school environment. The ability to make practical judgement and use common sense in a variety of situations is functioning on a level slightly above that expected of 8 year olds. The mastery of basic arithmetical concepts and overall numerical reasoning is operating slightly below the 8 year level of expectancy. Relative weakness was noted in vocabulary and word understanding and funds of information and general knowledge which are comparable to someone about 6 1/2 years of age. Greatest relative weakness was shown in the ability to recall auditory information in the proper sequence and detail when presented as digits. In this area of rote memory the subject compares to someone slightly below the age of 6.

Nonverbally, the subject shows relative strength in the ability to perceive and integrate puzzle-like parts of concrete objects into significant wholes and in the ability to logically visualize the sequence of events of various social situations presented on a comic strip format. In these areas the subject's functioning approximates the 8 1/2 year old child. The ability to manipulate multi-colored blocks to produce abstract designs compares to someone slightly over 7 years of age. Slightly below the 7 year level was demonstrated on a task of psycho-motor speed measuring the ability to learn visual motor skills from repetitive experiences. Greatest relative weakness was shown on a task of visual awareness measuring the ability to visualize essential from nonessential detail and to identify familiar stimuli from the environment.

Administration of the Wide Range Achievement Test yielded the following grade level and Standard Scores: Reading grade level 2.5, Scaled Score 81; Spelling grade level 2.5, Scaled Score 81; Arithmetic grade level 2.4, Scaled Score 80. Reading and spelling skills include a basic sight vocabulary on the second grade level. On reading words the subject appeared to approach unfamiliar words by the configuration of the letters. On spelling words she demonstrated good understanding of initial and final consonant sounds and initial vowel sounds and some knowledge of medial vowels and

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syllabication. The subject is able to count visual stimuli up to 15, recognizes one and two digit numbers, and understands the concept of one number being greater than another. She is able to perform simple addition and subtraction problems under 10 using her fingers to aid in counting.

The subject is presently functioning academically on a level that is commensurate with her currently measured intellectual capabilities. A comparison of the Wechsler Intelligence Scale for Children scores with those obtained by a previous administration shows overall intellectual abilities as essentially the same, verbal abilities are slightly higher, and nonverbal abilities are significantly lower.

During the Illinois Test of Psycholinguistic Abilities, she appeared to be a verbal and friendly youngster who was very cooperative throughout the evaluation. When questioned, \_\_\_\_\_ indicated that she likes school, especially art.

It was observed that \_\_\_\_\_ responded with numerous irrelevant replies on the Verbal Expression subtest (this test requires a child to express her ideas verbally). She also seemed to have difficulty with reversing the numbers on the Auditory Sequential Memory subtest (requires a child to repeat series of digits in sequence). A mild misarticulation was observed in the child's speech. \_\_\_\_\_ tends to substitute the /f/ for the voiceless /th/ phoneme. This misarticulation was considered mild and may not warrant a formal speech therapy program.

On the Illinois Test of Psycholinguistic Abilities \_\_\_\_\_ achieved a composite Psycholinguistic Language Age of 7 years, 7 months which is approximately two years inferior to her Chronological Age of 9 years, 7 months. \_\_\_\_\_ earned a Mean Scaled Score of 27, which is below normal limits (the norm for her age is 36). The 75% percentile expectancy was reached on three of the subtests of the ITPA. The expected language age was not reached on the remaining nine subtests.

Relative ability was indicated on subtests of Manual Expression (the ability to express ideas motorically) and Visual Reception (the ability to understand what is seen). On the subtest of Manual Expression \_\_\_\_\_ reached the test ceiling and achieved a language age above 10 years, 4 months with a Scaled Score of 47, (18 points above her Mean Scaled Score). On the Visual Reception subtest \_\_\_\_\_ achieved a language age of 10 years, 10 months with a Scaled Score of 40 (eleven points above her Mean).

Specific disability was indicated on the subtest of Grammatical Closure (the ability to use the grammatical structure of language automatically). On this subtest \_\_\_\_\_ achieved a language age of 6 years, 2 months with a Scaled Score of 13 (16 points below her Mean). Specific disability was indicated on the Auditory Closure subtest (the ability to produce a word from an incomplete auditory presentation). On this subtest \_\_\_\_\_ earned a language age of 4 years, 11 months with a Scaled Score of 15 (15 points below her Mean).

Criteria for a borderline disability was met on the subtest of Auditory Sequential Memory (the ability to recall a series of digits presented auditorially). \_\_\_\_\_ earned a language age of 3 years, 5 months with a Scaled Score of 20 (9 points below her Mean).

Name:  
Case No. D

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Considerable scatter was evident between auditory-vocal and visual motor channels of language functioning indicating learning problems. All remaining subtests fell within normal variances of the Mean Deviate Score. However, the examiner would like to point out that language functioning was generally depressed in the auditory-vocal channel. The visual motor channel appears to be the stronger of the two channels.

Name:  
Case No. A

### **Educational Implications:**

#### **I. Strengths**

- A. Visual awareness for missing details in visual stimuli. (WISC Picture Completion).
- B. Psycho-motor speed. (WISC Coding).
- C. Ability to receive information presented visually. (ITPA Visual Reception).
- D. Ability to relate information received visually forming abstract concepts (Borderline strength). (ITPA Visual Association).
- E. Ability to identify a common object from an incomplete visual presentation (Borderline strength). (ITPA Visual Closure).

#### **II. Weaknesses**

- A. General fund of information. (WISC Information).
- B. Common sense, judgement, and reasoning. (WISC Comprehension).
- C. Ability to relate facts and form verbal concepts. (WISC Similarities).
- D. Immediate auditory recall. (WISC Digit Span).

#### **III. Performance objectives (See Kit 7 for guidelines for writing performance objectives).**

##### **Example:**

At the end of a four-week period, the subject will be reading at the 2.5 grade level with 95 per cent comprehension as measured by a teacher-made informal reading inventory.

#### **IV. General teaching suggestions**

- A. Test results suggest that the best method of receiving information is through the visual channel. Therefore, the following recommendations are made:
  1. Use short, one-concept phrases.
  2. Ask short questions.
  3. Use experience charts in reading.
  4. Give visual cues whenever possible (gestures, written material, etc.).
  5. Use visual aids whenever possible.

Name:  
Case No. A

- B. Test results do not indicate a significant difference between verbal and manual expression; therefore, both means of communication should be encouraged.
- C. Learning experiences should begin at the second grade level or below to insure initial success thus establishing a positive attitude toward learning.
- D. Tasks should be short with emphasis being placed on task completion.
- E. Reinforce each completed task with recognition and praise.

V. Remediation of specific areas of disability

(Each of the weaknesses listed under the subheading, Weaknesses, should be listed with appropriate activities and materials. The student should use the reference list for this kit and Region X, SEIMC.)

VI. Reading

Since the visual channel is superior to the auditory vocal channel, a more visual approach to reading using a linguistic base such as The Sullivan Programmed Reading Series should be recommended.

VII. Spelling

(Materials should be selected from the references at the beginning second grade level).

VIII. Arithmetic

(Materials should be selected from the references at the beginning second grade level).

Name:  
Case No. B

### Educational Implications:

#### I. Strengths

- A. The ability to relate facts and form verbal concepts. (WISC Similarities and ITPA Auditory Association).
- B. Visual awareness for missing details in visual stimuli. (WISC Picture Completion).
- C. Psycho-motor speed. (WISC Coding).
- D. The ability to receive information presented verbally. (ITPA Auditory Reception).

#### II. Weaknesses

- A. General fund of information. (WISC Information).
- B. Knowledge of part-whole relationships. (WISC Object Assembly).
- C. Ability to receive information presented visually. (ITPA Visual Reception).
- D. Ability to make use of the redundancies of oral language in acquiring the automatic habits for handling syntax and grammatic closure (Borderline). (ITPA Grammatic Closure).
- E. Ability to reproduce the separate parts of a word and produce an integrated whole (Borderline). (ITPA Sound Blending).
- F. Visual perceptual skills. (Bender-Gestalt Test).
- G. Knowledge of left and right or laterality and directionality. (Harris Lateral Dominance Test).

#### III. Performance objectives (See Kit 7 for guidelines for writing performance objectives).

##### Examples:

At the end of the current school year \_\_\_\_\_ reading achievement will be commensurate with demonstrated intellectual potential on the WISC as measured by the WRAT.

At the end of a six weeks period, \_\_\_\_\_ will have increased his reading level to 1.6 with 95 per cent comprehension as measured by a teacher-made informal reading inventory.

#### IV. General teaching suggestions

- A. Results of the ITPA indicate that the best means of receiving information is through the auditory channel. Therefore, the following recommendations are made:

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Name:

Case No. B

1. Allow the child to auditorize whenever possible.
2. Use the phonic or linguistic method in teaching reading.
3. Check comprehension carefully, giving auditory clues.
4. Permit the child to use records, tape recorder or other methods of auditorizing material to be learned.
5. Provide auditory cues when possible.

B. Test results do not indicate a significant difference between the verbal and manual expressive processes; therefore, encourage \_\_\_\_\_ to express himself verbally and manually.

C. Design learning experiences below his demonstrated achievement. Learning experiences should begin at the readiness level.

D. Learning experiences should be short enough for him to complete within his interest span.

E. Insist that each task be completed to improve self-concept.

F. Reinforce completed tasks with recognition and praise.

V. Remediation of specific areas of disability

(The student should list each of the weaknesses listed under II. Weaknesses, and appropriate activities and materials should be selected from the references of this kit).

VI. Reading

(In this case since auditory reception is superior to visual reception, the Merrill Linguistic Reading Series, Let's Read or APSL would be the reading material to recommend when the child has passed the readiness level of functioning. The student should be able to pick materials for this level from the Region X, SEIMC or other references in this kit).

VII. Spelling

(These should be on a readiness level and should be picked from Region X, SEIMC or other references in this kit).

VIII. Arithmetic

(These should be on a readiness level and should be picked from Region X, SEIMC or other references in this kit).

Name:  
Case No. C

## Educational Implications

### I. Strengths

- A. Visual awareness for missing details in visual stimuli (WISC Picture Completion).
- B. Logical sequencing of socially orientated pictures. (WISC Picture Arrangement).
- C. Analysis and synthesis of abstract designs. (WISC Block Design).
- D. Knowledge of part-whole relationships. (WISC Object Assembly).
- E. Ability to identify a common object from an incomplete visual presentation. (ITPA Visual Closure).

### II. Weaknesses

- A. General fund of information. (WISC Information).
- B. Abstract reasoning required to solve arithmetic problems presented verbally. (WISC Arithmetic).
- C. Knowledge of word meanings and verbal expression. (WISC Vocabulary).
- D. Ability to relate information received auditorially and form abstract concepts. (ITPA Auditory Association).
- E. The ability to fill in missing parts which were deleted in auditory presentation and to produce a complete word. (ITPA Auditory Closure).

### III. Performance Objectives (See Kit 7 for guidelines for writing performance objectives).

#### Example:

At the end of a four-week period, the subject will be able to read at the 1.4 grade level with 95 per cent comprehension as measured by a teacher-made informal reading inventory.

### IV. General teaching suggestions

- A. There is not a significant difference between the auditory and visual reception of information; therefore, a combined auditory and visual approach should be utilized.
- B. There was not a significant difference between verbal and manual expression; therefore, both means of communication should be encouraged.
- C. Learning experiences in reading and spelling should be at the beginning first grade level to insure success experiences.

Name:  
Case No. C

D. Learning experiences should be short enough to insure task completion. Incompleted tasks decrease positive self-concept.

E. Reinforce each completed task with recognition and praise.

V. Remediation of specific areas of disability.

(Each of the weaknesses listed under the subheading, Weaknesses, should be listed with appropriate activities and materials. The student should use the reference list for this kit and Region X, SEIMC).

VI. Reading

Since the visual channel is superior to the auditory-vocal channel, a more visual approach such as the Sullivan Programmed Reading Series should be recommended.

VII. Spelling

Materials should be selected from kit references and Region X, SEIMC.

VIII. Arithmetic

Materials should be selected from the kit references and Region X, SEIMC.

Name:  
Case No. D

### Educational Implications

#### I. Strengths

- A. Ability to relate facts and form abstract concepts. (WISC Similarities).
- B. Ability to receive information presented visually. (ITPA Visual Reception).
- C. The ability to express ideas manually (gestures, pantomime). (ITPA Manual Expression).
- D. The ability to reproduce the separate parts of a word and produce an integrated whole. (ITPA Sound Blending) (Borderline Strength).

#### II. Weaknesses

- A. General fund of information. (WISC Information).
- B. Immediate auditory recall. (WISC Digit Span and ITPA Auditory Sequential Memory).
- C. Visual awareness for missing details in visual stimuli. (WISC Picture Completion).
- D. The ability to make use of the redundancies of oral language in acquiring automatic habits for handling syntax and grammatic inflections. (ITPA Grammatic Closure).
- E. Ability to fill in missing parts which were deleted in auditory presentation and produce a complete word. (ITPA Auditory Closure).

#### III. Performance objectives (See Kit 7 for guidelines for writing performance objectives).

Example:

At the end of a four-week period the subject will be able to read at the 2.6 grade level with 95 per cent comprehension as measured by a teacher-made informal reading inventory.

#### IV. General teaching suggestions

- A. Test results indicate that the best means of receiving information is through the visual channel; therefore, the following recommendations are made:
  1. Use short, one-concept phrases.
  2. Ask short questions.
  3. Use experience charts in reading.

Name:  
Case No. D

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4. Give visual clues whenever possible (gestures, written material, etc.).

5. Use visual aids whenever possible.

B. The best means of responding appears to be manual expression (gestures and pantomime); therefore, the following recommendations are made:

1. Provide opportunity and time for oral responses.

2. Provide moral support and many verbal cues during periods of "Show and Tell".

3. Give visual cues to help the child describe events.

4. Encourage oral reports permitting the child to use notes and visual aids.

C. Learning experiences should be at the beginning second grade level to insure initial success experiences.

D. Learning experiences should be short enough to provide successful task completion.

E. Reinforce completed tasks with recognition and praise.

V. Remediation of specific areas of disability.

(All the weaknesses listed above should be listed with appropriate activities and materials for remediation.)

VI. Reading

(Since the visual channel appears to be superior to the auditory channel, a visual approach to reading such as the Sullivan Programmed Reading Series is recommended.)

VII. Spelling

(Appropriate materials should be selected from the references in this kit and Region X, SEIMC).

VIII. Arithmetic

(Appropriate materials should be selected from the references in this kit and Region X, SEIMC).