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ABSTRACT

Having used the apperception-interception method (AIM) of adult basic education (ABE) successfully abroad, World Education, with Office of Education funding and working at several American sites, developed a model of innovative ABE methods and materials for the United States, based on addressing learners' motivational problems. By using provocative photographs, problems critical to learners are identified in interviews and subsequently reflected in short, idiomatic, open-ended discussion units used to organize or supplement curriculum; social interaction is crucial. Learners, motivated to solve critical problems, desire basic skills education. Skill development modules provide systematic assistance to teachers, focusing on specific skills and providing skills development outlines, learning activities, and sample applications to particular AIM problem-stories. From the model, ABE teachers can tailor-make culturally relevant and situation-specific materials and develop their effectiveness with disadvantaged, undereducated adults. Background information, the methods-and-materials model evolution, results (a complete list of 101 photo-discussion units, with synopses) and implications comprise the report; appendixes include skills modules and evaluation information. The model is being transferred to selected State ABE staff development projects; a teacher's manual and instructional materials will be published; and a foundation has funded two New York City AIM projects. (AJ)

AIM: An Exemplary Program from International Experience

OEG - 0 - 73 - 5210

Final Report

30 December 1975

2

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Table of Contents

Introduction

AIM was an experimental adult basic education project undertaken by World Education under a grant from the Division of Adult Education, Office of Education, Department of Health, Education and Welfare. AIM was a special demonstration project undertaken under Section 309 (b) of the Adult Education Act. The period of time covered by the project was from May 1973 through September 1975.

The main thrust of the AIM project during this time was to develop a model of innovative methods and materials for use by teachers of adult basic education in the United States. Project activities culminated not only in the development of such a model but also in an inventory of printed instructional materials. AIM activities, though no longer funded by the Office of Education, are continuing with a variety of other sources of financial support.

This report is divided into five main sections:

I. Background: Some Aspects of ABE

II. Historical and Theoretical Overview of AIM

III. Development of a Methods and Materials Model

IV. Results and Implications

V. Appendices

I.   Background: Some Aspects of ABE

AIM, and the needs to which it is addressed, can perhaps best be understood by looking at some aspects of the status and practice of adult basic education in the United States in the middle of the 1970's.

A recent survey of adult basic education points out that ABE is characterized by "high dropout rates, the prevalence of dysfunctional teaching methods, and a dearth of high quality instructional materials."[1] The authors conclude that "in no other program in the public schools is there greater need to professionalize instruction by making it functional and relevant to the needs of a specialized student body."[2]

Such findings are perhaps not surprising when one examines the context in which adult basic education takes place. Adult basic education is a recent and still-evolving movement in public education. The student body that it serves is highly diverse, difficult to reach, and often even more difficult to keep. The goals of ABE are broad and sometimes elusive while its practices are localized and varied. Most teachers are part time and many are relatively inexperienced in dealing with the unique needs and problems of undereducated and disadvantaged adults.

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1.   Mezirow, Jack, Gordon Darkenwald, and Alan Knox.
     Last Gamble on Education: Dynamics of Adult Basic Education,
     Washington, 1975, p. 156.
     All other footnotes on p. 49.   5

The growth of ABE during the last decade has been impressive, but programs still reach only a fraction of those in need. Before the 1960's, publicly supported attempts to provide basic education for undereducated adults in the United States were localized, fragmented, and limited in scope. When federal funds first became available for ABE in 1966, many programs started virtually from scratch. To enroll in ABE, a person must be over 16, out of school, and have no more than eighth grade literacy. In 1973, some 800,000 persons were enrolled. By contrast, nearly 15 million Americans, twenty-five years and over, had completed fewer than eight grades in 1971. Recent studies suggest that the number of actual "functional illiterates" in American society is even higher.[3]

Students who do enroll in ABE are diverse and they come for a variety of reasons. They represent "a range of diversity of student participants probably unprecedented in American education" in terms of ethnic backgrounds, educational achievement, age, acculturation, native ability, and emotional maturity.[4] People come to ABE because they are looking to get a better job, want to obtain a high school equivalency diploma, wish to help their children with schoolwork, want to pass a civil service test, desire to learn to communicate in English, or just want to meet people.

Most students are poor, have competing demands on their time and energy, and are easily discouraged from regular and

continuous involvement with ABE. Students typically work at
a sequence of unskilled, semi-skilled, or service jobs.
Factors that contribute to irregular attendance and tentative
commitment are "unstable jobs, fatigue, family responsibilities,
fear of failure, residential mobility, the need to supplement
principal sources of income, involvement with public agencies,
... (and) ... a natural reluctance to admit educational
inadequacies."[5]

Against this background, the broad goals set for ABE at
the national and state levels are ambitious and challenging.
Goals include increased employability; literacy; civic
participation; knowledge about finances, health and nutrition,
and family life; and the growth of self esteem and self
direction. The key concept of "literacy" itself is a slippery
and culture-bound concept which is universally defined beyond
mere skill acquisition. A widely accepted international defini-
tion states that a man is functionally literate when he can

> engage in all those activities in which
> literacy is required for effective
> functioning in his group and community,
> and whose attainments in reading, writing,
> and arithmetic make it possible for him
> to continue to use those skills toward
> his own and the community's development.[6]

The ABE delivery system is decentralized and diverse.
States dispense funds and supervise local programs, which vary
considerably from one place to another. Local programs are
administered either by the public schools or the public
community colleges. Most programs include both basic education

classes for native-born Americans and English as a Second Language (ESL) classes. Classes may be concentrated in school buildings or widely dispersed through the community, often in co-sponsorship with an employer or community agency. Often only one or a few classes are located in any one place. This dictates that students at every level of academic achievement be placed in the same class. In larger programs, ABE and ESL classes are divided into levels. Some larger programs rely on a combination of standard classroom instruction and technological systems like learning laboratories based on self instruction with programmed materials.

Eighty per cent of the teachers in ABE are part time. Most teach ABE two or three hours a night twice a week. Two thirds of them are also employed full time in the public schools, more in elementary than secondary. Half the ABE teachers, in a recent study, were found to have been in the program only a couple of years, most less than two years. [7] Few have had prior experience teaching adults.

Not surprisingly, a recent survey of instructional patterns in ABE classrooms found the most common pattern to be the traditional present-recite/test-correct format of traditional elementary school practice. "Drill, recitation, group blackboard work, doing assignments in class, using workbooks, and routinization are familiar hallmarks."[8] Although teachers generally seek to stress informality, de-emphasize formal testing with its stressful implications for students, and make special efforts to minimize student

failure, the typical mode of instruction in ABE is one in which

> the teacher presents the class with an
> assignment, such as a problem, series
> of questions, or perhaps dictation. The
> class copies or repeats in unison (drill,
> read aloud, recite) or volunteers
> respond to teacher questions. Sometimes
> the teacher solicits or requires a student
> to recite or perform on the blackboard.
> More advanced students participate more
> than others. In ESL classes, recitation
> is often conducted serially according to
> seating pattern. Student groups are
> used primarily for recitation and practice.[9]

Teachers individualize instruction by checking student
work, seeking out students who need or want help; they make
themselves available as resource persons, or make use of aides
or more advanced students to help others. Individualized
lesson plans often translate into workbook assignments based on
present level of student performance; the sequence and content
of work is ultimately the same for everyone. Commercial
materials are frequently selected to enrich the program,
occasionally supplemented with newspapers, magazines, and
other instructional materials. In intermediate and advanced
levels, content is influenced by the high school equivalency
tests (GED). There is little evidence of teachers placing more
than gesture emphasis on teaching "coping" skills in such
areas as health, consumer, family life, or civic education.[10]

One instructional technique that is rarely used, despite
documented evidence of its usefulness, is group discussion.
"Group problem solving, discussion, and other adult education
methods designed to aid [students] to learn from each other's
experiences are rarely encountered."[11]

Yet when learning groups are used, ABE students seem to respond well to the opportunity to become involved. One research study concluded:

> This study has produced consistent evidence that when discussion is used in the ABE classroom, student involvement is noticeably intensified. It is a method seldom used and indispensable for educating for attitude change, an ABE objective clearly implied by the inclusion of health, consumer, and civic education in its broad mandate. If ABE is to take seriously its broad charge, that of preparing the undereducated to 'cope' more effectively with their life situations, there is impelling reason to believe that more innovation within the classroom in the use of learning groups is in order.[12]

Anderson and Niemi reviewed research available up to 1969 pertaining to Adult Education and the Disadvantaged Learner. They expressed surprise at the general lack of use of discussion methods in ABE "in view of the demonstrated value of discussion in modifying attitudes and values. Furthermore, discussion would be better suited to the primary group characteristics preferred by the disadvantaged adult."[13]

Anderson and Niemi cited eight studies that found that the disadvantaged adult learner prefers face to face personal communications and four that found that the medium of communication with the greatest likelihood of success in personal communication is either on a one-to-one basis or with small natural groupings, and that small group sessions were notably effective in changing behavior. They concluded: "More emphasis is needed in demonstration, discussion, and similar processes which involve the individual in learning as an active participant rather than as a passive observer."[14]

Despite the "prevalence of dysfunctional teaching methods" and the "dearth of high quality instructional materials" referred to at the beginning of this section, ABE teachers are not unaware of the need to improve approaches to ABE instruction. In a national questionnaire study of ABE teachers published in 1974, high priority was assigned to the following areas: finding more effective ways to prescribe learning activities to meet individual student needs; improving practice in diagnosing student learning needs; finding more effective ways to build student self confidence; developing more effective instruction in coping skills; and finding better ways to adapt materials for local use.[15]

II: The AIM Idea: Historical and Theoretical Overview

World Education's development of AIM was drawn from its
experience in several developing countries, but it was a
program model developed in Thailand with World Education
assistance, that was most influential in the evolution of
AIM. Officials of the U.S. Office of Education, hearing a
presentation on the Thai approach at the Unesco Third Inter-
national Conference on Adult Education in Tokyo in 1972,
encouraged World Education to explore the applicability of
this approach to ABE in the United States.

The goals and objectives of the Thai program are organized
around a concept in Buddhist philosophy known as khit pen.
A rough translation of the term is "to think, to be."
Khit pen has been variously interpreted to mean critical
thinking, practical solving of problems, or an attitudinal
posture toward daily life problems. As used by Dr. Kowit
Vorapipitana, director of the Adult Education Division of
the Thai Ministry of Education, khit pen implies increased
ability in the areas of literacy, problem awareness, problem
solving, and judgment.

A basic assumption in the Thai approach is that a
functional literacy program, to be successful, must address
itself to the motivational problems of the adult learner.
Learners must be motivated to want to solve problems critical
to them that require reading and writing and arithmetic for
their solution. These problems may be problems for which the
learner is already seeking a solution, may be new problems, or

may be familiar conditions which learners come to identify
as problems that can be solved.

The Thai approach reflects many of the ideas of the
Brazilian educator Paolo Freire. The idea of khit pen, for
example, suggests a modification of consciousness and a
heightened awareness of real and significant problems which
shape learners' lives. The revolutionary thrust of Freire,
however, as Mezirow suggests, is inevitably domesticated in
a large scale government-sponsored program. Problems are
defined in terms of coping with the existing situation rather
than in terms of radical changes in the economic, social, and
political order. But Freire's process of instruction and his
method of program development is clearly reflected in the
Thai program.

Curriculum planners in the Thai program recognized that
"reality" as perceived by the outsider and "reality" as
perceived by the learner may be two very different things.
By starting with the learner's perceptions, and then
relating them increasingly to the perceptions of outside
specialists, both motivation and movement toward develop-
mental objectives were assured. Individual and group
interviews with learners provided the basis for deriving
those "generative themes" which might be reflected in
curriculum content. Local photographs were used to
stimulate discussions about problems in which villagers
were involved. Out of this data, and additional information
supplied by government specialists, emerged a curriculum

13

grouped around five broad problem areas: agricultural
practice; earning a living; health and family planning;
economics; and responsible citizenship.

Aspects of these core concep's are further broken down
into more than 200 individual lesson cards and presented to
learners for group discussion and group problem solving.
Each concept is first presented in the form of an enlarged
photograph or drawing with one or two key words shown along
with it. The teacher works with the group as a whole to
establish the relationship between the picture and the key
word. Small groups are then formed to discuss the concept
or specific issues related to it. When the whole group is
brought together dialogue is resumed with full learner
participation. After discussion and recapitulation of the
problem-concept learners may work in a supplementary
workbook which contains reading, writing, and arithmetic
exercises related to the concept.

From the standpoint of methods and materials, the Thai
approach offers several appealing innovations. Content is
functional, integrated, and directly related to those
things that learners want to know. The card format is
flexible and allows the teacher to tailor instruction to
the specific interests of a particular group of students
at a particular time. Learners are not confronted with an
intimidating literacy "primer" of increasing complexity
but rather build their own book as they collect and master
the cards one at a time. Discussion methods allow for
learner involvement, active participation, and group
problem solving.

The Thai functional literacy program contained the seeds
of an innovative approach -- in a different cultural context --
to many of the instructional problems that challenge ABE in
the United States. Additional examples of ways to facilitate
discussion and foster active participation of learners in
instruction are found in a World Education-assisted program
in Turkey. The Turkish program required eight different sets
of materials, each geared to the agricultural activity of
a specific region. All the materials used were projective:
line drawings and provocative open-ended problem dramas
expressed conflicting feelings about daily life problems that
villagers could identify with and discuss in terms of their
own experience.

The AIM approach was inspired by and draws upon the Thai
and Turkish experiences, as well as that of World Education
in other countries. AIM, an acronym for the Apperception-
Interaction Method, begins by investigating the world of
the learner. Through group and individual interviews using
photographs of local community life, problem areas and
emotional themes of immediate concern to a particular group
of learners are identified. A series of four-page, loose-
leaf discussion units is developed which reflect these
problems and themes within the language and idiom of the
learners. Each discussion unit contains a provocative
photograph and a short, open-ended narrative on the inside.
Learners receive units one at a time. In using each unit,
learners first relate their own feelings and experiences to

the photograph ("apperception"). They then, in group
discussion, explore together a particular coping problem
projected in the narrative ("interaction").

AIM discussion units are not lessons; they are not
designed to "teach" anything. Rather, they are designed
to reflect, in as provocative a way as possible, the kinds
of feelings, experiences, and problems that are important
in the lives of the learners.

The materials are designed to stimulate both cognitive
and affective processes. The problem situation presented
in the unit is used to help students clarify the nature of
the problem, relate their own experience to it, and explore
alternative ways of dealing with such problems. At the same
time, the photograph and the narrative are explicitly pro-
jective of feelings and attitudes in an effort to stimulate
learners to express their own feelings. This indirect pro-
jection provides a means of uncovering deeply ingrained
resistances and fears that may stand in the way of adopting
change, as well as a way of discovering and supporting
attitudes favorable to constructive change.

The instructional objectives of this process may be
summarized as follows:

> 1. to enhance learner ability and self
>   confidence to express himself freely;
>   to reinforce his self image as a
>   learner;
>
> 2. to facilitate learning of problem
>   solving skills relevant to learner

interests and needs, especially those
pertaining to coping;

3. to stimulate and increase interest in
learning literacy and numeracy, to
expand oral vocabulary, and to enhance
listening skills;

4. to broaden and clarify concepts and to
reinforce the fact that words convey
specific meanings;

5. to foster a higher level of awareness
on the part of the learners of the
forces that impede and facilitate
their growth and development;

6. to provide the means for a teacher to
base instruction on the immediate and
real concerns of the learners;

7. to provide a performance test with which
the instructor can diagnose learner needs
in literacy, problem solving, listening,
oral communication, coping, interpersonal
relations, skills, and counseling needs;

8. to foster development of a learning group
which can provide mutual support, assistance,
and stimulation for the discovery of new
meanings and supportive feedback for skill
practice; to help learners acquire skills
and sensitivities of inter-personal
relationships.

in the classroom, AIM discussion units have been used as either an organizing pattern for instruction or as a supplement to an already established curriculum.

Used in the first way, as an organizing pattern, the teacher uses each discussion unit as a point of departure for further instruction, presenting additional content to capitalize on learner involvement with a particular problem area. Group discussion is often followed up by further investigation into coping-skill areas. The teacher may also introduce other available materials in communication and numeracy skills, and thus build upon the motivational impetus generated by AIM to introduce repetitive and difficult skill exercises.

Or the teacher may choose to use AIM to involve learners more vitally at various points throughout an established curriculum to diagnose learner needs or to involve students in discussion about culturally relevant concerns. Coping-skills discussions may be organized around AIM while the instructor continues to teach communications or numeracy skills using other materials altogether.

AIM materials are not a pre-packaged curriculum, not a "teacher proof" training package, not a series of didactic lessons. Rather, they are flexible tools for stimulating students to learn from each other through the sharing of experience and for helping teachers to diagnose learner needs and interests for further instruction. AIM recognizes that "social interaction is at the heart of educational process

and that inspired teachers will be those who seize the moment of greatest learner involvement to illustrate and elaborate a concept, to mediate between content and the learner's experience."[16]

There is no best way for teaching adult basic education. But there are needs to foster learner self confidence and motivation to learn, to teach coping skills, to gear instructional materials to the learner's reality and interest, and provide new insights into the learner's needs. AIM is addressed to these needs.

Traditionally, much of ABE has been geared to helping adult learners reach particular grade equivalencies set for children and youth. Only recently have researchers (e.g., the Adult Performance Level study of the University of Texas) developed a conceptual scheme in which adult literacy objectives can be keyed to categories of adult performance requirements. The APL studies may influence ABE instructional materials and methodology to focus upon a more broadly defined set of requirements for successful functioning in real life situations. AIM is consistent with the evolving movement in adult basic education to develop methods and materials that are functional and relevant to the needs of adult learners.

III. The Evolution of a Methods and Materials Model

The AIM project took place in three distinct phases.

Phase I, which lasted from May 1973 to May 1974, was a research and development phase. Phase II, which took place from May 1974 to September 1975, saw the development of a model of ABE sta f development that includes both methods and materials. Phase III, the period of institutionalization and dissemination, began to develop during the latter part of Phase II and continues to develop beyond the period of the grant covered in this report.

A. Research and Development: Phase I

The research and development that took place from mid-1973 until mid-1974 has been fully described in an earlier report to the Office of Education.[17] Because familiarity with this phase is crucial to understanding the later development of AIM, certain salient aspects will be briefly summarized here.

Research and development began with a commitment to develop and produce, in a pilot setting, materials for ABE that were "situation specific," culturally relevant, and useful as a springboard for involving students in discussion about important daily concerns. The purpose of this phase was to find out if such materials as were envisioned could be developed and whether they would work.

The sites in which these materials were to be produced and tested were local ABE programs in Trenton and East Orange, New Jersey, urban programs with largely black student clienteles.*

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*Research was also begun at a second site in rural Alabama.

A number of tasks were involved in this effort:
generating the field data on the basis of which materials
could be prepared; having materials written, reviewed,
edited, and produced; and orienting the participating
teachers to the group discussion methods to be used with
the materials.

Given the newness of the enterprise and the time and
energy constraints on teachers, the labor was divided among
several groups. Numerous meetings were held to maintain
contact between different groups, share information, and
evaluate progress. Individual and group interviews, and
the photography for interviews, were carried out by World
Education staff and consultants. World Education staff
transcribed the tape recordings of group interviews, collated
and analyzed all interview data, and developed profiles of
problems and feelings typical of students who participated in
the field study. To write the AIM stories, World Education
engaged professional writers. The writers, all of whom were
associated with the Frederick Douglass Creative Arts Center
in Harlem, were enthusiastic about the project and related
easily to the life experiences of the learners. The photo-
grapher was also asked to shoot provocative photographs that
might later be used to accompany the story units.

The further development of the process involved complex
interaction among writers, photographers, World Education
staff and consultants, and cooperating teachers.

As the stories were being generated, World Education
staff edited them and then reviewed them with cooperating
teachers. Teachers also chose the particular photographs

to be used with each story. While the stories were being
re-edited and produced by World Education publications staff,
other World Education staff and consultants worked with
teachers to develop and systematize teaching techniques that
could be used with the emerging materials.

The net result of this cooperative labor was thirty-
two discussion units. They were printed in four-page, loose-
leaf folders, color-coded by problem area. Ten problem areas
were identified: housing; employment; consumer affairs;
family life; education; public services; interpersonal
relationships; alcohol and drugs; civic participation and
social involvement; and health and nutrition.

Twenty-seven of these units were distributed to partici-
pating teachers prior to May 15, 1974 and received limited
but encouraging field testing. As we reported at the time:

> The materials do what they are intended
> to do. They are relevant and interesting
> to participants, they provide a basis on
> which participants can begin to identify
> and explore the problems they need to
> deal with, and they provide a vital
> bridge into instruction in specific
> language and computational skills.18

B. Creating a Model: Phase II

As of May 1974, then, an initial set of materials had been
developed. The materials were geared to the concerns and
problems expressed by participants in two urban, inner city,
largely black ABE programs in the northeastern United States.
A small group of teachers had been oriented in methods for the
use of these materials and had reported potential for involving
students more actively in the learning process. A "methods

and materials model" of sorts had been created, but it was
a model that was administratively fragmented, insufficiently
elaborated, and seemed to require the extensive input of
professionals who were associated permanently neither with
World Education nor with ABE.

How to develop the AIM process further and make it
ultimately most useful to ABE practitioners was the key
question in May 1974. One option that was seriously con-
sidered was for World Education to take the responsibility
for producing a set of several hundred AIM discussion units.
This set would reflect the entire range of different student
groups and problem concerns to be found in ABE in the United
States; it would be tested with cooperating groups of local
teachers; and World Education would produce a comprehensively
researched "cultural map" of the United States indicating the
regions within which the particular discussion units were
culturally relevant and situation specific.

After discussion with officials of the Office of Education,
this option was ultimately discarded. The diversity of the
target population, the decentralization of the delivery
systems whose cooperation would have been required, the need
for extensive research and curriculum development resources,
and -- most important -- the imminent foreshortening of the
time period during which federal funds would be directly
available to World Education dictated that this option was
not feasible.

Therefore, with the concurrence and approval of the

Office of Education, it was decided to evolve an integrated
staff development model for ABE teachers for the development
of the entire AIM process. Rather than splitting the
functions of field study, materials development, and teacher
training, as was done during the research and development
phase, the effort would be made to integrate these functions
in such a way as to make all of them accessible to groups
of ABE practitioners.

Accordingly, between July 1974 and March 1975, as our
second interim report indicated,[19] negotiations to develop
this process were completed with several local programs and
one state-wide program ranging from New York to California.
Participating programs were located in Tuskegee Institute,
Alabama; Compton, California; Abilene and Corpus Christi,
Texas; Tacoma, Washington;* East Chicago and Gary, Indiana;
Troy, Hamlet, and Southern Pines, North Carolina; and rural
Iowa (state-wide). World Education provided a consultant to
each of these programs and World Education staff involvement
was maintained at key points.

Not all of these projects were begun at the same time,
and modifications and adjustments were made as data from the
field indicated the need. Therefore, no two groups of partici-
pating teachers went through exactly the same process. The
typical format was a series of workshops, usually on Saturdays,
in which elements of the AIM process were introduced serially.

In creating this model of staff development, there were

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* Because of internal administrative difficulties within the
  Tacoma program, World Education terminated its involvement
  prior to the production of curriculum materials.

two key questions:

1. Could classroom teachers, who are not professional writers or curriculum developers, be assisted to write material that could be used as the basis for a new kind of instruction in ABE?

2. Could teachers become sufficiently comfortable with relatively nondirective, group discussion techniques very different from the typical pattern of ABE instruction?

Our first efforts to implement this model yielded discouraging results, primarily because we underestimated the training time necessary to help the teachers build up the process one element at a time. Initial materials from teachers often bore distressing resemblance to elementary school lessons rather than stories that would appeal to adults. And classroom observers at the field level reported that while some teachers were excellent discussion facilitators, others remained locked into traditional modes of instruction, even with AIM materials in hand.

Both of these difficulties were approached by elaborating the training process and by isolating those elements necessary for teacher success.

In the case of materials development, the key element has proven to be teacher involvement, with appropriate professional guidance, in the process of interviewing students and synthesizing the results to identify student needs and to build up a picture of the students' world. This process serves not only materials development functions but also professional development functions by constantly urging the teachers in the direction of "reality." Often, this process

stimulates teachers to bring up aspects of the lives of their
students that they "knew but didn't know that they knew."
Workshop discussions are lively as teachers compare notes
with each other and test their own perceptions against those
of the interview results.

From this point, it is relatively easy for teachers, using
existing AIM materials as a model, to write story material
that projects the problems, experiences, and concerns of
their own students. World Education edited and published
more than 60 such teacher-written stories during the life of
the AIM project.

In terms of the other key question -- use of discussion
methods -- the central element insuring teacher success is the
extended opportunity to role-play such methods in a supportive
workshop environment and to receive constructive feedback
about elements of their own behavior as discussion facilitators.*
Teachers are often nervous when discussion techniques are first
introduced but become more comfortable as they have an
opportunity to practice and to analyze the elements that go
into a good discussion. After practicing such techniques in
workshop settings, teachers are encouraged to experiment with
them in class and to bring their experiences back to workshops
for further sharing and refinement.

* Participation in AIM projects was purely voluntary on the part
  of teachers. Experience indicates that some teachers may be
  natural group facilitators for whom AIM provides an opportunity
  to systematize methods and materials that can be used as a
  springboard for learning activities. Other teachers are likely
  to be uncomfortable at first but gradually to gain confidence
  with non-directive techniques. And others may come to feel that
  non-directive techniques are simply inconsistent with their
  own philosophy of teaching.

The first discovery that the process does work in a classroom setting is often the key in solidifying teacher commitment to the process. For example, one teacher reported on her first use of an AIM discussion unit in the following terms:

> The first time I presented a story I used the one Easy Credit about a couple going to the furniture store and buying furniture on credit.
>
> First we discussed the photograph before we did the story. And it was the picture of an elderly woman sitting outside the bank. They had some good things to say about it. She's clutching her purse kind of tightly. They thought she was waiting for the bank to open. A couple of them thought she had a check to deposit at the bank, and some thought she might be waiting to withdraw some money. She looked kind of tired or depressed, they couldn't decide which. Every single one of them had some kind of idea about it. One of the men said he thought she was waiting to hold up the bank. But they all had different ideas about it ... They talked about the photograph a good fifteen minutes, a good discussion on it.
>
> Then we went on into the story ... I asked everybody what they thought about them buying that furniture. I expected everybody to immediately say that it was a dumb thing to do because they obviously didn't have enough money to pay for it. It was a bed, and a stereo that came with it, and drapes -- pretty extravagant for them having only $200 to spend. I thought they would all immediately say that they shouldn't have done it.
>
> But one of the men said that they got a pretty good buy, so that opened up some of the students. Some of them disagreed, they thought it was too extravagant. But then they got into that the man wanted to please his wife, that was the reason he brought her to the furniture store in the first place. He was tired of her sleeping on the old mattress, he wanted to please her, he wanted her to have a

nicer place, he wanted to do something
good for her. And if that meant
shelling out the money each month for
the bedroom set he was willing to do it.

Then they started talking about the
bedroom set being financed through the
furniture store. Would that be the
wisest thing to do? We talked about
the different kinds of credit they
could have gotten. One man insisted
that that was the smartest thing to do,
to buy from the furniture store, but
most of them said you could get cheaper
rates at other places.

And that was a follow up ... they
figured out interest rates ... One of
the men had been studying decimals and
per cents and had it figured for the..,
and that brought another follow up,
because it was perfect timing for
other ones to get into per cents and
decimals, have it mean something and
make it relevant. They talked about
that and figured on per cents.

Once teachers become comfortable with and committed to
this discussion process and have experienced for themselves
the kinds of things that can happen with it, it is a simple
task to build in additional training activities that help
them articulate and develop the process further. For example,
teachers can investigate resources available to learners in
their own communities, systematize coping skill activities
that may emerge from discussion of various problem areas,
relate AIM to other aspects of the ABE curriculum, or work
out ways in which particular stories may be used as source
material for a variety of skill development exercises.

The staff development model that evolved, then, begins
with an overall demonstration of and orientation to the AIM
process. It proceeds next to involve teachers in an
investigation of the learner's world through individual and

group interviews. While these interviews are being conducted,
teachers role-play AIM discussion methods using already
existing AIM units. The interview results are then synthesized
and discussed and teachers are oriented to the story writing
process. They write their stories and use their newly
created stories for further role playing of discussion methods.
While the stories are being edited and printed, teachers work
together on the development of lesson plans, coping skill
activities, community resources, and skill development
exercises related to the particular body of materials they
have created.

This process takes place over a period of several months,
organized around a series of six or seven workshops. Some
work is done outside of the workshops and each workshop syn-
thesizes the work of earlier sessions.

This developmental model is therefore both flexible and
structured. It allows for participatory planning at every
stage -- in fact, it was in response to teacher interest that
we built in the materials development workshop, which was
first tried out in North Carolina in March, 1975. At the same
time, the model is sufficiently sequential for teachers to
have a clear sense of direction and purpose as they move
from one activity to another.

In diagrammatic terms, a typical sequence of teacher-training workshops might look something like this:

WORKSHOP ACTIVITY	OTHER ACTIVITIES
Demonstrate AIM process; plan for interviews	Investigate learner needs through interviews with students
WORKSHOP Role play discussions; consider feedback mechanisms	Experiment in class with already existing AIM units
WORKSHOP Synthesize interview data and feedback from teaching experiences -- plan story writing	Write stories -- obtain photographs for stories
WORKSHOP Role play new stories, revise as needed	Edit and print stories
WORKSHOP Lesson planning: investigate community resources related to coping skills	
WORKSHOP Lesson planning -- develop skill exercises	Continue use of AIM in classes with new AIM materials
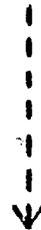
C. Dissemination: Phase III

Dissemination of the AIM experience is taking place
in three ways. First, additional funding for AIM from
a private foundation has enabled us to begin projects at
two sites in New York City. Second, the AIM model is
being transferred to selected staff development projects
within the ABE delivery system; these projects are funded
by special project funds now administered directly by the
states. Third, World Education is publishing a teachers
manual and plans to undertake the dissemination of the
materials created by the AIM project through September 1975.

In New York City, the Jessie Smith Noyes Foundation
has provided additional funding for World Education to
adapt the AIM process into two programs that reach under-
educated and disadvantaged adults. One project, which began
in March 1975, in collaboration with the Right to Read
program at the onx Community College. The second project,
which began in October 1975, is at the Henry Street
Settlement House.

Within state ABE programs, AIM is entering a new
phase. During 1974 and early 1975, World Education worked
largely with local programs to elaborate and test the
model of materials and methods development previously
described.

Rather than continue to work directly at the local
program level, World Education is now responding to interest
in the states to transfer an AIM capability to state
staff development projects which in turn reach into a
number of local programs. With World Education's technical
and consultative assistance, these staff development projects
are able to assume much of the responsibility for the
administration of materials development and the organization
and supervision of teacher training. In this way, the AIM
process becomes institutionalized within the state delivery
systems.

An example of this transfer has taken place in Iowa,
where the University of Northern Iowa has become the imple-
menting agency for AIM training and materials development
within the state. This project is funded by the Iowa
Department of Public Instruction, with World Education
providing technical assistance. Similar project arrangements
are being negotiated in North Carolina, Connecticut, and
New York.

The third dissemination strand involves the wider
distribution of AIM discussion units produced during the
last two years. These units are of limited usefulness to

teachers who have not gone through the AIM training
workshops. The Noyes Foundation has therefore provided
World Education with additional funding to produce a
manual for teachers that will assist them to incorporate
AIM concepts into their classrooms, even if they have not
been through the entire AIM training process. World
Education plans to reproduce many of the existing materials
and include them with the teachers manual in a packet for
teachers. This packet will be made widely available.

IV. Results and Implications

This report began with a recent research finding that characterized ABE as having "a dearth of high quality instructional materials" and "a prevalence of dysfunctional teaching methods."

The central thrust of the AIM project during its development over a two-and-a-half-year period was to provide adult learners with interesting and relevant learning materials and to enhance the professional effectiveness of ABE teachers.

Previous sections have indicated the way in which World Education evolved a staff development model addressed to these needs. This model provides a means by which teachers can develop materials that are tailor-made for their own classes and a means by which they can develop their effectiveness in working with disadvantaged and undereducated adults.

A. Materials

The total inventory of the instructional materials produced by the AIM project consists of 101 photo-discussion units.

Approximately one-third of this inventory was produced during the research and development phase of the project prior to May 15, 1974. These 32 stories were written by professional writers engaged for the purpose by World Education.

Between May 1974 and September 1975, an additional 69 stories were produced. Of these 69, only 7 were written by professional writers. Sixty-two stories were written by ABE practitioners: 56 by ABE teachers and six by program directors. Stories were printed in quantities of 200 to 500.

Professional writers were given specific story assignments by World Education staff conversant with the interview data from the field sites. When the project shifted over to practitioner-written materials, specific story assignments were not made. Rather, teachers chose particular topics to write about after they had discussed the concerns expressed by learners in the interviews.

In one site, Gary and East Chicago, Indiana, the process of materials development took a slightly different path. Teachers decided to work only with visual materials. With World Education assistance they took their own photographs, evaluated them, and used them to stimulate dialogue with

learners and to motivate learners for basic skill exercises.

In all sites, the materials produced were designed to be culturally relevant and situation specific to the particular student population. As work progressed from one site to the next, it became evident that stories produced at some sites were often transferable to other sites with similar geographical and ethnic characteristics.

A complete list of all 101 stories produced, with a brief synopsis of each story, follows. The discussion units themselves, and the Indiana visual units, are attached to this report as Appendix E.

TITLE	AUTHOR	DATE PRINTED
The Accident	Imogunla Alakoye	2/74
The Act of Discipline	Fred Hudson	5/74
All The Pretty Girls	Millie Taylor	5/75
America the Peautiful	Cheryl Moore	7/75
And Tomorrow?	Rose Mary Saldana	8/75
Any Additions or Corrections?	Imogunla Alakoye	2/74
Babes in the Woods	Rosalie C. Booker	9/75
Because She Loved Him	Olivia McDonald	8/75
Black Shoes	George Hernandez	9/75
The Bed of Silver Glass	Alexis Deveaux	2/74
The Bird Doctor	Alexis Deveaux	2/74
Bum Leg	Clare Stilwell	4/75
Callie's Food Stamps	Elizabeth Parrish	9/74
The Colored Slips	Brigid Najera	9/75
Community Relations	Fred Hudson	2/74

DATE PRINTED	SITE	SYNOPSIS
2/74	N.J. and Alabama	A boy remembers an accident he observed.
5/74	N.J. and Alabama	Strict father strikes and injures young son.
5/75	North Carolina	A pregnant woman talks about her husband.
7/75	Texas	Young man reflects on his heritage as he registers to vote.
8/75	Texas	Man's co-workers make fun of him because he studies during his spare time.
2/74	New Jersey	Excerpts from minutes of an argumentative PTA meeting.
9/75	North Carolina	Unemployed man can't afford hospital costs when his wife has a baby.
8/75	Texas	Young woman considers whether to give up her illegitimate child.
9/75	California	Child instructed by mother not to answer door when "man with black shoes" comes to call.
2/74	N.J. and Alabama	A teenaged girl runs away from home.
2/74	New Jersey	Elderly woman gives child-rearing advice to residents of her neighborhood.
4/75	North Carolina	A young man has to decide on the value of vocational rehabilitation.
9/74	Alabama	While woman is shopping, her food stamps are stolen.
9/75	California	School sends home "colored slips" in English -- but not Spanish.
2/74	New Jersey	Police officer witnesses police brutality.

TITLE	AUTHOR	DATE PRINTED
C-O-N-F-L-I-C-T	Susan Stone	9/75
Dealing With Mr. Sam	Fred Hudson	8/74
Doctor's Orders	Louise Walker	8/75
Doubts	Joe Morales	7/75
Easy Credit	Alexis Deveaux	9/74
Every Goodbye Ain't Gone	Sadie H. Brown	12/74
The Factory	Fred Hudson	2/74
Farebeat	Alexis Deveaux	4/74
The Fight	Cheryl Moore	8/75
Forty Acres and a Mule	Fred Hudson	2/74
The Fourth of July	Dana Lichty	9/75
Frustration School	Dana Lichty	9/75
Gas Line	Carol Walters	5/75
Get Off My Back	Leni Greenfield	
Give Me A Break	Cheryl Moore	5/75

DATE PRINTED	SITE	SYNOPSIS
9/75	North Carolina	A young girl feels guilty about getting birth control pills.
8/74	N.J. and Alabama	Woman deals with corner grocer who lets her "put it on the bill."
8/75	Iowa	Woman with "a pre-diabetic condition" is given a special diet to follow.
7/75	Texas	A nervous groom has a drink with a friend before his wedding.
9/74	Alabama	Man buys a furniture set he can't afford.
12/74	Alabama	Elderly widower remembers his wife and children.
2/74	New Jersey	A young teacher strives to be helpful in a ghetto school.
4/74	New Jersey	Young woman ends up in court for failure to pay subway fare.
8/75	Texas	Working woman argues with husband about division of housework.
2/74	New Jersey	Scenes from a public school classroom in New York City.
9/75	Bronx	A family returns from an outing to find its apartment burglarized.
/75	Bronx	A woman looking for an ABE class runs into bureau-cratic tangles.
/75	North Carolina	Woman pays her gas bill and tries to get leak taken care of.
	Texas	Parents have to deal with son who wants to leave school.
/75	Texas	Young man protests against receiving traffic ticket.

TITLE	AUTHOR	DATE PRINTED
Giving	Imogunla Alakoye	8/75
Ghost Town	Morris Foster	9/75
The Glutton	Carrie Martin	4/75
A Good Woman	Millie Taylor	8/75
Graduation	George Hernandez	9/75
I Don't Need Anyone	Priscilla Marx	4/75
Ida Swallow	Alexis Deveaux	2/74
I Need Something To Do	Dana Lichty	9/75
I Love You, Dad	Bill Sulentic	8/75
The Immigrants	Fred Carlomagno	9/75
In Time	Alexis Deveaux	2/74
Indeed A Tragedy	Ann Marie Campbell	9/75
It Seemed So Exciting	Marlene Kjar	8/75
John's Day	Brooksie Davis	2/74

DATE PRINTED	SITE	SYNOPSIS
8/75	N.J. and Alabama	Elderly man goes around town planting flowers.
9/75	Texas	Couple wonders how they can get ahead in a small town.
4/75	North Carolina	Woman has a problem that may interfere with her ability to gain employment.
8/75	North Carolina	A man thinks about his ex-wife.
9/75	California	The first member of a family to graduate from college can't decide whether to invite his family to graduation exercises.
4/75	Texas	Young man in employment office has a chip on his shoulder.
2/74	New Jersey	Exhausted black woman pays bus fare for indigent white.
9/75	Bronx	Children cooped up in apartment with nothing to do but watch television.
8/75	Iowa	Couple in conflict over whether to put father in nursing home.
9/75	Bronx	Couple has nowhere to turn when man loses job.
2/74	New Jersey	Teenaged girl's friends make fun of her because she goes to dance class.
9/75	North Carolina	Mother must deal with accidental death of her daughter.
8/75	Iowa	Young wife is the envy of her unmarried friends.
2/74	New Jersey	Young man from large family receives a scholarship offer from top university.

TITLE	AUTHOR	DATE PRINTED
The J-O-B	Irene Arnold	9/74
Just Doing My Job, You Know	Imogunla Alakoye	8/74
The Legacy	Imogunla Alakoye	5/74
Liberated	Norma Bohman	7/75
The Man Who Wanted To Go To Hell	Jack Mahoney	4/74
Midnight Train	Imogunla Alakoye	5/74
Never Look Back	Fred Hudson	2/74
The New Job	Alexis Deveaux	5/74
The Night Watch	Darlene Hudek	7/75
No Pleasing Him	Marie Campbell	8/75
Not Right In The Head	Dana Lichty	9/75
Nothing Today	Joan Ryerkerk	8/75
Nothing Wrong	Paula C. Miller	9/75
Old Faithful	Stella Schultz	8/75
Panchito	Brigid Najera	9/75

DATE PRINTED	SITE	SYNOPSIS
9/74	Alabama	Husband and wife fight about division of housework and woman's desire to get a job.
8/74	N.J. and Alabama	A security guard arrests an elderly woman for shoplifting.
5/74	New Jersey	Elderly man reflects on lost chances in life, has hopes for his grandson.
7/75	Iowa	A woman's husband objects to her working.
4/74	N.J. and Alabama	A New Jersey man wants to go to hell to take revenge on politicians and lawyers.
5/74	N.J. and Alabama	Man with family problems takes off for parts unknown.
2/74	New Jersey	A boy whose parents are divorced has to deal with an alcoholic mother.
5/74	New Jersey	Woman faces problem of job discrimination.
7/75	Iowa	A woman dreads the moment when her husband comes home drunk and angry.
8/75	Iowa	Woman feels guilty about leaving husband to go to ABE class.
9/75	Bronx	Little girl has problems at school.
8/75	Iowa	Unemployed man can only find part-time work.
9/75	Texas	Woman wants her overweight husband to see a doctor.
8/75	Iowa	Young couple plans to leave school and get married.
9/75	California	Sick baby suffers from vitamin deficiency.

TITLE	AUTHOR	DATE PRINTED
Perhaps A Friend	Jeanette Kennedy	8/75
Plans	Imogunla Alakoye	2/74
Please, God, Don't Let Her Die	Olivia McDonald	7/75
Roots	Alexis Deveaux	2/74
Ruby Day's First Birthday	Alexis Deveaux	2/74
The Runaways	Blanche Kellawon	9/75
Sale Day	Norma Bohman	8/75
Sandy's Involvement	Harriet Bluford	8/75
Second Chance	Shirley Tucker	9/74
The Self-Employers	Alexis Deveaux	9/74
Self-Help	Alexis Deveaux	4/74 9/74
Self-Respect	Marilyn Cedar	7/75
The Stone Lady	Fred Hudson	2/74
Survival	Fred Hudson	2/74
Summertime	Peter McLoughlin	9/75
The Test	Alexis Deveaux	2/74

DATE PRINTED	SITE	SYNOPSIS
8/75	Iowa	Children make fun of a crippled child.
2/74	New Jersey	Young man makes big plans for dropping out of school and after.
7/75	Texas	Woman's runaway daughter ends up in hospital after automobile accident.
2/74	New Jersey	A long-lost father returns home.
2/74	New Jersey	Girl gives her mother a book on nutrition.
9/75	Bronx	Woman worries about her two boys, who stay out all night.
8/75	Iowa	A woman sells her house to go live in a home for the elderly.
8/75	Iowa	An interfering mother-in-law and her family.
9/74	Alabama	A young girl tries to commit suicide.
9/74	Alabama	Four friends decide to start a fish cooperative.
4/74 9/74	New Jersey Alabama	A woman tries to get her apartment house boiler fixed.
7/75	Iowa	A woman has torn feelings about her alcoholic husband.
2/74	New Jersey	Man cannot feel truly American because of treatment of minorities in America.
2/74	New Jersey	Black academic decides to join student sit-in.
9/75	Bronx	Woman tries to escape the heat by going to a department store.
2/74	New Jersey	Young man needs to prepare a resumé.

TITLE	AUTHOR	DATE PRINTED
This Is My Mama	Deloris Cook	9/74
Times Change	Sara A. Gittens	9/74
Tomorrow and Tomorrow and Tomorrow	Imogunla Alakoye	2/74
Tomorrow Will Be Just Like Today	Michael Walters	4/75
Trailer-House Folks	Cheryl Rogers	9/75
Trapped	Jean Appleby	8/75
Two in the Tulips	Darlene Hudek	7/75
Two Wishes	Anna Peterson	9/75
Understanding	Imogunla Alakoye	2/74
Vietnam 1980	Michael Walters	11/75
We Are Adults	Leni Greenfield	9/75
We'll Always Manage	Mike C. Lazo	7/75
What Do Mothers Do Now?	Imogunla Alakoye	9/74
What I Like Is Best For Me	Maggie Rodriguez	9/75
What Do We Do Now?	Rose Mary Saldana	7/75
What's Going On?	Imogunla Alakoye	9/75

DATE PRINTED	SITE	SYNOPSIS
9/74	Alabama	Girl worries whether her mother will be sober when the teacher comes to visit.
9/74	Alabama	Elderly woman reflects on how society has changed since she was a girl.
2/74	New Jersey	Young woman procrastinates in looking for a job.
4/75	North Carolina	Elderly woman's frustration in dealing with bureaucracies.
9/75	Texas	Woman is concerned about education her children will receive if bused to new school.
8/75	Iowa	A girl looks after her shiftless brother.
7/75	Iowa	Man objects to neighbor's children playing in his yard.
9/75	Texas	Some feelings about being old -- in the form of a poem.
2/74	New Jersey	A boy realizes that his parents have his best interests at heart.
11/75	North Carolina	A question on an employment application takes a young man back to his Army days.
9/75	Texas	Parents react to the alcohol problem of their teenaged son.
7/75	Texas	Man loses his job because of excessive absences.
9/74	Alabama	How do people makes ends meet in inflationary times?
9/75	Bronx	A mother wants her baseball-playing son to become an engineer.
7/75	Texas	Man laid off from work.
9/75	North Carolina	Man laid off from work.

TITLE	AUTHOR	DATE PRINTED
What Is A Friend?	Irene Arnold	12/74
What Is Legal?	Brigid Najera	9/75
What Next?	Maryland M. Ransom	2/74
What's Wrong?	Dana Lichty	9/75
Who's Walking Who?	Imogunla Alakoye	2/74
Will The Defendant Please Rise?	Imogunla Alakoye	2/74
The Extra Check	Paula C. Miller	9/75
The Price of Independence	Julien Buckmire	9/75
Too Far Away to Hear	Lillie Bell	9/75
The Gas Station	Brigid Najera	9/75

DATE PRINTED	SITE	SYNOPSIS
12/74	Alabama	Woman asks friend to lie to Welfare Office for her.
9/75	California	Chicano hotel workers are swindled by their employer.
2/74	New Jersey	Man considers quitting his job.
9/75	Bronx	Girl worries about her friend's strange behavior.
2/74	New Jersey	A woman spends her food and clothing money on her dog.
2/74	New Jersey	A man accused of hitting a building superintendent waits for sentencing.
9/75	Texas	Woman exhausted handling both new job and housework.
9/75	Bronx	Young woman wonders whether to return home to mother.
9/75	Bronx	Two children whose mother drinks.
9/75	California	Factory worker dreams of owning a gas station.

B. Enhancing Teacher Effectiveness

Feedback from the field level indicates that AIM allows
teachers to become more proficient in the use of techniques
that will involve adult learners more vitally in the
educational process. The use of such techniques enables
teachers to gear instruction more closely to learner reality
and interest.

No two AIM discussions are entirely alike. However, the
following excerpts from a staff member's classroom
observation report may help to convey the flavor of this
process:

> ... She hands out the story "Any
> Additions or Corrections?" Discussion
> of the photograph is good; she doesn't
> push too hard and gives people plenty
> of time. She is positioned where she
> can see everybody and encourage them
> to speak up ... Everybody contributes,
> identifying what is going on in the
> picture. There is some talk about
> licking the bowl (the picture is of a
> mother and child making a cake). She
> doesn't try to make a lesson out of
> the picture. This takes about ten
> minutes.
>
> They open the story and she plays the
> tape ... she has them circle any words
> they don't know. The only one which
> gives them trouble is the word
> "excerpt." One man thinks it is
> "expert." She goes into the context
> with them: these are minutes, what
> are minutes (they know), are these
> the whole minutes (no), so then, what
> are "excerpts"? They get it ...
>
> Then she asks what the story is about,
> what are the people concerned about?
> Mostly checking here to see if they
> have understood the story. Then she
> goes through it with them paragraph
> by paragraph.

52

> They focus on each parent and teacher in
> the story who expresses an opinion and
> she asks them how they feel about what
> these people in the story are saying.
> There is a lot of spontaneous dis-
> cussion ...
>
> One man agrees with the guy in the
> story who says teachers are only
> interested in their paychecks. Several
> women disagree, and they get into a
> spirited argument ... (The teacher)
> wisely backs out and just lets them go
> at it. She is very nondirective ...
> the pacing is excellent; she has built
> up to it slowly and when people respond
> she encourages them and lets them talk;
> she doesn't try to change the subject
> and she is not trying to "teach" any-
> thing. When things slow down, she looks
> around and says "anybody else?" and
> things pick up again.
>
> At one point she focuses them on the
> idea in the story that the most important
> education is in the home. This starts a
> furious discussion about whether "ex-
> perience" is the best teacher. Again,
> she backs out and just watches and
> listens and encourages where necessary.
>
> This whole thing takes about 45 minutes ...
> The class takes a five-minute cookie
> break. When they reconvene, she starts
> them on making a list of things they can
> do to help their children ... People are
> having a good time; they are comfortable
> with her and with each other.

In the situation described above, the teacher was
able to act as a facilitator in helping the class members
to share their feelings and experiences as related to a
particular problem. As a result of the interest generated
by the discussion, the foundation was laid for further
coping skill activities relevant to the needs and interests
of learners.

1. Feedback

In order to document this process and to receive
feedback from the class level on the ways in which the
materials were being used, AIM project staff developed a
"class log" form which teachers filled out after an
AIM discussion. In those sites where materials were
produced in time to receive a classroom testing, the
class log form proved to be a very useful recording
tool for teachers. A copy of the class log form is
reproduced on the following pages.

CLASS _____

TEACHER_____

DATE(S)_____

DISCUSSION UNIT_____

A.   Discussion

   1.   Questions used to spark discussion of visual.

   2.   Questions used to spark discussion of story.

   3.   Major concerns and experiences explored in discussion.

B. Class Learning Activities: Problem Solving

C. Other Learning Activities

Were learning activities in each of the following areas <u>facilitated</u> by use of this AIM discussion unit? If <u>yes</u>, place an X in front of this item. Please any other appropriate comments.

Comment

_____ Reading Comprehension   _____

_____ Vocabulary   _____

_____ Language Usage   _____

_____ Arithmetic Skills   _____

_____ "Coping" Skills   _____

_____ Problem Identification
        and Clarification   _____

_____ Interpersonal Skills   _____

D. Comments

Did anything particularly exciting happen? e.g., were points made in the discussion that were unexpected, exciting, revealing? Was there a lot of student involvement? Was there new awareness of individual or shared concerns, goals? Was there evidence of increased initiative, or planned learning and action for problem solving? Was there evidence of increased self confidence?

E. Recommended Changes

Now that you have taught this story would you recommend any changes in this discussion unit? Would you add anything? Take out anything? Change anything? If so, please describe the changes you would make.

F. Teaching this Story

If you were going to teach this story again, would you do anything differently?

The class log forms completed by teachers indicate
that AIM stimulates learner interest and involvement,
encourages people to share experiences, provides a basis
for the diagnosis of learner needs, and enables teachers
to provide more effective instruction in coping skill areas.
Following are some examples quoted from class logs kept
by teachers using a variety of discussion units:

> There was a lot of interest in finding
> out the different kinds of credit. We
> did a follow up lesson using a consumer
> education kit I have.

> This unit brought on a very lively
> discussion. Parents were interested in
> how to get scholarships for their
> children for college. We discussed
> places one might turn in getting help
> for education costs.

> Students became interested in making
> shopping lists, taking advantage of
> specials, menu planning. Exciting
> things happened. I didn't realize my
> students had such strong feelings.
> Not having an education does not keep
> a person from being perceptive.

> There was a lot of discussion with this
> story. My students seemed to relate
> to it very well. I was surprised that
> we got off on the question of social
> services. One man told us about how
> hard it was for his wife to get on
> welfare after he got sent away. We
> discussed what social services she
> could have gone to if she didn't have
> any money.

> A quick check was made to see if the
> class was aware of the four basic food
> groups and necessary servings of each
> per day. A discussion of meat and meat
> substitutes stressed the idea of
> variety in food.

One student wanted to read right away
when he noticed the opening lines of
the story. Even my shy young male
student volunteered to read! This
story allowed the students a chance
to tell the teacher a few things
about recreation in the county. When
I entered the class, several of the
students were discussing a "question-
able" night spot that they frequent.
We discussed other forms of recreation
that were available or could be made
available.

The discussion on women's rights was
particularly exciting. It brought
out opinions on women's liberation also.

Class discussed hobbies and what things
must be taken care of in going into a
business for oneself or with others.
One of the students confided a secret
desire to have a business of his own.
He is saving money for initial
investment.

Several members told of things they had
experienced, since they are food stamp
recipients. We tried to get a case-
worker in to talk to the class, but
haven't been able to persuade one to
visit our class at night. However, she
did furnish me with some guidelines....

A special feeling came from this study,
a feeling of being sensitive to others'
needs. There are less fortunate in our
communities. We can help in many ways.

A real lively discussion was had. The
students discussed families they knew
who were separated and the effects on
the children. Many children have
problems in school and sometimes drop
out because of problems at home.

I chose this particular story because
recently our ordnance plant has
severely cut back its work force. Some
of my students are former employees
there. They talked about the role of
vocational rehabilitation ... Salvation
Army ... food stamps ... welfare ...
unemployment compensation. This brought
us into the "sliding scale" procedure
and other areas in which it is used ...

this was a new term for some.

> To me, the most unique feature was that while one man said nothing during the class discussion, when I stopped at his place to help him with a problem he had many good comments to make ... We decided that next time he would point out those things that the rest of us missed!

> This story deals with what you can do to keep your apartment from getting robbed. Two of the students have had their apartments robbed. I brought in pamphlets put out by the police department on burglar prevention. We read through these and discussed different kinds of locks and regulations involving gates.

> The controversial question of mother knowing what's best for son and son knows what's best for him led to exciting debate. Most of the students seem to have had this experience sometime in their lives.

2. Further Experimentation

Given the open-ended character of the AIM process and the direct relevance of the materials to the lives of learners, it is not surprising to discover that once introduced into a classroom, AIM creates a multiplicity of instructional opportunities and implications for teachers. During the life of the project, AIM staff were urged by many at various levels in ABE to extend these implications. The two areas that involved the most staff time and energy involved coping skills and literacy and language skills.

In the coping skill area, the implication that led to further experimentation was the field discovery that the impact of AIM frequently does not end in the classroom. When learners begin to talk seriously about the coping problems that affect their own lives, there are sometimes

opportunities to do something practical outside of class
about such problems. Teachers have reported, for example,
that in some instances, students followed up class dis-
cussions by taking actions outside of class related to the
solving of specific individual problems:

> Several participants after the discussion
> decided to get jobs. Some decided to
> even seek volunteer jobs in schools and
> hospitals. Their age once seemed a
> barrier, but the discussion helped to
> lessen that thought.

> ... A family's need for eyeglasses was
> revealed through AIM discussions. I
> obtained the name of a Lions' Club
> member who could offer help and procedures
> in obtaining eyeglasses. The student
> will follow through with necessary action
> steps himself.

> One student: married, mother of two,
> husband truck driver. They bought TV on
> time payments. One year after TV went
> out. TV shop owner no help at all. They
> paid $200 more for repairs. Problem was
> mentioned in conjunction with AIM lesson,
> suggested talking to small claims judge.
> Judge could not hear cases because of
> schedule but said another judge would.
> Second judge told them to pursue suit
> for return of repair monies and for
> company repair or replace TV.

> One lady was always talking about how she
> was having trouble figuring out the tax
> on things. In one of the discussions of
> the stories we pointed up how when you
> seek for information you don't know how
> it helps you from overpaying a lot of
> times. One of the students went to the
> sales tax person in the county and got a
> copy of how much tax is for each amount
> on the dollar and everything and we had
> it xeroxed and passed around. So that
> was something he did on his own, you know.
> So he said if you take this with you when
> you go to the store you won't wonder
> whether they're charging you too much
> because you already have it with you.

The fact that such incidents take place in contexts
where AIM is being used is evidence of the vitality of the
process, its relevance to learner concerns, and its
usefulness as a tool for learning more about learner needs.
The opportunity to talk about what might be done about
problems important in the daily life of the learner can
lead to action with respect to these problems. The increased
knowledge of the teacher about the importance of the problem
in the student's life, and the support created by group
discussion apparently help to create conditions conducive
to such initiatives.

For several months, AIM project staff developed the
notion of "practical action literacy" -- stressing particularly
the practical action implications of the AIM process. Staff
experimented with the use of an "action card" that could be
used both to stimulate learner actions and to document the
particular actions taken as a result of discussions of
specific stories. The action card form (both sides) is
reproduced on the next page.
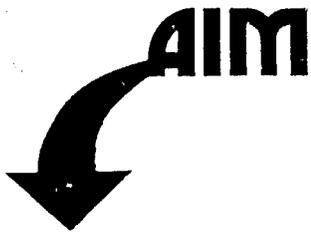
AIM ACTION CARD

Name_____   Date _____

1. What story did you discuss?_____

2. What interest or problem will you act on?_____

_____

_____

3. What do you expect to learn or accomplish?_____

_____

_____

Fill out at beginning of next session

4. What action did you take?_____

_____

5. What were the results?_____ _____

_____

6. Did you use any information resources (books, agencies, persons) before you took action?   Yes ☐ No

Which?_____

7. Did you use reading, writing, or math in connection with the action?   Yes ☐   No ☐

8. Did you improve your situation or learn a new way to solve a problem?   Yes ☐   No ☐

How?_____

_____

(fill out other side first)

The action card was designed as both an instructional tool and as an evaluative-documentation tool. Used instructionally at the end of each AIM discussion, the card would stimulate teachers and learners to focus -- in writing -- on the action implications of the discussion. Used as a documentation/evaluation tool, the action card would provide data on the type and extent of learner actions emerging from AIM.

In classroom practice, however, the action card itself proved to be of limited usefulness, because it tended to force the instructional process into too narrow a mold and too compressed a time frame. Teachers pointed out that action was only one of a number of results that might emerge from the use of a given AIM story, and that therefore the use of action cards with each story was a confining and overly prescriptive way in which to use the materials. They pointed out that insisting on the use of action cards seemed at odds with other expressed principles of the AIM process, and that it limited their flexibility in using AIM as circumstances and their own professional judgment dictated.

The second area in which project staff concentrated its energies on extending the instructional implications of AIM had to do with literacy and language skill development. The AIM materials are rich sources for fostering such skills. Left to their own devices, teachers seem to use the materials for mini-lessons in vocabulary, paragraph structure, prefixes and suffixes, re-writing colloquial dialogues into standard

English, and similar exercises.

Feedback from the class logs and staff and consultant observations indicated that the materials would be more fully used for the development of literacy and language skills if teachers were provided with a more systematic approach.

The challenge for the AIM project staff was to devise a method that would provide such systematic assistance to the teacher yet would not prescribe exercises to be used with specific stories at particular times.

The approach that was chosen, therefore, was the creation of a series of skill development modules for use in AIM teacher training workshops. Each module focuses on a specific skill area and provides three specific guides for the teacher: a skills development outline; a matrix of possible learning activities (whole group, small group, individual); and a sample application of these activities to a particular AIM story. Teachers can use these modules to design learning strategies for other stories, choosing the skill areas and learning activities that are most appropriate for their own class. Three such training modules were developed during the summer of 1975 (reading comprehension; vocabulary; and writing skills); a fourth (oral/listening skills) is under preparation. While these modules were produced too late for systematic classroom testing prior to the end of the project, they will be tested in AIM projects in the states during the coming year.

Copies of the three skill development modules so far produced are attached as Appendix C. 66

3. Evaluation

In addition to working through some of the instructional implications of AIM related to coping and skills development, project staff responded to recommendations by consultants and program directors to develop broader strategies for program evaluation that would take into account AIM's multiplicity of objectives. Two such experimental evaluations were carried out, one in North Carolina and the other in Iowa.* These evaluations are appended to the body of this report.

In North Carolina, a particular project concern was the effect of AIM on the attitudes of teachers. The evaluation revealed that five of the ten teachers felt "uncomfortable" with the AIM method at the beginning of the project. After three months, seven teachers felt "strongly comfortable" and three felt "somewhat comfortable." All ten teachers stated that they would like to continue using AIM materials and that they would recommend AIM materials to other teachers.

In Iowa, teachers were asked to comment on a number of questions concerning the relationship of AIM to their professional development. Teachers stated that AIM broadened their awareness, provided them with useful methods and materials, and gave them an opportunity to work constructively with colleagues to develop curriculum and widen their professional horizons. A sampling of their comments follows:

---

*In Indiana, while no formal evaluation was carried out, teachers were asked to respond to an informal questionnaire. Ten of eleven respondents indicated that they planned to continue to work with AIM processes and to create further locally-relevant visual material even after the end of the project.

> I would encourage participation in the
> AIM program for several reasons: first,
> it has taught me a method to draw out
> comments from my students; second, it
> has broadened my understanding of the
> problems ABE students have; third,
> we've come up with some very good,
> useable, pertinent material to use with
> our classes. We need more of that!

> In drawing them out in discussion I
> learn what knowledge they have -- or lack
> of knowledge -- on many important problems.
> When I know their needs, it makes it
> easier to help them.

> Working with other ABE teachers to develop
> curriculum materials has been very valuable
> for me. The input has been great. It has
> also acquainted me with the many differences
> we as ABE teachers cope with.

> The sharing of information concerning varied
> backgrounds of ABE students in classes
> throughout the state, types of classes, and
> the methods used for meeting these different
> needs are valuable in increasing one's
> professional outlook. It has also caused
> me to look again and evaluate the use of
> materials to stimulate their thinking,
> broaden their outlook, and give guidance
> and advice when advisable.

> AIM has made me more aware of student
> problems -- mostly by reminding me of their
> need to communicate more fluently. Reading
> AIM stories brings out the need to increase
> vocabulary while pointing out practical
> financial wisdom, wise food shopping, and
> nutritious meal planning and preparation.
> Entertaining stories make learning easy.

The North Carolina and Iowa approaches to evaluation of
AIM are not comprehensive, pre-packaged sets of evaluation
instruments. Rather, they reflect a need and point a
direction. The need is to remember that AIM is a multi-
dimensional process which includes a variety of short and
long term objectives. The direction is the further design and
testing of evaluation strategies that are related to the various
specific objectives set by AIM projects in particular locations.

It is evident that the AIM process is a useful tool for meeting the need, quoted at the beginning of this report, "to professionalize instruction by making it functional and relevant to the needs of a specialized student body."

One teacher, reflecting into a tape recorder after four months of using AIM in a class in rural Alabama, summed up her experience with the AIM process in this way:

> Yes, I have grown. In the back of my mind I've had this idea of how necessary it is for people to be able to express themselves freely with other people -- how important it is for a person to feel important.
>
> There are people in the class I've known all my life, but as a result of the discussion units we've used, I've learned more about their thinking and about what they are feeling, and it makes me respect them more and in a way I never did in the past.
>
> When we discuss the stories it puts us all on the same level. No more am I the teacher and the leader of the discussion. In actual situations where we may not have had the same experience no one can say whose experience was the most important.
>
> I think it is good for them to feel that way. It makes them feel comfortable knowing that they can teach me things. That gives them a self respect which they didn't know before and it makes me feel like I've sort of grown too, because I've come to understand people, and that's part of growth -- learning how to understand people and respect their feelings.

AIM provides needed materials, stimulates the use
of functional teaching methods, helps teachers to promote
active involvement in learning, and makes it possible for
teachers to gear instruction more closely to learner
realities and interests. The process enhances both learner
self confidence and teacher effectiveness. AIM is a
dynamic and flexible tool for introducing needed innovation
into adult basic education programs.

Notes

1. Mezirow, Jack, Gordon Darkenwald, and Alan Knox.
   Last Gamble on Education: Dynamics of Adult Basic Education,
   Washington, 1975, p. 156. This section of the report is
   drawn largely from the above-cited work and from
   Dr. Mezirow's Taking AIM in ABE, World Education, 1975,
   (unpublished).

2. Mezirow et al., Last Gamble on Education, p. 156.

3. New York Times, October 30, 1975, p. 42. Report of Adult
   Performance Level (APL) Study, University of Texas.

4. Mezirow, et al., op. cit., p. 11.

5. Ibid., p. 12.

6. A UNESCO definition quoted by David Harman in "Illiteracy:
   An Overview," Harvard Educational Review, 40 (May 1970): 227.

7. Mezirow et al., op. cit., p. 58.

8. Ibid., p. 18.

9. Mezirow, Taking AIM ..., op. cit., p. 7.

10. Mezirow, et al., op. cit., p. 26.

11. Ibid., p. 20.

12. Columbia University, Teachers College.
    Analysis and Interpretation of ABE Experience in the
    Inner City: Toward a Theory of Practice in the
    Public Schools. Center for Adult Education Annual Report.
    May 1969 - June 1970, pp. 22-23.

13. Anderson, Darrell and John A. Niemi, Adult Education and
    the Disadvantaged Adult. Syracuse, N.Y.: ERIC Clearinghouse
    on Adult Education, April 1969, p. 52.

14. Ibid., p. 69.

15. Mezirow, Jack and Gladys Irish. Priorities for
    Experimentation and Development in Adult Basic Education.
    New York: Center for Adult Education, Teachers College,
    Columbia University. Center Research Report No. 2, 1974.

16. Mezirow, Taking AIM ..., op. cit., p. 25.

17. World Education, Report to Office of Education, May 15, 1974.

18. World Education, Report to Office of Education,
    December 31, 1974.

Appendix A

AIM Project Staff

Professional Staff*

Noreen Clark	May 1973 - August 1973
Brooksie Davis, Jr.	June 1973 - August 1974
Gladys Irish	June 1973 - May 1975
Thomas B. Keehn	May 1973 -
David Narot	July 1974 -
William Rivera	July 1974 - August 1975
Stuart Southern	February 1975 - September 1975

Interns

Andres Brown	Summer 1975
Sabina Mayo-Smith	Summer 1975

Support Staff

Myra Arvin	August 1974 - May 1975
Maryanne Napoli	August 1974 - September 1975

* In the original grant request Thomas Keehn and David Harman
  were designated as joint project directors.

72

Appendix B

Consultants to AIM Project

Irene Arnold	Alabama
James Carson	Alabama
Rosa Casares	California
Michael Chiappetta	Indiana
Noreen Clark	New York
Carol Compton	North Carolina
David Gueulette	Texas
David Harman	Massachusetts
Arnold Kaltinick	New York
Peter Marin	California
Jack Mezirow	New York
Millard Mott	Washington
Brigid Najera	California
Elizabeth Parrish	Alabama
Gayle Peper	Iowa
Scott Peper	Iowa
Shirley Tucker	New Jersey

Appendix C

AIM Skill Development Modules:

Reading Comprehension

Vocabulary Building

Writing Skills

INTRODUCTION

The following materials are designed to provide language skill activities for classes making use of the AIM stories. Three areas are emphasized: reading comprehension, vocabulary building, and writing skills. These materials are designed to be used only after the class has completed the initial discussion of the AIM unit.

A Reading Comprehension Outline is provided which indicates three major areas that the student should be familiar with after having read an AIM story: 1) the events, 2) the characters, and 3) their problems. It asks the students to pay attention to details in the story (location, names, relationships, descriptive words and phrases), as well as asking them to look at more general aspects of the story (major events, problems, possible causes, and potential solutions). The outline does not tell how to proceed. It merely indicates important areas to be covered.

The accompanying Activity Sheet suggests a few of the ways in which a class may cover the material in the Reading Comprehension Outline. It includes suggestions for full group, small group and individual work. Most teachers will have many additional ideas of their own.

The Sample Response Sheet indicates some of the many responses which students might give in the course of going through the Reading Comprehension Outline, with one particular AIM story ("Two in the Tulips"). It is suggested that teachers might work through an AIM story of their own choosing in a similar manner in order to become familiar with the varied response possiblities.

-1-

I.   READING COMPREHENSION OUTLINE

(Note: These comprehension exercises may be done by the whole class together,
        or individual students may work on them alone.)

The three areas of concern here are the students' understanding of the
events, the characters, and the problems in each story.

A.   Identifying the Main Events

     1.   Background or setting

          a.   Where did the story take place?

          b.   What were the names of the people in the story?

          c.   What were the relationships of these people to each other?

     2.   The Action

          a.   What were the main characters in the story doing at the beginning?
               (Initial event)

          b.   Then what happened?   (sequential event)

          c.   Then what happened?   (sequential event)   Etc.

     3.   The Conclusion

          a.   Did the main characters do or decide to do anything about the
               problem? If yes, what?

          b.   What were the main characters doing when the story ended?

B.   Describing the Characters

     1.   List all of the words found in the story which describe the characters.

     2.   List any words you can think of that describe the way you feel   about
          the characters in this story.

     3.   Choose two characters from the story. Then write out or tell the
          class what they seem to think and feel about each other, or about
          their lives in general.

C.   Describing the Problems

     1.   What were the problems the people in the story had?
          a.   Specific problems
          b.   General problems
     2.   Who or what was causing these problems?
          a.   Specific causes
          b.   General causes
     3.   Who or what could help them solve these problems?
          a.   Specific solutions
          b.   General solutions

READING COMPREHENSION ACTIVITY SHEET: SOME SUGGESTIONS

FULL GROUP WORK

A. Identifying the Main Events

1. Background:
   a. Location: Student scans the AIM story and notes down the locations which are mentioned by name, described, or indicated in the story.

   b. Names: Student writes out the names of as many characters as he can remember from the story. He then checks his own list by comparing it with the names actually given in the AIM text.

   c. Identifying role relationships: Identifying rob relationships: that character has in the story, and
   2) other role relationships students would expect or assume that character to have in his daily life. (Example: Linda Blenka:
   1) In the story: mother, neighbor
   2) other possible
   roles in daily life: friend, wife, daughter, employee, etc.)

2. Action: (Role Playing)
   Major roles in the story are assumed by members of the class and the story is acted out by them.

SMALL GROUP WORK

A. Identifying the Main Events

1. Background:
   The class is divided into small groups. Each group is assigned one character in the story. That group is then responsible for listing 1) all the role relationships

2. Action: (Chain Story)
   The story is re-told orally in the words of the students. One student begins by telling the first thing that happened in the story, another student tells the next thing that happened, and so on until the class has finished telling the story.

B. Describing the Characters

1. Words or Phrases found in the story: The class members make three lists on the board. All the positive words or phrases found in the story about a character are put on one list. All the negative words and phrases about a character are put on another list. The third list will contain all the descriptive words and phrases which are neutral or about which the class members disagree.

1. Words or Phrases found in a story: The class is divided into small groups. Each group is given the name of one character in the story. Each small group is asked to go through the text of the story together and find and list (or circle) all of the words and phrases which describe that character. When all of the groups are finished (about five minutes), they reassemble in the full group and share and compare their lists.

INDIVIDUAL WORK

B. Describing the Characters

1. Words and Phrases: The student selects one character in the story which interest him. He then scans the AIM text and circles all of the words and phrases which he feels describe that character. (The teacher might then bring all of the students together to share what words and phrases they have selected for each character.)

FULL GROUP WORK

B. Describing the Characters (cont.)

SMALL GROUP WORK

INDIVIDUAL WORK

2. Student Feelings about Characters: One student gives a word or phrase which expresses how that student feels or thinks about one of the characters in the story (without mentioning the name of the character). Another student then gives the name of the character he thinks the first student is describing. If he is correct, the second student then gives a word or phrase describing his own feelings about a character, and other students try to identify that character, and so on (about five to ten minutes).

3. How the Characters Seen to Feel: The class composes a series of questions which they would ask the main character(s) in the story if they were going to interview them for a newspaper article. The focus of the questions might be on how the character feels about his own life, or about how he feels about another character in the story. The class should only compose the questions (they should not discuss the answers)..........Then...

2. Student Feelings about Characters: Students are paired. Each student has one minute to tell his partner how he feels about one (and only one) of the characters in the story. (This means that a number of conversations are going on at the same time.) Then the second student has one minute to tell how he feels about a different character in the story. Finally, the two students take turns discussing why they think and feel the way they do about the characters they have chosen to discuss.

3. How the Characters Seem to Feel:(Oral Interview) The class breaks up into groups of twos. One student assumes the role of a character in the story and answers the questions composed by the class as he feels that character would answer them. The other student, of course, asks the questions (and may or may not record the answers). The student interviewer may also make up additional questions of his own to ask the role playing student..............OR....

2. Student Feelings: The student selects one character from the story and writes out or lists all of the things which the student likes (or dislikes) about that character. Next to each item on the lists he tries to note down what made him feel that way about that character. (Students might later compare lists with each other or read or share thier ideas in the larger group. Some students might not wish to do this, however.)

3. How the Characters Seem to Feel:(Written Response to Interview Questions) Each student assumes the role of one of the characters in the story. He writes the name of that character on his paper. Then he answers the class-composed interview questions as though he were that character. The student may refer to the AIM story for help.

FULL GROUP WORK

1. The Problems: (Brainstorming)
Class members share all of the problems they can think of dealt with in the story. These are listed randomly on the board as they are mentioned. The class then discusses the list and sorts the problems into General and Specific, perhaps by placing a letter (G/S) or number (1,2) next to each problem they have listed.

2. Possible Causes: (Brainstorming)
Class members give as many reasonable possible causes as they can think of for each of the problems they have identified in the story. The class then selects two or three of the most likely possible causes for each problem listed.

3. Possible Solutions: The class makes three lists, 1) Institutions, 2) resource people, and 3) personal actions, of aids to solving the problems they have been discussing. The character in the sory should be treated as a member of the class's own community, and wherever possible, the names of local institutions and resource people should be used in the lists.

C. Describing the Problems

SMALL GROUP WORK

1. The Problems:
The class is divided into small groups. Each group is given two pieces of paper. One paper is titled, Specific Problems from the Story. Each group is to scan the AIM story and decide on and list the specific problems they find mentioned in the story. The second piece of paper is titled, General Problems (or Larger Problems). Each group is to list the general or bigger problems faced by the characters in the story. (If the desired the groups can then reassemble and discuss the results.)

2. Possible Causes: Class members break up into groups according to the problems which interest them the most. These small groups then discuss and list the possible causes of that problem. Then.....
Possible Solutions: ...they discuss and list possible solutions to the problems. The list should include ideas of resource people and institutions which might be helpful, as well as things the characters might do on their own to solve the problems being discussed.

INDIVIDUAL WORK

1., 2. and 3.
Students are given a sheet of paper with three column headings: 1) Problems, 2) Causes, and 3) Solutions. They are asked to scan the AIM story for specific problems in the story, and to list these problems in the first column and their possible causes in the second column, and their possible solutions in the th Then, they may be asked to go through the same process, th time listing more general problems referred to or indi cated by the story and their possible causes and solution

SAMPLE RESPONSE SHEET

I.   Reading Comprehension: Sample (Examples from "Two in the Tulips")

     (Note: The following pages show some of the possibilities which might
              occur in the course of going through the reading comprehension
              outline. The responses and perspectives of each group of students
              and teachers which makes use of this outline may vary greatly.)

A.   Identifying the Main Events

     1. Background or setting

         a. Location: at Linda Blenke's house
                                at the screen door
                                at the back door
                                at the kitchen door
                                in Linda Blenke's yard
                                on the Blenke steps

         b. Names: Linda Blenke
                                Jo (Blenke)
                                Danny (Blenke)
                                Mr. Clagle

         c. Relationships: Mr. Clagle was the Blenke's neighbor.
                                Linda Blenke was the boys' mother and Mr. Clagle's
                                neighbor.
                                Jo and Danny were Linda's children and
                                Mr. Clagle's neighbors.

     2. The Action

         a. Mr. Clagle complained to Linda Blenke about her children's
             behavior.

         b. Mrs. Blenke got mad at him.

         c. Mr. Clagle threatened to turn the children in for trespassing.

     3. The Conclusion

                 Mrs. Blenke   Mr. Clagle

         a. No, she didn't decide to do any-   Yes. He decided to turn
             thing about the problem.   the boys in the next time.

         b. She was sitting on the steps feel- He went home.
             ing lonely.

B. Describing the Characters

1. Words found in the story:

Characters:	Mr. Clagle	Linda Blenke	Jo and Danny	Other Neighbors
Words and Phrases:	grumpy	explode in anger	children	snobbish
	angry	dropped to the	boys	old
	old man	steps wearily	kids	grouchy
	neighbor	loneliness swept over her	bent on de-struction	

2. Words describing how the student might feel about the characters:
(Each student or class should make up an original list.)

Mr. Clagle	Linda Blenke	Jo and Danny	Other Neighbors
crabby	hot tempered	mischievous	unfriendly
picky	defensiv	destructive	unsympathetic
accusative	protective	thoughtless	
strict	unhappy	young	
		curious	

3. Possible descriptions of how two characters seem to feel about each other:

a. Linda Blenke feels that Mr. Clagle is too fussy about his flowers. She thinks he expects too much from little children. She doesn't think he knows how hard it is to raise kids.

b. Mr. Clagle thinks that Mrs. Blenke doesn't teach her children to respect other people's property. He feels that she doesn't care what her kids do to his tulips. He thinks she doesn't understand him. He wouldn't mind sharing his tulips with her sometimes, but he hates to see them destroyed.

C. Describing the Problem

1. The Problem: (Possible definitions. Each class that reads the story may find many different problems not discussed here.)

a. General problem: Jo and Danny's behavior toward their neighbor (and/or the relations between youth & old people, and/or the problems of raising children,etc.)

b. Specific problem: The Blenke boy picked two of Mr. Clagle's tulips and tore them up.

2. Possible Causes:

a. General: Their mother was having trouble raising them without their father or any other adult to help her
and/or
The neighbors were so old that they had forgotten how curious and full of energy little boys can be
and/or

2. Possible Causes:(cont.)

    a. General:(cont.): The boys hadn't learned to respect other
                           people's rights
                                     and/or
                           The boys didn't have anything interesting to do
                                     and/or
                           There was no place else for the boys to play
                           (no park, no place fun in their own yard, etc.)
                                           ETC.

    b. Specific: The boys didn't like Mr. Clagle
                                     and/or
                           The boys knew their mother didn't care or wouldn't
                           discipline them for picking the tulips
                                     and/or
                           The boys were curious about what a tulip would
                           look like if you took it apart

3. Possible Solutions:

    a. General: A neighborhood or block picnic or other activity
                           could be arranged so that all the families could
                           get to know each other better and so that the boys
                           would begin to see their neighbors as friends
                                     and/or
                           The mother could arrange with other young mothers
                           in her community for "play afternoons" when the
                           boys could have a chance to play with other chil-
                           dren their own age. It would also give her a
                           chance to talk over child rearing problems with
                           other mothers
                                   and/or
                           The boys could be taught to care for living things
                           by being given plants of their own to raise

    b. Specific: Jo and Danny could be sent over to apologize to
                           Mr. Clagle (forced?)
                                     and/or
                           Mr. Clagle could take the boys through his garden
                           and explain to them how tulips and other plants
                           grow (sharing?)
                                     and/or
                           Mrs. Blenke could send over a cake or a small
                           plant or other "peace offering" to Mr. Clagle
                           (pacifying?)
                                   and/or
                           The boys could be made responsible for weeding
                           and watering Mr. Clagle's tulips for one week
                           (punitive?....responsible?)
                                   and/or
                           Mr. Clagle could give the boys plants of their
                           own and teach them how to care for them
                           (sharing?)

II. VOCABULARY BUILDING OUTLINE

A. Identifying New or Difficult Vocabulary Items

1. **Scanning:** Students are taught to go through the story quickly, underlining, circling, or copying down any words or phrases which they don't know or which they are unsure of.

2. **Sorting:** Students then learn to sort the words in a number of ways:
   a. According to whether that student has some idea or no idea at all about the meaning of the word or phrase
   b. According to part of speech
   c. According to its unfamiliarity to the class as a whole
   d. According to other categories (i.e. words about banking, elections)
   e. According to any other categories appropriate for that class

B. Determining Meanings of Vocabulary Items

1. **Using Contextual Clues:** Students can be taught to look for clues in a story to the meaning of a word which they are unsure of or which is new to them. Three such "clues" are listed below. Becoming aware of these and other contextual clues can help a student learn to understand what he is reading without constantly having to turn to the dictionary. He can learn to look for
   a. How the new word _functions_ in a sentence (as noun, verb, adjective,etc.)
   b. What words or ideas are _associated_ with the new word in the sentence, paragraph, or story
   c. What one would _expect_ the word to mean in that context (common-sense guessing)

2. **Using the Dictionary:** The dictionary can be an invaluable tool in vocabulary building. Students should learn to use the dictionary in order to
   a. Select the _appropriate meaning_ of a new word or phrase
   b. Obtain _additional information_ about a word or phrase, such as
      1) pronunciation (using pronunciation key)
      2) related words (synonyms, antonyms, etc.)
      3) part of speech
      4) alternative spellings

C. Using the New Vocabulary Items

All of us have both active and passive vocabularies. A _passive vocabulary_ contains those words which we 1) can _read and understand_ and/or 2) can _hear and understand_. An _active_ vocabulary contains those words which we 1) also use appropriately in _speaking_ and/or 2) also use appropriately in _writing_. This section emphasizes the building of active vocabulary, words and phrases produced by the student

1. **In Speaking:** Class activities should be planned which encourage and entice students to use the new words in speaking to the teacher and to each other. Confidence in and familiarity with the new words will come through frequent usage.

2. **In Writing:** Written production of sentences using the new vocabulary items can be incorporated in the form of writing activities for the students both in and out of class.

VOCABULARY BUILDING ACTIVITY SHEET: SOME SUGGESTIONS

FULL GROUP WORK

A. Identifying New or Difficult Vocabulary Items

1. **Scanning:** Students scan the story for new or difficult words. Each student writes a new word or phrase on a separate slip of paper, one piece of paper for every word or phrase he doesn't know.

2. **Sorting:** The class may then decide on which way they want to sort the new words (see outline). The slips of paper are then sorted into the appropriate categories. Then......

SMALL GROUP WORK

A. Identifying New or Difficult Vocabulary Items

1. **Scanning:** Students work together in groups of two or three. They scan the story together, but list the words on individual papers. The students then exchange lists and compare and discuss them. (Students might also want to list their vocabulary items on the back of each AIM story in their notebook.)

2. **Sorting:** The students the sort the words, perhaps deciding on categories such as meaning unknown and meaning uncertain. Then....

B. Determining Meanings of Vocabulary Items

1. **Using Contextual Clues:** The class begins with one category of w words and attempts to determine the meaning of each word by using con-textual clues provided by the story (a. word function, b. word association, c. meaning expectation)The teacher should at no point "tell" the class the meaning of a word. Meanings which cannot be determined from the story context should be looked for by

2. **Using the Dictionary:** New words which could not be understood from the story context may now be looked up in the cictionary. Several dic-tionaries should be available in the classroom so that a number of students can be looking up words at the same time. (This assumes that the teacher has provided some guidance in use of the dictionary to the class as a whole prior to this exercise. When the words

1. **Using Contextual Clues:** The students work together in groups of two. They scan the story 2. words and list a) how it functions b) the words associated with it in the story, and c) their common-sense guess as to its meaning. Then, they try the same process on the words in the "unknown" category. Finally,

2. **Using the Dictionary:** They look up all the words they have listed in the dictionary and compare their own "common-sense guess" from contextual clues with the dictionary definition. At the same time they might want to mark the primary stress for each word in their list, and also to check to see that the function (part of speech) which they assigned to the word agrees with the possiblities offered in the dictionary.

INDIVIDUAL WORK

Once students are thoroughly familiar with the processes of scanning, sorting, using context-tual clues and using the diction-ary, they may prefer to do this part of the vocabulary building work on their own. A student might work on these steps in the classroom or on his own at home. However, the teacher can constant-ly encourage active use of the new vocabulary items encountered in the stories by keeping a list for each individual student of new words which he has identified for each story, and providing oppor-tunities for him to use the words in oral or written work in class.

FULL GROUP WORK   **SMALL GROUP WORK**   **INDIVIDUAL WORK**

2. _Using the Dictionary_; cont.
are located, the meanings might be read to the class by the students, written out on the board by them, or written on a ditto master, run off, and shared with all of the class members. Students or the teacher might also lead the class in pronouncing each word as indicated by the dictionary.

1. _In Speaking_: A list of all the new vocabulary items noted by the class in the last three AIM stories is put on the board. The teacher, using the first word on the list, must compose the opening sentence of a story. The first student to speak composes the second line of the story, but he must also use the second word in the vocabulary list in his sentence. The next student continues telling the story using the next vocabulary item, and so on. This can be an enjoyable class experience.

2. _In Writing_: A short list of vocabulary items in a related category (all adjectives, or all words related to eating, etc.) is put on the board. The class then composes a letter on the blackboard making use of all the items in the vocabulary list.

C. Using the New Vocabulary Items

1. _In Speaking_: Students are divided into groups of two.

2. _In Speaking_: Students are divided into groups of two. Each student is given a list of new vocabulary words identified by his partner in the current AIM story (see Scanning). The first student then asks a question of the second student in such a way that the answer of the second student will contain one of the words on the vocabulary list. (For example, if one of my new words is _Disdainfully_, you might ask me, "How did the step-sisters treat Cinderella before she married the prince?" Hopefully, I would answer, "Disdainfully", of "They treated her disdainfully.") The second student then asks a question of the first student in order to elicit a vocabulary item from his list. And so on, alternating through the lists.

2. _In Writing_: Students are divided into groups of two or three. Each group is given a list of five vocabulary items from the last two or three AIM units. Each group is then asked to write a paragraph or very short story using all of the words on the list. The teacher might move from group to group, moving over the paragraph and word usages with each group as they finish.

2. _In Writing_: Students who are particularly intent on building their vocabulary might wish to write a sho paragraph each week using some of the new vocabular items they have been work ing on. The teacher shou go over the paragraph wit the student once it is written, and help him to check his usages of the r words.

85

II. VOCABULARY BUILDING: SAMPLE RESPONSE SHEET

II. Vocabulary Building: Sample (Examples from "Night Watch")

A. Identifying New or Difficult Vocabulary Items

   1. Scanning: frustrations   bleary
                        sensitive   scanned
                        soothe   disdainfully
                        squealed   mansion

   2. Sorting:

      By familiarity   Meaning Unknown   Meaning Uncertain
      with the meaning: scanned   frustrations
                        disdainfully   sensitive
                        squealed   soothe
                                            bleary
                                            mansion

      By part of speech: Noun   Verb   Adjective   Adverb
                        frustrations soothe   bleary   disdainfully
                        mansion   scanned   sensitive
                                     squealed

B. Determining Meanings of Vocabulary Items

   1. Using Contextual Clues:

      Example: "There it was. The sound of the pick-up.
                 It roared up the lane, and the tires squealed."

      Suppose that squealed is the new word.
      a. The student can identify the function of the word
          1) It follows a noun and
          2) It ends in -ed
          Most English words which follow a noun and end in ed are verbs.
      b. Other words associated with squealed give clues to its meaning:
          sound, roared, pick-up tires
      c. Expectation or common-sense guessing: If roared is what a pick-up
          does when it makes a sound, then squealed is probably the sound
          made by the tires.

      Example: "His bleary eyes scanned the dimly lit room..."

      a. Function: bleary describes a kind of eyes (adjective)
      b. Association: the story tells us the man has been drinking
      c. Expectation: bleary eyes probably are the way eyes look when
                       someone has been drinking

      a. Function: scanned follows a noun (eyes)and ends in ed, so it
                     is probably a verb
      b. Association: eyes usually look at something (the room)
      c. Expectation: scanned probably means looked at or a special way of
                       looking at something

2. <u>Using the Dictionary:</u>

"His bleary eyes scanned the dimly lit room <u>disdainfully</u>..."

a. <u>Select the appropriate meaning:</u>

<u>disdainfully</u> - in a disdainful manner: with disdain

<u>disdain</u> - a feeling of contempt and aversion for something
regarded as unworthy of or beneath one
(Webster's Third International Dictionary)

b. <u>Obtain additional information:</u>
1) Pronunciation: (Student pronounces word according to the
pronunciation key in his own dictionary)
2) Related words: synonyms: scornfully, contemptuously
3) Part of speech: adverb
4) Alternate spellings: none

C. <u>Using the New Vocabulary Items</u>

1. <u>In Speaking:</u> The following vocabulary items from three AIM stories
were listed on the board: smoldering   menancingly   snobbish
frustrations   scanned   disdainfully
bleary   surge   sensitive
The teacher composed the first sentence of the story. Each
student added another sentence using the next vocabulary word in
the list to continue telling the story.

It was late at night, and the campfire was <u>smoldering</u>. Jim
thought about his <u>frustrations</u> at work. His eyes were <u>bleary</u> from
two days without sleep. Suddenly a bear appeared <u>menancingly</u> at
the edge of the camp. Jim <u>scanned</u> the area for a weapon. With a
<u>surge</u> of strength he pulled up the tent pole and threw it at the
bear. It was a cheap tent pole and the <u>snobbish</u> bear didn't like
having it thrown at him. <u>Disdainfully</u>, the bear threw the pole back
at Jim. Then the <u>sensitive</u> animal turned around and lumbered back
into the woods.

2. <u>In Writing:</u> A group of three students was given the following words
and asked to use them in a paragraph: <u>soothe, scanned, squealed</u>

The young mother tried to <u>soothe</u> her baby to sleep. She couldn't
understand why he kept crying. She <u>scanned</u> the room for something
to make him happy. Then she noticed his empty bottle. She went to
the kitchen and filled it with milk. When she returned, he <u>squealed</u>
in delight.

III. WRITING SKILLS OUTLINE

This outline includes only those areas of writing production felt to
be most useful to the average adult student. The writing outline begins
with preparation for and skill in filling out forms, and moves on to
paragraph writing and letter writing. Students may begin working on
the writing skills at any point on the outline as indicated by their
needs and intersts, and by the skills they already possess.

A. Filling Out Forms

We are asked to fill out so many forms in the course of our daily
lives, both for ourselves and for our children, that familiarity
with and skill in filling out forms is quite useful to most adults.

1. Basic Personal Information

   There are a number of pieces of information which we are asked to
   write down very often. Adult students should be able to write out
   (preferably print) this information very quickly and easily. Some
   students may wish to keep a card with some of this information on
   it in their wallets. This kind of information will usually include
   some or all of the following:

   a. Present address and telephone number
   b. Date of birth
   c. Place of birth (including county of birth)
   d. Name, date and place of birth of spouse
   e. Full names, dates and places of birth of children
   f. Full names, addresses, dates and places of birth of both
      of your own parents
   g. Important medical information about self, spouse, children
   h. Name of spouse's employer, address and telephone number
   i. Name and number of health/hospitalization insurance, if any

2. Job Application Forms

   Students can be given opportunities to develop skill in filling
   out job application forms. Besides the kinds of personal informa-
   tion listed above, they should practice wrting out brief employ-
   ment histories or autobiorgraphical paragraphs which will present
   their skills and experiences in the best light to prospective
   employers.

3. Financial Forms

   Students can be given opportunities to develop skills in filling
   out forms which require them to provide financial information in
   an organized fashion. Presenting the proper or desired financial
   information in an organized way is not an easy task, and students
   might want to practice filling out a number of forms of this type.

   a. Bank forms: checking and savings account applications, checks,
      deposit tickets, etc.
   b. Loan and credit application forms
   c. Income tax forms
   d. Insurance forms   88

4. Medical Forms

When a family member enters a hospital, when a person begins a new job or a child enters school, numerous amounts of medical information may be requested. The names of doctors or hospitals which have treated a person in the past, known allergies or unusual medical conditions, and other general health information may be requested. Students should be familiar with this kind of information and with the spelling of any unusual medical terms/words important to them.

5. Government Agency Forms

Many government agencies which we may come in contact with in our daily lives ask us to fill out forms. Other agencies may interview us and have their own employees fill out the forms. Students who are anticipating using the services of one of these government agencies (i.e. social security, unemployment compensation, AFDC, food stamps, Medicare, VA, railroad retirement, etc.) should be familiar with and able to assemble and organize the information and documents which may be needed.

B. Paragraph Writing

Students should become familiar with general paragraph structure. This includes the <u>statement of topic/purpose</u>, a <u>body of relevant information/ideas</u>, and a <u>conclusion/summary</u>.

1. Narrative

A narrative paragraph is an action or story-telling paragraph. It tells <u>what happened</u>. Students should be provided opportunities to write short narrative paragraphs about things which have happened to them, as well as about things which happened to characters in the story.

2. Biographical

A biographical paragraph presents a <u>brief history of someone's life.</u> It presents the important facts about that person's life, often with a particular focus. Students may need and want to learn to write about their own employment histories, or child's school or medical history, as well as a simple autobiography.

3. Descriptive

A descriptive paragraph describes or presents the <u>characteristics</u> of a person, place or thing. Students should be given an opportunity to describe people and places in their own lives, as well as describing the characters in the stories.

C. Letter Writing

Students should become familiar with the two most frequently use forms of letters, friendly and business. The general structure of each is presented below, but teachers may find it useful to choose one of the many books and articles dealing with the subject for a further detailed guide.

1. Friendly Letters

    a. General structure
       1) Heading (writer's address and date)
       2) Salutation
       3) Body
       4) Closing
       5) Signature
    b. Addressing the envelope
       1) Return address
       2) Address of recipient

2. Business Letters

    a. General structure
       1) Heading (writer's address and date)
       2) Inside address (address of firm)
       3) Salutation
       4) Body
       5) Closing
       6) Signature
    b. Addressing the envelope
       1) Return address
       2) Address of recipient firm
    c. Keeping a copy (carbon or photo copy)

FULL GROUP WORK	SMALL GROUP WORK	INDIVIDUAL WORK

A. Filling Out Forms

1. Basic Personal Information:
As an introduction to filling out their own personal information cards, the class as a whole makes up a basic personal information list (a through 1) on the board. They use a character from an AIM story, such as Angie, as the basis for this. When the class is finished, they are asked to prepare the same kinds of information about themselves (see individual work).

2. Financial Forms: A poll of the students is taken to discover one or two financial forms and information of most interest to them. Then, an outside resource person is brought in to lead the students through the filling out of such a form. The resource person would also explain the reasons why major pieces of financial information are usually required and could guide the students in presenting their own financial pictures ind. The class as a whole then discusses the most useful ways. Students may prefer to use imaginary figures; it is the development of skill in organizing the financial information that is important here.

4. Medical Forms: If the class expresses an interest, a public health person (nurse, administrator, etc.) is invited to visit the class and a) discuss with the class the kinds of medical information they should be aware of about themselves and other family members and b) lead the class through the filling out of forms required in a hospital emergency room, explaining the purposes of the questions asked and preparing students for what they might expect should such an emergency arise (The story, "Babes in the Woods" would fit in well here.)

2. Job Application Forms:
a. The class as a whole first chooses one character from an AIM story and decides on a job for which that character will apply.
b. Actual job application forms are given to groups of two or three students. They work together on completing one sample job application form as if they were that character from the story and were actually applying for that job. If the form requires it, they develop an "employment history" for that character.
c. Then they exchange the completed forms between groups. Now the groups assume the role of the prospective employer who receives the form. They read the application and write an evaluation of 1) what information made them feel most like hiring that applicant, and 2) what information or lack of information made them doubtful or unlikely to hire that applicant. The class as a whole then discusses the applications and the "employers" evaluations of them.

5. Government Agency Forms:
a. Students divide into groups of two or three. They then list as many government agencies as they can think of which are found in their county.
b. Next to each agency, they list the kinds of forms a citizen might be asked to fill out or kinds of information they think he might be asked to provide if her were going to use the services of that agency. Example:

Agency	Type of form or information
County Library:	Library card application
County Hospital:	Admission form for patient
	Emergency Room treatment form
	Medicare or other health insurance

Groups then share lists with the class.

1. Basic Personal Information:
Students bring all the papers and notes they need to class so that they can completely fill out a card for their own use with information a through 1. The teacher helps those students who don't have the correct information by advising them as to where they can get it. Students may then want to put this information on a small card which they can carry in their wallets. (It should be noted the some students may prefer not to do this exercise in class or at all.)

5. Government Agency Forms:
Students write sample individual business letters to a government agency they are interested in, add ask for information about or forms for a specific program or activity. (See C, Letter Writing) (To facilitate 5, above and under Small Group Work, teachers might prepare a ditto of the lists prepared by students, adding local addresses and phone numbers for these agencies.

FULL GROUP WORK

1. <u>Narrative:</u> (Chain Story)
The class continues the AIM story from the point where it ended. Each class member writes a sentence on the board, one after another, expanding on the original story. The last student must write the conclusion of the expanded story. (See Sample Response Sheet for examples.)

2. <u>Biographical:</u> a. The class takes the information from a story, plus creating any additional information necessary, to prepare an <u>employment</u> <u>history</u> for one of the characters in an AIM story. The facts should be presented in a positive light which would be helpful to that character in obtaining a new or better job. The paragraph can be written up on the board and also on paper by individual students. b. The class selects a character from a story (where appropriate) and, using information given in the story, plus their own imaginations, writes a paragraph together focused on the <u>medical history</u> of that character. (See 3, Sample Response Sheet)

3. <u>Descriptive:</u> (Guide Paragraph)
The class makes a list of words and phrases which could be used to fill in the blanks in the sentences of the following paragraph about one of the characters in an AIM story. (Note that not every sentence will apply.) They then write the paragraph.

X is a person who ____.
X likes people who ____.
X does not like it when people ____.
X often feels ____. I think that X is ____ person.
a. ____

B. Paragraph Writing

SMALL GROUP WORK

1. <u>Narrative:</u> Students break into groups of two. Using the picture on the cover of an AIM story they write a paragraph together telling what happened to the people in the picture just before the picture was taken. The conclusion of the story should relate to the way the people are in the AIM picture (i.e., it should have something to do with the feelings the people seem to be expressing or with the activities they are engaged in). (See Sample Response Sheet for example.)

2. <u>Biographical:</u> Students work in twos. First, they decide on a job which would be appropriate for one of the characters in the story to apply for. Then, they take the role of that character and write an employment history in paragraph form for that character. They try to write it in such a way that the character would be likely to get the job, at the same time being reasonably realistic about what his employment history might have been.

3. <u>Descriptive:</u> Students divide into the same number of groups as there are main characters in the story. Each group works together on writing a paragraph describing one of those characters. They are asked to include their own feelings or opinions about that character in their paragraph (See Sample Response Sheet for example)

INDIVIDUAL WORK

1. <u>Narrative:</u> The student chooses one character in the AIM story and writes about what happened to that person after the last sentence in the AIM story. (See Sample Response Sheet)

2. <u>Biographical:</u> Students choose a character from an AIM story and write a general biographical paragraph about that character (from birth to present). They make use of any facts or information about the character found in the story and add any to complete the biographical paragraph. (As a follow-up to the class exercise on writing a) <u>employment</u> and b) <u>medical histories</u>, an interested student might want to write out one or both of these about himself.)

3. <u>Descriptive:</u> Student scans the story and underlines words and phrases about the character he has chosen to describe, and underlines words and phrases about the character he has chosen to describe. Then, he makes a list of other characteristics of that person which are <u>indicated</u> or <u>implied</u> by the story. Finally, he uses this information to write a short descriptive paragraph about that character.

FULL GROUP WORK

1. **Friendly Letters:**
The class selects two characters
from the story. One character is
on vacation (or a trip of some
kind), and writes a friendly letter
to the other character. The letter
and the appropriate envelope may
be written on the board and also
copied (for correct form) by the
students on paper.

2. **Business Letters:** The class com-
poses a letter to a local or county
official or business person or other
possible resource person whom they
would like to invite to their class
to present information on a topic of
interest to the class members.

C. Letter Writing

SMALL GROUP WORK

1. **Friendly Letters:** (Answering a Letter)
The class divides into groups of two.
Each group writes a reply to the letter
the class wrote on the board. (See
Sample Response Sheet.) They also fold
a paper into envelope size and address
it properly.

2. **Business Letters:**
   a. Groups of two students decide on a
   problem which a character in the story
   or which they themselves might have had
   about incorrect billing, a defective
   product, or other money problem.
   b. They then compose a business letter
   to the company or group concerned, re-
   questing that the company correct the
   problem (See Sample Response Sheet)

INDIVIDUAL WORK

1. **Friendly Letters:**
The student writes a
"thank you note" which
one character might have
written to another, or
which he himself might
wish to write, or which
might be used to thank
a resource person from
the community who has
made a presentation to
the class.

2. **Business Letters:**
   a. The student writes a
   business letter to a
   government agency men-
   tioned in the course of
   an AIM story discussion
   and requests information
   about a program or ac-
   tivity which interests
   him.
   b. The student writes a
   letter to his child's
   teacher requesting an
   appointment to discuss
   the child's school work
   progress, or placement,
   or to have his child's
   records transferred to
   another school.

III. Writing Skills: Sample (Examples from "Self-Respect")

A. Filling Out Forms

1. Basic Personal Information

The class makes out a list of basi personal information about Angie and puts it on the board. (The teach might later transfer this information to a ditto for future use.) This information is then used to fill out a number of forms which are of interest or use to the class members. The teacher obtains the appropriate forms from local agencies and organizations.
(Written on Board)

Angela Knudsen Brown

a. Present address: 809 East Fifth Street Phone: (319) 828-1110
Johnstown, Iowa 52400

b. Date of birth: February 9, 1938

c. Place of birth: Mechanicsville, Iowa (Lynn County)

d. Spouse: Gordon Allen Brown May 20, 1932 Mechanicsville, Iowa

e. Children: Jerald Gordon Brown June 8, 1960 Cedar Rapids, Ia.
Terry Allen Brown May 4, 1971 Sioux City, Iowa
Kevin Knudsen Brown March 20, 1973 Cedars Rapids,IA.

f. Etc.

2. Job Application Forms

u. service forms might be of interest to some class members, or forms for job applicants at a local plant, restaurant, or other business. The class could go over the forms orally or on the board, putting in the information for Anie, and then complete the forms individuall, writing in their own basic personal information.

3. Financial Forms

The teacher may again attempt to lead the class through these forms, or in some communities a resource person such as a public relations person from a bank or other financial institution, incometax group, insurance agency, might go through the materials with the class. Again, Angie's basic personal information might be used for illustrative purposes and full class work, while actual student personal information is filled out on the individual forms.

4. Medical Forms

A resource person from a local clinic or other health care institution could be very helpful to the class. Health insurance forms, physical examination forms for children entering school, Medicare forms and many others could be gone over and discussed in class.

94

5. Government Agency Forms

The class can discuss and anticipate a number of needs which
Angie might have, which would require her to provide information
or fill in forms. The following is a sample listing:

Gordy's service records to get VA benefits they might be entitled to.
Eligiblity for food stamps
Health information to enroll the children in school
Eligiblity to send the baby to a day care center for working mothers
Income tax rebates or refunds to which she is entitled

B. Paragraph Writing

1. Narrative

a. Full Group: Chain Story

After work Angie went home and turned on the tv set. She
gave the baby his bottle while she watched her show. Jerry made
some sandwiches and got out some pop and potatoe chips. The
three of them watched tv and ate. About ten the phone rang. It
was Gordy. Angie told him it was too late to come over. Anyway,
she could tell he was drunk again. Then, they all went to bed.

b. Small Group Work
Two students wrote this story about the people in the picture
on the cover of "Self-Respect".

A few minutes ago Susie didn't want to get dressed to go to
the babysitter. She was crying. Then her Mom started to tell
her a story about her dolls, Raggedy Ann and Andy. Susie stopped
crying and listened. She liked the story. Then her Mom began
to dress her. Susie was happy now. Everything was fine.

c. Individual Work

When Angie got home from work, Jerry told her that the baby
had been crying all afternoon. Jerry said that he had tried to
to give the baby a bottle, but he wouldn't take it. Angie checked
the bottle and discovered that the nipple was clogged. She got
a needle and warmed it over the stove and cleaned the hole. Then
Jerry fed the baby while she fixed supper. By the time supper
was ready, the baby was sound asleep.

2. Biographical

a. Full Group
The class wrote an imaginary medical history for Gordy.

Gordy Brown was a normal, healthy child. He had chicken
pox, measeles and mumps while in grade school, but he recovered
quickly. At eighteen he joined the army and was sent to Korea.
He was wounded in the left wrist and was hospitalized for two
months. He did not recover full use of his left hand, so he
received a medical discharge. Shortly after that he began drink-
ing heavily. In a few years he was treated for liver damage. His
doctor advised him to quit drinking. He attended a few meetings
of the AA, but he has since quit. Gordy's present health condi-
tion is poor.

b. Small Group Work

Two students decided Angie could apply for a job as a waitress at Arlan's Steak House, a better-paying restaurant. Then they wrote the following employment history for her.

I have been a full-time waitress at the Johnstown Maid-Rite for the last year and a half. When I was in high school, I worked part-time at Benson's Restaurant in Mechanicsville for two years. During the years I have worked as a waitress, I have never been late for work. I have always gotten along well with the customers and with the other employees. I enjoy my work, and I know I would be able to keep up with the busy schedule at Arlan's Steak House.

3. Descriptive

a. Full Group: Guide Paragraph

Using the guide paragraph, the class wrote these two paragraphs about Angie and Lil.

Angie

Angie is a person who <u>works very hard</u>. She likes people who are <u>neat and dependable</u>. She does not like it when people are <u>messy, drink too much, or flirt a lot</u>. Angie often feels <u>tired and lonely</u>. I think that she is a <u>very serious, responsible</u> person.

Lil

Lil is a person who <u>likes to have fun</u>. She likes people who <u>are friendly</u>. She doesn't like it when people <u>are uppity</u>. Lil often feels that she is <u>pretty attractive</u>. She is a <u>very talkative, flirty</u> person.

b. Small Group Work

Students were divided into three groups. Each group was to describe one of the characters in the story. They were told to include their own feelings or opinions about the character the group was describing.

Group One: Lil

Lil is lots of fun, and she likes to have a good time. She smokes a lot and she flirts a lot. She acts like she is still in high school. Lil likes the people she work with, and she likes to give them advice. The most important thing to her, though, is guys. I feel kind of sorry for Lil because her life seems pretty empty.

96

Group Two: Angie

Angie seems to be a strong person. She supports herself
and her kids just on what she makes as a waitress. Even though
she and her husband are separated because of his drinking, she
doesn't complain about him to others. She doesn't seem to have
much time for anything but work. I think she is probably pretty
lonely sometimes.

Group Three: Gordy

Gordy doesn't seem to be very strong. Eventhough he knows
he is losing his wife and kids, he still keeps on drinking too
much. He has tried going to AA, but he can't seem to stick with
it. He likes to visit his boys, but he can't seem to stay away
from the bottle long enough to provide for them. He probably is
a confused and unhappy man.

C. Letter Writing

1. Friendly Letters
   Full Group Work:
   The class took the role of Lil. She has taken two weeks off and is
   staying at a friend's cabin up at the lake. She writes a friendly
   letter to Angie.

<div style="text-align: right">

c/o Evans
P.O. Box 316
Spirit Lake
July 2, 1975

</div>

Dear Angie,

Just wanted to let you know I'm having a good time! The cabin
is kind of small, but nice. Yesterday I spent the whole day on the
lake. I met a guy who has a great motor boat, and we rode around
all day. Boy am I sun-burned! He's taking me in to town on the
Fourth for the local parade and a picnic. There'll be fireworks
and a dance that night. Should be fun! Sure wish you could have
come, too.
I forgot to ask you if you could water my plants. I put them
out on the back porch the day I left, so they will probably be
nearly dead by the time you got this. Please go right over and
check on them when you got off work. The porch door is open.
Thanks!
Say "Hi" to everyone at work. I'll see you soon.

<div style="text-align: right">

Lil

</div>

Small Group Work:
Two students wrote a reply to Lil's letter:

809 East Fifth St.
Johnstown, Iowa 52400
July 5, 1975

Dear Lil,

I got your letter this morning, and read it when I got to work.
I'm glad you are having a good time.
I went to your house right after work. All of the plants were
in pretty bad shape, and one of them (the begonia) doesn't look like
it will make it. Anyway, I watered all of them. I will stop by
after work and water them every day until you get back.
Everything here is fine. Have a great vacation, and don't worry
about your plants. I'll take good care of them!

Angie

2. Business Letters

Full Group Work:
Angie has received a bill marked "Final Notice" from a department
store in Cedar Rapids. She has already paid the bill in full. In
fact, she paid it last month, and she has a cancelled check to prove
it. However, she doesn't want to get a bad credit rating through no
fault of her own. The class took the role of Angie and wrote this
letter to the account manager.

809 East Fifth St.
Johnstown, Iowa 52400
August 2, 1975

Account Manager
Benson's Department Store
2200 Main Street
Cedar Rapids,
Iowa 52402

Re: Account #792-54-036

Dear Sir:

This morning I received another bill from you for my lamp. It was
marked "Final Notice". I have already paid this bill in full. In
fact, I paid it last month, and I have my cancelled check #224 in
the amount of $29.50 to prove it! A xeroxed copy of that check is
enclosed with this letter.

I think that someone must have forgotten to enter my payment on my
account. Please check this out carefully, and let me know by letter
who my payment has been properly credited.

I look forward to hearing from you about this within the next week.

Sincerely, yours,

98

Angela K. Brown

Appendix D

North Carolina and Iowa Evaluations

(See p. 45 in body of report)

TO: David Narot, AIM Project Director

FROM: Carol J. Compton

SUBJECT: North Carolina AIM Evaluation Workshop Process
                      Montgomery Technical Institute
                      Troy, North Carolina   May 31st, 1975

I.   Introduction

      A. For the past three months we have been making use of AIM materials for the first time in ABE classrooms in North Carolina. I think we have all learned a great deal in the process. Our purpose today is to explore two general areas:

          1. What did take place in this initial AIM project?

          2. What kinds of things could be done to improve the use of the AIM process to the benefit of our students?

      B. Today we will be looking at the following specific areas:

          1. How students related to the AIM process

          2. How teachers, supervisors and administrators related to the AIM process

          3. The AIM materials themselves

          4. The training and orientation for AIM, both

             a. What we have been through ourselves and

             b. What we would like to see for future AIM training/ orientation sessions

II.   Students and the AIM Process

      A. Questionnaire on Students (open-ended). Filled out by individuals.

      B. Questionnaire on Process (specific). Filled out by individuals.

      C. Brainstorming on Student Needs

          1. Group was divided into small groups of twos or threes, with one supervisor or administrator in each group and one or two teachers in each group.

             a. First teachers listed students' needs as they saw them, while supervisor or administrator recorded those needs on paper.

             b. Then supervisor or administrator told the teacher what he saw to be the needs of the students from his point of view and the teacher recorded them on a piece of paper. The papers were turned in.

          2. The group was re-divided into two large groups based on skill levels. One group discussed the needs of low-level skill students. The other group discussed the needs of mid-level skill students. Each group had a recorder who listed the student needs for that group on paper. The papers were then turned in.

III.   Teachers or Administrators and Supervisors and the AIM Process

      A. Teachers were gathered into one group to discuss the following three questions:

          1. What did teachers feel the most comfortable or easy with in using the AIM process?

          2. What aspect of the AIM problem discussion process was the most difficult for teachers?

          3. What kinds of things could have helped the teachers most for leading students in AIM discussions?

      A different person in the teacher group recorded the responses to each question. Papers were then turned in.

B. While the teachers were discussing their questions, the supervisors and administrators were gathered into another group to discuss the following three questions:
1. What did you observe yourself about the AIM process and/or what comments did you hear or learn about the AIM project that might be useful or important to share?
2. What kinds of things do you think would be most helpful for your teachers in any future AIM training/orientation sessions?
3. What do you see as roles supervisors could play to support or aid AIM teachers in the field in the future?

A different person in the group recorded the responses to each question. Papers were then turned in.

IV. The AIM Materials
The teachers, administrators, and supervisors were then brought back together into the full group. A recorder was assigned to list the main points discussed about each of the following aspects of the AIM materials:
A. The class logs
B. The AIM stories
C. The AIM pictures
D. The action cards
E. The tapes

V. Training and Orientation for AIM
Participants were divided into two groups. Each group consisted of teachers and one supervisor and one administrator. Each group was asked to record their responses as a group to the following two questions:
A. What was the most helpful aspect of the orientation sessions?
B. What information or training activity might you have found useful for working with the AIM materials?

VI. Conclusion
The full group was reassembled and general comments about the first question set forth in the introduction were sought and recorded. Vouchers were then passed out for teachers' signatures, the new AIM brochures were handed out, and the new stories from Texas pointed out to the teachers for their examination. Some final remarks were made by Mr. Coleman and Mr. Turner and the workshop was then concluded.

RESULTS OF THE QUESTIONNAIRES AND GROUP DISCUSSIONS ARE RECORDED IN THE ENCLOSED REPORT.

TO: NORTH CAROLINA AIM PARTICIPANTS

FROM: CAROL J. COMPTON

SUBJECT: RESULTS OF THE EVALUATION WORKSHOP

I. Introduction

This report presents the information and ideas which we shared at the AIM Evaluation Workshop at Montgomery Technical Institute. Where possible, a summary of the ideas expressed most frequently on a particular topic is given.

II. Students and the AIM Process

A. Questionnaire on Students

1. What kinds of problems in the lives of your students themselves were referred to most frequently by your students in the discussions of the AIM materials? (Please list and describe clearly.)

a. Teachers' responses:

1) a) Lack of education - causing them not to be able to help their children and often getting talked into making wrong deals

b) Financial - They felt they didn't ever have enough money for the things they needed

2) a) The problem of drinking came up a number of times

b) Also, the story, "What is a Friend?" brought quite a few remarks different ones had experienced

3) a) Education - the importance of getting as much of it as possible

b) Money management - how to manage money in saving for education, budgeting, credit, etc.

c) Family relationships - discipline, parent-child relationships

d) Nutrition - where to buy food, what to buy, etc.

4) a) Self-confidence - much discussion

b) The elderly - compassion for them

5) a) Family life came up most frequently with

b) Alcoholism and

c) Shiftlessness of some husbands

6) a) Consumer problems: getting credit, buying on time, taking out a loan

b) Problems of the elderly: lack of money, neglect by their families, poor job benefits, problem adjusting to the technological age, how young people relate to them, their differences of opinion

c) Law: the way people are treated unjustly, moral problems, what is right and wrong

d) Family problems: how you relate to your children, how your parents related to you

b. Supervisors' responses:

1) a) Not enough education to get a better pay job; consequently, they were not able to get

b) Enough money to do the things they wanted to do or get the things they felt were necessary

2) a) Public services - They learned of the many agencies available

b) Family life - How to appreciate members of the family

c) Employment - How to seek employment

b. Supervisors' responses
1) "Easy Credit" - From this story they learned that once credit was established and items purchased, some would not pay their bills and others would skip town. They also found out how easy it was to get credit and how hard it was to pay the bills.
2) "Callie's Food Stamps" -
a) How to prepare food in different ways
b) Recipes brought from home to school
c) Different foods brought
d) Budgets discussed and made
e) How to write checks and balancing checkbooks
c. Administrator's response
1) Students suggested tours for the class to shopping centers, zoo, and the state capital to compare prices, learn more about animals and observe laws being made.

Summary of responses: Most of the class activities springing from the AIM discussion units seemed to deal with <u>consumer education</u> topics (8), and <u>food and nutrition</u> (3).

4. In your opinion, what was the most important information or significant problem which a student brought up during an AIM discussion in your class? Please indicate what story or photo you were discussing at that time.
a. Teachers' responses
1) One man brought up the fact that no matter what your past is, that you are still important. He had gotten to the place he didn't want to live "or more just wanted to fade away". "Second Chance" was being discussed. He said everyone deserves a second chance (all do not get one).
2) The problem of food stamps (used unlawfully).
3) "Plans" Through discussing this student's reasons for dropping out of school, we were able to find out why my "Child Care" girls were unhappy with the school hours they were spending at RTI. Eventually, each girl taking part in that discussion finished her hours at RTI. Some of them would have probably dropped the class otherwise.
4) Learning to explore new interests that can be continued after retirement. Learning how to cope with new ways of doing things and to keep informed in our changing times.
5) The unlawful use of food stamps (stamps stolen and used to gamble). SCALP fertilizer stolen from the community building by someone not entitled to receive it.
6) In discussing "Times Change", the problems of the elderly were discussed. I was surprised by the amount of respect the younger men felt for older people. The thing that I thought was significant was the fact that they felt this respect to be such an essential thing - something that everyone should feel. From observing them from day to day, they seem to do this in their everyday life.
b. Supervisors' responses
1) "Never Look Back" - A student had had the same thing happen to him. A boy whose parents had divorced went to live with his father and step-mother and liked it very much. After looking back he decided to go back to his mother. He also added that this experience taught him always to look to the future.
2) "The J-O-B" - How to use money to the best advantage.
c. Administrators - No Answer

c. Administrators' responses
    1) a) <u>Consumer education</u>
          b) <u>Family living</u>
    2) a) <u>Coping with the bureaucracy</u>
          b) <u>Coping with the technocracy</u>
          c) <u>Problems of understanding youth culture</u>
          d) <u>Coping with aging</u>

<u>Summary of responses:</u> Mentioned most frequently were <u>family life problems</u> (5), <u>education problems</u> (3), <u>money problems</u> (3), <u>problems of the elderly</u> (3), <u>consumer problems</u> (2), and <u>alcohol</u> (2).

2. Did any of your students, to your knowledge, take any important individual actions as the result of an AIM discussion unit?

Teachers	Supervisors	Administrators
Yes - 2	Yes - 1	No answer - 2
No - 4	No - 1	

If yes, please describe the action and give some background information about it.

a. Teachers' responses
    1) One student who had been interested in fishing, after reading "The Self-Employers", decided to open a place to work on boats.
    2) a) One student plans to advise his friends about job benefits (after discussing "Tomorrow Will Be Just Like Today")
          b) Two students tried to learn more about different kinds of credit (after discussing "Easy Credit")

b. Supervisor's response
    1) One or two decided maybe they should go into business for themselves. They had talked to other individuals who had done this and were reasonably successful (they were at least making a living)

3. Did class activities or programs ever result directly from a discussion of an AIM unit?

Teachers	Supervisors	Administrators
Yes - 6	Yes - 2	Yes - 1
		No answer - 1

If yes, please described the activities or programs and list the story or stories from which they sprang.

a. Teachers' responses
    1) a) I brought recipes to my students and they brought me some as the result of "Callie's Food Stamps".
          b) Students made budgets from "Easy Credit". Filled out checks, balanced checkbooks, filled out credit application.
    2) "Easy Credit" caused many to become aware of how debts can make some people dishonest.
    3) a) "Dealing with Mr. Sam" - price comparisons, examples
          b) "John's Day" - listing cost of education; possible sources of financial aid
    4) a) The study of nutrition
          b) General discussions of feelings and human emotions
    5) A campaign was started to get more people involved in community action programs
    6) "Easy Credit" - The class learned more about different kinds of credit and also worked with figuring out percentages.

PLEASE PLACE A CHECK IN THE COLUMN WHICH BEST INDICATES HOW YOU FEEL ABOUT EACH STATEMENT.

	Strongly Agree	Agree Somewhat	Unsure	Disagree Somewhat	Strongly Disagree	No Answer
1. At first, students felt uncomfortable with the AIM method.	1	4	1	1	3	
2. At first, the teacher felt uncomfortable with the AIM method.	1	4	2	2	3	
3. Students could relate to the pictures.	4	3	1			
4. Students could relate to the stories.	4	5	1	1		
5. Students expressed their feelings about the pictures.	6	2	1	1		
6. Students expressed their feelings about the stories.	7	2	1	1		
7. By the end of the discussions, most students were actively expressing their opinions and ideas.	6	3	1			
8. The AIM discussion units helped identify students' problems.	4	4	1		1	
9. The AIM discussion units helped students bring up ideas and suggestions for practical actions.	6	3	1			
10. The AIM discussion units helped the students and teacher choose meaningful, related learning activities (i.e., classroom learning activities, speakers, field trips, etc.).	2	6	1			1
11. By the end of this pilot project, students felt comfortable with the AIM method.	7	3				
12. By the end of this pilot project, the teacher felt comfortable with the AIM method.	7	3				
13. Students enjoyed the AIM experience.	7	3				
14. I feel confident in my ability to lead an AIM discussion.	7	1	1			1
15. The stories were appropriate for North Carolina ABE classes.	4	5		1		
16. My students would like to continue using the AIM materials.	6	2	2			
17. I would like to continue using the AIM materials.	9	1				
18. I would recommend these materials to other ABE teachers.	9	1				

C. Brainstorming on Student Needs
   1. Small groups
      a. Teacher responses
         1) a) With AIM materials, would like to see that will teach all skills needed for reading and English.
            b) Building of self-confidence
            c) Need to know what to expect from salesmen and so forth
            d) Need to have skills in order to help children. Need to have idea of each grade level activities
            e) Budgeting, price comparisons
            f) Knowledge of legal processes involving adoptions, divorces, etc.
         2) a) Gain self-confidence
            b) Need to study at home
            c) Need to attend class regularly
            d) Need more material in spelling
            e) Need to become more conscious of using correct English
            f) Better student-teacher relationships and interactions
         3) Young Group
            a) Books on a high interest and low reading level
            b) Information on birth control and need to know where to go to get this information
            c) More information on how to deal with everyday problems
            d) More stories on family relationships
            e) Relaxed atmosphere
            Adults
            a) A variety of materials relating to the preparation for the GED
            b) Materials that prepare them for everyday living
         4) a) Exposure to general ideas - travel
            b) Expansion of the same from the "why" point of view
            c) Good self-awareness sessions
            d) Need comparative shopping
            e) Good nutrition
            f) Material more related to their specific need identification
            g) Expansion of ideas in AIM material
         5) a) Counseling on how to live within their incomes
            b) How to cope with family problems - especially husband and wife
            c) To feel more comfortable in completing forms - social security, insurance, job applications, etc.
            d) Information on consumer education and family living as a mode of recruitment
            e) More inner motivation on part of student
         6) a) Math skills (basic math)
            b) Language (functional language skills), vocabulary is limited
            c) Develop speaking and listening skills
            d) Self-confidence
            e) Need advanced math and language skills to prepare for GED

Summary of Teacher Perceptions of Student Needs: Of the many student needs mentioned by the teachers, most frequent were the need to improve language skills (6), need for consumer education (5), need to develop student self-confidence (3), and the need for learning to handle family relationships. (3).

b. Administrators' and Supervisors' responses
1) a) The ability on the part of the teacher to show to the student that he is an important individual.
   b) To provide the student with a feeling that the learning experience is patterned for him alone.
   c) To provide experiences whereby students can have instant success - which is to say he will learn something he can use in his daily living.
   d) The need for teachers to learn and use material relevant to their individual communities.
   e) Teachers need more workshops in dealing with adults - in how adults learn and in methodology for adults.
2) a) They don't share too much because they don't have confidence in themselves
   b) They need listening skills
   c) We need to hold their attention (in other words, give them meaningful experiences that will help them).
   d) There should be a follow-up if a student misses two or three classes. Let the student know you miss him.
3) a) More oriented to immediate development of the ability of the ABE student to cope with technology.
   b) AIM materials need to be more atuned or related to other ABE materials.
   c) They need to be more "teachably" organized.
   d) Program needs less Saul Alinsky.
4) a) Job applications - learning how to fill them out.
   b) How to apply for a job.
   c) Understanding pay vouchers.
   d) Budgeting
   e) Balancing a checking account
   f) More field trips
   g) Basic skills (reading, writing, etc.)
   h) Applying for social service (assistance and food stamps)

Summary of Administrator/Supervisor Perceptions of Student Needs: The emphases of these four individuals varied from perceiving the students' needs as primarily one of increasing practical daily coping skills (4th person listed and 3rd person somewhat) to that for the need of students to have a teacher who really understands adult psychology and teaching methodology (1st person listed and second person somewhat).

2. Two large groups
   a. Needs of students with mid-level skills
      (Fuller, Turner, Walters, Robinson, Jenkins)
      1) High interest level reading material needed for continued reading motivation for GED preparation people
      2) Material for training in filling out forms
      3) Material for training in following directions
      4) Material relevant (specifically) to community resources
      5) For students with school age children, material relevant to what children's problems are
      6) Family budgeting - consumer education
      7) Inter-personal skills
      8) Dictionary skills
      9) How to use references in a given text
      10) Family life education
      11) Program designed to treat the total ABE family just as alcoholic rehabilitation, etc., does

b. Needs of students with low-level skills
(Booker, Campbell, Carpenter, Coleman, Moore)
1) Sound-letter associations (phonics)
2) Supplementary materials in reading
   a) Stories written in high interest but lower vocabulary (such as having A and B versions of an AIM story)
   b) A comprehension check following AIM story
3) Self-confidence stressed
4) Use of word lists or flash cards
5) Motivational activities

III. Teachers or Administrators and Supervisors and the AIM Process
A. Teachers' group response
1. What did teachers feel most comfortable or easy with in using the AIM process in discussions?
   a. Checking on the reading comprehension
   b. Using the photo with a mixed group of non-readers through GED students was easy
   c. Using the story with readers was easy
   d. Using the photo again after reading the story was easy
   e. Getting responses from open-ended questions was easy
2. What aspect of the AIM problem discussion process was most difficult for teachers?
   a. Getting the shy students to participate
   b. Speech handicapped individuals
   c. When the problem discussed related to a particular individual, to try to get that individual to stop talking
   d. Asking (formulating) open-ended questions was hard
   e. More correlation between the AIM program and the basic ABE curriculum
3. What kinds of things could have helped the teachers most in leading students in AIM discussions?
   a. Sensing needs of students and being able to present them in a meaningful manner
   b. Finding out background of stories. More preparation by teacher of resources available
   c. Audio-visual aids used more in class
   d. Role playing of stories
B. Supervisors' and administrators' group response
1. What did you observe yourself about the AIM process and/or what comments did you hear or learn about the AIM project that might be useful or important to share?
   a. Too loosely organized
   b. Did not teach basic concepts (writing, spelling, and math)
   c. Too much time spent on reading stories, too little time on learning experiences (basic concepts)
   d. Not conducive to objective evaluations
   e. Too much time on filling out activity cards
2. What kinds of things do you think would be most helpful for your teachers in any future AIM training/oreintation sessions?
   a. Provide more experience or training in utilizing AIM materials in teaching literacy skills
   b. How AIM relates to other ABE materials
   c. Training sessions more tightly organized

3. What do you see as roles supervisors could play to support or aid AIM teachers in the field in the future?
   a. Act as a coordinator for community resources
   b. Aid in developing materials
   c. Find financial resources to carry out class projects or ideas
   d. Encourage World Education to establish specific orientation program for ABE supervisors explaining their role in relation to AIM

IV. The AIM Materials
   A. Class logs
      1. Questions used to spark discussion of the visual: Five teachers said they prepared questions to use with the visual beforehand by writing them down. Three took notes during AIM discussions, while one took mental notes. Five said they let the class guide the instructor in discussion of the visual. Two teacher said the discussions of the visual were generally shorter than the discussions of the story. Another said the visual and story discussions took an equal amount of time, another that it depended on the story.
      2. Questions used to spark discussion of the story: Preparation appeared to be about the same as in 1.
      3. Major concerns and experiences explored in discussion: Most teachers reported that in answering this question they talked only or mainly about the discussion which came after the story. They said they were possibly influenced by the sequencing of the questions in the log, and that if specific information about the major concerns and experiences resulting from discussion of the visual is desired, there should be a question like that right after question number 1.
      4. Class Learning Activities: Problem Solving: Teachers said that students tended to talk about solutions to the problems of the characters in the stories, though some also talked about solutions to problems specific to their own lives.
      5. Other Learning Activities: Teachers stated that the reading comprehension, vocabulary, language usage, and arithmetic skills were quite clear, but some were less sure about what was wanted in asking about "coping" skills, problem identification and clarification, and interpersonal skills. The teachers in discussion then provided the following definitions:
         a. "Coping skills" -
            1) Learning to deal with others and in situations
            2) Learning skills for use in everyday life
         b. "Problem Identification and Clarification" - Finding problems in their own lives. Some stated that this seemed repititious in view of B. Class Learning activities: Problem Solving.
         c. "Interpersonal Skills" - dealing with ourselves and others in problems.
      6. Additional Comments about Logs: Both supervisors and teachers suggested that it would be helpful if the supervisors received the logs first and then sent them on to Raleigh. All six teachers also stated that the questions in the log could be made more explicit or clearer.

B. The AIM Stories
Participants suggested the following possible changes or additions:
   1. Stories more relevant to specific student needs and coping skills, such as
      a. Providing examples in stories of local community resources available
      b. Providing illustrations in stories of steps in problem solving
   2. Have the stories graded for different skill levels, especially for lower level readers
   3. Provide transitions from the story to skill development
   4. Perhaps have some sort of teacher guide to accompany stories
   5. The open-ended quality of the endings of the stories has plus and minus factors. Perhaps some stories should have a conclusion which which could be discussed and debated by the students as to the consequences of taking that particular action in that particular situation. One participant suggested that the stories might occasionally come in two parts, with the first part leaving things open-ended to provide for discussion of what might happen, and then another part for the students to see later, showing a "how to" kind of solution to some general type of problem.
C. The AIM Pictures
Participants seemed quite satisfied with the pictures as they were, and they made the following comments:
   1. We would not change the pictures.
   2. The pictures spark the discussions.
   3. The pictures are about everyday living.
   4. The pictures tell stories in their own ways.
D. The Action Cards
   1. Students are generally reluctant to fill out action cards. Some students seem to be afraid of what might happen later if they take any action (fear of repercussions).
   2. Students are unfamiliar with taking action, are not used to being encouraged to take action.
   3. It is easier for the teacher to write out the action card, yet a student is made to feel important by actually filling out the card himself. The actual recording of an action may be an important part of the learning process for some students.
   4. Action related to any specific story may take place much later, even months or years later, so it is not surprising that there have not been many action cards completed.
   5. Filling out action cards may help students and class become more aware of their surroundings and environment.
E. The Tapes
   1. The sound on some of the tapes was not too clear.
   2. Using the tapes removes the regular presentation.
   3. Slow readers are not able to follow the text and keep up with the speed of the presentation on the tapes.
   4. Tapes are especially good for students getting ready for the GED examination.
   5. The dialect used on the tapes should be "standard newscast" or "a good Southern accent", not other US dialects.

V. Training and Orientation for AIM
A. What was the most helpful aspect of the orientation sessions?
    1. Group One's Response (Carpenter, Turner, Fuller, Walters, Booker)
        a. Shirley's presentation - role playing
        b. Pairing off - asking personal questions - getting to know
            each other (Sandhills)
        c. Sharing ideas - teacher discussion of classes
        d. How to ask open-ended questions
        e. Discussion of actual AIM process
    2. Group Two's Response (Jenkins, Coleman, Campbell, Robinson, Martin)
        a. Brought people from the three schools together and started
            them working together
        b. The exchange of ideas among members
        c. Demonstration of the uses of pictures and stories
        d. The idea of story writing and possible use of local talent
            in our own locale
B. What information or training activity might you have found useful for
    working with the AIM materials?
    1. Group One's Response
        a. Introduce class logs and action cards earlier in orientation
        b. More role playing in the usage of open-ended discussions
        c. More presentation-demonstration lessons
        d. Sessions more tightly organized
        e. More use of audio visual and sound-sight recordings as
            opposed to transparencies alone
        f. Video tape of a class using AIM materials
    2. Group Two's Response
        a. Find out more about AIM - objectives, how financed, what will
            happen to materials?
        b. To provide more information through demonstration on filling
            out logs
        c. How to tie in stories with literacy skills
        d. Correlating AIM with other ABE materials on hand
VI. Conclusion
    The full group reassembled and the initial question of "What did take
    place in this initial AIM project?" was asked again, in order to provide
    an opportunity for people to express feelings or ideas which had not come,
    up in the course of the workshop up to this point. The following comments
    were recorded:
    A. The AIM materials brought the students all together in discussion.
        This was the only time they met as a whole group.
    B. Students learned to disagree in a friendly manner.
    C. The AIM materials helped the unsure students through their discussion
        of the pictures.
    D. The discussions helped raise the students' social consciousness.
    E. It developed in them an awareness of their surroundings.
    F. They were helped to see the similarity of people's problems.
    G. The teachers learned more about their students.
    H. New ABE students were recruited because of AIM.
    The group as a whole requested that copies of the results of the workshop
    be sent to them. Vouchers and the new AIM brochure were then distributed.
    Mr. Coleman and Mr. Turner discussed with the teachers and supervisors the
    possibilities of working together in the future. The workshop was then
    adjourned.

I am more aware of attitudes as conducive to learning habits.

I teach a very low-level class and the AIM stories seem to do them more good than any other story does.

The greatest insight of my students' educational needs that AIM has brought to my attention is that I must become aware of all the resources and agencies in my area that could be of service to my students.

They need consumer help.

In drawing them out in discussion I learn what knowledge they have - or lack of knowledge - on many important problems. When I know their needs, it makes it easier to help them.

AIM has made me more aware of student problems - mostly by reminding me of their need to communicate more fluently. Reading AIM stories brings out the need to increase vocabulary while pointing out practical financial wisdom, wise food shopping and nutritious meal planning and preparation. Entertaining stories make learning easy.

I am more aware perhaps than previously that the personal problems the students bring with them to class require attention, discussion with others. Because some students bring their concerns into the open on the slightest provocation, the entire group may benefit from a discussion. A solution may or may not be forthcoming. I have also become aware that there are those who do not care to share in these experiences. Shyness, reluctance to admit failure of one sort or another, or inability to "let go" can be responsible for this or simply a feeling that it's no one's business. Our discussions emphasize the importance of keeping the students' needs foremost in one's development of materials. This seems rightly to be the theme of all ABE workshops - I feel.

I suppose the AIM sessions have helped to develop my own understanding of the related problems our students have.

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4. What influence has participation in the AIM project had on your perspective on your professional role as an ABE instructor?

It has pointed out there are more ideas to teach than the academics.

It has deepened my interest and contributed to some long range goals as to development of ABE general ed. type goals for my class. Literacy is a right for my students.

112