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ABSTRACT

Provided in the manual is descriptive and evaluative information on 67 instructional materials or programs frequently used with exceptional children in Alberta schools. A flow chart describes the three methods of using the manual: 1) to obtain descriptive and evaluative information of an instruction program in the manual 2) to classify and record evaluations of new instructional materials not in the manual, and 3) to locate suitable resource materials given a student development problem. Sections are given to general categories of resource programs; definitions and classification of general resource program categories and program descriptions; a summary index of programs; a personal social skill development matrix; perceptual cognitive motor skill matrixes; educational content skills matrixes; research findings (an extensive review of the literature found evaluative information on only 24% of the resource material analyzed); a list of the distributors, copyright and approximate cost of selected resource programs; teacher evaluation forms; and references. Most of the information is presented in chart and matrix form. (DB)

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SRM MANUAL

Selected Resource Materials: Description and Evaluation

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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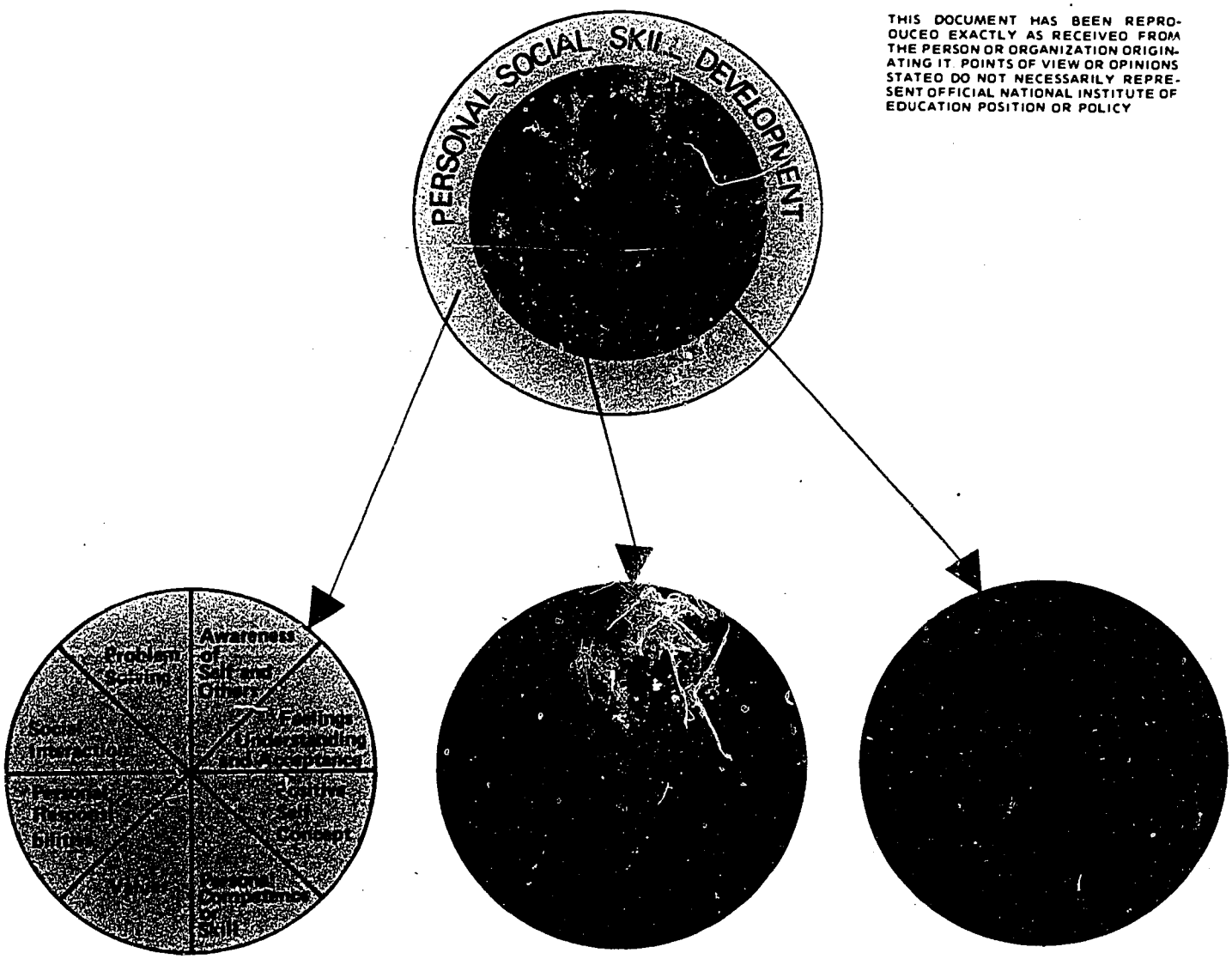

October, 1974

Alberta
EDUCATION
Special Educational Services Branch

PREFACE

Educational programs in Alberta have been growing at a very rapid pace in the past five years. Teachers of special classes and of regular classes are charged with similar responsibilities - to cater educationally to the particular needs of each and every child who they teach. A host of resource materials are available and some can be very helpful to teachers in carrying out their responsibilities.

The Special Educational Services Branch of the Alberta Department of Education has undertaken the development of this manual of selected resource materials with the hope of providing direct information to school personnel (teachers, counsellors, reading specialists, and psychologists) regarding the nature, effectiveness and practicality of resource materials frequently used in the past few years. A project was set up utilizing the services of Ms. Peggy Camplin and Mr. Garnet Millar to investigate the kinds of resource materials that are most frequently in use in this province and to develop the SRM Manual (Selected Resource Materials Manual).

The SRM Manual represents a first step in the possible development of a evaluative materials access system incorporating data from research journals, experimental programs, teachers and other personnel in the Alberta school system. One incredible observation by the authors of the manual was that in an extensive

review of the literature, they found evaluative information on only 24% of the resource material analyzed. This fact suggests that the manufacturers of most resource materials, apparently, do not conduct pilot studies to determine the effectiveness of their programs prior to publication. The SRM Manual provides the procedures and materials by which teachers can record their evaluations of programs they are currently using.

The resource programs described and evaluated were suggested to the authors by reading specialists, school psychologists, and professors. They have worked in the fields of reading, perception, and educational programming.

Suitable criteria to describe and evaluate instructional programs have not been reported in the literature, however, the authors of this Manual attempted to establish suitable criteria whereby a program can be effectively reviewed. Teachers in the field are requested and urged to provide feedback about the usefulness of the Manual, and to submit their own field tests evaluations. In this manner, the SRM Manual can be revised and more programs can be added to the publication in the future.

The Edmonton Regional Office of Education will soon be publishing and distributing a publication titled Learning Disabilities: A Select Bibliography of Resources which will be most valuable to field personnel as a complement to this publication.

In developing the SRM Manual the authors have integrated materials from many disciplines to provide field personnel with information that is designed to aid teachers in dealing with the total development of each school youngster. Thus the focus on

personal social skill development as well as on perceptual-cognitive motor skills and educational content skills. However, as with most things, the real value of the SRM Manual is the intelligent use of it by field personnel. Its true value lies in improving the quality of the teacher-student interaction. I am confident that this will happen.

T R Mott.

Mr. Terry R. Mott
Supervisor
Guidance and Counselling
Alberta Department of Education

ACKNOWLEDGEMENTS

The authors of the SRM Manual are grateful to a number of people who encouraged us and shared their experience with us.

Mr. Terry Mott, Alberta Department of Education, was a constant source of encouragement and counsel during the preparation of the Manual.

Professor David A. Baine, Educational Psychology, University of Alberta, is sincerely thanked for his academic assistance and insightful comments throughout the preparation and writing of the manual. In particular, Dr. Baine was helpful in the development of the classifying system for the three student skill development areas. This classification system allows for a concise method of program, description, administration, and evaluation. It is a comprehensive method for teachers to obtain information on the selected programs and to extract the essence from other resource programs. The authors consider this a major contribution to the success of this manual.

The instructive advice of Dr. Gerry M. Kysela, Chairman of Special Education at the University of Alberta, is appreciated.

Counsellor Educators at the University of Alberta - Dr. John G. Paterson and Dr. Don D. Sawatzky, are thanked for their suggestions regarding the project.

The personnel at the Learning Centres in Red Deer and Grande Prairie was most helpful in acquainting the authors with available

resource materials in the province of Alberta

Particularly helpful during the preparation of reading materials were Mr. Verne Lowry, Supervisor of Reading, Edmonton Public School Board; Mrs. Margaret Stephenson and Mrs. Marion Black, Language Arts Consultants with the Edmonton Public School System; and Mrs. Audrey Irvine of L.Y. Cairns School in Edmonton.

Dr. John Brosseau, Pupil Personnel Director, Edmonton Separate School System, and Mr. Clement King, Lecturer in Special Education, University of Alberta, are thanked for taking time from a busy schedule, and sharing their helpful suggestions with us.

We sincerely thank Dr. W.R. Duke, Alberta Department of Education, for provided the necessary funds for this project through the Research and Planning Directorate.

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CHAPTER 1

INTRODUCTION

This chapter deals with the three methods of using the SRM Manual. Graphically, a flow chart simplifies the three methods.

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CHAPTER I

INTRODUCTION-

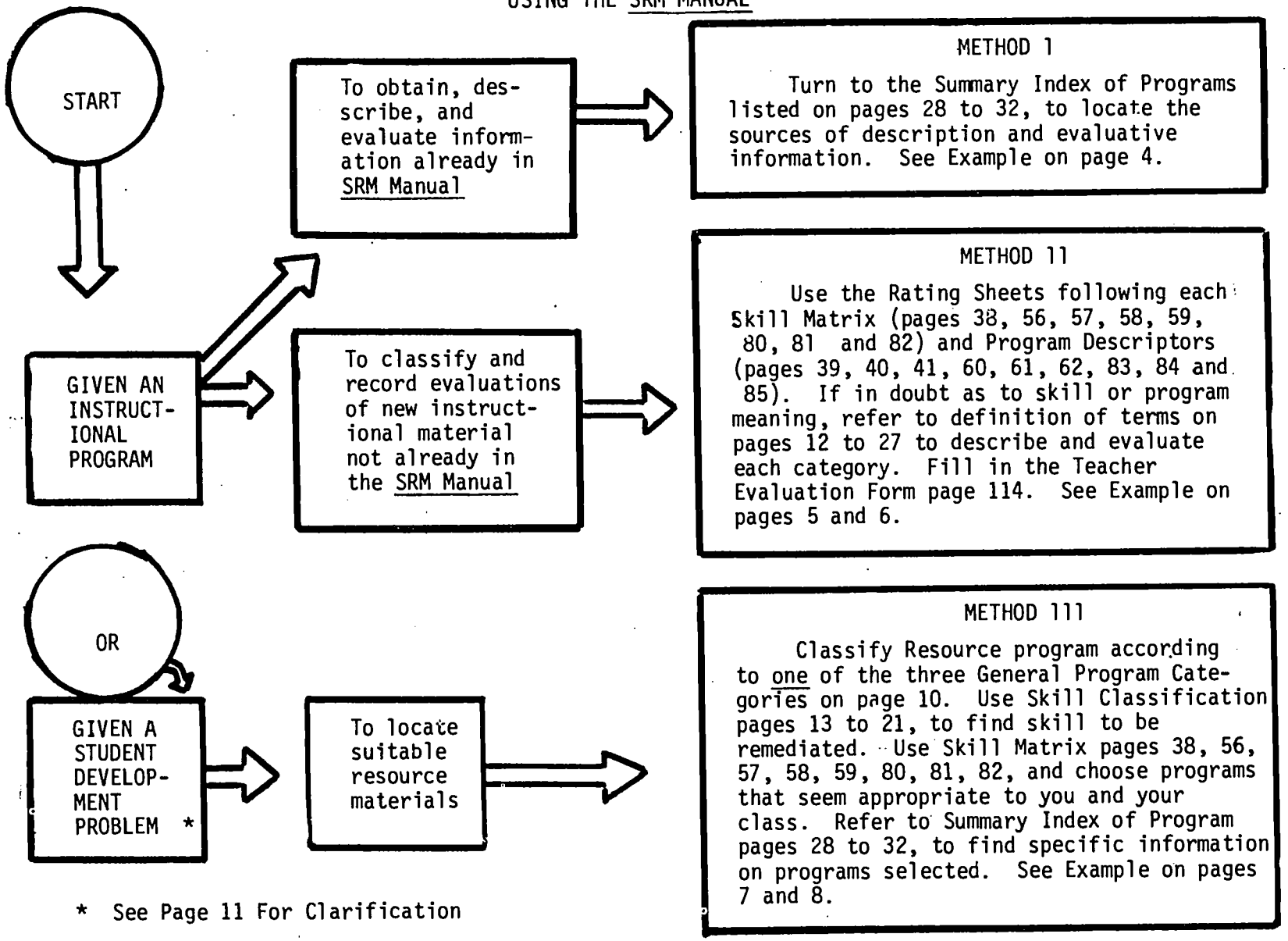
SELECTED RESOURCE MATERIALS MANUAL

There are three methods for using the Selected Resource Materials (SRM) Manual. To obtain a description and evaluation of a given program, use Method I. Given a specific student development problem, the procedures for Method III will direct the teacher to suitable resource materials. Method II provides the means by which field personnel can classify and record their evaluation of new instructive materials not already in the manual. It is most important that the teacher reads the pages of definitions to understand the classification and coding systems.

The classification model used allows for revision, updating, and computerization of the resource program information.

A FLOW CHART SHOWING THE THREE METHODS OF

USING THE SRM MANUAL



* See Page 11 For Clarification

B. METHOD 1 - SPECIFIC PROGRAM SELECTION

PURPOSE: To obtain descriptive and evaluative information about a program listed in the Manual.

STEP 1: Refer to the Summary Index of Programs (Pages 28 to 32), where all the programs are alphabetically listed.

STEP 2: Locate the title of your program.

STEP 3: Looking across the grid, the numbers refer to pages where specific information about the program can be found. For example, the SRA Focus on Self Development Program is alphabetically listed in the Summary Index of Programs (Page 32). To locate information about the General Category and Program Descriptors (Population, Description, Administration, Research, and Distributor and Cost), the numbers on the grid refer to the pages where the specific information can be found. The relevant information on the SRA - Focus on Self Development can be found on pages 34, 35, 36, 37, 87, 96.

Another example is the Cuisenaire Program listed alphabetically on the Summary Index of Programs, page 29. Information about its Skill Classification and Program Descriptors are found on pages 68, 73, 76, 79, 90, 101.

B. METHOD II - TEACHER EVALUATION OF A PROGRAM

PURPOSE: To obtain descriptive and evaluative information about a program not in the Manual that the teacher has field tested.

STEP 1: Classify the program according to one of the three General Categories on page 10.

A. Personnel Social Skill Development Program

B. Educational Content Program

C. Perceptual Cognitive Motor Program

Use definitions on pages 12 to 27 for terms needing clarification.

STEP 2: Use the blank rating sheets following each Skill Matrix, to determine the skills in your program.

STEP 3: Fill in the blank rating sheets following each program description, example; Population (page 60), Description (page 61), Administration (page 62) and Research (page 93).

STEP 4: Complete and return Teacher Evaluation Form, page 103.

For example, if a teacher were to describe and evaluate a program entitled "The Remediation of Learning Disabilities, A Psychoeducational Resource Program", the following steps would be followed.

STEP 1: Reading the definitions of General Program Categories, it would be classified under the Perceptual Cognitive Motor Program.

STEP 2: The blank sheet entitled Perceptual Cognitive Motor Skill Matrix would be completed.

STEP 3: Each descriptor, example; Population (page 60), Description (page 61), Administration (page 62) and Research (page 93),

would be completed for "The Remediation of Learning Disabilities, A Psychoeducational Resource Program."

STEP 4: The Teacher Evaluation Form (page 103), would be completed regarding the program and sent to the Alberta Department of Education.

C. METHOD III - SPECIFIC SKILLS TO PROGRAM SELECTION

PURPOSE: If you have no specific program in mind, then a program suitable to teach specific skills can be found by following these steps:

STEP I: Using the General Categories (Page 10), you should classify the student skill(s) to be remediated under one of three General Categories:

I. Personal Social Skill Development

II. Perceptual Cognitive Motor Skills

III. Educational Content Skills

STEP 2: Use Skill Classification pages to find the skill(s) to be remediated. For example, if you choose the General Category of Educational Content Skills in Step I, you may decide to select Reading as the skill classification.

STEP 3: Having chosen the skill area (reading in the example), turn to the Reading Skills Matrix (Page 64). Choose a skill area within programs that seem of interest to you and that will suit the needs of your pupils. In the example of reading as the skill classification, choose a few reading programs that seem appropriate for your group of pupils or class.

STEP 4: Refer to the Summary Index of Programs (Page 29), where these programs are listed alphabetically. The page numbers for the Skill Matrices and Program Descriptors (Population, Description, Administration, Research, Distributor and Cost) will be listed. In the example, reading programs named Cracking the Code (Page 29), and the reading program called Distar-Reading I, II, III, (Page 30)

would be located in the Summary Index of Programs (page 29 - 30). Specific information on the two programs could be referred to by using the page numbers listed opposite the programs. (Cracking the Code, pages 65, 71, 75, 78, 91, 100; and Distar-Reading 1, 11, 111, pages 64, 70, 74, 77, 90, 99).

CHAPTER 11

GENERAL CATEGORIES OF RESOURCE PROGRAMS

This chapter categorizes the resource programs into three broad areas. A model is presented for the classification of selected resource programs.

CHAPTER 11

GENERAL CATEGORIES OF RESOURCE PROGRAMS

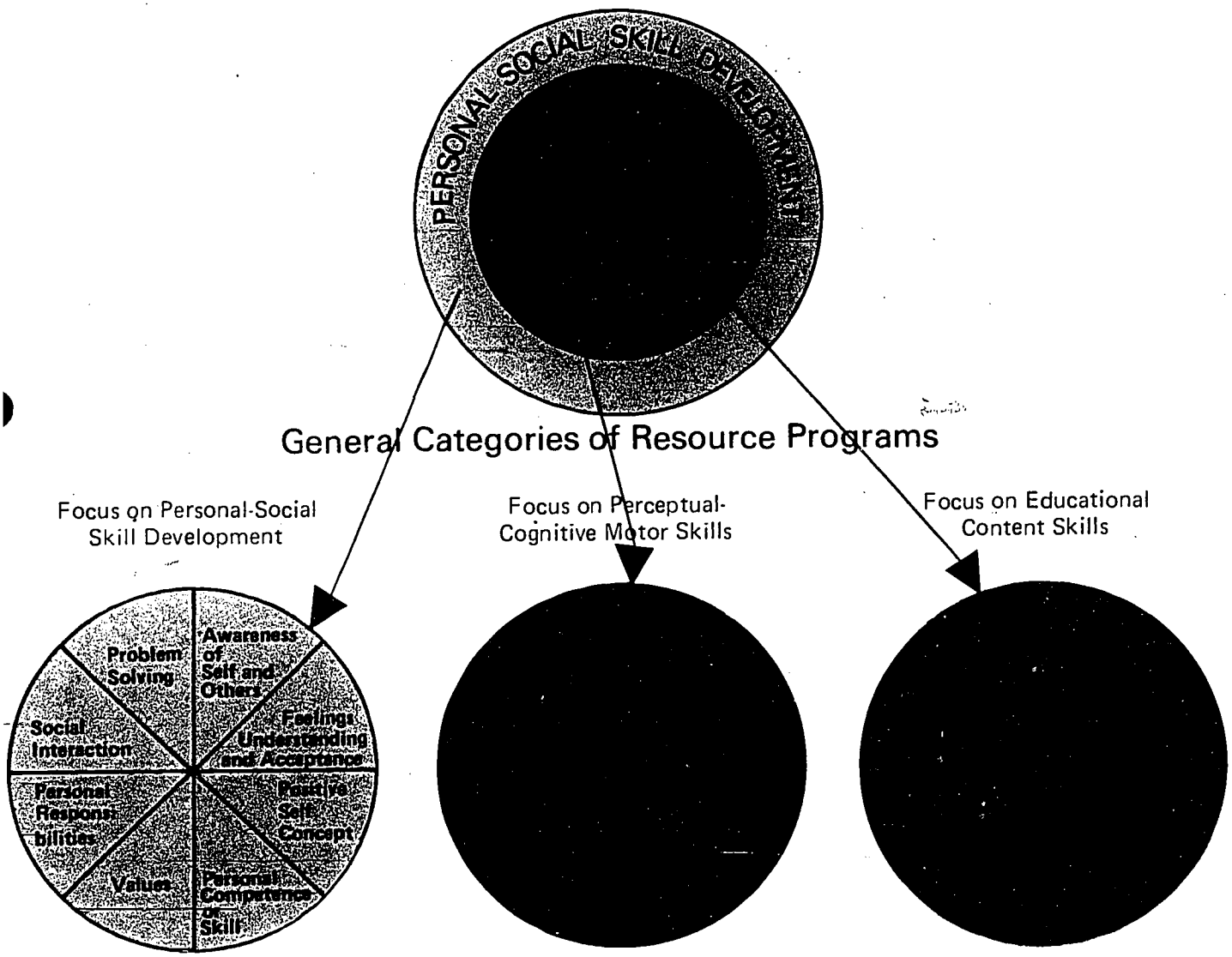
1. Personal Social Development Programs
    - A. Awareness of Self and Others
    - B. Understanding and Acceptance of Feelings
    - C. Positive Self Concept
    - D. Personal Competence of Skill
    - E. Understanding Values
    - F. Acceptance of Personal Responsibility
    - G. Social Interaction
    - H. Problem Solving

11. Perceptual Cognitive-Motor Programs
    - A. Visual Skills
    - B. Auditory Skills
    - C. Motor Skills
    - D. Verbal Skills

111. Educational Content Programs
    - A. Reading Skills
    - B. Language Skills
    - C. Arithmetic Skills

A MODEL FOR CLASSIFICATION OF SELECTED RESOURCE MATERIALS

General Categories for Student Development



CHAPTER III

DEFINITIONS AND CLASSIFICATION OF GENERAL CATEGORIES FOR STUDENT DEVELOPMENT AND PROGRAM DESCRIPTORS

This chapter deals with definitions that are important to understand the skills, descriptions and evaluation of the selected resource programs

CHAPTER III

DEFINITIONS AND CLASSIFICATION OF GENERAL CATEGORIES FOR STUDENT DEVELOPMENT AND PROGRAM DESCRIPTORS

PART I: Personal Social Skills

A. Awareness of self and others.

B. Understanding and acceptance of feelings.

C. Positive self concept.

D. Personal competence or skill.

E. Understanding values.

F. Acceptance of personal responsibility.

G. Social interaction .

H. Problem solving.

PART II: Definitions and Classification of Perceptual Cognitive Motor Skills.

A. VISUAL SKILLS

1. Visual Discrimination is the ability to perceive similarities and difference between objects, numbers, letter, or words that are visually presented. It is primarily a sensory process.

2. Visual Perception is the ability to recognize, identify and interpret visually presented material. It is primarily a sensory-cognitive process.

3. Perceptual Constancy is the ability to perceive the permanence (lastingness) and stability (samesness) of objects that are transformed in ways that do not change their indentity. For example, the letter "a" may be transformed into upper case "A" or into different type style "a"s.

4. Visual Memory is the ability to remember a visually presented material for short or long periods of time.

5. Spatial Awareness is the ability to identify spatial order and spatial relationships of bodies with respect to position, direction, distance, and form.

6. Eye-Hand Coordination is the ability to relate manual responses to visual stimuli in appropriate manners; for example, hand movements are manifested and guided by visual observations as in tracing or writing activitiies.

7. Visual Figure Ground is the ability to organize visual perception into what is most relevant (figure) and least relevant (ground).

8. Visualization is the ability to mentally "picture" situations, events, or things when presented verbally.

9. Visual Closure is the ability to "fill in" missing parts of what is seen so that an object is perceived as complete.

10. Visual Sequencing is the ability to sequentially arrange objects, pictures, letters, or words in the same manner as a previously presented example.

B. AUDITORY SKILLS

1. Auditory Discrimination is the ability to perceive similarities and differences between two or more sounds. It is primarily a sensory process.

2. Auditory Perception is the ability to recognize, identify and interpret sounds. It is primarily a sensory-cognitive process.

3. Auditory Figure-Ground is the ability to organize auditory perception into what is most relevant (Figure) and least relevant (ground).

4. Auditory Memory is the ability to remember sound for short or long periods of time.

5. Auditory Comprehension is the ability to associate what is heard with past experiences.

6. Auditory Sequencing is the ability to sequentially arrange what is heard in the same manner as a previously presented example.

7. Critical Listening is the ability to analyze what is heard in its "core" or essential meaning.

C. MOTOR SKILLS

1. Coordination is the ability to simultaneously move several muscles or muscle groups. This category includes both large muscle movement (gross motor) and small muscle coordination (fine motor).

2. Agility is the ability to make rapid movements of the entire body in different directions in response to unexpected situation; change of direction, make sudden stops and rapid starts.

3. Strength is the ability to exert force by part of the body or the whole body.

4. Flexibility is the ability to move joints of the body in easy and graceful bending and twisting movements.

5. Speed is the ability to achieve a quick tempo during a movement sequence.

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6. Balance is the ability to make compensatory movements to maintain equilibrium to static or dynamic activities, example the ability to remain erect while standing or hopping on one foot.

7. Laterality is the awareness of a difference between left and right.

8. Directionality is the awareness of the up-down axis, left and right, and of up and down, front and rear concepts.

9. Body Awareness is the ability to identify his body parts and to be aware of their function or use.

D. VERBAL EXPRESSION SKILLS

1. Vocabulary Development is the ability of the child to learn and use new words to express his thoughts.

2. Accurate Speech Production is the ability of the child to speak clearly to communicate his ideas.

3. Reasoning is the ability of the child to think through a situation before responding.

4. Word Fluency is the ability of the child to use words easily in his verbal expression.

5. Memory is the ability to recall past experience and knowledge, and relate it meaningfully to the present situation.

6. Quantitative Expression is the ability of the child to use numbers orally.

7. Part-Whole Relationship is the ability of the child to understand the parts of an object and their function.

PART III: Educational Content Skills

A. READING

1. Basic Approach

   a. phonic - an instructional approach which emphasizes the learning of sound-symbol correspondence and the rules that govern them. There is little emphasis on other word analysis clues such as structure, context and pictures or on oral language.

   b. linguistic - an instructional approach which emphasizes the learning of regular spelling patterns of words (example - fan, tan, man), through the use of words whose meaning are supposedly within the child's range of language and vocabulary. Most linguistic readers center attention on word clues alone, excluding pictorial clues.

   c. sight-word - an instructional approach which emphasizes the recognition of whole words without the use of phonic or structural clues (look-say method).

   d. Eclectic - a combination of different approaches.

   e. other - includes instructional approaches using pictorial symbols, language experience, etc.

2. Reading Skills

   A. Vocabulary

      a. word recognition

      b. word meaning

      c. dictionary skills

B. Word Attack Skills

i) phonic analysis - includes skills involving: consonants (initial, medial, final, single or double), vowels (short, long, irregular combinations), blends, digraphs.

ii) structural analysis - includes skills involving: plurals, possessives, roots, prefixes, affixes, verb endings, comparatives, superlatives, compound words, contractions and sylable patterns.

C. Comprehension

i) main idea - theme of the story.

ii) details - dates, names, events, places.

iii) evaluation - is the ability to draw inferences about the moods and feelings in the story, as well as draw conclusions about, and predict outcomes in the story.

D. Oral Reading

3. Study Skills

a. skimming

b. organization - note taking

c. summarizing

4. Content

a. Canadian

b. American

B. LANGUAGE SKILLS

1. Spelling

2. Oral Communication

   a. listening

   b. speaking

   c. dramatics

3. Written Communication

   a. creative writing - stories, poetry.

   b. practical composition - letters and reports.

4. Grammar

   a. punctuation and capitalization

   b. parts of speech

   c. tenses

   d. sentence concepts - structures and types of sentences and paragraphs.

5. Handwriting Skills - printing skills and penmanship

C. ARITHMETIC SKILLS

1. Pre-Operational Concepts

   a. sets - matching or one-to-one correspondence

   b. ordering - understanding the concept of "one or more".

   c. grouping - sorting or classifying

   d. equivalence - equality

   e. comparison - more than, less than

   f. counting -

      1. rote counting - counting only from memory.

      2. rational counting - counting with an understanding of numbers.

2. Number Concepts

   a. reading numbers

   b. writing numbers

   c. place value

   d. fractions

   e. decimals

3. Operations

   a. addition

   b. subtraction

   c. multiplication

   d. division

   e. carrying

   f. borrowing

4. Problem Solving

5. Measurement

   a. linear

   b. perimeter

   c. area

   d. volume

   e. weight

   f. time

   g. money

6. Geometry

7. Graphs

PROGRAM DESCRIPTORS

PART IV: Population of Program

A. GRADE LEVEL

1. Pre-School - includes age range of 3-4 years.
2. Kindergarten - includes age range of 4-5 years.
3. Primary - includes age range of 6-8 years.
4. Intermediate - includes age range of 9-11 years.
5. Upper Elementary - includes age range of 10-12 years.
6. Secondary - includes age range over 14 years.

B. STUDENT CATEGORIES *

a. Average - children who are considered normal in terms of intellectual, emotional and physical functioning and development.

b. Educable Mentally Retarded (EMR) - children who are considered to significantly below normal in intellectual functioning, (I.Q. 50-75±5), but have potentialities for minimum academic achievement, independent adjustment to the community and minimal occupational adequacy.

* These Student Categories were taken from the Guidelines For the Payment of Special Education Teaching Position Grants from Dr. E. J. M. Church, Director, Special Educational Services Branch, Alberta Education, August, 1973.

c. Learning Disabled - children who are characterized by 3 common traits:

1. they have average or above average intelligence
2. they have apparently adequate sensory development in terms of hearing and vision.
3. they exhibit a significant discrepancy between their apparent potentiality and their school achievement.

d. Trainable Mentally Retarded (TMR) - are significantly below normal in intellictual functioning (I.Q. 25-50±5), but who are capable of self-care, adjustment to the home and neighborhood, and economic usefulness within a supervised situation.

e. Disadvantaged - children who, because of an impoverished cultual and/or home environment, develop problems in learning and/or behavior.

f. Other - this category includes: non-English speaking children, deaf, blind, and physically handicapped.

PART V: Program Description

A. MATERIALS

(abbreviations for charts given)

1. Workbooks or Sheets (Wk. bks. Shts.)
2. Cards (cds.)
3. Manipulables - (e.g. blocks, puzzles, balls, etc.)
4. Cassettes, Tapes, Records (cas., tps., rcds.)
5. Filmstrips (flm. stps.)
6. Teacher's Manual (tchs. manual)
7. Books or readers (bks. or rdrs.)

8. Reuseable

9. Related Materials Available (rltd. mat. aval,)

B. PROGRAMMED

Programmed instruction concerns the step-by-step presentations of instruction following each unit for which the learner is required to respond to demonstrate his understanding of the material. He is provided with feedback as to the correctness of his response and in accordance with his accuracy, he proceeds to the next step or reviews the preceding material. Such a program permits self-paced learning.

C. TYPE OF PROGRAM

1. Instructional Program - a set of materials designed to teach a specific concept.

2. Transfer-Base - indirect approach of teaching certain skills which are expected to transfer to academic and/or other peripheral skills not directly instructed, eg. the improvement from problem solving exercises in the Duso program is expected to transfer to effective problem solving in daily life.

3. Direct Teaching - direct correction of problems not dependent upon transfer from other areas, eg. arithmetic computations or problems.

D. FEEDBACK SYSTEM

Information is given about the appropriateness of a response so that failures or errors can be eliminated and correct responses maintained.

1. Immediate Feedback - teacher observes each student response or student is immediately able to see if his response is correct or incorrect.

2. Delayed Feedback - teacher doesn't observe each response or student must wait to ascertain the accuracy of his responses.

N.B. Program must have a formal structured mechanism for feedback in order to be evaluated in feedback category.

E. TESTING

1. Criterion-Referenced - evaluates a student's mastery of each instructional objective in an instructional sequence of explicit educational objectives stated in behavioral terms. The individual's achievement is related to his progress along the instructional sequence rather than being compared to a norm-referenced group.

2. Normative Testing - a standardized testing approach where an individual's score in interpreted in relation to the scores obtained by a selected norm group.

3. Mastery Test - measures successful completion of an instructional sequence in behavioral terms.

4. Diagnostic Test - designed to pinpoint specific areas of strengths and weaknesses, among the subparts of some larger skill or subject area.

5. Placement Test - measures achievement along an instructional sequence indicating where instruction should begin and what skills the individual possesses. (Same as entry level).

6. Test Reliability - refers to the extent to which the test yields consistent results upon testing and retesting. Consistency of scores obtained by the same person when retested with the identical or equivalent test is known as reliability. The attitude and/or physical health (tummy ache) are factors to consider in reliability.

If, for example, a child receives an I.Q. score of 115 on Monday, and an I.Q. score of 75 when retested with the same test on Friday, it is obvious that the test is not reliable, or that the child is not reliable

CODING LEGEND

1. Acceptable
2. Marginal
3. Unacceptable

7. Test Validity - refers to the degree to which a test actually measures what it is being used to measure, when compared with accepted criteria. If, for example, the Frostig Developmental Test of Visual Perception (DTVP) to predict early elementary school academic performance (particularly reading) of a child, success in reading would be the accepted criterion. A high degree of relationship between the Frostig DTVP and success in reading would indicate high validity in the Frostig DTVP for reading success in the early grades of elementary school.

CODING LEGEND

1. Acceptable
2. Marginal
3. Unacceptable

PART VI: Program Administration

A. SIZE

1. Individual
2. Group

B. PERSONNEL

1. Self-instructed (programmed) - the student requires no outside help in progressing through the program, and can follow instructions on his own.

2. Teacher-instructed - the student requires teacher help and direction in order to follow the program.

C. TRAINING REQUIRED

1. Read teacher's manual
2. Workshop desirable
3. University course work desirable
4. Paraprofessional can administer program

D. INSTRUCTIONAL OBJECTIVES

Instructional objectives are statements of what the student will be able to do at the end of an instructional unit.

1. In behavioral terms - skills will be expressed in observable, measurable behavior.

2. In perceptual-cognitive terms - inferred central processes as opposed to observable behaviors.

3. Not stated in program.

PART VII: Research Findings

A. Transferability - degree to which improvement resulting from the use of a program will transfer to other areas of performance, e.g. skills learned in Frostig Figure - ground exercises might transfer to performance in reading, language and arithmetic.

B. Efficacy - the effectiveness of a program in achieving its stated objectives.

C. Rating of Research Findings -

1. Acceptable- program measures and improves what it says it does.

2. Marginal- research provides limited support for program.
3. Unacceptable - research does not support the intent of the program.
4. No evaluative data available.

CHAPTER IV

SUMMARY INDEX OF PROGRAMS

This chapter lists alphabetically all the programs that have been described and evaluated in the SRM Manual. The numbers opposite each program refer to pages where specific information can be found.

CHAPTER IV SUMMARY INDEX OF PROGRAMS
(numbers refer to page numbers)

(Looking across the grid, the numbers refer to pages where specific information about the program can be found.)

PROGRAMS	SKILL MATRICES								PROGRAM DESCRIPTORS				
	Auditory	Visual	Motor	Verbal	Reading	Language	Arithmetic	Personal & Social	Population	Description	Administration	Research	Distrib. & Cost
Activities in Math 1,11							68		72	76	79	92	101
Affective-humanistic Education (Levels 1 - 5)								34	35	36	37	87	96
Auditory Discrimination In Depth	44								47	50	53	88	97
Auditory Stimulator: A Program for the Development of Attention, Listening and Memory Skills	44								48	51	54	89	98
BRS Satellites					64				70	74	77	91	99
Breaking the Code					64	66			70	74	77	91	99
Clues to Reading Progress					65				71	75	78	90	100
Continuous Progress Lab Math 100 & 200							68		73	76	79	92	101
Cracking the Code					65	66			71	75	78	91	100
Criterion Reading Diagnosis Assessment					65	67			71	74	77	91	99
Cuisenaire Program							68		73	76	79	90	101
DLM - Auditory Discrimination	44								47	50	54	88	97
DLM - Auditory Perception Training- Figure Ground	44								48	51	54	89	98
DLM Audit.Percept.Tr.Memory	44								48	51	54	89	98
DLM - Auditory Perception Training - Motor			45						48	51	55	89	98
DLM - Visual Motor Kit		43							47	50	53	88	97
DUSO (Developing Understanding of Self & Others)								34	35	36	37	87	96

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SUMMARY INDEX OF PROGRAMS
(Numbers refer to page numbers)

(Looking across the grid, the numbers refer to pages where specific information about the program can be found.)

PROGRAMS	SKILL MATRICES								PROGRAM DESCRIPTORS				
	Auditory	visual	Motor	Verbal	Reading	Language	Arith-metic	Personal & Social	Popula-tion	Descrip-tion	Admin-istration	Re-search	Distrib. & Cost
Distar Arithmetic 1,11,111							68		72	76	79	90	101
Distar Language 1,11,111						67			72	76	79	90	100
Distar Reading 1,11,111					64	66			70	74	77	90, 91	99
Fitzhugh Plus Program					67				72	75	78	91	100
Frostig- MLG			45						48	51	55	89	98
Frostig-Horne DTVP		43	45						47	50	53	88	97
Goldman - Lynch Sounds & Symbols Development Kit	44	43		46					47	50	53	89	97
Human Development Program								34	35	36	37	87	96
human Values Series								34	35	36	37	87	98
I Have Feelings								34	35	36	37	87	96
Individualized Mathematics AA,BB,CC.							69		73	76	79	92	101
Language & How to Use It.						67			72	75	78	91	100
Learning Language Vol. 1& 11				46					49	52	55	89	98
Learning and Playing			45						49	52	55	89	98
Lippincott Basic Rdg.(A&H)					65	67			71	75	78	91	100
Lippincott Basic Rdg.Code Bk.					65	67			71	75	78	91	100
Listening Skills for Pre-Readers	44								48	51	54	88	97
Math Workshop							69		73	76	79	92	101
Miami Linguistic Readers					65	67			71	74	77	90	99
Michigan Tracking Program		43							47	50	53	88	97

SUMMARY INDEX OF PROGRAMS

(Numbers refer to page numbers)

(Looking across the grid, the numbers refer to pages where specific information about the program can be found.)

PROGRAMS	SKILL MATRICES								PROGRAM DESCRIPTORS				
	Auditory	Visual	Motor	Verbal	Reading	Language	Arithmetic	Personal & Social	Population	Description	Administration	Research	Distrib & Cost
Motor Skills Development Laboratory			45						49	52	55	89	98
Nelson Lang.Stim. Program						67			72	75	78	91	100
Open Highways					65	67			71	75	78	91	100
Palo Alto Readers					65				71	74	77	90	99
Pathway School Program			45						49	52	55	89	98
Peabody Language Development Kit						66			70	74	77	90	99
Peabody Rebus Reading Program					64	66			70	74	77	90	99
Phoenix Reading Series					65				71	75	78	—	100
Project Math 6 & 7							69		73	76	79	92	101
Project Math Book 1,2,3.							69		73	76	79	—	101
Purdue Perceptual-Motor Survey			45						49	52	55	89	98
Reading-Thinking Skills				46					49	52	55	89	98
Ruth Cheves Program		43							47	50	53	88	97
SRA- Arithmetic Fact Kit							68		73	76	79	92	101
SRA- Basic Reading Series					64				70	74	77	91	99
SRA- Computer Skills Kit							68		73	76	79	92	101

SUMMARY INDEX OF PROGRAMS

(Numbers refer to page numbers)

(Looking across the grid, the numbers refer to pages where specific information about the program can be found.)

PROGRAMS	SKILL MATRICES								PROGRAM DESCRIPTORS				
	Auditory	visual	Motor	Verbal	Reading	Language	Arithmetic	Personal & Social	Population	Description	Administration	Research	Distrib. & Cost
SRA - Focus on Self Development								34	35	36	37	87	96
SRA - Learning to Think Series				46					46	52	55	89	98
SRA - Listening Skills Program	44								47	50	54	88	97
SRA - Schoolhouse					65				71	75	78	—	100
Secrets								34	35	36	37	87	96
Seven Stories for Growth								34	35	36	37	87	96
Sound-Order-Sense: A Developmental Program in Auditory Perception	44								48	51	54	88	97
Stott Prog. Rdg. Kits					64	66			70	74	77	91	99
Sullivan Progress Readers					64				70	74	77	91	99
Sullivan Progress Pre-Reader						66			71	74	77	91	99
Teaching Children Values: Through Unfinished Stories								34	35	36	37	87	96
The World of Language						67			72	76	78	91	101
Think, Listen, and Say: A Developmental Listening Skills Kit	44								47	50	53	88	97
Visual Perception Series		43							47	50	53	88	97

CHAPTER V

PERSONAL SOCIAL SKILLS DEVELOPMENT AND DESCRIPTION

This chapter provides information on the classification of the skills and description of selected personal social skill development programs. The sheets with only the personal social skill matrix and program description at the end of this chapter are for teacher us in evaluating a program.

CHAPTER V

PERSONAL SOCIAL SKILLS DEVELOPMENT AND DESCRIPTION

PROGRAM	PERSONAL SOCIAL SKILL DEVELOPMENT MATRIX							
	Awareness of of Self & Others	Feelings: Understanding & Acceptance	Positive Self Concept	Personal Competence or Skill	Understanding Values	Acceptance of Personal Responsibility	Social Interaction	Problem Solving
Developing Understanding of Self and Others DUSO - D-1	X	X	X	X	X	X	X	X
DUSO - D 2	X	X	X	X	X	X	X	X
SRA - Focus on Self Development Stage 1: Awareness	X	X	X				X	X
Stage 2: Responding	X	X	X					X
Stage 3: Involvement	X	X	X				X	X
Human Development Program	X	X	X	X	X	X	X	
Affective-humanistic Education	X	X	X		X		X	
Human Values Series	X	X	X	X	X			
I Have Feelings		X	X					
Secrets	X		X			X		X
Teaching Children Values: Through Unfinished Stories			X		X			X
Seven Stories for Growth	X	X	X				X	X

PROGRAMS	A. POPULATION FOR WHICH PROGRAM SUITABLE											
	GRADE LEVEL						CHARACTERISTICS					
	Pre-School	K	Primary	Inter-mediate	Upper-Elem.	Second-ary	Average	L.D.	E.M.R.	T.M.R.	Disad-vantaged	Other
Developing Understanding of Self and Others												
DUSO - D-1		X	X				X	X	X		X	
DUSO - D-2			X	X			X	X	X		X	
SRA - Focus on Self Development												
Stage 1: Awareness		X	X				X	X	X		X	
Stage 2: Responding			X	X			X	X	X		X	
STage 3: Involvement				X			X	X	X		X	
Human Development Program	X	X	X	X			X	X	X		X	
Affective-Humanistic Education Levels 1 - 5			X	X	X	X	X	X	X		X	
Human Values Series			X	X			X	X				
I Have Feelings	X	X	X	X			X	X	X		X	
Secrets				X			X	X				
Teaching Children Values: Through Unfinished Stories		X	X	X	X		X	X				
Seven Stories for Growth			X	X			X	X	X		X	

PROGRAMS	B. PROGRAM DESCRIPTION																						
	Materials (Refer to p.22)									Programmed	Type of Program		Feedback System				Testing						
													Teacher		Student								
	Wk. bks. shts.	cds.	manipulables	cas. tps. rcds.	flm. stps.	tch's manual	bks. or rdrs.	reuseable	rltd. mat. aval.		tsf. bas.	dir.	Imm.	del.	Imm.	del.	crit. ref.	normative	placement	diagnostic	Mastery	Test. Rel.	Test Val.
Developing Understanding of Self and Others /																							
DUSO - D-1		X	X	X		X		X				X		X									
DUSO - D-2		X	X	X		X		X				X		X									
SRA - Focus on Self Development																							
Stage 1: Awareness	X				X	X		X				X		X									
Stage 2: Responding	X				X	X		X				X		X									
Stage 3: Involvement	X			X	X	X		X				X		X									
Human Development Program						X	X	X				X		X									
Affective-Humanistic Education						X	X					X		X									
Human Values Series						X	X	X				X		X									
I Have Feelings						X		X				X		X									
Secrets	X			X		X						X		X									
Teaching Children Values: Through Unfinished Stories					X	X		X				X		X									
Seven Stories for Growth						X						X		X									

PROGRAM	C. ADMINISTRATION OF PROGRAM										
	Size		Personnel		Training Required				Instructional Objectives		
	Indiv ual	Group	Self In-structed	Teacher instructed	Read tch's manual	Workshop desirable	Univ. course desirable	Para-Pro-fessional Admin.	Not Specified	Behavioral Terms	Percept-ual cogni-tive terms
Developing Understanding of Self and Others DUSO - D-1		X		X	X	X				X	X
DUSO - D-2		X		X	X	X				X	X
SRA - Focus on Self Development											
Stage 1: Awareness	X	X		X		X				X	X
Stage 2: Responding	X	X		X		X				X	X
Stage 3: Involvement	X	X		X		X				X	X
Human Development Program		X		X		X	X			X	X
Affective-Humanistic Education		X		X	X					X	X
Human Values Series	X	X		X	X					X	X
I Have Feelings	X	X		X						X	
Secrets	X	X		X		X				X	
Teaching Children Values: Through Unfinished Stories	X	X		X	X					X	
Seven Stories for Growth		X		X	X					X	

CHAPTER V

PERSONAL SOCIAL SKILLS DEVELOPMENT AND DESCRIPTION

PROGRAM	PERSONAL SOCIAL SKILL DEVELOPMENT MATRIX							
	Awareness of of Self & Others	Feelings: Understanding & Acceptance	Positive Self Concept	Personal Competence or Skill	Understanding Values	Acceptance of Personal Responsibility	Social Interaction	Problem Solving

PROGRAMS	A. POPULATION FOR WHICH PROGRAM SUITABLE											
	GRADE LEVEL						CHARACTERISTICS					
	Pre-School	K	Primary	Inter-mediate	Upper-Elem.	Second-ary	Average	L.D.	E.M.R.	T.M.R.	Disad-vantaged	Other

PROGRAMS	B. PROGRAM DESCRIPTION																						
	Materials (Refer to p.22)									Programmed	Type of Program		Feedback System				Testing						
													Teacher		Student								
	Wk. bks. shts	cds.	manipulables	cas. tps. rcds.	flm stps	tch's manual	bks. or rdrs.	reuseable	rltd. mat. aval.		tsf. bas.	dir.	Imm.	del.	Imm.	del.	crit. ref.	normative	placement	diagnostic	Mastery	Test. Rel.	Test Val.

PROGRAM	C. ADMINISTRATION OF PROGRAM										
	Size		Personnel		Training Required				Instructional Objectives		
	Indiv-idual	Group	Self In-structed	Teacher instructed	Read tch's manual	Workshop desirable	Univ. course desirable	Para-Pro-fessional Admin.	Not Specified	Behavioral Terms	Percept-ual cogni-tive terms

CHAPTER VI

PERCEPTUAL COGNITIVE MOTOR SKILLS AND DESCRIPTION

This chapter provides information on the classification of the skills and description of the selected perceptual cognitive motor programs. The sheets with only the perceptual cognitive motor skill matrix and program description at the end of this chapter are for teacher use in evaluating a program.

III PERCEPTUAL COGNITIVE MOTOR SKILL MATRICES

PROGRAMS	A. VISUAL SKILLS MATRIX									
	Perception	Discrimination	Perceptual Constancy	Memory	Spatial Awareness	Eye-Hand Coordination	Figure-Ground	Visual-ization	Closure	Sequencing
Frostig-Horne DTVP	X	X	X	X	X		X			
Visual Perception Series	X	X	X	X	X	X	X	X		
Ruth Cheves Program	X	X			X					
Michigan Tracking Program Volumes I & IV	X	X		X						
DLM -Visual Motor Kit	X					X				
Goldman Lynch Sounds and Symbols Development Kit		X								

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PROGRAMS	B. AUDITORY SKILLS MATRIX						
	Auditory Perception	Auditory Discrimination	Auditory Figure-Ground	Auditory Memory	Auditory Comprehension	Auditory Sequencing	Critical Listening
Auditory Discrimination in Depth	X	X	X	X	X	X	
Think, Listen, and Say: A Developmental Listening Skills Kit	X	X			X	X	
DLM - Auditory Discrimination	X	X					
SRA - Listening Skills Program Intermediate Level II A,B,C.	X	X		X	X	X	X
Listening Skills for Pre-Readers	X	X		X	X	X	
Sound-Order-Sense: A Developmental Program in Auditory Perception	X	X	X	X	X	X	
Auditory Stimulator: A Program for the Development of Attention, Listening, Memory Skills	X	X		X		X	
DLM - Auditory Perception Training - Figure-Ground			X				
DLM - Auditory Perception Training - Memory				X			
Goldman-Lynch Sounds and Symbols Development Kit		X					

PROGRAMS	C. MOTOR SKILLS MATRIX								
	Coordination	Agility	Strength	Flexibility	Speed	Balance	Laterality	Directionality	Body Awareness
Frostig- MLG (Move-Learn-Grow)	X	X	X	X	X	X	X	X	X
Learning and Playing (Cratty)	X	X	X		X	X	X	X	
Purdue Perceptual Motor Survey (Kephart)	X		X			X	X	X	X
Motor Skills Development Laboratory	X								
Pathway School Program	X	X			X				
Frostig-Horne DTVP	X								
ELM - Auditory Perception Training-Motor	X								

PROGRAMS	D. VERBAL EXPRESSION SKILLS MATRIX						
	Vocabulary Development	Accurate Speech Production	Reasoning	Word Fluency	Memory	Quantitative	Part-Whole Relationship
Goldman-Lynch Sounds and Symbols Development Kit	X	X					
SRA Learning to Think Series - Thurstone	X		X	X	X	X	
Learning Language Volumes 1 and 11	X						X
Reading - Thinking Skills	X		X		X	X	

PROGRAMS	A. POPULATION FOR WHICH PROGRAM SUITABLE											
	GRADE LEVEL						STUDENT CATEGORIES					
	Pre-school	K	Primary	Inter-mediate	Upper-Elem.	Second-ary	Average	L.D.	E.M.R.	T.M.R.	Dis-advantaged	Other
Frostig-Horne DTVP	X	X	X				X		X		X	
Visual Perception Series		X	X				X	X	X		X	
Ruth Cheves Program	X	X	X				X	X				
Michigan Tracking Program. Volumes 1-11			X	X	X	X	X	X				
DLM - Visual Motor Kit		X	X				X	X				
Goldman-Lynch Sounds and Symbols Development Kit	X	X	X				X	X	X			
Auditory Discrimination in Depth	X	X	X	X	X	X	X	X	X		X	
Think,Listen,and Say: A Developmental Listening Skills Kit	X	X	X				X	X	X	X	X	X
DLM - Auditory Discrimination			X	X			X	X	X			
SRA - Listening Skills Program Intermediate Level 11 A,B,C.			X	X	X		X		X			

PROGRAMS	A. POPULATION FOR WHICH PROGRAM SUITABLE											
	GRADE LEVEL						STUDENT CATEGORIES					
	Pre-School	K	Primary	Inter-mediate	Upper Elem.	Second-ary	Average	L.D.	E.M.R.	T.M.R.	Dis-advantaged	Other
Listening Skills for Pre-Readers		X	X				X	X				
Sound-Order-Sense A Developmental Program in Auditory Perception			X				X	X			X	
Auditory Stimulator: A Program for the Development of Attention, Listening and Memory Skills	X	X					X	X				
DLM - Auditory Perception Training--Figure-Ground			X	X			X	X	X			
DLM - Auditory Perception Training-Memory			X	X			X	X	X			
DLM - Auditory Perception Training-Motor			X	X			X	X	X			
Frostig-MLG (Move-Learn-Grow)		X	X				X	X	X			

PROGRAMS	A. POPULATION FOR WHICH PROGRAM SUITABLE											
	GRADE LEVEL						STUDENT CATEGORIES					
	Pre-school	K	Primary	Inter-mediate	Upper Elem.	Second-ary	Average	L.D.	E.M.R.	T.M.R.	Dis-advantaged	Other
Learning and Playing (Cratty)	X	X	X	X			X	X	X	X		X
Purdue Perceptual-Motor Survey (Kephart)			X					X	X	X		
Motor Skills Development Laboratory		X	X				X	X				
Pathway School Program		X	X				X	X				
SRA Learning to Think Series- Thurstone		X	X				X	X			X	
Learning Language Volumes I and II	X	X					X	X			X	
Reading-Thinking Skills	X	X	X	X			X	X	X			

PROGRAMS	B. PROGRAM DESCRIPTION																						
	Materials (Refer to p.22)									Programmed	Type of Program		Feedback System				Testing						
													Teacher		Student								
	Wk. bks. Shts.	cds.	manipulables	cas. tps. rcds.	flm. stps	tch's manual	bks or rdrs	reuseable	rltd mat. aval		tsf. bas.	dir.	Imm.	del.	Imm.	del.	Crit Ref.	Normative	Placement	Diagnostic	Mastery	* Test Rel.	* Test Val.
Frostig-Horne DTVP	X	X				X					X			X						X		3	3
Visual Perception Series	X				X	X					X		X										
Ruth Cheves Program	X		X			X					X			X									
Michigan Tracking Program. Volumes 1-IV	X					X					X		X		X								
DLM - Visual Motor Kit		X				X					X			X									
Goldman-Lynch Sounds and Symbols Development Kit	X	X	X	X		X						X	X										
Auditory Discrimination in Depth		X	X	X		X		X			X	X	X		X								
Think, Listen, and Say: A Developmental Listening Skills Kit	X			X	X	X					X			X					X				
DLM - Auditory Discrimination	X			X		X					X			X	X								
SRA Listening Skills Program. Intermediate Level II A,B,C.	X			X		X						X		X									

*Legend: 1. Acceptable
2. Marginal
3. Unacceptable

PROGRAMS	B. PROGRAM DESCRIPTION																						
	Materials (Refer to p.22)									Programmed	Type of Program		Feedback System				Testing						
													Teacher		Student								
	Wk. bks.	cds.	manipulables	tps. recds.	flm. stps.	tch's manual	bks or rdrs	reuseable	rltd mat. aval		tsf. bas.	dir	Imm.	del.	Imm.	del.	Crit Ref.	Normative	Placement	Diagnostic	Mastery	Test Rel.	Test Val.
Listening Skills for Pre-Readers				X		X					X		X		X								
Sound-Order-Sense A Developmental Program in Auditory Perception	X	X		X		X					X		X		X								
Auditory Stimulator: A Program for the Development of Attention, Listening and Memory Skills	X					X					X			X									
DLM - Auditory Perception Training-Figure-Ground	X			X		X					X			X		X							
DLM - Auditory Perception Training-Memory	X			X		X					X			X		X							
DLM - Auditory Perception Training-Motor	X			X		X					X			X		X							
Frostig- MLG (Move-Learn-Grow)		X					X				X		X										

PROGRAMS	B. PROGRAM DESCRIPTION																						
	Materials (Refer to p.22)									Programmed	Type of Program		Feedback System				Testing						
													Teacher		Student								
	Wk. bks.	cds.	manipulables	tos. recds.	flm. stps	tch's manual	bks or rdrs.	reuseable	rltd mat. aval.		tsf. bas.	dir.	Imm.	del.	Imm.	del.	Crit Ref.	Normative	Placement	Diagnostic	Mastery	* Test Rel.	* Test Val.
Learning and Playing (Cratty)		X				X					X		X										
Purdue Perceptual Motor Survey (Kephart)						X					X		X									1	1
Motor Skills Development Laboratory			X	X	X	X		X			X		X										
Pathway School Program			X			XX					X		X										
SRA Learning to Think Series-Thurstone	X	X				X						X		X				X					
Learning Language Volumes I and II	X					X						X	X		X			X					
Reading-Thinking Skills	X					X						X		X					X				

*Legend: 1. Acceptable
2. Marginal
3. Unacceptable

PROGRAMS	C. ADMINISTRATION OF PROGRAM										
	SIZE		PERSONNEL		TRAINING REQUIRED				INSTRUCTIONAL OBJECTIVES		
	Individual	Group	Self Instructed	Teacher Instructed	Read Teachers Manual	Workshop Desirable	University Course Desirable	Paraprofessional Admin.	Not Specified	Behavioral Terms	Perceptual Cognitive Terms
Frostig-Horne DTVP	X	X		X		X					X
Visual Perception Series	X	X		X	X						X
Ruth Cheves Program	X	X		X	X						X
Michigan Tracking Program Volumes I - IV	X	X		X	X						X
DLM - Visual Motor Kit	X	X		X	X						X
Goldman - Lynch Sounds and Symbols Development Kit	X	X		X		X					X
Auditory Discrimination in Depth	X	X		X		X					X
Think, Listen, and Say: A Developmental Listening Skills Kit	X	X		X	X						X

PROGRAMS	C. ADMINISTRATION OF PROGRAM										
	SIZE		PERSONNEL		TRAINING REQUIRED				INSTRUCTIONAL OBJECTIVES		
	Individual	Group	Self Instructed	Teacher Instructed	Read Teachers Manual	Workshop Desirable	University Course Desirable	Paraprofessional Admin.	Not Specified	Behavioral Terms	Perceptual Cognitive Terms
DLM - Auditory Discrimination		X		X	X						X
SRA - Listening Skills Program Intermediate Level 11	X	X	X		X					X	
Listening Skills for Pre-Readers	X	X		X							X
Sound-Order-Sense A Developmental Program in Auditory Perception	X	X		X	X						X
Auditory Stimulator A Program for the Development of Attention, Listening and Memory Skills	X	X		X	X						X
DLM - Auditory Perception Training - Figure Ground		X		X	X						X
DLM - Auditory Perception Training - Memory		X		X	X						X

PROGRAMS	C. ADMINISTRATION OF PROGRAM										
	SIZE		PERSONNEL		TRAINING REQUIRED				INSTRUCTIONAL OBJECTIVES		
	Individual	Group	Self Instructed	Teacher Instructed	Read Teachers Manual	Workshop Desirable	University Course Desirable	Paraprofessional Admin.	Not Specified	Behavioral Terms	Perceptual Cognitive Terms
DLM - Auditory Perception Training - Motor		X		X	X						X
Frostig - MLG (Move - Learn - Grow)		X		X	X						X
Learning and Playing (Cratty)		X		X	X						X
Purdue Perceptual Motor Survey (Kephart)	X			X		X				X	X
Motor Skills Development Laboratory		X		X	X						X
Pathway School Program	X			X	X					X	X
SRA - Learning to Think Series - Thurstone	X	X		X	X						X
Learning Language Volumes 1 and 11	X	X		X	X					X	
Reading - Thinking Skills	X	X		X	X						X

III PERCEPTUAL COGNITIVE MOTOR SKILL MATRICES

PROGRAMS	A. VISUAL SKILLS MATRIX									
	Perception	Discrimination	Perceptual Constancy	Memory	Spatial Awareness	Eye-Hand Coordination	Figure Ground	Visual-ization	Closure	Sequencing

PROGRAMS	B. AUDITORY SKILLS MATRIX						
	Auditory Perception	Auditory Discrimination	Auditory Figure Ground	Auditory Memory	Auditory Comprehension	Auditory Sequencing	Critical Listening

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PROGRAMS	C. MOTOR SKILLS MATRIX								
	Coordination	Agility	Strength	Flexibility	Speed	Balance	Laterality	Directionality	Body Awareness

PROGRAMS	D. VERBAL EXPRESSION SKILLS MATRIX						
	Vocabulary Development	Accurate Speech Production	Reasoning	Word Fluency	Memory	Quantitative	Part-Whole Relationship

PROGRAMS	A. POPULATION FOR WHICH PROGRAM SUITABLE											
	GRADE LEVEL						STUDENT CATEGORIES					
	Pre-school	K	Primary	Intermediate	Upper-Elem.	Second-ary	Average	L.D.	E.M.R.	T.M.R.	Dis-advantaged	Other

PROGRAMS	B. PROGRAM DESCRIPTION																						
	Materials (Refer to p.22)									Programmed	Type of Program		Feedback System				Testing						
													Teacher		Student								
	Wk. bks. shts.	cds.	manipulables	cas. tps. rcds.	flm. stps.	tchs man-ual	bks. or rdrs.	re-usable	rltd. mat. aval		tsf. bas.	dir.	Imm.	Del	Imm.	Del	crit ref.	norm-ative	place-ment	diag-nos-tic	Mas-tery	Test Rel.	Test Val.

PROGRAMS	C. ADMINISTRATION OF PROGRAM										
	SIZE		PERSONNEL		TRAINING REQUIRED				INSTRUCTIONAL OBJECTIVES		
	Individual	Group	Self Instructed	Teacher Instructed	Read Teachers Manual	Workshop Desirable	University Course Desirable	Paraprofessional Admin.	Not Specified	Behavioral Terms	Perceptual Cognitive Terms

CHAPTER VII

EDUCATIONAL CONTENT SKILLS AND DESCRIPTION

This chapter provides information on the classification of skills and description of selected educational content programs. The sheets with only the educational content skill matrix and program description at the end of this chapter are for teacher use in evaluating a program.

CHAPTER VII

EDUCATIONAL CONTENT SKILLS AND DESCRIPTION

A. READING SKILLS MATRIX

PROGRAMS	Basic Program Approach				Vocabulary			Word Attack Skills		Comprehension			Oral Reading	Study Skills			Content	
	Phonic	Linguistic	Sight word	Other	Word Recognition	Word meaning	Dictionary Skills	Structural analysis	Phonic analysis	Main idea	Detail	Evaluation		Skimming	Organization	Summarization	Canadian	American
Peabody Rebus Reading Program				X	X			X	X	X	X							X
SRA Basic Read Reading Series		X			X	X		X	X	X	X	X	X					X
BRS Satellites		X			X	X		X	X	X	X	X						X
Stott Prog. Reading Kits 1,2	X				X			X	X			X	X				X	
Breaking the Code (Open Court Rem.Rdr.)	X				X				X				X					X
Distar Reading I	X	X			X			X	X	X			X					X
Distar Reading II	X	X			X	X	X	X	X	X	X	X	X					X
Distar Reading III	X	X			X	X	X	X	X	X	X	X	X	X	X			X
Sullivan Prog. Reading I	X	X			X	X		X	X	X			X					X
Sullivan Prog. Reading II	X	X			X	X		X	X	X	X							X
Sullivan Prog. Reading III	X	X			X	X	X			X	X	X	X					X
Sullivan Prog. Pre-Reading	X	X			X				X									X

EDUCATIONAL CONTENT SKILLS AND DESCRIPTION

PROGRAMS	A. READING SKILLS MATRIX																	
	Basic Program Approach				Vocabulary			Word Attack Skills		Comprehension			Oral Reading	Study Skills			Content	
	Phonic	Linguistic	Sight word	Other	Word Recognition	Word meaning	Dictionary Skills	Structural analysis	Phonic analysis	Main idea	Detail	Evaluation		Skimming	Organization	Summarization	Canadian	American
Palo Alto Readers		X				X		X	X	X	X							X
Miami Linguistic Readers		X			X	X		X	X				X					X
Criterion Reading Diagnosis Assess.					X	X	X	X	X	X	X	X	X	X	X	X		
Cracking the Code		X						X	X				X					X
Open Highways 1				X	X	X		X	X				X				X	
Open Highways 11				X	X	X		X	X	X	X		X				X	
Open Highways 111				X	X	X		X	X	X	X		X				X	
Lippincott Basic Reading (A-H)	X	X			X	X		X	X	X	X	X	X	X				X
Lippincott Basic Reading Code Book	X	X						X	X	X								X
SRA Schoolhouse	X							X	X									X
Clues To Reading Progress		X						X	X	X	X							X
Phoenix Reading Series	X				X	X	X	X	X	X	X	X			X			X

PROGRAMS	B. LANGUAGE SKILLS MATRIX										
	Spelling	Oral Communication			Written Communication		Grammar				Hand-writing
		Listen-ing	Speak-ing	Dram-atics	Creative Writing	Practical Composition	Punctuation Capitaliz.	Parts of Speech	Tenses	Sentence Concepts	
Peabody Lang. Reading Development Kit #P		X	X	X							
Peabody Lang. Reading Development Kit 1		X	X	X							
Peabody Lang. Reading Development Kit 2		X	X	X							
Peabody Lang. Reading Development Kit 3		X	X	X							
Breaking the Code (Open Court)	X	X	X			X					
Distar Reading 1											
Distar Reading 11							X				X
Sullivan Programmed Reading 1	X						X				X
Sullivan Programmed Reading 11	X										
Sullivan Programmed REading 111	X										
Sullivan Programmed Pre-Reading Kit	X						X			X	X
Cracking the Code	X										

PROGRAMS	B. LANGUAGE SKILLS MATRIX										
	Spelling	Oral Communication			Written Communication		Grammar				Hand-writing
		Listen-ing	Speak-ing	Dram-atics	Creative Writing	Practical Composition	Punctuation Capitaliz.	Parts of Speech	Tenses	Sentence Concepts	
Miami Linguistic Readers	X	X	X				X			X	X
Criterion Reading	X	X	X		X	X	X	X	X	X	X
Distar Language 1		X	X						X	X	
Distar Language 111		X	X		X	X	X	X	X	X	X
Open Highways 1.11,111	X	X	X	X							
Lippincott Basic Reading	X					X	X				X
Fitzhugh Plus Program	X						X	X		X	
Nelson Lang. Stim. Program Grades 3-6		X	X	X	X	X					
Language and How to Use It	X	X	X	X	X	X	X	X	X	X	
The World of Language M		X	X	X	X	X		X	X	X	
The World of Language Y		X	X	X		X	X	X	X	X	
The World of Language E		X	X	X		X	X	X	X	X	X
Lippincott Basic Reading Code Book											X

C. ARITHMETIC SKILLS MATRIX

PROGRAMS	PRE-OPERATIONAL CONCEPTS							NUMBER CONCEPTS					OPERATIONS							MEASUREMENT								
	Sets	Ordering	Grouping	Equivalence	Comparison	Counting 1	Counting 2	Read #	Write #	Place Value	Fractions	Decimals	+	-	x	÷	carry	borrow	problem solving	Linear	Perimeter	Area	Volume	Weight	Time	Money	Geometry	Graphs
Distar Arithmetic 1	X			X	X	X	X	X					X	X					X									
Distar Arithmetic 11			X		X		X				X		X		X				X			X				X		
Distar Arithmetic 111					X								X	X	X	X		X	X									
Activities in Mathematics 1											X	X	X	X	X	X				X	X	X						X
Activities in Mathematics 11												X							X								X	X
SRA Comput. Skills Kit				X						X	X	X	X	X	X	X												
SRA Arithmetic Fact Kit											X	X	X	X	X	X	X	X										
Cuisenaire Program	X	X	X	X	X		X			X	X		X	X	X	X			X		X	X	X					X
Continuous Progress Lab Math 100	X		X	X	X	X	X	X	X	X	X		X	X					X	X					X	X	X	
Continuous Progress Lab Math 200	X	X	X	X				X	X	X	X		X	X	X			X	X	X			X		X	X	X	

C. ARITHMETIC SKILLS MATRIX

PROGRAMS	PRE-OPERATIONAL CONCEPTS							NUMBER CONCEPTS					OPERATIONS							MEASUREMENT								
	Sets	Ordering	Grouping	Equivalence	Comparison	Counting 1	Counting 2	Read #	Write #	Place Value	Fractions	Decimals	+	-	x	÷	carry	borrow	problem solving	Linear	Perimeter	Area	Volume	Weight	Time	Money	Geometry	Graphs
Project Math 6 & 7		X	X	X				X	X	X	X	X	X	X	X	X				X	X	X	X	X	X	X	X	
Math Workshop	X	X	X	X	X		X						X	X	X	X			X								X	
Individualized Mathematics AA											X		X	X	X	X	X	X		X				X	X	X		
Individualized Mathematics BB											X		X	X	X	X	X	X		X				X		X		
Individualized Mathematics CC											X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Project Math Book 1	X	X	X			X														X	X						X	
Project Math Book 2	X	X	X	X	X		X	X	X				X						X	X						X	X	
Project Math Book 3								X	X	X	X		X	X	X				X	X		X	X	X	X	X	X	

PROGRAMS	A. POPULATION FOR WHICH PROGRAM SUITABLE											
	GRADE LEVEL						STUDENT CATEGORIES					
	Pre-school	K	Primary	Inter-mediate	Upper-Elem.	Second-ary	Average	L.D.	E.M.R.	T.M.R.	Dis-advantaged	OTHER
Peabody Rebus Reading Program	X	X	X				X		X		X	
SRA Basic Reading Series			X	X	X		X					poor readers
Stott Prog. Reading Kits 1,2		X	X	X				X	X		X	poor readers
Peabody Lang. Dev.Kit P	X	X	X				X	X	X	X	X	
Peabody Lang. Dev.Kit 1		X	X				X	X	X	X	X	
Peabody Lang. Dev.Kit 2			X				X	X	X		X	
Peabody Lang. Dev.Kit 3				X			X	X	X		X	
Open Court Breaking the Code				X	X			X			X	not designed for specific lang. disabilities
Distar Reading 1		X	X					X	X		X	
Distar Reading 11,111			X	X				X	X		X	
Sullivan Prog. Rdg. 1			X				X		X			deaf. non-English partially sighted
Sullivan Prog. Rdg. 11				X			X		X			
Sullivan Prog. Rdg. 111					X		X		X			

PROGRAMS	A. POPULATION FOR WHICH PROGRAM SUITABLE											
	GRADE LEVEL						STUDENT CATEGORIES					
	Pre-school	K	Primary	Inter-mediate	Upper-Elem.	Second-ary	Average	L.D.	E.M.R.	T.M.R.	Dis-advan-taged	OTHER
Sullivan Program Pre-Reading		X	X					X	X		X	
Palo Alto Reading				X	X			X	X			
Miami Linguistic Readers			X					X	X		X	linguistically handicapped
Criterion Reading		X	X	X	X	X	X	X	X		X	only an assess-ment program
Cracking the Code				X	X			X	X		X	not designed for non-readers
Open Highways 1		X						X			X	any child with rdg. difficulty
Open Highways 11			X					X			X	
Open Highways 111				X				X			X	
Lippincott Basic Rdg.			X	X	X		X	X	X			
Lippincott Code Book			X	X				X	X		X	any child with rdg. difficulty
SRA Schoolhouse			X	X			X	X	X		X	
Clues to Rdg. Progress					X	X		X	X		X	linguistically handicapped
Phoenix Reading Series			X	X	X			X	X		X	

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PROGRAMS	A. POPULATION FOR WHICH PROGRAM SUITABLE											
	GRADE LEVEL						STUDENT CATEGORIES					
	Pre-school	K	Primary	Inter-mediate	Upper-Elem.	Second-ary	Average	L.D.	E.M.R.	T.M.R.	Dis-advan taged	OTHER
Fitzhugh Plus Program		X	X					X	X			
Nelson Lang. Stim. Proq.				X	X		X	X	X		X	
Language and How to Use It			X	X	X		X		X			
The World of Language M		X	X				X					
The World of Language Y			X				X					
The World of Language E			X				X					
Distar Language 1			X									
Distar Language 11			X									
Distar Language 111				X								
Distar Arithmetic 1			X					X	X		X	
Distar Arithmetic 11			X					X	X		X	
Distar Arithmetic 111				X				X	X		X	
Activities in Math 1					X			X	X			any child with rdg. difficulty
Activities in Math 11					X			X	X			

PROGRAMS	A. POPULATION FOR WHICH PROGRAM SUITABLE											
	GRADE LEVEL						STUDENT CATEGORIES					
	Pre-school	K	Primary	Inter-mediate	Upper-Elem.	Second-ary	Average	L.D.	E.M.R.	T.M.R.	Dis-advan taged	OTHER
SRA Comput. Skills Kit			X	X	X			X	X		X	
SRA Arithmetic Fact Kit			X	X	X		X	X	X		X	
Cuisenaire Program		X	X	X	X		X		X			Supplementary program
Continuous Progress Lab Math 100			X				X	X	X			
Continuous Progress Lab Math 200			X				X	X	X			
Math Workshop A-F		X	X	X	X		X					
Individualized Math AA			X				X	X	X			Five ability groupings
Individualized Math BB				X			X	X	X			
Individualized Math CC					X		X	X	X			
Project Math 1,2,3		X	X				X		X			
Project Math 6,7				X			X		X			

PROGRAMS	B. PROGRAM DESCRIPTION																						
	Materials (Refer to p.??)									Pro-gram-med	Type of Program		Feedback System				Testing						
													Teacher		Student								
	Wk. bks. shts.	cds.	man-ipu-la-bles	cas. tps rcds.	flm. stps.	tch's man-ual	bks. or rdrs.	re-use-able	rltd mat. aval		tsf. bas.	dir.	Imm.	Del	Imm.	Del	crit ref.	norm-ative	place-ment	diag-nos-tic	Mas-tery	Test Rel.	Test Val.
Peabody Rebus Rdg. Prog.	X					X	X			X	X			X		X							
SRA Basic Reading Series	X					X	X		X			X		X		X							
BRS Satellites							X	X		X		X											
Stott Prog. Rdg. Kits 1&2		X	X			X		X	X			X		X	X								
Peabody Lang. Dep. Kit P. 1, 2, 3		X	X	X		X		X			X		X		X								
Open Court (Breaking the Code)	X	X		X		X	X			X		X				X							
Distar Reading I, II, III	X	X		X		X	X	X	X	X		X	X		X		X		X		X		
Sullivan Prog. Rdg. I, II, III	X	X				X	X	X	X	X		X		X	X					X			
Sullivan Prog. Pre-Reading		X				X	X			X		X		X	X								
Palo Alto Readers	X	X				X	X		X	X		X		X		X							
Miami Linguistic Readers	X	X	X	X		X	X					X		X		X			X				
Criterion Reading	X					X			X			X		X		X	X		X	X			

PROGRAMS	B. PROGRAM DESCRIPTION																						
	Materials (Refer to p.22)									Programmed	Type of Program		Feedback System				Testing						
													Teacher		Student								
	Wk. bks. shts.	cds.	manipulables	cas. tps rcds.	flm. stps.	tchs manual	bks. or rdrs.	reusable	rltd mat. aval		tsf. bas.	cir.	Imm.	Del	Imm.	Del	crit ref.	norm at.	placement	diagnostic	Mastery	Test Rel.	Test Val.
Cracking the Code	X					X	X					X		X		X							
Open Highways I	X	X				X		X	X			X							X	X			
Open Highways II, III	X					X	X		X			X							X				
Lippincott Basic Reading	X					X	X		X														
Lippincott Codebook	X					X	X					X											
SRA Schoolhouse		X				X		X		X		X		X	X								
Clues to Reading Progress	X			X		X	X					X			X		X		X	X			
Phoenix Reading Series						X	X		X			X		X		X					X		
Fitzhugh Plus Program	X					X					X	X			X				X				
Nelson Lang. Stim. Prog.		X				X	X		X			X			X	X							
Lang. 'How to Use It'		X		X		X			X			X			X	X							

PROGRAMS	B. PROGRAM DESCRIPTION																						
	Materials (Refer to p.22)									Programmed	Type of Program		Feedback System				Testing						
													Teacher		Student								
	Wk. bks. shts.	cds.	manipulables	cas. tps rcds.	flm. stps.	tch's manual	bks. or rdrs.	reuseable	rltd mat. aval		tsf. bas.	dir.	Imm.	Del	Imm.	Del	crit ref.	norm ative	placement	diagnostic	Mastery	Test Rel.	Test Val.
The World of Lang. M, Y, E	X					X			X			X		X		X							
Distar Lang. I, II, III	X					X	X	X	X	X		X	X		X		X		X		X		
Distar Arith. I, II, III	X		X			X	X			X		X	X		X		X		X		X		
Activities in Math I, II	X		X			X			X			X				X				X	X		
SRA Comp. Skills Kit	X	X				X		X		X		X		X	X				X	X	X		
SRA Arith. Fact Kit	X	X				X		X	X	X		X		X	X				X	X	X		
Cuisenaire Program			X			X		X	X		X			X		X							
Continuous Progress Lab Math 100, 200				X		X	X	X	X	X		X		X	X						X		
Math Workshop	X					X			X			X		X		X					X		
Individ. Math AA, BB, CC		X				X		X		X		X		X	X					X		X	
Project Math 1, 2, 3, 6, 7	X					X	X					X		X		X							

PROGRAMS	C. ADMINISTRATION OF PROGRAM										
	SIZE		PERSONNEL		TRAINING REQUIRED				INSTRUCTIONAL OBJECTIVES		
	Individual	Group	Self Instructed	Teacher Instructed	Read Teachers Manual	Workshop Desirable	University Course Desirable	Paraprofessional Admin.	Not Specified	Behavioral Terms	Perceptual Cognitive Terms
Peabody Rebus Reading	X	X		X	X			X			X
SRA Basic Reading Series	X	6-10		X	X						X
Stott Prog. Reading Kit 1 &2		6-8	X	X	X						
Peabody Lang. Dep. Kit P. 1, 2, 3.		X		X	X			X			X
Breaking the Code (Open Court)		X		X	X						X
Distar Reading I, II	X	4-10		X		X		X		X	
Sullivan Prog. Rdg. Series	X		X		X			X	X		
Sullivan Prog. Pre-Reading	X		X	X					X		
Palo Alto Readers		6-8		X	X				X		
Miami Linguistic Readers		X		X	X						X
Criterion Reading	X			X	X			X		X	

PROGRAMS	C. ADMINISTRATION OF PROGRAM										
	SIZE		PERSONNEL		TRAINING REQUIRED				INSTRUCTIONAL OBJECTIVES		
	Individual	Group	Self Instructed	Teacher Instructed	Read Teachers Manual	Workshop Desirable	University Course Desirable	Paraprofessional Admin.	Not Specified	Behavioral Terms	Perceptual Cognitive Terms
Cracking the Code	X	X		X	X						X
Open Highways		X		X	X				X		
Lippincott Basic Reading		X									
Lippincott Codebook	X	X		X	X						
SRA Schoolhouse	X	X	X	X	X						X
Clues to Reading Progress	X		X								X
Phoenix Reading Series	X				X					X	
Fitzhugh Plus Program	X			X							
Nelson Language Stim. Prog.		X			X						X
Lang. "How to Use It"		X		X	X				X		
The World of Language		X		X	X						X

PROGRAMS	C. ADMINISTRATION OF PROGRAM										
	SIZE		PERSONNEL		TRAINING REQUIRED				INSTRUCTIONAL OBJECTIVES		
	Individual	Group	Self Instructed	Teacher Instructed	Read Teachers Manual	Workshop Desirable	University Course Desirable	Paraprofessional Admin.	Not Specified	Behavioral Terms	Perceptual Cognitive Terms
Distar Language I, II, III		5-10		X		X		X		X	
Distar Arithmetic I, II, III		5-10		X		X		X		X	
Activities in Math I, II	X	X		X	X						X
SRA Comp. Skills Kit	X	X	X								
SRA Arith. Fact Kit	X	X	X		X			X	X		
Cuisenaire Program	X	X		X	X	X			X		
Continuous Progress Lab (Math 100, 200)	X	9-11	X		X					X	
Math Workshop		X		X	X						X
Individual Math	X	X	X		X				X		
Project Math		X		X	X						X

EDUCATIONAL CONTENT SKILLS AND DESCRIPTION

PROGRAMS	A. READING SKILLS MATRIX																	
	Basic Program Approach				Vocabulary			Word Attack Skills		Comprehension			Oral Reading	Study Skills			Content	
	Phonic	Linguistic	Sight word	Other	Word Recognition	Word meaning	Dictionary Skills	Structural analysis	Phonic analysis	Main idea	Detail	Evaluation		Skimming	Organization	Summarization	Canadian	American

PROGRAMS	B. LANGUAGE SKILLS MATRIX										
	Spelling	Oral Communication			Written Communication		Grammar				Hand-writing
		Listen-ing	Speak-ing	Dram-atics	Creative Writing	Practical Composition	Punctuation Capitaliz.	Parts of Speech	Tenses	Sentence Concepts	

PROGRAMS	C. ARITHMETIC SKILLS MATRIX																											
	PRE-OPERATIONAL CONCEPTS							NUMBER CONCEPTS					OPERATIONS						problem solving	MEASUREMENT								
	Sets	Ordering	Grouping	Equivalence	Comparison	Counting 1	Counting 2	Read #	Write #	Place Value	Fractions	Decimals	+	-	x	÷	carry	borrow		Linear	Perimeter	Area	Volume	Weight	Time	Money	Geometry	Graphs

PROGRAMS	A. POPULATION FOR WHICH PROGRAM SUITABLE											
	GRADE LEVEL						STUDENT CATEGORIES					
	Pre-school	K	Primary	Inter-mediate	Upper-Elem.	Second-ary	Average	L.D.	E.M.R.	T.M.R.	Dis-advan taged	

PROGRAMS	B. PROGRAM DESCRIPTION																						
	Materials (Refer to p.22)									Programmed	Type of Program		Feedback System				Testing						
													Teacher		Student								
	Wk. bks. shts.	cds.	manipulables	cas. tps. rcds.	flm. stps.	tchs manual	bks. or rdrs.	reusable	rltd. mat. aval		tsf. bas.	dir.	Imm.	Del	Imm.	Del	crit ref.	normative	placement	diagnostic	Mastery	Test Rel.	Test Val.

PROGRAMS	C. ADMINISTRATION OF PROGRAM										
	SIZE		PERSONNEL		TRAINING REQUIRED				INSTRUCTIONAL OBJECTIVES		
	Individual	Group	Self Instructed	Teacher Instructed	Read Teachers Manual	Workshop Desirable	University Course Desirable	Paraprofessional Admin.	Not Specified	Behavioral Terms	Perceptual Cognitive Terms

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CHAPTER VIII

RESEARCH FINDINGS

This chapter provides evaluative information on the programs described in the SPM Manual. Specific studies cited for some of the programs can be found in Chapter XI - References. Also, a list of sources used in evaluating some of the programs is included.

RESEARCH FINDINGS

PROGRAMS	A. RESEARCH FINDINGS MATRIX		
	Transferability *	Efficacy *	Reference Number(s)
Part 1: Personal-Social Skill Development Program DUSO - D-1, D-2	1	1	F2, G1, R1, R2
S.R.A. Focus on Self Development Stages 1-3	4	4	
Human Development Program	4	4	
Affective Humanistic Education	4	4	
Human Values Series	4	4	
I Have Feelings	4	4	
Secrets	4	4	
Teaching Children Values: Through Unfinished Stories	4	4	
Seven Stories For Growth	4	4	

* Legend:
1. Acceptable
2. Marginal
3. Unacceptable
4. No evaluative data available

RESEARCH FINDINGS

PROGRAMS	A. RESEARCH FINDINGS MATRIX		
	Transferability *	Efficacy *	Reference Number(s)
Part 2 - Perceptual Cognitive Motor Skills A. Visual Skill Programs Developmental Test of Visual Perception	3	3	D1, E2, C2, D2, K1, M1, N1
Visual Perception Series	4	4	
Ruth Cheves Program	2	2	P2
Michigan Trucking Program. Volume I-IV	4	4	
DLM - Visual-Motor Kit	4	4	
B. Auditory Skill Programs Auditory Discrimination in Depth	4	4	
Think, Listen, and Say: A Developmental Listening Skills Kit	4	4	
DLM Auditory Discrimination	4	4	
SRA - Listening Skills Program Intern. Level II A, B, C.	4	4	
Listening Skills for Pre-Readers	4	4	
Sound-Order-Sense: A Developmental Program in Auditory Perception	4	4	

* Legend
1. Acceptable
2. Marginal
3. Unacceptable
4. No evaluative data available

RESEARCH FINDINGS

PROGRAMS	A. RESEARCH FINDINGS MATRIX		
	Transferability	Efficacy	Reference Number(s)
Auditory Stimulator : A Program for the Development of Attention, Listening, and Memory Skills	4	4	
DLM - Auditory Perception Training - Figure Ground.	4	4	
DLM - Auditory Perception Training - Memory	4	4	
C. Motor Skill Programs Frostig - M L G (Move - Learn - Grow)	4	4	
Learning and Playing (Cratty)	4	4	
Purdue Perceptional - Motor Survey (Kephart)	3	3	G2, K2, P2
Motor Skills Development Laboratory	4	4	
Pathway School Program	4	4	
DLM - Auditory Perception Training - Motor	4	4	
D. Verbal Skill Programs Goldman - Lynch Sounds and Symbols Development Kit	1	1	H1, H2.
Learning to Think Series - Thurstone	4	4	
Learning Language Volumes I and II	4	4	
Reading - Thinking Series	4	4	

PROGRAM	A. RESEARCH FINDINGS MATRIX		
	Transferability	Efficacy	Reference Number(s)
Part 3: Educational Content Skills Programs			
Distar Reading I, II		1	C1, F1, I1, Q1,
I, II	1	1	O1, O2
I, II	3	3	L1
I, II	2	2	J2, L2
Distar Language I I, II	3	3	N2, L1
I, II		2	M2
I, II		1	Q2, F1
Distar Arithmetic I, II,		1	F1
III	3	3	L1, N2
Peabody Rebus Reading Program	2	2	B1
Peabody Language Development Kits	1	1	A1
Palo Alto Reading Program		2	A2
Miami Linguistic Readers	1	1	A1
Project Mathematics		1	I2
Activities in Mathematics, II		1	J1
Cuisenaire Program	1	1	E1
Clues to Reading Progress		2	P1

RESEARCH FINDINGS

PROGRAMS	A. RESEARCH FINDINGS		
	Transferability	Efficacy	Reference Number(s)
SRA Basic Reading Series	4	4	
BRS Satellites	4	4	
Stott Program Reading Kits 1,2	4	4	
Breaking the Code (Open Court Remedial Readers)	4	4	
Distar Reading III	4	4	
Sullivan Program Reading I, II, III	4	4	
Sullivan Program Pre-Reader	4	4	
Criterion Reader Diag. Assess.	4	4	
Cracking the Code	4	4	
Open Highways I, II, III	4	4	
Lippincott Basic Reader (a-H)	4	4	
Lippincott Basic Reader Codebook	4	4	
Fitzhugh Plus Program	4	4	
Nelson Language Stim. Prog. (Gr. 3-6)	4	4	
Language and How to Use it	4	4	
The World of Language M, Y, E	4	4	

PROGRAMS	A. RESEARCH FINDINGS MATRIX		
	Transferability	Efficacy	Reference Number(s)
Activities in Mathematics I	4	4	
SRA Comput. Skill Kit	4	4	
SRA Arithmetic Fact Kit	4	4	
Continuous Progress Lab Math 100 & 200	4	4	
Project Math 6 & 7	4	4	
Math Workshop	4	4	
Individualized Mathematics AA, BB, CC.	4	4	

PROGRAMS	A. RESEARCH FINDINGS MATRIX		
	Transferability *	Efficacy *	Reference Number (s)

* Legend

1. Acceptable
2. Marginal
3. Unacceptable
4. No evaluative data available

B. LIST OF SOURCES USED TO EVALUATE PROGRAMS

1. Academic Therapy
2. Alberta Counsellor (The)
3. Arithmetic Teacher
4. Dissertation Abstracts
5. Elementary School Guidance and Counseling
6. ERIC
7. Exceptional Children
8. First Review of Special Education (The)
9. Journal (of) Learning Disabilities
10. Journal (of) Reading
11. Journal of Special Education
12. Peabody Journal (of) Education
13. Pediatrics
14. Psychological Abstracts
15. Psychology (in) (the) Schools
16. Reading Newsreport
17. Reading Research Quarterly
18. Reading Teacher
19. Reading World
20. Research Bulletin- Edmonton Public Schools - 1973
21. Seventh Mental Measurements Yearbook
22. Slow Learning Child (The)
23. Teaching Atypical Students in Alberta

CHAPTER IX

DISTRIBUTOR, COPYRIGHT AND APPROXIMATE COST OF SELECTED RESOURCE PROGRAMS

This chapter provides information on the Canadian Distributor of the program, where possible the copyright date, and approximate cost. The programs are classified under the three Readings of General Categories.

Part I: Personal Social Skill Development Programs

Part II: Perceptual Cognitive Motor Programs

Part III: Educational Content Skill Programs

CHAPTER IX

DISTRIBUTOR, COPYRIGHT AND APPROXIMATE COST OF SELECTED RESOURCE PROGRAMS

PROGRAMS	DISTRIBUTOR	COPYRIGHT	APPROXIMATE COST
Part I: Personal Social Skill Development Programs Developing Understanding of Self and Others. DUSO - D - 1 ---------- DUSO - D - 2	American Guidance Service, Inc., c/o Psycan Ltd., 255 Consumers Road, Willowdale, Ontario M2J 1R3	1970	$130.00 for each Kit
SRA: Focus on Self Development Stage 1: Awareness ---------- Stage 2: Responding ---------- Stage 3: Involvement	Science Research Associates, Inc., 44 Prince Andrew Place, Don Mills, Ontario M3C 2H4	1970	$130.00 for each Stage
Human Development Program	The Human Development Training Institute Inc., 1081 E. Main St., El Cajon, California 92020	1972	$8.00 per volume
Affective-Humanistic Education	Fearon Publishers c/o Clark, Irwin and Co. Ltd., 791 St. Clair Ave. West, Toronto, Ontario M6C 1B8	1974	$8.00
Human Values Series	Steck-Vaughn Co., c/o McGraw-Hill Ryerson 330 Progress Ave., Scarborough, Ontario M1P 2Z5	1970	$4.00 per volume
I Have Feelings	Behavioral Publications, Inc., 72 Fifth Ave., New York, New York 10011	1971	$4.50
Secrets	Educational Progress Co. Ltd., 50 Galaxy Boulevard Rexdale, Ontario	1971	Student Book $ .85 Complete Program $87.50 Student Guide Book $ 1.95
Teaching Children Values: Through Unfinished Stories	Educational Activities, Inc., c/o J.M. Dent and Sons, 100 Scarsdale Road, Don Mills, Ontario M3B 2R8	1971	K-3 $17.00 Gr. 4-7 $17.00
Seven Stories For Growth	Pitman Publishing Corp. c/o Copp Clark Publishing Ltd., 517 Wellington St. West., Toronto, Ontario M5V 1G1	1965	$4.00

PROGRAMS	DISTRIBUTOR	COPYRIGHT	APPROXIMATE COST
Part II Perceptual Cognitive Motor Programs Frostig- Horne DTVP	McGraw-Hill Ryerson Can. Ltd., 330 Progress Avenue. Scarborough, Ontario M1P 2Z5	1966	Complete program $151.25 Replacement Sets (Masters): V-M $49.40 FG $44.75 P-C $40.25 SR $48.50 P-S $20.90 Guide $5.40
Visual Perception Series	Classroom Materials Co., c/o Stanley Bowmar Co. Inc., 4 Broadway, Valhalla, New York 10595	1967	$49.00
Ruth Cheves Program	Teaching Resources Inc. c/o Visual Education Centre, 95 Berkeley St. Toronto 2a, Ontario	1965	Complete Program $69.00
Michigan Tracking Program Volumes 1 - IV	Ann Arbor Publishers P.O. Box 1446. Ann Arbor Michigan 48106	1967	$16.00 for 4 Volumes
DLM - Visual Motor Kit	Developmental Learning Materials 7440 Natchez Ave., Niles, Illinois 60648	1968	$6.00
Goldman - Lynch Sounds and Symbols Development Kit	American Guidance Service, Inc. c/o Psycan Ltd., 255 Consumers Road, Willowdale, Ont. M2J 1R3	1971	$160.00
Auditory Discrimination in Depth	Teaching Resources Corp.. c/o Visual Education Centre, 95 Berkelev St. Toronto 2a, Ontario	1970	$15.00
Think, Listen, and Say: A Developmental Listening Skills Kit	Eye Gate House Inc. c/o Central Scientific Co. Can. Ltd., 2200 South Sheridan Way, Mississauga, Ontario	1967	$153.50
DLM - Auditory Discrimination	Developmental Learning Materials, 7440 Natchez Ave., Niles, Illinois 60648	1970	$70.00
SRA - Listening Skills Program Intermediate Level II A,B,C.	Science Research Association, 44 Prince Andrew Place. Don Mills, Ontario M3C 2H4	1968	$85.00
Listening Skills for Pre-Readers	Classroom Materials Co. c/o Stanley Bowmar Co. Inc., 4 Broadway, Valhalla, N.Y. 10595	1967	$12.00 (3 rec ds)
Sound-Order-Sense: A Developmental Program in Auditory Perception	Follett Educational Corp., c/o McGraw-Hill Ryerson Can. Ltd. 330 Progress Ave. Scarborough, Ontario M1P 2Z5	1970	$33.70

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PROGRAMS	DISTRIBUTOR	COPYRIGHT	APPROXIMATE COST
Auditory Stimulator: A Program for the Development of Attention, Listening and Memory Skills	Educational Performance Associates, 563 Westview Ave., Ridgefield, New Jersey 07657	1969	$4.00
DLM - Auditory Perception Training - Figure Ground	Developmental Learning Materials 7440 Natchez Ave., Niles, Illinois 60648	1970	$45.00
DLM - Auditory Perception Training - Memory	Developmental Learning Materials 7440 Natchez Ave., Niles, Illinois 60648	1970	$55.00
DLM - Auditory Perception Training - Motor	Developmental Learning Materials 7440 Natchez Ave., Niles, Illinois 60648	1970	$74.00
Frostig- MLG (Move-Learn-Grow)	Follett Educational Corp., c/o McGraw-Hill Ryerson, 330 Progress Ave., Scarborough, Ontario M1P 2Z5	1969	$15.00
Learning and Playing (Cratty)	Educational Activities Inc.. c/o J.M. Dent & Sons, 100 Scarsdale Road, Don Mills, Ontario M3B 2RB	1968	$3.00
Purdue Perceptual-Motor Survey (kephart)	Charles E. Merill Publishing Co. c/o 115 Norfinch Drive, Downsview, Ontario M3N 1W9	1966	$5.00
Motor Skills Development Laboratory	Educational Progress Co. Ltd. 50 Galaxy Boulevard, Rexdale, Ontario		Complete Program $150.00
Pathway School Program	Teaching Resources Corp. c/o Visual Education Centre, 95 Berkeley St. Toronto 2a, Ontario	1970	$15.00
SRA - Learning to Think	Science Research Associates, Inc. 44 Prince Andrew Place, Don Mills Ontario M3C 2H4	1967	Student Book $1.50 Teacher's Manual $1.90 Charts (26) $10.60
Learning Language Volumes 1 and 11	University of Illinois Press, Urbana, Illinois 61801	1969	$10.00 per volume
Reading-Thinking Skills	The Continental Press, Inc. c/o Western Office Supply Co.. 1525 West 7th St., Vancouver, B.C.	1966	$4.00 per volume

PROGRAMS	DISTRIBUTOR	COPYRIGHT	APPROXIMATE COST
Part III: Educational Content Skill Programs Peabody Rebus Reading Program	Psycan Ltd., 255 Consumers Road, Willowdale, Ontario.	1973	Complete Program $86.70
SRA Basic Reading Series BRS Satellites	Science Research Assoc. 44 Prince Andrew Place Don Mills, Ontario M3C 2H4	1971	Readiness to Level D 5 of students and 1 of teacher - $120.50 $18.60 per student
Stott Programmed Reading Kit 1 & 2	Gage Educational Publishing Ltd., Box 5000, 164 Commander Blvd., Agincourt, Ontario	1970	$28.08 per kit
Peabody Language Development Kit	Psycan Ltd., 255 Consumers Road, Willowdale, Ontario M2J 1R3	1966	P - $200.00 Complete Kit 1 - $ 80.00 " " 2 $ 96.00 " " 3 $ 74.00 " "
Breaking The Code (Open Court Remedial Readers)	Open Court Publishing Company, LaSalle, Ill. 61301 Box 599	1969	$35.00 Classroom Kit
Distar Reading I II III	Science Research Assoc.	1969	Teacher's Kit / Student set 5 Rdg I $73.45 / $ 41.50 II $110.35 / $ 67.50 III $60.60 / $114.00
Sullivan Programmed Reading I, II, III.	McGraw-Hill Book Company 330 Progress Ave. Scarborough, Ontario M1P 2Z5	1973	1 Teacher's Set / 1 Student Set I $18.50 / $18.10 II $ 9.15 / $18.10 III $ 6.60 / $15.90
Palo Alto Reading Program: Sequential Steps in Reading	Longman's Canada Ltd., 55 Barber Green Rd. Don Mills, Ontario M3C 2A1	1973	Set for 1 Teacher and 1 Student at 1 Level $23.05
Miami Linguistic Readers	D.C. Heath Canada Ltd., Ste. 1408 100 Adelaide St. West Toronto 1, Ontario	1970	Gr. 1 Program-Classroom Kit $45.00 Gr. 2 Program-Classroom Kit $48.
Criterion Reading: Diagnostic Reading Assessment System	Random House, School Division 201 E. 50 St. New York, New York 10022	1973	$3-5 per pupil

PROGRAM	DISTRIBUTOR	COPYRIGHT	APPROXIMATE COST
Distar Language 1 11 111	Science Research Associates	 1969 1973	Teacher kit / Student set of 5 1 $200.50 $22.60 11 $200.50 $25.15 111 $ 62.85 $28.85
Cracking the Code	Science Research Assoc.	1968	10 readers 10 Work Books Guide } $40.30
Open Highways Reading Program	Gage Educational Pub. Ltd. Box 5000, 164 Commander Boulevard Agincourt, Ontario M1S 3C7	1974	Level 1 $26.68 1 Student. 1 teacher (readers only) Level 11 $16.00 (readers only) Level 111 $17.76
Lippincott Basic Reading Series and Code Book	McClelland and Stewart Ltd. 25 Hollinger Road Toronto, Ontario M4B 3G2	1970	Complete Program $160.00
SRA Schoolhouse	Science Research Assoc.	1973	Complete Kit $78.95 For 30 Students $92.75
Clues to Reading Progress	Educational Progress Corp. Ltd. 50 Galaxy Boulevard Rexdale, Ontario M9W 4Y5	1972	Complete Program for Grade 5: $324.50
Phoenix Reading Series	Prentice-Hall of Canada Ltd. 1870 Birchmount Road Scarborough, Ontario	1974	Each Level $29.73 for 1 student and 1 teacher
Fitzhugh Plus Program	Allied Education Council Distribution Centre Galien, Michigan 79113	1968	Complete Kit $20.00
Nelson Language Stimulus Program	T. Nelson & Sons (Canada) Ltd. 81 Curlew Drive Don Mills, Ontario M3A 2R1	1972	Grade 3 Level - 1 Student and 1 Teacher $20.90
Language and How to Use It	Gage Publishing Ltd.	1969	Grades 3-6 Complete Program $140.00

PROGRAM	DISTRIBUTOR	COPYRIGHT	APPROXIMATE COST
The World of Language	McGraw Hill Ryerson Ltd. (Canada) 330 Progress Ave. Scarborough, Ontario M1P 2Z5	1973	Complete Program $160.00
Distar Arithmetic I II III	Science Research Assoc.	1969	Teacher Kit / Student Set of 5 I $180.50 / $54.45 II $180.50 / $55.70 II $ 86.90 / $22.75
Project Mathematics	Holt, Rinehart & Winston of Canada 55 Horner Ave. Toronto, Ontario M8Z 4X6	1969	Grades 1,2,3 $4.00 Grades 6-7 $12.00
Math Workshop	Encyclopedia Britannica Press 151 Bloor St. West Toronto, Ontario M5S 1T1	1965	Levels A-F Student Book $1.50 each Teacher's Guide $4.80 each
Activities in Mathematics	Gage Educational Pub. Ltd.	1971	Package of 4 Pupil Books and 1 Teacher's Guide - $13.70 at each level
SRA Computational Skills Development Kit	Science Research Assoc.	1965	
SRA Arithmetic Fact Kit	Science Research Assoc.	1969	Complete Kit $76.70
Individualized Mathematics	Random House	1969	Complete Kit $40.00
Using the Cuisenaire Rods: A Phot./Text Guide	Cuisenaire Co. of America, c/o Algonquin Publishing Co., 260 West Faillon St., Montreal Quebec	1969	$7.00
Continuous Progress Laboratory- Math-Series 100,200	Educational Progress Co. Ltd. 50 Galaxy Boulevard, Rexdale, Ontario	1970	$130.00 per Series

CHAPTER X

TEACHER EVALUATION FORM

This Teacher Evaluation Form is intended to be used by teachers who have field tested a specific program. Users of programs not found in this manual are requested and urged to complete the form and return it to the address indicated on the Form.

CHAPTER X

TEACHER EVALUATION FORM

To help in keeping an accurate and up-to-date catalogue of instructional materials please complete this check list evaluation. After you have used and evaluated new materials other than those already listed in the catalogue. Please send completed evaluation sheet to Mr. Terry Mott, Supervisor of Guidance and Counselling, Executive Building, 109 Street and Jasper Avenue, Edmonton, Alberta.

Title of Material(s) _____

Form or Level _____ Copyright date _____

Publisher _____ Address _____

Basis of Evaluation

Indicate (✓) if you, a regular ___, special class ___ or remedial ___ teacher or reading specialist ___ or psychologist ___ or group ___ instruction with (indicate number) ___ average ___, mentally retarded ___, gifted ___, learning disabled ___ or other (indicate) _____ children of ages ___ to ___ and grades ___ to ___ for a period of ___ months using a control group yes ___ no ___.

Results Of Evaluation: 1. Population

The program is suitable for individual ___ and group ___ instruction of size (indicate number) ___ of typical ___, mentally retarded ___, gifted ___, learning disabled ___, disadvantaged ___, in teaching perceptional-cognitive skills ___, reading ___, language ___, arithmetic ___, personal-social skills ___.

Program Description

Program Administration

The administration procedures are ___ are not ___ easily understood.

CHAPTER XI

REFERENCES

This chapter lists alphabetically all the studies that were used in evaluating some of the programs. Of the programs reviewed, only 24% had evaluative information.

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