DOCUMENT RESUME

ED 417 572 EC 306 319

AUTHOR Stremel, Kathleen
TITLE Integrating Communication Skills into Functional Routines & Activities.
INSTITUTION University of Southern Mississippi, Hattiesburg. Dept. of Special Education.
SPONS AGENCY Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE 1998-03-31
NOTE 25p.; In: Early Education Program for Children with Multiple Disabilities; see EC 306 317.
CONTRACT H024B20011
PUB TYPE Guides - Classroom - Learner (051) -- Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Children; *Communication Skills; *Early Intervention; Environmental Influences; Family Involvement; *Family Programs; *Family Relationship; Home Instruction; Home Programs; Infants; Inservice Education; Interpersonal Competence; Learning Modules; Multiple Disabilities; Parent Participation; Postsecondary Education; Preschool Children; Preschool Education; Professional Development; *Severe Disabilities; Skill Development; Toddlers; Training Methods
IDENTIFIERS Individuals with Disabilities Education Act Part H; Mississippi

ABSTRACT

This training module on integrating communication skills into functional routines and activities is from the Mississippi Early Education Program for Children with Multiple Disabilities, a program designed to train Individuals with Disabilities Education Act Part H service coordinators and service providers to use family centered strategies. The objectives of the training are to teach practitioners to: (1) gain knowledge of the different forms and functions of communication; (2) gain skills in developing a communication "map" for an individual learner; (3) gain knowledge to analyze a learner's physical and social environment; (4) gain skills in selecting interactive activities across domains for initial integration of communication skills; (5) gain skills in developing a total task analysis with frequent opportunities for receptive and expressive communication skills; and (6) gain knowledge in determining individual learner needs to determine "interactor competencies". Included in the module are a pretest and posttest, activities to illustrate concepts, a communication map, a form to chart levels of family involvement, a form for ecological analysis, and a sample routine for undressing, bathing and dressing. Transparencies are provided. (CR)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED 417 572

# *Integrating Communication Skills Into Functional Routines & Activities*

By:
Kathleen Stremel

University of Southern Mississippi
Department of Special Education
Box 5115
Hattiesburg, MS 39406-5115

This module and accompanying videotapes were produced under grant H024B20011, The Early Education Program for Children with Multiple Disabilities. The grant was awarded from the Office of Special Education and Rehabilitation, United States Department of Education to the Department of Special Education, University of Southern Mississippi. The information and views presented herein do not necessarily reflect the position or policy of the Office of Special Education, or the University of Southern Mississippi and no official endorsement can be inferred. AA/EOE/ADAI

EC 306317

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

# INTEGRATING COMMUNICATION SKILLS INTO FUNCTIONAL ROUTINES & ACTIVITIES

Kathleen Stremel
University of Southern Mississippi

## OBJECTIVES:

1. Trainee will gain knowledge of the different forms and functions of communication.
2. Trainee will gain skills in developing a communication "map" for an individual learner.
3. Trainee will gain knowledge to analyze the physical and social environment.
4. Trainee will gain skills in selecting interactive activities across domains for initial integration of communication skills.
5. Trainee will gain skills in developing a total task analysis with frequent opportunities for receptive and expressive communication skills.
6. Trainee will gain knowledge in determining individual learner needs to determine "interactor competencies."

## TRAINING FORMAT:

1. Lecture with corresponding transparencies
2. Trainee handouts
3. Demonstrations
4. Video presentations
5. Trainee activity demonstrations
6. Pre-post tests

## MEDIA NEEDS:

1. Overhead projector and screen
2. VCR (1/2 inch)
3. Table for demonstration

PRETEST and POSTTEST

SS#_____ Pre_____ Post_____

1. A student is currently communicating approximately 10 times a day by touching persons and objects to get attention and to request more. What 2 (two) expressive communication IEP objectives should be developed and programmed.
   (1)_____
   (2)_____

2. List 2 (two) object cues that could be used in an outdoor freeplay activity for a preschooler who is integrated into a Head Start program.
   (1)_____
   (2)_____

3. List 2 (two) object cues that could be used for a 16 year old, who is totally deaf-blind, for a school-work activity of loading the coke machine in the faculty lounge.
   (1)_____
   (2)_____

4. List the 3 (three) phases of a total task.
   (1)_____
   (2)_____
   (3)_____

5. List 5 (five) interactor competencies that would be most likely to lead to an increase in receptive and expressive skills.
   (1)_____
   (2)_____
   (3)_____
   (4)_____
   (5)_____

6. List 2 (two) skills that should be trained to peer buddies before they interact with a learner who is deaf-blind.
   (1)_____
   (2)_____

7. List two types of social interactions within a functional activity.
   (1)_____
   (2)_____

OBJECTIVE 1.0 To Determine the Types of Communication Forms & Functions

**Transparency #1.1**

**Forms of Receptive and Expressive Communication**

| RECEPTIVE | EXPRESSIVE |
|---|---|
| Non-Symbolic | Non-Symbolic - Early |
| . Environmental | . Body movement |
| . Auditory-intonations | . Vocalizations (Adaptive) |
| . Eye contact-gaze | . Eye gaze |
| . Facial gestures | . Touch person |
| . Objects | . Touch object |
| . Gestures | . Manipulating person/object |
| . Pictures | |
| . Miniature objects | |
| Symbolic | Non-Symbolic - Conventional |
| . Speech | . Extending objects |
| . Signs | . Touching in multiple array |
| . Abstract symbols (Adaptive) | . Pointing |
| | . Gesture |
| | Adaptive |
| | . Associated or miniature objects |
| | . Pictures |
| | . Tactual |
| | Symbols |
| | . Speech |
| | . Manual signs |
| | . Tactual signs |
| | . Written |
| | . Abstract (Bliss) |

**Transparency #1.2**

**Functions of Receptive and Expressive Communication**

| RECEPTIVE | | EXPRESSIVE |
|---|---|---|
| | 1. Attention person<br>2. Attention object<br>3. Protest<br>4. Request continuation<br>5. Offer choice<br>6. Provide assistance<br>7. Offer assistance<br>8. Provide information<br>9. Request choice<br>10. Request assistance<br>11. Social<br>12. Repeat<br>13. Answer<br>14. Question<br>15. Reply<br>16. Comment - focus<br>17. Comment - feedback | |

**OBJECTIVE 2.0 To Develop a "Communication Map" for an Individual Student**

2.1 Determine an individual learner's current forms of receptive communication.

2.2 Determine an individual learner's year objectives in the area of receptive communication.

2.3 Determine an individual learner's potential future objectives in the area of receptive communication.

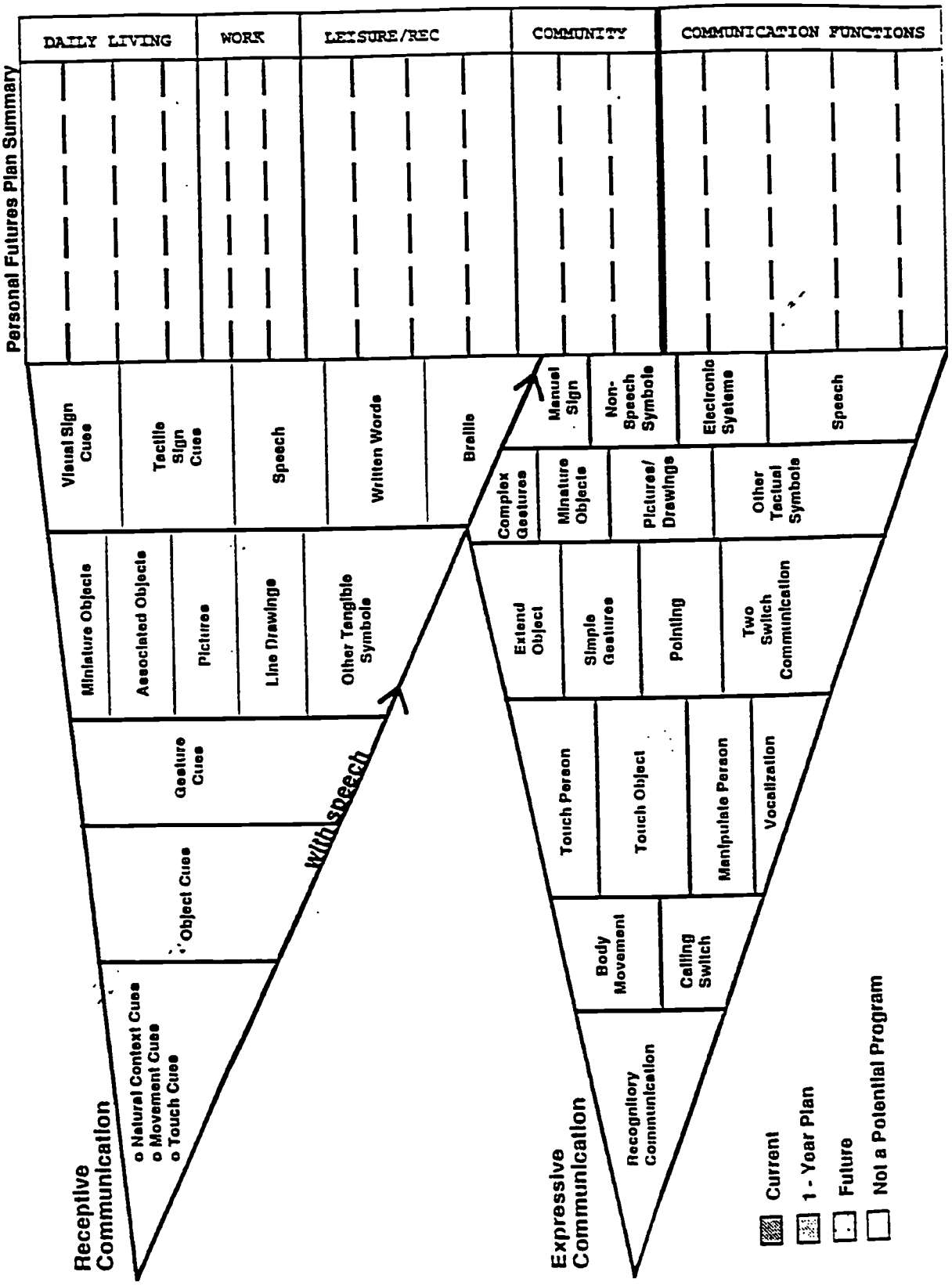
2.4 Determine an individual learner's current forms of expressive communication.

2.5 Determine an individual learner's year objectives in the area of expressive communication.

2.6 Determine an individual learner's potential future forms of expressive communication.

2.7 List the current communication functions.

# Communication Map




BEST COPY AVAILABLE

OBJECTIVE 3: To Analyze the Learner's Physical and Social Environments

3.1 Determine types of physical environments in which the family wishes the learner to be involved.

**Transparency #3.1**

**Types of Physical Environments**

| Types of Physical Environments | Yes | No |
|---|---|---|
| Home | ___ | ___ |
| Neighborhood | ___ | ___ |
| Grandparent's home | ___ | ___ |
| Extended family's home | ___ | ___ |
| Neighbor's home | ___ | ___ |
| Friend's home | ___ | ___ |
| Family friend's home | ___ | ___ |
| Classroom | ___ | ___ |
| School cafeteria | ___ | ___ |
| Hallways | ___ | ___ |
| Regular classrooms | ___ | ___ |
| School bathrooms | ___ | ___ |
| Study hall | ___ | ___ |
| Gym | ___ | ___ |
| Regular classrooms | ___ | ___ |
| School bathrooms | ___ | ___ |
| Study hall | ___ | ___ |
| Gym | ___ | ___ |
| Church | ___ | ___ |
| Family leisure activities (where) | ___ | ___ |
| Day care center | ___ | ___ |
| Respite | ___ | ___ |
| Grocery store | ___ | ___ |
| Retail stores | ___ | ___ |
| Mall | ___ | ___ |
| Work setting | ___ | ___ |
| Transportation | ___ | ___ |
| Other_____ | ___ | ___ |
| _____ | ___ | ___ |
| _____ | ___ | ___ |



BEST COPY AVAILABLE

3.2 Determine features of specific environments in which functional activities or routines occur.

**Transparency #3.2**

**Features of Functional Routines & Activities**

_____ Are there age-appropriate materials and activities?

_____ Are the environments engaging?

_____ Are the environments and interactions within these environments predictable?

_____ Are the environments organized?
- . For receptive communication needs
- . For expressive communication needs
- . For orientation & mobility

_____ Which activities are motivational for the learner?

_____

_____

_____

3.3 Analyze the Social Environment

**Transparency #3.3**

**Considerations of the Social Environment**

1. The roles and relationships of other persons,
2. The type and purpose of the interactions, and
3. The quality of the social interactions.

**Transparency #3.3.1**

**Defining Social Relationships**

Consider the sequence below in basically defining a 12-year-old learner's relationships with persons in his environments.

| | |
|---|---|
| Immediate family | Most time spent in different activities |
| Grandparents | |
| Yourself | |
| Other students in the class | |
| Other team members | |
| Typical peers in the school | |
| Neighborhood children | |
| Persons in the child's church | |
| Other teachers within the school | Least time spent in a few activities |
| The clerk at Walmart who knows the child's name | |
| The clerk at McDonald's who sees the child once a week | |

3.3.2 Types of Social Interactions

**Transparency #3.3.2**

**Types of Social Interactions**

1. Task-oriented with repetitive interactions (throwing a ball back and forth),

2. Task-oriented with different skills and interactions (fixing a meal together),

3. Interpersonal with repetitive interactions (mother rocks the child and stops, child moves, mother repeats this sequence a number of times; or child vocalizes, dad imitates the child and waits, the child and dad repeat this pattern over and over, and

4. Interpersonal with multiple purposes (peer waves "Hi" and child responds; learner signs, "I go to shore/coast Saturday"; teacher questions, "Did you swim? Go on boat?"; learner replies and questions, "I fish. What you do?"; and the teacher answers).

3.3.3 General Purposes of the Interaction

**Transparency #3.3.3**

**General Purposes of an Interaction**

(1) to obtain assistance, information, or feedback;

(2) to provide (offer) assistance, information, or feedback;

(3) to request assistance, information, or feedback.

Certo and Kohl (1984)

3.4 Quality of Interactions

**Transparency #3.4**

**Quality of Social Interactions**

Quality of Social Interactions

We cannot use all of the same indicators to judge the quality of an interaction that you and I might have as we would judge an interaction between ourselves and the learner with dual sensory impairments. For example, if the learner is totally blind, we may not expect the learner to display visual regard or smiling. However, there still may be a clear orientation to us as we interact (such as, the learner leaning in closer to us or touching us).

*Chart will be reviewed monthly

LEVELS OF FAMILY INVOLVEMENT

| | Dates: | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Primary caregiver is sometimes not at home for scheduled appointment | | | | | | | | | | | | | |
| Primary caregiver is not in the room in which intervention is being conducted | | | | | | | | | | | | | |
| Primary caregiver is in the room but not attending to direct intervention | | | | | | | | | | | | | |
| Primary caregiver asks questions and/or makes comments directly related to direct intervention | | | | | | | | | | | | | |
| Primary caregiver prefers to conduct only "toy play" activities | | | | | | | | | | | | | |
| Primary caregiver conducts only "physical therapy" activities | | | | | | | | | | | | | |
| Primary caregiver conducts at least one routine (beginning, middle and end) | | | | | | | | | | | | | |
| Primary caregiver is able to demonstrate at least 50% of the interactional competencies | | | | | | | | | | | | | |
| Primary caregiver is able to demonstrate at least 75% of the interactional competencies | | | | | | | | | | | | | |
| Primary caregiver is able to demonstrate at least 90% of the interactional competencies | | | | | | | | | | | | | |
| Primary caregiver is able to generalize 80% of the competencies to a new routine or activity | | | | | | | | | | | | | |

## OBJECTIVE 4.0 To Determine Interactive Activities Across Domains

4.1 Select skills across activities and activities across domains.

**Transparency #4.1**

**Skills Across Domains and Activities**

| Domains | Activities | Skills |
|---|---|---|
| Daily Life | Eating | . finger feeding<br>. use of spoon<br>. scooping<br>. use of napkin<br>. getting<br>. putting away |
| | Toileting | |
| | Dressing | |
| | Undressing | |
| | Toothbrusing | |
| Community | | |
| Recreational/Leisure | | |
| Vocational/Work | | |

4.2 Determine a process of activity selection

**Transparency #4.2**

**Process of Activity Selection**

1. Conduct an inventory with the family to assist them to make decisions for the selection of activities,

2. Conduct an inventory or assessing the types of employment and/or recreational activities are available in the learner's community,

3. Select an array of those activities (with family input) for training with specific procedures used to determine learner preferences and skills. For example, if an older learner has participated in five job training activities in a year, we may collect data on inappropriate behaviors, social interactions, and production rate to determine future job training or placement in the transition process.

**Transparency #4.2.1**

## ECOLOGICAL ANALYSIS

STUDENT:_____ ACTIVITY:_____

| ECOLOGICAL INVENTORY<br>Steps from the Activity Plan Form | DISCREPANCY ANALYSIS<br>What the student actually does | DECISION<br>Use the choices listed below in writing each skill to be taught |
|---|---|---|
| BEFORE<br>1. | 1. | 1. |
| 2. | 2. | 2. |
| 3. | 3. | 3. |
| 4. | 4. | 4. |
| 5. | 5. | 5. |
| DURING<br>1. | 1. | 1. |
| 2. | 2. | 2. |
| 3. | 3. | 3. |
| 4. | 4. | 4. |
| 5. | 5. | 5. |
| AFTER<br>1. | 1. | 1. |
| 2. | 2. | 2. |
| 3. | 3. | 3. |
| 4. | 4. | 4. |
| 5. | 5. | 5. |

CHOICES: 1) Teach - The same say any person would
2) Adaptations Needed - task, environment, materials
3) Support Needed - Natural (paid person, peer) staff (special education, regular education)

*** The skills listed in the decision column will be written on the skills analysis sheet for recording of data

**OBJECTIVE 5.0: To Develop a Total Task**

5.1 Maintaining and generalizing the learner's current communication system.

A. Analyzing the activity into three phases:
   1. Preparation
   2. Participation
   3. Termination/Closure

B. Teaching the functional skills within the activity-teaching role using appropriate receptive and expressive communication (mandatory)

C. Assessing generalization across other service providers

D. Increasing the frequency of opportunities to communicate.

**Transparency #5.1**

**Phases of An Activity**

Preparation.....the beginning

Participation....the middle

Termination.....the end!!!

5.2 Enhancing & expanding the learner's communication forms, functions, content across different social partners and activities/settings.

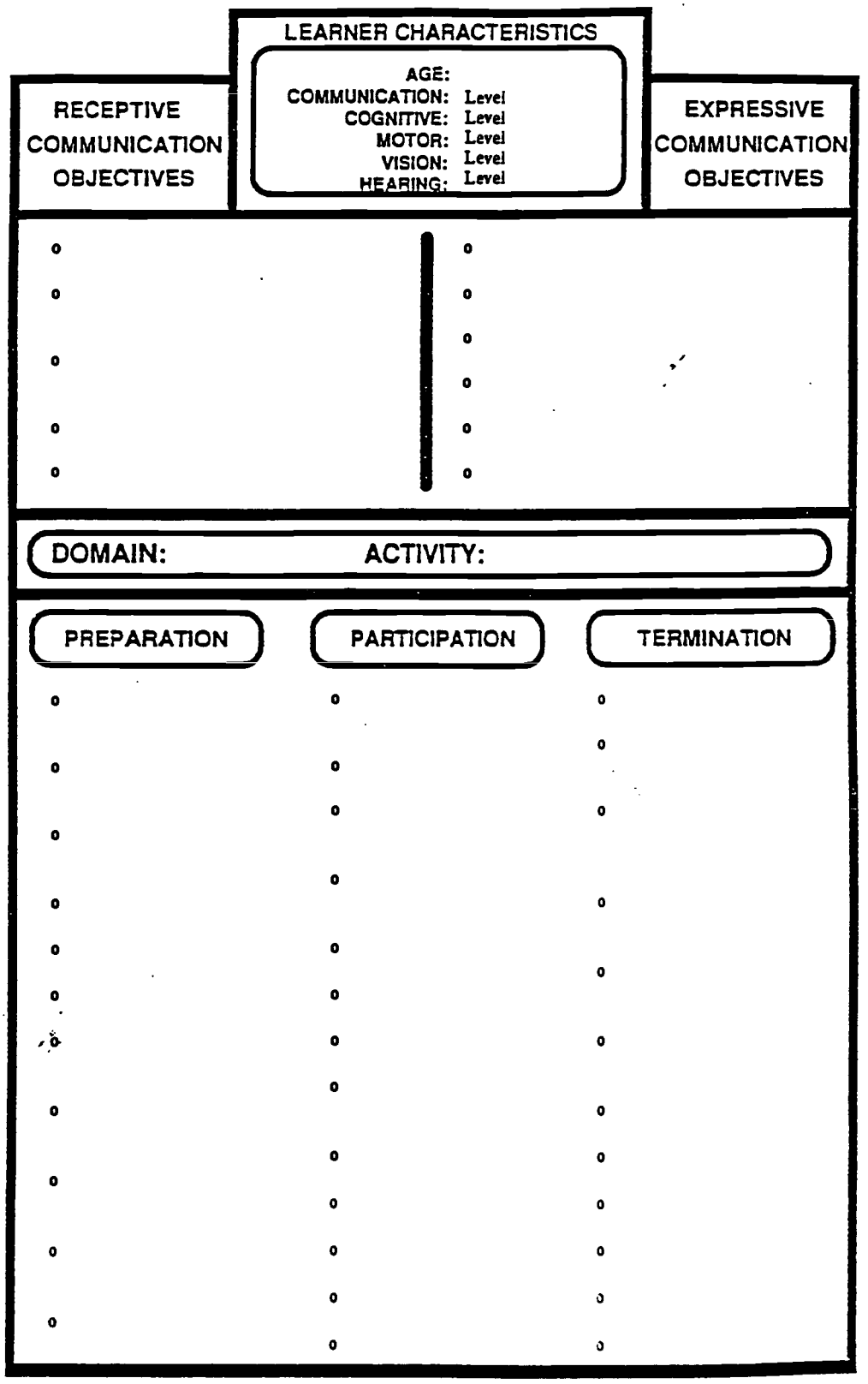
A. Cooperating in the activity...changing roles from director to partner.
   1. Using old forms to teach new forms
   2. Using new expressive forms from old receptive forms
   3. Increasing the level of participation in the activity
   4. Increasing the frequency of topic related turn taking

B. Introducing others into the activity more directly...a three-way communication interaction...role of interpreter
   1. Using other peers with disabilities in cooperative task completion
   2. Using peers without typical disabilities in cooperative task completion
   3. Using coaching procedures to facilitate effective communication exchanges

C. Fading from the peer-learner interaction...role of facilitator
   1. Providing positive consequences without interference
   2. Expanding the content

Transparency #5.2

## LEARNER CHARACTERISTICS






BEST COPY AVAILABLE

# LEARNER CHARACTERISTICS

## LEARNER CHARACTERISTICS

| | |
|---|---|
| AGE: | Elementary |
| COMMUNICATION: | Level II |
| COGNITIVE: | Level II |
| MOTOR: | Level II |
| VISION: | Level II |
| HEARING: | Level I |

### RECEPTIVE COMMUNICATION OBJECTIVES (CAREGIVER)

- To use touch cues to prepare the child for activity
- To use object cues to facilitate child's understanding
- To interpret communication signals
-
-

### EXPRESSIVE COMMUNICATION OBJECTIVES (CHILD)

- To touch object to request continuation of an activity
-
-
-
-

**DOMAIN: DAILY LIVING** **ACTIVITY: WASHING HAIR**

### PREPARATION

- Provide touch cue for "water".
- Place child's hand in water.
- Allow child to hold, touch or smell shampoo.
-
-
-
-
-
-
-
-

### PARTICIPATION

- Help child feel dry hair.
- Help child feel wet hair.
- Help child feel hair with lather.
- Help child feel hair after rinsing.
-
-
-
-
-
-
-
-

### TERMINATION

- Provide touch cue for "finished"
- Provide touch cue for "up" before picking child up.
- Use hair dryer to dry hair.
- When child's hair is almost dry, stop activity.
- Give cue for "want more". Wait for the child to touch the dryer.
- If child does not respond within 5 to 6 seconds, touch the dryer to child's hand.
-
-
-
-



BEST COPY AVAILABLE

## SOCIAL ROLES.....SOCIAL PARTNERS

| | Role of Teacher | Role of Partner | Role of Interpreter | Role of Facilitator |
|---|---|---|---|---|
| | Teaching the task until learner can carry out the task without prompts | Changing the task to a cooperative task | Introducing peer to 3-way communication exchange | Fading out of the exchange for a peer-learner exchange |
| Activity #1 $T_1$ (Making a Sandwich) | • High use of receptive communication | • Different use of receptive communication | • Model higher forms/functions of receptive communication | • Provide non-intrusive feedback |
| | • Minimal use of learner's expressive system | • Expansion of activity<br>• Functions change<br>• Maximal use of expressive | • Differences in activity<br>• Functions to peer<br>• Maximal use of expressive | • Provide re-direction |
| | • High predictability of sequence | • Lower predictability of sequence | • Low predictability of sequence | • Little predictability of sequence |
| | (Peer with milder disability) | | | |
| Activity #2 $T_2$(SLP) (Fast food Restaurant) | " | " | " | " |
| | (Peer without a disability) | | | |

Transparency #5.3



BEST COPY AVAILABLE

## OBJECTIVE 6.0 Demonstrate Interactional Competencies

**Transparency #6.0**

**Interactional Competencies**

**0 = Never occurs**
**1 = Occurs occasionally**
**2 = Occurs frequently**

| Name:_____ | Routine: Date: Frequency | Rating | Routine: Date: Frequency | Rating |
|---|---|---|---|---|
| Get the learner's attention (through touch, gestures, or verbal cues) | | | | |
| Wait for a response of notice from the learner | | | | |
| Identify yourself (through auditory, smell, visual, and/or tactile-object cues) | | | | |
| Prepare the learner for the specific activity (individualized for each learner) | | | | |
| Announce what is about to happen (specific to the learner) | | | | |
| Provide correct positioning, handling, or orientation/mobility techniques | | | | |
| Place the materials used within the activity in the best location according to the learner's visual and motor skills | | | | |
| Communicate to the learner prior to acting on him or making any changes in the activity | | | | |
| Be responsive to any behaviors that the learner may exhibit that may communicate his notice, dislikes, preferences, or choices | | | | |
| Provide multiple opportunities for the learner to communicate | | | | |
| Use special adaptations if necessary to facilitate active participation in the activity | | | | |
| Allow the learner to partially participate in the activity...this does not mean that the learner is just exposed to the activity | | | | |
| Provide consistent prompts and cues | | | | |
| Wait for responses from the learner | | | | |
| Provide appropriate feedback | | | | |
| Encourage the interactions of the learner and others (such as siblings, peers, other staff) | | | | |
| Announce the termination of the activity (in fact, the learner can assist in the termination activities) | | | | |
| | % Score Reliability | _____ _____ | % Score Reliability | _____ _____ |
| Individualized Objectives | | | | |

# Sample Routine

SAMPLE OF UNDRESSING, BATHING, AND DRESSING ROUTINE

Child: Severe motor delay
Severe vision impairment, possibly only light perception
Seizures and medical problems
18 months of age

PREPARATION

- • Decrease the child's tone by flexing arms and legs in an interactive game with auditory input
- o Announce that bathtime is about to take place by giving the child the washcloth - Child grasps washcloth for 5 seconds
- o Announce that the child will get undressed and provide a touch cue
- • Child assists in holding up arms while pajama arms are removed
- o Mother plays "peek-a-boo" and child assists in removing pajama top
- • Child is positioned to work on sitting erect, propping, and for active head control
- • Mother assists child to cross midline in rubbing body parts
- • Child assists in removing socks and grasps socks for 3-5 seconds
- o Mother assists child to "give socks" (not current objective)
- o Mother provides touch and object cue for bathtime and child grasps and maintains grasp while in transition
- • Mother carries the child in the correct position

PARTICIPATION

- • Mother positions child in sink with legs crossed and hips back
- • Mother positions herself so that the child works on active head support
- o Mother lets the child feel each object that is used
- o Mother assists child to participate in some washing - Child continues movement
- • Mother extends the child's arms up for physical movements (slow and hold)
- • Mother tickles the child's chest if head goes back
- o Mother announces that it is time to wash hair
- • Mother picks child up correctly and places child with hips down to get as little head extension as possible
- o Mother provides opportunities for the child to touch her or vocalize for "more head washing"
- o Mother announces "all done" and provides cue for up - Child lifts hands (Later, toy play can be incorporated in the routine when the child is demonstrating more active motor control)

TERMINATION

- • Mother dries child's hair - Child holds head erect and maintains upright body position - Child props on one arm
- o Mother provides opportunity for child to request "more" - Child touches or vocalizes for more
- o Mother names the clothing item being put on and lets child grasp object for 3-5 seconds
- o Mother cues "give me" - later - Child releases
- • Mother uses motor exercises to extend arms up
- • Child participates in final movements of putting clothes on
- o Mother positions child in sit-to-kneel, sit-to-stand, and kneel-to-sit positions during dressing
- • Mother assists child to reach across midline for motor activities
- o Mother announces termination of the activity



BEST COPY AVAILABLE

PRETEST and POSTTEST

SS#_____ Pre_____ Post_____

1. A student is currently communicating approximately 10 times a day by touching persons and objects to get attention and to request more. What 2 (two) expressive communication IEP objectives should be developed and programmed.
   (1)_____
   (2)_____

2. List 2 (two) object cues that could be used in an outdoor freeplay activity for a preschooler who is integrated into a Head Start program.
   (1)_____
   (2)_____

3. List 2 (two) object cues that could be used for a 16 year old, who is totally deaf-blind, for a school-work activity of loading the coke machine in the faculty lounge.
   (1)_____
   (2)_____

4. List the 3 (three) phases of a total task.
   (1)_____
   (2)_____
   (3)_____

5. List 5 (five) interactor competencies that would be most likely to lead to an increase in receptive and expressive skills.
   (1)_____
   (2)_____
   (3)_____
   (4)_____
   (5)_____

6. List 2 (two) skills that should be trained to peer buddies before they interact with a learner who is deaf-blind.
   (1)_____
   (2)_____

7. List two types of social interactions within a functional activity.
   (1)_____
   (2)_____

# WORKSHOP EVALUATION SCALE[1]

Workshop Name: _____ Date: _____

Presenter: _____

## INSTRUCTIONS

To determine whether or not the workshop met your needs and our objectives, we would like for you to give us your honest opinion on the design, presentation, and value of this workshop. Please circle the number which best expresses your reaction to each of the items on the following list. Space is provided for your comments.

## EVALUATION CRITERIA

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1. | The organization of the workshop was: | Excellent 7 | 6 | 5 | 4 | 3 | 2 | Poor 1 |
| 2. | The objectives of the workshop were: | Clearly Evident 7 | 6 | 5 | 4 | 3 | 2 | Vague 1 |
| 3. | The work of the presenter(s) was: | Excellent 7 | 6 | 5 | 4 | 3 | 2 | Poor 1 |
| 4. | The ideas and activities of the workshop were: | Very Interesting 7 | 6 | 5 | 4 | 3 | 2 | Dull 1 |
| 5. | The scope (coverage) was: | Very Adequate 7 | 6 | 5 | 4 | 3 | 2 | Inadequate 1 |
| 6. | My attendance at this workshop should prove: | Very Beneficial 7 | 6 | 5 | 4 | 3 | 2 | No Benefit 1 |
| 7. | Overall, I consider this workshop: | Excellent 7 | 6 | 5 | 4 | 3 | 2 | Poor 1 |
| 8. | Do you feel a need for additional information about this topic? | 1. Yes | | | 2. No | | | |

The stronger features of the workshop were: _____

_____

_____

The weaker features were: _____

_____

_____

General Comments: _____

_____

_____

[1]McCallon, E. (unknown). Workshop evaluation scale. Austin, Texas: Learning Concepts.

SXX10



BEST COPY AVAILABLE

EC 306319

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

ERIC®

# NOTICE

## REPRODUCTION BASIS

☐ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☑ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").