A sequentially compiled list of instructional materials for remedial use with the ITPA.

INSTITUTION
FOLCY MOUNTAIN SPECIAL INSTRUCTIONAL MATERIALS CENTER, GREELEY, CO.

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IDENTIFIERS
*ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES

ABSTRACT
INSTRUCTIONAL MATERIALS WHICH CAN BE UTILIZED FOR REMEDIATIONAL USE FOR THE SUBTESTS OF THE ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES ARE LISTED. PREPARED BY THE ROCKY MOUNTAIN SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER (RMSEIMC), THE LIST REPRESENTS APPROPRIATE MATERIALS AVAILABLE FROM THAT CENTER. COMMERCIAL MATERIALS SUITABLE FOR REMEDIATION OF PROBLEMS IN THE REPRESENTATIONAL LEVEL OF AUDITORY PERCEPTION, VISUAL RECEPTION, AUDITORY-VOCAI ASSOCIATION, VISUAL-MOTOR ASSOCIATION, VERBAL EXPRESSION, MANUAL EXPRESSION, AUTOMATIC LEVEL OF GRAMMATICAL CLOSURE, VISUAL CLOSURE, AUDITORY SEQUENTIAL MEMORY, VISUAL SEQUENTIAL MEMORY, AUDITORY CLOSURE, AND SOUNDS BLENDING ARE PRESENTED ALONG WITH A SHORT DISCUSSION OF WHAT THE SUBTEST PURPORTS TO MEASURE AND TRAINING SUGGESTIONS FOR REMEDIATION. THE RMSEIMC LIBRARY ACQUISITION NUMBER, THE DEVELOPMENTAL LANGUAGE AGE FOR USING THE MATERIAL, PUBLISHER'S ADDRESS, PRICE, AND A BRIEF DESCRIPTION OF THE MATERIAL ARE ALSO GIVEN. (WW)
A SEQUENTIALLY COMPILED LIST OF INSTRUCTIONAL MATERIALS FOR REMEDIATIONAL USE WITH THE ITPA

Produced at the Rocky Mountain Special Education Instructional Materials Center
U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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by

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Field Representative
RMSEIMC

This material was produced through a project supported by the U. S. Department of Health, Education and Welfare, Office of Education, Division of Handicapped Children and Youth.
This document is a compilation of instructional materials that are available on the market, which can possibly be utilized for remedial use of the subtests of the Illinois Test of Psycholinguistic Abilities. The materials are listed by subtests and include some remediation guidelines.

These lists of materials have been prepared in the sequential order of difficulty. This was determined by the use of the materials with children having known difficulties.

**CAUTION!** By no means is this sequential list supposed to be *prescriptive*, only *suggestive*. The material on the market, for the most part, does not have reliability or validity. Specific application with materials cannot be relied upon to teach specific skills.

In using the commercially prepared instructional materials the teacher or clinician is only limited by her own creativity. The materials available will only teach skills if the instructor uses them in the light of the specific deficits or low subtest profiles. The modification, creative innovation, or adaptation is the only limiting factor to success.

The lists of materials are not all inclusive or indicative of the materials available from the Rocky Mountain Special Education Instructional Materials Center. In using the lists the acquisition number for borrowing is included and where possible, a description of the utilization of the material is stated.

**A reminder.** Not all of the material available on the market is listed -- only those items in the holdings of RMSEIMC.
The revision of the ITPA is an improved instrument further developed from the 1961 edition. The revision includes additional subtests and a raised ceiling for wider use. An attempt has been made to clarify the terminology and simplify it. The additional subtests added tap abilities not previously covered.

The ITPA is a systematic, diagnostic test instrument to assess various components of cognitive ability. The test profile will easily tell the diagnostician which psycholinguistic processes are deficient. From the observation of the low subtest scores, a remediation program can be instituted.

**PLA**

On the test profile the tester reports the results in developmental ages. The developmental ages should be given for all subtests. The PLA is the Composite Psycholinguistic Age. This is a global score on the ITPA and gives an overall index of the psycholinguistic abilities and disabilities.

Appearing on the lists of materials you will find PLA and a number ranging from 2.6 to 10.0. These will be in the extreme left hand column directly under the acquisition numbers. These PLA or developmental language ages have been established on the guide for easy reference.

| 10,078 = acquisition number of the material at the IMG |
| PLA 3.6 = the developmental language age for using the material. |

**USING THE PLA**

In the remedial effort the instructional materials to be tried should correlate with the subtest scores. Example. If the child scores 3.6 on the subtest manual expression, turn to this section and find the materials with PLA 3.6.
"10" REMINDERS FOR REMEDIATION

1. Overcome the failure syndrome.
2. Start remediation one step below the functioning level of the individual.
3. Use techniques that have not previously been tried with this individual.
4. The first tasks must be easy enough that a success pattern is established.
5. Use a lot of praise.
6. Utilize as much concrete material as possible.
7. In the initial stages utilize the strongest sense modality. Then gradually change over to the weak sense modality.
8. The materials used must not have been used before.
9. For best results use one to one ratio in initial stages.
10. The steps to success will be achieved in small - easy - sequential learning exercises.

Above all, make the learning fun. Involve the child in activities and games that directly relate to his area of learning disability. Children with learning problems learn best by being involved actively in the learning situation. The activities should involve moving, touching, feeling, hearing, and seeing. An active learner learns faster than a passive one.
I. **Auditory Reception**

Auditory reception assesses if the child can comprehend oral language. The vocabulary level increases in difficulty with succeeding responses. **Can He Hear and Understand the Spoken Word.**

**Remediation** - The remediation of auditory reception needs to concern itself with training in listening, discrimination, and the reproduction of speech sounds and language. These children usually have acute hearing but have an auditory receptive disability.

**Training Suggestions**

1. Identification of gross sounds such as animal sounds, vehicle sounds, household sounds, toy sounds.
2. Identification of one sound from many.
3. Listening for meaningful sounds in the environment.
4. Training in following verbal directions.
   (a) Direct one task at a time.
   (b) Use very short sentences.
   (c) Utilization of visual clues and pictures.

**COMMERCIAL MATERIALS**

Additional materials can be found under Auditory Association and Auditory Sequentia Memory.

7078 Droll Yankees, Inc., *Barnyard Animals*. Providence, Rhode Island: 1966. $2.00

A record of animal sounds for gross sound discrimination.

Familiar sounds on tape with visual clue cards.


Familiar sounds on records accompanied with filmstrips and text.


Familiar sounds for gross sound identification with text.


These stress Auditory Visual Association but can be used to teach familiar sounds.  Includes sounds on record with storybook.


A manual for speech and hearing.

7579  PLA 4.0  Knowledge Aid.  **Follow Through With Sounds-Indoor, Outdoor.**  Morton Grove, Illinois, Radiant Corporation, 1968.  $49.50.

Familiar home sounds presented with visual aid in sequence with levels of difficulty.  Familiar sounds of outdoors, while a child is on his way to school.  Can be purchased on tape, cassette, or record.  A transparency is included.

7580  PLA 4.6  Knowledge Aid.  **Follow Through With Sounds-Classroom, Rhythm.**  Morton Grove, Illinois, Radiant Corporation, 1968.  $49.50.

Sounds in the classroom with visual aids.  Additional sounds are provided with rhythm training.  Available on tape, cassette, or records.


Rhythm training on a tape.  No visual aid included.
A record of familiar sounds.

Filmstrips with records of familiar sounds for readiness training.

Listening training for young pre-readers stimulates language listening.

Listening training with familiar language and rhymes.

Familiar sounds and language training.

Sound perception of familiar sounds (clock, telephone, whistle, train) Training in listening for one sound from many.

Environmental sounds for more difficult listening training. Language and sound association is stressed.

Systematic introduction to beginning phonetic elements with listening to initial consonant sounds.

Systematic introduction to listening in initial consonants of f, g, b, h, th, sh, st, sh. Introduction of final consonants l and n, m.

Includes records, filmstrip, student activity book. This is a kit to improve listening skills; is designed to improve auditory discrimination and aural comprehension.


Picture and letter association with letter sounds on records.


Introduction to letter sounds and listening to familiar sounds.


Listening training in sounds of letters.

Eye Gate House, Inc. *Little Things That Count.* Jamaica, New York: Eye Gate House, Inc.

Record and filmstrip that will give listening training with visual clues. Teaches language comprehension.


This text has many suggestions for the teaching of language listening.


Filmstrips teaching letter sounds.


Builds language listening skills.

Listening to language of stories that develop moral values.  The story is unfinished and the child reaches his own conclusion.


Same as above.


Listening activity material for older children.


Listening activity material for older children.


Listening tapes with accompanying storybook that relies on auditory input with visual clues.


Listening tapes with accompanying storybook that relies on auditory input with visual clues.


Book with accompanying record for language listening.


Listening activity record.


Ear training to language and speech sounds.
Listening time stories can be used to check language comprehension.

Unfinished stories. These will help with comprehension. $5.95.

Unfinished stories. Develops comprehension in listening.

Unfinished stories. The child must finish the situation that he has listened to. Develops comprehension.

Listening activity for comprehension.

Consonant sounds.

Vowel Sounds.

Blends and diagraph sounds.

Math format that teaches some math concepts good for listening training.
VISUAL RECEPTION

II. Visual Reception

Visual reception measures the child's ability to comprehend pictures and written words (symbols).

Can the child Look and See.

Remediation - The child's vision usually is not faulty but he is unable to perceive visual stimuli. Visual receptive training should be directed toward the specific visual perceptual area that needs training.

Training Suggestions.

1. Identifying objects in pictures.

2. Identifying symbols, colors, letters, numbers, geometric forms.

3. Incomplete pictures.

4. Identifying things wrong in pictures.

5. Matching of likenesses and differences.

COMMERCIAL MATERIALS

Additional items might be found under visual motor association.


Sequential semi-programmed kit to develop discrimination and concept formation.

10,074 Getman, G.N., et al. The Physiology of Readiness. PLA 3.0 Minneapolis, Minnesota: P.A.S.S., Inc., 1964. $120.00.

Templates - of basic forms - squares, circles, triangles, rectangles. This material includes the school skill tracing board which employs an acetate overlay with basic tracing patterns.
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Price</th>
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<tbody>
<tr>
<td>PLA 3.0</td>
<td>Clear Stencils</td>
<td>$5.50</td>
</tr>
<tr>
<td>.32</td>
<td>Basic tracing templates to teach form constancy. These stencils will also teach motor skills.</td>
<td></td>
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<tr>
<td>PLA 3.0</td>
<td>Stencil Boards-Shapes Stencils</td>
<td>$3.50</td>
</tr>
<tr>
<td>.8</td>
<td>Heavy cardboard stencils to teach form constancy and visual motor skills.</td>
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</tr>
<tr>
<td>PLA 3.6</td>
<td>Stencil Boards-Animal Stencils</td>
<td>$3.50</td>
</tr>
<tr>
<td>.9</td>
<td>Same as above.</td>
<td></td>
</tr>
<tr>
<td>PLA 3.6</td>
<td>Seasonal Stencils</td>
<td>$3.50</td>
</tr>
<tr>
<td>.11</td>
<td>Same as above.</td>
<td></td>
</tr>
<tr>
<td>PLA 3.6</td>
<td>Farm and Transportation Stencils</td>
<td>$3.50</td>
</tr>
<tr>
<td>.10</td>
<td>Same as above.</td>
<td></td>
</tr>
<tr>
<td>PLA 3.6</td>
<td>Parquetry Insert Boards</td>
<td>$2.75</td>
</tr>
<tr>
<td>.15</td>
<td>Basic form board employing basic parquetry blocks, with additional motor skills training.</td>
<td></td>
</tr>
<tr>
<td>PLA 3.6</td>
<td>Pegboard Designs</td>
<td>$7.50</td>
</tr>
<tr>
<td>.21</td>
<td>Sequential set of designs to teach form constancy and motor skills for pegs and board.</td>
<td></td>
</tr>
<tr>
<td>PLA 4.0</td>
<td>Tracing Paper Designs (3 copies)</td>
<td>$3.00</td>
</tr>
<tr>
<td>.24</td>
<td>Template for the teaching of visual motor skills.</td>
<td></td>
</tr>
<tr>
<td>PLA 6.0</td>
<td>Alphabet Cards</td>
<td>$2.95</td>
</tr>
<tr>
<td>.12</td>
<td>Introduces the alphabet in upper case, lower case, cursive and manuscript forms.</td>
<td></td>
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</tbody>
</table>


Sequential kit of material teaching motor skills, figure ground perception and form constancy. This material utilizes an acetate overlay approach to employ the tactual approach.

Kit of material in three parts teaching form constancy through motor training.


Three part kit. (1) Tray of basic forms that can be used for form constancy, auditory memory, visual memory. (2) Blocks to train in block designs. (3) Tray of manuscript letters for training in letter recognition and spelling. These letters are tactual.


These materials teach visual motor, spatial relations, figure ground, perceptual constancy and position in space. The material can be purchased in two forms, either ditto worksheets or workbooks. The material is sequential and when used with young children, achieves relative success.

Geometric Shapes in Color - relates basic forms to color to reinforce form constancy. $4.60.

Association Cards - These cards associate the basic forms to objects in the environment. Example. Circle, cards illustrate clock, button, wheel. $4.70.

Spatial Discrimination Workbooks - These comprehensive workbooks employ spatial relationships such as above, below, behind concepts with visual pictures. $.78 each.

Visual Discrimination Workbooks - Workbooks with visual picture clues showing likenesses and differences. $.78 each.

Complete set .1 thru .10. For class of 20 - $46.00. Unique approach to visual reception and beginning reading skills. This material has a programmed format that introduces a progressive choice technique. The characteristics of the program are phonetically consistent, maximum discriminability delayed introduction of alphabetical names.


Sequential workbook to develop bilateral, unilateral, letter and word knowledge that is basically visual receptive in nature.


Sequential workbooks, self-correcting or programmed to teach beginning visual perceptual skills.


Filmstrips for instruction in visual skills. This unique approach teaches visual perceptual skills with a filmstrip. The kit includes strips in the following: figure ground, spatial relations, perceptual constancy, sequence, position in space.


Level One: Family
Visual picture approach to help in the interpretation of visual symbols. Part one are family pictures in ditto format.

Level Two: Daily Activities
Interpretation of visual pictures.

Level Three: Community
These visual pictures will not only teach visual reception, but can also be used for sequence.

These worksheets develop beginning visual perceptual skills and visual discrimination techniques.

Independent Activities: Level One

PLA 6.6

Independent Activities: Level Two

PLA 6.6

Thinking Skills: Level Two

PLA 7.0

Thinking Skills: Level One

PLA 7.6


Workbook of reading readiness employing most readiness skills. Emphasis is placed on visual motor skills.


Four workbooks in this series sequential in development to reinforce readiness skills in visual acuity.


Beginning readiness kit teaching form constancy, colors, basic letters and some sight vocabulary.


This kit has pictures, fruit, tactual materials to reinforce visual reception.


Same as above.


Same as above.
AUDITORY-VOCAL ASSOCIATION

III. Auditory-vocal Association

Auditory-vocal association is the ability to relate spoken words in a meaningful way. This is the manipulation or transference of ideas received through the auditory sense modality. *Hear and Say.*

Remediation - This disability can be helped by using short sentences and questions for instructional purposes. All responses by the student should be in short answers. Teach through concrete objects before attempting abstractions.

 Training Suggestions.

1. Listening for sound changes (soft, low, high).
2. Listening for directions of familiar sounds.
3. Finding relationships from words read orally.
4. Using cause and effect questions.
5. Audio-flashcard systems or language master.
6. Using a listening center and tape recorder.

COMMERCIAL MATERIALS


This is a superbly produced record and workbook. Introduced pictures and has the child repeat letter sounds that are associated with the picture.


.1 Clues for sound discrimination of familiar word sounds, opposite word sounds, and rhyming sounds.

Record and book for listening and saying of consonants, vowels, blends and digraphs. The child can listen to letter sounds; then the speech model asks the child to say the sound.


.10 *When a Boy Wakes Up in the Morning (Tape)* These are story tapes for listening skills. The tapes are actually a talking book.

.8 *Trubloff (Tape & book)*.

.4 *Our Veronica Goes to Petunia's Farm (Tape & book)*.

.5 *Red Ridinghood's Little Lamb (Tape & book)*.

.6 *Tico and the Golden Wings (Tape & book)*.

.7 *The Travels of Marco (Tape & book)*.

.9 *Wee Willow Whistle (Tape & book)*.


Teaches listening for letter sounds through animal characters. These lessons encourage sound discrimination through active participation.

Droll Yankees, Inc. *Barnyard Animals*. Providence Rhode Island. $2.00.

Listening for animal sounds for discrimination.


A record for auditory association with familiar sounds.


Tape and visual cue cards to facilitate auditory acuity. The purpose at this level is repeating the sound.


Records and worksheets for the development of pre-reading skills.

Records and book to familiarize beginning sounds.


1. Phonics and Word-Analysis Skills - These duplicator worksheets teach letter sound association.
2. A Trip Through Wordland -- Phonics C and D
3. Adventures in Wordland -- Phonics E and F
4. A Flight Through Wordland -- Phonics G and H
5. Through Space to Wordland -- Phonics J and K


1. Getting Ready to Read - This workbook associates pictures with words to introduce beginning sounds ending sounds, etc.


33-1/3 rpm record.

Activities designed to develop the young child's ability to listen discriminately and to select main ideas in a sentence. Can be used to organize responses and expand vocabulary through aural comprehension.


Games and activities designed to aid comprehension through listening. Stimulates skills in the use of context clues, in selecting main thoughts, and in developing vocabulary.


Through interweaving of story and sound, the child is encouraged to develop aural skills such as identifying and matching sounds.

This record deals with sounds that will help to develop discrimination between far-and near sounds as well as loud and soft sounds. Helps teach and identify common sounds and differentiate between sounds. These require verbal responses to the sound clues.


Manual for direction in the improvement of speech. Very useful to the classroom teacher for clues to development.


A workbook to help with speech sounds.


Filmstrip and record to have them hear sounds, see visual presentation and say a response.


A book that will give teachers many exercises in speech sounds for young children.


This record is designed primarily for motor training but can be successfully used for this skill if the teacher has the child talk his way while doing.

**Eye Gate House, Inc.* Little Things that Count.* Jamaica, New York: Eye Gate House, Inc.

A record and filmstrip to promote listening and talking.

Sound discrimination and identification through rhymes, songs, games, and effects. These promote hearing of subtle word differences of gross word sounds and endings.


Introduces beginning consonants, blends, vowels and final consonants. The material is presented in an engaging way and is geared to children with specific phonetic and audio discriminative difficulties.


Long and short vowel sounds. This material can be successfully integrated into an early reading, phonic or spelling program. Pupil participation is encouraged through engaging games and exercises.


Games, sound effects and stimulating exercises introduce and teach the hard and soft sounds. Helps with phonetic difficulties.


This record builds on a foundation of vowel understanding leading to a recognition of syllables and their accenting. Introduces word analysis skills.


This record deals with diphthongs and their sounds.


Helps students with word recognition through sound discrimination.


Develops students word recognition skills.

Develops word recognition and sound discrimination.


33-1/3 rpm record.

Language stimulation with a visual approach.


Listening stories with auditory and visual stimulation.


Listening stories with auditory and visual stimulation.


Listening stories with auditory and visual stimulation.


Listening stories with auditory and visual stimulation.


Teaches by combined audio-visual and kinesthetic exercises. This is a self-learning system with stationary cards. The student can see objects or situations depicted on lesson cards, read descriptions and simultaneously hear the correct sounds. They can record and compare their own responses with the programmed lesson. Instant and total involvement with the lesson card gives students concentration visually and audibly.
IV. **Visual-Motor Association**

This is the ability to draw relationships between ideas that are presented. Can the child **see**, **associate** and **indicate** related symbols.

**Remediation** - This child often lacks motor generalizations in his muscle training. Usually the child needs additional training in eye-hand coordination.

**Training Suggestions.**

1. Utilize the tactile-kinesthetic methods.
2. Rely on auditory direction.
4. Stress craft and art type of work with hands.

**COMMERCIAL MATERIALS**


Can be utilized in teaching eye-hand exercises.


Sequential Picture Cards.

The motor tasks involved can reinforce eye-hand coordination. The cards are arranged in groups with 6 cards in each sequence and there are 6 complete sequences. $4.00.

.37  PLA 4.0  Dot Pictures.

The completion of the dot-to-dot pictures requires a fairly high level of motor coordination.


Specific teaching suggestions are included to help develop verbal expressive skills.
Counting Picture Cards. $1.00.

This series of cards teaches numbers and classifications. The arranging of the cards can be used to help develop visual-motor skills.

Association Picture Cards. $1.00.

These are category cards and arranging these cards by category involves motor skills.

Spatial Relation Picture Cards. $1.00.

These cards teach over, under, left, right, front and behind. The task of arranging these cards teaches visual-motor skills.

Alphabet Cards. $2.95.

These alphabet cards are intended to teach constant form concept. These will help with letter identification, both forms of the letter are included. The material is very manipulative in nature.

Shapes Puzzles. $4.50.

The basic shapes are manipulative in nature and present the basic forms. The pieces are large and easy to handle.

Designs in Perspective for Colored Inch Cubes. $2.75.

These designs are to be used with colored inch cubes to further motor control of constructing three dimensional patterns. These designs are in a sequence.

Design Cards for Plain Inch Cubes. $1.75.

Perspective designs for plain inch cubes to teach the same skills as colored designs.

People Puzzles. $4.50.

Puzzles of people to help build body concepts and the manipulation of the heavy cardboard pieces will teach motor control.

Lacing Cards. $2.50. These sewing cards are exceptional because of the large format used in their construction.


This device is a pegboard that employs lighted background. This approach assures a successful experience and enables the child to develop manual dexterity and train visual-motor skills.

.1  Fruit and Animal Puzzles. $19.85.

PLA 4.0  Puzzle pieces of heavy cardboard which will help in the development of visual-motor coordination.

.2  Small Form Puzzles.

PLA 5.0  Form puzzles for manipulative building of basic forms. $3.00.

.3  Large Form Puzzles.

PLA 5.0  Form puzzles for manipulative building of basic forms. $3.45.

.4  Geometric Shapes in Color. $4.60.

PLA 5.0  Association cards for basic forms. The child is to manipulate them by shape or color.

.5  Association Cards. $4.70.

PLA 6.0  Manipulative in arranging to group and classify by basic shapes.

.7  Configuration Cards. $4.95.

PLA 6.0  Number manipulation cards.

.10  Concept Clocks in Color. $4.45.

PLA 6.0  Very useful in teaching time concepts. The hands can be moved.


PLA 5.0 to 6.6  These filmstrips are designed to aid in the development of basic visual motor coordination.


PLA 5.0 to 6.6  This kit has matching materials for visual-motor skill development.


PLA 5.6  A record of rhythmic verses combined with hand motions for listening, learning and coordination to strengthen eye-hand coordination.

These workbooks are programmed. They can be used to stress eye-hand coordination.

- Spatial Organization Workbook 3.
- Language & Numbers Workbook 1.
- Language & Numbers Workbook 2.
- Language & Numbers Workbook 3.
- Language & Numbers Workbook 4.


<table>
<thead>
<tr>
<th>Cycle</th>
<th>Price</th>
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<tr>
<td>Cycle I</td>
<td>$13.75</td>
</tr>
<tr>
<td>Cycle II</td>
<td>$ 8.50</td>
</tr>
<tr>
<td>Cycle III</td>
<td>$ 4.25</td>
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</tbody>
</table>

This reading approach is in a unique programmed format. The material yields itself to a tactile-kinesthetic technique for securing knowledge of approximately six thousand words, and teaches skills in the decoding process.


Getting Ready to Read. In using this type of workbook the child indicates the pictures named. Builds picture-word association.


- Level One: Family.
- Level Two: Daily Activities.
- Level Three: Community.

These ditto worksheets are useful in the development of eye-hand coordination exercises.


- Visual Discrimination Workbook.
- Concepts Workbook.

The tracing and association employed in the unusual presentation will reinforce the tactile approach in teaching visual-motor association.

Visual-motor activities in duplicator form.

1. Independent activities: Level One $3.50.

Covers completing designs, supplying missing details, copying designs, identifying a missing part, detecting absurdities.

2. Independent activities: Level Two $3.50.

Design completion, missing details, copying a design, continuing a pattern.

3. Thinking Skills: Level One $3.50.

Classifying fruits and vegetables, opposites, context clues to select a picture, relationships.

4. Thinking Skills: Level Two $3.50.


This ditto worksheet program is designed to help children develop word recognition skills that lead to independence in reading.


Worksheets to develop auditory perception of sounds, association of sounds, rhyming, plurals, suffixes.


Meaningful and varied practice exercises develop skills essential for effective reading.


Puzzles, games, and meaningful exercises create reading interest.


Word games, puzzle pages, and interesting practice exercises stimulating interest in reading.


Helps to strengthen skills in dictionary use, word recognition, comprehension, and independence in reading.

The tracing designs employed in these programmed texts will help with motor expression.

.1 Book 1 -- Cursive letter formation and consonant sounds.

.2 Book 2 -- Short vowel sounds, reading practice.
V. **Verbal Expression**

Verbal expression is the child's ability to express his thoughts. This is the vocal expression of ideas. **Tell About Something.**

**Remediation** - Teachers who have a show and tell time are providing opportunities for the students to experience verbal expression.

**Training Suggestions.**

1. Telling or describing things that are concrete or manipulative.
2. Storytelling or talking about an important event.
3. Telling how to build something.
4. Giving directions of how to get some place.
5. Can he teach a skill to the rest of the class.

**COMMERCIAL MATERIALS**

- **8101 PLA 2.6 to 5.0**  

  Let's Act the Story. $1.50.  
  Teaching idea book that gives helpful suggestions for activities in the classroom.

- **1785 PLA 3.0**  

  Specific teaching suggestions are included to help develop verbal expressive skills.

- **6554 PLA 3.6**  

  Filmstrips for classroom use to develop expressive language.

Designed for language ages 6-8. The communication device included in this kit will foster the child's ability to give direction and tell about something.


Designed for language ages 7½ - 9½.

This kit is for older children and the activities suggested in the teaching manual will foster the expression of ideas.


Record-filmstrip presentation which will foster expressive language.


This is a record with unfinished stories built around moral values.


Duplicator worksheets fostering family activities, personal-social development, and oral communication.

Level One: family $3.25.

Lesson centered around family life, clothing, rooms, things.

Level Two: daily activities $3.25.

Centered on daily experiences, mechanics of language omitted, intriguing extended activities.

Level Three: community $3.25.

Centered on pupil's relationship to the community, illustrations suitable to the children's interests.

This text explains and gives many teaching ideas to further develop verbal expression.


Teaching suggestions for expressive language.

Buchanan, Cynthia D. *Readiness in Language Arts.* Palo Alto, Calif.: Behavioral Research Laboratories. $199.95.

This kit of materials was originally designed for classroom activities. Parts of the kit can be utilized to develop verbal expression.


Association Cards $4.70. Cards consist of geometric shapes and companion cards with pictures for association, grouping and classification. Will stimulate language expression.

"See and Say" puzzle cards. $4.75.

Fourteen clearly defined, rhyming picture cards that are each cut in a different shape. They help develop the child's ability to recognize and hear rhyming sounds by matching two pictures.


Designed for language ages 3-5. Kit of materials to foster the acquisition of language. Specific activities are included to stimulate expressive components.


Designed for language ages 4½ - 6½. A language kit with specific material and activities to further language expression.


Picture stimulation for language development is included to foster verbal expression of ideas.
VI. Manual Expression

Manual expression is the ability to express one's ideas in gestures, actions or pantomining. This is not physical coordination. **Act Out A Picture.**

**Remediation** - To develop this type of skill, do not make it compulsive for the child to perform before the class. Develop this skill first by gently letting him verbalize and gradually insist on motor expression. The ultimate skill is to only **act out** - not verbalize.

**Training Suggestions.**

1. Motor generalization training such as Kephart, Getman methods. These are gross motor areas.

2. Training in body concepts and body awareness.

3. Training fine motor skills.

4. Gradually train the child to the point where he can pantomine an idea.

5. Playing games such as charades.

**COMMERCIAL MATERIALS**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLA 2.6</td>
<td>Programmed tracing designs to be used in sequential order for motor patterning.</td>
</tr>
<tr>
<td>PLA 2.6 to 3.6</td>
<td>Templates</td>
</tr>
</tbody>
</table>
This is a complete set of sequential materials to further training by use of acetate overlays. The steps in training are in easy steps from simple to complex.

10,069

The kit is specifically related to unusual learning and perceptual problems. The materials are designed to improve a child's visual-motor perception by means of sequential steps. The exercise employs acetate overlays teaching discrimination, figure ground perception, and cutting exercises.

10,068

The kit is made up of three units. Visual-perceptual exercises to provide practice in form discrimination. Perceptual bingo to develop form discrimination and conceptualization. Visual-motor templates for tracing basic forms.

10,067

.1
Fruit and Animal Puzzles. $19.85.

Spatial relationships are taught with basic 4-piece puzzles to teach manipulation and assembly.

.2
Small Form Puzzles. $3.00.

Helps to develop the child's ability to see the relationship of parts to a whole. Coordination skills are also taught.

.3
Large Form Puzzles. $3.45.

Same as above, but with larger pieces.

.4
Geometric Shapes in Color. $4.60.

Helps to strengthen the visual-motor perception of readiness with basic geometric shapes.

.6
See and Say Puzzle Cards. $4.75.

Emphasizes development in reading readiness and visual-motor coordination.

Filmstrip which will reinforce different perceptual skills of basic forms, figure ground, visual motor, and spatial relationships.


Games, Stunts and Exercises - A teacher idea book.


Stencils of clear plastic provide training in visuo-motor skills.

Familiar animal forms for recognition and tracing.

These templates illustrate leaves, snowmen and familiar forms of seasons for tracing.

Familiar animals and transportation forms for tracing and identification.

Geometric shapes with holes for lacing. Their sturdy construction makes them highly desirable for manipulative skills.

Pegs and pegboard for the designs.

These designs consist of 100 sequentially developed cards to facilitate eye-hand and fine-motor control.

Set of 20 design cards presents a variety of exercises to be used in copying shapes, strokes, etc. For use with tracing paper.

Large manipulative blocks in six primary colors.

Parquetry designs are an excellent way to teach organization and spatial relationships. Visual sequencing of the blocks develops motor skills.
Small Parquetry blocks.

Small blocks require more sophistication of fine motor skills.

Design Cards for Small Parquetry. $2.25.

Shapes Puzzles. $4.50.

The shapes puzzles are designed to promote form concepts. Arranging the puzzles to form specific and familiar forms develops motor skills.

Designs in Perspective for Colored Inch Cubes. $2.75.

These designs further the development of organizing and spatial relationships. The material is manipulative in nature.

Design Cards for Plain Inch Cubes. $2.75.

Sequenced designed cards for plain cubes.

Design Cards for Colored Inch Cubes. $2.75.

Organization and spatial relationships can be learned through building these designs.

Plain Inch Cubes. $1.75.

Cubes to be used in building designs.

People Puzzles. $4.50.

Helpful in building body awareness.

Buzzex Board Pattern Cards. $1.50.

Along with auditory training, the buzzer board promotes manipulative training.

Buzzex Board. $6.75.

The board used with the sequenced cards will teach visual-motor-auditory training.

Dot pictures. $4.00.

Set progressions (multiple sequencing) can teach visuo-motor coordination.


A unique program for young children, designed to develop visual-motor skills, oral language facility, group orientation, and self-expression. The daily suggestions in the teacher manual give a wealth of follow-up activities.

A unique reward system for pegboard designs training. $1.95 each.


A very unique fine motor skill training device.


Programmed workbooks to develop visual motor control.

.2 PLA 8.0 Book 2 -- short vowel sounds, reading practice.

Many illustrative pictures in this workbook that will facilitate manual expression.


Record to develop body awareness and position in space.


Record for the development of body awareness.


*Let's Act the Story*. $1.50.

Excellent teaching suggestions to develop body awareness.


Many exercises to develop visual-motor coordination in this workbook.


This workbook has exercises in motor coordination.

Excellent workbook with eye-hand coordination control.


Workbook with many valuable exercises in visual-motor control.

Rhythm Record Company. *Physical Fitness for Pre-School Children.* Oklahoma City, Oklahoma: Rhythm Record Company. $4.95.

A record to create body awareness.

Rhythm Record Company. *Physical Fitness for Primary Children.* Oklahoma City, Oklahoma: Rhythm Record Company $4.95.

A record to create body concepts.

Rhythm Record Company. *Pre-School Activities for Young Children.* Oklahoma City, Oklahoma: Rhythm Record Co. $4.95.

A record to facilitate activities of motor control.

Rhythm Record Company. *Physical Fitness for Intermediate Grades.* Oklahoma City, Oklahoma: Rhythm Record Company. $4.95.

Physical activities for body awareness.


Record for the development of position in space.


Record for visual-motor facilitation.


A record to develop motor control.

Very tactile material which will facilitate visuo-motor coordination.


Readiness workbooks with sections on motor control.


This is an excellent source to develop pantomime activities.


A handbook to develop activities for manual expression.
VII. Grammatic Closure

This closure subtest assesses the redundancies of oral language as an automatic habit. The child is asked to fill in the missing part of expressions that should be very automatic to him. Speech Habits.

Remediation - The child needs practice in overall grammatic exposure. Listening training will help.

Training Suggestions.

1. Listening to stories - taped or records.
2. Uncompleted sentence game.
3. Nursery rhymes with key words omitted.
5. Rely on visual clues to reinforce and build grammatic exposure.
6. Choral Reading.
7. Oral reading of unfamiliar stories leaving out key words.
8. Constructing and presenting sentences.

COMMERCIAL MATERIALS

Listening time stories on tapes accompanied with books.

Talking Books.

Communication skills of oral language with correct usage with correct usage in which the child becomes actively involved.


Grades 1, 2, 3. $4.95.

Records for instant pupil recognition and awareness of common grammatical errors. These provide the pupils with the background to use the correct words when they are speaking.


These exercises will develop redundancies in oral language.


Will help in the development of good oral and grammatic usage.


Many exercises from this manual can be readily adopted to teach grammatic closure.


Grammatic instructional games are discussed in this book.


Many of the lessons in this manual will promote good grammar.


For Speech Sake. $1.75.

Exercises to promote good grammar.
8102
PLA 5.0 to 8.6
.8


Grammar Can Be Fun.

Many games to make learning grammar fun.

8125
PLA 5.6 to 9.0

Works, Austin M. _A Vocabulary Builder Series._ Cambridge, Massachusetts: Educators Publishing Service, 1966. 75¢ each.

Workbooks which will facilitate good grammar.

.1
Book One
.2
Book Two
.3
Book Three
.4
Book Four
.5
Book Five
.6
Book Six
.7
Book Seven

1743
PLA 9.0


Illustrated workbook to help with grammar.

7089
PLA 9.6


.2
Grades 4, 5, 6. $4.95.

A record for instant pupil recognition and awareness of common grammatical errors.

10,100
PLA 5.0 to 10.0

Electronic Futures, Inc. _Audio Flashcard System Model 101._ North Haven, Conn.: Electronic Futures, Inc., 1968.

A teaching machine that can be programmed to teach common grammatical structure.

Specifically related to unusual learning and perceptual problems, the materials are designed to help improve visual-motor perception by means of unique aids that involve figure-ground and spatial relationships.


Teaching material for the development of visual memory, form perception and motor coordination.


Fruit and Animal Puzzles. $19.85. Six realistic puzzles with each item broken into 4 difficulty levels.


Dot Pictures. $4.00. Training in seeing the whole from its parts.

People puzzles. $4.50. Will help the child recognize parts of the body and relate these to the whole. 8 puzzles sequenced in levels of difficulty.

Animal puzzles. $4.50. The animal puzzles are also cut in separate different parts of the animal's body. These will further build body concept. 8 puzzles arranged in difficulty levels.


Excellent exercises involving conceptualization of whole from parts, missing pieces, and things wrong in a picture.


Workbooks for readiness with many specific pages dealing with visual-closure skills.

Concept Picture Puzzles. Puzzles of social living areas that can successfully be used for visual closure.


Workbook of sight words with unique pages to help teach visual closure.


These dice type blocks will facilitate closure teaching.

.1 The First Rolling Reader.
.2 The Second Rolling Reader.
.3 The Third Rolling Reader.
IX. Auditory Sequential Memory

The auditory sequence subtest is completed by having the child repeat from memory a digit sequence. In essence the child's ability in phonetic analysis is tapped. A given word is a sequence of sounds or a sequence of phonemes. In reading new words, Auditory Memory of letter sounds has to be automatic in recalling the speech sound. To read new words or say these words, the sounds are put in a sequence. Can the child remember a sequence of oral directions. Can the child remember a sequence of phonemes which is phonics.

Remediation - These children can be taught by utilizing as much visual material as possible. These children have difficulty remembering a series of auditory directions or street addresses given auditorily. The remembering of a telephone number given orally is an auditory sequence involving digits.

Training Suggestions.

1. Listening to sounds.
2. Clapping rhythm sequence.
3. Listening to a sequence of sounds.
4. Re-telling stories in sequence.
5. Telling the day's events in sequence.
6. Telling sequence of directions for making something.
7. Following taped directions in sequence.
8. Repeat a sequence of notes on a musical instrument.
9. Following a set of sequenced directions to complete a task.
COMMERCIAL MATERIALS

Many additional items can be found by checking the section on Auditory Reception, Auditory Association.

A record of animal sounds.

A record of familiar sounds.

A record to promote auditory acuity and perception. It will develop the ability to hear subtle word differences with rhyming words.

7061 PLA 4.0 Classroom Materials, Inc. Sounds for Young Readers, Vol. 2. Freeport, New York: Educational Activities, Inc. $4.98.
Deals with consonants and blends.

Introduces vowels.

Additional sounds of C and G, triple blends.

7073 PLA 4.6 Classroom Materials, Inc. Listening Skills for Pre-Readers, Vol. 5. Freeport, New York: Educational Activities, Inc. $4.98.
Introduces sound sequences.

10,067.6 See and Say Puzzle cards. $4.75.  
P.LA 5.0  
Rhyming Pictures in puzzle form to develop auditory acuity in listening to rhyming sounds.

7580 Knowledge Aid. *Follow Through With Sounds - Classroom, Rhythm.*  
P.LA 5.6 to 7.0  
Sounds of the classroom on tape with record.

10,066 Horton, Kathryn B. *Peabody Language Development Kit (Level #P).*  
P.LA 3.0 to 5.0  
$125.00.  
Sound records with visual clues are part of this kit. The stories are presented in an auditory-visual sequence.

10,101 Santostefano, Sebasiano. *Training In Attention and Concentration.*  
P.LA 5.0 to 6.6  
This material was developed to train in attention. The materials used can be adapted for auditory sequencing.

8160 Burnett, Mary H. *Stories for First Phonics. Series.* Dallas, Texas:  
P.LA 5.6 to 9.0  
Phonic Workbooks.  
.1 Cards to accompany First Phonics and Stores for First Phonics.  
.2 First Phonics, Part 1.  
.3 First Phonics, Part 2.  
.4 Stories for First Phonics.

P.LA 6.0 to 8.6  
Phonic workbooks.

8157 Halvorsen, Mabel, et al. *Phonics We Use Series.* Chicago, Illinois:  
P.LA 6.0 to 9.6  
Phonic workbooks.

A manual to help promote independence in reading with word attack skills.

Book of exercises in phonics for older children.


Auditory sequencing can be taught with the tangible objects included in this kit.


The matrix game is marvelous to use as tangible material for following directions in sequence.


Record of sound sequences of varying levels of difficulty.


Records and worksheets to train in phonics.


A unique easy-to-use book and record to learn letter sounds.


Letter sounds on record accompanied with a simple book for easy use.


A simple book and record that introduces letter sounds.


Speech sounds are presented in clear, story form.
Rhythm Record Company. *For Primary Children: Reading Readiness and Number Readiness*. Oklahoma City, Oklahoma: Rhythm Record Company. $4.95.

Record of wonderful rhythm sequences.

Rhythm Record Company. *Hand Rhythms*. Oklahoma City, Oklahoma: Rhythm Record Company. $4.95.

Rhythms of varying difficulty for rhythm sequencing.


Books and records with familiar sounds.


Sound sequence presentation tapes or records. The sounds are combined with visual clues. The sounds are in the house in the morning and outdoor sounds on the way to school.
X. Visual Sequential Memory

This subtest checks the ability to reproduce from visual clues a sequence of non-meaningful symbols. The learning of spelling is a visual sequence of symbols. Can the child reproduce a sequence of symbols? Spelling.

Remediation - The visual motor sequencing of objects should be utilized for training this skill. Start with tangible materials placed before him. The skill can be seen in children who know the letters for certain spelling words but are unable to reproduce in writing their proper sequence.

Training Suggestions.

1. Stringing beads in sequential levels of difficulty from visual clues.
2. Using sorting boxes of varying related materials.
3. Reproduce pattern from memory.
4. Place tangible objects in a sequence, have child look, then change the sequence.
5. Recalling object removed from a table.
6. Identify familiar objects in a bag.
7. Using the tachistoscope with digits.
8. Use comic strips that tell a sequence.
9. Review visual perceptual tasks.
10. Cutting apart a sequence of ideas; then placing them in sequential order relating the story verbally.

COMMERCIAL MATERIALS

Many items listed in visual reception and visual association can be utilized.

Pre-writing Design Cards. $3.00

These 32 designs are to be used for children in pre-writing programs to train them to see the configuration of letters. The cards can stimulate correct size and spacing of what will be letter formation.

Sequential Picture Cards. $1.00.

There are five series of six cards each. The child is asked to arrange them according to activity sequence.

Shapes Puzzles. $4.50.

The shapes puzzles are intended to help build form concept. These twelve puzzles can be utilized to train visual memory.


The block will teach visual memory. The shapes are very manipulative and once the shapes are learned, then sequential memory training can proceed.


Specifically related to unusual learning and perceptual problems, the materials are designed to help improve a child's visual motor perception, visual memory of basic forms, by means of a unique aid that involves figure-ground and spatial relationships.


Geometric shapes in color. $4.60.

Helps strengthen the visual-motor and geometric shapes perception which will facilitate visual memory.

Association cards. $4.70.

Cards consist of geometric shapes and companion cards with pictures in true life color. These abstract-reasoning cards help teach a child the association between shape and pictures.


Included in this kit is a section with sequential picture cards and on records are auditory responses to develop sequential memory by an auditory visual association technique.

Workbooks of pre-writing skill training.


A teacher's handwriting manual with many specific suggestions to remediation.


A kit of materials which will facilitate teaching of visual memory and sequence.


*Games Make Spelling Fun!* 50¢

This teacher-aid book has many wonderful aids to facilitate and make spelling more meaningful.


Teaching resource book of ideas for remediation of handwriting problems.


A text manual for word configuration training with helpful hints for sequential memory training.


Filmstrips that will facilitate form perceptual training.

Independent activities: Level One. $3.50.

Liquid duplicator worksheets for non-reading activities in beginning perceptual skills.

Independent activities: Level Two. $3.50.

Liquid duplicator worksheets for seat work teaching designs, missing details, patterns, and associations.

Thinking Skills: Level Two. $3.50.

Liquid duplicator worksheets for independent activities in classifying, Opposites, relationships and memory tasks.

Thinking Skills: Level One. $3.50.

Liquid duplicator worksheets of seatwork dealing with visual memory tasks.


Programmed workbooks dealing with perceptual skills.

Spatial Organization Workbook 3.


A very useful kit of materials that have keyed letters to build picture word associations. The words are so keyed that they can only be placed together in correct order to spell the words.


Spelling workbooks to facilitate independent spelling skills.

Book 1 (Early Primary Corrective Work).

Book II (Early Primary Corrective Work).

Workbook for corrective drill for elementary grades.

Workbook emphasizing rules and generalizations for corrective drill.
XI. **Auditory Closure**

The child's ability to fill or supply missing sounds in words. This is your ability to fill in gaps in conversation, understand a bad telephone connection or the ability to comprehend and understand language accents.

Can the child **fill in the missing sounds in words**. **Fills in when listening.**

**Remediation** - Visual clues must be utilized and a lack of verbalization of instruction in the beginning stages.

**Training Suggestions.**

1. Using short sentences leaving out key words. This can be done from simple stories where the picture would relate to the word.

2. Familiar nursery rhymes said with key words left out.

3. Check for comprehension of short paragraphs or at the end of stories where the meaning is rather hidden.

4. Read a short paragraph leaving out the main **idea phrase**.

5. These children could have auditory figure-ground perception problems. If this is discovered, utilize tapes and listening centers.

6. Use a tape recorder and have the children identify one's own voice from many. Do this with background music or sounds.

7. Listen to short wave transmission or the astronauts' conversation from outer space.

**COMMERCIAL MATERIALS**

In this area there is a definite lack of good specific materials. The teacher must be more creative with these techniques than any other. More adopting of materials from other sources must be done. Refer to the other auditory sections.
This entire series could possibly be utilized.

Teaching matching for auditory-visual-motor responses. Can be programmed to do this task.

Exercises that can be used to teach auditory closure.

Materials for possible use.

Stimulates learning of letter sounds and the ability to blend them into words. This is done by unique application of a non-distractive gameboard.
XII. Sound Blending

The subtest checks the child’s ability, if given the sounds of a word spoken at half second intervals, to tell what the word is. Can the child, when given parts of words, say the word. This is independent word attack.

Remediation - Teaching this child letter-sound associations is a must. Any auditory defects must be solved first. Gross sound training should be initiated early in the remediation procedure.

Training Suggestions.

1. Use picture word associations and start training with concrete associative words.

2. Use words that have consonants and sustained sounds.
   (s, m, n, f, sh, r).

3. Then proceed to those that are non-sustained (t, d, k, p).

4. Sight words must be taught as whole words. (as, the, was).

5. Use words having one syllable.


COMMERCIAL MATERIALS

Reference should be made to other sections for additional auditory perceptual materials.
These records are $4.98 each.

Games and exercises designed to aid the beginning reader's comprehension through listening. The records develop sequence of ideas, selecting main ideas, identifying sounds, sound memory, gross and fine sounds, identifying familiar sounds.

These records are $4.98 each.

A series designed to promote auditory acuity and perception, and goals basic to all reading programs. The material, which can be effectively integrated into all basic reading programs, will aid the child's development in word analysis skills. The records are particularly helpful for children with specific phonetic and auditory discriminative difficulties.

Complete set is $14.95.

For students in need, help in word recognition through sound discrimination. Basic principles and exercises in vowel and consonant recognition are presented on self-correcting records. Vol. 1, consonants, Vol. 2 vowels, Vol. 3 word analysis.


Records and ditto worksheets to teach letter-sound association.

Getting Ready to Read - Workbook to accompany Listen and Do.


16 lessons, 8 tapes. The tapes have ditto masters that correlate with the lessons. This tape covers readiness sounds for initial letter-sound associations.

5 tapes, 10 lessons with master worksheets. The concept of opposites and picture story sequences are correlated between tape and worksheet.

Ideal School Supply Co. **Initial and Final Consonants. Dual Track Tapes.** Oak Lawn, Illinois: Ideal School Supply Co. $60.00.

10 tapes, 20 lessons with worksheets. Tapes introduce lesson on initial and final consonant sounds.


5 tapes, 10 lessons with master worksheets. The ditto worksheets coordinated with the tapes to teach blends and diagraphs.

Ideal School Supply Company. **Vowel Dual Track Tapes.** Oak Lawn, Illinois: Ideal School Supply Company. $60.00.

10 dual tracks, 20 lessons with master worksheets. Coordinated program of instruction is listening for vowel sounds.


8 tapes, 16 lessons with master worksheets. Correlated materials to teach syllable rules.


9 tapes and 18 lessons with master worksheets. Word analysis skills are taught with this unique teaching method.


Introduction to beginning sounds.

Skeen, Robert. **Help Your Child in Reading: First and Second Grades.** Denver, Colorado: Dr. Skeen’s Educational Aids, 1963.

Letter sound associations are taught with this.

Record and book covering initial letter sounds.


Sounds of letters explored on record and accompanying book.


Auditory Discrimination Workbook.

Workbook teaching discrimination of word sounds.


Text exploring many ways to teach the child to listen for letter sounds.


Text for teachers with exercises to explore word attack skills.


Manual for teaching suggestion in teaching letter-sound associations.


Workbooks with sections covering sounds and letters.


Record and filmstrip exploring letter sounds.
Record and filmstrip covering reading readiness skills.

Part 2 of the above series.

Material that can be used to teach sound blending. Consists of link letters keyed to word cards.

Teaching suggestions for teaching, listening to speech sounds.

Basic sight vocabulary workbooks to develop additional sight-word accuracy.

Stimulates learning initial consonant sounds, blends and diagraphs by unique application of non-distractive games. The game is played with dice and a game board.

A phonics reading series.

Phonovisual Method brochure.
Phonovisual Readiness Book: *Come to My Party*.

A complete phonetic teaching reading approach.


Reading is, of course, a different process from learning to walk or to talk. Learning to read does not depend on maturation alone, but on adequate preparation and sound teaching. In *structural reading* the steps are so carefully planned that a great many children who follow this program discover and are taught to read.


This book offers rhymes and pictures that make it easy to identify the sounds of speech and the letters that represent them.
In order to facilitate the research on instructional materials, your expertise is most needed. After trying the suggested materials in the remedial or learning process, changes might be indicated. In using this sequential listing of materials, your suggestions, additions, changes, or comments are encouraged.

The changes may be stated on the form. Please indicate the changes by acquisition number, subtest areas, language ages or the sequence order. These comments should be mailed to Mr. Harold Rupert, RMSEIMC, Colorado State College, Greeley, Colorado. 80631.

1. Are the materials listed assigned to the proper subtests?

2. Are the materials listed in the proper sequence?

3. Are the materials suggested under the proper language age levels?

4. What materials listed might be excluded because they do not contribute significantly to the remedial process?

5. Do you know of other published materials that could be included in this listing? Please indicate these on the included form so the IMC may purchase these materials.

6. After using the suggested sequential listing of instructional materials, has the psycholinguistic language changed?
**ROCKY MOUNTAIN SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER**

**DEPARTMENT OF SPECIAL EDUCATION**

**COLORADO STATE COLLEGE**

**ORDER FORM**

I. Date: 

II. The following item(s) may be purchased from:

(FIRM) 

(STP"ST) 

(CITY) 

(STATE) (ZIP CODE) 

<table>
<thead>
<tr>
<th>QUANTITY</th>
<th>DESCRIPTION OF ARTICLE (IF BOOK, INCLUDE TITLE AND AUTHOR)</th>
<th>UNIT COST</th>
<th>NET COST</th>
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III. Ordered by: 
Position: 
Address: 

IV. In my present position I relate primarily with the following area (please circle): MR, EMO, Speech, Vision, Voc. Rehab., Administration, Crippled, Deaf, Hearing Impaired, Learning Disability, Other (specify) 

V. RMSEIMC Number: 

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