Presented is a guide to about 40 items of literature and materials concerned with the special education approach developed by Frank M. Hewett of the Santa Monica project. Major components of the approach are said to be the engineered classroom, the Madison school plan/learning center, and the train and trade program. Listings generally include author, title, source, date, pagination, and a brief review. The guide is organized into six major categories: books, monographs, and chapters (eight listings); journal articles (nine listings); unpublished project literature (eight listings); audiovisual aids (four listings); published curricular material (six listings); and applications and modifications (eight listings). Also included is an index of names and addresses connected with the Santa Monica project. (DB)
A GUIDE TO THE SANTA MONICA PROJECT DOCUMENTATION:
ENGINEERED CLASSROOM, MADISON SCHOOL PLAN/LEARNING CENTER,
AND THE TRAIN AND TRADE PROGRAM

by

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INTRODUCTION

The Engineered Classroom and Madison School Plan/Learning Center concepts, developed by Frank M. Hewett with his associates in the Santa Monica Project, are well established in the special education lexicon. The first generation of literature emanating from the Project consists of hundreds of pages distributed in numerous sources. Interest in the concepts has gathered throughout the nation (Jordan, 1971) so that a second generation of literature is developing as educators begin to report their experiences with the concepts. The materials, however, are widely dispersed and thus place a considerable search burden on interested scholars, researchers, and practitioners (particularly the latter) who wish to employ the Hewettian concepts didactically, paradigmatically, and/or partially.

The purpose of this article is to provide a guide to the Santa Monica Project literature and materials and some illustrative items of the second generation literature. The guide also provides a historical perspective of Hewett's influence on contemporary special education in the United States.

FORMAT

This guide is comprised of seven main categories. The subcategories and the elements within them are presented in temporal order beginning with the most current concept. The categories are as follows:

1.0 Books, Monographs, Chapters
   1.1. Madison School Plan/Learning Center
   1.2. Engineered Classroom

2.0 Journal Articles
   2.1. Madison School Plan/Learning Center
   2.2. Engineered Classroom
3.0 Unpublished Project Literature

3.1. Train and Trade Program
3.2. Madison School Plan/Learning Center
3.3. Engineered Classroom

4.0 Audio-visual Materials

4.1. Films
4.2. Slides

5.0 Published Curricular Materials

6.0 Applications and Modifications

7.0 Index of Names

TERMINOLOGY

1. The Santa Monica Project--Refers to all project activities, however, it is often used synonymously with the Engineered Classroom concept.

2. The Engineered Classroom--A single classroom unit which is synonymous with Pre-Academic I in the Madison Plan.

3. The Madison* School Plan/Learning Center--A total program consisting of three components: Pre-Academic I, Pre-Academic II, and Academic I. Pre-Academic I is the Engineered Classroom. The literature on the Madison School Plan also refers to Academic II which consists of the regular grade classrooms contiguous with the Learning Center.

*The search of the fugitive literature produced a 'Madison Setting' employed in Minnesota. The program is of different orientation and unrelated to the Santa Monica Project.
Other apppellations for the concepts have been applied in the field such as "Hewett" rooms, as well as generalized titles, e.g., resource rooms, behavior modification rooms, and learning centers, etc. Applications of the concepts in local school districts have been labeled by adding a local site designation to the original concept, e.g., East Detroit Engineered Classroom (East Detroit, Michigan); Webster School Madison Plan Learning Center (Hazel Park, Michigan).

THE GUIDE TO THE SANTA MONICA PROJECT DOCUMENTATION

1.0 Books, Monographs, Chapters

1.1. Madison School Plan/Learning Center


Lists guiding questions useful for planning facilities for exceptional children. Employs the Madison School Plan/Learning Center and Engineered Classroom concepts to structure questions. Extremely pertinent for those preparing to plan and implement special education programs.


This piece is a "brief progress report" of the Madison School Plan and the issues and implications which the Plan has addressed and has raised. Must reading for those who are well versed in Hewett's conceptualizations; very profitable for all others.


Update of previously published and unpublished materials (1.1.4; 3.2.3).
Includes the standard floor plan, four alternative floor plans designed to meet particular needs, and a schedule for the Pre-Academic I, II, and Academic I components of the model. (An unpublished version is extant).


Overview of the Madison School Plan/Learning Center concept. Includes a description of all major components, typical and alternative classroom combination designs, and a daily schedule for all components. (An unpublished version is extant).

1.2. Engineered Classroom


This book is the major resource for information on the Engineered Classroom concept. Rationale, theoretical framework, organizational and procedural detail, research and evaluation data are provided. This book, combined with the film, The Santa Monica Project (see 4.1.2.), and the project curricular materials (5.0), provides a complete instructional support system for pre-service and in-service teacher training. Incorporates all previous journal articles published by Hewett,


Hewett presents an extensive but concise description of the Engineered Classroom including rationale and operational detail. This Chapter, very serviceable as an implementation guide, contains some important points not found in other materials.

2.0 Journal Articles

2.1. Madison School Plan/Learning Center


A brief overview of the Madison School Plan/Learning Center. Rationale and description of program components are briefly presented.


Hewett outlines the Madison School Plan/Learning Center concept. Details are filled in as only the originator can. An excellent introduction and useful for preliminary planning and implementation.


A concise explication of the Madison School Plan/Learning Center. This item's
brevity makes it excellent for introductory use.

2.2. **Engineered Classroom**


A brief note on the experimental Engineered Classroom Model. A more extensive report is presented in 2.2.1.


Presents the theoretical framework of the Engineered Classroom. Includes the Learning Triangle, Hierarchy of Educational Tasks, Description of Educational Tasks, interventions, operations, and floor plan (all are included in 1.2.2.).


Describes a hierarchy of teacher competencies, applied to the emotionally disturbed, "which shifts the focus from educational artistry to trainable competencies."


Describes "the first step in a research program designed to provide teachers of the educationally handicapped with simple theory of instruction that can be employed in a practical classroom program and that will enable educationally handicapped
pupils to learn efficiently." This was the pilot study for the Engineered Classroom.


Presents Hewett's initial Hierarchy of Educational Tasks. The tasks, while still relevant, have been modified and can be found in Hewett's book (see 1.2.2.).


3.0 Unpublished Project Literature

3.1. Train and Trade Program


The latest development to evolve from Santa Monica. Represents a full leap into the regular classroom. The Madison Plan services as a training center for regular classroom teachers as well as a learning center for children. Includes Learning Center Observation Sheets and EMR and EH Placement Survey form.

3.2. Madison School Plan/Learning Center


A major project document which details completely the implementation and operational procedures of the Madison School Plan. Includes: assignment to facilities and staff; roles and responsibilities of school personnel and parents; scheduling, curriculum, evaluation, check work system; Task and Setting Behavioral Rating Form; Work Record Card; Conversion sheets; Academic I and II evaluation forms; Madison Placement Inventory and Tally Sheet.


Describes the Madison School Plan. Includes typical and alternative floor plans for the model, and schedules for each of the three components. (See 1.1.4. for published version).


Overview and details of the Madison School Plan components. Includes daily schedule for all components, floor plan, and Madison School Plan Inventory with scoring procedures and tally sheet.

3.3. *Engineered Classroom*


Evaluation report of the experimental Engineered Classroom. Includes Quay and Werry Deviant Classroom Behavior Frequency Count Form with instructions, and Quay and Patterson Behavior Problem Checklist.


4.0 Audio-Visual Aids

4.1. Films

4.1.1. The Madison School Plan, 16 mm, color, 18 minutes. Santa Monica Schools.

The Madison School Plan is shown in operation. Rationale is provided by Hewett, Taylor, Quay, and others. Understanding is enhanced if viewers read 2.1.2. and/or 2.2.2. before viewing.

4.1.2. The Santa Monica Project (The Engineered Classroom), 16 mm, color, 28 minutes. Santa Monica Schools.

The Engineered Classroom is shown in operation with Hewett's theoretical framework interspersed throughout. The sequence shows the routine operation and the use of the environment as interventions. (See D. Mahler, Media Reviews, Exceptional Children, February 1972, 497).

4.1.3. Psychiatry: Autism's Lonely Children, 16 mm., black and white, 33 minutes. NET.

Hewett's earlier work at the UCLA Neuropsychiatric Institute is presented. Hewett demonstrates the use of a learning booth with autistic children in a small scale engineered environment.

NOTE: A presentation of all three films in immediate succession provides an excellent perspective of the development of Hewett's conceptualization. A prior reading of 2.2.2. enhances understanding of the film presentation.

4.2. Slides

4.2.1. Haroldson, E., East Detroit Engineered Classroom, eighty 35 mm. color slides with tape and tape script, East Detroit Public Schools, East Detroit, Michigan, 7-28-70.

An application of the Engineered Classroom concept with several modifications to suit local needs.
5.0 Published Curricular Material


A resource reference for teachers. Includes instructional games and activities as techniques for enhancing a reading program. Contains four sections: Vocabulary and Skill Development; Learning to Use Textbooks and Resource Materials; Understanding Content; and Physical Factors, Oral Reading Skills; and Record of Books Read.


Contains 146 art tasks, each with brief, simple directions, list of materials, and example of end product in various stages of completion. A brief rationale is provided for the use of these materials in the Engineered Classroom setting.


Consists of the art tasks in 5.3. produced on separate heavy stock cards which may be kept in the Art Center for permanent and easy access by the pupil.


Contains 85 arithmetic exercises, most of which are ingenious in terms of simplicity and efficiency. The 'Arithmetic Circle' sheets are of special note. A Record of Basic Facts is also included.


Contains 65 vocabulary exercises, each in clear, interesting, and novel layout.
NOTE: 1. Other materials necessary for the operation of the Engineered Classroom and Madison School Plan are printed by the Santa Monica Unified School District, e.g., Work Records Cards, Reading Cards, Pupil Report, Activity Cards.

2. All items can be employed in any setting; reproduction of the work sheets can be done without prior permission from the publisher.

6.0 Applications and Modifications - (Items listed in Alphabetical Order)


An adaptation of the Engineered Classroom concept for primary level EMR children.


Emphasizes desensitization techniques in an Engineered Classroom setting.


Breakdown of the Engineered Classroom for presentation in a training workshop (Frank D. Taylor, Robert Stillwell workshop leaders). Of special interest are various diagrams not found elsewhere in the literature.


An adaptation of Hewett's theories on educational engineering for a pediatric nursing curriculum. Includes a curriculum for management of emotionally disturbed
children and a research design to test specific hypotheses about behavior change in student nurses and patients as a result of the use of the curriculum.


A model of a presentation to the board of education requesting approval to implement an Engineered Classroom in a public school.


An account of an implementation of the Madison School Plan/Learning Center. Portrays strategies employed, problems incurred, adaptations made in a totally volunteer implementation effort.


Includes 20 color photographs and floor plan of the Engineered Classroom concept applied to a regular kindergarten classroom. This product clearly indicates the generalizability of the Engineered Classroom on two other dimensions: age level and setting.

7.0 Index of Names Connected with the Santa Monica Project

Frank M. Hewett,* Professor of Special Education and Chairman, Department of Special Education, University of California, Los Angeles.

Frank D. Taylor, Director of Special Services,** Department of Special Services.

Alfred A. Artuso,*** Superintendent, Santa Monica Unified School District.

*Should not be confused with Hewitt, L.E., or Hewitt, O.J.

** Santa Monica Unified School District, 1723 Fourth Street, Santa Monica, California, 90401
Herbert C. Quay, Chairman, Division of Educational Psychology, Temple University, Philadelphia, Pennsylvania.

Robert J. Stillwell, Director of Special Education.

Michael M. Soloway, Project Coordinator.

Santa Monica Unified School District, 1723 Fourth Street, Santa Monica, California, 90401

**REFERENCE**