The final report of the 2 year project (1971-1972) in Harrison School District 1, Arkansas, funded through Title III, to integrate art and music programs in elementary schools and special classes, and to establish two resource rooms for developing academic and art/music oriented instructional materials for learning disabled (LD), educationally disadvantaged, and educable mentally retarded (EMR) children is presented. The target population is described as consisting of students, grades 1 through 6; EMR students, grades 1 through 9; and LD students, totalling 2,148 rural students served by 312 teachers. Included are program goals and objectives, for the art and music component; and results which show gains on tests, and also that children receiving instruction in art and music programs develop a positive attitude toward self and classroom learning whereas children without the art and music exhibit behaviors indicating boredom and negative attitudes. Given are goals and objectives for the special education component, which involved 15 LD students who achieved an average gain of two grade levels in the resource rooms. Also included is data on five inservice teacher education workshops. Some of the major results reported are retention of one resource room; a teacher initiated individualized instruction classroom program to supplant the discontinued resource room; increased teacher awareness of LD areas; and community action to support cultural and educational programs. Appended are 24 sample documents, such as tests to identify LD children, a checklist for screening LD students, surveys of artists and composers, and a music achievement test. (For related information see EC 052 416). (MC)
END OF PROJECT PERIOD

REPORT

FY 1971-1972

HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER

HARRISON SCHOOL DISTRICT NO. 1

HARRISON, ARKANSAS 72601
HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
HARRISON, ARKANSAS

END OF PROJECT PERIOD REPORT

Submitted under Title III of the Elementary and Secondary Education Act of 1965

Presented by
Harrison School District
School Administration Building, Harrison, Arkansas
E. T. Shuffield, Superintendent

Prepared by
Clarence R. Williams, Ed.D.

Grant Period
July 1, 1971 - June 30, 1972
August 25, 1972

Mr. Fay Bohannon
Coordinator of Title III, ESEA
Arch Ford Education Building
Arkansas Department of Education
Little Rock, Arkansas 72201

Dear Mr. Bohannon:

In the accompanying END OF PROJECT PERIOD REPORT, an attempt has been made to summarize evaluative results by making brief statements as to the over-all outcomes associated with each objective. The accompanying EVALUATION REPORT contains these same statements in summary, but contains much more detail in table form.

Also, included with this report, but bound separately are five copies of our record of QUANTITATIVE DISTRIBUTION OF EQUIPMENT AND INSERVICE TRAINING and five copies of our library catalog, PROFESSIONAL LIBRARY HOLDINGS IN SPECIAL EDUCATION, LEARNING DISABILITIES, AND GENERAL EDUCATION. Three copies each of other dissemination materials developed at HERDC are also included. A brief description of these materials may be found in Section V-C of this report.

Thank you for your help and your patience.

Sincerely yours,

Clarence R. Williams
Director
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STATISTICAL
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<th>Teachers Receiving Inservice Training</th>
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<td>13-18 Years</td>
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4. NUMBER OF HANDICAPPED CHILDREN SERVED WHO ATTEND NON-PUBLIC SCHOOLS

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6. CHILDREN RECEIVING SERVICES - DISTRIBUTION BY DEMOGRAPHIC AREA

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7. TOTAL PROGRAM STAFF FOR HANDICAPPED (COMPONENT OR TOTAL PROJECT)

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<td>Teachers:</td>
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</tr>
<tr>
<td>Teacher Assistants, Teacher Aides</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Clerical Personnel</td>
<td>2</td>
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<tr>
<td>Community Liaison Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Other Personnel</td>
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<td>1/2</td>
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</table>
8. NUMBER OF PUBLIC AND NONPUBLIC SCHOOL STUDENTS, TEACHERS AND COUNSELORS PARTICIPATING

<table>
<thead>
<tr>
<th>Schools</th>
<th>Public</th>
<th>Non-Public</th>
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<tr>
<td>Students</td>
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9. RURAL/URBAN DISTRIBUTION OF PUBLIC AND NONPUBLIC STUDENTS IN DIRECT PARTICIPATION

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<tr>
<th>Area</th>
<th>Number Of Students</th>
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<td>RURAL</td>
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<td>URBAN</td>
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10. PROGRAMS DIRECTED TOWARD NATIONALLY RECOGNIZED PROBLEMS

<table>
<thead>
<tr>
<th>Programs</th>
<th>Number Of Students Served</th>
<th>Amount Granted For Fiscal Year</th>
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<tbody>
<tr>
<td>Reading</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Environment/Ecology</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Equal Educational Opportunity</td>
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<td>$</td>
</tr>
<tr>
<td>Model Cities (Urban, Inner-City)</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Gifted</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Handicapped SLD and EMR</td>
<td>107</td>
<td>375</td>
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<tr>
<td>Guidance and Counseling</td>
<td></td>
<td>$</td>
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<tr>
<td>Drug Education</td>
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<td>$</td>
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<tr>
<td>Early Childhood Education</td>
<td></td>
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<tr>
<td>Other (Specify)</td>
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11. IN-SERVICE EDUCATION FUNDED BY TITLE III

<table>
<thead>
<tr>
<th>Activity Assignment</th>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
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<tbody>
<tr>
<td>Direction and Management</td>
<td>Participants Training Hours (Average)</td>
<td>Participants Training Hours (Average)</td>
<td>Participants Training Hours (Average)</td>
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<tr>
<td>Teaching</td>
<td>96</td>
<td>16</td>
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<tr>
<td>Teaching Aide</td>
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<td>16</td>
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<tr>
<td>Supervision</td>
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<td>16</td>
<td>286</td>
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<tr>
<td>Parent</td>
<td>20</td>
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<td>40</td>
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<tr>
<td>Other Community Persons</td>
<td>20</td>
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<td>40</td>
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### TITLE III PROJECT FUNDING SUMMARY

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<tr>
<th>Year</th>
<th>Date From</th>
<th>Date To</th>
<th>Title III Grant</th>
<th>Other Federal*</th>
<th>Local</th>
<th>Total Budget</th>
<th>Total Expenditures**</th>
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</thead>
<tbody>
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<td>7-1-70</td>
<td>6-30-71</td>
<td>95,000</td>
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<td>7-1-71</td>
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<td>TOTAL</td>
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*Identify...

**Include funds obligated as well as expended.
ABSTRACT

TITLE OF THE PROJECT:

Harrison Educational Research and Development Center

TARGET POPULATION:

1. All elementary students (1-6), Huntsville, St. Paul, and Kingston

2. Educationally disadvantaged elementary children of Harrison (1-6), grouped into nine classrooms in two schools

3. Educable mentally retarded students of Harrison (1-9), grouped into three classrooms

4. Children with identifiable specific learning disabilities in Harrison and Huntsville.

NUMBER OF DIRECT PARTICIPANTS SERVED:

2,148
A. Project Description

The Harrison Educational Research and Development Center was comprised of two major components: One component was an extension of a previous Title III project which aimed at initiating art and music instructional programs in the elementary schools of Madison County and in some special classrooms of the Harrison schools. This component was implemented through inservice training and follow-up supervision, while furnishing equipment and expendable supplies needed for classroom use in carrying out the program objectives. The second component established two resource rooms with specialist teachers and equipment needed for providing individualized instruction for children with specific learning disabilities. These resource rooms served as a base for research and development, using music and art as instructional tools in addition to the use of conventional, accepted methods of instruction. This component was also supported by a program of inservice training aimed at familiarizing classroom teachers and administrators with the educational problems associated with specific learning disabilities. This training aimed at helping the classroom teacher to provide some of these children's educational needs within the classroom, as well as development of the ability to do pre-screening of children with learning disabilities and other educational handicaps.

B. Major Objectives

In the project plan, measurable behaviorable objectives were stated under each goal, activities were planned and carried out, and evaluation was completed at the end of each year for a two-year operational period. The general results
of this evaluation are given in Part II of this report, with a summary in Part II, Section II-D. A more detailed Evaluation Report, which is bound separately accompanies this report.

Following are the major goals of the project:

I. OBJECTIVES FOR ART AND MUSIC

GOAL I-A. To establish and support art and music instructional programs in elementary classrooms (grades 1-6) of participating schools within the project area where such programs do not presently exist.

GOAL I-B. To provide assistance in adapting art and music materials and techniques for instruction of disadvantaged children.

GOAL I-C. To establish and support an innovative, exemplary, experimental project in which art, music and language arts are integrated.

II. OBJECTIVES FOR SPECIAL EDUCATION

GOAL II-A. To establish and support two resource rooms for elementary students with learning disabilities. In addition to carrying out a program of individualized instruction in accordance with accepted practices, these resource rooms will serve as pilot projects in which instructional materials, methods, and techniques will be developed and tested.

GOAL II-B. To assist in adapting and developing instructional materials and techniques involving music, art, and basic studies for use in classrooms for the educable mentally retarded in all participating schools.

III. OBJECTIVES FOR INSERVICE TRAINING

GOAL III-A. To provide inservice training on released time for elementary classroom teachers whose students are assigned to the learning disabilities resource room.
GOAL III-B. To provide inservice training on released time for elementary classroom teachers (grades 1-6) where instructional programs in music and art are to be initiated.

GOAL III-C. To provide inservice training on released time for specialist teachers of children with learning disabilities.

GOAL III-D. To disseminate all instructional materials and techniques developed by this project which prove successful. (Long-range)

C. Activities Used to Achieve Objectives

Activities for carrying out these objectives were implemented in accordance with the original project plan. Following is an outline of activities which constitute the institutional and instructional variables used. Detailed descriptions of these may be found in the Operation Grant Proposal, Fiscal Year 1971 (Revised), pp. 24-41, and in Part II of this report.

1. MUSIC AND ART
   a. Elementary classroom programs
   b. Experimental project, integrating art, music, and language arts

2. SPECIAL EDUCATION
   a. Learning disabilities resource rooms
   b. Educable mentally retarded: program in music and art
   c. Economically and culturally disadvantaged: programs in music and art

3. INSERVICE TRAINING
   a. One-day workshops for elementary classroom teachers

4. CLASSROOM VISITATION AND CONSULTATION
   a. Music and art
   b. Special Education
   c. Follow-up to inservice training
5. RESEARCH AND DEVELOPMENT
a. Instructional materials development in art
b. Instructional materials development in music
c. Instructional materials development for SLD students

6. SERVICES
a. Evaluation and dissemination
b. Media Center
c. Distribution of equipment and supplies

D. Evaluation Strategy

Specific activities were planned for each objective, and an evaluation plan was drawn up and scheduled. A design or sequence of events was graphically illustrated in the plan, linking the evaluation schedule with the schedule of instruction, naming the test instruments to be used.

The proposed evaluation schedule as outlined in the original Operation Grant Proposal, FY 1971 and re-stated in the Continuation Proposal, FY 1972, was followed as closely as was practicable. Minor changes in the plan and the reasons for these changes are described in Part II of this report.

E. Evaluation Findings

Final tabulation of evaluation data showed that students made satisfactory gains toward the achievement of all stated objectives. In some cases these gains were far above expectation, thus lending support to the techniques and methods of instruction used.

As by-products of this project, many useful items of instructional materials and evaluation instruments were developed and disseminated. Copies of most of these materials and instruments are bound separately and submitted along with this report.
PART II
NARRATIVE
PART II. NARRATIVE

I. Objectives, Activities, and Evaluation Results

OBJECTIVES FOR ART AND MUSIC

GOAL IA. To establish and support art and music instructional programs in elementary classrooms (grades 1-6) of participating schools within the project area where such programs do not presently exist.

BEHAVIORAL OBJECTIVES

Cognitive Domain

Objective IA-1. Students will be able to display a knowledge and comprehension of the basic concepts in art and music as measured by teacher-made tests.

Objective IA-2. Students will be able to display a knowledge of music and art history as measured by teacher-made tests.

Elementary students, grades 1-6, of Huntsville, St. Paul, and Kingston comprised the target population for all objectives under Goal IA. In order to achieve these objectives, the following activities were carried out:

1. Inservice training in art and music for elementary classroom teachers.

2. Follow-up demonstration teaching in the classrooms of participating teachers. This was done by the art and music supervisors at the request of the teacher.

3. Instructional programs in art and music were initiated. These were conducted by the classroom teacher under the guidance of supervisors.
4. Classroom supervisory visitation to classrooms where instructional programs had been initiated.

5. Evaluation

**IA-1 and IA-2 in Art.** Evaluative results showed the following cognitive gains in art:

Students who were tested for achievement in knowledge of basic concepts in art over a two-year period showed an average gain of 19 points on a 55-point test for a gain of 35 percent.

The average cognitive gain over a two-year period in art history (Objective IA-2) was 34 percent.

**IA-1 and IA-2 in Music.** First grade students who were tested for achievement in knowledge and comprehension of basic concepts in music (Objective IA-1) showed an average gain in one year (1971-72) from 1.25 to 4.07 on a rating scale of 1 to 5. The average percentage gain for this group was 225.6.

Fifth grade students who were given the Colwell Elementary Music Achievement Test in the Spring of 1971 showed a pre-test average score of 36.7 and, one year later, a post-test score of 39.4. There was a gain of 2.7 points or 7 percent.

During the first year of this project the cognitive gain in music history and appreciation (Objective IA-2) among 4th and 5th grade students was 25 percent. During the second year third grade students had an average pre-test score of 10.7 and an average post-test score of 20.9 of a possible 26 points for a gain of 105.1 percent.
Affective Domain

Objective IA-3 in Art. Students will display positive response to the classroom activities used in carrying out this program of instruction, as measured by teacher-made rating scales.

The art supervisor rated student art works in five different media from four classrooms. These ratings were made in relation to the quality of work done by the students in each medium. The classroom teacher rated each medium in relation to student attitudes toward activities carried out in that medium. The teacher and the art supervisor marked these ratings independently without collaboration, monitored by the project director. A correlation coefficient of .9 resulted from the two sets of ratings, indicating that there is a high relationship between art achievement and student attitude toward or pleasure derived from art activities. The average self-rating on attitude toward art activities as related to five different media was 3.0, out of a possible 5.0, the same as the average rating on achievement given by the instructor and supervisor.

IA-3 in Music. In order to determine interest in relation to three different areas of music study, a preliminary survey was made among 3rd grade experimental students. Results of the interest ratings marked by the students on a 1-5 scale with 5 as highest are as follows: music notation 4.44; knowledge about instruments 4.39; and study about music compositions, 3.60.
Cognitive gain was as follows: music notation, 169 percent; study about music compositions, 102 percent; and study about instruments, 46 percent. Table I shows the parallel between student self-interest ratings and cognitive test results.

**TABLE I**

RESULTS OF INTEREST AND KNOWLEDGE RATINGS
OF AN EXPERIMENTAL THIRD GRADE CLASS
(Average Scores)

Objective IA-2 - IA-3

<table>
<thead>
<tr>
<th></th>
<th>INTEREST SELF RATING</th>
<th>COGNITIVE TEST RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-Interest Survey</td>
<td>Post-Interest Survey</td>
</tr>
<tr>
<td>Music Notation</td>
<td>4.44</td>
<td>4.00</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Possible Score</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Pre-Test Score</td>
</tr>
<tr>
<td></td>
<td>2.44</td>
<td>Post-Test Score</td>
</tr>
<tr>
<td></td>
<td>6.56</td>
<td>Possible Score</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Percentage Gain</td>
</tr>
<tr>
<td>Study about Music Compositions</td>
<td>3.60</td>
<td>4.84</td>
</tr>
<tr>
<td>Study about Musical Instruments</td>
<td>4.39</td>
<td>4.61</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>34</td>
<td>3.72</td>
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<td>7.61</td>
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<td></td>
<td>102</td>
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<td></td>
<td></td>
<td>46</td>
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<td></td>
<td></td>
<td>11</td>
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<tr>
<td></td>
<td></td>
<td>46</td>
</tr>
<tr>
<td>TOTAL AVERAGE GAIN</td>
<td></td>
<td>105.6</td>
</tr>
</tbody>
</table>

The average affective survey data showed an increase from pre- to post-test of 4.14 to 4.48 or eight percent.
Psychomotor Domain

Objective IA-4. Students will develop manipulative and precision skills in music and art performance as observed by classroom teachers and consultants and recorded on a teacher-made scale.

IA-4 in Art. Random samples of paired art works of 18 students were drawn from those of the total enrollment of four classrooms. Each paired sample represented two art works by the same student completed several months apart. Without knowledge of the order in which these works were completed, two artists judged each pair on the basis of maturity, selecting the one of each pair which showed more maturity in the use of manipulative skill.

As a result of the first year's evaluation the judges agreed that 50 percent showed increased maturity on the second work, while they agreed that only 17 percent showed no gain. The judges disagreed on 33 percent.

An average of 48 percent of the students in each classroom showed increased maturity in their art works within a period of only a few months.

A sample of seven students were pre- and post-tested again in 1971-72. The same method of scoring was used as in the previous year. This time, the same judges agreed that of this sample the same percentage (57 percent) showed gain in maturity both years.
From subjective examination of the data there is indication of a direct relationship between student gain in manipulative skills and the following instructional variables: (1) teacher experience in art, (2) time allotted for art activities in the classroom, (3) teacher attitude toward art, and (4) teacher acceptance of the HERDC instructional and supervisory programs.

**IN-4 in Music.** Students who were evaluated in psychomotor skills related to music (basic locomotion and rhythmic activities) scored an average rating of 3.07 on a rating scale of 1-5 with 5 as highest. (These students had received some instruction previous to the pre-test.) The post-test average was 3.95 with a gain of 28 percent.

Control groups with no instruction showed no gain. A comparison between experimental and control groups indicates that most students do not learn basic locomotor or rhythmic skills without instruction.

**GOAL IB.** To provide assistance in adapting art and music materials and techniques for instruction of disadvantaged children.

**BEHAVIORAL OBJECTIVES**

**Cognitive Domain**

**Objective IB-1.** Students will be able to display a knowledge and comprehension of the basic concepts in art and music, as measured by teacher-made tests.

**Objective IB-2.** Students will be able to display a knowledge and comprehension of music and art history as measured by teacher-made tests.
Educationally disadvantaged children, (grades 1-6) who were shown to be one or more grades below their age level in achievement were grouped in special classrooms. Nine such classrooms in Harrison, plus several classrooms in Huntsville were given music and art instruction. The same pattern of activities was followed for these students as for average achievers, following a pattern of inservice training, demonstration teaching, and supervision. The amount of participation, however, was diminished due to teacher concern for achievement in basic studies.

The test design originally planned for objective IB-1 in art was not followed because there was little opportunity to teach basic concepts in art to these groups. These classrooms contained many low achievers, and the teachers generally felt the need to emphasize language and math skills.

A survey was made among five teachers to determine the amount and kind of art subject matter being included in the instructional program. The results of the teacher self-rating scale, show a combined average of 59 percent. This shows that the five teachers surveyed judged themselves to be including 59 percent of the subject matter suggested in the Art Concepts and Terminology list (see Appendix L). This list was compiled by the art supervisor as a representative list of concepts that elementary students should experience at these grade levels; however, 100 percent would only be expected in ideal situations where there is no teacher overload. This survey was not conducted again during the second year.
Further testing under Objective IB-1 was done during the first year among 31 sixth grade students in one classroom to determine the amount of gain in knowledge of art concepts over a three-month period. This group showed an average gain of 12 percent during that period, however, the scores were low: 67 percent average on pre-test and 79 percent average on post-test.

Further testing could not be done with this group, as they were promoted to the 7th grade.

A sample of nine students were selected and pre-tested during the first year, and they were post-tested near the end of the second year. Following is a description of how this evaluation was carried out:

Drawings and paintings made by nine educationally disadvantaged students of two years were compared. The art work was made during April and May of each year. The students were from ungraded classrooms. Seven students had the same teacher both years. Two students, A and N, had the same teacher that the others had during the first year, but they were enrolled under a different teacher the second year.

Evaluation criteria used three visual arts concepts: color, line, and texture. Ratings were made of the skill each student displayed when working with color, line, and texture. Before being tested, the children had experienced a structured learning program in the areas of color, line, and texture. Color was
taught during the first year, and line and texture were taught during the second year. During the second year, the teacher included color in classroom discussion. Test results showed an average gain of .16 points or 6 percent. Ratings were on a 1-5 scale, with 5 as the highest score.

Objective IB-2 in Art. There was no opportunity to include the instruction of art history in the curriculum of this group during the first year; however, there was some exposure to famous artists and their works during the second year. A pre-test, "Survey of Artists," was administered to a sample of 12 students in the spring of 1971. The same test was given to the same students as a post-test one year later. The test results showed a 15 percent over-all average gain for all students, although it was obvious that the test was too difficult for this group. This test required each student to place a check mark by each name of an artist, choosing these from a list of artists and other famous persons arranged in random order. A sample of this test may be seen in APPENDIX I.

IB-1 and IB-2 in Music. In the fall of 1970 one class of disadvantaged students had very limited skills in understanding the basic music concepts of high-low, fast-slow, even-uneven and loud-soft. On a group test these students scored 1.25 out of a possible 5 on a scale of 1-5. One year later these students scored an average of 3.37 on individual tests,
and in the spring of 1972 their average score was 4.17. Gain over the
two year period was 233.6 percent.

Formal instruction and testing in music history was not attempted
(IB-2); however, use was made of audio-visuals in introducing master-
pieces of music, and these children responded positively. As evaluated
by observation, students' listening skills were improved through use of
these audio-visuals.

Affective Domain

Objective IB-3. Students will respond positively to and display a
value for the school environment, as demonstrated through their school
attendance, self-direction and social adjustment, measured by teacher-
constructed opinion surveys, rating scales, anecdotal records and attend-
ance records.

IB-3 in Art. There was no opportunity to observe student self-
direction and social adjustment through art activities. There was no
control group of comparable students available with which to make
comparison.

IB-3 in Music. Students responded positively and displayed a value
for school environment as demonstrated through their self-direction and
social adjustment measured by observation of teachers and the music
consultant and recorded in anecdotal accounts.

Observations were made throughout the year on the students' abilities
to communicate verbally, kinesthetically, and on their apparent levels
of self-confidence in music class.
At the beginning of the first year, members of this group exhibited much uncertainty and shyness. After a period of two months, this shyness was replaced with uncontrolled boisterousness which was evidenced particularly in dramatic or rhythmic activities. By mid-term, however, the general response had become more accurate and controlled. By March 15, children made appropriate physical responses in regard to directional walking and also participated in expressing abstract ideas and reasoning.

During the second year the teacher reported that these children requested to do rhythmic activities ("to move to music"). The teacher also reported that the accuracy of these students in performing rhythmic activities exceeded that of some of the regular classes.

One student, who at the beginning of this project was exceedingly withdrawn, would not speak with adults, and exhibited destructive tendencies, showed remarkable progress in social adjustment. By the end of the second year, he excelled in rhythmic activities, could sing well in tune (although he still has trouble with words) and did some outstanding work in art. He appears to be happy and has made some progress in his academic work.

School attendance records were not considered as a part of this evaluation.

Psychomotor Domain

Objective IB-4. Students will develop manipulative and precision skills in music and art performance as observed by classroom teachers and recorded on a teacher-made scale.
<table>
<thead>
<tr>
<th>STUDENT</th>
<th>MOTOR CONTROL OF FILLING SPACES</th>
<th>SURENESS OF LINE FORMATION</th>
<th>VARIETY OF SHAPE FORMATION</th>
<th>PERCENTAGE POINTS GAINED</th>
<th>GAIN</th>
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<td>B</td>
<td>3</td>
<td>2</td>
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<td>3.28</td>
<td>3.83</td>
<td>2.11</td>
<td>5.48</td>
</tr>
</tbody>
</table>

TABLE II

(Objective IB-4)

STUDENT MANIPULATIVE AND PRECISION SKILLS AS OBSERVED IN ART WORKS.
**IB-4 in Art.** Student art works were used for judgment of manipulative and precision skills as a pre-test during the first year. As these skills needed to be observed and measured over a longer period of time than was allotted by the first year's evaluation design and schedule, the 1970-71 scores were used as pre-test scores only. Each skill for each student was rated on a scale of 1-5. This judgment was made by artists, and their ratings were averaged to obtain the results shown in Table II.

The same artists judged both the pre- and post-test. Test results showed an average gain of 101 percent over a one-year period for educationally disadvantaged students where teachers were receiving inservice training and supervision through this program.

**IB-4 in Music.** Students developed manipulative and precision skills in music as observed by consultant and teacher and recorded on a rating scale designed by HERDC. Evaluation of psychomotor skills was made in relation to rhythmic activities which were used for teaching basic concepts to these students.

Skills which were rated included hopping, skipping, and step-hopping done in a prescribed tempo. Other skills which were rated were those of making physical responses to fast-slow patterns and even-uneven patterns. On a group test done at the beginning of the first year (fall 1970) these students scored 1.58. Individual tests were then given in the spring of 1971, in the fall of 1971, and in the spring of 1972. Only seven students received all three individual tests: therefore, only
those scores are included in this evaluation report. The gain for the two year period was from 1.58 to 4.80 or 204 percent.

In many areas of rhythmic activities this class was superior to many regular classes.

GOAL IC. To establish and support an innovative, exemplary, experimental project in which art, music, and language arts are integrated.

QUESTIONS TO BE ANSWERED (As stated in the project plan)

Answers to the following questions will be sought as an outcome of this experimental project:

1. Can non-musician and non-artist classroom teachers successfully teach music and art, integrating these subjects with language arts?
2. Will the integration approach be a help or a hindrance in scheduling?
3. Will classroom teachers accept and carry out this approach with positive attitudes?
4. Can adequate instructional materials be adapted or developed to enable students to comprehend true relationships among these disciplines?
5. Can adequate activities and instructional techniques be developed to provide favorable learning situations, while developing and maintaining positive attitudes among students?
6. Are the relationships among these disciplines strong enough to provide basis for development of 'natural' learning activities?
7. Will student achievement through this approach be comparable to that of students in a control group, in art, music, language arts, and other basic studies?

EVALUATIVE OUTCOMES RELATIVE TO THE ABOVE QUESTIONS

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER BASED ON EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teacher of this pilot project was successful in maintaining a well-balanced program; however, her abilities are exceptional and it is logical to assume that many teachers would fail. At any rate, some assistance is needed from art and music specialists.</td>
</tr>
<tr>
<td>2.</td>
<td>Much time is required in planning the classroom activities so that all subject matter is included in a logical and related fashion. Each succeeding year of this practice should become less difficult and less time-consuming. The integration approach can become a help to scheduling after the basic work is done in planning units of study and associated activities.</td>
</tr>
<tr>
<td>3.</td>
<td>It was not determined whether or not classroom teachers would accept and carry out this approach with positive attitudes.</td>
</tr>
<tr>
<td>4.</td>
<td>Three units were developed to serve as proof that adequate instructional materials can be developed. These units have been proven in the classroom.</td>
</tr>
<tr>
<td>5.</td>
<td>Students in this class scored above the over-all average of all groups tested, using the HERDC Student Self-Image Survey.</td>
</tr>
</tbody>
</table>
6. Inter-disciplinary relationships are present in a well-chosen subject core. Care should be taken in planning units so that socio-economic and cultural aspects of various peoples in various geographical locations within a specified time span can be studied.

7. No control group was used to make this comparison.

PRIMARY OBJECTIVES FOR GOAL C

1. To assist three classroom teachers (one of each, 4th, 5th, and 6th grades) in developing instructional techniques and materials for integrating visual arts and music with language arts and communication skills. (OUTCOME: Only one teacher was available, Grade 5.)

2. To compare the achievement scores of the experimental group with achievement scores of a control group to determine the effects on an enriched, integrated curriculum on achievement in knowledge, comprehension, and application (cognitive domain) achievement in manipulative and precision skills (psychomotor domain) and development of positive responses to the school environment (affective domain). Test and rating scores of the experimental and control groups will be compared in the subject areas of fine arts, language arts, social studies, and other basic studies. (OUTCOME: No comparison of cognitive achievement was made.)

3. The data gathered through testing will be processed by appropriate
statistical analysis. (OUTCOME: This will be reported in detail in the Annual Evaluation Report FY 72.)

BEHAVIORAL OBJECTIVES

Cognitive Domain

Objective IC-1. Students will be able to display a knowledge and comprehension of the basic concepts in art and music as measured by teacher-made tests.

Objective IC-2. Students will be able to display a knowledge of music and art history as measured by teacher-made tests.

Objective IC-3. Students will be able to apply knowledge and skills in music and art to activities and self-directed study in the language arts as observed and rated by classroom teachers and consultants.

IC-1,2,3. In order to establish and carry out this pilot project it was necessary to find a teacher who was willing to take the responsibility of planning, evaluating, and reporting the results of classroom instruction. One fifth grade classroom was chosen as the experimental group for this project.

The unit method of instruction was used as the basic approach to integrating the subject matter of language arts, fine arts, social studies and career awareness.

Units were planned by the classroom teacher. HERDC staff assisted in the search for resources and instructional materials for each unit. Activities were planned, scheduled and carried out according to a pre-planned schedule. During the course of each unit of study, the teacher
recorded pertinent facts concerning the schedule, the resources and materials used, the objectives, etc. These units were then refined and written up in such a manner that other teachers may use them in their own classrooms.

The refinement and writing of these units became the prime objective of this pilot project; therefore, the original evaluation plan was not followed. The consensus of opinion among the supervisors, the director and the teacher was that these units could be more beneficial to other teachers than cognitive achievement scores in art and music. These students participated in more music and art activities than did other classes in the same school; therefore, their achievement was in no danger of suffering as a result of their method of instruction.

As a part of this innovative approach to subject matter integration, three typewriters were placed in the classroom, and each student was scheduled for typing practice, using the regular touch system on covered keyboards. All students learned the keyboard during the year and several became proficient enough to type letters and written assignments by the end of the school term. As a result of this experiment, there is strong evidence that the fifth grade is not too early to begin typing instruction, provided a competent teacher is available. Students of this age are strongly motivated to achieve in typing.

Further experimentation needs to be done by providing further typing instruction for some of these highest achievers throughout the next three
or four years to determine what degree of typing proficiency can be reached and to determine whether or not this high motivation can be sustained. Also, it might be beneficial to know whether or not the early development of typing skills has any influence on student achievement in other language skills.

**Affective Domain**

**Objective IC-4.** Students will display throughout the year a sustained positive response to classroom activities used in carrying out this integrated program of instruction, as demonstrated through attitudes recorded in teacher-made survey check-lists and anecdotal records.

**Objective IC-5.** Students will display a value for seeking knowledge beyond the limitations of lesson assignments as demonstrated by their self-directed activities and recorded in teacher-made survey check-lists and anecdotal records.

**Objective IC-6.** Students will display positive response and a value for the school environment as demonstrated through their self-esteem and their self-directed activities as measured by teacher-made rating scales.

**IC-4,5,6.** Students did maintain a high regard for participation in all student-centered activities. Student self-direction was evidently a by-product of this approach to teaching.

The HERDC Student Self-Image Survey was administered to this group with the following results:

The average class score was 3.84 out of a possible 5.00 on all items, which is .02 higher than the combined average of all groups.
tested. The only group tested that scored higher than this group was SLD students who were following a schedule of individualized instruction where strengthening of the self-image was one of the prime objectives.

There was no significant correlation between individual scores on the self-image survey and the first semester grade averages.

**Psychomotor Domain**

**Objective IC-7.** Students will develop manipulative and precision skills in music and art performance as observed by classroom teachers and recorded on a teacher-made rating scale.

**IC-7.** The evaluation plan devised for measurement of achievement toward this objective was not followed, as other goals appeared to be more worthy of achievement. This decision was made when it became apparent that the study units being used could be refined, written, and made available to other teachers. The classroom teacher did not have time to carry out the planned evaluation scheme and also develop the units of study.

**OBJECTIVES FOR SPECIAL EDUCATION**

**GOAL A.** To establish and support two resource rooms for elementary students with learning disabilities. In addition to carrying out a program of individualized instruction in accordance with accepted practices, these resource rooms will serve as pilot projects in which instructional materials, methods and techniques will be developed and tested.
BEHAVIORAL OBJECTIVES

Cognitive Domain

Objective II A-1. Students with specific learning disabilities will show an increase in knowledge and comprehension in their one or more areas of disability (processes of speech, language, reading, spelling, writing, or arithmetic) as measured by standardized tests, teacher-constructed tests and tests constructed by personnel at the Child Study Center, University of Arkansas Medical Center, Little Rock.

II A - 1. One SLD resource room was established in Harrison and one in Huntsville. Fifteen students were enrolled for individualized instruction in each resource room for a period of two years. Students were selected for this special instruction on the basis of psychological and educational testing. All were achieving at least one year below grade level in one or more subjects, and all had an I. Q. score of 90 or above.

Both conventional and innovative approaches to instruction were used, placing major emphasis on each child’s disability area. Following are the results of evaluation over the two-year period:

On language skills and arithmetic, over a two-year period, all SLD students in the Huntsville Resource Room gained an average of two grade levels in their disability areas, scoring an average of 83 percent on the tests administered, on their highest attained grade levels.
A different evaluation scheme was followed in the Harrison resource room; therefore, test results are stated in terms of percentage gain for each subject area. These results were as follows:

<table>
<thead>
<tr>
<th>SUBJECT AREA</th>
<th>AVERAGE 2-YEAR GAIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>120.47 percent</td>
</tr>
<tr>
<td>Letter Sounds</td>
<td>59.07</td>
</tr>
<tr>
<td>Perceptual Motor Skills (Visual)</td>
<td>9.80</td>
</tr>
<tr>
<td>Gross Motor Skills</td>
<td>59.00</td>
</tr>
</tbody>
</table>

Over a two-year period, seven Harrison SLD students made an average gain of 3.43 grade levels in composition skills and an average gain of 2.50 grade levels in reading.

Handwriting samples were kept for each Huntsville student who was having writing difficulty. In the final evaluation report for this project, the pre-test sample is displayed along with the post-test sample for each child.

Also, anecdotal records on each child, as kept by the Huntsville resource room teacher, are included in the final evaluation report. These records which do not identify the children by names could be beneficial to other resource room teachers in determining a course of action for teaching SLD children.
Affective Domain

Objective II A-2. Students will display a positive response and value for the school environment as demonstrated through their self-esteem and their self-directed activities as measured by teacher-made rating scales.

II A-2. In the affective domain, it was learned that these students rated themselves high, using the HERDC self-image survey scale. Their average (one resource room) was 3.99 out of a possible 5.0. This was the highest average score made among the five groups tested. The high score may be attributed to the fact that there was special effort to elevate student self-image within this group. Also, the individual attention given to these students by the instructor probably helped the students to feel good about their achievements.

Psychomotor Domain

Objective II A-3. Students whose learning disabilities are related to a sensory deficit in motor response will show gain in imitation and manipulation as related to the processes of speech, language, reading, writing, and arithmetic, as measured by observation by specialist teachers and consultants.

II A-3. A sample testing showed a gain of 9.3 percent between pre- and post-test over a two-year period on visual perceptual motor skills, and a gain of 59 percent on gross motor skills.
GOAL II B. To assist in adapting and developing instructional materials and techniques involving music, art, and basic studies for use in classrooms for the educable mentally retarded in all participating schools.

BEHAVIORAL OBJECTIVES

Cognitive Domain

Objective II B-1. Students will show an increase in knowledge and comprehension in basic studies, especially in communications skills, as measured by standardized achievement tests and teacher-made tests.

Affective Domain

Objective II B-2. Students will display positive response and value for the school environment as demonstrated through school attendance, self-direction and social adjustment, measured by teacher-made opinion surveys, rating scales, anecdotal records and attendance records.

II B-2. Two EMR classrooms of Harrison participated in this effort (one each from elementary and secondary levels). The teachers received workshop instruction for the purpose of planning instructional programs in art and music for this special group of students. Supervisors scheduled follow-up classroom visitation for the purpose of assisting teachers with their instructional programs. Specific activities were recommended and instructional materials were furnished.

No attempt was made to follow the evaluation scheme planned for this group, as there was little chance of providing evidence of a relationship between achievement in the basic studies and the program for an enriched curriculum. There was no control group available for comparison.
An instructional program was carried out, however, and it was evident from observation that the participants, both students and teachers, benefited in the areas of cognitive, affective, and psychomotor development. Also several instructional units in music and art were prepared for these students.

OBJECTIVES FOR INSERVICE TRAINING

GOAL III A. To provide inservice training on released time for elementary classroom teachers whose students are assigned to the learning disabilities resource room.

BEHAVIORAL OBJECTIVES

Cognitive Domain

Objective III A-1. Classroom teachers will be able to display knowledge and comprehension of the basic educational problems of children with learning disabilities, and will be able to apply this knowledge and comprehension to students' special needs in the classroom environment. Their achievement will be measured by tests constructed by specialist consultants.

Affective Domain

Objective III A-2. Classroom teachers receiving training under this program will respond positively to the program of instruction as measured by their responses on rating scales and by their follow-through activities, as observed by specialist consultants.

III A-1, 2. It was determined at the beginning of the program that classroom teachers whose students would be scheduled to spend a part of
each day in the SLD Resource Room would need inservice training through which they could gain insight into identification and instruction of children with specific learning disabilities. One-day workshops were carried out for this purpose. As a follow-up to this instruction, the SLD resource room teachers held informal conferences with these teachers concerning their students' progress in both the resource room and the regular classroom. Through this effort, the classroom teachers functioned as a part of the effort to give individualized help to these handicapped students. Resource room teachers have reported that this system of open communications has been beneficial in bringing about the success of the program. These teachers displayed a knowledge of the problems and were able, therefore, to assist with the over-all program.

The results of a survey scale on teacher attitudes concerning the workshops showed that the average rating given the workshops by all teachers attending was 4.3 out of a possible 5.

Cognitive test results of a 5-day workshop are as follows: pre-test average, 8.62 or 53.8 percent; post-test average, 14.94 or 93.4 percent.

GOAL III B. To provide inservice training on released time for elementary classroom teachers (grades 1-6) where instructional programs in music and art are to be initiated.

BEHAVIORAL OBJECTIVES

Cognitive Domain

Objective III B-1. Teachers will be able to display knowledge and comprehension of basic concepts in art and music as measured by tests.
Objective III B-2. Teachers will be able to display knowledge, comprehension, and application of instructional techniques as demonstrated by their ability and success in follow-through activities in the classroom. These follow-through activities will be measured by rating scales constructed by specialist consultants.

III B-1, 2. Teachers who participated in this phase of the program included all elementary classroom teachers of Madison County, nine teachers of educationally disadvantaged students in Harrison, and three EMR specialists of Harrison. All inservice training was followed up by classroom visitation by the art and music supervisors. These visits were for the purpose of consultation and demonstration as part of the effort required to assist teachers to initiate and sustain programs of music and art instruction in their classrooms.

The supervisors also assisted teachers in planning special music programs and art displays for the school and community. These were used as motivational tools for both students and teachers.

Evaluative results of cognitive achievement in these workshops showed an average score of 4.37 out of 10 possible on pre-test and 8.87 on the same test as a post-test, for a gain of 102 percent.

Affective Domain

Objective III B-3. Classroom teachers receiving training under this program will respond positively to the program of instruction as measured
by their follow-through activities, as observed by specialist consultants.

Attitude survey forms were filled out by each participating teacher following each workshop. The average rating given by all participants on all items for all workshops was 4.31 on a 1-5 scale, with 5 as the highest possible score.

GOAL II C. To provide inservice training on released time for specialist teachers of children with learning disabilities.

BEHAVIORAL OBJECTIVE

Cognitive Domain

Objective III C-1. Teachers will be able to display comprehension of and demonstrate application of the use of specially developed instructional materials, as demonstrated by their follow-through activities in the resource rooms. Follow-through activities will be rated by a scale constructed by the specialist consultants.

III C-1. The two specialist teachers were allowed released time to meet at the Center with other members of the project staff. These sessions were informal, and they focused on finding solutions to specific problems in carrying out the program of resource room instruction. All sessions produced positive results. The line of communications was always open among the administrative staff, specialist teachers, and the team of consultants.

No formal evaluative activity was carried out for this phase of inservice training, as it was always apparent from immediate feedback that these activities were producing the desired results.

-39-
GOAL III D. To disseminate all instructional materials and techniques developed by this project which prove successful. (Long range)

BEHAVIORAL OBJECTIVE

Cognitive Domain

Objective III D-1. Specialist teachers and classroom teachers will be able to display knowledge, comprehension, and demonstrate application of newly-adapted instructional materials and/or techniques, as demonstrated by their success in carrying out follow-through activities in the classroom. Knowledge and comprehension will be measured by tests constructed by specialist-consultants, and the application will be measured by rating scales and by compilation of quantitative data.

III D-1. During the second year of operation five workshops were conducted on the subject of Specific Learning Disabilities. These workshops focused primarily on familiarizing teachers, school administrators, specialists, and parents with the educational aspects of the SLD problem. The total attendance of these workshops was 538.
<table>
<thead>
<tr>
<th>DATE</th>
<th>LOCATION</th>
<th>NO. OF PARTICIPANTS</th>
<th>NO. OF SCHOOLS</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 26, 27, 1972</td>
<td>Little Rock</td>
<td>147</td>
<td>93</td>
<td>2 days</td>
</tr>
<tr>
<td>February 10 &amp; 24, 1972</td>
<td>Fayetteville, U of A</td>
<td>28</td>
<td>4</td>
<td>2 days</td>
</tr>
<tr>
<td>May, 1972</td>
<td>Harrison</td>
<td>3</td>
<td>1</td>
<td>1 day</td>
</tr>
<tr>
<td>October 18, 1971</td>
<td>Hot Springs</td>
<td>150</td>
<td>100</td>
<td>3, 1 hr. sessions</td>
</tr>
<tr>
<td>December 3, 1971</td>
<td>Memphis</td>
<td>210</td>
<td>150</td>
<td>1 day</td>
</tr>
</tbody>
</table>
Table III shows a list of dissemination workshops conducted by the project staff during FY 1972.

Cognitive and affective evaluation and feedback on the Dissemination Workshop in Little Rock, January 26-27, 1972, shows the effectiveness of the techniques of presentation used by this staff. Following are the results of that workshop:

An evaluation of this workshop was made by the HERDC staff in two areas: affective and cognitive. The affective evaluation consisted of a check list rating sheet which was distributed to participants attending the last session, plus comments made by these people concerning their personal observations of this workshop.

The cognitive evaluation was made by a comparison of results of a pre- and post-test.

A description of evaluation procedures plus the results follows:

AFFECTIVE EVALUATION

Check-list Rating Sheets

At the end of the final session of this workshop, participants were asked to rate its effectiveness by marking an evaluation form provided by HERDC. Five items were included on this form, and ratings were made from five choices on each item. Numerical ratings were assigned to each item with 5 as highest and 1 as lowest. Participants were not required to sign these evaluation forms. Fifty-two participants responded.

Ratings are as follows:

<table>
<thead>
<tr>
<th>ITEM</th>
<th>AVERAGE RATING</th>
<th>POSSIBLE RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of instruction</td>
<td>4.37</td>
<td>5.00</td>
</tr>
<tr>
<td>Amount of insight received into the types of problems children have in learning</td>
<td>4.42</td>
<td>5.00</td>
</tr>
<tr>
<td>Understanding gained of own students' problems</td>
<td>4.42</td>
<td>5.00</td>
</tr>
<tr>
<td>Usefulness of teaching techniques learned</td>
<td>4.33</td>
<td>5.00</td>
</tr>
</tbody>
</table>
ITEM

<table>
<thead>
<tr>
<th>Gain of confidence in ability to find ways to help own students</th>
<th>AVERAGE RATING</th>
<th>POSSIBLE RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.16</td>
<td>5.00</td>
</tr>
<tr>
<td>Average of all ratings</td>
<td>4.28</td>
<td>5.00</td>
</tr>
</tbody>
</table>

Participants were also asked to make comments concerning what they liked best and what they liked least about the workshop. All comments have been copied verbatim and are included in Appendix W.

COGNITIVE EVALUATION

A pre-test was given to all attending the first workshop session; however, only 18 of those were present when the post-test was given.

Thirty-two items were included on this test with a possible score of 16. The average pre-test score was 10.5, and the average post-test score was 13.5. The average gain was 29 percent.

Only the papers of those taking both tests were included in these figures.

In May the State Title III Dissemination Office conducted a survey among those attending the January 26-27 workshop on Learning Disabilities. Of those responding, fourteen were using techniques learned in the workshop; four said they were not. Twelve others said they plan to use some of the methods or techniques in the fall. In addition, there were thirty requests for additional workshops of more in-depth types of information regarding the instruction of children with specific learning disabilities.

Some of the types of workshops requested include the following:

- Workshops for Regular Classroom Teachers
- Workshops for Superintendents
- Workshops for Parents
- Demonstrations Using Video Tape
- Small Group Workshops
  (To provide opportunity for individual participation)
- Workshops on Approaches for Older SLD Students
All responses to questions on the survey form are included in another section of this report.

Additional requests for information during the 1971-72 year include 19 inquiries from 16 different states. One principal from southern Arkansas brought two classroom teachers to Harrison for a one-day conference in May.

One request for a January 1973 workshop at Harrison has been made by a professor at Upper Iowa University, Fayette, Iowa. This workshop would be part of an interim period course study.

Following is a summary of a survey conducted by the Dissemination Office of the Arkansas Department of Education.

Those attending the Workshop on Learning Disabilities at Little Rock on January 26-27 found the material presented there useful. Fourteen said they were actually using techniques learned in the workshop, four said they were not. Another 12 said they planned to use the ideas next fall. Some of the districts which are now using the Harrison Center techniques are:

1. Arkadelphia, where 74 children with reading difficulties are now using the visual and auditory perceptive materials.

2. North Little Rock, where five children are using needlework to strengthen motor coordination. New uses for materials already on hand were found to reorganize its curriculum.

3. Jonesboro, where a resource room was established.

4. Little Rock used the material for parents at a mothers’ club meeting.

5. Paragould is using materials to reorganize curriculum for SLD children.

6. Fort Smith has reached 276 teachers with bulletins which are used to inform them about workshop methods.

Arkadelphia is planning to set up an SLD resource room in the fall, and Searcy is working toward that goal. Several other districts have similar plans if funds are available.

A dissemination project is being planned by the Harrison Center and the requests for further help made in this report will be channeled there.
II. General Results

A. MAJOR CHANGES BROUGHT ABOUT

On the basis of student success and teacher-parent acceptance of this project, the SLD Resource Room will be continued under local support in the Harrison Schools. In addition, a second resource room has been added within the school system.

Due to lack of funds, the Huntsville Resource Room will be discontinued; however, acceptance of this program by the Huntsville teachers and administrators has been demonstrated by the fact that the resource room teacher was asked to conduct a series of workshops for the Huntsville teachers, helping them to develop a plan for individualized SLD instruction that can be carried on by the classroom teachers. Regardless of whether or not this plan will be carried through to successful completion, the acceptance of this program has been clearly demonstrated through this effort.

B. EVALUATION AND FEEDBACK

Early in the project period, it became evident that major emphasis must be devoted to familiarizing school personnel and parents with the problems of specific learning disabilities, and that rather than devote effort solely to the development of innovative instructional materials, the greatest need was for the development of pre-screening tools and other instruments needed for identifying and placing the SLD child for instruction. There was overwhelming evidence from the outset of the project that there was little awareness or understanding of specific
learning disabilities as a definable problem, separate from other learning handicaps. Teachers insisted on thinking of all under-achievers as being in one or more of the following categories.

1. Low mentality (EMR)
2. Poor background
   a. Socially deprived
   b. Economically deprived
   c. Under-nourished
3. Emotionally disturbed, or maladjusted, due to environmental factors
4. Lack of interest
5. Poor physical health
6. Acuity problems of sight or hearing
7. Discipline problems

Many misconceptions as to the nature of the SLD problem were found to stem from the attempt to adjust prior knowledge of other problem areas to explain this relatively new area of specific learning disabilities. It was found that these preconceived notions are hard to dislodge; and that in order to do so effectively, one must be able to cite many detailed case histories which parallel, in some way, the teacher's prior knowledge of other similar students. This technique has been successfully demonstrated by the project staff in all of its dissemination activities.

This project has assisted the Harrison schools in development of a method of instructing SLD students through the use of teacher aides. This practice is likely to continue in some modified form throughout the coming years. Perhaps the
The greatest benefit derived from this phase of the project is that the classroom teachers have become involved with identification and instruction of children with learning disabilities. Most teachers who have had the training and experience afforded through this project no longer think of the SLD child as merely a discipline problem. As a result of individualized help these students are adjusting to the school environment and are pleased with their own ability to succeed. This method of SLD instruction is worthy of emulation, and it will be described to personnel of other schools during the dissemination period scheduled for the coming year.

Community acceptance of the project has been enthusiastic. Project staff members have been invited to speak at many public gatherings, and the immediate feed-back from these appearances has always been enthusiastic and highly positive. It seems likely that the Harrison community will continue to expect to have special instruction for SLD students in their public schools. This attitude could never have been developed without the Title III effort.

The fine arts component which operated primarily in Madison County has been equally successful in that the students, teachers, administrators, and parents became involved in promotional activities which culminated in public displays of student skills in art and music. These activities were so successful that there is strong incentive now for the continuation of the instructional program of art and music in the public schools of Madison County. Due to its larger enrollment, Watson Elementary School in Huntsville was most successful in its promotional activities involving public viewing. All administrators of all participating schools displayed the highest degree of cooperation and support for the project, which proved a major factor in the program's success in Madison County.
C. INFLUENCE ON OTHER ACTIVITIES

The presence of fine arts oriented personnel on the staff has indirectly influenced the development of many community sponsored activities connected with the arts. Following is a list of activities which were developed during a previous Title III project, and have continued to benefit by the presence of Title III personnel in the community.

1. The North Central Arkansas Concert Association has developed from a $900 a year project to an annual budget of $16,000, bringing nationally-known concert groups to Harrison for performances. These performances have always been fully supported by the local community with some assistance from the Arkansas Arts Council and the National Endowment for the Arts.

2. The Harrison Art League has developed from a faltering social club made up of art enthusiasts to an organization actively participating in its own educational program in which many prominent artists and art educators throughout the region participate.

3. Dance classes continue to grow in numbers and the talent grows in quality from year to year. Public support for this educational service is at an all-time high.

4. The media center library serves both the school and the community. This library, developed through a previous Title III project is currently maintained by the Harrison School District, and a plan is being developed for sharing this facility region-wide. It is currently being used by the local schools, Head Start programs, Day Care Centers and by schools in the outlying region whose teachers were formerly Title III staff members.
5. There is presently much community interest in building a community center and auditorium. This interest has increased in proportion to the build-up of activities promoted by Title III personnel.

6. There is a growing interest among teachers in the idea of individualizing instruction. This is, in part, a result of the type of inservice training they have received through this project.

7. Perhaps the greatest benefit derived from this and previous Title III projects is the community's growing awareness of itself as a cultural and educational center for the region. Increased community pride as a result of this awareness has become strongly evident. Attainment of this level of community attitude toward education has been a prime objective of Title III throughout two projects.

D. SUMMARY

1. Project Components

The evaluation plan was designed to measure achievement toward objectives in three areas:

   a. **Art and Music** for all elementary students of Madison County, plus groups identified as educationally disadvantaged and educable mentally retarded in both Madison County and Harrison.

   b. Establishment of two resource rooms for **specific learning disabilities** in which conventional methods of instruction were carried out, as well as the introduction of many
innovative techniques, materials, and instruments. These resource rooms served as a base for research and development in connection with the testing of new instruments, materials and techniques.

c. **Inservice training** in support of both of the above components.

Following is a description of the outcomes of this project, based on the evaluation data given in Section II of this report.

2. General Evaluative Results

**Art and Music**

One hundred percent of the eligible teachers have participated in some phase of HERDC in-service training. In Madison County, the number of art instructional programs has increased from 2 classrooms to 36, and the number of elementary teachers who include music in their instruction has increased from 3 to 37.

In regular classrooms and in classrooms for the disadvantaged, significant growth has occurred in cognitive, affective and psychomotor areas. Following are some of the more significant evaluative results:

Students who were tested for achievement in knowledge of basic concepts in art over a two-year period showed an average gain of 19 points on a 55-point test, for a gain of 35 percent.

The average cognitive gain over a two-year period in art history (Objective IA-2) was 34 percent.
First grade students who were tested for achievement in knowledge and comprehension of basic concepts in music (Objective IA-1) showed an average gain in one year (1971-72) from 1.25 to 4.07 on a rating scale of 1 to 5. The average percentage gain for this group was 225.6.

Fifth grade students who were given the Colwell Elementary Music Achievement Test in the spring of 1971 showed a pre-test average score of 36.7 and, one year later, a post-test score of 39.4. There was a gain of 2.7 points or 7 percent.

During the first year of this project the cognitive gain in music history and appreciation (Objective IA-2) among 4th and 5th grade students was 25 percent. During the second year, third grade students had an average pre-test score of 10.7 and an average post-test score of 20.9 of a possible 26 points, for a gain of 105.1 percent.

The average self-rating on attitude toward art activities as related to five different media was 3.0, out of a possible 5.0, the same as the average rating on achievement given by the instructor and supervisor.

In order to determine interest in relation to three different areas of music study, a preliminary survey was made among 3rd grade experimental students. Results of the interest ratings marked by the students on a 1-5 scale with 5 as highest are as follows: music notation, 4.44; knowledge about instruments, 4.39; and study about music compositions, 3.60.
Cognitive gain was as follows: music notation, 169 percent; study about music compositions, 102 percent; and study about instruments, 46 percent.

The average affective survey data for music students showed an increase from pre- to post-test of 4.14 to 4.48 or 8 percent.

From subjective examination of the data on psychomotor development in art there is indication of a direct relationship between student gain in manipulative skills and the following instructional variables: (1) teacher experience in art, (2) time allotted for art activities in the classroom, (3) teacher attitude toward art, and (4) teacher acceptance of the HERDC instructional and supervisory programs.

Students who were evaluated in psychomotor skills related to music (basic locomotion and rhythmic activities) scored an average rating of 3.07 on a rating scale of 1-5 with 5 as highest. (These students had received some instruction previous to the pre-test.) The post-test average was 3.95 with a gain of 28 percent.

Control groups with no instruction showed no gain. A comparison between experimental and control groups indicates that most students do not learn basic locomotor or rhythmic skills without instruction.

In classes for the educable mentally retarded, special materials in music and art were developed, and specific techniques were utilized with good results. Of particular note are history
and appreciation materials packets for use in junior high classes, and elementary materials and techniques for developing perceptual skills.

Use of art and music for classes of economically disadvantaged students focused on development of perceptual skills and on giving opportunity for development of a positive self-concept.

Children who are given instruction in well-balanced art and music programs tend to develop self-respect, confidence, a positive attitude for the classroom, and an inquisitiveness for learning.

Children in classrooms which do not include art and music in the curriculum, tend to exhibit behaviors which indicate boredom, disrespect for the classroom, lack of self-confidence and negative attitudes toward learning. This attitude becomes more apparent as the students get older.

**Specific Learning Disabilities**

Learning disabilities resource rooms were established in Harrison and Huntsville. Approximately 90 percent of the participating students showed progress in their disability areas. Those who made little progress are severely disabled upper elementary students who would probably have benefitted from instruction in a special self-contained room. Greatest progress in cognitive, affective, and psychomotor areas occur when students receive resource room instruction in the early elementary grades.
On language skills and arithmetic, over a two-year period, all SLD students in the Huntsville Resource Room gained an average of two grade levels in their disability areas, scoring an average of 83 percent on the tests administered on their highest attained grade level.

A different evaluation scheme was followed in the Harrison Resource Room; therefore, test results are stated in terms of percentage gain for each subject area. These results were as follows:

<table>
<thead>
<tr>
<th>SUBJECT AREA</th>
<th>AVERAGE 2-YEAR GAIN</th>
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</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>120.47 percent</td>
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<tr>
<td>Letter Sounds</td>
<td>59.07 &quot;</td>
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<tr>
<td>Perceptual Motor Skills (Visual)</td>
<td>9.80 &quot;</td>
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<tr>
<td>Gross Motor Skills</td>
<td>59.00 &quot;</td>
</tr>
</tbody>
</table>

Over a two-year period, seven Harrison SLD students made an average gain of 3.43 grade levels in composition skills and an average gain of 2.50 grade levels in reading.

A sample testing showed a gain of 9.8 percent between pre- and post-test over a two-year period on visual perceptual motor skills, and a gain of 59 percent on gross motor skills.

As an outgrowth of the SLD component of this project, a new one-year project has been funded under Title III, ESEA, for the purpose of disseminating information to schools throughout Arkansas.
In-Service Training

Significant gains in knowledge and comprehension were made by workshop participants. Attitude checklists also indicated a high degree of positive response by participants.

Workshops conducted include the following subject areas and groups of participants:

Learning Disabilities:
- Classroom Teachers
- Title I Teachers
- Supervisors
- Specialist Teachers
- Administrators
- Parents
- Aides

Educable Mentally Retarded:
- Specialist Teachers

Art:
- Classroom Teachers

Music:
- Classroom Teachers
- Specialist (music) Teachers

Evaluative ratings of cognitive achievement in these workshops showed an average score of 4.37 out of 10 possible on pre-test and 8.87 on the same test as a post-test, for a gain of 102 percent.

Attitude survey forms were filled out by each participating teacher following each workshop. The average rating given by all participants on all items for all workshops was 4.31 on a 1-5 scale, with 5 as the highest possible score.
Cognitive test results of a 5-day workshop are as follows:
pre-test average, 8.62 or 53.8 percent; post-test average, 14.94 or 93.4 percent.

As a result of in-service training conducted by HERDC, teachers in Madison County have become familiar with instructional uses of a wide variety of materials which previously had not been easily accessible. Subjective judgments, supported by sample testing, using the HERDC Student Self-Image Survey Form, indicate that as a result of an expanded and enriched curriculum, a majority of students have gained in self-esteem, self-confidence and self-motivation.

Classroom Visitation and Consultation
Throughout this project, the music and art supervisors have conducted regularly scheduled visits to forty-nine teachers in Madison County and in Harrison. (In Harrison, school visits were made to educationally disadvantaged and educable mentally retarded groups only.) Continued progress has been noted in the quantity and quality of art and music instructional programs for all participating groups.

Research and Development
Research projects which have been completed include:

Designs in Rhythm—booklet designed to develop visual-motor skills and music notation
Student Self-Image Survey Form
Check-list for Screening Students with Learning Disabilities
System for Evaluating Accuracy of Geometric Designs
Collection of Workshop Materials for Learning Disabilities Instruction
Some Techniques for a Multi-Sensory Approach to Teaching Math
A Revision of Sense Training and Games, by Laura Rountree Smith
Art History B:iefs--a collection of materials designed for use in visual arts instruction. Visual arts concepts and visual-motor development are stressed.
Techniques for Development of Basic Fine Motor Skills

Services

Evaluation and dissemination were a continuous part of the operation of HERDC. In conjunction with the comprehensive plan of evaluation, procedures were continuously evaluated in the light of established objectives.

Dissemination was conducted through workshops, supervisors' visitation, personal contact, newspapers, radio, and newsletters. Workshops, supervision and other forms of personal contact have proven to be the most successful means of dissemination.

NOTE: For detailed evaluative data, see Section I of this report.

Also, see the End of Project Period Evaluation Report which is bound separately.
### HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER: ACTIVITIES AND SERVICES

<table>
<thead>
<tr>
<th>ACTIVITIES AND SERVICES</th>
<th>PARTICIPANTS</th>
<th>SLD RESOURCE ROOMS</th>
<th>EMR CLASSROOMS</th>
<th>TITLE I CLASSROOMS</th>
<th>REGULAR CLASSROOMS OF MADISON COUNTY</th>
<th>LIBRARIES</th>
<th>CLASSROOMS SERVED BY RESOURCE ROOMS</th>
<th>OTHER CLASSROOMS</th>
<th>ADMINISTRATIVE STAFF</th>
<th>ADVISORY BOARD</th>
<th>SUPERINTENDENT, SPONSORING LEA</th>
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III. Evaluation Instruments

A. USE AND EFFECTIVENESS

The following lists of evaluative instruments used are categorized as to the subject area to which they were applied, and divided into standardized and non-standardized lists.

All tests listed are effective for their intended purpose. The standardized tests listed are well-known by educators. It is possible to get specimen copies of these tests by writing to the publishers.

MEASURING INSTRUMENTS

Cognitive Domain

Standardized Tests:

- Adapted Hejna Developmental Articulation Test
- Diagnostic Spelling Test from Kottmeyer, William
- Wechsler Intelligence Scale for Children
- Bender-Gestalt
- Gates Oral Reading Test
- A Psychoeducational Inventory of Basic Learning Abilities - Robert Valett, Ed.D. (Published but not Standardized)
- Marianne Frostig Developmental Test of Visual Perception.
Non-Standardized Tests:

(Tests recommended by the Child Study Center, Medical Center, University of Arkansas, Little Rock):

Receptive Language Learning Test
Auditory Memory Language Test
Visual Expressive Test
Phonics Inventory
Reading Inventory (word list and paragraphs)
Test of Arithmetic Conceptualization and Computation
Time Relationship Concepts
Money Relationship Concepts
Measurement Relationship Concepts

(Developed by HERDC):

Identifying SLD Children
Perceptual Processes
Achievement Test Outline for SLD Students

Affective Domain

(Developed by HERDC):

Student Self-Image Survey
Attitude Survey - "What Do You Like"
Student Behavior Rating Scale
Evaluation of Specific Learning Disabilities Workshop

Psychomotor Domain

A Psychoeducational Inventory of Basic Learning Abilities - Robert Valett
Lehtinen Drawings
MEASURING INSTRUMENTS FOR ART

Cognitive Domain

Standardized Tests:
None

Non-Standardized Tests:
- Survey of Artists
- What I See
- What I Can Tell
- Art Concepts and Terminology Taught
- Visual Arts Concepts and the Environment
- Integrating of Art with Regular Classroom Experiences
- Some Classroom Objectives in Art

Affective Domain

- Student Preference Survey in Art and Art Activities
- Student Self-Image Survey
- Student Self-Rating Scale of Aesthetic Opinion
- Student Attitude Check List in Art as Observed by Classroom Teacher

Psychomotor Domain

- Children's Art Activities (drawings and paintings)
- A Comparison of Mature Use of Crayon or Paint

MEASURING INSTRUMENTS FOR MUSIC

Cognitive Domain

Standardized Tests:
- Colwell's Elementary Music Achievement Test
- Seashore Measures of Musical Aptitudes

Non-Standardized Tests:
(Developed by HERDC):
- Survey of Composers
- Music Achievement Test for Students
- Music Workshop Evaluation. (Cognitive)
- Survey of Student Knowledge of Concepts in Music
Affective Domain

(Developed by HERDC):

Student Response to Listening Evaluation of Music Workshop (Affective Check List)

Psychomotor Domain

(Developed by HERDC):

Rhythmic Activities Rating Sheet

B. STAFF-DEVELOPED INSTRUMENTS

Following is a list of staff-developed instruments which are recommended for further use. They are listed in table form to indicate the subject area and target groups to which they apply. Also listed is the location in the appendix where sample copies may be found.

<table>
<thead>
<tr>
<th>INSTRUMENT</th>
<th>SUBJECT USE</th>
<th>FOR</th>
<th>APPENDIX</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDENTIFYING SLD CHILDREN</td>
<td>Learning Disabilities</td>
<td>Teacher</td>
<td>A</td>
</tr>
<tr>
<td>SCOPE OF THE SLD PROBLEM</td>
<td>&quot;</td>
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<td>B</td>
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<tr>
<td>PERCEPTUAL PROCESSES</td>
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<td>C</td>
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<tr>
<td>CHECK-LIST FOR PRE-SCREENING STUDENTS</td>
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<tr>
<td>ACHIEVEMENT TEST OUTLINE</td>
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<td>STUDENT SELF-IMAGE SURVEY</td>
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<td>Student</td>
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</tr>
<tr>
<td>Attitude Survey &quot;WHAT DO YOU LIKE?&quot;</td>
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</table>
There were no major changes necessary in the project design; however, it was necessary to make many minor changes of activities to better meet the needs of students. Also, some testing procedures were changed to adapt to situations not previously anticipated. Following are some examples of these changes:
1. EMR classes required very special materials in order to adjust to slower learning. The sustaining of student interest evolved as a prime objective; therefore, cognitive evaluation for this group became less important than anticipated.

2. Classes of under-achievers also required special instructional techniques, due to slow learning, insufficient background, and crowded classroom conditions. As a result, special packets of materials were assembled and a handbook or guide was written for the teacher of these groups to use in providing art activities. Concentrated effort in music instruction with this group produced cognitive gains far beyond expectations.

3. Resource room teachers for SLD students discovered that they must limit their evaluation activities in order to provide the needed time for instruction. As a result, sample testing was done in some cases, while evaluation was strictly limited to disability subject-areas for each student.

4. It was discovered that the evaluation scheme for the language arts pilot project in one 5th grade classroom was too broad and required too much time. Also, there was no suitable control group that provided a good situation for comparing achievement scores. The prime objective, therefore, became the development and writing of three study units, integrating the subject matter of art, music, social studies, language arts, and career awareness.

5. Classroom teachers with over-crowded classrooms were sometimes reluctant to include art and music activities. Special devices and approaches were used by the supervisors to assist. Some of these devices worked, while others failed.

All of the above situations were discovered through various evaluative activities, without which appropriate action could not have been taken.
IV. Dissemination

A. DESCRIPTION OF DISSEMINATION ACTIVITIES

A summary of dissemination activities is presented in Table VI which lists each activity, names the person responsible, lists the adoption stages of each activity, the approach used, the emphasis on the major objective and the estimated amount of feedback received.
<table>
<thead>
<tr>
<th>DISSEMINATION ACTIVITIES</th>
<th>PERSONS RESPONSIBLE</th>
<th>ADOPTION STAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Workshops</td>
<td>K. Williams, C. Hofmann, Consultants</td>
<td>x</td>
</tr>
<tr>
<td>2. Supervision</td>
<td>K. Williams, C. Hofmann</td>
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<tr>
<td>3. Circulation through media center</td>
<td>Project staff and secretaries</td>
<td>x</td>
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<tr>
<td>4. PTA meetings</td>
<td>Project staff</td>
<td>x</td>
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<tr>
<td>5. Civic club meetings</td>
<td>Everett Kelley, Polly Hodges, Phyllis McGuire</td>
<td>x</td>
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<tr>
<td>6. News media</td>
<td>K. Williams, C. Williams</td>
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<tr>
<td>7. Newsletter</td>
<td>K. Williams, C. Williams</td>
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<tr>
<td>8. Conferences between resource room teachers and parents</td>
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<tr>
<td>9. Tutorial service effort</td>
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<td>10. Professional meetings</td>
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<tr>
<td>11. Cultural club meetings</td>
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<td>12. Advisory committee meetings</td>
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</table>

<table>
<thead>
<tr>
<th>AWARENESS</th>
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</tbody>
</table>

SUMMARY OF DISSEMINATION ACTIVITIES, FY 197
### TABLE VI

**SUMMARY OF DISSEMINATION ACTIVITIES, FY 1971-72**

<table>
<thead>
<tr>
<th>ADOPTION STAGES</th>
<th>APPROACH</th>
<th>EMPHASIS</th>
<th>AMOUNT OF FEEDBACK</th>
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<td><strong>AWARENESS</strong></td>
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**EVALUATION OF DISSEMINATION ACTIVITIES:**

All of the dissemination activities listed above have been selected by the staff as valuable contributors to achievement of the project objectives. All dissemination activities used have been proven effective.

Feedback can be rated more easily than actual effectiveness, as the nature of some activities lend themselves to varying degrees of direct or indirect feedback. Effectiveness, on the other hand, must be examined in the light of intended results. An objective evaluation would require the comparison of several dissemination methods on a single category of information to be used, using evaluative instruments to measure the results. No such evaluative scheme was planned as a part of the project; however, the staff was constantly aware of the effects of each dissemination activity on the nature and the amount of feedback that can be obtained.

<table>
<thead>
<tr>
<th>DISSEMINATION ACTIVITIES</th>
<th>PERSONS RESPONSIBLE</th>
<th>ADOPTION STATES</th>
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<td>13. Materials development</td>
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<tr>
<td>14. Evaluative instruments development</td>
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<td>17. Inter-office communications</td>
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<td>18. Inter-school communications</td>
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**DEFINITION:** Feedback - Information returned to the project staff in response to dissemination activities.
ADOPTION STATES

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<th>EVALUATION</th>
<th>TRIAL</th>
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<th>APPROACH</th>
<th>EMPHASIS</th>
<th>AMOUNT OF FEEDBACK*</th>
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<td>development of usable tools</td>
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<td>X</td>
<td>innovators and early adopters</td>
<td>ideas exchange</td>
<td>reporting - planning</td>
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<td>X</td>
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<td>schedules, reports, requests, assignments</td>
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<td>innovators and early adopters</td>
<td>informative</td>
<td>schedules, reports, assignments</td>
<td>5</td>
</tr>
</tbody>
</table>

...ed to the project staff in response to dissemination activities.

...ed above have been selected by the staff as valuable objectives. All dissemination activities used have

... actual effectiveness, as the nature of some activitiesict or indirect feedback. Effectiveness, on the other

...ended results. An objective evaluation would necessitate methods on a single category of information to be disseminated, the results. No such evaluative scheme was planned in this... the effects of each dissemination activity, based have be obtained.

RATING SCALE:

5 = near total feedback through open discussion, person-to-person
4
3 = average
2
1 = little awareness of effects on target groups
The greatest amount of feedback came from activities in which there was personal or face-to-face contact with the target group, as all such meetings, conferences, etc., were designed to provide this feedback. Workshops and classroom visitations were the best dissemination method used to achieve the educational objectives of the project.

A booklet entitled Learning Disability Workshop Materials has been published by this center and distributed widely throughout the state, as well as in 21 other states and Canada. It contains dissemination materials developed by this project and is intended for use by teachers and administrators who are initiating instructional programs for children with specific learning disabilities. These materials were used by the center staff in demonstration-lectures during workshops. Three copies are included with this report under separate binding.

B. LIST OF SCHOOLS AFFECTED BY THIS PROJECT

Following is a list of Arkansas schools where education practices have been in some way affected as a result of information received about this project:

Arkadelphia
North Little Rock
Jonesboro
Little Rock
Paragould
Fort Smith
Huntsville
St. Paul
Kingston
Marvel
State College of Arkansas, Conway
University of Arkansas, Fayetteville
Westark Jr. College, Fort Smith
Request for information have come from the following out-of-state schools:

1. Cumberland County College
   Vineland, New Jersey

2. Special Education and Student Support Services
   Churchill School
   Homewood, Illinois

3. Upper Iowa University
   Fayette, Iowa

4. Danbury Public Schools
   Danbury, Connecticut

5. Talent Conservation Center
   Hutchinson, Minnesota

6. INTEXT Educational Development Group
   New York, New York

7. Department of Architecture
   Fargo, North Dakota

8. Diagnostic Teaching Center
   Indianapolis, Indiana

9. Charles W. Lewis School
   Blackwood, New Jersey

10. Education Service Center
    Fort Worth, Texas

11. State Department of Education
    Providence, Rhode Island

12. Arlington Public Schools
    Arlington, Virginia

13. Department of Special Education
    University of Minnesota

14. Basic Skills Improvement Project
    Chico, California
15. American Institute of Architects
   Tampa, Florida

16. The Sunday School Board
   Southern Baptist Convention
   Nashville, Tennessee

17. President's National Advisory Council on
    Supplementary Centers and Services
    Washington, D. C.

18. Worldwide Education and Research Institute
    Salt Lake City, Utah

    Washington, D. C.
V. Miscellaneous Information

A. CONSULTANTS

All four consultants used on this project were members of the staff of the Child Study Center, University of Arkansas Medical Center, Little Rock. This center specializes in the diagnosis and instruction of children with specific learning disabilities.

These consultants were used for the purposes of testing and screening students for assignment to the specific learning disabilities resource room, for consultation with the staff in solving problems related to establishing resource rooms, for assisting the resource room teachers in diagnostic instruction, and in helping the staff to evaluate the effectiveness of project activities as related to specific learning disabilities.

These services affected this project in the following manner: Without the testing services, it would not have been possible to establish the resource rooms, because no licensed psychologist is available in this region. Also, all of the consultants proved to be valuable sources of professional assistance which served to strengthen the efforts of this project.

The following table lists each consultant, his areas of specialization, and the types of services provided.
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<tr>
<th>NAME</th>
<th>AREA OF SPECIALIZATION</th>
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<tr>
<td>Dr. Sam Clements</td>
<td>Executive Director, Child Study Center; Associate Professor of Psychology, U. of Ark. Medical Center</td>
<td>Testing; Consultation with staff members; Evaluation</td>
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<tr>
<td>Miss Jean Lukens</td>
<td>Educational Director, Child Study Center</td>
<td>Consultation with staff members concerning materials, equipment, and instruction assistance to SLD teachers in organizing instructional programs; Evaluation</td>
</tr>
<tr>
<td>Mrs. Ruth Edgington</td>
<td>Educational Specialist, Child Study Center</td>
<td>Consultation with staff: Assistance to SLD teachers in providing individualized instruction; Evaluation</td>
</tr>
<tr>
<td>Mrs. Joanna Davis</td>
<td>Language Specialist</td>
<td>Consultation with staff: Assistance to SLD teachers in providing information needed for specific problems; Evaluation</td>
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</table>
B. CONTINUATION OF PROJECT ACTIVITIES

On the basis of student success and teacher-parent acceptance of this project, the SLD Resource Room will be continued under local support in the Harrison Schools. In addition a second resource room has been added within the Harrison School system.

Due to lack of funds, the Huntsville Resource Room will be discontinued; however, acceptance of this program by the Huntsville teachers and administrators has been demonstrated by the fact that the resource room teacher was asked to conduct a series of workshops for the Huntsville teachers, helping them to develop a plan for individualized SLD instruction that can be carried on by the classroom teachers. Regardless of whether or not this plan will be carried through to successful completion, the acceptance of this program has been clearly demonstrated through this effort.

As a result of this project, art and music instruction will be continued in the classrooms of the elementary schools of Madison County. The art supervisor and director consulted with the administrators concerning the local provision for purchase of art materials, and plans have been made to do so. Also, as a part of inservice training in art, the teachers were given information about how to provide many art activities with improvised materials.

Music materials adequate for a good instructional program were permanently assigned to each teacher. In addition, supplementary audio-visuals in music were assigned to each school's library.
C. MATERIALS WHICH HAVE BEEN DEVELOPED DURING THIS PROJECT INCLUDE THE FOLLOWING:

Art Activities for the Development of Perceptual and Motor Skills. This book is made up of three sections: Art History Briefs for Underachievers; Art History Briefs for EMR Students; and Art Activities for Fine Muscle Coordination.

The Art History Briefs are based on the works of specific artists or on particular periods. Each brief focuses on teaching some visual art concepts and on developing visual-motor skills. Related activities and materials are suggested.

The section on art activities for fine muscle coordination are taken from Laura Rountree Smith's Primary Seat Work--Sense Training and Games, published by Beckley-Cardy Company of Chicago during the earlier part of this century.

The use of this book should not be limited to the instruction of underachievers and educable mentally retarded, however, as it is an excellent source of material for any group.

Collection of Workshop Materials for Learning Disabilities Instruction. This collection is made up of several different types of materials which were written and, in some cases, collected for specific instructional needs. Each item is described below. All except items 7, 8, and 12 were prepared at HERDC.

1. Workshop Schedule.
   This schedule consists primarily of a topic outline to be followed in a two-day workshop.

2. Scope of the project activities.
   This is a chart showing the organizational structure of HERDC in relation to the schools which it serves.
   This is a paper describing some of the most successful practices used by the HERDC.

   This is an adaptation of a glossary which is used at the Child Study Center. Generally, words are grouped according to usage or subject area rather than alphabetically.

5. Learning to Identify the Child with Specific Learning Disabilities.
   This is a pamphlet which provides many answers to some of the most asked questions concerning learning disabilities. It is partially adapted from a similar paper prepared by a Title III project sponsored by the Lafayette Parish School.

6. What is a Specific Learning Disability?
   Written for the purpose of explaining specific learning disabilities to the general public, this paper appeared in a newspaper and in a professional journal.

   This lecture was presented at the Child Study Center, Little Rock, in October, 1970 and is an excellent source of sound educational philosophy and practices.

8. Theoretical Rationale of the Basic Learning Abilities.
   This is an outline of the organization of learning as set forth by Valett, Bloom, Piaget, Guilford, and Hewett. This outline was prepared by Robert E. Valett in Programmed Learning Disabilities.

   This is a step-by-step description of the procedure used by HERDC for referring the child, for pre-screening, screening, placing him in a resource room, and for returning him to the regular classroom.

10. Instructions for Interpretation of SLD Pre-Screening Forms.
    This gives information about use of the check-list described in No. 11.

11. Check-list for Pre-screening Students with Specific-Learning Disabilities.
    This is used by the classroom teacher in making referrals for screening.
12. Psycho-educational Diagnosis--A Derivative of Classroom Behavior: Type of Disability, Observable Classroom Behavior, and Teaching Techniques.

This paper is written in outline form and is a practical reference particularly for the teacher who is inexperienced in teaching SLD children.

13. HERDC Library Holdings for Specific Learning Disabilities and Other Special Education Areas.

This is a bibliography consisting of a select collection of books, all of which have much practical value.


Based on practical experience, these items were listed by resource room teachers. Item, quantity, source, and approximate cost are listed.

15. Student Self-Image Survey Form.

This form was developed for the purpose of getting student responses in which the child rates himself, relative to how other persons appear or respond to him.


This is a test which is useful in helping people learn to recognize behavior patterns which may be used as clues in identifying SLD children.

17. Scope of the SLD Problem, from the Viewpoint of the Child, the Teacher, the Parent, and the Specialist.

This is a test which was designed to stress the types of problems which usually occur in relation to students with unidentified learning disabilities.

18. Perceptual Processes.

This is a test to be used in a review of some of the basic perceptual processes.

Designs in Rhythm. This is a book which was designed for use in developing visual motor skills or in teaching music notation. It has proven to be useful in classroom situations.
Some Techniques for a Multi-Sensory Approach to Teaching Math. These techniques have proven to be practical; however, a method book would have to be written in order for these techniques to be disseminated.

Suggested Resources for Environmental Education. This is a list of audio-visuals and books which are related to (1) environmental awareness and to (2) art activities which require the use of waste materials.

System for Evaluating Accuracy of Geometric Designs. This system is useful for making a judgment concerning student progress in visual motor activities.

Techniques for Developing Basic Fine-Motor Skills. In the experimental work which was done with these techniques, they appear to be of value. In order for their use to be practical, however, film loops should be made.

Professional Holdings in Special Education, Learning Disabilities, and General Education. This book is a supplement to the library catalog which was compiled during a previous Title III project. All materials listed are highly select and are recommended for their intended purpose.

Included in these listings are books, pamphlets, periodicals, articles, bulletins, reports, government publications, tests, references, and catalogs on the following subjects: special education, general education, the gifted, psychology, art and music.

Audio-visuals include materials in art, music, language arts, and social studies.
VI. Staff

Clarence Williams, DIRECTOR.
Dr. Williams will continue as director of the HERDC Dissemination Project which is scheduled to operate state-wide for one year. He will also serve as director of a planning project entitled "Exemplary Project for the Gifted."

Katala Williams, MUSIC SUPERVISOR.
Dr. Williams will serve as coordinator for both the state-wide dissemination project and the project for the gifted.

Carolyn Hofmann, ART SUPERVISOR.
Miss Hofmann has gone on an extended trip to Europe. Her contract was terminated June 30, 1972.

Polly Hodges, RESOURCE ROOM TEACHER, Harrison
Mrs. Hodges will be employed locally and will continue to be the SLD resource room teacher at Woodland Heights Elementary School, Harrison. She will also serve part-time as a member of the state-wide dissemination project staff.

Phyllis McGuire, RESOURCE ROOM TEACHER, Huntsville.
Mrs. McGuire will be employed as a regular elementary classroom teacher at Eureka Springs, Arkansas, and will also serve part-time as a member of the state-wide dissemination project staff.

Allene Loiler, SECRETARY.
Mrs. Loiler will continue to serve as secretary for the state-wide dissemination project.

Junette Clayborn, SECRETARY.
Mrs. Clayborn, who resigned in January, 1972 to complete her BA degree in education, will return as secretary to the director.
VII. Inventory

Following is an inventory list of all equipment costing $50 or more that was purchased during FY 1971 and 1972. Also included are signed statements to certify that all Title III equipment in the possession of Harrison and Huntsville School Districts will continue to be used for its designated purpose.

A list of equipment and supplies checked out to the Huntsville schools is included as Appendix X.

The disposition of all other equipment and supplies purchased for this project is shown in the QUANTITATIVE DISTRIBUTION OF EQUIPMENT AND INSERVICE TRAINING, five copies of which will be submitted with this report.
### Harrison School District #1

**NOTE:** ALL ITEMS PURCHASED WITH ESEA TITLE III FUNDS COSTING $50.00 OR MORE PER UNIT MUST BE LISTED; OTHER ITEMS MAY BE LISTED.

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<td></td>
<td></td>
<td>St.Paul</td>
<td>1/1972</td>
<td></td>
<td></td>
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<tr>
<td>P.O. 136</td>
<td>2 Pathways to Music, 8fs., 4 records</td>
<td>64.00</td>
<td>1/1972</td>
<td>Huntsv.</td>
<td>1/1972</td>
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<td></td>
<td>Kings.</td>
<td>1/1972</td>
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<td></td>
<td>St.Paul</td>
<td>1/1972</td>
<td></td>
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<tr>
<td>P.O. 148</td>
<td>1 Self Development Computer</td>
<td>159.00</td>
<td>1/1972</td>
<td>Skyline</td>
<td>1/1972</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: All items purchased with ESEA Title III funds costing $50.00 or more per unit must be listed; other items may be listed.
CERTIFICATE

This is to certify that equipment acquired for use in this project shall be used during the expected useful life of the equipment for purposes established for Title III, continually for purposes clearly within the Administrator's Manual, Title III, ESEA, U. S. Department of Health, Education and Welfare, Office of Education, 1971.

A copy of the regulations is on file in the office of the superintendent of schools.

E. T. Shuffield, Superintendent of Schools

Harrison School District #1
School District and Number

August 25, 1972
Date
Harrison Educational Research and Development Center
School Administration Building
Harrison Arkansas

May 5, 1972

Gentlemen:

Attached are two lists of ESEA, Title III, equipment, instructional materials and supplies issued to Watson Elementary School of the Huntsville Schools in Huntsville, Arkansas.

One of the lists of ESEA, Title III, equipment, instructional materials, and supplies were issued to the Specific Learning Disabilities Resource Room in Watson Elementary School. In view of the fact that the program is being phased out at the end of this school year, for next year we are making plans to continue the use of these materials for the same purpose that they were designed for classrooms by the individual classroom teacher.

Mrs. Phyllis McGuire is, at the present time conducting a workshop to train the individual classroom teacher how to use the material and equipment. The workshop is conducted three times per week in the Learning Disabilities Resource Room. We plan to store the materials in a small room and have a system of checking them out to the individual teacher as she has need for them.

The other list of ESEA, Title III equipment and supplies were issued to individual classroom teachers of Watson Elementary School, Huntsville, Arkansas for the instruction of music and art. Dr. Clarence Williams, Dr. Katala Williams, and Miss Carolyn Hoffman did a fine job helping the teachers in the classroom with the art and music program.
The teachers feel that the training they received from Drs. Williams and Miss Hoffman will enable them to continue a good music and art program. The materials and equipment will continue to be used by the teachers to whom they were issued.

We are indeed grateful for the service received from the Harrison Educational Research and Development Center the past two years and we hope that Watson Elementary School will be allowed the continued use of the materials and equipment as we have planned.

Sincerely,

[Signature]
Principal

[Signature]
Superintendent
PART III
FINANCIAL
# End of Project Period Financial Report

**Title III, ESEA**

### Agency's Name and Address

**Harrison School**  
**District # 1**  
**Harrison, Arkansas 72601**

### Project Number(s)**

13-70-006-01

### Project Period:

- **Beginning:** July 1, 1971  
- **Ending:** June 30, 1972

## Part I - Expenditures

<table>
<thead>
<tr>
<th>Functional Classification</th>
<th>Accounts No.</th>
<th>Salaries</th>
<th>Salaries Professional</th>
<th>Salaries Non-professional</th>
<th>Contracted Services</th>
<th>Materials &amp; Supplies</th>
<th>Travel</th>
<th>Equipment</th>
<th>Other Expenses</th>
<th>Total Expenditure</th>
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</thead>
<tbody>
<tr>
<td>Administration</td>
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<td>17,100</td>
<td>5,183</td>
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<td>2,217</td>
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<td>25,120</td>
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<td>Instruction</td>
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<td>4,461</td>
<td>3,200</td>
<td>4,721</td>
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<td></td>
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<td>Fixed Charges (Except 830)</td>
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<td>8,675</td>
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<td>OPE Services</td>
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<tr>
<td>Student-Body Activity</td>
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<td></td>
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<tr>
<td>Community Services</td>
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<tr>
<td>Improvement to Site</td>
<td>1210C</td>
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<td></td>
<td></td>
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<tr>
<td>Engineering ($2,000 or less)</td>
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<td>Capital Outlay (Equip only)</td>
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<td></td>
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<td><strong>Total</strong></td>
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<td>10,964</td>
<td>3,550</td>
<td>7,386</td>
<td>1,813</td>
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<td>12,107</td>
<td>95,000</td>
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</tbody>
</table>
PART II - CUMULATIVE TOTALS - GRANT AWARDS: $ 95,000; CASH RECEIVED: $ 95,000

PART III - HANDICAPPED COMPONENT EXPENDITURES (REQUIRED ONLY FOR PROJECTS WITH HANDICAPPED COMPONENTS)

A. PROJECT EXPENDITURES BY TYPE OF HANDICAPPED CHILDREN BENEFITING

<table>
<thead>
<tr>
<th>TYPE OF HANDICAP</th>
<th>EXPENDITURES</th>
<th>CATEGORY</th>
<th>EXPENDITURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>MR</td>
<td>$6,200</td>
<td>INSERVICE TRAINING OF STAFF (including such costs as travel, equipment, salaries, tuition, etc.)</td>
<td>$</td>
</tr>
<tr>
<td>EH</td>
<td>$</td>
<td>PARENT SERVICES</td>
<td>$</td>
</tr>
<tr>
<td>LE</td>
<td>$</td>
<td>MODEL CITIES AREA PROJECT ACTIVITIES</td>
<td>$</td>
</tr>
<tr>
<td>VI</td>
<td>$</td>
<td>PRESCHOOL PROJECT ACTIVITIES</td>
<td>$</td>
</tr>
<tr>
<td>PD</td>
<td>$</td>
<td>KINDERGARTEN PROJECT ACTIVITIES</td>
<td>$</td>
</tr>
<tr>
<td>CA</td>
<td>$</td>
<td>TOTAL</td>
<td>$</td>
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<tr>
<td>LD</td>
<td>$72,000</td>
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<td>$</td>
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<tr>
<td>DB</td>
<td>$</td>
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<td>$</td>
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<tr>
<td>OTH</td>
<td>$</td>
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<td>$</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$78,200</td>
<td></td>
<td>$</td>
</tr>
</tbody>
</table>

THIS FISCAL REPORT IS CORRECT AND THE EXPENDITURES INCLUDED HEREIN WERE INCURRED DURING THE LIFE OF THE PROJECT.

F. T. Shuffield
SIGNATURE OF PROJECT FISCAL OFFICER

August 25, 1972
DATE

Clarence R. Williams
SIGNATURE OF PROJECT DIRECTOR

August 25, 1972
DATE
APPENDIXES
IDENTIFYING SLD CHILDREN

A child with average or above I. Q. might be unable to achieve up to expectation in specific areas of study. Such a child is said to have specific learning disabilities.

Some of the behavior patterns listed below may be used as clues in identifying SLD children. * Check only the items that are typical of SLD children.

☐ 1. Is hyperactive.
☐ 2. Is easily distracted.
☐ 3. Has an abnormal appetite.
☐ 4. Has coordination problems.
☐ 5. Has a good sense of humor.
☐ 6. Is hypoactive.
7. Has perceptual deficits (difficulty understanding part-whole relationships).
8. Has a poor home environment.
9. Is mentally retarded.
10. Shows normal intelligence in reasoning and discussion.
11. Achievement is average or above in some areas, but below grade level in one or more subjects in language skills or conceptual skills.
12. Likes to draw or color.
13. Has difficulty understanding and carrying out instructions.
15. Has difficulty tying his shoes.
16. Can express himself orally, but not in writing.
17. Reverses numbers or letters frequently.
18. Is out of his seat much of the time.
19. Frequently talks about his home and family.
20. Has difficulty distinguishing difference in direction or right from left.
21. Cannot achieve well in any subject.
22. Handwriting is sloppy, spidery, difficult to read.
23. His clothing indicates that he is from an economically deprived home.
24. Has short attention span.
25. Dislikes school.
27. Rotates his paper frequently while writing.
28. Is physically handicapped.
29. Is cruel to other children.
30. Is allergic.
31. Has poor visual or auditory acuity.
32. Makes frequent trips to the restroom.

* NOTE: No child will possess all of the behavior patterns typical of SLD children.
SCOPE OF THE SLD PROBLEM
FROM THE VIEWPOINT OF THE CHILD,
THE TEACHER, THE PARENT, AND THE SPECIALIST

1. It is inevitable that the SLD child will become painfully aware of his learning difficulties and that this awareness will affect his behavior.

How is the SLD child likely to react to his failures in the classroom?

Check the correct statements:

☐ a. He will never show outward signs of concern.
☐ b. He might become fidgety or nervous.
☐ c. He might become ashamed of his inability.
☐ d. He might avoid competition in his disability areas.
☐ e. He is likely to overcome his learning disabilities by putting forth extra effort.
☐ f. He might give up easily, even on simple tasks, and appear not to care.
☐ g. None of the above are true statements.
2. There are several common misconceptions among teachers about SLD children. In the following list, some of these misconceptions are mixed with true statements.

Which of the following are correct statements about the SLD child?

- a. The child could learn if he would try harder.
- b. The child's only problem is that he is too fidgety to settle down and do his work.
- c. The child who is always out of his seat is trying to be mischievous to attract attention.
- d. The child has ability to reason.
- e. The child's learning disabilities are due to perceptual deficits.
- f. The child is mentally retarded.
- g. The child fails to follow instructions because he will not pay attention.
- h. Stern discipline and more repetition will finally help this child to achieve.
- i. The child's nervousness and irritability might be a result of his concern about his own failure.
- j. His home background is responsible for his failure in school.
- k. Development of a positive, self-concept is important to his further success.
- l. His teachers in earlier grades were incapable, for they failed to train him in the basic language skills.
- m. It is important that this child experiences success frequently and is not made to appear stupid before his peers.
3. Many parents of SLD children realize that their child is having learning
difficulties, but they often misunderstand the cause of the child's
failures. In the following list, some common misconceptions are
mixed with true statements about SLD children.

From this list, select the **correct** statements regarding the child with
specific learning disabilities:

- [ ] a. The teacher is incapable.
- [ ] b. The child has a perceptual deficit.
- [ ] c. The child is lazy.
- [ ] d. The parents have failed to discipline the child properly.
- [ ] e. The child's visual or auditory acuity is normal.
- [ ] f. The parents of such a child are incapable of having
  normal children.
- [ ] g. The parents are to blame because of the way they treated
  the child when he was a baby.
- [ ] h. The parents are in no way to blame for the child's learning
disability.

4. There are many misconceptions among parents and teachers as to what can
be achieved through instruction of SLD children. In the following list,
some of these misconceptions are mixed with true statements about SLD
children.

From the following list, select the **correct** statements regarding
instruction:
a. The child's perceptive deficits are caused by an organic condition which cannot be corrected by instructional techniques.

b. A child's perceptual deficits might improve with maturity.

c. Through individualized instruction, it is possible to find ways of by-passing perceptual deficits through multi-sensory learning.

d. SLD children have a much better chance of improvement if they receive specialized instruction in the primary grades, rather than in later years.

e. SLD children can never achieve up to grade level, regardless of the kind of instruction received.
PERCEPTUAL PROCESSES

Each of the questions and commands below may be classified by matching it with one of the following perceptual processes:

Place the appropriate letter in each blank:

A. Time perception
B. Space perception
C. Coordination
D. Auditory perception
E. Visual perception
F. Laterality-Directionality

1. Pick out the tacks with the white heads.
2. Listen to the sounds outside on the playground.
3. Throw the ball high.
4. What day is this?
5. Can you reach the light switch from here?
6. Can you throw the ball across the street?
7. Work the first column of problems.
8. Jump to your right.
9. Skip the rope.
10. Which watch ticks louder?
11. Go outside and play five minutes.
12. How far can you walk in ten steps?
13. Pat your foot and snap your fingers.
14. How long is it 'till Christmas?
15. Put the red papers in one stack and the green ones in another.
16. Take all of the square cards, put them into the large envelopes, and stack them neatly in the cardboard box.
17. Play quietly.
18. Play the drums.
19. When will you be finished with your work?
20. How many chairs can you place between your chair and the wall?
21. Are you as big as your brother?
22. Tiptoe.
23. Go to the shelf and bring me the little red book.
24. Don't bang the door.
25. Who is wearing the prettiest dress?
26. Are your fingernails clean?
27. Come to my house tomorrow.
28. Dribble the ball.
29. Write your name in the upper right-hand corner of your paper.
30. What kind of bird do you hear?
INSTRUCTIONS FOR INTERPRETATION OF
SLD PRE-SCREENING FORM

1. This form is intended for use in pre-screening only.

2. An I. Q. score of 90 or above, plus low achievement (one or two years below grade level) in language or concept (numerical) skills are considered prime requisites for recommendation for further testing.

3. No student will possess all of the characteristics described on this form. The different combinations possible are almost limitless.

4. If a student is failing to achieve up to grade level, but possesses average or above intelligence, some of the behavioral patterns described on this form are likely to be apparent to the teacher. The teacher should check each item that applies, and write a brief narrative describing the child's personality and academic problem.

5. Any child who has average or above intelligence, but is not achieving up to expectation, should be recommended for psychological testing, especially if several of the behavior patterns listed in this form are apparent.

6. Psychological testing and interpretation of test results must be done by qualified, licensed personnel. The psychological examiner will make specific recommendations in educational terms which can be translated into resource room instruction by a qualified learning disabilities specialist.

7. Since I. Q. scores are not absolute indicators of intelligence, students with I. Q. scores in the 80's might be recommended for testing; however, pre-screening should seek out the students most likely to qualify for and benefit from learning disabilities instruction. No attempt should be made to test all students indiscriminately, as testing services are expensive.

8. The purpose of this form is to help school personnel in efficient use of their funds for psychological screening.

9. For assistance in contracting the services of qualified persons to assist in pre-screening, psychological testing, and instruction, contact Mr. Tom Hicks, Department of Special Education, Arkansas Department of Education, Arch Ford Building, Little Rock.
HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
ESEA TITLE III PROJECT
HARRISON SCHOOL DISTRICT #1
HARRISON, ARKANSAS

CHECK LIST
FOR
SCREENING STUDENTS WITH
LEARNING DIFFICULTIES

Child's Name: __________________________ Current Grade Placement ____________
Date of Birth: ________________________ School: ____________________________

IQ score __________________________ Date Administered ______________________

Achievement Test Scores:

<table>
<thead>
<tr>
<th>TEST</th>
<th>DATE ADMINISTERED</th>
<th>SCORES IN GRADE EQUIVALENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Check each descriptive term that is typical of this child:

GENERAL CHECK LIST

( ) Is hyperactive (overly active, out of his seat much of the time)
( ) Is fidgety (shows nervous habits, twists in seat much of the time, always moving his foot or playing with pencil, etc.)
( ) Is overly sensitive (easily moved to tears or anger, very changeable in emotions)
( ) Is impulsive (usually acts before he thinks)
( ) Has short attention span (has difficulty taking in instructions, paying attention)
( ) Is distractable (highly sensitive to noise or sights that pull attention from the work at hand: short attention span)
( ) Has gross coordination problems: (Awkward in walking, running, etc.; accident prone)
Has fine coordination problems: (awkward in writing, cutting, or other motor acts)
Is hypoactive (slow moving, underactive, talks or thinks slowly)
Has perceptual deficits (difficulty taking in information and in understanding part-whole relationships.
Is physically handicapped (Describe: ________________________________)

CLASSROOM PERFORMANCE

Has difficulty distinguishing difference in direction or right from left
Rotates his paper frequently while writing
Breaks his pencil frequently while writing
Writes with either hand
Has a fisted or unusual pencil grasp
Handwriting is spidery, excessively sloppy, or quite difficult to read
Reverses numbers or letters frequently
Skips words or re-reads
Moves his lips while reading to himself
Has difficulty in remembering what (s)he has read
Has difficulty remembering, identifying, and reproducing basic geometric forms
Has difficulty with sequential concepts
Tries to dominate classroom discussions
Seldom or never responds in class discussions
Gives up easily, even on simple tasks
Can express himself orally, but not in writing
Shows normal intelligence in reasoning and discussion, but has difficulty in one or more areas of performance

Has difficulty with
  a. reading
  b. writing
  c. arithmetic
  d. speaking
  e. spelling

VISUAL PROBLEMS

Has an eye that turns (up), (down), (in), (out) independently of the movement of his other eye
Has: reddened eyes
     watering eyes
     encrusted eyes
     frequent styes
Blinks excessively
Rubs his eyes frequently
Covers one eye when reading
Complains of frequent (headaches), (nausea), (dizziness)
( ) Frowns or squints while reading or doing blackboard work
( ) Uses a finger or marker to guide his eyes while reading
( ) Moves or tilts head while reading or writing
( ) Other ____________________________

AUDITORY PROBLEMS

( ) Does not respond readily to verbal instructions
( ) Misinterprets verbal instructions
( ) Turns head to one side when listening
( ) Leans forward when listening
( ) Pulls ear lobes frequently
( ) Complains of frequent ear ache
( ) Appears not to be listening to verbal instructions
( ) Frequently asks the teacher to repeat instructions
( ) Shows confusion of similar words and sounds
( ) Other ____________________________

MOTOR PROBLEMS

( ) Seems unusually awkward and clumsy
( ) Has poor hand-eye coordination
( ) Has problems going up and down stairs
( ) Has difficulty throwing or catching a ball
( ) Has difficulty buttoning or unbuttoning clothing
( ) Has a problem tying his shoes
( ) Other ____________________________

Briefly describe this child’s personality as you see him (What is he like?):
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

Describe his academic problem:
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

Teacher’s Name ____________________________
HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
SCHOOL ADMINISTRATION BUILDING
HARRISON, ARKANSAS

ACHIEVEMENT TEST OUTLINE FOR SLD STUDENTS

STUDENT'S NAME ____________________________

AGE ____________________________

PARENT ____________________________

ADDRESS ____________________________

SCHOOL ____________________________ GRADE ____________________________

SEPTEMBER SAMPLES

Reading Achievement Test Score:
Silent Reading__________
Oral Reading__________

Writing Lesson:
Have each child write alphabet on unruled paper. If he cannot write it by memory, let him copy. Note whether or not he must copy. Keep paper.

Time Concepts:
Give test (furnished by HERDC)
Keep test papers for later comparisons.

Spelling:
Keep sample of child's writing on spelling test based on words taken from child's reading test. Keep the paper.

Expressive Language and Writing:
Have child look at a picture and write a story. (Allow even the non-writers to make an effort.) Keep the paper for later comparison.

MAY SAMPLES

Reading Achievement Test Score:
Silent Reading__________
Oral Reading__________

Have each child write alphabet by memory if possible. If not, let him copy. Note whether or not he must copy. Keep paper.

Use same test and keep test papers.

Keep sample of child's writing on spelling test. Same list of words as used in September. Keep the paper.

Have the child write a story about the same picture used in September. Keep the paper for comparison.
Fine Visual-Motor Coordination:
Let the child copy the following:

1. From the chalk board
2. From a paper on his desk
Keep sample of first effort.

Math Concepts:
Use test furnished by HERDC
Keep papers for later comparison.

Gross Motor Coordination:
Rate each child on a scale of 5, 4, 3, 2, 1 (5 = highest rank)
on the following:
1. Hopping
2. Skipping
3. Throwing and catching a ball
Keep rating for later comparison.

September Rating Scale:
Hopping (either foot) 5 4 3 2 1
Skipping 5 4 3 2 1
Throwing a ball 5 4 3 2 1
Catching a ball 5 4 3 2 1

Auditory Memory and Sequencing:
Make written notation of what errors occur.
1. Repeat after me: 8, 12, 1
   (entire series)
2. Repeat after me: 6, 9, 1, 4
   (entire series)
3. Repeat after me: 7, 5, 2, 1, 6
   (entire series)

Repeat the same test in May. Keep samples for comparison.

Repeat the same test in May. Keep samples for comparison.

Repeat same test in May. Keep ratings for comparison.

May Rating Scale:
Hopping (either foot) 5 4 3 2 1
Skipping 5 4 3 2 1
Throwing a ball 5 4 3 2 1
Catching a ball 5 4 3 2 1

Repeat same test in May. Make written
notation of what errors occur.

1.
2.
3.
Auditory Memory and Sequencing, Cont'd:
Make written notation of what errors occur.

Repeat after me:
1. House, car, dog (entire series)
2. Window, doll, creek, lady (entire series)
3. School, pillow, across, paper, jump (entire series)

Auditory-Vocal Association:
Make written notation of what errors occur.

What's wrong with these sentences?
1. The sound of the flowers made the room smell sweet.
2. The car had two arms and two legs.
3. Our Safeway store sells oranges for 5¢ each or 2 for 11¢.

Laterality:
Make a written observation as to whether child uses right or left side.

Hand me that pencil. R - L
Tear this paper in two. R - L
Write your name. R - L
Hop on one foot. R - L
Pretend you are kicking a ball. R - L
Use your pencil and pretend you are aiming a gun. R - L
Close one eye. R - L

Repeat same test in May. Make written notation of what errors occur.

1. 
2. 
3. 

Repeat same test in May. Make a written observation as to whether child uses right or left side.

Hand me that pencil. R - L
Tear this paper in two. R - L
Write your name. R - L
Hop on one foot. R - L
Pretend you are kicking a ball. R - L
Use your pencil and pretend you are aiming a gun. R - L
Close one eye. R - L
Directionality:

Make a written observation if any errors occur.

1. Put your pencil on top of the paper.
2. Put your pencil under the paper.
3. Put your pencil on the upper right hand corner of the paper.
4. Put your pencil on the lower left hand corner of the paper.
5. Point to the north, the south, the east, the west.

Repeat same test in May. Make a written observation if any errors occur.

1.
2.
3.
4.
5.
MATH CONCEPTS

Write by 1's the numbers from 1-22.

Write the numbers 0-22 by 2's.

Draw a circle around the larger of each pair of numbers.

2   10   8   3

32   64   18   15

23   21
Solve the following:

5 + 8 =

6 + 10 =

8 - 5 =

7 - 3 =

11 + 9 = 20
10 + 6 = 16
10 - 5 = 5
8 - 5 = 3
How would you divide nine pieces of candy among 3 boys so that each boy would have the same number of pieces? Pretend that each circle is a piece of candy and draw a circle around the number of pieces each boy would receive:

0 0 0 0 0 0 0 0 0 0
TIME CONCEPTS

My name is ____________________________________________.

Today is (day of week) ____________________________________.

Yesterday was (day of week) ________________________________.

Christmas comes in the month of ____________________________.

My birthday is (month) __________________________ (date) ________.

Next month will be the month of ____________________________.

School begins at (time) ____________________________________.

When do we eat breakfast? (Mark one):

____ Morning

____ Noon

____ Evening

When do we leave home to go to school?

____ Morning

____ Afternoon

____ Night
Copy the following:
STUDENT SELF-IMAGE SURVEY

The attached STUDENT SELF-IMAGE SURVEY, developed by the Harrison Educational Research and Development Center, aims at getting student responses to items stated in positive terms. All items are focused on characteristics on which the student may rate himself, relative to how other persons appear or respond to him. He rates himself on such general questions as (1) How am I? (2) How well do I do? (3) How do I look? and (4) Do people like me? All items aim at personal qualities that most children wish to possess.

HERDC is interested in discovering which items on this form correlate most closely with academic achievement and popularity with peers. Results have not been tabulated.

The HERDC staff has discovered that most students enjoy marking the form, and parents are especially interested in the results.

You may reproduce this form and use it in any way that you wish. May we hear from you on the results? We would be interested in the information requested on the following page:
STUDENT SELF-IMAGE SURVEY

1. I am neat and clean
   
   very neat
   dirty and
   untidy
   5  4  3  2  1

2. I like the clothes I wear
   
   very much
   not at all
   5  4  3  2  1

3. I am happy and cheerful
   
   very cheerful
   grouchy
   5  4  3  2  1

4. I am good looking (pretty)
   
   very good looking
   ugly
   5  4  3  2  1

5. I am good to other people
   
   very kind, considerate
   hateful
   5  4  3  2  1

6. I am smart
   
   very smart
   stupid
   5  4  3  2  1

7. I am brave
   
   never afraid
   always afraid
   5  4  3  2  1

8. I am healthy
   
   never sick
   sick most of the time
   5  4  3  2  1
9. I am strong

| very strong | 5 |
|            | 4 |
|            | 3 |
|            | 2 |
| very weak  | 1 |

10. Other children like me

| very much   | 5 |
|            | 4 |
|            | 3 |
|            | 2 |
| they dislike me | 1 |

11. Grown-ups like me

| very much   | 5 |
|            | 4 |
|            | 3 |
|            | 2 |
| they dislike me | 1 |

12. I am a leader

| others follow my suggestions | 5 |
|                              | 4 |
|                              | 3 |
|                              | 2 |
| nobody listens to me          | 1 |

13. I am good in games and sports

| often win | 5 |
|           | 4 |
|           | 3 |
|           | 2 |
| clumsy, always lose | 1 |

14. When I grow up, I will be famous

| very famous | 5 |
|            | 4 |
|            | 3 |
|            | 2 |
| not famous at all | 1 |
* TEST RESULTS: STUDENT SELF-IMAGE SURVEY

Grade level___________________________________________________________

School______________________________________________________________

No. of Students Tested______________________________________________

Average score,
  All Items Included____________________________________________________

The test is beneficial_________________________________________________

The test is not beneficial_______________________________________________

Comments:

* If you wish, you may fill in the information requested on this sheet and send it to Harrison Educational Research and Development Center, School Administration Building, Harrison, Arkansas 72601
What do you like?

Do you like school?

Do you like for the teacher to ask you to erase the board or empty the waste basket?

Would you like for the teacher to ask you to take a note to another teacher?

Do you like for the teacher to ask you questions in class?

Do you like to do your own school work without help from the teacher?

Do you like to talk to the class?

If the teacher asks you a question and you give the wrong answer, do you raise your hand on the next question?
<table>
<thead>
<tr>
<th>Question</th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Not Very Often</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you talk to the teacher the same amount of time as the other students in your room?</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
</tr>
<tr>
<td>Do you listen carefully to others in class without interrupting?</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
</tr>
<tr>
<td>Are you a good sport when you play with other children at recess?</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
</tr>
<tr>
<td>Do other children like you?</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
</tr>
<tr>
<td>Do you like to play running, throwing and jumping games?</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
</tr>
<tr>
<td>Do you like to draw and color?</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
</tr>
<tr>
<td>Do you like to play games with people who can beat you?</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
</tr>
<tr>
<td>Do you like to do your art work (drawing and coloring) without help from the teacher?</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
</tr>
<tr>
<td>Do you ever decide what games you and your friends should play during recess?</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
</tr>
<tr>
<td>Do you think you can do as well in team sports (basketball, baseball, or other) as most of your friends?</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
<td>◯</td>
</tr>
</tbody>
</table>
STUDENT BEHAVIOR RATING SCALE FOR GRADES 1-6

STUDENT'S NAME __________________________ AGE _______ GRADE _______

TEACHER'S NAME __________________________ SCHOOL ___________________

DATE ___________________________ SCORE __________________________

TO THE TEACHER: Please read carefully.

This scale is to be used as a measure of what the teacher thinks of a specific student's confidence in his own ability in the classroom and on the schoolground, as judged by his outward behavior.

In the construction of this check-list, an attempt has been made to include only items suggestive of behavioral patterns that might reflect a student's confidence level or a student's attitude toward his own abilities in relation to the abilities of his peers.

Reliability of this scale depends upon strict adherence to the following guide:

1. Ratings should be based on the student's most recent behavior observed by you, i.e., over the past four to six weeks.

2. Compare the student with students in your classroom whom you consider to be average.

3. Rely entirely on your own judgement.

4. Consider each question independent of other questions, even if there seems to be contradictory behavior.

5. Ratings should be based on outward behavior of the child. Do not try to interpret inward feelings.

6. Make use of the full range offered by the 1-5 scale.

7. Rate each item by circling the appropriate number. Also check the appropriate boxes. Do not omit any items.

8. Do not use this form for children with physical handicaps.
AFFECTIVE BEHAVIOR

1. Behavior in Relation to Classroom Tasks

a. Attends school regularly.
   
   5 = misses no school
   3 = misses 2-4 days per six-week period
   1 = misses 10 or more days per six-week period

b. Is willing to accept responsibility of individually assigned tasks.
   
   5 = readily accepts assigned tasks or volunteers
   3 = average
   2 or 1 = is timid
   1 = is fearful
   1 = openly refuses
   1 = other


c. Has confidence in own ability to do unfamiliar tasks.

   5 = is self-directed
   3 = average
   2 or 1 = poor effort
   1 = gives up easily
   1 = derides own ability
   1 = other


d. Is confident in response to questions.

   5 = is self-directed
   3 = average
   2 or 1 = poor effort
   1 = gives up easily
   1 = derides own ability
   1 = other
2. **Behavior in Relation to Peers**

   a. Plays with other children on schoolground.

      5 = ideally adjusted, shares and cooperates in play
      3 = average
      2 or 1 = is withdrawn

      is inconsiderate of others
      is belligerent
      is sadistic

      other__________

   b. Social interaction with peers in class.

      5 = ideally adjusted, is liked by others
      3 = average
      2 or 1 = is withdrawn

      is a braggart
      is inconsiderate of others
      is disliked by others

      other__________

**PSYCHOMOTOR BEHAVIOR**

   **Behavior in Relation to Physical Tasks**

   a. Has an attitude of confidence in his approach to gross motor tasks, such as running, jumping, throwing, etc.

   b. Has an attitude of confidence in his approach to fine motor tasks, such as writing, drawing, cutting with scissors, etc.
c. Will readily try again after failure or defeat in physical tasks.

5 = ideally adjusted
3 = average
2 or 1 = withdraws

openly refuses
or makes excuses
becomes angry
cries

other

[Options fill in]

5 4 3 2 1

d. Voluntarily performs fine motor tasks without supervision.

5 = ideally adjusted
3 = average
2 or 1 = quits before finishing

is hesitant (many false
starts, tears up papers,
erasures, etc.)

often checks with teacher
for reassurance

other

[Options fill in]

5 4 3 2 1

e. Voluntarily performs gross motor tasks without supervision.

5 = ideally adjusted
3 = average
2 or 1 = quits before finishing

is hesitant (many false
starts and excuses)

will not perform unless
required to do so

other

[Options fill in]

5 4 3 2 1
f. Is not openly nervous during class.

5 = ideally adjusted
3 = average
2 or 1 = is fearful when called on

physically tense
voice quivers
hands tremble
other

---

g. Will readily try again after failure or defeat in classroom tasks.

5 = ideally adjusted
3 = average
2 or 1 = withdraws

openly refuses
or makes excuses
becomes angry
cries
other

---
h. Demands a fair share of the teacher's time and attention.

5 = is very considerate
3 = average
2 or 1 = is very demanding

is very timid
other

---
i. Voluntarily participates and is willing to share ideas and opinions in class discussion.

5 = ideally adjusted
3 = average
2 or 1 = makes up false stories

monopolizes discussion
never, or rarely participates
other
f. General confidence level as observed through mannerisms and gestures (outgoing or withdrawn).

5 = ideally adjusted
3 = average
2 or 1 = withdrawn

☐ overly outgoing
☐ other

TEACHER'S COMMENTS:
HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
SCHOOL ADMINISTRATION BUILDING
HARRISON, ARKANSAS

SURVEY OF ARTISTS

Place a ✓ in front of each name of an artist.

Do not guess. Check only the ones whom you know to be artists.

______ 1.  Van Gogh
______ 2.  Armstrong
______ 3.  Roberson
______ 4.  Da Vinci
______ 5.  Rembrandt
______ 6.  Picasso
______ 7.  Cornell
______ 8.  Brueghel
______ 9.  Kainer
______10.  Vallett
______11.  O'Leary
______12.  Ramington
______13.  Bloom
______14.  Dürer
______15.  Jordan
______16.  Gesell
______17.  Degas
______18.  Renoir
______19.  Rodin
______20.  Allen
WHAT I SEE

1. Which picture shows that the artist used much dark for shadow and very little light?
   A   
   B   
   C   
   D   

2. The warm colors are seen most easily in which picture?
   A   
   B   
   C   
   D   

3. Which picture emphasizes the primary colors?
   A   
   B   
   C   
   D   

4. Which picture has nearly all cool colors?
   A ______
   B ______
   C ______
   D ______

5. Which is the mono-color picture?
   A ______
   B ______
   C ______
   D ______

6. Which picture shows the artist used much texture in his paintings?
   A ______
   B ______
   C ______
   D ______

7. Which slide shows the most distance or space?
   A ______
   B ______
   C ______
   D ______

8. Which slide has the least amount of distance?
   A ______
   B ______
   C ______
   D ______
3. Which slide has much repetition of line?
   A __________ 
   B __________ 
   C __________ 
   D __________ 

10. Which picture has most movement of shapes?
   A __________ 
   B __________ 
   C __________ 
   D __________ 

11. What picture has the most contrast of texture?
   A __________ 
   B __________ 
   C __________ 
   D __________ 

12. Which picture has the strongest contrast of light and dark?
   A __________ 
   B __________ 
   C __________ 
   D __________ 

13. Which slide is an example of a sculpture in metal?
   A __________ 
   B __________ 
   C __________ 
   D __________
14. Which sculpture is made of clay?
   A  
   B  
   C  
   D  

15. Which slide shows architecture that was built for protection against enemies?
   A  
   B  
   C  
   D  

16. Which slide shows architecture made of wood?
   A  
   B  
   C  
   D  

17. Which slide looks as though it is the newest building?
   A  
   B  
   C  
   D  

WHAT I CAN TELL

1. What would you mix with red to make it lighter?
   A _____ green
   B _____ black
   C _____ blue
   D _____ white

2. What two colors would you use to make green?
   A _____ red and blue
   B _____ orange and yellow
   C _____ yellow and blue

3. What two colors would you use to make orange?
   A _____ yellow and blue
   B _____ red and yellow
   C _____ violet and green

4. What two colors would you use to make purple or violet?
   A _____ yellow and red
   B _____ blue and green
   C _____ blue and red

5. Draw a line under the box nearest you in the picture.
6. Draw a line under the box that is closer to you.

[Image of boxes]

7. Which is roughest to the touch?
   - Tabletop
   - Glass jar
   - Magazine cover
   - Sandpaper
   - Chalkboard

8. Which is softest to the touch?
   - Dried leaf
   - Ball of cotton
   - Brick wall
   - Notebook paper
   - Ice

9. Which is smoothest to the touch?
   - Side of a metal file cabinet
   - Wet sponge
   - Fossil rock
   - Prickly pear
   - Clothes brush

10. Which is the edge?
    - The broad, flat side of a piece of tablet paper
    - The thin outer part of a piece of tablet paper
11. Match the following (each answer may be used more than once):

A. Color

B. Texture

_____ Shows roughness or smoothness of a surface

_____ Changes shade or hue when mixed

_____ May sometimes be seen and felt

_____ Can be seen but not felt

_____ Reflects light from pigment

_____ Shows warmth or coolness
Appendix L

HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
SCHOOL ADMINISTRATION BUILDING
HARRISON, ARKANSAS

ART CONCEPTS AND TERMINOLOGY TAUGHT IN
MY CLASSROOM

Check only those items which are included in your instructional program:

Design Elements and Related Concepts

____ Contrast
____ Repetition
____ Balance
____ Movement
____ Geometric Shape
____ Space
____ Distance
____ Variety

Characteristics and Concepts of Color

____ Warm
____ Cool
____ Dark and Light
____ Dominance
____ Primary Colors
____ Secondary Colors
____ Mono-color
Tactile Concepts

- Texture
- Soft
- Hard
- Smooth

Art Media

- Easel Painting
- Tempera Painting
- 3-Dimensional
- 2-Dimensional

Other Concepts

- Creativity
- Innovation
- Improvisation
- Originality
- Imitation
- Copy
- Realism
- Abstraction
Appendix M

HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
SCHOOL ADMINISTRATION BUILDING
HARRISON, ARKANSAS

VISUAL ARTS CONCEPTS
AND THE ENVIRONMENT

Pre-Test and Post-Test for a One-day Workshop

1. The State of Arkansas Department of Education minimum requirement for regularly scheduled art experiences in the elementary classroom is
   a. 60 minutes per week.
   b. 120 minutes per week.
   c. 100 minutes per week.

2. In teaching art to elementary children, it is best to structure the activities
   a. according to such things as mimeographed or duplicated materials available.
   b. according to such things as color, texture, emphasis.
   c. according to available visual arts instructional materials, expendable supplies, or other resources.

3. An appreciation for the visual aspect of the environment is a result of
   a. an individual's economic position in a community.
   b. an individual's social status.
   c. an individual's feeling for that which is seen.

4. In order to solve visual environmental problems it is important
   a. to recognize beauty as organization.
   b. to recognize beauty as ornamentation and pattern.
   c. to recognize beauty as change.

5. Balance, unity and emphasis
   a. are tools by which lines, forms, spaces, colors, textures are manipulated to make a visual statement.
   b. are rules by which manipulation of lines, forms, spaces, colors, textures adhere.
   c. are methods to learn or teach about line, form, space, color, texture.
What type of art activities do you prefer? Indicate your preference of each of the following activities by circling 1, 2, 3, 4 or 5. 5 = most enjoyable and 1 = least enjoyable or not enjoyable at all.

Crayons, including crayon resist
1 2 3 4 5

Tempera painting
1 2 3 4 5

Modeling and constructing with such things as papier maché, clay, paper, wood scraps
1 2 3 4 5

Weaving
1 2 3 4 5

Making a collage
1 2 3 4 5

Printmaking with such things as potatoes, found-objects, sponges, cardboard
1 2 3 4 5
HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
SCHOOL ADMINISTRATION BUILDING
HARRISON, ARKANSAS

STUDENT RATING SCALE OF
AESTHETIC OPINIONS

Place a check mark in the blank that tells what you think about the following everyday things:

1. _____ I enjoy looking at the sky
   _____ I do not enjoy looking at the sky.

2. _____ I enjoy watching birds.
   _____ I do not enjoy watching birds.

3. _____ I like my desk to be clean.
   _____ I do not like my desk to be clean.

4. _____ I like my shoes to be clean.
   _____ I do not like my shoes to be clean.

5. _____ I like to pick flowers, leaves or other plant life.
   _____ I do not like to pick flowers, leaves or other plant life.

6. _____ I like to pick up rocks and look at them.
   _____ I do not like to pick up rocks and look at them.

7. _____ I like my room to be pretty.
   _____ I do not like my room to be pretty.
8. I like to paint.
   I do not like to paint.

9. I like to make things from scrap.
   I do not like to make things from scrap.

10. I like to look at pictures.
    I do not like to look at pictures.

11. I like to make things from clay.
    I do not like to make things from clay.

12. I like to have clean fingernails.
    I do not like to have clean fingernails.

13. I like art.
    I do not like art.

14. I like to leave my room clean after art class.
    I do not like to leave my room clean after art class.

15. I like our restroom to be clean.
    I do not like our restroom to be clean.
As compared with previous years of similar classroom situations, please evaluate the attitude of your students toward art. Please check only those statements which best describe their attitude.

1. Consumable materials like paper and paint have caused my students to enjoy art in the classroom.

2. I have noticed that my students show more interest in art than I am accustomed to noticing.

3. My students have shown enthusiasm for art instruction.

4. Students have shown enthusiasm to talk about artists and their art work on occasions not set aside for that purpose.

5. Students in my class have shared discoveries and observations made as the result of an introduction received during an art class.

6. I have noticed that students have found pleasure in continuing use of terms that were discussed during an art period.

7. My students have encouraged me to request from HERDC certain books, pictures, ideas to be delivered for use in our classrooms.
8. There are more students who have brought objects created at home for sharing with me and interested students.

9. I have had more parent comments on art than usual.

10. My students have shown more care for their appearance and the appearance of their classroom and the playground.

Make any comments which would further describe your students' attitudes toward art.

COMMENTS:
SURVEY OF COMPOSERS

Place a ✓ in front of each name of a composer.

Do not guess. Check only the ones whom you know to be composers.

1. Wold
2. Copland
3. Glatthorn
4. Groden
5. Beethoven
6. Bach
7. Mozart
8. Allan
9. Roberts
10. Tchaikowsky
11. Vivaldi
12. Leland
13. Handel
14. Schumann
15. Burdett
16. Ravel
17. Morris
18. Saint-Saëns
19. Frederik
20. MacDowell
Check the correct answer:

1. A symphony is a musical composition for a
   ______ band
   ______ orchestra
   ______ chorus
   ______ glee club

Check the correct answer:

2. A person who writes music is a
   ______ writer
   ______ poet
   ______ composer
   ______ author

3. Write the musical alphabet
4. Identify the following musical symbols by matching each symbol with its correct name:

- a. \( \circ \)  
- b. \( \text{ measures} \)  
- c. \( \text{tuplets} \)  
- d. \( \text{whole note} \)  
- e. \( \text{half note} \)  
- f. \( \text{eighth rest} \)  
- g. \( \text{bass clef} \)  

5. Match the following (Each letter may be used several times):

- EXAMPLE d
- a. \( \text{string instrument} \)  
- b. \( \text{woodwind instrument} \)  
- c. \( \text{brass instrument} \)  
- d. \( \text{percussion instrument} \)  

- 1. \( \text{drum} \)  
- 2. \( \text{sousaphone} \)  
- 3. \( \text{ooboe} \)  
- 4. \( \text{celeste} \)  
- 5. \( \text{clarinet} \)  
- 6. \( \text{trombone} \)  
- 7. \( \text{tympani} \)  
- 8. \( \text{violin} \)  
- 9. \( \text{flute} \)  
- 10. \( \text{trumpet} \)  
- 11. \( \text{viola} \)  
- 12. \( \text{cello} \)
6. Match the following (Each letter may be used several times):

<table>
<thead>
<tr>
<th>EXAMPLE</th>
<th>c</th>
<th>1. symphony</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. a composer</td>
<td></td>
<td>2. Wolfgang Amadeus Mozart</td>
</tr>
<tr>
<td>b. the name of a musical composition</td>
<td></td>
<td>3. Ludwig Van Beethoven</td>
</tr>
<tr>
<td>c. a type of musical composition</td>
<td></td>
<td>4. Symphony No. 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. ballet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. opera</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. The Magic Flute</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Joseph Haydn</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. The Clock Symphony</td>
</tr>
</tbody>
</table>
NOTE TO THE TEACHER: Please rate each student on the accuracy of his body movement and verbal response to rhythms or musical selections played. This rating should be based on a 5-1 scale with 5 as the highest rating.

<table>
<thead>
<tr>
<th>NAME OF STUDENT</th>
<th>FAST-SLOW (TEMPO)</th>
<th>EVEN-UNEVEN (RHYTHM)</th>
<th>HIGH-LOW (PITCH)</th>
<th>LOUD-SOFT (VOLUME)</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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<td>EVEN-UNEVEN (RHYTHM)</td>
<td>HIGH-LOW (PITCH)</td>
<td>LOUD-SOFT (VOLUME)</td>
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</table>
Rate each student on his ability to perform each skill. Make ratings based on a scale of 5, 4, 3, 2, 1 with 5 as highest and 1 as lowest.

<table>
<thead>
<tr>
<th>NAME</th>
<th>SKILLS</th>
<th>SHOWS AN UNDERSTANDING OF THESE CONCEPTS</th>
<th>VARYING RHYTHMIC PATTERNS AND TEMPOS</th>
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<tr>
<td>NAME</td>
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</table>
STUDENT RESPONSE TO LISTENING

1. This music makes me feel like _______________________.

2. When I hear it, I want to _______________________.

3. It makes me think of _______________________.

4. The things that I notice most about this music are _______________________.

and _______________________.

5. The kind of person who would probably like this music best is _______________________.

6. The thing I like least about this music is _______________________.

7. The thing I like best about this music is _______________________.

RECORD _______________________.
SIDE _______ BAND _______________________.

PUPIL'S NAME _______________________.
STUDENT EVALUATION OF MUSIC ACTIVITIES

1. I have enjoyed studying about and listening to musical compositions.

<table>
<thead>
<tr>
<th>VERY MUCH</th>
<th>NOT AT ALL</th>
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<tbody>
<tr>
<td>5</td>
<td>4</td>
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</table>

2. I have enjoyed studying and learning to write music notes.

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<th>NOT AT ALL</th>
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<tbody>
<tr>
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<td>4</td>
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</table>

3. I have enjoyed learning the names and sounds of musical instruments.

<table>
<thead>
<tr>
<th>VERY MUCH</th>
<th>NOT AT ALL</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
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</tbody>
</table>
EVALUATIVE COMMENTS BY
DISSEMINATION WORKSHOP PARTICIPANTS

1. As an elementary principal, I gained valuable help in area of communication
   with parents, teachers, and community as well as ways to help my SLD teacher.

2. I am a Resource Teacher, and I have gotten many useful ideas. The workshop
   has been an excellent reinforcer to me. Maybe I'm doing some things right!

3. I've been in a Resource Room 3 1/2 years--this has been one of the best
   workshops I've attended.

4. I was very pleased to see this information being disseminated to all school
   personnel. I feel that public relations is of utmost importance to the
   program in any area. You are exemplary and to be commended for your fine
   growth and success.

5. I feel that the workshop was very good due to the fact that the speakers
   have really been there.

6. Liked the demonstration of materials.

7. I hope to use several ideas.

8. Most informative, expect to use some of approaches with my EMR.


10. I have enjoyed the workshop and feel I understand my child's problems much
    better. Wish he could be in an SLD classroom.

11. Many of the suggestions have been of help to me personally, but the situation
    in my school is not flexible and innovative enough to take up such a program.
    I hope we can push it some.

12. The materials were very helpful. Also, the ways of making our own materials.

13. Auditory perception should be covered a little more thoroughly since it
    plays such an important part in learning. The resource room teachers' comments
    were very helpful and thought provoking.

14. I enjoyed the materials you showed. Also, am thankful for the book you
    furnished. It made the workshop that much more valuable. "Thank You."

15. I feel the auditory perception was made clear (meaning). It is going to
    help me help three children. I plan to loan my manual to classroom teachers
    which may be helpful. I have been here two days. I hope more workshops will
    come here.
16. We are interested in beginning work in this area. Thanks so very much for making this opportunity available to us.

17. Enjoyed the spontaneous nature of the workshop and the obvious team spirit. Also use of materials at hand—creativity.

18. I realize that space was limited; however, I wish the audience could have participated more fully in more of the learning activities.

19. I enjoyed this, and I am glad to have had this insight.

20. I was only able to attend a short session but was very favorably impressed.

21. Very well presented, but I wish we could have broken down in small discussion groups for at least a couple of hours.


23. Scores would have of course been much higher had I been here the full two days. This last 1/2 day was all I could get off.

24. This workshop afternoon has whetted my desire to attend more, and I firmly intend to make use of the helpful suggestions heard here. Congratulations on a well organized and deeply interesting program.

25. You seem so willing to help send information and to be of service in any way. The musical bell was really neat and also the addition and multiplication board. All gave me new ideas.

26. Well organized!

27. The afternoon sessions got a little long.

28. Excellent—just wish more people who work with this type of child could attend workshops of this nature.

29. The workshop has been very informative and interesting. The booklet is excellent and will be helpful in many ways.

30. Booklet is very good.

31. The book presents much useful information.

32. Good information in the book—well prepared. Very good visual aids.

33. This was a well organized and well presented workshop.
34. Am impressed with enthusiasm and sincerity of panel participants and attitudes toward their children. Only wish information could be more widely disseminated among all Arkansas teachers!

35. Here both days—am much encouraged to continue pursuing the diagnosis and application of more appropriate methods of reaching many of our children.

36. I don't think session could have been improved on. Well done!

37. It could be better presented in an outline form.

38. Your enthusiasm, ideas, etc., were very enlightening. It is evident that you are doing a tremendous job. I wish there were more ways to get this type workshop to inform all teachers so that the SLD child can be found and helped.

39. Regular teachers need to be given opportunity to understand what the resource room is attempting. Parent groups need to be better informed.

40. A resource room would be a blessing in each school! Many techniques learned these past few days will be used in my remedial reading room. It is frustrating to know the time element involved (30 minutes) is not enough time to work with six children with such varied problem levels.

41. In working with remedial reading, I have seen that a number of my students had problems. Through this workshop, I have found what their problems could be.

42. This has been a good refresher course in this area. This is my first experience teaching a class of this type, and it's been 3 1/2 years since I've had the course work.

43. I was here both days. I am an aide, and wish that I had had something like this before I started. I'm not sure I realized the importance of trying different ways to get through, because of their block. I think I will be more aware in the future. Previously, I have not had any training as to just what a learning disability is, and I think that in general this was helpful. I really appreciated the demonstration of materials and the shared experiences of some of the materials used by the teachers.
EQUIPMENT AND SUPPLIES CHECKED OUT
TO THE PUBLIC SCHOOLS OF HUNTSVILLE, ARKANSAS

The following ESEA, Title III equipment, instructional materials, and supplies were issued to the Specific Learning Disabilities Resource Room in Huntsville.

The art supplies listed here are expendable.
HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
SCHOOL ADMINISTRATION BUILDING
HARRISON, ARKANSAS

June 30, 1972

HUNTSVILLE RESOURCE ROOM
- Phyllis McGuire, teacher

ROOM FURNISHINGS ISSUED
FY 1971

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# INSTRUCTIONAL MATERIALS ISSUED
## FY 1971

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<td>1 Mattel's MAN IN SPACE</td>
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<td>3 Free Wheelers (cars)</td>
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<td>1 set scale model construction trucks (3 trucks)</td>
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<td>1 farm tractor</td>
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<td>1 Saturn V Rocket and Apollo Spacecraft</td>
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<td>4 small animals—giraffe, camel, tiger, lion</td>
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<tr>
<td>1 set</td>
<td>templates</td>
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<tr>
<td>1 ream</td>
<td>construction paper (assorted colors)</td>
</tr>
<tr>
<td>1 pr.</td>
<td>lefty scissors</td>
</tr>
<tr>
<td>4 skeins</td>
<td>jumbo yarn</td>
</tr>
<tr>
<td>1 skein</td>
<td>colored raffia</td>
</tr>
<tr>
<td>1 skein</td>
<td>rug yarn</td>
</tr>
<tr>
<td>3 skeins</td>
<td>sisal cord</td>
</tr>
<tr>
<td>1 spool</td>
<td>carpet warp</td>
</tr>
<tr>
<td>3 yds.</td>
<td>burlap</td>
</tr>
<tr>
<td>1 yd.</td>
<td>penelope canvas</td>
</tr>
<tr>
<td>4</td>
<td>tapestry and yarn needles</td>
</tr>
</tbody>
</table>
ART SUPPLIES, cont'd

<table>
<thead>
<tr>
<th>QUANTITY</th>
<th>ITEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 skeins</td>
<td>yarn rug filler</td>
</tr>
<tr>
<td>4 rolls</td>
<td>corrugated paper (pink, green, white, yellow)</td>
</tr>
<tr>
<td>2 lbs.</td>
<td>dry wheat paste</td>
</tr>
<tr>
<td>6</td>
<td>artists watercolor brushes</td>
</tr>
<tr>
<td>2 doz.</td>
<td>Flex Flo jars</td>
</tr>
<tr>
<td>2</td>
<td>rubber cement dispensers</td>
</tr>
<tr>
<td>1 qt.</td>
<td>rubber cement</td>
</tr>
<tr>
<td>5 pkgs.</td>
<td>Amaco moist clay (5 lb. packages)</td>
</tr>
<tr>
<td>4</td>
<td>flat casel brushes</td>
</tr>
<tr>
<td>3</td>
<td>brayers</td>
</tr>
<tr>
<td>40</td>
<td>Amaco crayons (10 each--blue, green, yellow, orange)</td>
</tr>
<tr>
<td>3 boxes</td>
<td>Amaco pastels (12 to a box)</td>
</tr>
<tr>
<td>2 boxes</td>
<td>Sketcho oil crayons</td>
</tr>
<tr>
<td>1</td>
<td>Ross white glue</td>
</tr>
<tr>
<td>3</td>
<td>Plasti Tack</td>
</tr>
<tr>
<td>18</td>
<td>china markers</td>
</tr>
<tr>
<td>10 jars</td>
<td>Amaco liquid tempera (16 oz. jars)</td>
</tr>
<tr>
<td>1 pt.</td>
<td>rubber cement</td>
</tr>
<tr>
<td>9</td>
<td>magic markers (asorted colors)</td>
</tr>
<tr>
<td>6 boxes</td>
<td>crayolas, regular size (16 to a box)</td>
</tr>
</tbody>
</table>
# INSTRUCTIONAL MATERIALS ISSUED

## FY 1972

<table>
<thead>
<tr>
<th>DISTRIBUTOR</th>
<th>ITEM</th>
</tr>
</thead>
</table>
| Ann Arbor Publishers | 1 reusable book - Symbol Tracking  
1 reusable book - Primary Tracking  
1 reusable book - Visual Tracking  
1 reusable book - World Tracking  
3 pens - Special pens for reusable books |
| The Continental Press, Inc. | Workbook and teacher's guide - Reading/Thinking Skills |
| Developmental Learning Materials | 1 pkg. tracing paper  
1 box colored cubes  
1 people puzzle  
1 job puzzle  
1 puzzle tray  
1 dot-to-dot pattern sheet  
1 pkg. color-cued tracing paper  
1 pkg. spatial relation picture cards  
1 set shapes stencils  
1 sequential picture cards II  
1 sequential picture cards III  
1 sensanumber track  
1 sensorithmetic program |
| Educators Publishing Service | 4 book 1 - Visual, Auditory, Kinesthetic, Tactile Skills to Writing, Reading, Spelling  
4 book 2 - Visual, Auditory, Kinesthetic, Tactile Skills to Writing, Reading, Spelling |
| Fearon Publishers | 1 workbook - Measure-Up  
1 workbook - Money Makes Sense  
1 workbook - Telling Time  
1 workbook - Using Dollars |
| Ginn and Company | 5 workbooks - Can You Imagine?  
5 workbooks - Invitations to Thinking and Doing |
| Houghton Mifflin Company | 1 Letter Form Board  
1 Teacher's Guide |
<table>
<thead>
<tr>
<th>DISTRIBUTOR</th>
<th>ITEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideal School Supply</td>
<td>1 Building Bead Patterns</td>
</tr>
<tr>
<td></td>
<td>1 Arithmetic Tube</td>
</tr>
<tr>
<td>McCormick Mathers Company, Inc.</td>
<td>3 workbooks - Streamliner, #2</td>
</tr>
<tr>
<td></td>
<td>3 workbooks - Jet Plane, #3</td>
</tr>
<tr>
<td></td>
<td>3 workbooks - Rocket Book, #4</td>
</tr>
<tr>
<td>Oklahoma School Supply</td>
<td>2 chart tablets</td>
</tr>
<tr>
<td></td>
<td>2 sentence strips</td>
</tr>
<tr>
<td>Open Court Publishing Company</td>
<td>1 workshop kit</td>
</tr>
<tr>
<td></td>
<td>2 storybooks - We Feed a Deer</td>
</tr>
<tr>
<td></td>
<td>2 &quot; The Wee Light</td>
</tr>
<tr>
<td></td>
<td>2 &quot; A Fine Meal</td>
</tr>
<tr>
<td></td>
<td>2 &quot; Wires and Tires</td>
</tr>
<tr>
<td></td>
<td>2 &quot; Fire! Fire!</td>
</tr>
<tr>
<td></td>
<td>4 books - Word Line Books</td>
</tr>
<tr>
<td></td>
<td>2 workbooks - Learning to Read and Write</td>
</tr>
<tr>
<td></td>
<td>2 workbooks - Reading and Writing</td>
</tr>
<tr>
<td>R. H. Stone</td>
<td>1 Kinesthetic Alphabet</td>
</tr>
</tbody>
</table>
ART SUPPLIES ISSUED
FY 1972

<table>
<thead>
<tr>
<th>QUANTITY</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>1</td>
<td>rug needle set</td>
</tr>
<tr>
<td>250</td>
<td>wooden beads</td>
</tr>
<tr>
<td>1 yd.</td>
<td>burlap</td>
</tr>
<tr>
<td>1 pkg.</td>
<td>dry paste</td>
</tr>
<tr>
<td>6 squares</td>
<td>battleship linoleum</td>
</tr>
<tr>
<td>1 box</td>
<td>communicators (set of 12)</td>
</tr>
<tr>
<td>1 box</td>
<td>display pins</td>
</tr>
<tr>
<td>10</td>
<td>china markers</td>
</tr>
<tr>
<td>1</td>
<td>lino cutter set</td>
</tr>
<tr>
<td>1</td>
<td>Baren hand press</td>
</tr>
<tr>
<td>1 ball</td>
<td>cotton twine</td>
</tr>
<tr>
<td>3</td>
<td>tapestry needles - #18</td>
</tr>
<tr>
<td>5</td>
<td>tapestry needles - #13</td>
</tr>
<tr>
<td>1 pkg.</td>
<td>Mexican pottery clay, 25 lbs.</td>
</tr>
<tr>
<td>1 pkg.</td>
<td>modeline clay - grey (box of 20)</td>
</tr>
<tr>
<td>1 pkg.</td>
<td>construction paper (assorted colors)</td>
</tr>
<tr>
<td>1 box</td>
<td>display pins</td>
</tr>
<tr>
<td>1 set</td>
<td>templates</td>
</tr>
<tr>
<td>2 pr.</td>
<td>double-handled scissors</td>
</tr>
<tr>
<td>1 pr.</td>
<td>lefty scissors</td>
</tr>
<tr>
<td>6</td>
<td>1 lb. tubes of water soluble printer's ink</td>
</tr>
<tr>
<td>15</td>
<td>T.I.E.'s self-adhering stick-up glue pages</td>
</tr>
</tbody>
</table>
The following ESEA Title III equipment and supplies were issued to individual classroom teachers of Watson Elementary School, Huntsville, for the instruction of music and art.

This equipment and these instructional materials will continue to be used by the teachers to whom they were issued for the instruction of music and art.

The art supplies listed here are expendable.
HARRISON EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
SCHOOL ADMINISTRATION BUILDING
HARRISON, ARKANSAS

June 30, 1972

EQUIPMENT ISSUED TO WATSON ELEMENTARY SCHOOL
HUNTSVILLE, ARKANSAS
FY 1971, 1972

RECORD PLAYERS:

<table>
<thead>
<tr>
<th>TEACHER TO WHOM EQUIPMENT WAS ISSUED</th>
<th>SERIAL NO.</th>
<th>DATE ISSUED</th>
<th>COST</th>
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<tbody>
<tr>
<td>Logue, Reba</td>
<td>10949</td>
<td>1-5-71</td>
<td>55.00</td>
</tr>
<tr>
<td>Montgomery, Sue Ellen</td>
<td>28582</td>
<td>8-26-70</td>
<td>56.00</td>
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<tr>
<td>Parker, Willia</td>
<td>10808</td>
<td>2-2-71</td>
<td>55.00</td>
</tr>
<tr>
<td>Taule, Gale</td>
<td>10797</td>
<td>1-5-71</td>
<td>55.00</td>
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<tr>
<td>Theis, Charlie</td>
<td>10825</td>
<td>11-19-70</td>
<td>55.00</td>
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<tr>
<td>Jones, Ercell</td>
<td>35091</td>
<td>10-16-70</td>
<td>54.56</td>
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<tr>
<td>LIBRARY</td>
<td>2493</td>
<td>5-22-72</td>
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382.56

RESONATOR BELLS

52.35
INSTRUCTIONAL MATERIAL ISSUED TO WATSON ELEMENTARY SCHOOL
FY 1971, 1972

"MAKING MUSIC YOUR OWN" BOOKS AND RECORDS:

<table>
<thead>
<tr>
<th>TEACHER TO WHOM EQUIPMENT WAS ISSUED</th>
<th>GRADE</th>
<th>STUDENT'S BOOKS</th>
<th>TEACHER'S MANUAL</th>
<th>RECORD ALBUM</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bailey, Juanita &amp; Mildred Camp</td>
<td>1</td>
<td>20</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Faubus, Martha Jo</td>
<td>1</td>
<td>20</td>
<td></td>
<td></td>
<td>34.20</td>
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<tr>
<td>Montgomery, Sue Ellen</td>
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<tr>
<td>Murr, Winona</td>
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<td>30</td>
<td>1</td>
<td>1</td>
<td>83.77</td>
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<tr>
<td>Stacy, Teresa</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td>28.00</td>
</tr>
<tr>
<td>White, Corda</td>
<td>1</td>
<td>20</td>
<td>1</td>
<td>1</td>
<td>66.67</td>
</tr>
<tr>
<td>Edster, Betty</td>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
<td>28.00</td>
</tr>
<tr>
<td>Everett, Donna</td>
<td>2</td>
<td>20</td>
<td></td>
<td></td>
<td>39.00</td>
</tr>
<tr>
<td>Goyne, Geraldine</td>
<td>2</td>
<td>20</td>
<td>1</td>
<td>1</td>
<td>69.43</td>
</tr>
<tr>
<td>Montgomery, Sue Ellen</td>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
<td>2.43</td>
</tr>
<tr>
<td>Phillips, Diana</td>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
<td>28.00</td>
</tr>
<tr>
<td>Stark, Mrs. Al</td>
<td>2</td>
<td>20</td>
<td></td>
<td></td>
<td>39.00</td>
</tr>
<tr>
<td>Taule, Gale</td>
<td>2</td>
<td>19</td>
<td></td>
<td></td>
<td>37.05</td>
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<tr>
<td>Parker, Willia</td>
<td>3</td>
<td>25</td>
<td>1</td>
<td>1</td>
<td>79.96</td>
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<tr>
<td>Allred, Pauline</td>
<td>4</td>
<td>20</td>
<td>1</td>
<td>1</td>
<td>81.29</td>
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<tr>
<td>Montgomery, Sue Ellen</td>
<td>4</td>
<td></td>
<td>1</td>
<td></td>
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</tr>
<tr>
<td>Perry, Floy</td>
<td>4</td>
<td></td>
<td>1</td>
<td></td>
<td>2.49</td>
</tr>
<tr>
<td>Reeves, Luetta</td>
<td>4</td>
<td>15</td>
<td></td>
<td></td>
<td>30.60</td>
</tr>
<tr>
<td>Smith, Doris</td>
<td>4</td>
<td>10</td>
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<td></td>
<td>20.40</td>
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<tr>
<td>Duncan, Shirley</td>
<td>5</td>
<td></td>
<td>1</td>
<td></td>
<td>38.00</td>
</tr>
<tr>
<td>McChristian &amp; Ronald Ward</td>
<td>5</td>
<td></td>
<td>1</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>McChristian &amp; Ronald Ward</td>
<td>5</td>
<td>11</td>
<td>1</td>
<td></td>
<td>27.09</td>
</tr>
<tr>
<td>McGuire, Rod</td>
<td>5</td>
<td>10</td>
<td>1</td>
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<td>24.87</td>
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839.22
**AUDIO VISUAL SETS:**

<table>
<thead>
<tr>
<th>ITEM</th>
<th>COST</th>
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<tbody>
<tr>
<td>THE AMERICAN SCENE (4 filmstrips, 2 records, guides)</td>
<td>33.00</td>
</tr>
<tr>
<td>PATHWAYS TO MUSIC (8 filmstrips, 4 records, guides)</td>
<td>64.00</td>
</tr>
<tr>
<td>THE CLASSIC ERA, EARLY ROMANTIC ERA</td>
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</tr>
<tr>
<td>THE BAROQUE ERA, IMPRESSIONISTIC ERA</td>
<td>97.00</td>
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</table>

**RECORDS:**

<table>
<thead>
<tr>
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<th>QUANTITY OF RECORDS</th>
<th>UNIT COST</th>
<th>TOTAL COST</th>
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<tbody>
<tr>
<td>BOWMAR ORCHESTRAL LIBRARY, Series I</td>
<td>11</td>
<td>69.50</td>
<td>69.50</td>
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<tr>
<td>BOWMAR ORCHESTRAL LIBRARY, Series II</td>
<td>7</td>
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<tr>
<td>CHILDREN'S RHYTHM IN SYMPHONY</td>
<td>2</td>
<td>5.95</td>
<td>11.90</td>
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<tr>
<td>KEYBOARD JR. RECORDINGS</td>
<td>4</td>
<td>4.25</td>
<td>17.00</td>
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<tr>
<td>MAN AND HIS MUSIC (American Indian)</td>
<td>1</td>
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<td>4.25</td>
</tr>
<tr>
<td>MAN AND HIS MUSIC (Mexico)</td>
<td>1</td>
<td>4.25</td>
<td>4.25</td>
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<tr>
<td>MUSIC FOR PHYSICAL FITNESS</td>
<td>2</td>
<td>5.95</td>
<td>11.90</td>
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<tr>
<td>RHYTHMS TODAY</td>
<td>2</td>
<td>11.95</td>
<td>23.90</td>
</tr>
<tr>
<td>ROPE JUMPING AND BALL HANDLING</td>
<td>2</td>
<td>5.95</td>
<td>11.90</td>
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<td>DANCE-A-STORY</td>
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<td>18.48</td>
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**Total Cost:** 216.83
**BOOKS:**

<table>
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<tr>
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<tbody>
<tr>
<td>Literature and Music as Resources for Social Studies, by Ruth Tooze and Beatrice Perham Krone (5 copies)</td>
<td>11.95</td>
<td>59.75</td>
</tr>
<tr>
<td>Rhythms Today, by Edna Doll (5 copies)</td>
<td>5.95</td>
<td>29.75</td>
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**TOTAL**                             $89.50

**TOTAL**                             $1677.46
ART SUPPLIES ISSUED TO
HUNTSVILLE TEACHERS ATTENDING ART WORKSHOPS
FY 1971

<table>
<thead>
<tr>
<th>QUANTITY</th>
<th>ITEM</th>
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<tbody>
<tr>
<td>50 sheets</td>
<td>18&quot; x 24&quot; colored construction paper</td>
</tr>
<tr>
<td>250 sheets</td>
<td>12&quot; x 18&quot; gray manila art paper</td>
</tr>
<tr>
<td>250 sheets</td>
<td>18&quot; x 24&quot; cream manila art paper</td>
</tr>
<tr>
<td>250 sheets</td>
<td>12&quot; x 18&quot; white newsprint</td>
</tr>
<tr>
<td>6</td>
<td>round easel brushes</td>
</tr>
<tr>
<td>6</td>
<td>flat easel brushes</td>
</tr>
<tr>
<td>10 lbs.</td>
<td>dry tempera (10 colors)</td>
</tr>
<tr>
<td>13 oz.</td>
<td>white glue in Flex Flo jar</td>
</tr>
<tr>
<td>100 sheets</td>
<td>16&quot; x 22&quot; fingerpaint paper *</td>
</tr>
<tr>
<td>3 pkgs.</td>
<td>assorted colored tissue paper **</td>
</tr>
</tbody>
</table>

* Made available to Huntsville primary (grades 1, 2, 3) classroom teachers.

Bailey, Juanita
Faubus, Martha Jo
Goyne, Geraldine
Jones, Ercell
Logue, Reba
Parker, Willia
Thomas, Jo
White, Corda
Woodruff, Margaret

** Made available to Huntsville intermediate (grades 4, 5, 6) classroom teachers.

Allred, Pauline
McChristian, Gladys
McGuire, Rod
Perry, Fluy
Ward, Ronald
Wilson, Noel
### ART SUPPLIES ISSUED TO HUNTSVILLE TEACHERS ATTENDING ART WORKSHOPS FY 1972

<table>
<thead>
<tr>
<th>QUANTITY</th>
<th>ITEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>250 sheets</td>
<td>12” x 18” gray manila paper</td>
</tr>
<tr>
<td>1 ream</td>
<td>18” x 24” newsprint</td>
</tr>
<tr>
<td>10 lbs.</td>
<td>dry tempera (10 colors)</td>
</tr>
<tr>
<td>13 oz.</td>
<td>white glue (Flex-Flo jar filled)</td>
</tr>
<tr>
<td>50 sheets</td>
<td>18” x 24” construction paper (assorted colors)</td>
</tr>
<tr>
<td>1 doz.</td>
<td>bamboo brushes **</td>
</tr>
<tr>
<td>5 lbs.</td>
<td>wheat paste</td>
</tr>
<tr>
<td>6</td>
<td>round easel brushes *</td>
</tr>
<tr>
<td>6</td>
<td>flat easel brushes *</td>
</tr>
<tr>
<td>100 sheets</td>
<td>fingerpaint paper (grades 1, 2, 3)    *</td>
</tr>
<tr>
<td>3 pkgs.</td>
<td>tissue paper (assorted colors) **</td>
</tr>
<tr>
<td>25 lbs.</td>
<td>Mexican pottery clay ***</td>
</tr>
</tbody>
</table>

* Made available to Huntsville primary (grades 1, 2, 3) classroom teachers.

Bailey, Juanita F.
Edster, Betty
Elwell, Gwen
Goyne, Geraldine
Hoffman, Jane
Jones, Ercell
Logue, Reba
Murr, Winona
Phillips, Diana
Stacy, Teresa
Thomas, Jo
White, Corda
ART SUPPLIES ISSUED, cont'd

** Made available to Huntsville intermediate (grades 4, 5, 6) classroom teachers.

Allred, Pauline  
Duncan, Shirley  
McChristian, Gladys  
McGuire, Rod  
Parker, Willia  
Perry, Floy  
Reeves, Luetta  
Smith, Doris  
Wilson, Mrs. Ray

*** Mexican Pottery Clay was also made available to teachers who attended "Visual Concepts, Environment" (art) workshop.

Bailey, Juanita F.  
Goyne, Geraldine  
Jones, Ercell  
Logue, Roba  
McGuire, Rod  
Thomas, Jo  
White, Corda