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ABSTRACT

The "Instructional Materials Center" project was designed to set up a process by which children with learning disabilities would be aided in both affective and cognitive domains. The project has been successful despite the fact that some of the exploratory objectives in the process domain have not been met. It has greatly aided the children involved, and given teachers a broader perspective on materials available and their usage. Such a process could be used anywhere in multiple school settings where schools are willing to cooperate in the use of personnel and materials, or in a very large school district. (Pages 85-101 may reproduce poorly.)
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FINAL EVALUATION REPORT

Instruction Materials Center Project

Title III, E.S.E.A.

[SOUTHWEST - WEST CENTRAL EDUCATIONAL
RESEARCH AND DEVELOPMENT COUNCIL]

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EA 005 698

June 30, 1973

SUMMARY

Program Description

GOAL 1: The operational efficiency of the RPIMC will be demonstrably improved in 1972-73.

Objective 1: Because of demand patterns exhibited during the first two years of service 55% of the materials purchased in 1972-73 will focus in the areas of early childhood readiness, speech and language development, and perceptual motor development, 35% will focus on specific skill deficits (i.e. reading comprehension, phonics, math, etc.), and 10% will be used for replacements.

Activities:

- 1) Complete analysis of materials usage in 1971-72 (already done).
- 2) Delineate areas of greatest demand (already done).
- 3) Purchase new materials according to demand patterns (see objective).
- 4) Purchase materials in three installments (August, November, February) to allow for changing patterns of demand.

Objective 2: The Oletha system, used to retrieve materials from 1970-72, will be modified to accommodate the materials not catalogued under it.

Activities:

- 1) Develop system of categorizing materials from Oletha.
- 2) Catalog new materials according to category, grade level, and format.
- 3) Shelf materials according to category.
- 4) Change materials request forms from Oletha code numbers to written categories (i.e. specific skill, format, grade levels).
- 5) Find materials being ordered by using category, and then accession number, title, publisher if needed.

- 6) Pull approximately 5 pieces of material per request.
- 7) Sign on check-out card to staff member and school personnel.
- 8) File cards and distribute materials to each service center and then to schools.

Objective 3: Seventy-five percent or more of RPIMC materials will be used in prescriptive programs for specific children in 1972-73.

Activities:

- 1) This objective will be discussed and clarified for all ERDC staff using materials.
- 2) Private schools using RPIMC materials will be apprised of this objective.
- 3) General orders for materials will be processed selectively.
- 4) P.R.T.'s and other ERDC staff will specifically gear materials usage to prescriptive process.
- 5) Supportive documentation (statement) will accompany requests for materials used non-prescriptively (i.e. for large groups, or for demonstration, etc.)
- 6) Request forms will have box to check if materials used prescriptively.

GOAL 2: Conduct a process evaluation of the P.R.T. role.
Communications

Objective 1: The P.R.T.'s and Program Director will clearly define and explain the currently accepted P.R.T. role to all ERDC staff and all appropriate public school staff by September 15, 1972.

Activities:

- 1) Develop questionnaire on P.R.T. role (April, 1972)
- 2) Seek out perceptions of P.R.T. role on part of school staff: P.R.T.'s, Program Director, ERDC staff through questionnaire (May, 1972).
- 3) Reach consensual decision on P.R.T. role definition.
- 4) Put this in written form (June 15, 1972).
- 5) Send written copies of role definition to school administrators.

- 6) Review and discuss revised P.R.T. role at full ERDC staff meeting (August, 1972).
- 7) Orient new P.R.T.'s hired in 1972-73 to role (by September 1, 1972).
- 8) Schedule individual meetings with school administrators and contact person in schools to explain role.
- 9) Use workshops and in-service to review and explain their role in the schools (August, September, 1972).

Objective 2: The prescriptive resource teacher will conduct a minimum of two formal in-service meetings in each school on topics or programs related to the educational needs of that school.

Activities:

- 1) In-service topics will be requested from each school through questionnaires.
- 2) Demonstrate and explain new materials or programs that arrive at the RPIMC.
- 3) Provide information on the format of new educational programs.
- 4) Demonstrate teaching techniques appropriate to the group being in-serviced.
- 5) The P.R.T. will demonstrate appropriate teaching techniques to the tutors and teachers of case load children.
- 6) The P.R.T. will be available as the resource person to plan and advise on new programs for the school.

Objective 3: Each P.R.T. will offer at least two in-service programs for all school personnel within her service center area.

Activities:

- 1) P.R.T.'s and appropriate ERDC staff meet and plan at least 5 in-service programs by August of 1972.
- 2) Questionnaires will be given to school staff listing options and providing space for additions.
- 3) Questionnaires collected from contact people at a September meeting.

- 4) Dates will be set for workshops and invitations sent to schools.
- 5) Evaluative questionnaires will be completed following each workshop.

Objective 4: The ERDC Center staff and school administration will in-service the contact person in each school so he/she can actively implement the coordination of P.R.T. functions.

Activities:

- 1) Specify contact person for current year at each level (elementary and secondary) in each school.
- 2) Elicit support of school administration for in-service.
- 3) Set in-service dates.
- 4) Involve non-P.R.T. Service Center staff.
- 5) Explain coordination activities to contact person.
 - a. Defining school expectations in relation to P.R.T. role.
 - b. Setting specific goals and objectives for P.R.T. in each school.
 - c. Set priorities.
 - d. Schedule and have staff meetings.
 - e. Monitor highly structured educational programs.

Objective 5: A battery of short "mini lessons" will be developed by the P.R.T.'s in which several different methods and materials will be used in 1972-73 for purposes of diagnosis and demonstration.

Activities:

- 1) An outside consultant will help the P.R.T.'s develop mini lessons on June 5th and 6th of 1972.
- 2) The P.R.T.'s will formalize this battery of small diagnostic lessons by August 30th of 1972.
- 3) The P.R.T.'s will practice these techniques demonstrating among themselves proper use of each method.

- 4) The P.R.T.'s will use this battery as an important part of the diagnosis of children with learning problems.

Objective 6: The P.R.T. in conjunction with the principal and/or contact person in individual schools will compile a tentative list of candidates for a caseload by considering the amount of time the P.R.T. will be in the school.

Activities:

- 1) This list will be made in order of priorities by grade utilizing past records (the definition of priority will be left to individual schools).
- 2) Where available, the Title I needs assessment will be used to help establish priorities.
- 3) All teachers within the school will be made aware of this list and asked to react in terms of the priority listing.
- 4) These reactions will be compiled and finalized into a projected list from which the caseload will be taken.
- 5) Later admissions to the projected caseload will be on a need basis.

Objective 7: One full day will be used to plan and write objectives for each child involved in prescriptive programming.

Activities:

- 1) About 1/2 day will be used to obtain baseline data.
 - a. Observe child-teacher interaction in the classroom.
 - b. Observe child-peer interaction.
 - c. Review cumulative folder.
 - d. Secure time on task data.
 - e. Summarize prior assessment(s).
 - f. Evaluate child directly through criterion referenced, standardized, and affective tests and questionnaires.
- 2) Review baseline data in general staffing: (about 1 hour).

- 3) The P.R.T. and teacher(s) involved will write a prescription based on child's weakness and strengths (about 2 hours).
 - a. Each participant will summarize information from their area.
 - b. The P.R.T. will function as facilitator as well as participant.
 - c. Other ERDC staff will be involved, as needed.
 - d. A prescriptive plan will be written with stated objectives signed by all participants.
 - e. The prescriptive plan will include specific mention of appropriate methods and materials under each objective.
 - f. Each participant will receive a copy.
- 4) Results will be communicated with the coordinator from each school.

- Objective 8:
- a. The P.R.T. will monitor and evaluate prescriptions once per week for each student in her caseload (in schools purchasing at least 18 days of service per year).
 - b. The monitoring phase will be delegated to the contact person or his designate in schools not visited by the P.R.T. at least once per week.

Activities:

- 1A) P.R.T will schedule conferences with all persons involved in the daily educational program, including the student.
- 2A) Objectives, materials, and procedures will be evaluated and new objectives set for the following week (if needed) on-going activities:
 - a. Record of child's responses (attitude and behavior).
 - b. Record of teacher responses.
 - c. Record of materials matched to prescription.
 - d. Record of revised objectives relative to child's progress.
- 3A) Each teacher having a student involved in the prescriptive process will set aside 30 minutes per week for consultation with P.R.T. This schedule will be given to the contact person and each P.R.T.

- 1B) The P.R.T. and contact person will devise a method of reporting biweekly monitoring.
- 2B) The P.R.T. and contact person will arrange a P.R.T agenda related to on-going monitoring.
- 3B) The P.R.T. will evaluate objectives, methods, and materials and rework objectives and goals as needed.

Objective 9: The P.R.T. will conduct a summary evaluation for each prescriptive program no longer than 4 1/2 months after its onset.

Activities:

- 1) Objectives will be checked in relation to original goals and baseline data.
- 2) Conferences and staffings will be arranged.
- 3) A narrative summary will be written by P.R.T. and distributed to all personnel involved.
- 4) End of the year evaluation will use the same procedure; however, all personnel involved will be asked to write a narrative paragraph describing process.

GOAL 3: Conduct a Product Evaluation of P.R.T. - RPIMC Functions.

Objective 1: Fifty percent of a random sample of 30 students served in the second year of the project (1971-72) will be rated by teachers to have maintained the gains made during that year.

Activities:

- 1) List all students who participated in the 1971-72 program by town.
- 2) Check the list to exclude those who have moved.
- 3) Randomly select 30 students from this list.
- 4) Show the new teacher copies of the 1971-72 Child Progress Report and Summary.
- 5) Have new teacher complete evaluative questionnaire rating current progress in relation to original objectives (by February 1, 1973).
- 6) Tabulate results and compare to criterion levels specified above.

Objective 2: Seventy percent of students involved in intensive pre-scriptive programs dealing with basic skills (i.e. reading, math, language, perceptual-motor development) will meet the objectives set.

Activities:

- 1) The selection criterion will include: any child perceived by teachers and validated by P.R.T.'s as being most in need of special help; teacher and a tutor's willingness to participate in program; children at primary level will be given priority.
- 2) Baseline data will include a common fund of criterion referenced tests plus classroom observations, data from cumulative folder; and records of previous assessment. Criterion referenced tests will be used on a pre-during-post basis.
- 3) Each individualized program will be written, monitored, and evaluated as specified in the section under process evaluation above.
- 4) Objectives will be written realistically taking estimates of the child's potential for learning into account. Other ERDC specialists will be involved in writing prescriptions when possible.
- 5) The Wide Range Achievement Test will be administered on a pre-post test basis as a validating instrument.
- 6) Teacher and coordinator questionnaires will also be used as validating instruments.
- 7) Specification of forms and time line for data collection will be completed by September 1, 1972.
- 8) Specification of research design to accommodate and analyze data will be completed by September 1, 1972.
- 9) Accurate records will be maintained documenting the child's performance in relation to criterion levels.
- 10) An over-all tabulation of percent of students meeting objectives will be computed at the end of the 1972-73 school year.
- 11) Data from validating instruments will be computed to match achievement of objectives against external criteria.

Objective 3: Fifty percent of children involved in the prescriptive program will demonstrate significant positive attitudinal change (on a standard test measuring affect) when their performance is compared on a pre-post basis.

Activities:

- 1) Select the affective test preferred after reviewing those available (i.e. School Morale Test, Self Appraisal Inventory, Minnesota School Affect Assessment; "My Class Inventory") by June 15, 1972.
- 2) Prescriptions will be written to include focus on attitude change.
- 3) Administer the selected instrument to all students participating on a pre-post basis.
- 4) Tabulate results for the entire sample by June of 1973.
- 5) Compare results to criterion levels specified by using a t-test.

Objective 4: Fifty percent of a random sample of teachers with students involved in the prescriptive programs will demonstrate more and better use of positive reinforcement as measured by standard ratings of video tape samples taken at the beginning and end of the child's program.

Activities:

- 1) Develop teacher rating form for positive reinforcement by June 15, 1972. This can be done as part of a "mini-lesson" in-service with Dr. Virginia Brown on June 5th and 6th.
- 2) Video tape teacher-child interaction at the beginning and near end of child's program.
- 3) Have two non-involved ERDC specialists rate teacher-child interaction without knowing whether samples were of pre or post test (by June, 1973).
- 4) Tabulate results and compare to criterion levels.

Evaluation

GOAL 1

Objective 1

A comparison of the objective goals with actual purchase orders in 1972-73 was made in May of 1973 and the percentage of how often the two coincided was calculated and checked as to whether or not it met the 75% coincidence rate which was stated in the goal for this objective.

The objective as stated was not met in regards to replacement, 1.5% actual vs 10%, because the need was not realized as expected. The 55% for materials in the areas of early childhood readiness, speech and language development, and perceptual motor development also missed its goal as only 40.54% of the money was spent in this area. This varies .75% greater than the tolerances set up in the design. The specific skills deficit area was well within the goal parameter set for it as 42.71% of the money was spent in this area. The remainder of the money was spent in other areas of need according to staff request of children and on teacher needs and amounted to 15.47%.

A significant change in usage was noted in the RPIMC as shows by Appendix A which compares March and April of both 1972 and 1973. It was stated by the RPIMC staff that much of their ordering was based on current demands upon the center by the users. It is felt, therefore, that the goal was met as well as possible without being detrimental to the project.

Objective 2

After preliminary investigation of the Oletha System Update during June of 1972, by the RPIMC staff, it was found that the system was not adequate for present RPIMC needs. The major problem found with the Oletha Update was the cataloguing of materials no longer available while not cataloguing many other items now in the RPIMC. On further study during the year, it was decided that

the Oletha system would aid considerably in facilitating smooth transition during any future turnover in RPIMC staff or utilizing non-professional staff. The Oletha system was, therefore, purchased by the RPIMC.

Objective 3

A random sample of one week per month was drawn in April, 1973, and a count of those ordered for prescriptive purposes was made to determine if 75% of the materials were actually used as a part of the prescriptive process.

The P.R.T.'s were found to order 68% of the time for prescriptive purposes while the remainder of the staff ordered 77% of the time prescriptively. The total order rate was 70% for prescriptive purposes which was less than the 75% goal which was hoped for. It seems, however, that whether or not the data was ordered for one or two children the teachers utilized the material as they saw fit. The random sample of 250 cards were drawn from the return card questionnaires filled out by teachers (Appendix B). The responses showed that on an average 7.76 children used each material sent out.

GOAL 2

Objective 1

A questionnaire was given to a random sample of 20 participating school principals (Appendix C) and 28 ERDC staff members (Appendix D) in October of 1972. A role definition was completed and agreed upon as a clear and definitive definition by the P.R.T.'s and the project director (Appendix E). The dissemination of the role definition was fairly thorough as 90% of the responding principals (Appendix C) and 97% of the ERDC staff (Appendix D) responded that they had been made aware of the P.R.T. role.

Objective 2

The Prescriptive Resource Teacher Evaluation Questionnaire (PRTEQ)

(Appendix F) was sent to participating school principals in May of 1973. Success of this objective was determined by the responses to Questions 5, 7 and 8 in the PRTEQ. Also available was a listing of all workshops conducted by each P.R.T. and allied ERDC staff and the topics of these workshops. This list was compared to the response of the principals to Question 2 in the P.R.T. Inquiry Questionnaire (Appendix C) to further probe how well the intent of the objective was met.

The principals indicated that formal meetings were conducted (16 of 17 responding) and that these meetings met the needs of their schools (13 of 16 responding). Only six of fifteen responding principals said that there were two or more meetings held in their school (Appendix F, Question 8). The P.R.T.'s and RPIMC staff documented their workshops (Appendix G) and indicated that 17 of the 41 schools which received a workshop had two or more, however, 73 workshops were held in the 37 schools served by the P.R.T.'s plus four additional schools (these latter workshops were given by RPIMC staff). Much of the variability seems to be a function of time; the P.R.T. is sold into a given school.

Objective 3

A vast majority of the principals indicated to the P.R.T.'s and ERDC that they did not want out of school workshops this year due to the time consumed by the human relations course most of them were having conducted at their schools.

Objective 4

A question concerning in-service given and ultimate success of each contact person was asked of the P.R.T. in an interview (Appendix G) during April, 1973 by the evaluator. The results of the Contact Person Questionnaire (Appendix H) sent out to all contact persons in May, 1973, and the results of Questions 1 and 2 in the PRTEQ (Appendix C), completed by all principals in participating schools

collected during May, 1973, was used to evaluate this objective. Each of these questions were tabulated by school and for the total sample.

The P.R.T.'s said that they had 28 formal contact people in the schools, 26 of which were in-serviced (Appendix G, Questions 3 and 4). Twenty-four of the contact people responded, all of whom said that they had adequate in-service and only one felt that he lacked understanding of the job (Appendix H, Questions 1 and 4). Only 78% felt that the role they played was adequately fulfilled even though they enjoyed the job (Appendix H, Questions 2 and 3).

The principals in answering Questions 1, 2, and 3 on the PRTEQ (Appendix F) agreed with the contact persons in that 94% felt that in-service was adequate for contact people while 83% felt their contact person was effective.

Objective 5

A packet of the completed mini lesson (Appendix I) is the proof of development of such. In an interview with the P.R.T.'s (Appendix G), in April by the evaluator, a question was asked of the P.R.T. to determine whether the mini lessons were used and found useful after development. Five mini lessons were completed and all of the P.R.T.'s responded that all of the mini lessons developed had been useful either to themselves or in aiding teachers.

Objective 6

The actual priority list for each school and an agreement between P.R.T.'s and each school regarding the number of children served will be used to determine if this objective was met. A percentage of priority lists versus the number of schools served will be calculated with a 75% completion rate being the criterion for success.

Only 28 of the 37 or 76% of the schools served had their staff and the P.R.T. develop a priority listing of their students (Appendix J). This does meet the criterion set for the project.

Objective 7

The baseline data section of the Child Progress Report (Appendix K) was used to determine if baseline data was used by the P.R.T.'s for diagnosing each child case study. Question 2 on the Child-Teacher Questionnaire (Appendix L) provided information as to whether or not teachers participated in the prescriptions. The Child-Teacher Questionnaire was administered to all teachers with case study children during May, 1973. A percentage of the number of case studies involving the appropriate teacher(s) was calculated with 70% being the criterion determining success. The time available versus time needed for the P.R.T. for assessing each child was determined in an interview conducted by the evaluator with the P.R.T. in April, 1973.

All of the case studies had baseline data collected on them (Appendix K). Also, 98% of the teachers responding on the Child-Teacher Questionnaire said they were involved in writing the prescription. These meet the criterion set for this part of the objective. Three of the five P.R.T.'s said that time to do good child assessments was lacking in all or part of their schools. The P.R.T.'s indicated that large schools must buy more time; one P.R.T. suggested 25 days minimum while another suggested one day per week.

Objective 8

The Dated Log in the Child Progress Report (Appendix K) contains information concerning frequency of child case contact by the P.R.T. This data was taken from the year end P.R.T. Report (Appendix K) and a collective percentage of how often cases had weekly review was calculated. To determine how well this has worked in helping the child and as a practical working arrangement information was collected in the P.R.T. Interview by the evaluator in April, 1973.

According to the P.R.T. Log (Appendix K) each child was monitored once each month by the P.R.T. The P.R.T.'s felt that only 26 children were monitored twice a month by a P.R.T. (Appendix G) but that many of the children were monitored by the contact person also. Four of the five P.R.T.'s believed that the monitoring was helpful to the child (Appendix G). Much of the problem with monitoring was expressed by the P.R.T.'s to be not enough time in each school.

Objective 9

The substantiating data as to whether or not the report was written after 4 1/2 months was the reports themselves which were sent to the evaluator 4 1/2 months after the case study was reported to the evaluator as started. To determine if all involved personnel were contributors to the report a question discerning such was included in both the Child-Teacher Questionnaire (Appendix L) and the Contact Person Questionnaire (Appendix M) and the P.R.T.'s included a statement of such in the evaluation section of the Child Progress Report (Appendix K). A percentage of the number of times all three (Teacher, Contact Person, and P.R.T.) agreed that all involved personnel contributed to the final report was calculated.

This objective was discarded due to the paper work included and time involved.

GOAL 3 Objective 1

A random sample of 30 children, who have remained at the same school was drawn from the case studies of 1971-72. Twenty-three of 25 case children were reported to have remained the same or improved. One case child had a major loss of knowledge while the other child was somewhat poorer than in the spring of 1972.

Objective 2

Baseline data, objectives, program modifications, principal evaluation and P.R.T. final evaluation which is all documented on the Child Progress Report (Appendix K) was studied and tabulated. The teacher of the case study child rated how she feels the program has succeeded with the child in the Child-Teacher Questionnaire (Appendix L). The percentage of successful case studies as agreed upon by the P.R.T., principal and teacher was then computed to determine if the 70% objective was met. The WRAT was then studied on a pre-post basis to determine average child academic growth as measured by a standardized measure of achievement.

Only 44% (Appendix K) of the case study children met all of their objectives however, 83% of all objectives set were met (Appendix K). Of all these sets of objectives set for each child the principal and P.R.T. felt that 100% were appropriate (Appendix K), while the teachers felt that 94% were appropriate for the child (Appendix L). It seems as if social improvement has been more successful under this program as over 90% of the children were seen as having made substantial gains in this area by principals, teachers, and P.R.T.'s (Appendices K and L). The principals and P.R.T.'s viewed the academic gain for each child to have placed 60% of the children at or near grade level (Appendix K). WRAT scores pre and post treatment showed an average .82% gain per child (Appendix K) which is more than .19 per month growth as the average case was 5.6 months long (Appendix K).

Objective 3

All of the case study children had a self-appraisal inventory (Appendix M) administered by the P.R.T. on a pre-post case study basis. These inventories were tabulated and difference score was computed. Each child's pre-post

difference was then scrutinized and a percentage of those having significant changes was calculated.

The average change from the pre to post assessment was a rise from 31.7 to 35.89 in self concept (Appendix K). The percentage showing gains in self concept was 73% (Appendix K).

Objective 4

The evaluation question is:

- 1) Did 50% of the teachers sampled improve and increase their use of positive reinforcement?

This objective was not accomplished due to lack of cooperation from schools and lack of video tape equipment available.

Conclusions and Recommendations

The "Instructional Materials Center" project was designed to set up a process by which children with learning disabilities would be aided both in the affective and cognitive domains. With this in mind, I feel that the project has been successful even though some of the objectives set up were not met. I feel the objectives not met were exploratory in the process domain and did not spell failure to the ultimate consumer (the child). The project has greatly aided the children involved in the project case load. It has also given teachers a broader perspective on materials available and their usage. Thus, the three years of the project will have a future impact if it died tomorrow.

The project is not folding due to the end of the project under Title III funding. The schools and Southwest-West Central Educational Research and Development Council (ERDC) are maintaining the project. Also, other people in ERDC are utilizing information gained from the project. It is these two facts which probably spell out the project's success even better than the formal evaluation.

This process could be used anywhere in multiple school settings where schools are willing to cooperate in the use of personnel and materials or in a very large school district. Some changes which might make it more effective would be having the prescriptive resource teacher (P.R.T.) in the schools at least bi-weekly and more often in large schools, and insure the P.R.T. a contact person in each school who has functioning with the P.R.T. as part of their formal duties and free time to do so.

DETAILED REPORT

Identification

Project Sponsor is Southwest-West Central Educational Research and Development Council (SW-WC ERDC) with headquarters in Willmar, Minnesota.

80 school districts in Southwest and West Central Minnesota are members of SW-WC ERDC

Target Population

4,745 kindergarten

31,922 1 - 6 grades

34,175 students

Project Objectives and Activities

GOAL 1: The operational efficiency of the RPIMC will be demonstrably improved in 1972-73.

Objective 1: Because of demand patterns exhibited during the first two years of service 55% of the materials purchased in 1972-73 will focus in the areas of early childhood readiness, speech and language development, and perceptual motor development, 35% will focus on specific skill deficits (i.e. reading comprehension, phonics, math, etc.), and 10% will be used for replacements.

Activities:

- 1) Complete analysis of materials usage in 1971-72 (already done).
- 2) Delineate areas of greatest demand (already done).
- 3) Purchase new materials according to demand patterns (see objective).
- 4) Purchase materials in three installments (August, November, February) to allow for changing patterns of demand.

The evaluation question is:

- 1) Will materials purchased in 1972-73 be consistent with demand patterns of 1971-72?

A comparison of the objective goals with actual purchase orders in 1972-73 was made in May of 1973 and the percentage of how often the two coincided was calculated and checked as to whether or not it met the 75% coincidence rate which was stated in the goal for this objective.

Objective 2: The Oletha system, used to retrieve materials from 1970-72, will be modified to accommodate the materials not catalogued under it.

Activities:

- 1) Develop system of categorizing materials from Oletha.
- 2) Catalog new materials according to category, grade level, and format.
- 3) Shelve materials according to category.
- 4) Change materials request forms from Oletha code numbers to written categories (i.e. specific skill, format, grade levels).
- 5) Find materials being ordered by using category, and then accession number, title, publisher if needed.
- 6) Pull approximately 5 pieces of material per request.
- 7) Sign on check-out card to staff member and school personnel.
- 8) File cards and distribute materials to each service center and then to schools.

The evaluation question is:

- 1) Was the modified Oletha system installed?

After preliminary investigation of the Oletha System Update during June of 1972, by the RPIMC staff, it was found that the system was not adequate for present RPIMC needs. The major problem found with the Oletha Update was the cataloguing of materials no longer available while not cataloguing many other items now in the RPIMC. On further study during the year, it was decided that the Oletha system would aid considerably in facilitating smooth transition during any future turnover in RPIMC staff or utilizing non-professional staff. The Oletha system was, therefore, purchased by the RPIMC.

Objective 3: Seventy-five percent or more of RPIMC materials will be used in prescriptive programs for specific children in 1972-73.

Activities:

- 1) This objective will be discussed and clarified for all ERDC staff using materials.

- 2) Private schools using RPIMC materials will be apprised of this objective.
- 3) General orders for materials will be processed selectively.
- 4) P.R.T.'s and other ERDC staff will specifically gear materials usage to prescriptive process.
- 5) Supportive documentation (statement) will accompany requests for materials used non-prescriptively (i.e. for large groups, or for demonstration, etc.)
- 6) Request forms will have box to check if materials used prescriptively.

The evaluation question is:

- 1) Were 75% of the materials requested in 1972-73 used as part of a prescriptive process?

A random sample of one week per month was drawn in April, 1973, and a count of those ordered for prescriptive purposes was made to determine if 75% of the materials were actually used as a part of the prescriptive process.

GOAL 2: Conduct a process evaluation of the P.R.T. role.
Communications

Objective 1: The P.R.T.'s and Program Director will clearly define and explain the currently accepted P.R.T. role to all ERDC staff and all appropriate public school staff by September 15, 1972.

Activities:

- 1) Develop questionnaire on P.R.T. role (April, 1972)
- 2) Seek out perceptions of P.R.T. role on part of school staff: P.R.T.'s, Program Director, ERDC staff through questionnaire (May, 1972).
- 3) Reach consensual decision on P.R.T. role definition.
- 4) Put this in written form (June 15, 1972).
- 5) Send written copies of role definition to school administrators.

- 6) Review and discuss revised P.R.T. role at full ERDC staff meeting (August, 1972).
- 7) Orient new P.R.T.'s hired in 1972-73 to role (by September 1, 1972).
- 8) Schedule individual meetings with school administrators and contact person in schools to explain role.
- 9) Use workshops and in-service to review and explain their role in the schools (August, September, 1972).

The evaluation questions are:

- 1) Was a role definition clearly defined for the P.R.T.'s?
- 2) Was it satisfactorily disseminated and explained to schools and ERDC staff by October 1, 1972?

A questionnaire was given to a random sample of 20 participating school principals (Appendix C) and 28 ERDC staff members (Appendix D) in October of 1972. A role definition was completed and agreed upon as a clear and definitive definition by the P.R.T.'s and the project director.

Objective 2: The prescriptive resource teacher will conduct a minimum of two formal in-service meetings in each school on topics or programs related to the educational needs of that school.

Activities:

- 1) In-service topics will be requested from each school through questionnaires.
- 2) Demonstrate and explain new material, or programs that arrive at the RPIMC.
- 3) Provide information on the format of new educational programs.
- 4) Demonstrate teaching techniques appropriate to the group being in-serviced.
- 5) The P.R.T. will demonstrate appropriate teaching techniques to the tutors and teachers of case load children.
- 6) The P.R.T. will be available as the resource person to plan and advise on new programs for the school.

The evaluation questions are:

- 1) Were at least two formal in-service meetings held at each school?
- 2) Did the in-service meetings meet the needs of each school?

The Prescriptive Resource Teacher Evaluation Questionnaire (PRTEQ)

(Appendix F) was sent to participating school principals in May of 1973.

Success of this objective was determined by the responses to Questions 5, 7 and 8 in the PRTEQ. Also available was a listing of all workshops conducted by each P.R.T. and allied ERDC staff and the topics of these workshops. This list was compared to the response of the principals to Question 2 in the P.R.T. Inquiry Questionnaire (Appendix C) to further probe how well the intent of the objective was met.

Objective 3: Each P.R.T. will offer at least two in-service programs for all school personnel within her service center area.

Activities:

- 1) P.R.T.'s and appropriate ERDC staff meet and plan at least 5 in-service programs by August of 1972.
- 2) Questionnaires will be given to school staff listing options and providing space for additions.
- 3) Questionnaires collected from contact people at a September meeting.
- 4) Dates will be set for workshops and invitations sent to schools.
- 5) Evaluative questionnaires will be completed following each workshop.

The evaluation question is:

- 1) Were at least two workshops held for all schools within each service center area?

A vast majority of the principals indicated to the P.R.T.'s and ERDC that they did not want out of school workshops this year due to the time consumed by human relations course most of them were having conducted at their schools.

Objective 4: The ERDC Center staff and school administration will in-service the contact person in each school so he/she can actively implement the coordination of P.R.T. functions.

Activities:

- 1) Specify contact person for current year at each level (elementary and secondary) in each school.
- 2) Elicit support of school administration for in-service.
- 3) Set in-service dates.
- 4) Involve non-P.R.T. Service Center staff.
- 5) Explain coordination activities to contact person.
 - a. Defining school expectations in relation to P.R.T. role.
 - b. Setting specific goals and objectives for P.R.T. in each school.
 - c. Set priorities.
 - d. Schedule and have staff meetings.
 - e. Monitor highly structured educational programs.

The evaluation questions are:

- 1) Did the contact person receive appropriate in-service?
- 2) Did the contact person provide effective coordination?

A question concerning in-service given and ultimate success of each contact person was asked of the P.R.T. in an interview (Appendix G) during April, 1973 by the evaluator. The results of the Contact Person Questionnaire (Appendix H) sent out to all contact persons in May, 1973, and the results of Questions 1 and 2 in the PRTEQ (Appendix C), completed by all principals in participating schools collected during May, 1973, was used to evaluate this objective. Each of these questions were tabulated by school and for the total sample.

Objective 5: A battery of short "mini lessons" will be developed by the P.R.T.'s in which several different methods and materials will be used in 1972-73 for purposes of diagnosis and demonstration.

Activities:

- 1) An outside consultant will help the P.R.T.'s develop mini lessons on June 5th and 6th of 1972.
- 2) The P.R.T.'s will formalize this battery of small diagnostic lessons by August 30th of 1972.
- 3) The P.R.T.'s will practice these techniques demonstrating among themselves proper use of each method.
- 4) The P.R.T.'s will use this battery as an important part of the diagnosis of children with learning problems.

The evaluation questions are:

- 1) Was a battery of mini lessons developed?
- 2) If mini lessons were developed were they used and found useful after development?

A packet of the completed mini lesson(Appendix I) is the proof of development of such. In an interview with the P.R.T.'s (Appendix G), in April by the evaluator, a question was asked of the P.R.T. to determine whether the mini lessons were used and found useful after development.

Objective 6: The P.R.T. in conjunction with the principal and/or contact person in individual schools will compile a tentative list of candidates for a caseload by considering the amount of time the P.R.T. will be in the school.

Activities:

- 1) This list will be made in order of priorities by grade utilizing past records (the definition of priority will be left to individual schools).
- 2) Where available, the Title I needs assessment will be used to help establish priorities.
- 3) All teachers within the school will be made aware of this list and asked to react in terms of the priority listing.
- 4) These reactions will be compiled and finalized into a projected list from which the caseload will be taken.
- 5) Later admissions to the projected caseload will be on a need basis.

The evaluation question is:

- 1) Was a priority list of children needing prescriptive services established for each school?

The actual priority list for each school and an agreement between P.R.T.'s and each school regarding the number of children served will be used to determine if this objective was met. A percentage of priority lists versus the number of schools served will be calculated with a 75% completion rate being the criterion for success.

Objective 7: One full day will be used to plan and write objectives for each child involved in prescriptive programming.

Activities:

- 1) About 1/2 day will be used to obtain baseline data.
 - a. Observe child-teacher interaction in the classroom.
 - b. Observe child-peer interaction.
 - c. Review cumulative folder.
 - d. Secure time on task data.
 - e. Summarize prior assessment(s).
 - f. Evaluate child directly through criterion referenced, standardized, and affective tests and questionnaires.
- 2) Review baseline data in general staffing: (about 1 hour).

- 3) The P.R.T. and teacher(s) involved will write a prescription based on child's weakness and strengths (about 2 hours).
 - a. Each participant will summarize information from their area.
 - b. The P.R.T. will function as facilitator as well as participant.
 - c. Other ERDC staff will be involved, as needed.
 - d. A prescriptive plan will be written with stated objectives signed by all participants.
 - e. The prescriptive plan will include specific mention of appropriate methods and materials under each objective.
 - f. Each participant will receive a copy.
- 4) Results will be communicated with the coordinator from each school.

The evaluation questions are:

- 1) Were baseline data used in writing each prescription?
- 2) Did all involved teachers participate in writing the prescription?
- 3) Did the P.R.T. feel she had adequate time to assess each child?

The baseline data section of the Child Progress Report (Appendix K) was used to determine if baseline data was used by the P.R.T.'s for diagnosing each child case study. Question 2 on the Child-Teacher Questionnaire (Appendix L) provided information as to whether or not teachers participated in the prescriptions. The Child-Teacher Questionnaire was administered to all teachers with case study children during May, 1973. A percentage of the number of case studies involving the appropriate teacher(s) was calculated with 70% being the criterion determining success. The time available versus time needed for the P.R.T. for assessing each child was determined in an interview conducted by the evaluator with the P.R.T. in April, 1973.

- Objective 8:
- a. The P.R.T. will monitor and evaluate prescriptions once per week for each student in her caseload (in schools purchasing at least 18 days of service per year).
 - b. The monitoring phase will be delegated to the contact person or his designate in schools not visited by the P.R.T. at least once per week.

Activities:

- 1A) P.R.T will schedule conferences with all persons involved in the daily educational program, including the student.
- 2A) Objectives, materials, and procedures will be evaluated and new objectives set for the following week (if needed) on-going activities:
 - a. Record of child's responses (attitude and behavior).
 - b. Record of teacher responses.
 - c. Record of materials matched to prescription.
 - d. Record of revised objectives relative to child's progress.
- 3A) Each teacher having a student involved in the prescriptive process will set aside 30 minutes per week for consultation with P.R.T. This schedule will be given to the contact person and each P.R.T.
- 1B) The P.R.T. and contact person will devise a method of reporting biweekly monitoring.
- 2B) The P.R.T. and contact person will arrange a P.R.T agenda related to on-going monitoring.
- 3B) The P.R.T. will evaluate objectives, methods, and materials and rework objectives and goals as needed.

The evaluation question is:

- 1) Was each child's prescriptive program monitored at least once per week and altered as needed either by a P.R.T. or by a contact person designated by the school?

The Dated Log in the Child Progress Report (Appendix K) contains information concerning frequency of child case contact by the P.R.T. This data was taken from the year end P.R.T. Report (Appendix K) and a collective percentage of how often cases had weekly review was calculated. To determine how well this has worked in helping the child and as a practical working arrangement information was collected in the P.R.T. Interview by the evaluator in April, 1973.

Objective 9: The P.R.T. will conduct a summary evaluation for each prescriptive program no longer than 4 1/2 months after its onset.

Activities:

- 1) Objectives will be checked in relation to original goals and baseline data.
- 2) Conferences and staffings will be arranged.
- 3) A narrative summary will be written by P.R.T. and distributed to all personnel involved.
- 4) End of the year evaluation will use the same procedure; however, all personnel involved will be asked to write a narrative paragraph describing process.

The evaluation questions are:

- 1) Were summary reports written for each child case study involved in the P.R.T.'s prescriptive programming 4 1/2 months after its onset?
- 2) Did all involved personnel contribute to the case study summary?

The substantiating data as to whether or not the report was written after 4 1/2 months was the reports themselves which were sent to the evaluator 4 1/2 months after the case study was reported to the evaluator as started. To determine if all involved personnel were contributors to the report a question discerning such was included in both the Child-Teacher Questionnaire (Appendix L)

and the Contact Person Questionnaire (Appendix H) and the P.R.T.'s included a statement of such in the evaluation section of the Child Progress Report (Appendix K). A percentage of the number of times all three (Teacher, Contact Person, and P.R.T.) agreed that all involved personnel contributed to the final report was calculated.

This objective was discarded due to the paper work included and time involved.

GOAL 3: Conduct a Product Evaluation of P.R.T. - RPIMC Functions.

Objective 1: Fifty percent of a random sample of 30 students served in the second year of the project (1971-72) will be rated by teachers to have maintained the gains made during that year.

Activities:

- 1) List all students who participated in the 1971-72 program by town.
- 2) Check the list to exclude those who have moved.
- 3) Randomly select 30 students from this list.
- 4) Show the new teacher copies of the 1971-72 Child Progress Report and Summary.
- 5) Have new teacher complete evaluative questionnaire rating current progress in relation to original objectives (by February 1, 1973).
- 6) Tabulate results and compare to criterion levels specified above.

The evaluation question is:

- 1) Did 50% of a random sample of 30 children, who were case study children during the 1971-72 school year, maintain their gains during the summer of 1972?

A random sample of 30 children, who have remained at the same school was drawn from the case studies of 1971-72.

Objective 2: Seventy percent of students involved in intensive prescriptive programs dealing with basic skills (i.e. reading, math, language, perceptual-motor development) will meet the objectives set.

Activities:

- 1) The selection criterion will include: any child perceived by teachers and validated by P.R.T.'s as being most in need of special help; teacher and a tutor's willingness to participate in program; children at primary level will be given priority.
- 2) Baseline data will include a common fund of criterion referenced tests plus classroom observations, data from cumulative folder; and records of previous assessment. Criterion referenced tests will be used on a pre-during-post basis.
- 3) Each individualized program will be written, monitored, and evaluated as specified in the section under process evaluation above.
- 4) Objectives will be written realistically taking estimates of the child's potential for learning into account. Other ERDC specialists will be involved in writing prescriptions when possible.
- 5) The Wide Range Achievement Test will be administered on a pre-post test basis as a validating instrument.
- 6) Teacher and coordinator questionnaires will also be used as validating instruments.
- 7) Specification of forms and time line for data collection will be completed by September 1, 1972.
- 8) Specification of research design to accommodate and analyze data will be completed by September 1, 1972.
- 9) Accurate records will be maintained documenting the child's performance in relation to criterion levels.
- 10) An over-all tabulation of percent of students meeting objectives will be computed at the end of the 1972-73 school year.
- 11) Data from validating instruments will be computed to match achievement of objectives against external criteria.

The evaluation questions are:

- 1) Did 70% of involved students meet the objectives specified?
- 2) How much achievement gain was shown on the Wide Range Achievement Tests (WRAT)?

Baseline data, objectives, program modifications, principal evaluation and P.R.T. final evaluation which is all documented on the Child Progress Report (Appendix K) was studied and tabulated. The teacher of the case study child rated now she feels the program has succeeded with the child in the Child-Teacher Questionnaire (Appendix L). The percentage of successful case studies as agreed upon by the P.R.T., principal and teacher was then computed to determine if the 70% objective was met. The WRAT was then studied on a pre-post basis to determine average child academic growth as measured by a standardized measure of achievement.

Objective 3: Fifty percent of children involved in the prescriptive program will demonstrate significant positive attitudinal change (on a standard test measuring affect) when their performance is compared on a pre-post basis.

Activities:

- 1) Select the affective test preferred after reviewing those available (i.e. School Morale Test, Self Appraisal Inventory, Minnesota School Affect Assessment; "My Class Inventory") by June 15, 1972.
- 2) Prescriptions will be written to include focus on attitude change.
- 3) Administer the selected instrument to all students participating on a pre-post basis.
- 4) Tabulate results for the entire sample by June of 1973.
- 5) Compare results to criterion levels specified by using a t-test.

The evaluation question is:

- 1) Did 50% of the children have a positive attitudinal change toward themselves?

All of the case study children had a self-appraisal inventory (Appendix M) administered by the P.R.T. on a pre-post case study basis. These inventories were tabulated and difference score was computed. Each child's pre-post difference was then scrutinized and a percentage of those having significant changes was calculated.

Objective 4: Fifty percent of a random sample of teachers with students involved in the prescriptive programs will demonstrate more and better use of positive reinforcement as measured by standard ratings of video tape samples taken at the beginning and end of the child's program.

Activities:

- 1) Develop teacher rating form for positive reinforcement by June 15, 1972. This can be done as part of a "mini-lesson" in-service with Dr. Virginia Brown on June 5th and 6th.
- 2) Video tape teacher-child interaction at the beginning and near end of child's program.
- 3) Have two non-involved ERDC specialists rate teacher-child interaction without knowing whether samples were of pre or post test (by June, 1973).
- 4) Tabulate results and compare to criterion levels.

The evaluation question is:

- 1) Did 50% of the teachers sampled improve and increase their use of positive reinforcement?

This objective was not accomplished due to lack of cooperation from schools and lack of video tape equipment available.

DataGOAL 1
Objective 1

The evaluation question is:

- 1) Will materials purchased in 1972-73 be consistent with demand patterns of 1971-72?

A comparison of the objective goals with actual purchase orders in 1972-73 was made in May of 1973 and the percentage of how often the two coincided was calculated and checked as to whether or not it met the 75% coincidence rate which was stated in the goal for this objective.

The objective as stated was not met in regards to replacement, 1.5% actual vs 10%, because the need was not realized as expected. The 55% for materials in the areas of early childhood readiness, speech and language development, and perceptual motor development also missed its goal as only 40.54% of the money was spent in this area. This varies .75% greater than the tolerances set up in the design. The specific skills deficit area was well within the goal parameter set for it as 42.71% of the money was spent in this area. The remainder of the money was spent in other areas of need according to staff request of children and on teacher needs and amounted to 15.47%.

A significant change in usage was noted in the RPIMC as shows by Appendix A which compares March and April of both 1972 and 1973. It was stated by the RPIMC staff that much of their ordering was based on current demands upon the center by the users. It is felt, therefore, that the goal was met as well as possible without being detrimental to the project.

Objective 2

The evaluation question is:

- 1) Was the modified Oletha system installed?

After preliminary investigation of the Oletha System Update during June of 1972, by the RPIMC staff, it was found that the system was not adequate for present RPIMC needs. The major problem found with the Oletha Update was the cataloguing of materials no longer available while not cataloguing many other items now in the RPIMC. On further study during the year, it was decided that the Oletha system would aid considerably in facilitating smooth transition during any future turnover in RPIMC staff or utilizing non-professional staff. The Oletha system was, therefore, purchased by the RPIMC.

Objective 3

The evaluation question is:

- 1) Were 75% of the materials requested in 1972-73 used as part of a prescriptive process?

A random sample of one week per month was drawn in April, 1973, and a count of those ordered for prescriptive purposes was made to determine if 75% of the materials were actually used as a part of the prescriptive process.

The P.R.T.'s were found to order 68% of the time for prescriptive purposes while the remainder of the staff ordered 77% of the time prescriptively. The total order rate was 70% for prescriptive purposes which was less than the 75% goal which was hoped for. It seems, however, that whether or not the data was ordered for one or two children the teachers utilized the material as they saw fit. The random sample of 250 cards were drawn from the return card questionnaires filled out by teachers (Appendix B). The responses showed that on an average 7.76 children used each material sent out.

GOAL 2

Objective 1

The evaluation questions are:

- 1) Was a role definition clearly defined for the P.R.T.'s?

- 2) Was it satisfactorily disseminated and explained to schools and ERDC staff by October 1, 1972?

A questionnaire was given to a random sample of 20 participating school principals (Appendix C) and 28 ERDC staff members (Appendix D) in October of 1972. A role definition was completed and agreed upon as a clear and definitive definition by the P.R.T.'s and the project director (Appendix E). The dissemination of the role definition was fairly thorough as 90% of the responding principals (Appendix C) and 97% of the ERDC staff (Appendix D) responded that they had been made aware of the P.R.T. role.

Objective 2

The evaluation questions are:

- 1) Were at least two formal in-service meetings held at each school?
- 2) Did the in-service meetings meet the needs of each school?

The Prescriptive Resource Teacher Evaluation Questionnaire (PRTEQ) (Appendix F) was sent to participating school principals in May of 1973. Success of this objective was determined by the responses to Questions 5, 7 and 8 in the PRTEQ. Also available was a listing of all workshops conducted by each P.R.T. and allied ERDC staff and the topics of these workshops. This list was compared to the response of the principals to Question 2 in the P.R.T. Inquiry Questionnaire (Appendix C) to further probe how well the intent of the objective was met.

The principals indicated that formal meetings were conducted (16 of 17 responding) and that these meetings met the needs of their schools (13 of 16 responding). Only six of fifteen responding principals said that there were two or more meetings held in their school (Appendix F, Question 8). The P.R.T.'s and RPIMC staff documented their workshops (Appendix G) and indicated that 17

the 41 schools which received a workshop had two or more, however, 73 work-

shops were held in the 37 schools served by the P.R.T.'s plus four additional schools (these latter workshops were given by RPIMC staff). Much of the variability seems to be a function of time; the P.R.T. is sold into a given school.

Objective 3

The evaluation question is:

- 1) Were at least two workshops held for all schools within each service center area?

A vast majority of the principals indicated to the P.R.T.'s and ERDC that they did not want out of school workshops this year due to the time consumed by the human relations course most of them were having conducted at their schools.

Objective 4

The evaluation questions are:

- 1) Did the contact person receive appropriate in-service?
- 2) Did the contact person provide effective coordination?

A question concerning in-service given and ultimate success of each contact person was asked of the P.R.T. in an interview (Appendix G) during April, 1973 by the evaluator. The results of the Contact Person Questionnaire (Appendix H) sent out to all contact persons in May, 1973, and the results of Questions 1 and 2 in the PRTEQ (Appendix C), completed by all principals in participating schools collected during May, 1973, was used to evaluate this objective. Each of these questions were tabulated by school and for the total sample.

The P.R.T.'s said that they had 28 formal contact people in the schools, 26 of which were in-serviced (Appendix G, Questions 3 and 4). Twenty-four of the contact people responded, all of whom said that they had adequate in-service and only one felt that he lacked understanding of the job (Appendix H, Questions 1 and 4). Only 78% felt that the role they played was adequately fulfilled

even though they enjoyed the job (Appendix H, Questions 2 and 3).

The principals in answering Questions 1, 2, and 3 on the PRTEQ (Appendix F) agreed with the contact persons in that 94% felt that in-service was adequate for contact people while 83% felt their contact person was effective.

Objective 5

The evaluation questions are:

- 1) Was a battery of mini lessons developed?
- 2) If mini lessons were developed were they used and found useful after development?

A packet of the completed mini lesson (Appendix I) is the proof of development of such. In an interview with the P.R.T.'s (Appendix G), in April by the evaluator, a question was asked of the P.R.T. to determine whether the mini lessons were used and found useful after development. Five mini lessons were completed and all of the P.R.T.'s responded that all of the mini lessons developed had been useful either to themselves or in aiding teachers.

Objective 6

The evaluation question is:

- 1) Was a priority list of children needing prescriptive services established for each school?

The actual priority list for each school and an agreement between P.R.T.'s and each school regarding the number of children served will be used to determine if this objective was met. A percentage of priority lists versus the number of schools served will be calculated with a 75% completion rate being the criterion for success.

Only 28 of the 37 or 76% of the schools served had their staff and the P.R.T. develop a priority listing of their students (Appendix J). This does meet the

riterion set for the project.

Objective 7

The evaluation questions are:

- 1) Were baseline data used in writing each prescription?
- 2) Did all involved teachers participate in writing the prescription?
- 3) Did the P.R.T. feel she had adequate time to assess each child?

The baseline data section of the Child Progress Report (Appendix K) was used to determine if baseline data was used by the P.R.T.'s for diagnosing each child case study. Question 2 on the Child-Teacher Questionnaire (Appendix L) provided information as to whether or not teachers participated in the prescriptions. The Child-Teacher Questionnaire was administered to all teachers with case study children during May, 1973. A percentage of the number of case studies involving the appropriate teacher(s) was calculated with 70% being the criterion determining success. The time available versus time needed for the P.R.T. for assessing each child was determined in an interview conducted by the evaluator with the P.R.T. in April, 1973.

All of the case studies had baseline data collected on them (Appendix K). Also, 98% of the teachers responding on the Child-Teacher Questionnaire said they were involved in writing the prescription. These meet the criterion set for this part of the objective. Three of the five P.R.T.'s said that time to do good child assessments was lacking in all or part of their schools. The P.R.T.'s indicated that large schools must buy more time; one P.R.T. suggested 25 days minimum while another suggested one day per week.

Objective 8

The evaluation question is:

- 1) Was each child's prescriptive program monitored at least once per week and altered as needed either by a P.R.T. or by a

contact person designated by the school?

The Dated Log in the Child Progress Report (Appendix K) contains information concerning frequency of child case contact by the P.R.T. This data was taken from the year end P.R.T. Report (Appendix K) and a collective percentage of how often cases had weekly review was calculated. To determine how well this has worked in helping the child and as a practical working arrangement information was collected in the P.R.T. Interview by the evaluator in April, 1973.

According to the P.R.T. Log (Appendix K) each child was monitored once each month by the P.R.T. The P.R.T.'s felt that only 26 children were monitored twice a month by a P.R.T. (Appendix G) but that many of the children were monitored by the contact person also. Four of the five P.R.T.'s believed that the monitoring was helpful to the child (Appendix G). Much of the problem with monitoring was expressed by the P.R.T.'s to be not enough time in each school.

Objective 9

The evaluation questions are:

- 1) Were summary reports written for each child case study involved in the P.R.T.'s prescriptive programming 4 1/2 months after its onset?
- 2) Did all involved personnel contribute to the case study summary?

The substantiating data as to whether or not the report was written after 4 1/2 months was the reports themselves which were sent to the evaluator 4 1/2 months after the case study was reported to the evaluator as started. To determine if all involved personnel were contributors to the report a question discerning such was included in both the Child-Teacher Questionnaire (Appendix L) and the Contact Person Questionnaire (Appendix M) and the P.R.T.'s included a statement of such in the evaluation section of the Child Progress Report (Appendix

A percentage of the number of times all three (Teacher, Contact Person, and

P.R.T.) agreed that all involved personnel contributed to the final report was calculated.

This objective was discarded due to the paper work included and time involved.

GOAL 3 Objective 1

The evaluation question is:

- 1) Did 50% of a random sample of 30 children, who were case study children during the 1971-72 school year, maintain their gains during the summer of 1972?

A random sample of 30 children, who have remained at the same school was drawn from the case studies of 1971-72. Twenty-three of 25 case children were reported to have remained the same or improved. One case child had a major loss of knowledge while the other child was somewhat poorer than in the spring of 1972.

Objective 2

The evaluation questions are:

- 1) Did 70% of involved students meet the objectives specified?
- 2) How much achievement gain was shown on the Wide Range Achievement Tests (WRAT)?

Baseline data, objectives, program modifications, principal evaluation and P.R.T. final evaluation which is all documented on the Child Progress Report (Appendix K) was studied and tabulated. The teacher of the case study child rated how she feels the program has succeeded with the child in the Child-Teacher Questionnaire (Appendix L). The percentage of successful case studies as agreed upon by the P.R.T., principal and teacher was then computed to determine if the 70% objective was met. The WRAT was then studied on a pre-post basis to deter-

mine average child academic growth as measured by a standardized measure of achievement.

Only 44% (Appendix K) of the case study children met all of their objectives however, 83% of all objectives set were met (Appendix K). Of all these sets of objectives set for each child the principal and P.R.T. felt that 100% were appropriate (Appendix K), while the teachers felt that 94% were appropriate for the child (Appendix L). It seems as if social improvement has been more successful under this program as over 90% of the children were seen as having made substantial gains in this area by principals, teachers, and P.R.T.'s (Appendices K and L). The principals and P.R.T.'s viewed the academic gain for each child to have placed 60% of the children at or near grade level (Appendix K). WRAT scores pre and post treatment showed an average .82% gain per child (Appendix K) which is more than .19 per month growth as the average case was 5.6 months long (Appendix K).

Objective 3

The evaluation question is:

- 1) Did 50% of the children have a positive attitudinal change toward themselves?

All of the case study children had a self-appraisal inventory (Appendix M) administered by the P.R.T. on a pre-post case study basis. These inventories were tabulated and difference score was computed. Each child's pre-post difference was then scrutinized and a percentage of those having significant changes was calculated.

The average change from the pre to post assessment was a rise from 31.7 to 35.89 in self concept (Appendix K). The percentage showing gains in self concept was 73% (Appendix K).

Objective 4

The evaluation question is:

- 1) Did 50% of the teachers sampled improve and increase their use of positive reinforcement?

This objective was not accomplished due to lack of cooperation from schools and lack of video tape equipment available.

Conclusions and Recommendations

The "Instructional Materials Center" project was designed to set up a process by which children with learning disabilities would be aided both in the affective and cognitive domains. With this in mind, I feel that the project has been successful even though some of the objectives set up were not met. I feel the objectives not met were exploratory in the process domain and did not spell failure to the ultimate consumer (the child). The project has greatly aided the children involved in the project case load. It has also given teachers a broader perspective on materials available and their usage. Thus, the three years of the project will have a future impact if it died tomorrow.

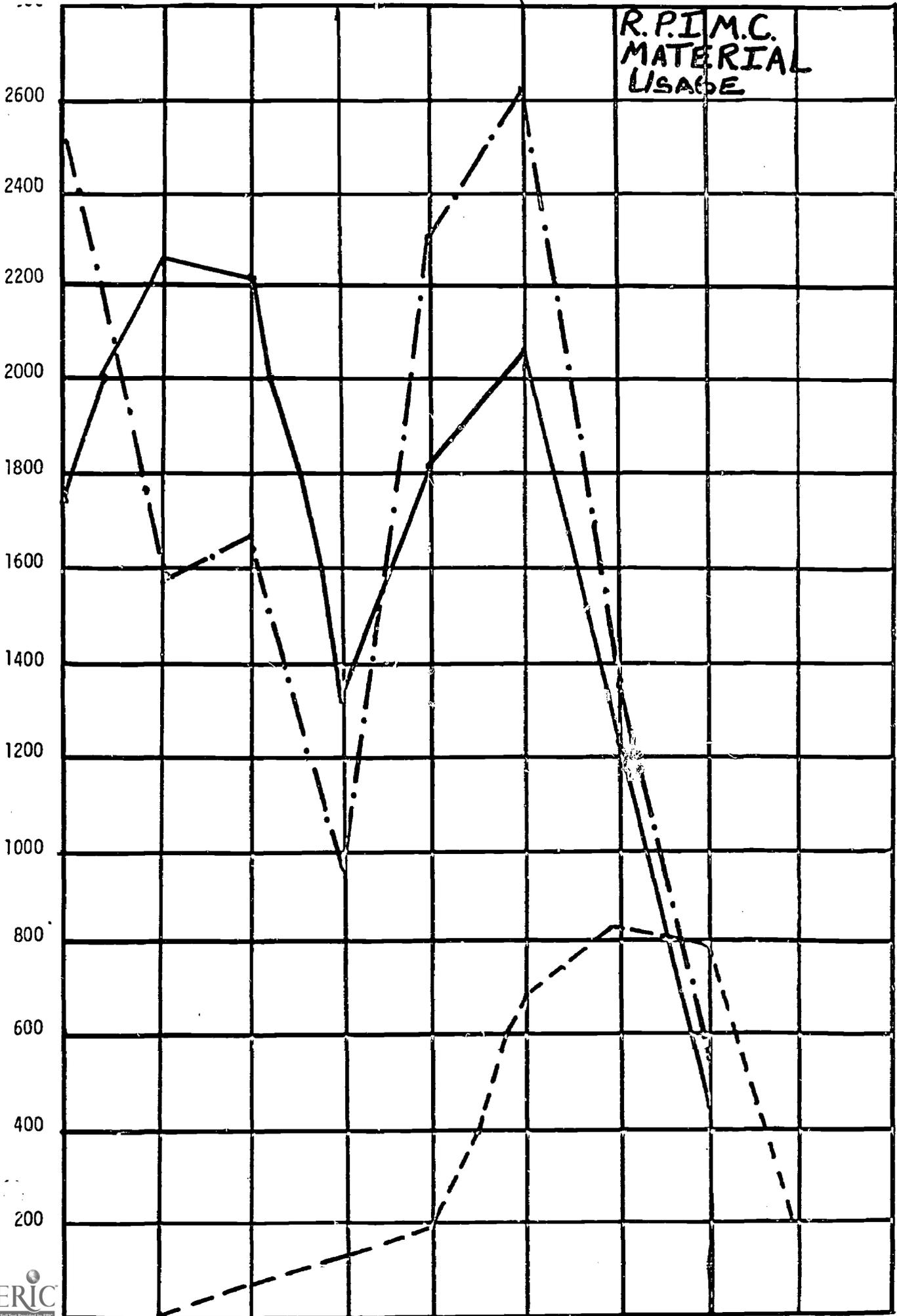
The project is not folding due to the end of the project under Title III funding. The schools and Southwest-West Central Educational Research and Development Council (ERDC) are maintaining the project. Also, other people in ERDC are utilizing information gained from the project. It is these two facts which probably spell out the project's success even better than the formal evaluation.

This process could be used anywhere in multiple school settings where schools are willing to cooperate in the use of personnel and materials or in a very large school district. Some changes which might make it more effective would be having the prescriptive resource teacher (P.R.T.) in the schools at least bi-weekly and more often in large schools, and insure the P.R.T. a contact person in each school who has functioning with the P.R.T. as part of their formal duties and free time to do so.

APPENDIX A

MATERIAL USAGE CHARTS
and
SAMPLE LISTING OF MATERIAL USAGE

R.P.I.M.C.
MATERIAL
USAGE



1970-71
1971-72
1972-73

1972

OVERALL

48

<u>SUBJECT AREA</u>	<u>MATERIAL AVAILABLE</u>	<u>USAGE OF MATERIAL</u>	<u>PERCENTAGE OF USAGE</u>
Classroom Resources	576	138	24
English Grammar and Composition	143	26	18
Guidance	183	41	22
Handwriting	112	27	24
Health	219	15	7
High Interest, Low Vocabulary	1,664	800	48
Language Arts; Correlated Reading	307	3	1
Literature	388	88	23
Mathematics	932	351	38
Music	33	15	45
Programmed Mathematics	91	30	33
Perceptual Motor Development	311	170	55
Programmed Reading	599	50	8
Reading: Basal	2,785	233	8
Reading: Linguistics	478	51	11
Reading: Phonics	837	328	39
Reading: Readiness	541	266	49
Science	235	86	37
Speech and Language Development	112	50	45
Spelling	461	82	18
Study Skills	1,770	501	28
Social Studies	588	105	18
Vocabulary Development & Word Analysis	248	75	30
Physical Education	36	13	36
Teaching Machines	245	74	30
	13,894	3,618	26

<u>SUBJECT AREA</u>	<u>MATERIAL AVAILABLE</u>	<u>USAGE OF MATERIAL</u>	<u>PERCENTAGE OF USAGE</u>
Classroom Resources	563	135	24
English Grammar and Composition	143	26	18
Guidance	177	35	20
Handwriting	81	12	15
Health	216	14	6
High Interest, Low Vocabulary	1,597	760	48
Language Arts, Correlated Reading	298	1	0
Literature	330	65	20
Mathematics	558	132	24
Music	15	0	0
Programmed Mathematics	91	30	33
Perceptual Motor Development	102	40	39
Programmed Reading	595	50	9
Reading: Basal	2,761	220	8
Reading: Linguistics	478	51	11
Reading: Phonics	488	90	18
Reading: Readiness	219	74	34
Science	203	65	32
Speech and Language Development	80	33	41
Spelling	361	48	13
Study Skills	1,420	316	22
Social Studies	538	83	15
Vocabulary Development & Word Analysis	222	75	34
Physical Education		0	
Teaching Machines	147	61	41
	11,683	2,416	21

1972

KITS

50

<u>SUBJECT AREA</u>	<u>MATERIAL AVAILABLE</u>	<u>USAGE OF MATERIAL</u>	<u>PERCENTAGE OF USAGE</u>
Classroom Resources	9	1	11.1
English Grammar and Composition		0	
Guidance	5	5	100.0
Handwriting	30	14	46.6
Health		0	
High Interest, Low Vocabulary	67	40	59.7
Language Arts; Correlated Reading	9	2	22.2
Literature	38	21	55.3
Mathematics	363	212	58.1
Music	1	1	100.0
Programmed Mathematics		0	
Perceptual Motor Development	204	129	63.2
Programmed Reading	4	-	-
Reading: Basal	24	13	54.2
Reading: Linguistics		0	
Reading: Phonics	313	222	70.9
Reading: Readiness	281	175	62.2
Science	16	8	50.0
Speech and Language Development	28	15	53.6
Spelling	100	34	34.0
Study Skills	338	180	53.3
Social Studies	39	19	48.7
Vocabulary Development & Word Analysis	25	-	-
Physical Education		0	
Teaching Machines		0	
	1,894	1,091	57.6

1972
TAPES, RECORDS, STUDY PRINTS,
FILMSTRIPS, AND TEACHING MACHINES

51

<u>SUBJECT AREA</u>	<u>MATERIAL AVAILABLE</u>	<u>USAGE OF MATERIAL</u>	<u>PERCENTAGE OF USAGE</u>
Classroom Resources	4	2	50.0
English Grammar and Composition		0	
Guidance	1	1	
Handwriting	1	1	100.0
Health	3	1	33.3
High Interest, Low Vocabulary		0	
Language Arts, Correlated Reading		0	
Literature	20	2	10.0
Mathematics	11	7	63.6
Music	17	14	82.3
Programmed Mathematics		0	
Perceptual Motor Development	5	1	20.0
Programmed Reading		0	
Reading: Basal		0	
Reading: Linguistics		0	
Reading: Phonics	36	16	44.4
Reading: Readiness	41	17	41.5
Science	16	13	81.2
Speech and Language Development	4	2	50.0
Spelling		0	
Study Skills	12	5	41.7
Social Studies	11	3	27.3
Vocabulary Development & Word Analysis	1	-	-
Physical Education	36	13	36.1
Teaching Machines	98	13	13.3
	317	111	35.0

1973
OVERALL

52

<u>SUBJECT AREA</u>	<u>MATERIAL AVAILABLE</u>	<u>USAGE OF MATERIAL</u>	<u>PERCENTAGE OF USAGE</u>
Classroom Resources	639	177	28
English Grammar and Composition	143	26	18
Guidance	203	50	25
Handwriting	130	31	24
Health	220	17	7
High Interest, Low Vocabulary	1,689	820	47
Language Arts, Correlated Reading	314	7	2
Literature	402	88	22
Mathematics	1,086	435	40
Music	39	14	36
Programmed Mathematics	91	30	33
Perceptual Motor Development	396	280	71
Programmed Reading	599	50	8
Reading: Basal	2,789	225	8
Reading: Linguistics	418	51	12
Reading: Phonics	927	394	43
Reading: Readiness	645	277	43
Science	252	93	37
Speech and Language Development	167	105	63
Spelling	464	79	17
Study Skills	1,894	531	28
Social Studies	633	105	17
Vocabulary Development & Word Analysis	268	99	37
Physical Education	38	11	29
Teaching Machines	147	61	41
	14,593	4,056	28

1973
BOOKS

53

<u>SUBJECT AREA</u>	<u>MATERIAL AVAILABLE</u>	<u>USAGE OF MATERIAL</u>	<u>PERCENTAGE OF USAGE</u>
Classroom Resources	412	55	13.3
English Grammar and Composition	43	2	4.6
Guidance	124	30	24.1
Handwriting	65	11	16.6
Health	168	10	5.9
High Interest, Low Vocabulary	1,434	691	48.2
Language Arts; Correlated Reading	278	10	3.6
Literature	233	97	41.6
Mathematics	407	110	27.2
Music	11	7	63.6
Programmed Mathematics	89	40	44.9
Perceptual Motor Development	57	24	42.1
Programmed Reading	491	42	8.5
Reading: Basal	2,494	159	6.4
Reading: Linguistics	402	91	22.6
Reading: Phonics	356	195	54.5
Reading: Readiness	179	67	37.4
Science	103	52	50.5
Speech and Language Development	33	2	6.1
Spelling	348	49	14.1
Study Skills	1,301	452	34.7
Social Studies	361	150	41.6
Vocabulary Development & Word Analysis	199	122	61.3
Physical Education		0	
Teaching Machines		0	
	9,589	2,468	25.7

1973

KITS

54

<u>SUBJECT AREA</u>	<u>MATERIAL AVAILABLE</u>	<u>USAGE OF MATERIAL</u>	<u>PERCENTAGE OF USAGE</u>
Classroom Resources	72	42	58
English Grammar and Composition		0	
Guidance	17	8	47
Handwriting	44	17	39
Health	1	1	100
High Interest, Low Vocabulary	92	60	65
Language Arts, Correlated Reading	16	6	38
Literature	52	18	35
Mathematics	511	290	57
Music	4	2	50
Programmed Mathematics		0	
Perceptual Motor Development	282	230	82
Programmed Reading	4	0	
Reading: Basal	28	5	18
Reading: Linguistics		0	
Reading: Phonics	386	272	70
Reading: Readiness	352	159	45
Science	30	16	53
Speech and Language Development	67	55	82
Spelling	103	31	10
Study Skills	456	205	45
Social Studies	53	8	15
Vocabulary Development & Word Analysis	44	22	50
Physical Education	1	1	100
Teaching Machines		0	
	2,615	1,448	55

1973
MISCELLANEOUS

55

<u>SUBJECT AREA</u>	<u>MATERIAL AVAILABLE</u>	<u>USAGE OF MATERIAL</u>	<u>PERCENTAGE OF USAGE</u>
Classroom Resources	4	0	
English Grammar and Composition		0	
Guidance	9	7	77
Handwriting	5	2	40
Health	3	2	66
High Interest, Low Vocabulary		0	
Language Arts; Correlated Reading		0	
Literature	20	5	25
Mathematics	17	13	76
Music	20	12	60
Programmed Mathematics		0	
Perceptual Motor Development	12	10	83
Programmed Reading		0	
Reading: Basal		0	
Reading: Linguistics		0	
Reading: Phonics	53	32	60
Reading: Readiness	74	44	59
Science	19	12	63
Speech and Language Development	20	17	85
Spelling		0	
Study Skills	18	10	55
Social Studies	42	14	33
Vocabulary Development & Word Analysis	2	2	100
Physical Education	37	10	27
Teaching Machines		0	
	355	192	54

APPENDIX B
MATERIAL RETURN CARD

MATERIAL RETURN CARD QUESTIONNAIRE

1. Was this material ordered by yourself?
YES - 135 NO - 130
2. Was this material prescribed by ERDC staff for a particular student?
YES - 168 NO - 90
3. Total number of students using the material.
Mean of 7.76
4. Was the material appropriate for the student?
YES - 205 NO - 31
5. Would you recommend the purchase of this material for your school?
YES - 167 NO - 51

APPENDIX C

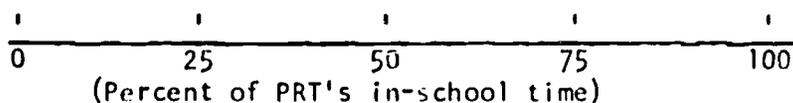
P.R.T. INQUIRY QUESTIONNAIRE

P.R.T. INQUIRY QUESTIONNAIRE

School _____ Name _____

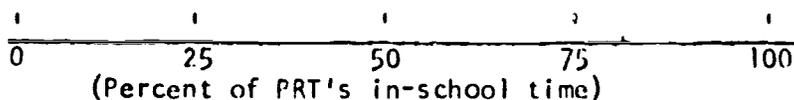
ERDC is interested in modifying the Prescriptive Resource Teacher's role to meet the precise needs of your school. In order to improve the services we offer you, we need some feedback from individual schools. We would appreciate your completing this questionnaire considering the projected needs of the 1972-73 school year.

1. We would like the PRT to conduct workshops for all or most of our teachers.

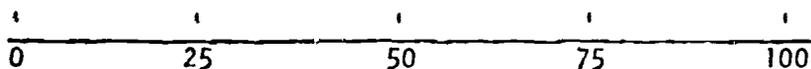


2. What are some of the topics which these workshops could cover which you would see as useful to your school?

3. We would like the PRT to informally in-service individuals or small groups of teachers.



4. We would like the PRT to diagnose individual children's need and work with school staff in writing prescriptive educational programs for each child. This will involve meeting with the school personnel involved in the child's educational program, assessing needs, writing objectives and planning activities to meet those objectives.



5. Were you made aware of the role of the PRT in writing prior to this questionnaire? YES NO

Comments:

PRT INQUIRY QUESTIONNAIRE

(30 replies)

1. 2 - 5% or less
1 - 10%
10 - 25%

2. Comments on next page.

3. 7 - 10% - 20%
10 - 25% - 30%
7 - 50%
1 - 75%

4. 4 - 25%
11 - 50% - 60%
12 - 75% - 80%
1 - 100%

5. 27 - YES
3 - NO

PRT INQUIRY QUESTIONNAIRE

COMMENTS

Topics: creative writing "listening skills"--The exceptional learner-gifted ordering materials behavior management, individualizing. Diagnoses of learning disabilities, individualized instructors new ideas in grouping, new materials and methods for teaching children with learning disabilities. SLD Identification and role of classroom teacher and SLD student.

What, when, where and how of the PRT for our classroom teachers.

The PRT person is too valuable, because of her limited time here to run in-service but I will give up 1 day of in-school for 1 day of office.

Topics of importance are: what she can do, when, where and how she can do it.

To community-school groups like Title I Right To Read, etc.

This is a very important item. There should be a memo to all school personnel involved telling the goals and role of the PRT.

Base of service-individual problems.

Behavior modification, discuss with teacher areas of weakest for students in the classroom. Severe learning difficulties, kids who can't apply phonics to reading, utilization of PRTs, upgrading of reading, identify the students who need the PRT, using materials and supplies prescribed by the PRT. I think it would be worthwhile if our faculty was informed as to just how the services of the PRT could be utilized. I believe our faculty does know, generally and I think our present PRT does a good job in making the service available. If possible work with students.

Individualizing reading program-human relationships requirement. Suggestion for gifted and talented--correlation of K-12 language arts.

She made a rough copy of job description the first day she was at our school. Present materials usable for slower children. Grading of the separate groups within a classroom.

APPENDIX D

ERDC STAFF MEMBERS QUESTIONNAIRE

ERDC STAFF MEMBERS QUESTIONNAIRE

Center _____ Name _____

1. Have you been made aware of the role of the PRT?

27 YES 1 NO

Comments:

2. How will you and the PRT interact and utilize each others talents and time during the coming year?

NOT INCLUDED

APPENDIX E

ROLE DEFINITION

ERDC

Prescriptive Resource Teacher

Description of Services

The Prescriptive Resource Teacher will:

1. Diagnose learning difficulties and assist teacher in planning a program to remediate those difficulties.
2. Assist the teacher in developing informal academic diagnosis for use in the classroom.
3. Assist the teacher in developing new techniques for accommodating individual differences.
4. Assist the teacher in selecting and obtaining new material specific to the program of individual students.
5. Assist the teacher in restructuring specific student programs as the student progresses to meet his changing needs.
6. Coordinate her prescriptive cases with other personnel involved.
7. Work with teachers in developing a positive learning environment.
8. Conduct in-service activities and formal workshops.

APPENDIX F

P.R.T. EVALUATION QUESTIONNAIRE

PRT EVALUATION QUESTIONNAIRE

School _____ Name _____

1. Did your contact person receive in-service training which aided them in better performing their specified role as a contact person?

17 YES 1 NO

Comments:

2. Was the contact person in your school successful?

15 YES 3 NO

Comments:

3. Did the contact person provide effective coordination within your school with the PRT?

15 YES 3 NO

Comments:

4. Were you notified of at least two workshops held by ERDC personnel in your service area for all schools in the area?

11 YES 7 NO

5. Did these workshops meet the needs of your school?

13 YES 3 NO

Comments:

6. Did your school staff and the PRT decide jointly which children would get the PRT's services?

16 YES 1 NO

Comments:

7. Did you opt to have the PRT conduct formal meetings for your teachers?
16 YES 1 NO

8. How many formal in-service meetings were coordinated by the PRT in your school?

1 meeting - 9 schools

2 meetings - 4 schools

3 meetings - 1 school

10 meetings - 1 school

9. Did these in-services meet the needs of your school?
15 YES 1 NO

Comments:

APPENDIX G

P.R.T. INTERVIEW

PRT INTERVIEW

1. How many in-service meetings have you had or are planned this year?
(need list of workshops by school and topic)

Included after next page.

2. How many schools do you service?

37

3. How many of these schools have a contact person?

28

4. How many of the contact people have you in-serviced?

26

5. Did you find the mini-lessons of any value?

All five PRTs said YES

6. Did the schools in conjunction with you make up priority lists of students to be worked by you? (need lists)

28 (for lists See Appendix J)

7. Did you have adequate time to access each case load child?

1. Not adequate time in one large school with too few days.
2. Yes
3. Yes-majority of the schools - need minimum of 25 days in large schools
- need minimum of 10 days in small schools
(one class per grade)
4. Yes
5. No - need once or twice a week in a school to do this adequately.

8. Was each case load child monitored 18 days this school year?

26

9. Do you believe this aided the improvement of this child?

YES - 4

NO - 1

WORKSHOP LIST

<u>TOWN</u>	<u>DATE</u>	<u>TOPIC</u>
Jasper	8/29/72 2/16/73	Materials demonstration for Title I teachers. PRT role and materials
Adrian	January 9/14/72	Cuisinare rods demonstration Materials demonstrations
Balaton	2/23/73 1/23/73 5/23/73	Talked to Title I mothers PRT role and materials Materials for summer school
Beaver Creek	1/30/73	PRT role and materials
Magnolia	January 2/7/73	Grouping for reading PRT role and materials
Marshall	10/17/72 9/19/72	PRT role and materials Materials demonstrations
Milroy	February	Behavior modification
Minneota	5/17/73 12/6/72	Planning individualized programs for LD and slow learner-7th graders Materials demonstrations
Okabena	1/19/73 4/27/73	PRT role and materials Perceptual motor
Ruthton	10/24/72	PRT role and materials
Pipestone	9/27/72 10/26/72 2/27/73	Materials demonstrations Materials demonstrations Materials demonstrations
Flandreau	9/27/72	Materials demonstrations
Lake Wilson & Chandler	10/3/72	Materials demonstrations

Workshop List

73

<u>TOWN</u>	<u>DATE</u>	<u>TOPIC</u>
Lakefield	March	PRT role Individualizing within the classroom
Heron Lake		Exceptional Learner (gifted)
Morgan	10/25/72	Ordering materials & reading record systems for students 1-6
Springfield	12/13/72	Learning techniques for slow learner
Fulda	11/3/72 9/21/72 10/4/72 1/18/73	Giving directions PRT role Parent Workshop on preschool learning stimulation Positive methods of controlling children in classroom
Worthington	11/29/72 11/28/72 4/7/73	Following directions Perceptual motor (w/ Jo Gascoigne) Special education meeting
Round Lake	2/5/73	Creative writing Listening skills
Rushmore	5/29/73	Teacher-made materials
Comfrey	9/26/72	Materials demonstrations
Wabasso	3/20/73	Materials demonstrations
Dawson	11/1/72 11/27/72	Intro. to learning disabilities & material talk Case study or two pupils
Hendricks	10/26/72 February	Intro. to learning disabilities Curriculum modification
Belgrade		Meetings on math & reading approaches (1/month)
Sacred Heart	2/21/73	definition of SLD

Workshop List

74

<u>TOWN</u>	<u>DATE</u>	<u>TOPIC</u>
Melrose	1/19/73	The discouraged child in the classroom
Eden Valley	1/22/73	Individualizing instructions
Albany	12/5/72 12/6/72	Individualizing instruction & once a month meetings w/ tutors on behavior modification
Brooten	1/29/73 2/26/73	Math & reading materials & materials demonstration
Buffalo Lake	11/28/72	Definition of learning disabilities
Clarkfield		Behavioral management techniques
Prinsburg	9/28/72	Materials demonstrations
Evansville	11/6/72	Materials demonstrations
Wheaton	11/21/72	Materials demonstrations
Milan	12/18/72	Materials demonstrations
Willmar	1/26/73	Materials demonstrations
Benson	2/20/73	Materials demonstrations
Aiberta	3/22/73	Materials demonstrations
Canby	10/14/72 10/28/72 1/22/73 2/12/73 2/26/73 3/22/73 3/23/73 4/27/73 4/28/73	Inservice Inservice Perceptual Motor Training Perceptual Motor Training Perceptual Motor Training Human Rel. for Teachers & Interpretation of diagnostic reading tests Utilization of diagnostic reading tests Modeling consultant demonstrations in classroom

Workshop List

<u>TOWN</u>	<u>DATE</u>	<u>TOPIC</u>
Canby	12/15/72	Classroom Climate & Teacher Sensitivity
	1/10/73	" " " " "
	1/17/73	" " " " "
	1/24/73	" " " " "
	1/29/73	" " " " "
	1/31/73	" " " " "
	3/15/73	Prescriptive teaching & materials demonstration
	12/15/72	Learning Centers - math activities & games

APPENDIX H
CONTACT PERSON QUESTIONNAIRE

CONTACT PERSON QUESTIONNAIRE

School _____ Name _____

Child _____

1. Did you understand your role as a contact person for the PRT?

23 YES 1 NO

Comments:

2. Do you believe you had time to adequately fulfill this role?

18 YES 5 NO

Comments:

3. Did you like being a contact person?

23 YES 1 NO

Comments:

4. Did you receive adequate in-service from the PRT to perform your role as a contact person?

24 YES 0 NO

Comments:

5. Were you satisfied with the results of your efforts in terms of helping children?

23 YES 1 NO

Comments:

6. Were you involved in the child's final evaluation and the write up of such?

19 YES 5 NO

Comments:

APPENDIX I
MINI LESSONS

Mini Lesson

This is a list of essential vocabulary that could be taught to non-readers in high school or junior high. It is a list of words a person would need to know in order to drive. It also involves many safety terms, directions for administering medicine, shopping, and common signs. All of the terms would not be necessary to learn and many include some of the same vocabulary. However, most of the phrases or words really would be essential to know in everyday life and can be taught as sight words. This vocabulary list can be an aid in language development, improving comprehension and even employed as an art activity by making posters to accompany the signs. Not only would it be important for non-readers to learn these but also any student reading at a very low reading level.

Barbara Halvorson
Prescriptive Resource Teacher

BH:lmw

ESSENTIAL VOCABULARY

ADULTS ONLY
ANTIDOTE

BEEWARE
BEWARE OF DOG
BUS STATION
BUS STOP

CAUTION
CLOSED
COMBUSTIBLE
CONDEMNED

DEEP WATER
DENTIST
DON'T WALK
DO NOT CROSS, USE
TUNNEL

DO NOT CROWD
DO NOT ENTER
DO NOT INHALE FUMES
DO NOT PUSH
DO NOT REFREEZE
DO NOT SHOVE
DO NOT STAND UP
DO NOT USE NEAR
HEAT
DO NOT USE NEAR
OPEN FLAME
DOCTOR (DR.)
DOWN DYNAMITE

ELEVATOR
EMERGENCY EXIT
EMPLOYEE ONLY
ENTRANCE
EXIT
EXIT ONLY
EXPLOSIVES
EXTERNAL USE ONLY

FALL OUT SHELTER
FIRE ESCAPE
FIRE EXTINGUISHER
FIRST AID
FLAMMABLE
FOUND
FRAGILE

GASOLINE
GATE
GENTLEMEN

HANDLE WITH CARE
HANDS OFF
HELP

HIGH VOLTAGE

IN
INFLAMMABLE
INFORMATION
INSTRUCTIONS

KEEP AWAY
KEEP CLOSED AT ALL
TIMES
KEEP OFF (THE GRASS)
KEEP OUT
LADIES
LOST
LIVE WIRES

MEN

NEXT (WINDOW)
(GATE)

NO ADMITTANCE
NO CHECKS CASHED
NO CREDIT
NO DIVING
NO DOGS ALLOWED
NO DUMPING
NO FIRES
NO LOITERING
NO FISHING
NO HUNTING
NO MINORS
NO SMOKING
NO SPITTING
NO SWIMMING
NO TOUCHING
NO TRESPASSING
NOT FOR INTERNAL
USE
NOXIOUS
NURSE

OFFICE
OPEN
OUT
OUT OF ORDER

PEDESTRIANS
PROHIBITED
POISON
POISONOUS
POLICE (STATION)
POST NO BILLS
POST OFFICE
POSTED
PRIVATE
PRIVATE PROPERTY

PULL
PUSH

SAFETY FIRST
SHALLOW WATER
SHELTER
SMOKING PROHIBITED
STEP DOWN (UP)

TAXI STAND
TERMS CASH
THIN ICE
THIS END UP
THIS SIDE UP

UP
USE BEFORE (DATE)
USE IN OPEN AIR
USE OTHER DOOR

VIOLATORS WILL BE
PROSECUTED

WALK
WANTED
WARNING
WATCH YOUR STEP
WET PAINT
WOMEN

ALL CARS (TRUCKS)
STOP
ASK ATTENDANT
FOR KEYS

BEWARE OF CROSS
WIND
BRIDGE OUT
BUS ONLY

CAUTION
CONSTRUCTION ZONE
CURVE

DANGER
DANGEROUS CURVE
DEAD END
DEER (CATTLE)
CROSSING
DETOUR
DIM LIGHTS
DIP
DO NOT BLOCK WALK
(DRIVEWAY)
DO NOT ENTER
DRIFTING SAND

WATCH FOR FLAGMAN
WATCH FOR LOW
FLYING AIRCRAFT
WINDING ROAD

YIELD
YIELD RIGHT OF WAY

DRIVE SLOW
EMERGENCY
VEHICLES ONLY
END 15
END CONSTRUCTION
ENTRANCE
EXIT ONLY
EXIT SPEED 30

FALLING ROCKS
FLOODED
FLOODS WHEN
RAINING
FOUR WAY STOP
FREEWAY

GARAGE
GATE
GO SLOW

HOSPITAL ZONE

INSPECTION STATION

JUNCTION 101A

KEEP TO THE LEFT
(RIGHT)

LANE ENDS
LAST CHANCE
FOR GAS
LEFT LANE MUST
TURN LEFT
LEFT TURN ON
THIS SIGNAL ONLY
LEFT TURN ONLY
LEFT TURN O.K.
LOADING ZONE
LOOK
LOOKOUT FOR THE
CARS (TRUCKS)
LISTEN

M.P.H.
MECHANIC ON DUTY
MEN WORKING
MERGE LEFT
(RIGHT)
MERGING TRAFFIC
MILITARY
RESERVATION

NEXT
NO LEFT TURN
NO PARKING
NO PASSING
RIGHT TURN

NO RIGHT TURN
ON RED LIGHT
NO SMOKING AREA
NO STANDING
NO STOPPING
NO TURNS
NO "U" TURN
NOT A THROUGH
STREET

ONE WAY -
DO NOT ENTER
ONE WAY STREET

PAVEMENT ENDS
PED XING
PLAYGROUND
PROCEED AT YOUR
OWN RISK
PRIVATE ROAD
PUT ON CHAIRS

R.R.
RAILROAD CROSSING
RESTROOMS
RESUME SPEED
RIGHT LANE MUST
TURN RIGHT
ROAD CLOSED
ROAD ENDS

SCHOOL STOP
SCHOOL ZONE
SLIDE AREA
SLIPPERY WHEN WET
(FROSTY)
SLOW DOWN
SLOWER TRAFFIC
KEEP RIGHT
SPEED CHECKED
BY RADAR
STEEP GRADE
STOP
STOP AHEAD
STOP FOR
PEDESTRIANS
STOP WHEN OCCUPIED
STOP MOTOR

THIS LANE MAY
TURN LEFT
THIS ROAD PATROLLED
BY AIRCRAFT
THREE WAY LIGHT
TURN OFF $\frac{1}{2}$ MILE
($\frac{1}{4}$ MILE)
TURN OFF
TRAFFIC CIRCLE
TRUCK ROUTE

HELP YOUR CHILD BECOME READY FOR SCHOOL!

82

A. Make sure your child's physical needs are met with a medical check-up, an eye and ear examination, a balanced diet, and adequate sleep.

B. Give your child adequate language experiences-Activities

Talk with him and let him express himself
Use complete sentences for your child to imitate
Read a wide variety of stories to your child.
Ask him simple questions. Make the experience enjoyable!
Read rhymes and poems to your child

C. Give your child a wide background of experiences. Through different activities children learn to explore the world around them.

D. Large Muscle Coordination (Gross Motor)-Activities

Ball throwing and catching
Playing with dolls
Rhythm games
Stopping and starting on signal
Calling attention to right or left
Standing on one foot
Hopping, skipping, walking, running forward and backward
Walking around geometric figures made with chalk
Making figures in the air

E. Small Muscle Coordination (Fine Motor)-Activities

Bead stringing
Buttoning, zipping, shoe lacing
Cutting
Finger tracing
Finger games
Playing with manipulative toys
Pasting pictures in place
Putting together puzzles
Pouring sand from one container to another
Putting various objects in a box (soft, hard, round, long, thin, rough, smooth) and letting the child pick one out by only feeling

F. Eye-Muscle Coordination (Visual Motor)-Activities

Make a cardboard doll with moveable joints using paper clips. Have your child move his as you move yours.
Have the child imitate movements you make
Have the child trace large objects
Use dot-to-dot activities
Have the child scribble and/or color



G. Arithmetic Concepts-Activities

Matching (such as one block to one block)
Associate "four" with four objects, etc.
Find two of something similar
Find a square and triangle
Use the terms longer and shorter
Use the terms larger and smaller
Count out four blocks

- H. Have your child follow directions. Start with a simple direction and proceed to more complex tasks. (Take off your hat. Take off your hat and hang it up.)

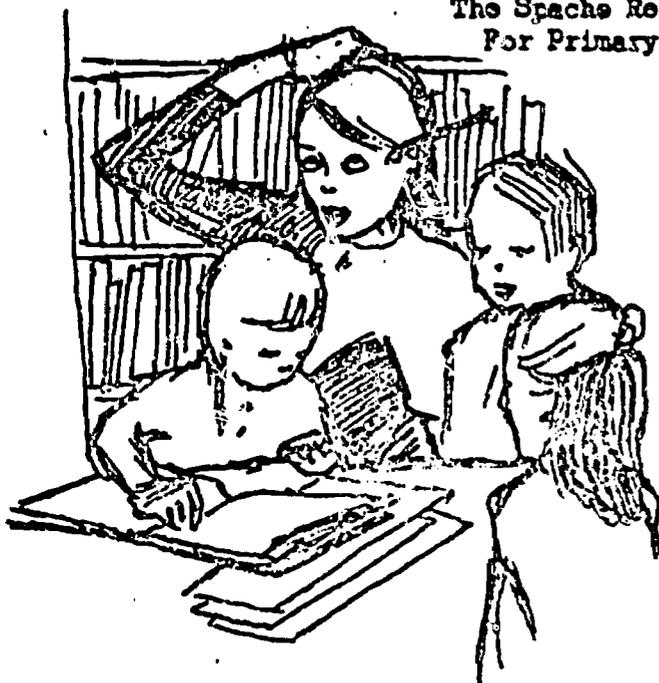
I. Develop auditory discrimination and memory-Activities

Imitate clapping patterns
Play rhyming games
Develop rhymes
Make a sound and have your child imitate
Read a story and have your child retell the story
Talk about the events of the day
Play memory games (Say "3,5,7," repeat this)
Repeat a story

- J. Work to help your child develop an adequate attention span

Compliment your child if he completes a task for you
Ask questions about what you have read or seen
Ask questions about a television program you have seen

The Spache Readability Formula
For Primary-Grade Material



This formula was developed by Dr. George Spache of the Reading Laboratory and Clinic of the University of Florida. This formula was developed for measuring the reading difficulty of primary grade materials.

The formula is based upon two easily obtained elements of the reading materials:

1. The average length of the sentences.
2. The percentage of "hard words"; that is, words which are not given in The Dale List of 759 Easy Words.

I. Use of the Formula

1. Count off about 100 words in the first few pages of the book. (Begin count at the beginning of a sentence and end with the last word of the sentence in which the 100th word occurs.)
2. Count the number of sentences in the entire samples.
3. Determine the average sentence length by dividing the number of words by the number of sentences.
4. Determine how many words in the selection are not on the Dale List of 759 Easy Words.
5. Determine the percent of words not on the Dale List by dividing the Total number of words in the selection into the number of words not on the Dale List.
6. If time allows, take three of these samples. One should be from the "first few pages", one from the "middle", and one from the "rear" of the book.

II. Procedures for Determining Hard Word and Average Sentence Length

In determining the percent of hard words, Spache suggests the following rules:

1. Count all letters as familiar, i.e. A, B, C
2. Count regular verb forms (ing, ed, es,) as familiar. Irregular verb forms are counted as unfamiliar.
3. Count plurals and possessive endings of nouns as familiar.
4. Count adjectival or adverbial endings (ly, er, est) as familiar.
5. Count first names as familiar.
6. Count an unfamiliar word only once even though it appears again or with variable endings later in sample.
7. Count family names or family relationship words (aunt, uncle) as unfamiliar except where name is a noun on the Dale List.

In determining the average sentence length, Spache suggest the following rules:

1. Begin counting at the beginning of a sentence and end with the last word of the sentence in which the 100th word occurs. This means that usually the samples will exceed 100 words. The actual number of words is utilized in computing average sentence length.
2. Count a group of words, consisting of a repetition of a single word as "oh, oh, oh; look, look, look"; as a single sentence regardless of punctuation.

III. Assigning Grade Levels to Books for Classroom Use

- | | |
|------------------|-------------|
| 1. preprimer | - 1.2 |
| 2. primer | - 1.5 |
| 3. first reader | - 1.8 |
| 4. second reader | - 2.0 - 2.9 |
| 5. third reader | - 3.0 - 3.9 |

DALE LIST OF 769 EASY WORDS

For Use With Spache Readability Formula
For Primary Grade Reading Materials

a	tath	building	corner	everything	garden	hill
about	be	bump	could	eye	gate	him
across	bear	bunny	count	face	gave	himself
afraid	beautiful	bus	country	fall	got	his
after	became	busy	cover	family	girl	hit
afternoon	because	but	cow	far	give	hold
again	bed	butter	cried	farm	glad	hole
air	bedroom	buy	cross	farmer	go	hase
airplane	bee	busz	crumb	fast	goat	honey
all	been	by	cry	fat	God	hop
almost	before	cablage	cut	father	going	horn
alone	begin	cage	dance	feather	gold	horas
along	begin	cake	dark	feed	gone	hot
already	behind	call	day	feel	good	house
also	being	call	deep	feet	good-by	how
always	believe	case	deer	fell	got	hungry
am	bell	cash	deep	felt	grandfather	hunt
an	belong	candy	deer	fence	grandmother	hurry
and	beside	cap	did	few	grass	hurt
animal	best	car	dig	field	gray	I
another	better	care	dinner	fill	great	ice
answer	between	careful	dish	find	green	if
any	big	carry	do	fine	grow	I'll
anyone	bigger	cat	does	finish	ground	in
anything	bill	catch	dog	fire	grow	Indian
apple	bird	caught	doll	first	guess	inside
are	birthday	cent	done	flesh	had	into
arm	bit	chair	don't	fit	hair	is
around	black	chick	door	five	hall	it
arrow	blew	chicken	down	flag	hand	its
as	blow	child	draw	flew	happen	jar
ask	blue	children	dress	floor	happy	joke
asleep	board	circus	drink	flower	hard	jump
at	boat	Christmas	drive	fly	has	just
ate	book	city	drop	follow	hat	keep
away	both	clap	dry	food	have	kept
automobile	bottom	clean	duck	foot	hay	kill
ba	bowl	climb	each	for	he	kirk
baby	box-now	close	ear	found	head	kitchen
back	box	clothes	early	four	hear	kitten
bad	boy	clown	east	fox	heard	knew
bag	branch	cluck	eat	fresh	heavy	knock
bake	bread	coat	egg	friend	held	knock
braker	break	cock-a-	else	frog	hello	know
ball	breakfast	doodle-doo	elephant	from	help	land
balloon	bright	cold	end	front	hen	land
band	bring	color	engine	fruit	her	large
bang	brother	come	enough	full	here	last
bark	brought	coming	even	fun	herself	land
barn	brown	cook	ever	funny	hid	large
ward	bug	cooky	every	game	hide	last
it	build	corn			high	

late	move	pennies	rope	so	their	walk
laugh	Mr.	people	round	soft	them	want
lay	Mrs.	pet	row	solid	then	war
learn	much	pick	rub	some	there	warm
leave	said	picnic	fun	something	these	was
left	music	picture		sometime	they	wash
leg	must	pie	said	song	thin	watch
let	my	piece	same	soon	thing	water
let's		pig	can	sound	think	wave
letter	mail	pink	can	soup	this	way
lie	name	place	eat	splash	those	we
light	near	plan	eat	spot	though	wear
like	neck	plant	save	spring	thought	was
line	need	play	say	squirrel	three	was
lion	nest	please	say	stand	threw	was
listen	never	pocket	school	star	throw	was
little	new	point	sea	start	throw	was
live	next	police	seat	station	ticket	went
log	nice	pond	see	station	tia	were
long	night	pony	see	stay	tiger	west
look	no	pop	seven	stop	time	was
lost	noise	poor	soon	stick	tired	was
lot	north	post	sell	still	to	was
loud	nose	present	send	stone	today	was
love	not	press	sent	stood	too	was
lunch	note	pretty	set	stop	together	was
	nothing	puff	seven	store	told	was
made	now	pull	shake	story	tomorrow	was
mail	nut	push	small	straight	too	was
make		put	she	street	took	was
man	of	puppy	shell	string	top	was
many	off		sheep	strong	town	was
march	often	quick	shin	such	toy	was
matter	oh	quiet	shoe	suit	train	was
may	old	quite	shop	summer	tree	was
me	on		short	sun	trick	was
most	once	rabbit	show	sunshine	tired	was
nest	one	race	shut	support	trunk	was
men	only	rain	sick	sure	try	was
new	open	rake	side	surprise	turkey	was
not	or	ran	sign	swam	turn	was
now	orange	read	sing	sweet	turtle	was
also	other	ready	sister	swim	two	was
might	our	real	sit	swing		was
mile	out	red	six	table	uncle	was
milk	outside	rest	skate	tail	under	was
milkman	over	ride	skin	take	umbrella	was
will	own	right	skip	talk	until	was
minute		ring	sky	tall	up	was
miss	paint	river	slid	tap	upon	was
Miss	pan	road	sleep	teach	us	was
money	paper	roar	sleepy	teacher	use	was
monkey	park	robin	slide	teeth	vegetable	was
more	part	rock	slow	tell	very	was
morning	party	rode	small	ten	visit	was
most	pat	roll	small	test	voice	was
mother	pat	roof	smile	than		was
mouse	pay	room	smoke	thank	was on	was
mouth	peanut	rooster	sniff	that	wait	was
	pop	root	snow	the	wake	was

Table for Quick Computation of the Readability of a Selection as Measured by the Spache Readability Formula

Reading Laboratory and Clinic
University of Florida

Dale Score (% of Words Not in Dale 769 Word List)

	Average Sentence Length																					
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
0	1.5	1.7	1.8	2.0	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	3.0	3.1	3.2	3.3	3.4	3.5	3.6	3.7	
1	1.6	1.8	1.9	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	3.0	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	
2	1.7	1.9	2.0	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	3.0	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	
3	1.8	2.0	2.1	2.3	2.4	2.5	2.6	2.7	2.8	2.9	3.0	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9		
4	1.9	2.1	2.2	2.4	2.5	2.6	2.7	2.8	2.9	3.0	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9			
5	2.0	2.2	2.3	2.5	2.6	2.7	2.8	2.9	3.0	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9				
6	2.1	2.3	2.4	2.6	2.7	2.8	2.9	3.0	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9					
7	2.2	2.4	2.5	2.7	2.8	2.9	3.0	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9						
8	2.3	2.5	2.6	2.8	2.9	3.0	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9							
9	2.4	2.6	2.7	2.9	3.0	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9								
10	2.5	2.7	2.8	3.0	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9									
11	2.6	2.8	2.9	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9										
12	2.7	2.9	3.0	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9											
13	2.8	3.0	3.1	3.3	3.4	3.5	3.6	3.7	3.8	3.9												
14	2.9	3.1	3.2	3.4	3.5	3.6	3.7	3.8	3.9													
15	3.0	3.2	3.3	3.5	3.6	3.7	3.8	3.9														
16	3.0	3.2	3.3	3.5	3.6	3.7	3.8	3.9														
17	3.1	3.3	3.4	3.6	3.7	3.8	3.9															
18	3.2	3.4	3.5	3.7	3.8	3.9																
19	3.3	3.5	3.6	3.8	3.9																	
20	3.4	3.6	3.7	3.9																		
21	3.4	3.6	3.7	3.9																		
22	3.5	3.7	3.8	4.0																		
23	3.6	3.8	3.9																			
24	3.7	3.9																				
25	3.8																					
26	3.9																					

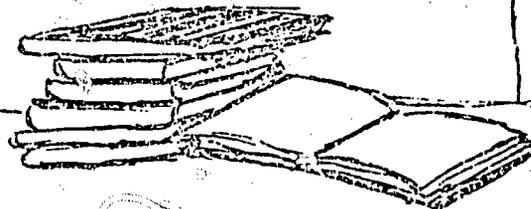
This table eliminates the need for the arithmetic computations necessary in applying the weights in the formula. Having found the percent of words not in the Dale list, and the average sentence length, enter the table directly. The figure found at the intersection of the two facts will be the grade level of the selection.



The Dale-Chall Formula for Predicting Readability



The Dale-Chall formula is applicable to materials at or above 4th grade reading difficulty. It is based on two counts.



I. Use of Formula

A. Selecting Samples:

1. Take exactly 100 words
2. Never begin a sample in the middle of a sentence.

B. Count the Number of Words:

1. Count hyphenated words and contractions as one word.
2. Count numbers as words, e.g., 1956 is one word.
3. Count compound names of persons and places as one word.
4. Do not count initials which are part of a name as separate words.

C. Count the number of complete sentences. (Drop sentence fragment.)

D. Count the Number of Unfamiliar Words.

1. Words which do not appear on the Dale List of 3,000 words.
2. Underline all unfamiliar words even if they appear more than once.

II. Special Rules for Making the "Unfamiliar Word" Count

A. Common nouns

1. Consider familiar all regular plurals and possessives of words on the list. (s; 's, es, y to ies)
2. Count irregular plurals as unfamiliar, (unless listed), even if the singular form appears on the list.
3. Count as unfamiliar a noun that is formed by adding er or s to a noun or verb appearing on the word list. (unless this "er" or "s" form is indicated on the list).

B. Proper Nouns:

1. All names of persons and places are considered familiar.
2. Names of organizations, laws, documents, book titles, etc., generally comprise several words.
 - a. When determining the number of words in a sample, count all the words in such names.
 - b. For the unfamiliar word count, when such names appear several times within a sample of 100 words, count it only twice.
3. **Abbreviations:**
 - a. In counting number of words in a sample and unfamiliar words, an abbreviation is counted as one word, e.g., Y.M.C.A. is counted as one word.
 - b. Nov. is familiar because the months are on the word list.
 - c. An abbreviation which is used several times in a 100-word sample is counted as two unfamiliar words only.

C. Verbs:

1. Consider familiar the third-person, singular forms (s or ies from y), present-participle forms (ing), past participle forms (en), and past-tense forms (ed or ied from y), when these are added to verbs appearing on the list. The same rule applies when a consonant is doubled before adding ing or ed. (asks, asking, asked are familiar, although only the word ask appears on the list.)

D. Adjectives:

1. Comparatives and superlatives of adjectives appearing on the list are considered familiar. The same rule applies if the consonant is doubled before adding er or est. (longer, prettier, and bravest are familiar because long, pretty, and brave are on the list.)
2. Adjectives formed by adding n to a proper noun are familiar, e.g., American, Austrian.
3. Count as unfamiliar an adjective that is formed by adding y to a word that appears on the list, e.g., woolly is unfamiliar although wool is on the list.

E. Adverbs:

1. Consider adverbs familiar which are formed by adding ly to a word on the list. In most cases ly will be indicated following the word.
2. Count as unfamiliar words which add more than ly, like easily.

F. Hyphenated words:

1. Count hyphenated words as unfamiliar if either word in the compound does not appear on the word list.

G. Miscellaneous Special Cases:

1. Words formed by adding en to a word on the list are considered unfamiliar.
2. Count a word unfamiliar if two or more endings are adding to a word on the list.
3. Words on the list to which tion, ation, ment, and other suffixes not previously mentioned are added are considered unfamiliar.
4. Numbers. Numerals like 1949, 52, etc., are considered familiar.

TABLE II--DIRECT GRADE EQUIVALENTS FOR THE HALF-WALL FORMULAS

Y	1	2	3	3 1/2	Number of Sentences												
					4	5	6	7	8	9	10	11-12	13-14	15-16	17-18	19-20	
0	12.0	9.0	6.3	5.1	4.5	4.6	4.5	4.3	4.3	4.2	4.1	4.1	4.0	4.0	3.9	3.9	3.9
1	12.5	9.2	6.6	5.4	4.8	4.8	4.7	4.5	4.4	4.3	4.2	4.2	4.2	4.1	4.1	4.1	4.0
2	12.8	9.5	6.9	5.7	5.2	5.2	5.1	4.9	4.8	4.7	4.6	4.5	4.5	4.4	4.4	4.4	4.3
3	C	9.8	7.2	6.1	5.5	5.5	5.4	5.2	5.1	5.0	4.9	4.8	4.8	4.7	4.7	4.6	4.5
4	..	10.1	7.5	6.4	5.8	5.8	5.7	5.5	5.4	5.3	5.2	5.1	5.1	5.0	5.0	4.9	4.8
5	..	10.5	7.8	6.7	6.1	6.1	6.0	5.8	5.7	5.6	5.5	5.4	5.3	5.3	5.2	5.1	5.0
6	..	10.8	8.1	7.0	6.4	6.4	6.3	6.1	6.0	5.9	5.8	5.7	5.6	5.5	5.5	5.4	5.3
7	..	11.1	8.4	7.3	6.7	6.7	6.6	6.4	6.3	6.2	6.1	6.0	5.9	5.8	5.7	5.6	5.5
8	..	11.4	8.7	7.6	7.0	7.0	6.9	6.7	6.6	6.5	6.4	6.3	6.2	6.1	6.0	5.9	5.8
9	..	11.7	9.0	7.9	7.3	7.3	7.2	7.0	6.9	6.8	6.7	6.6	6.5	6.4	6.3	6.2	6.1
10	..	12.0	9.3	8.2	7.6	7.6	7.5	7.3	7.2	7.1	7.0	6.9	6.8	6.7	6.6	6.5	6.4
11	..	12.4	9.6	8.5	7.9	7.9	7.8	7.6	7.5	7.4	7.3	7.2	7.1	7.0	6.9	6.8	6.7
12	..	12.7	9.9	8.8	8.2	8.2	8.1	7.9	7.8	7.7	7.6	7.5	7.4	7.3	7.2	7.1	7.0
13	C	..	10.2	9.1	8.5	8.5	8.4	8.2	8.1	8.0	7.9	7.8	7.7	7.6	7.5	7.4	7.3
14	10.5	9.4	8.8	8.8	8.7	8.5	8.4	8.3	8.2	8.1	8.0	7.9	7.8	7.7	7.6
15	10.9	9.8	9.2	9.2	9.1	8.9	8.8	8.7	8.6	8.5	8.4	8.3	8.2	8.1	8.0
16	11.3	10.2	9.6	9.6	9.5	9.3	9.2	9.1	9.0	8.9	8.8	8.7	8.6	8.5	8.4
17	11.6	10.5	9.9	9.9	9.8	9.6	9.5	9.4	9.3	9.2	9.1	9.0	8.9	8.8	8.7
18	11.9	10.8	10.2	10.2	10.1	9.9	9.8	9.7	9.6	9.5	9.4	9.3	9.2	9.1	9.0
19	12.2	11.1	10.5	10.5	10.4	10.2	10.1	10.0	9.9	9.8	9.7	9.6	9.5	9.4	9.3
20	12.5	11.4	10.8	10.8	10.7	10.5	10.4	10.3	10.2	10.1	10.0	9.9	9.8	9.7	9.6
21	12.8	11.7	11.1	11.1	11.0	10.8	10.7	10.6	10.5	10.4	10.3	10.2	10.1	10.0	9.9
22	C	..	..	..	..	..	..	..	..	..	..	..	..	..	..
23
24
25
26
27
28
29
30
31
32
33

Fourth Grade and below

C College level

Y Number of words not on Dale list or 3000 familiar words

DALE LIST OF 5000 FAMILIAR WORDS
For Use With
Dale-Chall Readability Formula

A	amount	away	beautify	bit	bow
able	an	awful (ly)	Beauty	bite	bowls
aboard	and	awhile	became	biting	bow-wow
about	angel	ax	because	bitter	box(es)
above	anger		become	black	boxcar
absent	angry	baa	becoming	blackberry	boxer
accept	animal	babe	bed	blackbird	boy
accident	another	baby(ies)	bedbug	blackboard	boyhood
account	answer	back	bedroom	blackness	bracelet
ache(ing)	ant	background	bedspread	blacksmith	brain
acorn	any	backward(s)	bedtime	blame	brake
acre	anybody	bacon	bee	blank	bran
across	anyhow	bad(ly)	beech	blanket	branch
act(s)	anyone	badge	beef	blast	brass
add	anything	bag	beefsteak	blaze	brave
address	anyway	bake(r)	beehive	bleed	broad
admire	anywhere	baking	beon	bless	break
adventure	apart	bakery	beer	blossom	breakfast
afar	apartment	ball	beet	blow	broadest
afraid	ape	balloon	before	blind(s)	breath
after	apiece	banana	beg	blindfold	breathe
afternoon	appear	band	began	block	breeze
afterward(s)	apple	bandage	beggar	blood	brick
again	April	bang	begged	bloom	bride
against	apron	banjo	begin	blossom	bridge
age	arc	bank(or)	beginning	blot	bright
aged	aren't	bar	begun	blew	brightness
ago	arise	barber	behave	blue	bring
agree	arithmetic	barrel(ly)	behind	blueberry	broad
ah	arm	barefoot	believe	bluebird	broadcast
ahead	armful	bark	bell	bluejay	broke(n)
aid	army	barn	belong	blush	brook
ain	arise	barrel	below	board	broom
air	around	base	bolt	boast	brother
airfield	arrange	baseball	bonch	boat	brought
airplane	arrive(d)	basement	bond	bob	brown
airport	arrow	basket	beneath	bobwhite	brush
airship	art	bat	bent	body(ies)	bubble
airy	artist	batch	berry(ies)	boil(er)	bucket
alarm	as	bath	beside(s)	bold	buckle
alike	ash(es)	baths	best	bone	bad
alive	aside	bathing	bet	bonnet	buffalo
all	ask	bathroom	better	boo	bug
alloy	asleep	bathroom	between	book	buggy
alligator	at	bathub	bib	bookcase	build
allow	ate	battle	bible	bookkeeper	building
almost	attack	battlechip	bicycle	boom	built
alone	attend	bay	bid	boot	bulb
along	attention	bay(ing)	big(ger)	born	ball
aloud	August	beach	bill	borrow	bullet
already	aunt	beam	billboard	boss	bun
also	author	beam	bin	both	buncheon
always	auto	beam	bind	bother	bump
am	automobile	beard	bird	bottle	bun
american	autumn	beast	bird	bottom	bunch
among	avenue	beat(ing)	birthday	bought	bundle
	awake(n)	beautiful	biscuit	bounce	bunny

burn	carelessness	chill(y)	codfish	crank(y)	date 95
burst	carload	chimney	coffee	crash	daughter
bury	carpenter	chin	coffeespot	crawl	dawn
bush	carpet	china	coin	crazy	day
bush	carriage	chip	cold	cream(y)	daybreak
bushel	carrot	chipmunk	collar	crook	daytime
business	carry	chocolate	college	creep	dead
busy	cart	choice	color(ed)	crept	deaf
but	carve	choose	colt	cried	deal
butcher	case	chose	column	croak	dear
butt	cash	chose(n)	comb	croak(ed)	death
butter	cashier	christen	come	crop	December
buttercup	castle	church	comfort	cross(ing)	decide
butterfly	cat	Christmas	comic	cross-eyed	deck
buttermilk	catbird	church	coming	crow	deed
butterscotch	catch	churn	company	crowd(ed)	deep
button	catcher	cigarette	compare	crowd	door
buttonhole	caterpillar	circle	conductor	cruel	do/eat
buy	catfish	circus	cone	crumb	defend
buzz	catcup	citizen	connect	crumble	defense
by	cattle	city	con	crush	delight
bye	caught	clang	cook(ed)	crust	den
	cause	clap	cook(ing)	cry(ies)	dentist
	cave	class	cooky(ies)(o)	cub	depend
cab	caving	classmate	cool(er)	cuff	deposit
cabbage	cell	classroom	coop	cup	describe
cabin	cellar	claw	copper	cupboard	desert
cabinet	cent	clay	copy	cupful	deserve
cackle	center	clean(er)	cord	sure	desire
cage	cereal	clear	corn	curl(y)	deck
cake	certain(ly)	clerk	corn	curtain	destroy
calendar	chain	clever	corner	curve	devil
caif	chair	click	correct	cushion	dew
call(er)(ing)	chalk	cliff	cost	custard	diamond
can	champion	climb	cot	customer	did
can	chance	clip	cottage	cut	didn't
canal	change	cloak	cotton	cute	die(d)(s)
canal	chap	clock	cough	cutting	difference
canary	charge	close	cough		different
candle	charm	closet	could	dab	dig
candlestick	chart	cloth	could't	dad	din
candlestick	chase	clothes	count	daddy	dirt
candy	chatter	clothing	counter	daily	dino
cane	cheap	cloud(y)	country	dairy	ding-dong
canon	cheat	clever	county	day	dinner
cannot	check	clown	course	dan	dip
canoe	checkers	club	court	damage	direct
can't	check	cluck	cousin	dame	direction
canyon	cheer	clump	cover	damp	dirt(y)
cap	cheese	coach	cow	dance(r)	discover
cape	cherry	coil	eward(ly)	dancing	dich
capital	chest	coat	cowboy	dandy	dislike
captain	chew	coat	copy	danger(ous)	dismiss
car	chick	cob	crab	dare	ditch
card	chicken	cobble	crack	dark(ness)	dive
cardboard	chief	cock	cracker	darling	diver
care	child	cock	cradle	darn	divide
careful	childhood	cock	cramp	dart	do
careless	children	cock	cranberry	dash	do

doctor	dwelt	excited	fifteen	fool	game 96
does	dying	exciting	fifth	foolish	gang
doesn't		excuse	fifty	foot	garage
dog	each	exit	fig	football	garbage
doll	eagle	expect	fight	footprint	garden
dollar	ear	explain	figure	for	gas
dolly	early	extra	file	forehead	gasoline
done	earn	eye	fill	forest	gate
donkey	earth	eyebrow	film	forget	gather
don't	east(ern)		finally	forgive	gave
door	easy	fable	find	forgot(ten)	gay
doorbell	eat(en)	face	fine	fork	gear
doorknob	edge	facing	finger	form	geese
doorstep	egg	fast	finish	fort	general
dope	eh	factory	fire	forth	gentle
dot	eight	fail	firearm	fortune	gentleman
double	eighteen	faint	firecracker	forty	gentlemen
dough	eighth	fair	fireplace	forward	geography
dove	eighty	fairy	fireworks	fought	get
down	either	faith	firing	found	getting
downstairs	elbow	fake	fit	mountain	giant
downtown	elder	fall	fish	four	gift
dozen	eldest	false	fisherman	fourteen	gingerbread
drag	electric	family	first	fourth	girl
drain	electricity	fan	fit(s)	fox	give(n)
drank	elephant	fancy	five	frame	giving
drawer	eleven	far	fix	free	sled(ly)
drawing	off	faraway	flag	freedom	glance
dream	oak	fare	flake	dress	glass(es)
dress	oak	farm	flame	freight	gleam
dresser	elsewhere	farm(ing)	flap	French	glide
dressmaker	empty	far-off	flash	fresh	glory
drow	end(ing)	farther	flashlight	fret	glove
dried	enemy	fashion	flat	Friday	glow
drift	engine	fast	flea	fried	glue
drill	engineer	fasten	flesh	friend(ly)	go(ing)
drink	English	fat	flow	friendship	goes
drip	enjoy	father	flies	frighten	goal
drive(n)	enough	fault	flight	frog	goat
driver	enter	favor	flip	from	gobble
drop	envelope	favorite	flip-flop	front	God(g)
drove	equal	fear	flood	frost	godmother
drown	erase(r)	foat	flock	from	gold(en)
drowny	errand	feather	flood	frose	goldfish
drug	escape	February	floor	fruit	golf
drum	eve	fed	flop	fry	gene
drunk	even	feed	flour	fudge	good(s)
dry	evening	fool	flow	fuel	good-by(bye)
duck	ever	foet	flower(y)	full(y)	good-looking
due	every	fell	flutter	fun	goodness
dug	everybody	follow	fly	funny	goody
dull	everyday	felt	foam	fur	goose
dumb	everyone	fence	fog	furniture	gooseberry
dump	everything	fever	foggy	further	got
during	everywhere	few	fold	fussy	govern
dust(y)	evil	fib	folks		government
duty	exact	fiddle	follow(ing)	gain	gown
dwar?	except	field	fond	gallon	grab
dwelt	exchange	file	food	gallon	gracious

grade	handful	hen	horeahoo	instead	kind ^{9/ly}
grain	handkerchief	henhouse	hose	insult	kindness
grand	handle	her(s)	hospital	intend	king
grandchild	handwriting	herd	host	interested	kingdom
grandchildren	hang	here	hot	interesting	kiss
granddaughter	happen	here's	hotel	into	kitchen
grandfather	happily	hero	hound	invite	kito
grandma	happiness	herself	hour	iron	kitten
grandmother	happy	he's	house	is	kitty
grandpa	harbor	hey	housetop	island	knee
grandson	hard	hickory	housewife	isn't	kneel
grandstand	hardly	hid	housework	it	knew
grape	hardship	hidden	how	its	knife
grapefruit	hardware	hide	however	it's	knit
grass	harm	high	howl	itself	knives
grasshopper	hark	highway	hug	I've	knob
grateful	harm	hill	huge	ivory	kneek
grave	harness	hillside	hum	ivy	knot
gravel	harp	hilltop	humble		know
graveyard	harvest	hilly	hump	jacket	known
gravy	has	him	hundred	jacko	
gray	hasn't	himself	hung	jail	lace
graze	haste(n)	hind	hunger	jam	lad
grace	hasty	hint	hungry	January	ladder
great	hat	hip	hunk	jar	ladies
green	hatch	hire	hunt(er)	jar	laid
grow	hate	hiss	hurried	jaw	lake
grind	haul	history	hurry	jolly	lamb
groan	have	hit	hurt	jollyfish	lamp
grocery	haven't	hitch	husband	jerk	lans
ground	having	hive	hush	fig	lamp
group	hawk	ho	hut	job	land
grove	hay	hoo	hym	jockey	lans
grow	hayfield	hog		join	language
guard	haystack	hold(er)	I	joke	lantern
guess	he	hole	ice	joking	lap
guest	head	hollow	icy	jolly	lard
guide	headache	holiday	I'd	journey	large
gulf	heal	hollow	idea	joy(ful)	lash
gun	health(y)	holy	ideal	joyous	lass
gun	heap	home	if	judge	last
gunpowder	heat(ing)	home	ill	jug	late
guy	heard	home	I'll	juice	leach
	heart	honest	I'm	juicy	laundry
ha	heart(er)	honey	important	July	law
habit	heaven	honeybee	impossible	jump	lawn
had	heavy	honeymoon	improve	June	lawyer
hadn't	held	honk	in	junior	lay
hail	heel	honor	inch(es)	junk	lazy
hair	height	hood	income	just	lead
haircut	held	hoof	indeed		leader
hairpin	hell	hook	Indian	keen	leaf
half	he'll	hoop	indoors	keep	leak
hail	hello	hop	ink	kept	lean
halt	helmet	hope(ful)	inn	kettle	leap
ham	help(er)	hopeless	insect	key	learn(ed)
hammer	helpful	horn	inside	kick	least
hand	hen	horse	instant	kid	leather
		horseback		kill(ed)	leave(ing)

led	loose	myopia	most(ly)	nightgown	ouch
left	lord	sa	mother	nine	ought
leg	lose(r)	meadow	motor	nineteen	our(s)
lemon	loss	meal	mount	ninety	ourselves
lemonade	lost	mean(s)	mountain	no	out
lend	lot	neant	mouse	nobody	outdoors
length	loud	measure	nouth	nod	outfit
less	love	meat	move	noise	outlaw
lesson	lovely	medicine	movie	noisy	outline
let	lover	meet(ing)	movies	none	outside
let's	low	melt	moving	noon	outward
letter	luck(y)	member	bow	nor	oven
letting	lumber	men	Mr., Mrs.	north(era)	over
lettuce	lump	mend	nach	nose	overallis
level	lunch	meow	mud	not	overcoat
liberty	lying	merry	muddy	note	overeat
library		mess	mug	nothing	overhead
lice	ma	message	mule	notice	overhear
lick	machine	net	multiply	November	overnight
lid	machinery	metal	murder	now	overturn
lie	mad	new	music	nowhere	owe
life	made	nice	must	number	owing
lift	magazine	middle	my	nurse	owl
light(ness)	magic	midnight	myself	nut	own(er)
lightning	maid	nigh(y)			ox
like	mail	nile	nail	oak	
likely	mailbox	milk	name	oar	pa
liking	mailman	milkman	nap	oatmeal	pace
lily	major	mill	napkin	oats	pack
limb	make	millar	narrow	oboy	package
line	making	million	naety	ocean	pad
limp	wale	mind	naughty	o'clock	page
line	ways	mine	navy	October	paid
linen	henna	minor	near	odd	paid
lion	man	mint	nearby	of	pail
lip	manager	minute	nearly	off	pain(ful)
list	mane	mirror	neat	offer	paint(er)
listen	manger	mischiev	neck	office	painting
lit	many	misch(H)	necktie	officer	pair
little	map	miscpell	neck	often	pai
live(s)	maple	mistake	needle	oh	palace
lively	marble	misty	needn't	oil	pale
liver	march(H)	mitt	Negro	old	pancake
living	mare	bitten	neighbor	old-fashioned	pane
lizard	mark	mix	neighborhood	on	pancy
load	market	moans	neither	once	pants
leaf	marriage	Monday	nerve	one	papa
loan	married	money	nest	onion	paper
loaves	marry	monkey	net	only	parade
lock	mask	month	never	onward	pardon
locomotive	mast	moose	nevermore	open	parent
log	master	moon	now	or	park
long	mat	moonlight	now	orange	part(ly)
lonely	match	space	now	orchard	partner
lonesome	matter	top	now	order	party
long	matress	were	nibble	ore	pass
look	may(I)	newfay	nice	organ	passenger
lookout	maybe	newton	nichol	other	part
loop	mayor	noon	night	other:ice	paste

pasture	plan	print	ranch	read	sandwich
pat	plane	prison	rang	ruecide	sang
patch	plant	prize	rap	rear	sank
path	plate	promise	rapidly	react	sap
patter	platform	proper	rat	rob	cash
pave	platter	protect	rate	robber	eat
pavement	play(er)	proud	rather	robe	satin
pat	playground	prove	rattle	robin	satisfactor
pay	playhouse	prune	raw	rock(y)	Saturday
payment	playmate	public	ray	rocket	sausage
pea(s)	plaything	puddle	reach	role	savage
peace(ful)	pleasant	puff	read	roll	saw
peach(es)	please	pull	reader	roller	savings
peak	pleasure	pump	reading	roof	saw
peanut	plenty	pumpkin	ready	room	say
pear	plow	punch	real	rooster	scab
pearl	plug	punish	really	root	scalp
peck	plum	pup	reap	rope	scale
peck	pocket	pupil	rear	rise	scarf
peel	pocketbook	puppy	reason	rosebud	school
peep	poem	pure	rebuild	rot	schoolboy
peg	point	purple	receive	rotten	schoolhouse
pen	poison	purse	recess	rough	schoolmate
pencil	poke	push	record	round	schoolroom
penny	pole	pass	red	route	scorch
people	police	pussy	redbird	row	score
pepper	policeman	pussycat	redbreast	rowboat	scrap
peppermint	polish	put	refuse	royal	scrapo
perfume	polite	putting	reindeer	rub	scratch
perhaps	pond	puzzle	rejoice	rubbed	screen
poreon	ponies	quack	remain	rubber	screen
pet	pony	quart	remember	rubbish	scrow
phone	pool	quarter	remind	rug	scrub
piano	poor	queen	remove	rule(r)	sea
pick	pop	queer	rent	rumble	seal
pickle	popcorn	question	repair	run	seam
picnic	popped	quick(ly)	repay	ring	search
picture	porch	quiet	repeat	runner	season
pie	pork	quilt	report	running	soot
piece	possible	quit	rest	rush	second
pig	pout	quite	return	rust(y)	secret
pigeon	postage	rabbit	review	rye	see(ing)
piggy	postman	racco	reward	sack	seed
pile	pot	rack	rib	sad	seek
pill	potato(es)	radle	ribbon	saddle	seem
pillow	pound	radish	rice	sadness	seem
pin	pour	rag	rich	safe	seesaw
pine	powder	rail	rid	safety	select
pineapple	power(ful)	railroad	riddle	said	self
pink	praise	raily	ride(r)	sail	selfish
pint	pray	rainbow	riding	sailboat	sell
pipe	prayer	raise	right	sailor	send
pistol	prepare	rake	rim	saint	sense
pit	present	rain	ring	salad	sent
pitch	pretty	rain	rip	cake	sentence
pitcher	price	rain	ripe	salt	separate
pity	prick	rain	rise	same	September
place	prince	rain	rising	sand(y)	servant
plain	princess	rain	river		serve

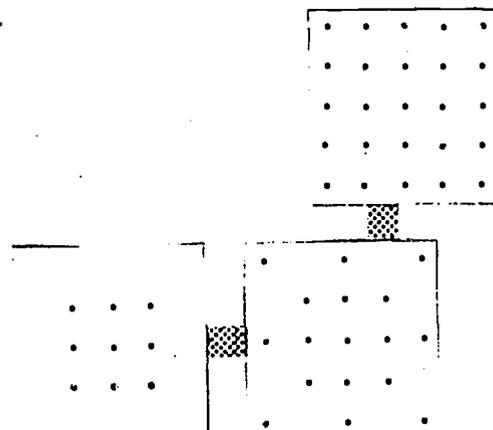
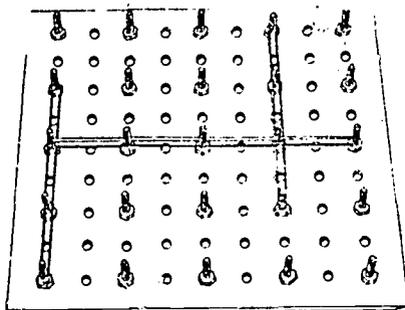
service	sick(ness)	smack	spant	stone	sweat
set	side	small	spider	stood	sweater
setting	sidewalk	smart	spike	steel	sweep
settle	sideways	smell	spill	steep	sweet(ness)
settlement	sigh	smile	spin	stop	sweetheart
seven	sight	smoke	spinach	stopped	swell
seventeen	sign	smooth	spirit	stopping	swept
seventh	silence	snail	spit	store	swift
seventy	silent	snake	splash	stories	swim
several	silk	snap	spoil	stork	swimming
sew	sill	snapping	spoke	storm(y)	swing
shade	silly	sneeze	spook	story	switch
shadow	silver	snow(y)	spoon	stove	sword
shady	simple	snowball	sport	straight	swore
snake(r)	sin	snowflake	spot	strange(r)	
shaking	since	snuff	spread	strap	table
shall	sing	snug	spring	straw	tablecloth
shame	singer	so	springtime	strawberry	tablespoon
shan't	single	soak	sprinkle	stream	tablet
shape	sink	soap	square	street	tack
share	sip	sob	squash	stretch	tag
sharp	sir	socks	squeak	string	tail
shave	sis	sod	squeeze	strip	tailor
she	sissy	soda	squirrel	stripes	take(n)
she'd	sister	sofa	stable	strong	taking
she'll	sit	soft	stack	stuck	tale
she's	sitting	soil	stage	study	talk(er)
shear(s)	six	sold	stair	stamp	tall
shed	sixteen	soldier	stall	stamp	tare
sheep	sixth	sole	stamp	subject	tan
sheet	sixty	some	stand	such	tank
shelf	size	somebody	star	suck	tap
shell	skate	somehow	staro	sudden	tape
shepherd	skater	someone	start	suffer	tar
shine	ski	something	starvo	sugar	tardy
skinning	skin	something	state	suit	task
shiny	skip	somewhere	station	sun	taste
ship	sleat	son	stay	summer	taught
shirt	sky	song	steak	sun	tax
shock	slam	soon	steal	Sunday	tea
shoe	slap	sore	steam	sunflower	teach(er)
shoemaker	slate	sorrow	steamboat	sung	team
shone	slave	sorry	steamer	sunk	tear
shook	sled	port	steel	sunlight	tease
shoot	sleep(y)	soul	steep	sunry	teaspoon
shop	olceve	sound	steepie	sunrise	teeth
shopping	sleigh	soup	steer	sunset	telephone
shore	slept	sour	sten	sunshine	tell
short	olice	south(ern)	step	supper	temper
short	slid	space	stopping	suppose	ten
should	slide	spade	stick(y)	sure(ly)	tennis
shoulder	sling	spank	stiff	surface	tent
shouldn't	slip	sparrow	still(ness)	surprise	term
shout	slipped	speak(er)	sting	swallow	terrible
shovel	slipper	spear	stir	swan	test
show	slippery	speech	stitch	swan	than
shower	slit	speed	stock	swan	thank(s)
shut	slow(ly)	spell(ing)	stocking	swat	thankful
shy	oily	spend	stole	swear	Thanksgivi

that	title	tub	victory	we're	won
that's	to	Tuesday	view	west(ern)	wonder
that	toad	tug	village	west	wonderful
theater	toadstool	tulip	vine	we've	son's
thee	toast	tumble	violet	whale	wood(s)
their	tobacco	tune	visit	what	woodpecker
them	today	tunnel	visitor	what's	woods
then	tee	turkey	voice	wheat	wool
there	together	turn	vote	wheel	woolen
these	toilet	turtle		when	word
they	told	twelve	wag	whenever	wore
they'd	tomato	twenty	wagon	where	work(er)
they'll	tomorrow	twice	waist	which	workman
they're	ton	twig	wait	while	world
they've	tons	twin	wake(n)	whip	worm
thick	tongue	two	walk	whipped	worn
thief	tonight		wall	whirl	worry
thimble	too	ugly	walnut	whisky	worse
thin	took	umbrella	want	whisper	worst
thing	tool	uncle	war	whistle	worth
think	toot	under	warm	white	would
third	tooth	understand	warn	who	wouldn't
thirsty	toothbrush	underwear	was	who'd	wound
thirteen	toothpick	undress	wash(er)	whole	wore
thirty	top	unfair	washtub	who'll	wrap
this	top	unfinished	wasn't	whom	wrapped
the	top	unfold	waste	who's	wreck
thorn	top	unfriendly	watch	whose	wren
these	touch	unhappy	watchman	why	thing
though	toy	unhurt	water	wicked	write
thought	toward(s)	uniform	watermelon	wide	writing
thousand	towel	United States	waterproof	wife	written
thread	tower	unkind	wave	wiggle	wrong
three	town	unknown	wax	wild	wrote
(three)	toy	unless	way	wildcat	wrong
throat	trace	unpleasant	wayside	will	
through	track	until	we	willing	yard
through	trade	unwilling	weak(neas)	willow	jam
throw(n)	train	up	weaken	win	year
thumb	tramp	upon	wealth	wind(y)	poll
thunder	trap	upper	weapon	windmill	yellow
Thursday	tray	upset	wear	window	you
thy	treasure	upside	weary	wine	yesterday
tick	treat	upstairs	weather	wing	yet
ticket	tree	uptown	wave	wink	yolk
tickle	trick	ward	web	winner	yonder
tie	tricycle	us	we'd	winter	you
tiger	tried	use(d)	wedding	wipe	you'd
tight	trim	useful	Wednesday	wire	you'll
till	trip		woo	wise	young
tire	trolley	vacation	wood	wish	younger
tin	trouble	valley	work	wit	your(s)
tinkle	truck	valuable	wrap	witch	you're
tiny	tune	valve	weigh	with	yourself
tip	truly	vase	welcome	without	yourself
tiptoe	trunk	vegetable	well	wake	youth
tire	trust	reluct	we'll	walk	you're
tired	truth	very	went	warm	
'tic	try	vesel	were	warm	

Mini Lesson Diagnostic Procedure
In Visual Perception

Matching Maps

Prepared for Prescriptive Resource Teachers - 1972-73
ERDC - Educational Service Center, Madison, Minnesota
Sue Turner, Resource Teacher



This procedure uses the stretching of rubber bands over a homemade design board to determine:

1. Can the child recognize that visual patterns are made up of a limited number (rather than indefinite amount) of parts.
2. Can the child recognize that the parts may differ along certain attributes (such as length, width, etc.).
3. Can the child recognize that the parts relate to each other on to a larger environmental space in a precise way - as though they were seen through a "map" of axial coordinates (i.e. some parts recognized as "above", some "near" some in the "middle"-etc.).

The Boards

You need:

- 2 squares perforated masonite 10 x 10 in. with holes at 1 in. intervals.
- 50 stove bolts (approx. 1 in. long).
- 50 nuts to secure bolts to board.
- Rubber bands of varying sizes.

Directions:

Start in corner hole. Insert bolt in every other hole; secure with nut. (When finished board will contain 25 bolts.)

Step 1 - Use one board to see if child recognizes that visual patterns are made of a finite number of parts.

- 1) Teacher stretches band between 2 bolts.
- 2) Ask child to "stretch your rubber band right over mine".
- 3) Patterns using 3 bands should be used.

Step 2 - Use 2 boards to see if child recognizes differing attributes and spatial "map".

- 1) Teacher stretches band on one board.
- 2) Asks child to "make one just like mine". (Start with simple patterns of intersecting bands and work toward more complex ones.)
- 3) Use a paper map, covered with clear contact paper and draw on the map with crayon (use tissue paper to erase).
- 4) Ask child to make one on his board.
- 5) Ask child to make one on his map (paper covered with contact, drawn with crayon).
- 6) Reproduce visual pattern by maps, without dots.

If a child can handle all steps with relative ease he is able to break down visual patterns and recognize the spatial relationships.

If the child has difficulty with these tasks, you will be able to spot from this ordered sequence where to begin training.

The boards are also useful for a training sequence: See Dr. Jerome Rosner, Project Leader, Design Board Program, Perceptual Skills Project, U. of Pittsburg, Learning Research and Development Center.

Mini-Lesson Diagnostic Procedure

The Shadow Study Technique

A "Mini-Observation" Tool for School Use
 Prepared for Prescriptive Resource Teachers - 1972-73
 ERDC - Educational Service Center, Madison, Minnesota
 Sue Turner, Resource Teacher

While the "Shadow Study" technique is not new, it is still rather infrequently used. This technique is deserving of more general use by teachers as a way of making a behavioral record of a student or as a device for gathering case study data. The term "Shadow Study", while perhaps sounding needlessly secretive, is used because the observer in essence shadows the subject, unobtrusively observing and recording.

The Recording Instrument

The entry log should include columns headed: Time, Location, Behavior, and Environment. It should be divided into time segments of 3 minute intervals. An example of a log entry could be:

<u>Time</u>	<u>Location</u>	<u>Behavior</u>	<u>Environment</u>
12:25	History	Marsha is attentive to film sequence showing a wagon train crossing the plains in 1848.	The projectionist (a student) had difficulty adjusting the machine after a section of worn film. The class waited patiently.
12:28		Marsha is watching the film attentively.	Class is watching film. Sequence shows first coach starting overland mail service.

The potential for using this technique for developing insights into the teaching art and the learning process is great. From the data may emerge aspects of the pupils interrelationships requiring more intensive probing.

Sources

The Junior High School We Saw: One Day in the Eighth Grade
 John H. Launsbury and Jean V. Marani, ASCO, 1964.

Southwest Minnesota State College paper, "The Shadow Study Technique", The Learning Center, SMCC, Marshall, Minnesota, 1969.

One Boy's Day: A Specimen Record of Behavior
 Roger S. Barker and Herbert F. Wright, New York:
 Harper & Bros., 1951.

APPENDIX J
PRIORITY LISTINGS

PRIORITY LIST FOR PRT CASELOAD 1972-73Adrain

Amy Wienke
Kevin Nelson

Balaton

Rhonda King
Robert Evens
Vicky Cunningham
David Greenfield
Paul Van Meveran
Becky Johnson
Timothy Mitchell
Sara Stockslager
Terry King
Ricky King
Donald Evens
John Dalle
Lonnie Johnson
Doug Hanson
Roger Swanson
Renaë Diercx

Beaver Creek

Betty Ann Steuven
Gayle Klawitten
Mike Gehrke
Rhonda Gehrke
Darrell De Noble
Jean Lange
Christal Von Batavia
Ronald Bos
Debra Brandt
Scott Stengenga
Mark Boeve
Shelly Brown
Ardis Taubert
Ted Larson
Mark Taubert
Mike Wassenaar

Jasper

Bruce Drew
Doug Jycos
Todd Larson
Monica Seerenaar
Connie Peters
Darin Rislov

Magnolia

Lonnie VanKlei
Jackie Sannizzaro
Jill Debates
Angelo Michelson
Randy Milder
Chantel Viessman
Tom Dahlman
Paul Vandervielke
James Feuerhelm
Lori Feuerhelm
James Von Holtum
Vivian Kroontje
William Kroontje
Pamela Dahlman
David Rick
Edwin Flanigan

Marshall

David Henle
Danny DeBaere
Rose Shriver
John Borquin
Jack Curwick
Vernon Danderand
Mike Percy
Sherry Smith
Dean Evens
Kim Magnuson
John David Crow

Milroy

Jolene Hunt
Jeff Baune
Patty Zeug
Danny Leach
Matt Wellu

Minneota

Steven Laleman
Denise Timmerman
Randy Larson
Jeff Desmit
JoAnn Guza
Randy Girard
David Hasnen

Minneota (cont.)

Dale Josefson
Jeanette Hagg
Matthew Hammen
Randy Obe
Kevin Kopitski
Bill Swedzinski
Norma Rogge
Dwight Arndt
Anita Girard
Kenneth Dero
Joan Flood

Okabena

Jeff Bloom
Dale Ackerman
Bob Harms
Dave Hassong
David Rick
Paul Pietz

Ruthton

William Foster
Corrine Fese
Beverly DeGrote
Terry Sanderson
Kelly Lovre
Keith Steenstra
Jeffrey Biever
Roger Stepanek
Randy Halsne
Dawn Lupkas
Harlan Steenstra

Belgrade

Scott Lenarz
Linda Molitar
Bryan Felling
Robert Wander
Alvin Molitar
Jeff Zenzen
Randy Breitbart

Melrose

Mike Vecker
Tom Hoehen
Tom Hellerman
Richard Butkowski
Mark Weber
Roger Klassen
Randy Stroing
Keith Lochikar

Clarkfield

Jeff Oakes
Darla Koelke
Doug Varpness
Jean Rolighed
Bryan Prellwitz

Cosmos

Darin Stenberg
Roger Peterson
Gary Schlvetter
4th grade class-Mrs. Jurgens

Albany

Steve Reber
Tom Fischer
Richard Fischer
Richard Klaphake
Kenneth Nordmann
Cheryl Wielenberg
Debbie Maehtemes
Stephen Schmidt

Sacred Heart

Roland Horda
Darrell Hanson
Leslie Lalin
Alan Hubert

Eden Valley

Kathy Peters' EMR Classroom

Dawson

Tami Rose
Robin Cusey
David Lokken
Eldon Nelson
Tom Peterson
Roxanne Bentheen

Hendricks

Robin Vizecky
Linda Ross

Canby

Brenda Gerdes
Linda Carrette
Irvin Floyd
Duane Skorzewski
Jeff Victor
Melissa McKeen
Steven Schultz
Allen Colgan
Mark Carrette
Steven Hentges
Bill Johnson

Round Lake

Robin Klitzke

Heron Lake

Randy Egge
Bob Wolff
John Morin
Brenda Renmers

Fulda

Steve Sauer
Lucy Kirchner
Ken Clarke
Michelle Popkes
Lori Marotzke
Dennis Paplow
Ryan Marotzke
Douglas Baumgarten

Worthington

Caivin Berger
Rhonda Westendorf
Tom LeBon
Luis Lomas
Susan Grant

Morgan

Keith Seifert
Mary Madsen
Troy Panitzke

Wabasso

Lee Gladitsch
Troy Welch
James Rohlik
Robert Frericks
Janelle Baune
Ronald Mertens

Lakefield

John Thaemlitz
Ron Oeltjenbruns
Tim Kemp
Danny O'Conner

APPENDIX K

CHILD PROGRESS REPORT

CHILD PROGRESS REPORT RESULTS

Total Number - 82

Number having reason for referral - 82

WRAT Scores	Pre Average	Post Average	Average Change
	2.48	3.31	+ .82

Overall goals present - 81

Number of Objectives - (written)	(met)	(partially met)
528	419	67

Self-Concept

Pre Average	Post Average	Average Change
31.70	35.89	+ 4.19

Number of children having positive self-concept change - 49

Number of children having no self-concept change - 6

Number of children having negative self-concept change - 12

(See Appendix M for instruments used)

Principal's Evaluation

	Strongly Agree	Agree	Disagree	Strongly Disagree
1) The objectives selected were reviewed by me and found appropriate to this student's most pressing academic and/or social needs.	41	41		
2) Special educational materials from the Instructional Materials Center in Montevideo were a helpful part of <u>this student's</u> program.	33	45		
3) As a result of this program this student has made substantial behavioral and/or social improvement such that he can better function as an integral part of his class.	22	34	3	
4) As a result of this program this student has made substantial academic improvement such that he can now function at or near grade level.	17	41	23	1

P.R.T. Evaluation

	Strongly Agree	Agree	Disagree	Strongly Disagree
1) The educational objectives written for this child were appropriate to his most pressing academic and/or social needs.	41	41		
2) Special educational materials from the Instructional Materials Center in Montevideo were a helpful part of this student's program.	20	60		
3) Answer if social or behavioral objectives were written. The above student made substantial behavioral and/or social improvement such that he can better function as an integral member of the class.	13	17	3	
4) Answer if academic objectives were written. The above student made substantial academic improvements such that he can function at or near grade level in the specific skill in question.	18	32	26	4

Monitoring

Average Case Duration	5.6 months
Average P.R.T. Case Monitoring	1.24 times per month

OBJECTIVES BY INDIVIDUAL

Number of Objectives	Number of Objectives Met	Number of Objectives Partially or Not Met
4	4	0
4	1	3
12	10	2
8	6	2
8	7	1
8	4	4
8	6	2
6	5	1
7	6	1
4	4	0
9	6	3
8	7	1
8	6	2
8	7	1
5	0	5
6	5	1
7	7	0
18	14	4
17	15	2
10	10	0
10	8	2
8	4	4
31	29	2
7	7	0
16	10	6
3	2	1
5	3	2
7	5	2
8	8	0
4	4	0
4	4	0
5	5	0
3	3	0
2	2	0
2	2	0
4	4	0
5	3	2
3	2	1
4	4	1
9	7	2
6	5	1
6	6	0
7	7	0
6	4	2
6	5	1
4	4	0
7	4	0
4	7	0
4	4	0
5	2	3
9	6	3

Number of Objectives	Number of Objectives Met	Number of Objectives Partially or Not Met
15	15	0
4	4	0
3	3	0
4	4	0
4	4	0
5	5	0
7	6	1
5	5	0
4	2	2
2	2	0
7	6	1
3	3	0
2	2	0
4	4	0
5	5	0
7	6	1
4	3	1
11	11	0
6	3	3
4	0	4
5	4	1
11	10	1
8	5	3
3	3	0
6	5	1
4	4	0
5	5	0
6	6	0
5	5	0
4	3	1
11	11	0
11	8	3
<hr/>		
Total 544	Total 454	Total 90

II. STATEMENT OF PROBLEM

A. Reason for Referral:

B. Program Team:

<input type="checkbox"/> P.R.T.	<input type="checkbox"/> Teacher
<input type="checkbox"/> Psychologist	<input type="checkbox"/> Tutor
<input type="checkbox"/> Social Worker	<input type="checkbox"/> Special Teacher
<input type="checkbox"/> Speech Therapist	<input type="checkbox"/> Principal
<input type="checkbox"/> Counselor	<input type="checkbox"/> Parent
<input type="checkbox"/> S.L.B.P. Consultant	<input type="checkbox"/> Other (list) _____
<input type="checkbox"/> Reading Consultant	_____

III. PROGRAM FORMAT:

- A. Baseline Data (using criterion reference tests and behavioral data whenever possible).
- B. Overall Goal(s) (Specified in broad not behavioral terms).
- C. Educational Objectives (Specified in behavioral terms with recommended methods and materials under each objective).
- D. Process (Document actual use of methods and materials and reason for change).
- E. Evaluation (Specify program outcomes based upon progress evaluation in relation to original objectives and baseline data).

IV. PRINCIPAL'S EVALUATION Circle your response.

Strongly Agree
 Agree
 Disagree
 Strongly Disagree

- | | |
|---|---------------------------|
| <p>1. The objectives selected were reviewed by me and found appropriate to this student's most pressing academic and/or social needs.</p> | <p>SA A D SD</p> |
| <p>2. Special educational materials from the Instructional Materials Center in Montevideo were a helpful part of <u>this student's</u> program</p> | <p>SA A D SD</p> |
| <p>3. As a result of this program this student has made substantial behavioral and/or social improvement such that he can better function as an integral part of his class.</p> | <p>SA A D SD</p> |
| <p>4. As a result of this program this student has made substantial academic improvement such that he can now function at or near grade level.</p> | <p>SA A D SD</p> |

A. Baseline Data

1. Physical Data

- a) Vision
 - 1) Acuity
 - 2) Perception
- b) Audition
 - 1) Acuity
 - 2) Perception

2. Academic Data

- a) Individual Tests
- b) Group Tests
- c) Other

3. Psychological Data

- a) Individual I.Q.
- b) Group I.Q.
- c) Other

4. Criterion referenced Test Data

B. Overall Goals:

C. Educational Objectives:

3

D. Process:

E. Evaluation:P.R.T. EVALUATION Circle your response.

Strongly
Agree Agree
Disagree Strongly
Disagree

- | | | | | |
|---|----|---|---|----|
| 1. The educational objectives written for this child were appropriate to his most pressing academic and/or social needs. | SA | A | D | SD |
| 2. Special educational materials from the Instructional Materials Center in Montevideo were a helpful part of this student's program. | SA | A | D | SD |
| 3. Answer if social or behavior objectives were written. The above student made substantial behavioral and/or social improvement such that he can better function as an integral member of the class. | SA | A | D | SD |
| 4. Answer if academic objectives were written. The above student made substantial academic improvements such that he can function at or near grade level in the specific skill in question. | SA | A | D | SD |

APPENDIX L

CHILD-TEACHER QUESTIONNAIRE

CHILD-TEACHER QUESTIONNAIRE

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Your referral questions were answered helpfully and realistically by the Service Center staff working with you and the above child?	28	20	1	
2. You were involved in writing the above child's prescriptive program?	20	28	1	
3. The educational objectives written for this child were appropriate to his most pressing academic and/or social needs.	27	19	3	
4. Special educational materials from the Instructional Materials Center in Montevideo were a helpful part of this student's program?	27	18	4	
5. Answer if social or behavior objectives were written. The above student made substantial behavioral and/or social improvement such that he can better function as an integral member of the class.	12	10	2	
6. I can apply what I have learned (in relation to the above child) to other children in my class?	22	25	2	
7. I plan to use these services in the future should the need arise?	31	18		

APPENDIX M

SELF APPRAISAL INVENTORIES

Primary Level
Intermediate Level

SELF APPRAISAL INVENTORY

Primary Level

1. Are you easy to like?
2. Do you often get in trouble at home?
3. Can you give a good talk in front of your class?
4. Do you wish you were younger?
5. Do you usually let other children have their way?
6. Are you an important person to your family?
7. Do you often feel bad in school?
8. Do you like being just what you are?
9. Do you have enough friends?
10. Does your family want too much of you?
11. Are you a good reader?
12. Do you wish you were a different child?
13. Are other children often mean to you?
14. Do you tell your family when you are mad at them?
15. Do you often want to give up in school?
16. Can you wait your turn easily?
17. Do your friends usually do what you say?
18. Are there times when you would like to run away from home?
19. Are you good in your school work?
20. Do you often break your promises?
21. Do most children have fewer friends than you?
22. Are you a good child?
23. Are most children better liked than you?
24. Would you like to stay home instead of going to school?

25. Are you one of the last to be chosen for games?
26. Are the things you do at school very easy for you?
27. Do you like being you?
28. Can you get good grades if you want to?
29. Do you forget most of what you learn?
30. Do you feel lonely very often?
31. If you have something to say, do you usually say it?
32. Do you get upset easily at home?
33. Do you often feel ashamed of yourself?
34. Do you like the teacher to ask you questions in front of the other children?
35. Do the other children in the class think you are a good worker?
36. Does being with other children bother you?
37. Are you hard to be friends with?
38. Would you rather play with friends who are younger than you?
39. Do you find it hard to talk to your class?
40. Are most children able to finish their school work more quickly than you?

Instructional Objectives Exchange

Copyright 1970

Box 24095

Los Angeles, California 90024



1

name _____

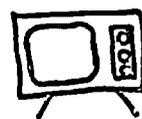
school _____ unit _____



1
YES NO



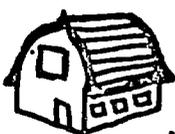
7
YES NO



13
YES NO



2
YES NO



8
YES NO



14
YES NO



3
YES NO



9
YES NO



15
YES NO



4
YES NO



10
YES NO



16
YES NO



5
YES NO



11
YES NO



17
YES NO



6
YES NO



12
YES NO



18
YES NO



 19 YES NO	 25 YES NO	
 20 YES NO	 26 YES NO	
 21 YES NO	 27 YES NO	
 22 YES NO	 28 YES NO	
 23 YES NO	 29 YES NO	
 24 YES NO	 30 YES NO	

SELF APPRAISAL INVENTORY

Intermediate Level

Directions

Please show whether each statement in this booklet is true or untrue for you by marking one of the spaces on the answer sheet.

For example:

True Untrue

<u> X </u>	<u> </u>	1. I like cherry pie.
<u> </u>	<u> X </u>	2. I want to be a movie star.

There are no right or wrong answers, so respond to each statement as honestly as you can.

Instructional Objectives Exchange

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Box 24095

Los Angeles, California 90024

1. I like to meet new people.
2. I can disagree with my family.
3. Schoolwork is fairly easy for me.
4. I am satisfied to be just what I am.

5. I wish I got along better with other children.
6. I often get in trouble at home.
7. I usually like my teachers.
8. I am a cheerful person.

9. Other children are often mean to me.
10. I do my share of work at home.
11. I often feel upset in school.
12. I often let other kids have their way.

13. Most children have fewer friends than I do.
14. No one pays much attention to me at home.
15. I can always get good grades if I want to.
16. I can always be trusted.

17. I am easy to like.
18. There are times when I would like to leave home.
19. I forget most of what I learn.
20. I am popular with kids my own age.

21. I am popular with girls.
22. My family is glad when I do things with them.
23. I often volunteer in school.
24. I am a happy person.

25. I am lonely very often.
26. My family respects my ideas.
27. I am a good student.
28. I often do things that I'm sorry for later.
29. Older kids do not like me.
30. I behave badly at home.
31. I often get discouraged in school.
32. I wish I were younger.
33. I am always friendly toward other people.
34. I usually treat my family as well as I should.
35. My teacher makes me feel I am not good enough.
36. I always like being the way I am.
37. Most people are much better liked than I am.
38. I cause trouble to my family.
39. I am slow in finishing my school work.
40. I am often unhappy.
41. I am popular with boys.
42. I know what is expected of me at home.
43. I can give a good report in front of the class.
44. I am not as nice looking as most people.
45. I don't have many friends.
46. I sometimes argue with my family.
47. I am proud of my school work.
48. If I have something to say, I usually say it.

49. I am among the last to be chosen for teams.
50. I feel that my family always trusts me.
51. I am a good reader.
52. I don't worry much.

53. It is hard for me to make friends.
54. My family would help me in any kind of trouble.
55. I am not doing as well in school as I would like to.
56. I have a lot of self control.

57. Friends usually follow my ideas.
58. My family understands me.
59. I find it hard to talk in front of the class.
60. I often feel ashamed of myself.

61. I wish I had more close friends.
62. My family often expects too much of me.
63. I am good in my school work.
64. I am a good person.

65. Sometimes I am hard to be friendly with.
66. I get upset easily at home.
67. I like to be called on in class.
68. I wish I were a different person.

69. I am fun to be with.
70. I am an important person to my family.
71. My classmates think I am a good student.
- I am sure of myself.

73. Often I don't like to be with other children.
74. My family and I have a lot of fun together.
75. I would like to drop out of school.
76. I can always take care of myself.

77. I would rather be with kids younger than me.
78. My family usually considers my feelings.
79. I can disagree with my teacher.
80. I can't be depended on.

ANSWER SHEET

	True	Untrue		True	Untrue		True	Untrue		True	Untrue
1.	_____	_____	21.	_____	_____	41.	_____	_____	61.	_____	_____
2.	_____	_____	22.	_____	_____	42.	_____	_____	62.	_____	_____
3.	_____	_____	23.	_____	_____	43.	_____	_____	63.	_____	_____
4.	_____	_____	24.	_____	_____	44.	_____	_____	64.	_____	_____
5.	_____	_____	25.	_____	_____	45.	_____	_____	65.	_____	_____
6.	_____	_____	26.	_____	_____	46.	_____	_____	66.	_____	_____
7.	_____	_____	27.	_____	_____	47.	_____	_____	67.	_____	_____
8.	_____	_____	28.	_____	_____	48.	_____	_____	68.	_____	_____
9.	_____	_____	29.	_____	_____	49.	_____	_____	69.	_____	_____
10.	_____	_____	30.	_____	_____	50.	_____	_____	70.	_____	_____
11.	_____	_____	31.	_____	_____	51.	_____	_____	71.	_____	_____
12.	_____	_____	32.	_____	_____	52.	_____	_____	72.	_____	_____
13.	_____	_____	33.	_____	_____	53.	_____	_____	73.	_____	_____
14.	_____	_____	34.	_____	_____	54.	_____	_____	74.	_____	_____
15.	_____	_____	35.	_____	_____	55.	_____	_____	75.	_____	_____
16.	_____	_____	36.	_____	_____	56.	_____	_____	76.	_____	_____
17.	_____	_____	37.	_____	_____	57.	_____	_____	77.	_____	_____
18.	_____	_____	38.	_____	_____	58.	_____	_____	78.	_____	_____
19.	_____	_____	39.	_____	_____	59.	_____	_____	79.	_____	_____
20.	_____	_____	40.	_____	_____	60.	_____	_____	80.	_____	_____