The second of three volumes of appendixes to the final technical report of the Great Lakes Region Special Education Instructional Materials Center contains materials related to the introductory chapter of field services and workshops (Appendix B) and the chapter on media and materials development (Appendix C). Appendix B is continued from Volume 1 and contains materials from inservice workshops including a final report of the leadership workshop; planning, report, and evaluation forms from various workshops; and some workshop agenda. Included in Appendix C are sample product opinion papers, early child-use materials-reports and news releases, report of a "Barsch Room" using a movigenic curriculum, evaluation of a workshop on instructional games, a description of nonverbal films, a report of a study on ball utilization, evaluations and a guide for improving low vision skills, a descriptive guide to a recorded aid for beginning piano, and a descriptive booklet and evaluations of workshops on resources for effective teaching. (DB)
Appendixes to the

Green Lakes Region
Special Education
Instructional Materials Center

Final Technical Report of the
VOLUME II
Appendix B (pp. 433-669)
and C (pp. 671-890)
Final Technical Report
Project Number 322005
Grant Number OEG-3-6-062377-1557-607

Continuation of
Appendixes to the Final Report of the
Great Lakes Region Special Education
Instructional Materials Center

APPENDIX B, PAGES 433 - 669
APPENDIX C, PAGES 671 - 890
(APPENDIX C IS CONTINUED IN A SEPARATE VOLUME)
This report is a compilation of a series of papers that describe the Leadership Workshop held at Michigan State University in February of 1972. Forty-three participants from six states attended this workshop. The focus of the workshop was on the development of in-service training competencies.

The report consists of the following sections:

A. Pre-Workshop Information
B. Schedule of Workshop Activities
C. Description of Workshop Activities
D. Participant Profile
E. Evaluation Studies
   Study #1 - Workshop Contract
   Study #2 - Cognitive Change
   Study #3 - Participant Reactions
   Study #4 - Long Term Contract
F. List of Participants
G. Post-Workshop Correspondence

S. Joseph Levine
June 1972
January 10, 1972

Happy New Year! I hope your holidays were as restful and relaxing as mine were! By now, I'm sure you're well into the swing of things once again and are looking forward to another break! Well, I think I have a solution!

Because of numerous requests from teacher-trainers in our three-state region, the RIMC staff will host a conference here at Michigan State University. The conference will be a two-day intensive session focusing on conducting, designing, and evaluating in-service teacher-training experiences and you are invited to attend. So, mark Monday and Tuesday, February 14 and 15, 1972, on your calendar! The conference will be held at the University Inn in East Lansing, and will begin promptly at 8:30 am on Monday, Feb. 14 and will end at 3:00 pm Tuesday, Feb. 15.

Due to the importance of this conference, we have made arrangements to subsidize the participants' expenses. The RIMC will take care of your room and board expenses and mileage costs. (Included is a list of others in your area who have been invited. You might want to utilize this in making arrangements to travel with others.)

Please RSVP! Because of the pressure of time, we need to know IMMEDIATELY if you are going to be able to attend. Therefore, please complete the enclosed card and return it to me ON OR BEFORE TUESDAY, JANUARY 25, 1972.

Upon receipt of your card, detailed information will be sent.

Looking forward to hearing from you soon!

Sincerely,

Sue Ann Yovanovich
Field Consultant and Coordinator of Human Resources for Dissemination

SAY:ss
436
January 31, 1972

Dear Institute Participant:

Thank you for your promptness in returning your reservation card for the special Education Leadership Conference: In-Service Training Techniques.

As stated in my initial correspondence, the conference will begin sharply at 8:30 am on Monday, February 14. The sessions will be held in the conference rooms at the Starboard Tack, which is located on the grounds of the University Inn. Lunch will be served in the same building. The afternoon session will conclude at approximately 3:30 pm, at which time you will be given an opportunity to visit the regional center (optional). Dinner will be at your leisure (included in conference expenses only if you eat at the Starboard Tack). There will be a required evening session which will begin promptly at 7:00 pm, followed by a social hour. On Wednesday, we will again begin at 8:30 am, and will conclude before 3:30 pm. The institute staff is planning two days of intense activities, but feel that by concluding at 3:30, you will have ample time to begin your journey homeward. Therefore, we strongly urge you to plan to remain for the entire session.

Enclosed are some maps which we think might be helpful to you in planning your trip.

Also included is a pre-assessment form and a self-addressed, stamped return envelope. In order for the institute staff to most effectively and efficiently meet the needs of the participants, we ask your cooperation in completing the pre-assessment form and returning it on or before February 8, 1972.
January 31, 1972

All participants who attend the entire session will be provided with a complete set of workshop materials. These materials will be in a form which will permit participants to fully replicate them for their own individual use.

Looking forward to receiving your pre-assessment form and to seeing you on the 14th!

Sincerely,

(Miss) Sue Ann Yovanovich
Field Consultant and Coordinator of Human Resources for Dissemination

SAY:ss

Enclosures
SPECIAL EDUCATION LEADERSHIP WORKSHOP
In-Service Training Techniques
USOE/MSU RIMC-HCY

SCHEDULE

<table>
<thead>
<tr>
<th>Handout</th>
<th>Monday</th>
<th>Activity</th>
<th>WHO ARE WE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1-Leader's Guide</td>
<td>8:30</td>
<td>Get-acquainted activities --Ward, Yovanovich</td>
<td></td>
</tr>
<tr>
<td>#2-Program</td>
<td>9:00</td>
<td>Examine and personalize objectives --Levine</td>
<td>WHY ARE WE HERE?</td>
</tr>
<tr>
<td>#3-Participant List &amp; Profile</td>
<td></td>
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<tr>
<td>#4-Objectives</td>
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<tr>
<td>#5-Learning Contract</td>
<td></td>
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</tr>
<tr>
<td>#6-Instructional Strategies*</td>
<td>11:00</td>
<td>Revision of game, useful to introduce an in-service session on instructional strategies --Ward, Carlson</td>
<td>WHAT CAN WE LEARN FROM EACH OTHER?</td>
</tr>
<tr>
<td>#7-Kits Available, List</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>#8-How to Preview a Kit*</td>
<td></td>
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</tr>
<tr>
<td>#9-Hints for Preparing Kit Materials</td>
<td>3:30</td>
<td>Lab.I-preparing ditto masters &amp; overhead transparencies Lab.II-handling audio cassettes Lab.III-Regional IMC/HCY facilities</td>
<td>LET'S LOOK AT SOME KITS! HOW DO YOU DECIDE IF YOU COULD USE ONE?</td>
</tr>
</tbody>
</table>

*Monda

8:30

SCHEDULE

WHO ARE WE?

WHY ARE WE HERE?

WHAT HELP DO WE NEED TO GET?

WHAT CAN WE LEARN FROM EACH OTHER?

WHAT CAN KITS DO? WHAT CAN WE DO TO KITS?

LET'S LOOK AT SOME KITS!

HOW DO YOU DECIDE IF YOU COULD USE ONE?

*To be distributed later.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Handout</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00</td>
<td>Instructional Games for Observation Skills</td>
<td>FUN AND GAMES</td>
</tr>
<tr>
<td>8:15</td>
<td>Social Hour</td>
<td>FUN AND GAMES</td>
</tr>
<tr>
<td>8:30</td>
<td>Use WORKSHOP PLANNING KIT to design a plan for a workshop, given one of two simulated requests</td>
<td>CAN WE GET</td>
</tr>
<tr>
<td>10:00</td>
<td>BREAK</td>
<td>LET'S ALSO</td>
</tr>
<tr>
<td>10:15</td>
<td>Work on new book on workshop planning</td>
<td>HOW DO OUR EXPERIENCES RELATE TO OUR NEEDS?</td>
</tr>
<tr>
<td>12:00</td>
<td>LUNCH</td>
<td>WHAT HAS HAPPENED?</td>
</tr>
<tr>
<td>1:15</td>
<td>Sharing experiences in problem-solving</td>
<td>PUT LEARNING INTO PRACTICE!</td>
</tr>
<tr>
<td>2:00</td>
<td>Summation, oral and written</td>
<td></td>
</tr>
<tr>
<td>2:45</td>
<td>Contract for implementation of follow-up</td>
<td></td>
</tr>
<tr>
<td>3:15</td>
<td>Departure</td>
<td></td>
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</tbody>
</table>
DESCRIPTION OF LEADERSHIP WORKSHOP ACTIVITIES

Leadership Workshop
February 14-15, 1972

FIRST DAY

GET ACQUAINTED ACTIVITIES

9:30 - 9:00 a.m.

Consists of three structured experiences.

Experience #1 - Small Groups

In a small group, each participant introduced himself/herself by saying his/her first name and repeating the names of those who preceded him.

Experience #2 - Total Group

Participants were instructed to find another person with whom he/she had something in common, sit together and tell the entire group about themselves.

Experience #3 - Workshop Leader

The workshop leader explained the roles and positions of the participants and introduced each group of participants, i.e. IMC coordinators are in-service educators of an Instructional Resource and Materials Center in Ohio; Curriculum Resource Consultants (CRCs) are in-service educators in Michigan; Teacher-trainers are in-service educators in Indiana.

The IMC liaison staff members from each state department of education were also introduced and the leader briefly explained how this person cooperates with the IMC.

The leader explained the participant profile which was constructed from the pre-assessment information completed by the participants prior to the workshop.

EXAMINE AND PERSONALIZE OBJECTIVES

9:00 - 10:00 a.m.

Workshop participants were given an opportunity to examine the stated objectives.

The participants were given a learning contract and were asked to check those tasks which they would be expected to complete during the two-day workshop.
CLASSIFYING IN-SERVICE LEADERSHIP PROBLEMS - An Instructional Game

The participants were given a set of 20 written problems which might be encountered in planning and implementing an in-service program. The group was instructed to sort the problems into troublesome and non-troublesome categories, and to write additional problems on blank cards.

The leader asked the participants to choose three of the most troublesome problem and write solutions for these problems for the group to discuss.

REVISION OF GAME - Instructional Strategies

The instructional game consisted of two parts, each lasting 30 minutes. The participants were divided into teams of two. Each team was given an instruction sheet and a deck of cards with an instructional strategy. The team was directed to categorize the cards and complete a recording form.

After the first 30 minutes, the teams were instructed to exchange decks, sort the exchanged deck, and complete the second half of the recording form. After scoring recording form #2, pairs of teams compared scores and a group discussion followed.

KARNAK THE GREAT - "How To Use A Kit To Create An Experience"

This activity presented Karnak the Great with his crystal ball in which he found solutions to problems posed by his helper. In his crystal ball, Karnak was able to see what purposes kits can serve and how they can be adapted to fit a particular need.

PREVIEWING KITS

Participants were given a list of kits which are available on loan from the Regional IIMC.

Workshop leaders led a discussion on:

- How to preview kits?
- What questions to ask to determine the choice of a particular kit?
- When to use it?
- How to use it?

Participants examined the training kits and were given a handout, "How To Preview A Kit."
LAB SESSIONS

Participants were allowed to participate in two or more of three labs.

Lab I       Instruction: how to prepare ditto masters using a thermo-fax machine.

How to prepare overhead transparencies.

How to use a copying machine.

Lab II      Provided hints for producing audio cassette tapes.

Lab III     Provided an opportunity to tour the Regional ITC facilities; to meet with the RMC support personnel (data processor, librarian clerk, etc.); use the library; check out materials, etc.

INSTRUCTIONAL GAMES FOR OBSERVATION SKILLS

This activity, entitled "A Walk Through Penang," emphasizes observation skills. It consists of three games utilizing a set of 18 slides (a simulated hike through the city of Penang); participant worksheets, and leader instructions.

Game #1: SCAN PENANG

Each slide is projected on the screen for 10 seconds; each participant independently completes the "Worksheet for Scanning Penang," and the group discusses responses.

Game #2: ANOTHER LOOK

Group is divided into two equal teams: one team receives a copy of the Secret Instructions for Another Look; slides are shown again; participants independently complete "Worksheet for Another Look," and the group discusses the following questions:

1. Was there any relationship between the ability to recall additional observations and the particular sort of motive that people had when they took a further look?

2. Were those who followed the secret instructions also able to confirm some of their uncertainties from the first worksheet?

Game #3: EDUCATED GUESSICES ABOUT PENANG

Participants independently complete worksheet for "Educated Guesses About Penang." Slides are shown again while worksheets are being completed. Activity is concluded with group discussion on what has been learned about taking an "observation hike."
SECOND DAY

WORKSHOP PLANNING KIT

This experience actively involved the participants in planning a workshop. Each team was given a set of cards, each of which stated an activity necessary to plan a workshop, and ten simulated workshop requests. After deciding upon a workshop request, the team proceeded to lay out the activity cards in the form of a flow chart. Upon completion of the flow chart, they explained it to another team. A wrap-up discussion followed this interchange of information.

WORK ON A NEW BOOK ON WORKSHOP PLANNING

Participants were given the booklet, "As An In-Service Educator, YOU ARE..." This guide was developed to highlight the many and varying roles of an in-service leader. The workshop leaders talked through the guide; then each team member was asked to share a personal experience in which, as an in-service educator, he had been a teacher, change-agent, discussion leader, evaluator, reporter, planner, communicator, manager, organizer, troubleshooter or host. Each team was instructed to choose one person who would relate this experience to the total group.

The workshop leader, acting as a facilitator, brought all the teams together and the chosen team member shared his experience with the total group. This part of the activity was video-taped for later use.

SHARING EXPERIENCES IN PROBLEM SOLVING

Participants viewed the video tape which they made earlier and shared experiences in problem solving, focusing on the relationship of experiences to needs.

SUMMATION - ORAL AND WRITTEN

The workshop leaders reviewed the stated objectives of the workshop; the activities in which the participants had been involved; and discussed the relationship of the two. Participant's were asked to complete a follow-up learning contract in which they indicated the degree to which they felt they had accomplished each task they had checked.

Participants completed a written evaluation of the two-day activities. They also completed a Participant Reaction Form, a short questionnaire about the general reactions to the workshop.
The participants were given a follow-up contract and were asked to check those tasks which they believed could be accomplished after the workshop. The contract included items which had a two- or three-month time limit. A follow-up report will be sent after the specified length of time to determine the extent to which participants had accomplished the checked items.

This agreement was included as an indication of the Regional Center staff responsibility on the part of the Regional Center staff as many items indicated a response would be received from the PIMC within a two-week period.

The participants were also given a Basic Reading List on “In-Service Training of Teachers” and examples of the following items: pre-post tests; in-meeting and post-meeting objectives; behavior contract; self-selected post-meeting objectives; and planned outcomes of in-service training.

S. Joseph Levine
Sue Ann Yovancich
May 15, 1975
PARTICIPANT PROFILE

All participants at the Workshop received a Pre-Assessment Form prior to the Workshop. Twenty-three (23) of the thirty-nine participants returned these forms.

59.0% response

of the twenty-three replies.

18 (78.3%) are employed in a teacher training capacity, and all of these participants have conducted workshops. In fact, one participant, not employed as a teacher trainer, has also conducted workshops.

19 (82.6%) have conducted in-service teacher-training workshops.

These 19 participants have conducted approximately 390 workshops. The range is from 1 workshop for some to 150 workshops for a single participant.

390/19 = average of 20.5 workshops per experienced participant

Of the twenty-three replies, a little more than half have attended a trainer conference.

13 (56.5%) have attended a trainer conference

Most of the respondents use "small group" and interaction techniques for their workshops.

19 (35.8%) Small Group
15 (28.3%) Interaction
9 (17.0%) Lecture
5 (9.4%) Large Group
3 (5.7%) Mediated
2 (3.8%) Slide/Tape
Participant Profile
Page 2

There is not a great deal of familiarity among the participants with the training materials developed by the USO/PLC-KCY.

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less familiar | more familiar

There is a moderate degree of familiarity with instructional objectives.

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<td>X</td>
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less familiar | more familiar

Yet, they are more often used in planning for their workshops.

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less often | more often
The respondents were asked to list the specific content areas in which they receive workshop requests. Twenty-five (25) different areas were listed with the most frequent being the area of *instructional materials* (13 responses) and followed by *behavior management* (7 responses).

<table>
<thead>
<tr>
<th># of responses</th>
<th>content area</th>
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<tbody>
<tr>
<td>13</td>
<td>instructional materials (evaluating, selection,</td>
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<tr>
<td></td>
<td>construction, information)</td>
</tr>
<tr>
<td>7</td>
<td>behavior management (identification, control, and</td>
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<tr>
<td></td>
<td>analysis)</td>
</tr>
<tr>
<td>3</td>
<td>objectives (behavioral, instructional)</td>
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<td>3</td>
<td>individual assessment</td>
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<td>2</td>
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</table>

13 of the respondents (33") indicated that they have specialty areas. These specialties include:

<table>
<thead>
<tr>
<th># of responses</th>
<th>content area</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>instructional materials</td>
</tr>
<tr>
<td>2</td>
<td>behavior management</td>
</tr>
<tr>
<td>2</td>
<td>use of tapes</td>
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<tr>
<td>1</td>
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<td>programmed material</td>
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<td>use of overhead projectors</td>
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<td>1</td>
<td>independent activities</td>
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<td>physical education</td>
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<td>multi-sensory approach to reading</td>
</tr>
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</table>
The respondents' own objectives for the training session fall into four primary categories.

17 to learn about new (and currently used) training procedures
14 to be able to design (conduct, plan) a workshop
  6 to be able to evaluate the effectiveness of a workshop
  4 to interact with other trainers
All participants at the Leadership Workshop were asked at the beginning of the workshop to "contract" a series of activities that they would accomplish during the two days. (See Appendix A). A copy of this contract was collected by the workshop staff and a copy was retained by the participant.

At the conclusion of the workshop, the participants were asked to examine the list of activities and rate each one according to the degree to which it was accomplished. (See Appendix B). They were asked not to consult their earlier contract, nor limit their rating to only those activities contracted.

PURPOSE

This contracting/rating activity had a three-fold purpose. First, it was designed to promote involvement of participants toward the accomplishment of individual (yet staff-selected) objectives. Secondly, it was designed to shed light on the notion that those "learners" who contract for an objective will have a higher probability of attaining that objective than those who did not contract. Finally, it was designed as a procedural model that could be demonstrated to the participants in a "doing" manner. (All participants were involved with teacher training and were in fact looking for ideas that would be usable in their own setting.)

RESULTS

1) It is questionable whether this procedure created a very large amount of participant involvement in the attainment of individual objectives. This is due primarily to the tight scheduling of the two day session and the lack of appropriate "work times" where participants might be able to pursue their own objectives.
2) The results of the comparative study (those that contracted an item versus those that did not contract that item) indicate that allowing participants to contract objectives changes their attainment of those objectives. Of the 21 objectives, 15 show definite differences between groups in favor of those that contracted (#1, #3, #4, #6, #8, #11, #12, #13, #15, #16, #17, #18, #20, #21); 2 show definite differences between groups in favor of those that did not contract (#10, #14); and 4 show no real differences between groups (#2, #5, #9, #19).

3) The use of this procedure in a part of the workshop was an effective manner in "suggesting" to participants that they utilize a similar procedure in their own workshops. This was evaluated on the basis of the large number of requests for an "extra copy" of the rating sheet by individual participants. Most all participants requesting the extra copy volunteered that they wanted to use this procedure.

**DATA**

The following is the data collected as a result of this study. The 21 objectives are listed in the left column. To the right of each objective are percentages of those that contracted the item (A) for each level of fulfillment, and (B) percentages of those that did not contract the item for each level of fulfillment.

Example: For objective #1, 33.3% of those that contracted that objective fulfilled it at the 100% level; 16.7% fulfilled it at the 80% level; etc. For the same objective, 7.5% of those that did not contract that objective fulfilled it at the 100% level; 14.4% fulfilled it at the 80% level, etc.

<table>
<thead>
<tr>
<th>n = 39</th>
<th>100%</th>
<th>80%</th>
<th>50%</th>
<th>Not Attempted</th>
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<td>#1- I will sketch out the planning steps that will be needed for my next workshop.</td>
<td>A 33.3</td>
<td>16.7</td>
<td>33.3</td>
<td>16.7</td>
</tr>
<tr>
<td>B 7.4</td>
<td>14.8</td>
<td>14.8</td>
<td>59.3</td>
<td></td>
</tr>
<tr>
<td>#2- I will discuss with two other participants how to plan a workshop.</td>
<td>A 78.3</td>
<td>21.7</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>B 68.6</td>
<td>12.5</td>
<td>6.3</td>
<td>6.3</td>
<td></td>
</tr>
<tr>
<td>#3- I will write a set of objectives for my next workshop.</td>
<td>A 0.0</td>
<td>20.0</td>
<td>40.0</td>
<td>40.0</td>
</tr>
<tr>
<td>B 8.8</td>
<td>0.0</td>
<td>11.8</td>
<td>73.5</td>
<td></td>
</tr>
</tbody>
</table>
BEST COPY AVAILABLE

<table>
<thead>
<tr>
<th>#</th>
<th>Activity</th>
<th>100%</th>
<th>80%</th>
<th>50%</th>
<th>Not Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>I will check off the objectives on Handout 54 as they are met.</td>
<td>A 21.4</td>
<td>42.9</td>
<td>14.3</td>
<td>21.4</td>
</tr>
<tr>
<td>5</td>
<td>I will clarify my use of objectives in planning a workshop.</td>
<td>A 25.0</td>
<td>30.0</td>
<td>16.7</td>
<td>0.0</td>
</tr>
<tr>
<td>6</td>
<td>I will sketch out my concerns for my next workshop.</td>
<td>A 28.6</td>
<td>21.4</td>
<td>7.1</td>
<td>42.9</td>
</tr>
<tr>
<td>7</td>
<td>I will briefly list some procedures for assessing the needs of teachers in my area.</td>
<td>A 26.5</td>
<td>21.4</td>
<td>20.3</td>
<td>26.3</td>
</tr>
<tr>
<td>8</td>
<td>I will take notes on two procedures used at this workshop and how they can be modified to better suit my needs.</td>
<td>A 91.3</td>
<td>4.3</td>
<td>4.3</td>
<td>0.0</td>
</tr>
<tr>
<td>9</td>
<td>I will learn the meaning of &quot;the medium is the message.&quot;</td>
<td>A 70.8</td>
<td>12.5</td>
<td>12.5</td>
<td>4.2</td>
</tr>
<tr>
<td>10</td>
<td>I will list five aspects of workshop leadership that are the same as teaching.</td>
<td>A 35.3</td>
<td>0.0</td>
<td>11.1</td>
<td>55.6</td>
</tr>
<tr>
<td>11</td>
<td>I will list three of my leadership behaviors that need improving.</td>
<td>A 45.5</td>
<td>13.6</td>
<td>13.6</td>
<td>27.2</td>
</tr>
<tr>
<td>12</td>
<td>I will list three workshop leadership behaviors that I would like to begin using.</td>
<td>A 43.5</td>
<td>30.4</td>
<td>8.7</td>
<td>17.4</td>
</tr>
<tr>
<td>13</td>
<td>I will get to know three other participants whom I have not previously known.</td>
<td>A 100.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>14</td>
<td>I will list five ideas related to workshops that I gleaned from other participants.</td>
<td>A 30.8</td>
<td>30.8</td>
<td>7.7</td>
<td>30.8</td>
</tr>
<tr>
<td>15</td>
<td>I will critically examine two training kits developed by the USOE/MSU R1MC-HCY.</td>
<td>A 92.6</td>
<td>7.4</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>#16</td>
<td>I will suggest in writing two topics for training kits I would like to see developed.</td>
<td>100%</td>
<td>80%</td>
<td>50%</td>
<td>Not Attempted</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------------------</td>
<td>------</td>
<td>-----</td>
<td>-----</td>
<td>---------------</td>
</tr>
<tr>
<td></td>
<td>A 12.5</td>
<td>6.3</td>
<td>12.5</td>
<td>68.8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B 0.2</td>
<td>4.1</td>
<td>0.0</td>
<td>73.9</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#17</th>
<th>I will take notes on my reactions to different leadership styles used during the workshop.</th>
<th>52.2</th>
<th>54.8</th>
<th>8.7</th>
<th>4.3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B 33.6</td>
<td>28.8</td>
<td>23.5</td>
<td>37.5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#18</th>
<th>I will be perceptive to the other participants and their reactions during the workshop.</th>
<th>85.3</th>
<th>16.7</th>
<th>0.0</th>
<th>0.0</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B 66.7</td>
<td>3.6</td>
<td>14.3</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#19</th>
<th>I will list five areas that should be evaluated at a workshop.</th>
<th>18.2</th>
<th>18.2</th>
<th>9.1</th>
<th>54.5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B 4.0</td>
<td>7.1</td>
<td>23.0</td>
<td>57.2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#20</th>
<th>I will outline a procedure for assessing individual participant learning.</th>
<th>14.3</th>
<th>28.6</th>
<th>0.0</th>
<th>42.9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B 2.1</td>
<td>6.5</td>
<td>9.4</td>
<td>75.1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#21</th>
<th>I will list two different types of participant assessment measures.</th>
<th>23.1</th>
<th>7.7</th>
<th>15.3</th>
<th>53.8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B 7.7</td>
<td>7.7</td>
<td>12.5</td>
<td>69.2</td>
<td></td>
</tr>
</tbody>
</table>

April, 1975
LEARNING CONTRACT

In the space preceding, circle the letter which most closely corresponds to the objective that you will most often refer to during the workshop.

A = 100% fulfilled
B = 50% fulfilled
C = 25% fulfilled
D = 0% fulfilled

I will sketch out the planning sheet that will be used for my next workshop.

P: I will discuss with other participants how to do a workshop.
L: I will write a set of objectives for my next workshop.
A: I will check off the objectives outlined at the beginning.
N: I will clarify my use of objectives in planning a workshop.
S: I will sketch out my concerns for my next workshop.
I: I will briefly list some procedures for assessing the needs of teachers in my area.
E: I will take notes on 2 procedures used at this workshop and how they can be modified to better suit my needs.

T: I will learn the meaning of "the medium is the message."
A: I will list 5 aspects of workshop leadership that are the same as teaching.
C: I will list 3 of my leadership behaviors that need improving.
H: I will list 3 workshop leadership behaviors that I would like to begin using.
I: I will get to know 3 other participants whom I have not previously known.

E: I will critically examine 2 training kits developed by the USOE-NSU RIMC/HCY.
V: I will suggest in writing 2 topics for training kits I would like to see developed.
A: I will take notes on my reactions to different leadership styles used during the workshop.
T: I will be perceptive to the other participants and their reactions during the workshop.
I: I will list 5 areas that should be evaluated at a workshop.

5: I will outline a procedure for assessing individual participant learning.
E: I will list 2 different types of participant assessment measures.

I will ____________________________

OTHER

I will ____________________________

signature

454
LEARNING CONTRACT

Read through the following list of items and check (√) those that you will complete during this two day workshop. You must check at least 3 items in each of the three categories. You will be expected to complete those items that you check.

P: I will sketch out the planning steps that will be needed for my next workshop.
L: I will discuss with 2 other participants how to plan a workshop.
A: I will write a set of objectives for my next workshop.
N: I will check off the objectives on Handout #4 as they are met.
N: I will clarify my use of objectives in planning a workshop.
I: I will sketch out my concerns for my next workshop.
G: I will briefly list some procedures for assessing the needs of teachers in my area.
G: I will take notes on 2 procedures used at this workshop and how they can be modified to better suit my needs.

T: I will learn the meaning of "the medium is the message."
E: I will list 5 aspects of workshop leadership that are the same as teaching.
A: I will list 3 of my leadership behaviors that need improving.
C: I will list 3 workshop leadership behaviors that I would like to begin using.
H: I will get to know 3 other participants whom I have not previously known.
I: I will list 5 ideas related to workshops that I gleaned from other participants.
G: I will critically examine 2 training kits developed by the USOE-MSU RIMC/HCY.
E: I will suggest in writing 2 topics for training kits I would like to see developed.
V: I will take notes on my reactions to different leadership styles used during the workshop.
A: I will be perceptive to the other participants and their reactions during the workshop.
T: I will list 5 areas that should be evaluated at a workshop.
I: I will outline a procedure for assessing individual participant learning.
G: I will list 2 different types of participant assessment measures.

I will ____________________________

I will ____________________________

I will ____________________________

R (signature)

455
LEADERSHIP WORKSHOP
Evaluation Study #2
S. Joseph Levine
Sue Ann Yovanovich

SUMMARY

The initial and final activities of the workshop asked the participants to complete an evaluation form. The evaluation consisted of a series of questions that called for factual responses. The same form was used for both the pre-test and the post-test. Participants were asked to write an identifying number on their form. In this way it would be possible to match each participant's pre-test and post-test without disclosing the identity of the respondent.

PURPOSE

This activity was designed to reflect any cognitive change that was brought about through the two days of the workshop. It was hoped that participant responses would be "better" on the post-test than they were on the pre-test.

RESULTS (n = 40)

Question #1: "What are 7 roles of a good in-service educator?"

<table>
<thead>
<tr>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>An average of 5.425 correct responses per respondent.</td>
<td>An average of 6.925 correct responses per respondent.</td>
</tr>
</tbody>
</table>

This question was designed to assess the participant's awareness of the many roles of an in-service educator.
This question was designed to reflect the participant's awareness of the sequence of events that go into the development of a workshop. Of particular interest were the sequence of "develop workshop evaluation procedure" prior to "design workshop activities," and "conduct workshop" prior to "revise workshop activities." Respondents were given a score of "2" if they got both sequences correct, a score of "1" for a single correct sequence, and a score of "0" if both were incorrect.

**Pre-test**  |  **Post-test**
---|---
0 score n = 16  |  0 score n = 12
1 score n = 22  |  1 score n = 22
2 score n = 2  |  2 score n = 6
TOTAL = 26  |  TOTAL = 34

The participant's awareness of the sequence of events that go into planning a workshop increased during the two days.

*Question #3: "What are 2 reasons for modifying workshop materials?"

**Pre-test**  |  **Post-test**
---|---
15 respondents able to list 2 acceptable responses.  |  20 respondents able to list 2 acceptable responses.
This question indicates that the participants were better able to cite reasons for modifying workshop materials at the conclusion of the two days. It should be noted, however, that the number of acceptable responses in both the pre-test and the post-test are equal to or less than half of all of those responding. Consequently, it is felt that this area is still in a responsive focus.

Question #4: "List 6 criteria for evaluating workshop materials.

This question was not evaluated due to the diversity of responses in both the pre-test and the post-test.

Question #5: "Of the following workshop procedures, which are the best 2 to use in a workshop on the subject of "Assessing Classroom Performance"?

_____ a handout
_____ a workshop pre-test
_____ a visiting lecturer
_____ an observation game
_____ discussion groups

The correct responses to this question are "a workshop pre-test" and "an observation game." An acceptable response is "discussion groups."

<table>
<thead>
<tr>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 - Handout</td>
<td>1 - Handout</td>
</tr>
<tr>
<td>15 - Pre-test</td>
<td>20 - Pre-test</td>
</tr>
<tr>
<td>3 - Lecturer</td>
<td>0 - Lecturer</td>
</tr>
<tr>
<td>28 - Observation Game</td>
<td>33 - Observation Game</td>
</tr>
<tr>
<td>28 - Discussion Groups</td>
<td>24 - Discussion Groups</td>
</tr>
</tbody>
</table>

The responses to this question indicate an improvement in the participant's understanding of the appropriateness of workshop procedures for the accomplishment of objectives. The workshop was designed to support the concept that the design of activities should support the desired learning.

Question #6: "Interaction of workshop participants can best be developed through ________ activities."

Responses to this item were scored as "acceptable" or "non-acceptable." Acceptable responses were those that directly related to involvement (doing, group participation, discussion, etc.) Non-acceptable responses were those that did not directly relate to involvement (pre-planned individual, informal, etc.)
An analysis of the responses indicates that more participants responded with an involvement-related response at the conclusion of the workshop than at the beginning. It is felt that the workshop provided the participants with understanding of how to create involvement with participants.

Question 45: "What is the important 'message' to a tape-recorded presentation or talk with video-tape equipment?" Check one.

- use of television
- use of tape recorders
- use of video tapes

This question was designed to probe the participant's understanding of the concept that a delivery mode can be more powerful than the instruction that is delivered through the mode.

<table>
<thead>
<tr>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>27 acceptable responses</td>
<td>31 acceptable responses</td>
</tr>
</tbody>
</table>

According to the responses, the participants have less than acceptable understanding of the concept. (The medium is the message.) Also, there is a difference in their understanding as a result of the workshop.

Question 49: "It is important, when evaluating a workshop, to consider the following 3 aspects:"  

a. ____________________________  

b. ____________________________  

c. ____________________________  

This question was not evaluated due to the diversity of responses in both the pre-test and post-test.

Question 43: "The best way to evaluate your effectiveness as a workshop leader is through the use of pre-assessment procedures."  

True  

False  

This question was designed to assess the participant's
understanding of the use of assessment procedures. The answer is "false."

<table>
<thead>
<tr>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 responded correctly</td>
<td>21 responded correctly</td>
</tr>
</tbody>
</table>

The responses to this question indicate that the participants better understood the use of assessment procedures because of the experience. The number of correct responses indicate, however, that a large number of participants did not understand the use of assessment procedures.

**Question #10:** "The most important goal of a workshop is transfer of learning."

<table>
<thead>
<tr>
<th>True</th>
<th>False</th>
</tr>
</thead>
</table>

This question was designed to assess the participants understanding of the concept of transfer as the most important goal of a workshop. The answer is "true."

<table>
<thead>
<tr>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 responded correctly</td>
<td>5 responded correctly</td>
</tr>
</tbody>
</table>

The responses to this question indicate that the participants did not learn this concept at the workshop and they did not know it prior to the workshop.

April, 1972
SUMMARY

A "Participant Reaction Form" was used at the conclusion of the workshop to assess the reactions of the participants to the workshop in general and any of the specific activities. Participants were asked not to identify themselves on the form.

PURPOSE

This activity was designed as a procedure to allow the individual participants to react in writing to those aspects of the workshop to which they had particularly strong feelings. The structure of the form was utilized to channel their thinking in very general areas without channeling the exact nature of their response.

RESULTS

Question #1: "Use descriptive words to describe your reactions to this Workshop. List the words as fast as they come to you. Limit one minute! No sentences, please."

A total of 319 words were elicited by this question. Of these, 302 (94.7%) were positive and 17 (5.3%) were negative. Those words that were elicited 10 or more times were interesting (16), informative (15), planned (13), helpful (12), good (11), and organized (10).

The response to this question indicates that the participants left the workshop with exceptionally positive feelings. The response also indicates that a number of the objectives of the workshop were met, especially those that were related through modeling behavior.
Question #2: "What do you feel were the two most valuable aspects of the Workshop?"

This question was designed to assess whether the planned objectives of the workshop were met as perceived by the participants. The responses to this item indicate that the participants did perceive the objectives through the workshop and that they felt they were met. The most significant aspect of the workshop, as seen by the participants was "Meeting and interacting with other teacher trainers."

Question #3: "If this Workshop were to be offered again for a different group of participants, what one thing should be eliminated?"

This question was included to find out those aspects of the workshop that should be modified or eliminated. A total of 13 responses (32.5%) indicated that nothing should be changed. Seven responses (17.5%) identified the video taping activity as unnecessary and the same number (17.5%) felt the "Karnak" skit could be eliminated. Six responses (15%) felt the examination of the Kits should be changed.

Question #4: "What was omitted, yet should have been included in this Workshop?"

This question allowed the individual participants to recommend additions to the workshop. It was hoped that this question would provide input that would clarify participant needs that were not met by the workshop and should be included in a future workshop. Sixteen of the responses (41%) indicated that there was nothing omitted. Nine (23%) asked that more time be allowed for individual work. Five responses (13%) highlighted "evaluation of workshop materials" as needed in future workshops. This last item, evaluation of materials, is seen as an area for increased focus in the future.

Question #5: "Suggestions or comments:"

This question was included as a "catch all" to allow the participants an opportunity to react on any aspect of the workshop not previously mentioned. Besides the general-positive comments, the most significant response to this question is the number of respondents who mentioned the lack of time to fulfill their contracts. It's interesting to note that the comments were not against the idea of the contract, but rather frustrated about the lack of time to work on the contracts.

APRIL 1972

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-2-
### PARTICIPANT RESPONSES

1. Use descriptive words to describe your reactions to this Workshop. List the words as fast as they come to you. Limit one minute! Be spontaneous, please.

<table>
<thead>
<tr>
<th>Positive Adjectives</th>
<th>Neutral Adjectives</th>
<th>Negative Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>(16) interesting</td>
<td>(3) repeat</td>
<td>(1) awake</td>
</tr>
<tr>
<td>(interested)</td>
<td>(3) varied</td>
<td>(1) awakening</td>
</tr>
<tr>
<td>(interests)</td>
<td>(variety)</td>
<td>(1) aware</td>
</tr>
<tr>
<td>(15) informative</td>
<td>(3) work</td>
<td>(1) best</td>
</tr>
<tr>
<td>(informed)</td>
<td>(worthwhile)</td>
<td>(1) bewildered</td>
</tr>
<tr>
<td>(13) planned</td>
<td>(2) active</td>
<td>(1) carry over</td>
</tr>
<tr>
<td>(planning)</td>
<td>(2) busy</td>
<td>(1) cold</td>
</tr>
<tr>
<td>(well planned)</td>
<td>(2) clear</td>
<td>(1) committed</td>
</tr>
<tr>
<td>(12) helpful</td>
<td>(2) comfortable</td>
<td>(1) comprehensive</td>
</tr>
<tr>
<td>(11) good</td>
<td>(2) confusion</td>
<td>(1) concise</td>
</tr>
<tr>
<td></td>
<td>(confusing)</td>
<td></td>
</tr>
<tr>
<td>(10) organized</td>
<td>(2) creativity</td>
<td>(1) convenient</td>
</tr>
<tr>
<td>(organized)</td>
<td>(creative)</td>
<td>(1) crisp</td>
</tr>
<tr>
<td>(8) fun</td>
<td>(2) developed</td>
<td>(1) curious</td>
</tr>
<tr>
<td>(meaning)</td>
<td>(developed)</td>
<td>(1) demonstrative</td>
</tr>
<tr>
<td>(structured)</td>
<td>(2) different</td>
<td>(1) descriptive</td>
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<tr>
<td>(dynamic)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(6) enjoyable</td>
<td>(2) effective</td>
<td>(1) directive</td>
</tr>
<tr>
<td>(6) excellent</td>
<td>(effective)</td>
<td>(1) dull</td>
</tr>
<tr>
<td>(useful)</td>
<td>(fast)</td>
<td>(1) encouraging</td>
</tr>
<tr>
<td>(motivating)</td>
<td>(frustrated)</td>
<td>(1) enlightening</td>
</tr>
<tr>
<td>(motivated)</td>
<td></td>
<td>(1) eventful</td>
</tr>
<tr>
<td>(motivational)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4) great</td>
<td>(2) groups</td>
<td>(1) experience</td>
</tr>
<tr>
<td>(interaction)</td>
<td>(materials)</td>
<td>(1) expertise</td>
</tr>
<tr>
<td>(interactive)</td>
<td>(model)</td>
<td>(1) food</td>
</tr>
<tr>
<td>(involvement)</td>
<td>(modeling)</td>
<td>(1) format</td>
</tr>
<tr>
<td>(involved)</td>
<td>(needed)</td>
<td>(1) fruitful</td>
</tr>
<tr>
<td>(4) learning</td>
<td>(2) prepared</td>
<td>(1) fulfilling</td>
</tr>
<tr>
<td>(4) people</td>
<td>(2) presentation</td>
<td>(1) functional</td>
</tr>
<tr>
<td>(stimulating)</td>
<td>(2) professional</td>
<td>(1) generous</td>
</tr>
<tr>
<td>(4) valuable</td>
<td>(2) profitable</td>
<td>(1) gracious</td>
</tr>
<tr>
<td>(reactive)</td>
<td></td>
<td>(1) improvement</td>
</tr>
<tr>
<td>(3) boring</td>
<td>(2) reactionary</td>
<td>(1) insightful</td>
</tr>
<tr>
<td>(bored)</td>
<td>(reactive)</td>
<td>(1) instructional</td>
</tr>
<tr>
<td>(3) exciting</td>
<td>(2) relevant</td>
<td>(1) intrigued</td>
</tr>
<tr>
<td>(3) friendly</td>
<td>(2) timed</td>
<td>(1) kits</td>
</tr>
<tr>
<td>(3) humor</td>
<td>(timely)</td>
<td>(1) lag</td>
</tr>
<tr>
<td>(humorous)</td>
<td>(2) usable</td>
<td>(1) leadership</td>
</tr>
<tr>
<td>(3) ideas</td>
<td>(2) well done</td>
<td>(1) living</td>
</tr>
<tr>
<td>(3) innovative</td>
<td></td>
<td>(1) long</td>
</tr>
<tr>
<td>(relax)</td>
<td></td>
<td>(1) more</td>
</tr>
<tr>
<td>(relaxed)</td>
<td></td>
<td>(1) moving</td>
</tr>
<tr>
<td>(relaxing)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. What in your feel were the two most valuable aspects of the course?

(26) Meeting and interacting with other teacher trainers.
(18) The replicable training materials that were provided.

(4) Workshop Kits
(4) Workshop Planning Kits
(1) Instructional Strategy Activity

(14) The information that was provided.
(13) Experiencing a workshop led by other trainers.
(12) Involvement activities.

(4) Video tape activity
(3) You Are... activity

(2) Visiting the Regional IMC.

3. If this Workshop were to be offered again for a different group of participants, what one thing should be eliminated?

NOTHING (n = 13)

Nothing

Nothing as far as I am concerned as of this moment.

At this time I'm not sure if anything should be eliminated.

Nothing

Keep as is

Nothing

Nothing should be eliminated.

Nothing
(Question 3 continued)

Nothing - keep all components
Nothing
Nothing
Nothing
Nothing
Nothing

VIDEO TAPING (n = 7)

The video tape of personal experiences

The video taping procedure. Obviously it didn't suit as many needs as the other sessions. It's just not your style.

While filming people having non-participants receiving some other input elsewhere.

Felt "You Are" activity too lengthy and TV taping long, not that informative and pressure to get it organized.

Use of video-tape in contrived situation.

Video-taping

The entire video-tape activity

KARNAK (n = 7)

Karnak - cute but not needed at that point. Good experience for first time contact.

Karnak

Not sure I saw relationship to Karnak's performance and time it took and value received.

Karnak

Re-tool Karnak skit - not necessarily omit.

The Karnak routine was excellent, but could be shortened time-wise.

If anything, the time with Karnak could be modified to be more effective.
USE OF THE KITS (n = 6)

Reviewing kits (suggest that it is a total group activity with more introduction to the activity.)

Evaluating the kits yesterday. Activity not clarified enough or simplify it.

Observing kits rather than using in groups.

The looking at kits - I felt that there was not enough time to understand many of the kits as there were no cassettes available to hear them and get total understanding.

Looking at kits instead of actually working with one kit.

Reliance on kits - should be an adjunct not a major focus.

EVENING ACTIVITY (n = 2)

The Monday evening activities should be done in terms of needs of the group - this could be changed.

The evening meeting - really very rushed and some people who couldn't get to the meeting on time due to slow service were quite unhappy.

MEETING FACILITY (n = 1)

The University Inn

SEQUENCING GAME (n = 1)

Sequencing games

TIMING (n = 1)

The close timing which at least on one occasion during this session was too short to allow for closure.

LENGTH OF WORKSHOP (n = 1)

I would like to have more time - 3 full days perhaps

STARTING TIME (n = 1)

You covered the ground well, but how about 9 AM instead of 8:30.
4. **What was omitted, yet should have been included in this Workshop?**

(16) Nothing

(9) Needed more time to work on individual objectives (contract)

(5) More information on evaluating workshop materials (and workshops)

(2) Actual demonstration of kits.

(2) More individual participation.

(1) Actually adapting a kit.

(1) Teacher made materials.

(1) More discussion of interlock between local IMC's.

(1) More discussion of "Yours for a Better Workshop" booklet.

(1) More shifting between groups.

5. **Suggestions or comments:**

Allow time to work through rather than just read through kits - active participation.

There should be a multi-county-statewide workshop next year for IRMC coordinators. Provide continuous inservice.

The follow-up on the contract which involved lettering each item on whether the task was completed was poorly designed because of the words "list, sketch," etc. These items should be changed to terms which do not require actual writing.

Use of overhead projector was not as effective as it could be - e.g. size of image on screen, clarity, overflow of light, (beyond screen), etc.

Believe there will be excellent transfer.

Excellent workshop. I am glad I was invited.

An excellent workshop.

Make participants aware at the outset that some time should be set aside for evaluating of material.
Keep up the good work! You practice what you preach!

Foster the 'seed' of competition between groups that you began to introduce. e.g. silly little award for group that accumulates most 'points,' etc.

This was a most rewarding experience. Thank you for a most informative, well organized learning experience.

In pre-conference contract, some explanation should accompany. In addition, items should be altered some way to allow completion in spite of tight time schedule of sessions.

Keep up the good work.

Different facilities where you didn't have to go outside for everything.

Two more meetings here, two in our own states.

Continue use of groups, discussions, summaries. Another choice of motel could have been more physically comfortable. Cold floor! Better than I anticipated. Excellent!!

It would have been helpful to go through a kit completely and discuss its contents. Tuesdays sessions were far more meaningful for the contents related to frustrations of in-service coordinator.

Good job. Semi-annual involvement of 3-state group using people from the states to assist implementation of the program. Perhaps an IRMC - CRC - ETC. membership unit in CEC. Perhaps a summary of our skills.

Let's do this again real soon!

A most beneficial workshop.

Experience, if nothing else, has taught most in-service trainers how to conduct training sessions. I thought most of the activity was not particularly profound or new. The materials used were excellent and the organization of the two days was good. Private discussions with participants were particularly helpful.

Meeting was very worthwhile at times. However, there were times when I felt that the MSU staff talked very abstractive in order to sound impressive. Small words are always understood.

Follow-ups where at least part of group could get back together to refresh ideas and the urge to really try some of the suggested innovations. A very well-planned session - most enjoyable and full of ideas which have multiple use in adaptability.
Time to fulfill the "written" parts of the contract if one selected that as I did. Similar to work sessions we had in June.

This has been a valuable experience in many ways. I most appreciated meeting staff and participants, and obtaining such good ideas for our own inservice. I would like more direct information on group dynamics, and how to anticipate some of the feeling generated by inservice activities. Thanks to all the Michigan Regional IMC staff.

All roles of workshop leaders were demonstrated by the staff—except for the reporting, which will be sent to us. Good job. Thanks.

I feel I am leaving better informed this time.

Please, expand into content areas. If you can do the perceptual kit you can do kits such as "Reading, Phonics, Linguistics and look say" etc. Why not another workshop where we are the leaders using the kits that we have.

Very good workshop for in-service trainers.

It is a pleasure to do business with you folks—may I return the favor at a later date.

A very well planned conference.

I feel my time was very well spent. Would like to see any follow-up workshop keying in on specific workshop skills, i.e. change agent, communicating, etc.

The workshop was excellent and most helpful to me. It may have been helpful to provide time in the middle of the workshop to have people reflect on contracts. A reaction sheet following each package would have provided opportunity for feed back on items that may need change. Since it was not provided, many comments that were made during examination of kits were lost.

Lodge us in a cleaner motel.

I do have a need to see and use your instructional material center has. Time did not allow me to use it as I would have. More time to overlook the Centers when workshops are held in the area.

I think that we should have new leaders. It seems that the leaders techniques are repeated to some of us who have been with them before. The leaders do not show any new areas that have not been used before. We need many people that show different techniques. Retool.
6. Should there be another multi-state workshop of this nature next year?

(37) Yes

(1) True

(1) Certainly

(1) Perhaps

(1) Yes - with new leaders
LEADERSHIP WORKSHOP
Evaluation Study #4

S. Joseph Levine
Sue Ann Yovanovich

SUMMARY

At the conclusion of the LEADERSHIP WORKSHOP all participants were asked to make out a "LONG TERM CONTRACT". Contained within this contract were a series of 14 possible items that a participant could check as activities that they would fulfill following the workshop. Some of these items were expected to be fulfilled at the end of two months and some were expected to be fulfilled by the end of three months. A blank space was provided at the bottom of the contract for each participant to enter any other item that they would like to contract for.

Two separate follow-ups were made of the LONG TERM CONTRACT. The first follow-up, at the end of two months, asked each participant that had contracted for two month items the level to which they had accomplished those items which they had contracted. The second follow-up, at the end of three months, asked for level of accomplishment on the three month items.

PURPOSE

This contracting activity was designed for two primary reasons. First, it was used to demonstrate to the participants a procedure for promoting some degree of participant accountability after the conclusion of a workshop. In this way, the participants could get a better feel for the use of long term contracts. The second motive behind the use of this contract procedure was to create a vehicle for subtle reinforcement of concepts and content that occurred during the two day workshop. The use of the two and three month follow-up letters provided an opportunity to remind the participants that they had in fact attended a workshop that they should continue to think about.
RESULTS

1) Those contract items that did not require a direct contact with the REGIONAL CENTER show a higher level of accomplishment than those items that did require contact. This can be explained in two possible ways. First, those items that required contacting the REGIONAL CENTER could be considered harder than the other items and therefore not as easily accomplished. Second, the respondent had to be truthful in his response to contact items since his reply could easily be checked. This second possibility could infer questionable reliability on the non-contact items.

2) Two contract items on the TWO MONTH FOLLOW-UP appear to be significant. Meeting with a "local administrator" and with a "local group of teachers" seem to be two activities that the participants contracted for and did accomplish to a high degree.

3) The use of the FOLLOW-UP CONTRACT resulted in a large number of feedback letters directed to the REGIONAL CENTER. Most of these letters provided workshop staff with good feedback on the content and techniques from the workshop. These letters were primarily stimulated by the use of the contract. As such, the contract stimulated valuable feedback that might not have been stimulated if the contract hadn't been used.

DATA

The following two pages show the data from the two and three month follow-up studies. An explanation of "COMPLETION INDEX" is shown at the bottom of the first page.
39 participants contracted for 2 month items. 33 of these (77%) responded to the follow-up.

<table>
<thead>
<tr>
<th>Number that contracted each item</th>
<th>Number that responded to follow-up</th>
<th>Percent response by item</th>
<th>100% Accomplished</th>
<th>50% Accomplished</th>
<th>50% Accomplished</th>
<th>Not Accomplished</th>
<th>Completion Index*</th>
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<tbody>
<tr>
<td>21</td>
<td>18</td>
<td>86%</td>
<td>11</td>
<td>3</td>
<td>1</td>
<td>3 (3)</td>
<td>.77 (.66)**</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
<td>86%</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2 (1)</td>
<td>.55 (.47)</td>
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<tr>
<td>25</td>
<td>21</td>
<td>84%</td>
<td>11</td>
<td>4</td>
<td>0</td>
<td>6 (4)</td>
<td>.68 (.57)</td>
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<tr>
<td>21</td>
<td>21</td>
<td>100%</td>
<td>19</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>.97 (.97)</td>
</tr>
<tr>
<td>13</td>
<td>13</td>
<td>100%</td>
<td>9</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>.85 (.85)</td>
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<tr>
<td>2</td>
<td>2</td>
<td>100%</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>.60 (.80)</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
<td>67%</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>2 (3)</td>
<td>.38 (.26)</td>
</tr>
<tr>
<td>13</td>
<td>12</td>
<td>92%</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>1 (1)</td>
<td>.78 (.72)</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>20%</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0 (4)</td>
<td>1.00 (.20)</td>
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</table>

*Completion Index is a score showing level of completion for each item. "1.0" is the highest possible score. Completion Index is computed by weighting the number of responses in each category and dividing by total number of responses. Example: Completion Index for first item = (11x1.0) + (3x.8) + (1x.5) + (3x0) / 18 = .77.

**Numbers in parentheses () show the non-respondents added to the "Not Accomplished" category.
LEADERSHIP WORKSHOP
3 Month Follow-up Data

32 participants contracted for 3 month items. 20 of these (62.5%) responded to the follow-up.

<table>
<thead>
<tr>
<th>Number that contracted each item</th>
<th>Number that responded to follow-up</th>
<th>Percent response by item</th>
<th>ITEM</th>
<th>100% Accomplished</th>
<th>80% Accomplished</th>
<th>50% Accomplished</th>
<th>Not Accomplished</th>
<th>Completion Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>50%</td>
<td>I will send a copy of my next Workshop Pre-Assessment Form to the Regional Center for their reaction.</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0(1)</td>
<td>1.0 (.50)</td>
</tr>
<tr>
<td>22</td>
<td>12</td>
<td>55%</td>
<td>I will incorporate at least 3 new ideas learned during these 2 days into a workshop that I conduct.</td>
<td>10</td>
<td>1</td>
<td>0</td>
<td>1(10)</td>
<td>.9 (.49)</td>
</tr>
<tr>
<td>14</td>
<td>8</td>
<td>57%</td>
<td>I will use one of the Regional Center Workshop Kits at a workshop.</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>3(6)</td>
<td>.5 (.32)</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td>83%</td>
<td>I will conduct two workshops that I have designed.</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>0(1)</td>
<td>.9 (.75)</td>
</tr>
<tr>
<td>10</td>
<td>5</td>
<td>50%</td>
<td>I will send a copy of my next Workshop Evaluation Form to the Regional Center for their reaction.</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>2(5)</td>
<td>.6 (.3)</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>I will ____________________________________________________________________</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1.0 (1.0)</td>
</tr>
</tbody>
</table>
Leadership Workshop

LONG TERM CONTRACT

Please check those items that you feel you will accomplish after this Workshop. A follow-up will be sent to you after the specified length of time to find out to what degree you have accomplished those that you have checked.

I will relate in writing to the Regional Center my reactions to the Leadership Workshop. (Time limit: 2 months)

I will contact the Regional Center in writing for more information about conducting my own workshops. (Time limit: 2 months)

I will request in writing one of the Regional Center Workshop Kits for more detailed inspection. (Time limit: 2 months)

I will meet with a local administrator to discuss the possibility of a workshop for his teachers. (Time limit: 2 months)

I will meet with a local group of teachers to plan a workshop. (Time limit: 2 months)

I will develop a "profile" of a group of teachers in my area that better defines their instructional needs. (Time limit: 2 months)

I will develop a detailed plan for a workshop and send it to the Regional Center for feedback. (Time limit: 2 months) Note: The Regional Center will reply to me within 2 weeks.

I will modify an available or existing set of workshop materials to better meet my own needs. (Time limit: 2 months)

I will send a copy of my next Workshop Pre-Assessment Form to the Regional Center for their reaction. (Time limit: 3 months) Note: The Regional Center will reply to me within 2 weeks.

I will incorporate at least 3 new ideas learned during these 2 days into a workshop that I conduct. (Time limit: 3 months)

I will use one of the Regional Center Workshop Kits at a workshop. (Time limit: 3 months)

I will conduct two workshops that I have designed. (Time limit: 3 months)

I will send a copy of my next Workshop Evaluation Form to the Regional Center for their reaction. (Time limit: 3 months) Note: The Regional Center will reply to me within 2 weeks.

I will ____________________________________________________________ (Time limit: __ months)

Name ________________________________ Date _______________________

Address __________________________________________ 475
LEADERSHIP WORKSHOP
February 14-15, 1972

Two Month Follow-Up
Long Term Contract

At the end of the Leadership Workshop you checked some of the items below as ones that you would be able to accomplish after returning home. Two months have gone by and we're wondering what's happened. Please enter a letter by each checked item that reflects your level of accomplishment. Return this form to us in the enclosed envelope.

A = 100% accomplished
B = 80% accomplished
C = 50% accomplished
D = Not accomplished

___ I will relate in writing to the Regional Center my reactions to the Leadership Workshop. (Time limit: 2 months)

___ I will contact the Regional Center in writing for more information about conducting my own workshops. (Time limit: 2 months)

___ I will request in writing one of the Regional Center Workshop Kits for more detailed inspection. (Time limit: 2 months)

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___ I will develop a "profile" of a group of teachers in my area that better defines their instructional needs. (Time limit: 2 months)

___ I will develop a detailed plan for a workshop and send it to the Regional Center for feedback. (Time limit: 2 months) Note: The Regional Center will reply to me within 2 weeks.

___ I will modify an available or existing set of workshop materials to better meet my own needs. (Time limit: 2 months)

___ I will ____________________________________________________________ (Time limit: __ months)

Name__________________________________________ Date________________________________

Address______________________________________________

P.S. A copy of the results of the Follow-Up Study will be sent to you!
LEADERSHIP WORKSHOP
February 14-15, 1972

Three Month Follow-Up
Long Term Contract

At the end of the Leadership Workshop you checked some of the items below as ones that you would be able to accomplish after returning home. Three months have gone by and we're wondering what's happened. Please enter a letter by each checked item that reflects your level of accomplishment. Return this form to us in the enclosed envelope.

A = 100% accomplished
B = 80% accomplished
C = 50% accomplished
D = Not accomplished

I will send a copy of my next Workshop Pre-Assessment Form to the Regional Center for their reaction. (Time limit: 3 months) Note: The Regional Center will reply to me within 2 weeks.

I will incorporate at least 3 new ideas learned during these 2 days into a workshop that I conduct. (Time limit: 3 months)

I will use one of the Regional Center Workshop Kits as a workshop. (Time limit: 3 months)

I will conduct two workshops that I have designed. (Time limit: 3 months)

I will send a copy of my next Workshop Evaluation Form to the Regional Center for their reaction. (Time limit: 3 months) Note: The Regional Center will reply to me within 2 weeks.

I will ___________________________ (Time limit: ___ months)

Name_________________________________________ Date____________________

Address________________________________________

P.S. A copy of the results of the Follow-Up Study will be sent to you!
SPECIAL EDUCATION LEADERSHIP WORKSHOP
In-Service Training Techniques
USOE/MSU RIMC-HCY
List of Participants

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Betsy Ross</td>
<td>CRC</td>
<td>Hillcrest School</td>
<td>1401 Cherry Street, Kalamazoo, Mich. 49001</td>
</tr>
<tr>
<td>Fred Parker</td>
<td>CRC</td>
<td>23043 Lakeway</td>
<td>313-476-8676</td>
</tr>
<tr>
<td>Mrs. Blanche G. Benwire</td>
<td>CRC</td>
<td>R #3</td>
<td></td>
</tr>
<tr>
<td>Peggy Sue Tenney</td>
<td>CRC</td>
<td>1650 Waukazoo Drive</td>
<td>616-335-9167</td>
</tr>
<tr>
<td>Janet Fortenbacher</td>
<td>CRC</td>
<td>Kalamazoo Valley Int. Dist.</td>
<td>Box 2025</td>
</tr>
<tr>
<td>Beverley J. Farr</td>
<td>CRC</td>
<td>Box 155</td>
<td></td>
</tr>
<tr>
<td>Jane Walline</td>
<td>CRC</td>
<td>Michigan Dept. of Education</td>
<td>Box 420</td>
</tr>
<tr>
<td>Dennis J. Tomasallo</td>
<td>TT</td>
<td>Diagnostic Teaching Center</td>
<td>317-635-4557</td>
</tr>
<tr>
<td>Lowell B. Smith</td>
<td>TT</td>
<td>School Administration</td>
<td>812-945-6631</td>
</tr>
<tr>
<td>Mrs. Josephine K. Mosby</td>
<td>TT</td>
<td>Diagnostic Teaching Center</td>
<td>317-633-5259</td>
</tr>
<tr>
<td>Paul Ash</td>
<td>IMC Coor.</td>
<td>Division of Special Education</td>
<td>Box 100</td>
</tr>
<tr>
<td>William C. Souders</td>
<td>TT</td>
<td>224 N. Delaware</td>
<td></td>
</tr>
</tbody>
</table>

* TT - Teacher-Trainer
* CRC - Curriculum Resource Consultant
* IMRC Coor. - Instructional Resource & Materials Center Coordinator
* IRC Coor. - Instructional Resource Coordinator
David E. Greenburg
TT
120 E. Walnut St.
Indianapolis, Ind. 46204
317-634-2381

Robert E. Kritkausky
IRC Coor.
Saint Francis College
2701 Spring Street
Fort Wayne, Ind. 46809
219-432-3551

Glen Taylor
TT
Sp. Ed. Regional Consultant
(North Central Indiana)
1836 College Ave.
Huntington, Ind. 46750
219-356-5180

Robert J. Robertson
TT
Sp. Ed. Regional Consultant
(Northern Indiana)
Northern Regional Service Ctr.
635 South Main St.
South Bend, Ind. 46623
219-289-7904

Mrs. Laura Doeden
TT
P.O. Box 513
Plymouth, Ind. 46563
219-936-2527

Carol Weller
TT, IRC
St. Francis College
Ft. Wayne, Ind. 46805
219-432-3551 Ext. 208

Thomas E. Fisher
Ed. Consultant
Ohio Dept. of Education
Div. of Special Education
3201 Alberta St.
Columbus, Ohio 43204
614-469-2650

Howard G. Ball
Ed. Consultant
Ohio Dept. of Education
Div. of Special Education
3201 Alberta St.
Columbus, Ohio 43204
614-469-2650

Weston Orloff
IRC Coor.
7090 Hopkins Rd.
Mentor, Ohio 44060
216-255-9248

Mary Crocker
IRC Coor.
County Office Bldg.
Jefferson, Ohio 44041
216-576-4085

Dan Brown
IRC Coor.
County Office Bldg.
Jefferson, Ohio 44041
216-576-4085

Erma B. Thomas
IRC Coor.
2100 Frank Road
Columbus, Ohio 43223
614-276-8401

Betty Ausenheimer
IRC Coor.
791 Williamsburg Dr.
Galion, Ohio 44833
419-468-6447

Betty McElhinny
IRC Coor.
Tracy Elementary School Bldg.
Tracy Road
Toledo, Ohio 43605
419-372-2958

Don Reynolds
TT
Sp. Ed. Regional Consultant
(Southeastern Indiana)
400 Jackson Park Dr.
Seymour, Ind. 47274
812-522-3280
Sheryl Kaye Nelson
IRMC Coor.
400 Holmes Ave.
Lima, Ohio 45804
419-223-3955

Norma Jane Zappin
IRMC Coor.
15 N. Main St. - Rm. 317
Dayton, Ohio 45402
513-461-3996

Wallace P. Coleman
IRMC Coor.
Lorain Co. Pub. Sch.
420 W. Third Street
Elyria, Ohio 44035
216-323-7518

G. Wayne Swezeg
IRMC Director
576 W. Main Street
Wilmington, Ohio 45177
513-385-8947

Lee Debnar
IRMC Coor.
261 W. High Street
New Philadelphia, Ohio 44463
216-364-2614

Dave Braukman
IRMC Coor.
3101 Clifton Ave.
Cincinnati, Ohio 45220
513-861-4953

John Opperman
IRMC Coor.
A. G. Bell School for the Deaf
11815 Woodland Avenue
Cleveland, Ohio 44120
216-229-5966

Joseph George
IRMC Coor.
13200 Pearl Road
Strongsville, Ohio 44136
216-238-6991

Gary Dutey
IRMC Coor.
Second & Chillicothe Streets
Portsmoith, Ohio 45662
614-354-4526

Mildred Rowland
Miss. Learning Resources System
Special Education Section
Dept. of Education
P.O. Box 771
Jackson, Miss. 33205
601-354-6905

Judy Wilson
Special Education IMC
University of Texas
2613 Wichita Street
Austin, Texas 78712
512-471-3145

Dainey Lege
Texas Ed. Agency
201 E. 11th
Austin, Texas 78701
512-475-3507

Tom Meredith
Instructional Materials Center
1020 South Spring St.
Springfield, Ill. 62706
217-525-2436

Ms. Lee Patton
Instructional Materials Center
1020 S. Spring St.
Springfield, Ill. 62706
217-525-2436

Doris Stone
Dept. of Education
Bowling Green State University
Bowling Green, Ohio 43403
May 5, 1972

Miss Sue Ann Yovanovich
USOE/MSU
Regional Instructional Materials Center
213 Erickson Hall
Michigan State University
East Lansing, Michigan 48823

Dear Sue,

The February leadership workshop on In-Service Training Techniques is clearly the outstanding experience of its type that I have participated in since beginning my study of conferences and workshops. Because it has so effectively provided direction and resources I feel doubly apologetic that I have not told you this earlier.

After this lapse of time I would judge the following workshop experiences remain the most profitable for me, in terms of my professional needs:

a) The carefully timed participant involvement, followed by discussion, which occurred consistently throughout the workshop. The use of on-going evaluation was demonstrated effectively.

b) All participants were viewed by the leaders as potential resource persons. This attitude freed the participants to really contribute to the total program.

c) The notebook of mimeographed materials, organized, numbered, usable, provide a continuing source for classroom teaching and in-service meetings. The usefulness of this material is by no means limited to working with special class teachers.

d) The participation in the video-taping session, plus the demonstration-discussion of its use was valuable.

e) The opportunity to "live" with the group for two days was tremendous fun.

Thank you for including me in this workshop and making me feel so very welcome. I look forward to receiving information on the follow-up study.

Sincerely,

Doris W. Stone

P.S. Behavior change in me: The workshop pushed me to invest in a tape recorder, which I now use in teaching and some of my group work. Next on the list is a camera!
April 13, 1972

Miss Sue Yovanovich
Field Consultant and Co-ordinator
USOE/MSU Instructional Materials Center
213 Erickson Hall
Michigan State University
East Lansing, MI 48823

Dear Sue,

To keep you informed as to progress made since the leadership workshop relative to In-Service Training Techniques held February 14-15, many of the concepts and ideas have been used since the workshop.

Of special value has been techniques learned for stimulating group interaction, conducting, designing and evaluating in-service training workshops, exploration of curriculum materials and information through bulletins issued by the RIMC staff.

I trust in the future you will be able to provide the kinds of services currently being offered as I personally view your "total operation" as an integral part for a total system in helping individuals such as myself to acquire ideas and concepts. As you know, with the mandatory special education law coming in 1973 in Indiana, many of the concepts and ideas, in my opinion, will be useful in helping me working with school personnel to "gear up" for the meeting of the requirements of the law.

In summary, I hope to be able to use the resources from the RIMC in the future to a greater extent than in the past. I am looking forward to working with you and your staff at Michigan State as I personally feel the RIMC is definitely needed.

Sincerely yours,

Glen Taylor
North Central Regional Consultant
Dept. of Public Instruction
Division of Special Education
April 18, 1972

USOE/MSU
Regional Instructional Materials Center
213 Erickson Hall
Michigan State University
East Lansing, Michigan 48823

Dear Sue:

I'm sorry that I have not communicated with you since the workshop.

In response to my contract, I have marked it and am including it with this letter. My reactions to the workshop are all in one word - terrific - after that I can't say anymore. It really gave me confidence in planning workshops. I have communicated this material from the workshop to my fellow consultants in Indianapolis, from this we planned a three day workshop that just finished last week. We did not use any game simulations. The evaluation of the workshop made us feel real good about our planning.

I have not met with a local group of teachers, so I have to default myself on this contract.

Thanks,

Bill Souders
Field Consultant
Psychological Services

BS:as

P.S. I don't have the word power to really tell you what I got out of the workshop, except Thanks!
Dear Sue,

I am sorry I have been so late in writing this letter but as you know when I attended the Leadership Workshop they had just moved our Center. Needless to say, the past few weeks have been "hectic" (hiring a secretary, writing a proposal, getting boxes unpacked, materials on shelves, etc.).

At the time I felt the workshop was very worthwhile but in thinking back about it now I even feel more that way. The ideas and materials I received can be of great help to me and all I need now is some time to use them.

At the end of a workshop of this type I think we all feel rather "saturated" as there is so much given to us in such a short period of time. I realize this is necessary if the workshop is going to be worthwhile. With such a full schedule I felt you people did a fine job of keeping a relaxed atmosphere throughout the conference.

Thanks again for everything and I hope you will have more of this type of thing for us.

Sincerely,

Betty McMillin
IRMC Coordinator
April 26, 1972

Miss Sue Ann Yovanovich
Field Consultant & Coordinator of
  Human Resources for Dissemination
USOE/MSU Regional Instructional
  Materials Center
Michigan State University
213 Erickson Hall
East Lansing, Michigan 48823

Dear Sue:

Thank you so much for sending me the copy of the letter sent to Ben Hodge, El Paso. He has been in contact with me several times, but I am not certain why he wrote you. He has only one instructional game available to my knowledge.

The Leadership Workshop Judy and I attended in February was excellent. I can't express how much I gained from the session. In fact, Judy and I are hard at work making final plans for a training session for the Texas System scheduled May 22-24 in Austin. Many of the ideas we learned from you will be included. Thank you again for allowing me to attend.

I was delighted to note in your letter that you plan two follow-up workshops next year. I would be most grateful if you would again allow me to attend. Would it be possible for you to let me know the dates as soon as they are firm? I must request permission in August so it can be included in next year's budget.

Sorry we didn't have time for a visit in Washington.

Sincerely,

(Mrs.) Dainey Lege', Director
Texas System of Special Education
  Instructional Materials Centers
Division of Special Education
  Development

DLicn

485
PLANNING FORM

SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER

University of Texas

Request Received From: Generated in house
Analysis of request by: Training Coordinator
Plan designed by: Judy Wilson
Who are the trainees? Lou Alonso, Ted Ward, Joe Levine, Nancy Carlson, Sue Yovanovich et al.
How many? The whole staff of the MSU RIMC
What is the mission? To express thanks for the training, the information, the ideas, the visit, the taxi service, and the Tender Loving Care.
What objectives can be achieved? Cognitive: Recall level of events that made up a successful workshop. level - 100%
Affective: Pleasure in knowing you did a good job.
What procedures? A note to convey my appreciation by mail and personal thanks the next time I see each of you. (1)
What evaluation? Subjective - IT WAS GREAT!

1. Visual Aid - the smile on my face
DATE 2/29/72

PARDON THE PLAGIARISM
April 26, 1972

Mrs. Sue Ann Yovockey
Regional Instructional Materials Center
for Handicapped Children and Youth
213 Erickson Hall
Michigan State University
East Lansing, Michigan

Dear Sue,

Thank you for your letter of February 24th. I enjoyed reading your feelings regarding the success of the work. I sensed that you were mature and would have success. For me, it was a tremendous opportunity for concentrated, in-depth experience in the area of the non-mandated teacher education field.

As you probably know by now, I am officially part of the INSC team in Ohio. However, the change has not been smooth without complications. Rather than going into detail which would use up much paper than we have in stock right now, let me say that we have not as yet been able to officially begin operation between the Cleveland Board of Education and the Division of Special Education in Columbus, and the latter of red tape. "Joining" the two, we have yet to be able to expand funds for inservice experiences, equipment, materials, and other such purchases (even stationery).

I have however been working with our supervisors and consultants in special education and also with some of our five hundred plus teachers. We have been able to really get moving perhaps by the first of next week.

For the reasons noted above, I hope you will understand why I was unable to do as much with my long term contract as I had wanted to. The "DP's" recorded on the sheet certainly do not reflect our lack of interest or concern. It is my hope to begin to become more involved with your center as I begin to smooth out the rough edges of my operation.

By the way, I looked for you at the INSC "get together" on Friday evening at the Shaker. I was sorry not to have had the opportunity to talk with you there. I did see Nancy Carperio, though. No, no "1971" letter for me.

I do appreciate the support, encouragement and assistance I have received from both you and the INSC Center. It has helped me a great deal in looking beyond my immediate problems to what our program will (I hope!) be in the future.

Sincerely,

John J. Opperman
Coordinator INSC
February 25, 1972

M.S.U. RIMC-HCY
213 Erickson Hall
Michigan State University
East Lansing, Michigan 48823

To All the Fine People at Your Center:

As a participant in your In-service Workshop held February 14, 15, 1972 I wish to extend my sincere appreciation as to how well it was handled.

Your Workshop possessed all the qualities that anyone could ask for regarding the presentation, content, and evaluation.

I was very pleased to attend.

Sincerely,

Wallace P. Coleman, Director
Regional Special Education Center
WPC/lcw
Miss Sue Yovanovich  
USOE - MSU  
Regional Instructional Materials Center for Handicapped Children and Youth  
213 Erickson Hall  
Michigan State University  
East Lansing, Michigan 48823

Dear Sue:

You are to be congratulated on managing an excellent workshop. It was really a pleasure and a privilege to join you and the staff at the MSU - IMC. I am deeply in your debt, it was one of the best learning experiences I have had over these many years. Your managerial and leadership ability are quite evident and although we heard tales of trouble behind the scene, it was not evident within the working of the workshop itself. The living quarters, the luncheon - everything was excellent, and I think I can speak for the other members of the group. We all enjoyed ourselves immensely and we learned an immeasurable amount of workshopmanship.

If in the future I can be of any service to you, please feel free to call me. It is most stimulating to work with a group such as yourselves; I came back to Mississippi with enthusiasm restored and am busy plotting and planning ways to improve our educational support systems here.

I am looking forward to talking with you at CEC in Washington. Please save some time for me, unless my reservations are all fouled up I will be at the Park Sheraton. I think I am also tapped for time in the CEC booth. Now I am ready to whip off another proposal with the accompanying CRAM form, I guess the Feds want us to practice our cursive writing.
February 23, 1972

Thank you again for including me in the workshop activities. They say you can't teach an old dog new tricks, but friend they are so wrong. See you in Washington!

Affectionately,

(Mrs.) Mildred T. Rowland, Consultant
Mississippi Learning Resources System
Special Education Section

MTR: cmb
Dear Sue:

Please forgive the delay in responding in writing regarding the leadership workshop held in January at Michigan State University. The workshop was tremendous. I feel that it has done a great deal to help me—not only in terms of planning and implementing in-service workshops, but also in my daily routine as a Regional consultant. The workshop was well planned. There was a great deal of involvement by all the participants and it was enjoyable. The staff of the Regional Instructional Materials Center are commended for a job well done.

Perhaps one of the greatest benefits I received from the workshop was the opportunity it presented me to interact and discuss similar problems with the participants from other states, especially Ohio. Since the workshop, I have had contact with Tom Fisher, who has been especially helpful in providing our state with information about their financial reimbursement formula and the methodology they followed in securing adequate state funds for special education programs. Weston Orloff, from Mentor, Ohio, has also been helpful by providing me with specific information.

Looking at my long term contact and those items that I checked, my general response is that I have, in fact, done everything that I indicated I would do, excluding sending a copy of my next workshop evaluation form (I will do this in the forseeable future as we have a three day workshop planned for May 3, 4, and 5 coming up.
Miss Yovanovich

The workshop coordinating kit that you and Nancy designed for the motor perceptual training was recently utilized at a South Bend workshop and was reasonably successful. However, I had the feeling that the trainor utilizing the kit, tended to rush too much and that didn’t allow appropriate time for the participants to complete the test.

If it would be possible for you to meet with me at sometime during the first three weeks in April to discuss an upcoming workshop, it would be appreciated. There are numerous things that I would like to discuss with you relative to its implementation.

I am looking forward to hearing from you.

Sincerely,

Robert J. Robertson
Consultant
Special Education

RJR/as
Dear Lou and staff;

I wish to express my sincere thanks to you for a most informative and well planned two day in-service training conference. As I expressed to you while there, I feel that more of these kinds of training sessions are needed.

Looking forward to receiving answers to some of the requests which were made while in Lansing.

Again thanks.

Sincerely yours,

Erma B. Thomas

Erma Thomas, Director
IRMC

5/1/72
March 9, 1972

Miss Sue Yovanovich  
USU/E/MSU RIMC-HCY  
213 Erickson Hall  
Michigan State University  
East Lansing, Michigan 48823

Dear Sue:

Please convey my thanks to all who were involved in the February 14-15 workshop for the opportunity to be a participant. You've pulled off another smooth-running session which was packed with information and pointers in spite of the prearranged time schedule. In short, it was exactly what I had expected from you and the rest of the MSU RIMC staff.

One of the pleasant surprises which I had not necessarily expected was the contact I was able to establish with some of the IMC personnel in both Ohio and Michigan. Since I am not directly involved with these programs, I was unaware of the wealth of resources they themselves could be. Interaction with them provided not only the opportunity to discuss the processes involved in arranging teacher-training, but also the realization that many of them could serve in a consultant role on specific education problems. I am exploring with my school administration the possibility of contacting a couple of the Ohio coordinators in particular to serve in this capacity.

The list of teacher training kits has given me several ideas for sessions I would like to schedule. From that list, I would like to request initially Goals for Education (IW 4712) and Designing Criterion Measures (IW 4710).

Sincerely,

David Greenburg, Consultant  
Special Education Office
February 21, 1972

Miss Sue Ann Yovanovich
USOE/MSU RIMC - HCY
213 Erickson Hall
Michigan State University
East Lansing, Michigan 48823

Dear Sue:

I want to thank you and the staff of the RIMC for the high-quality intensive workshop for in-service educators. The multiplier-effect of such workshops will assume that, eventually, all of Indiana's Special Educators will have the opportunity to attend workshops conducted by our newly defined core participants.

Also, Sue, I thought you might like to know that the workshop on "Selection and Use of Instructional Materials" has been replicated at Hammond and will be replicated several times at Ball State University by workshop participants.

Sincerely,

Paul Ash, Coordinator
Instructional Materials Center

PA/md
February 21, 1972

Sue Ann Yovanovich, Field Consultant and Coordinator of Human Resources for Dissemination USOE/MSU Regional Instructional Materials Center for Handicapped Children and Youth 213 Erickson Hall Michigan State University East Lansing, Michigan 48823

Dear Sue:

First of all I'd like to congratulate you and the rest of the staff on a really fine workshop. I know that all who attended felt it was very worthwhile.

Sue, I'll be conducting a workshop soon on instructional objectives and would like to borrow your kit that was shown at the workshop: Workshop Coordinator Kit - "Toward an Understanding of Instructional Objectives" by Ted Ward and E. Joseph Levine. I believe there are three or four parts to it. Could you send this as soon as possible?

Could you also send me eight copies of YOURS FOR A BETTER WORKSHOP by Ted & Joe?

Thanks for your help.

Sincerely,

Robert E. Kritkausky, Coordinator Instructional Resource Center

REK:kk
March 14, 1972

Mrs. Lou Alonso, Director
Regional Instructional Materials Center
213 Erickson Hall
Michigan State University
East Lansing, Michigan 48823

Dear Lou:

Thank you for your letter of March 2, 1972. I was pleased that we had several persons in attendance at the recent workshop. I would be happy to review the letters from the workshop participants if it is not an inconvenience. I will also be looking forward to seeing the evaluation when it is completed.

I am going to try to make it to Lincoln in April. Hope to see you there.

Sincerely,

Gilbert A. Bliton, Director
Division of Special Education

GAB:srm
March 6, 19_2

Miss Sue Ann vanovich
Field Consultant and Coordinator
of Human Resources for Dissemination
213 Erickson Hall
Michigan State University
East Lansing, Michigan

Dear Sue:

Upon reviewing the long term contract of the leadership workshop, which, by the way, I feel was an excellent idea, I came upon an item discussing a profile to define instructional needs. Although I did not check this item on the contract, I do feel it is an area I would like to explore further. With a total of seventy teachers on different levels with different disability areas, a survey form may not be effective. If you have any hints or suggestions, I would appreciate hearing from you.

Possibly some of our colleagues may have developed an adequate survey form of how best to determine these needs. I would like to have some survey material before school closes in June in order to spend the summer months planning for next year's in-service.

Once again, I felt the leadership workshop was a tremendous success. Thank you.

Sincerely,

Fred W. Parker
Curriculum Resource Consultant

FWP/mjv
February 21, 1972

Mr. S. Joseph Levine
Regional Instructional Materials Center
For Handicapped Children and Youth
State Departments of Education
USOE/MSU
Michigan State University
213 Erickson Hall
East Lansing, Michigan 48823

Dear Joe:

Congratulations. The planning of the workshop was well done. The physical structure of the University Inn Motel worked well to keep the participants tuned in on the purpose of the workshop. I, for one, really enjoyed contacting the out of state group and feel that we should repeat such a combined workshop again. It was beneficial for me to meet people doing the same kind of work in different situations.

I was particularly interested in the instructional game - INSTRUCTIONAL STRATEGIES - and hope to implement it with the Special Education staff here in Farmington. Since I'm new at this teacher training role and hope to plan effective future workshops, the planning kit for planning workshops seems to be a valuable tool. I can see how useful it will be in designing the overall workshops. I felt the contract idea was a valuable one for me to adapt since it makes the participant responsible for his own involvement in the activities. The long-term contract is an excellent device to implement a commitment which will effect change.

The evaluating portion of the February workshop was a helpful model to me. In order to have meaningful closure to a workshop, the contract and long-term contract ideas are excellent and I hope to use them both. Since my background in leadership and teacher training is weak, I was most appreciative of the reading list hand-out on Tuesday.

I really enjoyed the two-day session and feel it deserves a repeat performance including the out-state folks. Possibly next year.

Sincerely,

Fred W. Parker
Curriculum Resource Consultant
Dr. Joe Levine and Dr. Ted Ward  
USOE - MSU  
Regional Instructional Materials Center for Handicapped Children and Youth  
213 Erickson Hall  
Michigan State University  
East Lansing, Michigan 48823

Dear Joe and Ted:

You and your co-workers and staff at the IMC Center are to be commended for the excellent teacher-trainer workshop you conducted on February 14 and 15. I have attended many workshops over the years and I can state without reservation that this was one of the best learning experiences I have been privileged to participate in. The material you presented is pertinent and useable and I shall put it to practical use here in the state of Mississippi. I am in your debt.

As I stated in my contract, I will keep in touch with you regarding the progress I am making with the workshops and use of your materials here in Mississippi. Any adaptations or modifications that I use in this state I will forward to you for your information.

I am most impressed with your guidelines for the leader of in-service education, YOU ARE . . . . I can say sincerely that you have covered every base. It is one of the most comprehensive guidelines I have seen to date, and I think others in the field will view at in the same manner. It is nice to know such talented people.

I am enclosing a copy of our remediation workbook that was developed out of our Developmentally Delayed Workshop for your perusal. We will be field testing this product for one year in the classrooms using thirty-five teachers employed in different sections in the state. At the end of the year we will compile the corrections and additions and hopefully put this into production. We think we have covered all bases, but you never know.
February 23, 1972

Thank you for including me in your workshop. The people that you are working with in your three state area are excellent, and it was a very stimulating experience. I am looking forward to working with you in the future.

Sincerely yours,

(Mrs.) Mildred T. Rowland, Consultant
Special Education Section
Mississippi Learning Resources System

Enclosure
IN-SERVICE EDUCATION PLANNING FORM
INSTRUCTIONAL MATERIALS CENTER FOR HANDICAPPED CHILDREN AND YOUTH
MICHIGAN STATE UNIVERSITY


Analysis of request by: Levine & Ward

Plan designed by: Levine & Ward

Who are the trainees? Curriculum Resource Consultants

How many? 30

What is the mission? To prepare participants to conduct in-service training with teachers (train participants in use of 12 training kits)

Time available? 1 week

Date: June 14-18, 1971

Location: East Lansing, Michigan

What objectives can be achieved? Play roles of participant and leader of in-service education experiences. Develop skills of leadership and an understanding of the affective aspects of the leader's role.

What instructional materials? Eleven in-service education kits including one kit leading to independent design of in-service education workshop experience.

What procedures? 5 days of intense involvement, preparing to present experiences to one another in simulation of in-service workshops.

What evaluation? Prepared written form to assess participant preferences. Also, provide opportunity for feedback re: participants' perception of achieved objectives.
IN-SERVICE EDUCATION REPORT FORM
INSTRUCTIONAL MATERIALS CENTER FOR HANDICAPPED CHILDREN AND YOUTH
MICHIGAN STATE UNIVERSITY

Request originally received from: Mich. Dept. of Education - Jane Walline
Date: June 14-18, 1971
Location: University Inn, East Lansing
Analysis of in-service program by: Yovanovich

Who were the trainees? Prospective Curriculum Resource Consultants

How many? 30

What was the mission? To prepare participants to conduct in-service training with teachers (train participants in use of 12 training kits)

Amount of time used: 1 week (see attached program)

What objectives were achieved? Played roles of participant and leader of in-service education experiences. Developed skills of leadership and an understanding of the affective aspects of the leader's role.

How were these objectives measured? Written evaluation; tape recording of discussion on "How to Conduct a Workshop"

What existing instructional materials were used?

What materials were specially-designed? Tape for "Yours for a Better Workshop" 11 kits (see attached)

Comments: Verbal feedback of participants indicated that they felt they had developed self-confidence and expertise in conducting workshops and as a result of the week's training, felt more secure in their role as an in-service educator.
I N S T I T U T E E V A L U A T I O N

The following evaluation is designed to provide us feedback regarding your reactions to this Institute. The results of this evaluation will assist us in planning future Institutes of this nature. (Please be candid in your remarks.)

1) Please rate each of the training kits in terms of their INTEREST to you. Check the appropriate blank after each title.

<table>
<thead>
<tr>
<th>Title</th>
<th>Very Interesting</th>
<th>Interesting</th>
<th>Not Interesting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Designing an Instructional Game</td>
<td>23</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>2. Defining Objectives for the</td>
<td>7</td>
<td>17</td>
<td>5</td>
</tr>
<tr>
<td>Teaching of Concepts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Designing Criterion Measures</td>
<td>18</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>4. Learners' Approaches to Learning</td>
<td>17</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>5. Goals for Education</td>
<td>22</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>6. Designing Objective-Oriented</td>
<td>19</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Focus on Feedback</td>
<td>17</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>8. Building a Perceptual-Motor</td>
<td>5</td>
<td>21</td>
<td>3</td>
</tr>
<tr>
<td>Experience</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2) a. How much did you know about in-service training procedures prior to this Institute? Check the appropriate blank.

<table>
<thead>
<tr>
<th>Amount</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Considerable</td>
<td>2</td>
</tr>
<tr>
<td>Moderate</td>
<td>10</td>
</tr>
<tr>
<td>Small Amount</td>
<td>13</td>
</tr>
<tr>
<td>Nothing</td>
<td>4</td>
</tr>
</tbody>
</table>
b. How much do you feel you now know about in-service training procedures? Check the appropriate blank.

19 Considerable Amount
10 Moderate Amount
___ Small Amount
___ Nothing

3) Have you conducted in-service training workshops prior to the Institute?

15 Yes 14 No

If yes, did the Institute assist in clarifying workshop procedures?

15 Yes 1 No

4) When you return to your own locality you will be expected to offer in-service training to teachers. How comfortable do you feel about carrying out that training?

7 Very Comfortable
22 Comfortable
___ Not Comfortable

Comments:

5) a. What training kit did you lead? ___________ 18

b. What training kit did you co-lead? ___________ 12

c. What training kit did you evaluate? ___________ 18

6) Would you please write a short statement regarding what you feel were the objectives that we had for this Institute. (Complete sentences are not necessary--an outline, short sentences, statements, etc. are sufficient.)
Please rate each of the training kits in terms of their IMPORTANCE to the teachers you work with. Check the appropriate blank after each activity.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Important</th>
<th>Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Designing an Instructional Game</td>
<td>19</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>2. Defining Objectives for the Teaching of Concepts</td>
<td>21</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>3. Designing Criterion Measures</td>
<td>20</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>4. Learners' Approaches to Learning</td>
<td>23</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5. Goals for Education</td>
<td>22</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>6. Designing Objective-Oriented Instruction</td>
<td>25</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>7. Focus on Feedback</td>
<td>19</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>8. Building a Perceptual-Motor Experience</td>
<td>11</td>
<td>14</td>
<td>4</td>
</tr>
</tbody>
</table>

8) General Comments:
Responses to Question Four

Question: When you return to your own locality, you will be expected to offer in-service training to teachers. How comfortable do you feel about carrying out that training?

VERY COMFORTABLE
7

COMFORTABLE
22

"I have a better idea of organization and the direction of specific goals which must be developed."

NOT COMFORTABLE
0
Responses to Question Six

Question: Would you please write a short statement regarding what you feel were the objectives that we had for this institute. (Complete sentences are not necessary—an outline, short sentences, statements, etc. are sufficient.)

The main objective that I see is preparing for workshops by learning various in-service training procedures. The 8 kits did a good job in setting the stage for this institute. A little social life was also acquired through "Great Western" and "Jim and Jean." Thanks for a busy, helpful, enjoyable week.

1. Planning
2. Organization
3. Flexibility
4. Frustration

The process by which one can teach a group the various processes, methods, materials needed to improve instruction.

1. How to conduct a workshop
2. Help trainees feel comfortable in conducting workshops
3. Development of kits through process procedures using products

To prepare selected persons to conduct workshops
Define your goals and objectives of teaching in meaningful way
Leadership experiences
Organization
Methods or techniques of group conduct
People working with people who work with younger people

To understand process of:
1. Developing kits
2. Developing concepts with concrete examples
3. How to work successfully with groups
4. Getting output with teachers

To actively participate in and observe the process of conducting in-service workshops
The objectives were to:
1. Give participants a better understanding of the mechanics of preparing an in-service training meeting
2. Give participants an experience in conducting such a meeting so that they could be more comfortable as well as competent

--Necessity for good structuring ahead of a workshop
--Responsibilities of leadership in same
--Need for evaluation to see if objectives of workshop were reached

1. Refine the writing of goals and objectives
2. Demonstrate the participant involvement in a workshop
3. Give practical experience in the conducting of a workshop
4. Have participants design and use a workshop

--Preparing, structure, informal views, of a workshop
--Interaction, leadership tips, do by experience
--Improve one's own teaching techniques

1. Understand and try to use techniques of the kits
2. Understand process rather than outcomes

--To prepare this group to assume CRC role in their local area. Methods, techniques, modes, do's - don't's - provide experiences and develop some skills in teaching teachers.

--Show a variety of methods in handling sessions/problems that may occur and techniques we could use to keep session along line of objectives
--Provide basic materials with which to begin with

Need for: objectives, planning, skills, good evaluation, in any leadership role

To indoctrinate us with the fundamentals of good leadership practices and policies, to expose us to some actual practice and application and an experience in structuring some worthwhile project(s) for presentation.

Training procedures for during workshops
Awareness of need for planning and awareness of objectives
Experience with kits and learning by doing and sharing experiences
Self-evaluation of own goals, methods, etc.
I feel the primary objective was for participants to become familiar with the processes involved in training programs. Skills in evaluation techniques, feedback utilization and goals emphasis were sharpened. I believe I am better able to critically evaluate and better prepared to lead workshops.

--To provide us with knowledge on how to develop workshops and carry-out workshops
--To provide us with kits or knowledge which teachers have a general lack of
--To develop people to fill the CRC role

Training of teachers in the proper methods of in-service education
Proper methods in conducting effective workshops

--Emphasis for process-thinking through the process involved to reach an objective
--Help us to be more effective in working with others
--Help us become more aware of the reactions of others while we are in a leadership role

A) Being exposed to procedures in presenting an inservice training session
B) Being shown our own weaknesses and strengths by actually taking a leadership role
C) Having concrete materials with which we can use in our home areas
D) A brief exposure to how we can plan and devise our own materials

Having people work in activity groups. They were to reach their own ideas of various concepts in education. We saw the pitfalls of leading a group and gaining help in knowing how to do this with the least blunders. The concept is the important thing—not the activity. We were being trained to hold institutes, as well as innovative creators of activities to be given in helping the teacher (learn how to work out a prescription when there is a need.)

--For us to experience leadership role and problems that would be encountered conducting workshops
--Different aspects that should be considered in planning workshops

1. To prepare a group of people to structure and conduct training experiences for others.
2. To demonstrate the effectiveness of utilizing activities to reach objectives, Involvement vs. Passivity.
3. To structure a learning situation in which all participants must contribute. We had to act!
1. To help the curriculum resource consultant become skillful in helping teachers to use their creative techniques in designing, producing and evaluating instructional materials and techniques.

2. To clarify the realization of teaching goals and objectives.

3. To help CRC's to help teachers to more clearly plan educational goals and objectives to meet specific pupil needs.

4. To help CRC's to make workshop procedures more effective in actively involving people in in-service workshops--to help them do and not just be done for, such as passing out lists, carting materials to them, etc.

5. To help us to realize our needs for improvement of our leadership skills (CRC's).

6. To motivate us to plan workshops (CRC's)

---Clarify our way of thinking
---To prepare us to teach teachers
---To be aware of needs of those with whom we will be dealing
---To be certain we ourselves are familiar of terms--correct definition to avoid confusion--goals; concepts; objectives.

1. Exposure to variety of approaches useful in planning and carrying out a workshop (observations of leaders)

2. Experience in using kits as a tool in workshops--becoming familiar with structure

3. Experience in playing roles--opportunity to react to these roles

4. Opportunity to plan and have evaluated some of our own ideas (kit 12)

5. Exposure to experiences that would help us understand how we affect children in a classroom situation.

---Realization of planning necessary
---Self-evaluation
---Participation
---Methods of leadership
---Adaptability and flexibility
Responses to Question Eight

Question: General Comments

--Despite the pressure of the week, I felt that the workshop was well prepared and extremely valuable to me. Looking back I can see the value of what we have covered but there was some negative feedback on the part of a leader that developed an attitude of rebellion which may have gotten in the way in terms of wanting to participate.

--I need time to assimilate all the impressions and experiences. It has been a stimulating week--very practical. I admire and appreciate all the work that went into planning and putting on the workshops.

--More clearly defined perspective role of CRC.
--Tremendous amount of information presented in short period of time
--A most profitable workshop--well planned-structured
--One that has not been complete but had stimulated us to continue and digest information we have received

--The whole workshop was a very important experience for me. I am highly motivated to go back home and become more involved with helping my teachers to help children.
--My growth in leadership skills will be promoted because of this workshop!
--This workshop will help me also in the leadership of parents, civic leadership, etc.

1. I have never had to "put out" so much, nor have ever derived as much;
2. Perhaps the ineffectiveness of some of the kits to "turn me on" was not due to the kit as much as due to the ineffectiveness of presentation;
3. I would hope to be fractionally as effective as Ward & Levine and I would be doing a good job.

--In another institute perhaps looking at the time schedule would be beneficial in terms of the last day perhaps winding it up by noon instead of afternoon.

We worked very hard, but it was just the way I wanted it. Why put in this time if we weren't going to gain. I surely did!

This is no doubt the busiest workshop I ever attended, but probably the most productive. I felt the materials presented were pertinent and will be useful in the coming year.
Excellent!
Well planned
Interesting
Not idealistic
Outstanding leadership staff

--One of the most valuable contributions of this workshop has been
the clearer definition of the roles that a leader assumes.
--Awareness of the roles and of some basic interaction processes
that occur within the group setting has been most valuable.

Well-planned, interesting, stimulating and worthwhile experience.

Feeling that some kits are more useful than others—or more practical—or easier to use. I feel that I can utilize the basic kit but revise it for better use with other teachers. All had value, but not equal value as far as implementation with the regular run of teachers.

We needed to have some of the pressure relieved on Wednesday. It took too long to get pulled back together.

One of the best planned institutes I have ever attended. I am going away with a great deal of knowledge/material that I am eager to try.

Excellent workshop for me for a variety of reasons. I needed to have ideas/concepts refreshed before entering my new job in the Fall.

I'm new to this area—shy, withdrawn, etc. I feel I gained experience, practice in the mechanics of the techniques and an opportunity to compare my personality and skills with others who will do or have done this kind of activity. I feel comfortable now in making a start in my school district.

1. Please try to keep the evening free from any planned structure.
2. I liked the structure in this institute as others did not seem to be as smoothly run.
3. Good job.

I do appreciate the planning that went into the workshop. Most of the kits I can use.

It's been a good week—busy, but informative.
I thought this was an extremely valuable and practical workshop--
I appreciated the structure and feel I am going home with a great
deal more ability to lead inservice and that's what I came for!

I think this workshop was exceptionally well planned and the leaders
were very effective in holding the group to the purposes for which
the workshop had been planned. A good example to follow.

Ted and Joe, your idea to use a tape to brief us on the institute
was clever. It made me more aware of the many uses of the tape re-
corder. The kits, in my opinion, were well-written--it was easy for
the leaders to follow the intended purpose.

One of the best workshops I have ever attended.

--Extremely valuable institute
--Kit 12--not particularly worthwhile
--Could have used a break mid-week
--Would definitely rate overall effectiveness of weeks work as HIGH!

--This has been an excellent workshop. It was well-planned and organized.
Participants were involved to the degree that they did not become bored.
The most important aspect of the Institute is that we now have some
knowledge in the development of workshop kits and that we have specific
kits with which to conduct in-service training.

1) Staff tend to get into ruts, and some would change if given the right
   motivation.
2) Part of our staff are para-professionals--are in need of all the help
   they can get.

This was my first institute which is probably why I feel I got so much
from the experience. I feel although you worked our tails off, it
was so well structured I really felt like actively participating in each
session. Your parties were great.
SPECIAL STUDY INSTITUTE

"Resources For Effective Teaching"

June 14-18, 1971
East Lansing, Michigan

Participants

Mr. Russel L. Andreotti
Mrs. Blanche G. Benwire
Mrs. Evelyn L. Burde
Mr. Charles Crowley
Mrs. Mary Lou Durbin
Mrs. Beverley J. Farr
Mrs. Janet Fortenbacher
Mrs. Margaret C. Goldthorpe
Mrs. Olive Hansen
Mrs. Eleanor D. Haroldson
Mr. Robert Hemming
Mr. William S. Jones
Mrs. Linda L. Kalin
Mr. Norman R. MacDonald
Mrs. Lois Marcy

Mrs. Ruth McGregor
Mr. Roy A. Montroy
Mr. Fred W. Parker
Mrs. Florence E. Patrick
Mrs. Geneva Reid
Mrs. Mary Ann Sund
Mrs. Peggy S. Tenney
Mr. James M. VanTassell
Mrs. Patricia Vivio
Mrs. Gail Wiemer
Mr. Lyle Williams
Mr. Larry C. Wilson
Mrs. Elizabeth Wing
Mr. John Peter Zsolczai
Request received from: Mich. Special Ed. Div. - Jane Walline

Analysis of request by: Ward

Plan designed by: Levine & Ward

Who are the trainees? Curriculum Resource Consultants

How many? 30

What is the mission? Follow-up session to June, 1971 Institute

Time available? 1 day - 10:00 am to 3:00 pm.

Date: Oct. 29, 1971

Location: East Lansing, Michigan

What objectives can be achieved? Identify and describe problems in role of Curriculum Resource Consultant. Propose solutions (from experience) for one another's problems.

What instructional materials? New instructional game: "Problems & Hints"

New booklet: "Yours for a Better Workshop"

What procedures? Sharing and proposing solutions; examining new booklet; culmination in group-work reports as tape-recorded suggestions for a training tape to supplement the booklet.

What evaluation? Assess amount of involvement in anticipated role of Curriculum Resource Consultant, in terms of numbers of workshops held and number of teachers affected.
IN-SERVICE EDUCATION REPORT FORM
INSTRUCTIONAL MATERIALS CENTER FOR HANDICAPPED CHILDREN AND YOUTH
MICHIGAN STATE UNIVERSITY


Date: 10/29/71

Location: Union Building, MSU, E. Lansing

Analysis of in-service program by: Yovanovich

Who were the trainees? Curriculum Resource Consultants

How many? 30

What was the mission? Follow-up session to June 1971 workshop.

Amount of time used: 1 day - 10 am to 3 pm

What objectives were achieved? Identified and described problems in role of Curriculum Resource Consultant. Proposed solutions (from experience) for one another's problems.

How were these objectives measured? Written evaluation; tape recording of reactions; discussion

What existing instructional materials were used? Booklet compiled from tape made at June workshop - "Yours for a Better Workshop"

What materials were specially-designed? "Problems & Hints"

Comments: See attached follow-up evaluation summary
Participants in the 1971 Curriculum Resource Consultant Summer Institute were asked to respond to questions prepared by the Michigan State University Instructional Materials Center for Handicapped Children and Youth. The responses were tabulated during a follow-up workshop held at the MSU Union Building on October 29. The information contained in this report then was based on approximately eight weeks of work in the jobs these people presently are holding. Of the 30 participants in the Summer Institute, a total of 21 responses were received.

Summarized information is as follows:

1. 15 of 21 persons had conducted one or more in-service training programs. A total of 31 in-service training programs were conducted by these 15 persons since attending the summer institute.

   These 31 in-service training programs were attended by approximately 885 people. The breakdown is as follows:

   - Special Education teachers: 461
   - Regular teachers: 241
   - Parents: 57
   - Para-professionals: 76
   - University students: 35
   - Student teachers: 12
   - Administrators: 3

2. 20 of 21 had discussed with their administrators how they might function in the area of in-service training in their district or area.
3. In response to the question: "Which kits do you feel will work the best?", five persons did not respond; therefore, the following rank order is based on responses from 16 persons. The number of responses and the percentage of responses relating to any one kit are given also. Each of these kits is a self-contained teacher-training workshop kit.

1. Kit #1: Designing An Instructional Game (10 responses = 20.4%)
2. Kit #5: Goals For Education (8 responses = 16.3%)
3. Kit #2: Defining Objectives For The Teaching Of Concepts (7 responses = 14.3%)
4. Kit #6: Designing Objectives-Oriented Instruction (6 responses = 12.2%)
   Kit #8: Building a Perceptual-Motor Experience (6 responses = 12.2%)
5. Kit #7: Focus on Feedback (5 responses = 10.2%)
6. Kit #4: Learners Approaches to Learning (4 responses = 8.2%)
7. Kit #3: Designing Criterion Measures (3 responses = 6.12%)

The participants were presented with a total of eight different kits and all of these were selected at some level of "working best." Since no single kit received a great percentage of the responses, it is assumed that the selection of the kits met the different needs of the participants.

4. Nineteen persons answered the questions about their present employment:

3 indicated they are currently employed as a CRC.

5 indicated they are NOT currently employed as a CRC, (2 expect to be, and 3 "would like" to be).

8 indicated they did not plan on becoming a CRC, but do expect to conduct at least 3 in-service training programs each year.

1 indicated no plans for becoming involved in conducting in-service training programs.

2 indicated by question marks that they were not sure where they categorically "fit."

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In discussing the three most VALUABLE aspects of the institute, the comments have been broken down into four general areas: participative experiences; delivery system; affective components; follow-up.

A. The one valuable aspect mentioned most often (i.e., 21 times by those responding) related to how those attending the institute viewed themselves as participants. Their comments pertained to on-going daily active involvement during the institute; the chance to individually plan and present a kit; and the utilization of workshop techniques. Closely associated were positive comments pertaining to feedback sessions, including discussions both on the group experience itself and on individual presentations. (Four comments related to this.)

B. The aspect mentioned second most often was how those responding viewed the delivery system including organization and institute staff. Nine comments appreciated the availability of the kits themselves and an additional six comments highlighted the effective aspects of the Institute itself (i.e. planning and preparation, pacing, achievement of goals, and leadership techniques.)

C. The third valuable aspect centered around affective components: Participants felt that it was valuable to meet others with similar concerns, to have had experiences that assisted in building self-confidence and to be motivated in what they were doing.

6. The last statement: "I would like to see the following areas of focus for another summer institute", was handled primarily during a discussion period at the follow-up meeting.

On the reaction form, six of the respondents had indicated that they would like to see more kits developed as one area of focus. The majority of the remaining suggestions for areas of focus pertained to content areas (such as junior-senior high, behavior modification, etc.). The institute staff did an on-the-spot tabulation of these suggestions and grouped them. (As listed on the following page.) The participants were then asked to vote for the three topic areas of most concern for which they would like to see kits developed.
<table>
<thead>
<tr>
<th>AREA OF CONCERN</th>
<th>NUMBER OF VOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identification and remediation of specific learning disabilities</td>
<td>15</td>
</tr>
<tr>
<td>2. Classroom and pupil -- group management and dynamics</td>
<td>14</td>
</tr>
<tr>
<td>3. Models for organization of individualized instruction</td>
<td>11</td>
</tr>
<tr>
<td>4. Procedures for the &quot;regular&quot; classroom teacher of a handicapped child</td>
<td>10</td>
</tr>
<tr>
<td>5. Motivation techniques</td>
<td>6</td>
</tr>
<tr>
<td>6. Problems in teaching reading</td>
<td>2</td>
</tr>
<tr>
<td>7. Problems related to Junior-Senior High --academic discrepancies --behavioral discrepancies</td>
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</tr>
</tbody>
</table>

*Although mentioned as an area of concern on the reaction form, this area received no votes, therefore, could be considered low priority.

Nine of the respondents mentioned in various ways that they would like to see the focus on specific group management techniques, with participants becoming more skilled in various strategies of leadership techniques. (Suggested strategies: sensitivity training, soft and hard sell approaches, group dynamics, Taba strategies, changing attitudes, motivational methods). During the discussion period, it appeared that most participants agreed this should be another focus.

Two persons mentioned that more discussion time during an institute would be helpful—especially if there were fewer kits.

A few comments relating to "more kit 12" (the kit the participants themselves designed, produced, presented and evaluated) were felt to indicate a desire for more practice.
The discussion period brought forth the suggestion that it would be helpful to have training in techniques of how to adapt materials and strategies for all types of handicapped children in special and regular classrooms. It was felt that such expertise might then be shared with the classroom teacher of the handicapped child.
REACTION FORM

1) Have you conducted an in-service training program since the summer Institute?
   ______________________  ______________________
   Yes  No
   If yes, how many? (Circle) 1 2 3 4 5

2) Have you discussed with your administrator(s) the part you might play in in-service training for special education teachers in your district or area?
   ______________________  ______________________
   Yes  No

3) Which kits do you feel will work the best?
   1. ______________________
   2. ______________________
   3. ______________________

4) Please check the most appropriate blanks.
   ______________________
   I am currently employed as a CRC.
   ______________________
   I am NOT currently employed as a CRC, but expect to be in the near future.
   ______________________
   I do not plan on becoming a CRC, but expect to conduct at least 3 in-service training programs each year.
   ______________________
   I do not plan on becoming involved with conducting in-service training programs.

5) The three most valuable aspects of the summer Institute were:
   1.
   2.
   3.

6) I would like to see the following areas of focus for another summer Institute:
   1.
   2.
   3. 523
Request received from: Indiana Div. of Spec. Ed. - Paul Ash

Analysis of request by: Yovanovich

Plan designed by: Levine and Ward

Who are the trainees? Spec. Ed. Directors (or appointed supervisor):

University Personnel; State Dept. Consultants

How many? 60

What is the mission? Orientation session for series of 3 in-service training sessions

Time available? 2 hours

Location: Indianapolis, Indiana

Date: Oct. 27, 1971

What objectives can be achieved? (1) To introduce prospective trainers to role & responsibility of an in-service trainer of teachers; (2) to develop an awareness of problems which may be encountered.

What instructional materials?

New Instructional Game - "Problems and Hints"

What procedures? Paul Ash, state IMC Coor., will discuss participants' future responsibility; conduct "Problems & Hints" and discuss purposes of future workshops and roles of Indiana teacher-trainers.

What evaluation? Assess extent of involvement in anticipated role of teacher-trainer, in terms of workshops held and number of teachers affected. (Written evaluation to be done 2 months after completion of series)
Request originally received from: Indiana Div. of Spec. Ed. - Paul Ash
Date: 10/27/71
Location: Indianapolis, Ind.
Analysis of in-service program by: Sue Ann Yovanovich
Who were the trainees? Special Ed. Directors (or appointed supervisors).
State Dept. regional consultants
How many? 27
What was the mission? Orientation session for series of 3 in-service training sessions
Amount of time used: 2 hours
What objectives were achieved? (1) Introduced prospective trainers to role & responsibility of an in-service trainer of teachers; (2) developed an awareness of problems which may be encountered
How were these objectives measured? Through discussion and use of "Problems & Hints"
What existing instructional materials were used? -
What materials were specially-designed? "Problems & Hints"
Comments: Was very successful in that it stimulated interaction & discussion among participants; verbal feedback indicated that participants, at end of session, felt more self-confident in their role as a teacher-trainer.
Dear Sir,  

This is a copy of the letter we are sending the Orientation Participants. In addition, a hitting ground swell of Southern Indiana School Corps of the Nov. 17 workshop.  

Sincerely, Paul  

I hope you found the Pre-Workshop Orientation of October 27, 1971 an informative introduction to the future workshops.  

The next meeting will be on November 17, 1971 at 511 4th Street, Huntingburg, Indiana. This meeting, on Design and Use of Instructional Objectives, will begin at 9:30 a.m. and end approximately 4:30 p.m. You may wish to send a fellow member of your staff should you be unable to attend this meeting.  

PARTICIPANTS OF THE PRE-WORKSHOP ORIENTATION  

<table>
<thead>
<tr>
<th>NAME</th>
<th>SCHOOL CORPORATION</th>
<th>CITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joan Beghtel</td>
<td>Wabash Miami Program</td>
<td>Wabash</td>
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<tr>
<td>Valeria DeLaughter</td>
<td>Manchester Comm. Schls.</td>
<td>North Manchester</td>
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<tr>
<td>Glen Taylor</td>
<td>D.P.I.</td>
<td>Huntington</td>
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<tr>
<td>Ron Schepp</td>
<td>D.P.I.</td>
<td>Indianapolis</td>
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<tr>
<td>James R. Alley</td>
<td>Elwood-Tipton</td>
<td>Elwood</td>
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<tr>
<td>Paul F. Hooker, Jr.</td>
<td>South Bend</td>
<td>South Bend</td>
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<tr>
<td>Bob Kritkausky</td>
<td>I.R.C.</td>
<td>Fort Wayne</td>
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<tr>
<td>Josephine K. Mosby</td>
<td>Diagnostic Teach. Center</td>
<td>Indianapolis</td>
</tr>
<tr>
<td>Mary Kelly</td>
<td>Indpls. Public Schls.</td>
<td>Indianapolis</td>
</tr>
<tr>
<td>Vera Pitts</td>
<td>Shelbyville</td>
<td>Shelbyville</td>
</tr>
<tr>
<td>Laura Doeden</td>
<td>Marshall-Starke service</td>
<td>Plymouth</td>
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<tr>
<td>Donna Palacios</td>
<td>Goshen Comm. Schools</td>
<td>Goshen</td>
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<tr>
<td>John Robinson</td>
<td>Bloomington</td>
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<td>Jerry Keener</td>
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<td>Bob Robertson</td>
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<td>Carol Weller</td>
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<td>Jack Cripe</td>
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<td>Harold W. Wallace</td>
<td>Muncie Comm. Schools</td>
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<td>Ben Morgan</td>
<td>Indianapolis</td>
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<td>Dave Greenburg</td>
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<td>Mike Haley</td>
<td>Logansport</td>
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<tr>
<td>Beulah Canfield</td>
<td>Barthol. Cons. Schl. Corp.</td>
<td>Columbus</td>
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<tr>
<td>Beverly V. Wart</td>
<td>Barthol. Cons. Schl. Corp.</td>
<td>Columbus</td>
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<tr>
<td>Paul Ash</td>
<td>D.P.I.</td>
<td>Indianapolis</td>
</tr>
<tr>
<td>Gayle Worthing</td>
<td>New Castle</td>
<td>New Castle</td>
</tr>
<tr>
<td>Jeanne Tibble</td>
<td>Hammond</td>
<td>Hammond</td>
</tr>
</tbody>
</table>

Please contact me if you have questions concerning the future workshops.  

Sincerely,  

Paul Ash, Coordinator  
Instructional Materials Center
Request received from: Indiana Div. of Spec. Ed. - Paul Ash

Analysis of request by: Yovanovich

Plan designed by: Levine, Ward & Carson

Who are the trainees? Spec. Ed. Directors (or appointed supervisors); University Personnel; State Dept. Consultants

How many? 60

What is the mission? To train participants in use of in-service Series VII - "Selection & Use of Commercially-Available Materials"

Time available? 1 day - 8:30 am to 4:30 pm

Date: Jan. 19, 1972

Location: Indianapolis, Indiana

What objectives can be achieved? To develop an understanding of the criteria needed to evaluate instructional materials. To be able to relate information about selected assessment procedures to other teachers.

What instructional materials? 1. Evaluation Game (Activity); 2. Slide Presentation (Commercially available measuring devices); 3. Issues and Answers (Activity); 4. Teachers & Teaching (Activity)

What procedures? Large group presentation and small group activities.

What evaluation? Written evaluation, participant reaction to activities and reaction to Indiana "series" of training sessions.

9/71
IN-SERVICE EDUCATION REPORT FORM
INSTRUCTIONAL MATERIALS CENTER FOR HANDICAPPED CHILDREN AND YOUTH
MICHIGAN STATE UNIVERSITY

Request originally received from: Indiana Div. of Spec. Ed. - Paul Ash
Date: 1/19/72
Location: Indianapolis, Indiana

Analysis of in-service program by: Yovanovich

Who were the trainees? Special Ed. Directors (or appointed supervisors); University personnel; State Dept. regional consultants

How many? 27

What was the mission? To train participants in use of in-service Series #VII - "Selection & Use of Commericially-Available Materials"

Amount of time used: 1 day - 9:30 am to 3:30 pm

What objectives were achieved? Developed an understanding of the criteria needed to evaluate instructional materials, and ability to relate information about selected assessment procedures to other teachers.

How were these objectives measured? Written evaluation; tape-recording of discussion; pictures

What existing instructional materials were used? #1 Evaluation Game

What materials were specially-designed? #2 - Slide Presentation (Commercially Available Measuring Devices); #3 Issues and Answers

Comments: Didn't use last activity ("Teachers and Teaching") - many participants left after lunch and others kept drifting away.
IN-SERVICE WORKSHOP EVALUATION
"Selection and Evaluation of Commercially Available Materials"

This evaluation is designed to provide the workshop staff with feedback regarding your reactions to this workshop. The results will assist us in planning future in-service activities.

1. Please rate each of the activities in terms of its INTEREST to you. Check the appropriate blank after each activity.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Interesting</th>
<th>Interesting</th>
<th>Not Interesting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Evaluation Game</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Commercially Available Measuring Devices</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>C. Questions and Issues</td>
<td></td>
<td></td>
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<tr>
<td>D. Teachers and Teaching</td>
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</tbody>
</table>

   2. What has each of today's training kits meant to you? Be specific.

   a. Evaluation Game
      (See attached sheet)
   b. Commercially Available Measuring Devices
      (See attached sheet)
   c. Questions and Issues
      (See attached sheet)
   d. Teachers and Teaching

   3. Which of the training kits has the most value for our use in in-service training?

   a. Evaluation Game - 8
   b. Commercially Available Measuring Devices - 5
   c. Questions and Issues - 4

   4. The two most valuable aspects of today's session are:

      (See attached sheet)

   5. Please rate each of the activities in terms of their IMPORTANCE to you.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Important</th>
<th>Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Evaluation Game</td>
<td></td>
<td></td>
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<tr>
<td>B. Commercially Available Measuring Devices</td>
<td></td>
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</tr>
<tr>
<td>C. Questions and Issues</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>D. Teachers and Teaching</td>
<td></td>
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</tbody>
</table>

   529
2. What has each to today's training kits meant for you. Be specific.
   
   A. Evaluation Game
   
   Forced deeper thinking about materials, their uses and criteria necessary to consider prior to purchase
   
   I liked it - good to use in In-service
   
   Valuable for use with teachers in in-service programs
   
   Not setting up prior likes or reasons for liking
   
   I liked it. Good! I will use this one. It has and will help.
   
   Plan to use.
   
   More insight to the pertinent questions to be asked.
   
   Provided an insight for future purchases and recommendations to other teachers
   
   Never realized how well general guides could be applied to a wide variety of materials
   
   Insight into materials evaluation - might be omitted if short of time
   
   Opened avenues of thought with the knowledge of other ideas to be presented to a training group
   
   More positive evaluative techniques
   
   Points out need for systematic sound approach
   
   Gave new ideas as to evaluation and selection of materials
   
   Make me more aware of importance of close selection
   
   B. Commercially Available Measuring Devices
   
   I'm glad to have knowledge of these materials. I teach EMR-1 and think the Percy might serve as an instructional guide.
   
   Brought me up to date on these devices
   
   Fortifies our concerns about tests
   
   Examples of available items - need to let teacher diagnose and not rely on psychologist
   
   Very little - but mainly because I am presently using each of the devices presented and have been "pushing" them for some time

530
2. B. (Continued)

Solid useful information

I was unfamiliar with a couple of the tests and think they would be valuable

A chance to "see the real thing" and hear others opinions on them

I was interested especially as a teacher wanting more knowledge on materials for predictive measurement

Plan to use

Interesting, but I had the information already.

Idea for use of para-professionals assigned to teachers for assessment

Liked the presentation

I was familiar with all but one - found that of interest - worth repeating

C. Questions and Issues

As a participant in the experiment I got less from this, I think, than had I been a spectator - although I did enjoy my role.

Good

Valuable for use with teachers in in-service program - am revising in-service program for next week

It was more fun for the center group than for me. It lacked in part the active participation and I did not feel that new information was gained as in a lecture. Although I realize the "live-presentation" was necessary I have to be honest. It soured the rest of the activity.

Will need to modify - a separate session

Good although sometimes couldn't hear nor see.

Some guides are necessary particularly for effective use of time

The questions (criteria) are most helpful and could be sent to teachers considering materials selection if they had no opportunity to attend a workshop.

Nothing

Adoption---need for more specific analysis to make final decisions

Not of value

Little value
4. The two most valuable aspects of today's session were:

   Evaluation Game - 5 responses
   Commercially Available Measuring Devices - 3 responses
   Questions and Issues - 1 response

   Interaction and feelings of all
   Awareness of group needs versus self.
   Group brainstorming, "judging" evaluating materials

   Working with tangible objectives which in turn can be used later with other groups.

   Criteria sheet
   Becoming familiar with tests; guides for evaluation, etc. of materials

   Group discussions
   Available materials and tests, ways of selecting

   Reinforcing, providing an approach
   Information gained, sharing ideas

   Techniques and kits
   The specific helps and suggestions for giving workshops

   Self-evaluation in adoption of materials and hopefully, can be of better assistance to teachers

   To get together and stimulate thinking concerning material and its evaluation

   Suggestions for format of our in-service here and the evaluation of specific materials
I have attended the following training sessions:

- Indianapolis, Oct. 27, 1971 - "Problems and Antics"
- Huntingburg, Nov. 17, 1971 - "Design and Use of Instructional Objectives"
- South Bend, Dec. 15, 1971 - "Toward an Understanding of Perceptual-Motor Programs"
- Indianapolis, Jan. 19, 1972 - "Selection and Evaluation of Commercially Available Materials"

As a teacher-trainer in Indiana, you will be expected to conduct in-service training with teachers in your local area.

As a result of the training sessions I've attended, I am better prepared to conduct in-service training with teachers.

16 Yes  1 ?  0 No

The training kits presented during the training sessions are self-explanatory and easy to use.

14 Yes  2 ?  0 No

I have used the following workshop kits in conducting in-service training:

2 Instructional Objectives
5 Perceptual-Motor Activities

Since the initiation of this series of four training sessions, I have held in-service training programs for 374 (total enrollment) people.

Show # of each type

376 teachers
17 supervisors
11 administrators
22 college students
0 parents

Comments (what other topics should be covered in future training sessions?)

(See attached sheet)
11. Comments (what other topics should be covered in future training sessions?)

I am not a teacher this year but work as a family counselor and although I do not in the ordering of materials I feel your workshop has helped me to know what to refer to others.

Teacher Made Materials; Reading; Math

Very well done

Teaching the slow learner in the regular classroom. More workshops of newly developed materials. I generally enjoyed the workshop and will make an effort to attend future ones - depending on geographic location. Thanks.

I found your techniques very helpful.

Please include a comparison of similar materials to be evaluated.

Tests (formal) - diagnostic!
Crystal Boling  
4540 Gifford Road #3F  
Bloomington, Indiana 47401

Mary McKenna  
5957 Carvel Avenue  
Indianapolis, Indiana 46220

Harrold W. Wallace  
1406 Briar Road  
Muncie, Indiana 47304

Laura Doeden  
Box #65  
Plymouth, Indiana 46563

Carol Weller  
Rural Route #3  
North Manchester, Indiana 46962

Bob Kritkausky  
319 Briarcliff Street  
Fort Wayne, Indiana 46804

William Kruzan  
Rural Route #8  
Huntington, Indiana 46750

Bill Harlow  
8046 Camellia Lane  
Indianapolis, Indiana 46219

Lonnie Adams  
2001 North Walnut Apt. #1E  
Muncie, Indiana 47303

Bill Myers  
207 ½ North Dill  
Muncie, Indiana 47303

Jon Templin  
511 4th Street  
Huntingburg, Indiana 47542

Mildred Walls  
5701 East 17th Street  
Indianapolis, Indiana 46218

Mrs. Alice M. Gill  
3619 North Olney Street  
Indianapolis, Indiana 46218

Rowena Piety  
5435 Hohman Avenue  
Hammond, Indiana 46320

Jeanne Tibbles  
5935 Hohman Avenue  
Hammond, Indiana 46320

Charles Edwards  
128 East Jefferson  
Tipton, Indiana 46072

James R. Alley  
128 East Jefferson  
Tipton, Indiana 46072

Josephine K. Mosby  
65 West 54th Street  
Indianapolis, Indiana 46208

Ann Hardman  
Special Services Unit  
Madison State Hospital  
Madison, Indiana 47250

Dorothy Elmore  
Special Services Unit  
Madison State Hospital  
Madison, Indiana 47250

Marsha Smith  
Special Services Unit  
Madison State Hospital  
Madison, Indiana 47250

Valeria De Laughter  
Rural Route #4  
North Manchester, Indiana 46962

Joan Beghtel  
2 Cloverleaf Drive, Rural Route #4  
Wabash, Indiana 46992

Kraig D. Dawalt  
200 Highland  
Logansport, Indiana 46947

William Sherfey  
Indiana State University State  
Special Education  
Terre Haute, Indiana 47809
Doris Williams
Indiana State University
Special Education
Terre Haute, Indiana 47809

Judy Jones
845 Matthews
Clinton, Indiana 47842

David Titus
635 South Main Street
South Bend, Indiana 46623
Request received from: Oakland Schools Sp. Ed. - Mary Lewis

Analysis of request by: Levine & Yovanovich

Plan designed by: Levine & Yovanovich

Who are the trainees? Spec. Ed. Classroom Teachers

How many? 20

What is the mission? To provide information about the use of instructional games and simulations with handicapped children

Time available? 1 day, 9 am to 11:30 pm, 1 pm to 3 pm

Date: Nov. 10, 1971

Location: Pontiac, Michigan

What objectives can be achieved? To develop an understanding of the criteria needed to design an instructional game and to develop an understanding of a role-play, and to be able to apply these techniques to teaching

What instructional materials? (1) The Instructional Game Design Task
(2) Role-Play

What procedures? Small group activities

What evaluation? Written evaluation
Request originally received from: Oakland Schools Sp. Ed. – Mary Lewis

Date: 11/10/71

Location: Oakland Schools, Pontiac, Michigan

Analysis of in-service program by: Yovanovich

Who were the trainees? Special Ed. Classroom Teachers and supervisors

How many? 18

What was the mission? Involved teachers in design of instructional games and role-playing

Amount of time used: 1 day, 9 am to 3 pm

What objectives were achieved? Developed an understanding of the criteria needed to design an instructional game and developed an understanding of a role-play; developed ability to apply these techniques to teaching

How were these objectives measured? Written evaluation

What existing instructional materials were used? Design of Instructional Games

What materials were specially-designed? Use of Role-Playing in the Classroom

Comments: 538
Participants: classroom teachers

Date: 11-10-71

Oakland Schools,
Pontiac, Mich.

Results of Evaluation
IN-SERVICE WORKSHOP OF PROGRAMMED EXPERIENCES
"Use of Games, Simulations, and Role-Playing in the Classroom"

Use descriptive words to describe your reactions to today's workshop. List the words as fast as they come to you. Limit one minute! No sentences, please.

interesting (8) informative (8) encouraging (1) try (1)
fun (6) enlightening (1) pretend (1)
stimulating (4) eventful (1) relative (1)
helpful (3) worthwhile (1) enthusiasm (1)
enjoyable (3) fast (1) meaningful (1)
learn (ed) (ing) (3) thought-provoking (1) entertaining (1)
involved (3) difficult (1) thoughtful (1)
useful (2) thinking (1) clear (1)
xellent (2) proving (1) inspired (1)
relevant (2) casual (1) skills (1)
applicable (2) motivation (1) interaction (1)
ideas (2) refreshing (1)
valuable (1) active participation (1)

2. What specific applications can you make to your classroom teaching? (Cite one or two specific ways in which today's experience applies to your teaching.)

The responses can be broken down into the following categories:

a) will design and use games in teaching - 10
b) will use role-playing in the classroom - 11
c) will be able to design a workshop using games and role-playing - 2

(see attached page)

3. Rate the workshop (as a whole) in terms of learning value for you:

5 About the same as always.
0 Very poor (poorest 10% of those I've attended).
11 Very good (best 10% of those I've attended).

4. Suggestions or comments:

(see attached page)
2. What specific applications can you make to your classroom teaching? (Cite one or two specific ways in which today's experience applies to your teaching.)

I intend to develop some more games for instructing my group. I feel more free to start some role playing situations with my group and feel more confident now in trying this.

Can design workshop if asked. Can design situations to aid in teaching children in discrimination of behavior. Can look more objectively at my own role.

Think it will be interesting to try role playing with Type A - later el. class to bring out some emotional hang-ups as well as to help them identify some of their own emotions - and possibly (hopefully) control them. Thinking specifically of aggression. Definitely going to try it!

I have found that today's role playing when used with my students could bring about a greater understanding of behaviors in my students that are hard to bring about as many of my students are passive and non-verbal so stimulation of this kind in a possible charade type form. Students are Title IV multiply-handicapped.

Made me aware of what I can do in math and also other areas that will make it more meaningful but enjoyable at the same time. Enable me to widen my scope in teaching. Made me think about being more creative in my teaching.

1. Use role-playing in classroom to help children settle their disputes.
2. Help parents better understand program through role-playing.
3. Use of games in classroom - watching the directions more specifically.
4. Be more aware not to assume children bring the same set of background to the game.

Inolve boys in thinking of actions of others rather than self. Help to develop some creative expression from less verbal children.

I can use several of the card games - modified to the level of my class. I'll be able to create my own games using the information I gained today. I will have a better idea of how to conduct role-playing experiences - especially how to have the children evaluate their role playing.

1. Help some children in expressing their sincere feelings about school, me, and other children. 2. Role playing may be used as an enjoyment - or recreation for the children.

Use number game with Intermediate Type A boys to motivate. Try role playing to help child identify himself - stimulate communication.

Use some of games made up with my group. Think of different ways to use materials I have. Use role playing with my kids - switch roles of leaders with the followers of the room - etc.

Card games - new ideas for children for number work.

Will use card games for instruction in classrooms more often - for enjoyment and learning. Role playing with students to bring out inner behaviors not noticed nor evident.
2. (continued)

I can use role play in the classroom to show the children that we can handle situations in many ways. Then reverse roles so each child can see how the other child feels.

Will use card game for teaching trainable to match like numbers. Then work toward card game for adding two numbers. Use role playing to help trainable understand other peoples feelings.

1. Use games to teach certain skills. 2. Reinforces an idea and help better clear up the idea of showing parents how to use games to teach their readers certain words - to be used in a parent's workshop-type meeting. 3. To use the materials in some inservice that I must provide for other teachers.
Suggestions or comments:

I'm usually a very shy person and I was surprised how much I enjoyed getting up and doing role playing. I'm very anxious to try this with my class. I also enjoyed your enthusiasm. You're a very fine teacher!

Always keep it as enjoyable as it was today because it is a learning experience.

Have such workshops at intervals throughout year.

Talk more about what types of role playing to use with kids.

No suggestions ... improvements.

I think it should have been called role playing or else this area appealed to me.

Role playing is always threatening to me. Wish it could be disguised!
IN-SERVICE EDUCATION PLANNING FORM
INSTRUCTIONAL MATERIALS CENTER FOR HANDICAPPED CHILDREN AND YOUTH
MICHIGAN STATE UNIVERSITY

Request received from: Indiana Div. of Spec. Ed. - Paul Ash

Analysis of request by: Yovanovich

Plan designed by: Carlson

Who are the trainees? Sp. Ed. Directors (or appointed supervisors);
University Personnel; State Dept. Consultants

How many? 60

What is the mission? To train participants in use of in-service Series #VI - "Innovation in Perceptual-Motor Programming"

Time available? 1 day - 8:30 am to 4:30 pm

Date: Dec. 15, 1971

Location: South Bend, Indiana

What objectives can be achieved? Develop set of teaching activities to remediate a specific psycho-motor learning problem and to evaluate same. For participants to become aware of the variety of materials for use in p-m activities that can be drawn from a broad range area. More adeptness at ordering activities in relation to their level of difficulty.

What instructional materials? In-service training kits (5) plus Introduction #1 - Why Bother to Move; #2 - The Numbers Game, The Alphabet Game; #3 - The Warehouse Game; #4 - From Simple to Complex; #5 - Now That You're Moving

What procedures? Group-oriented activities specified in each of the five kits above.

What evaluation? On-site written pre and post test

543
IN-SERVICE EDUCATION REPORT FORM
INSTRUCTIONAL MATERIALS CENTER FOR HANDICAPPED CHILDREN AND YOUTH
MICHIGAN STATE UNIVERSITY

Request originally received from: Indiana Div. of Sp. Ed. - Paul Ash

Date: 12/15/71

Location: South Bend, Indiana

Analysis of in-service program by: Yovanovich

Who were the trainees? Sp. Ed. Directors or appointed supervisors; State Dept. regional consultants

How many? 15

What was the mission? To train participants in use of in-service Series #VI - "Innovation in Perceptual-Motor Programming"

Amount of time used: 1 day, 10 am to 4 pm

What objectives were achieved? Developed set of teaching activities to remediate a specific psycho-motor learning problem and to evaluate same. Participants became aware of the variety of materials for use in p-m activities that can be drawn from a broad range area. More adeptness at ordering activities in relation to their level of difficulty.

How were these objectives measured? Post-test - written evaluation of activities

What existing instructional materials were used? #3 - "The Warehouse Game", "Yours for a Better Workshop"

What materials were specially-designed? Introduction. #1 "Why Bother to Move": #2 "The Numbers Game; The Alphabet Game", #4 "From Simple to Complex", #5 "Now That You're Moving"

Comments: Five activities are too many for a one-day session; #3 could be cut-down to 20 min. and still be effective.
IN-SERVICE WORKSHOP EVALUATION
COMPARISON OF PRE- AND POST-EVALUATIONS
"Toward an Understanding of Perceptual-Motor Programs"

Assuming that you will be conducting in-service training with teachers, how comfortable do you feel in the role of a teacher-trainer?

<table>
<thead>
<tr>
<th>Pre-Evaluation</th>
<th>Post-Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1   Very comfortable</td>
<td>1   Very comfortable</td>
</tr>
<tr>
<td>7   Comfortable</td>
<td>12  Comfortable</td>
</tr>
<tr>
<td>7   Somewhat comfortable</td>
<td>2   Somewhat comfortable</td>
</tr>
<tr>
<td>0   Not comfortable</td>
<td>0   Not comfortable</td>
</tr>
</tbody>
</table>

5 felt more comfortable after workshop.

Perceptual-motor activities involve:  
(check one or more)

<table>
<thead>
<tr>
<th></th>
<th>Pre-Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>eye-hand coordination</td>
</tr>
<tr>
<td>10</td>
<td>auditory reception</td>
</tr>
<tr>
<td>12</td>
<td>visual-motor integration</td>
</tr>
<tr>
<td>11</td>
<td>gross movements</td>
</tr>
<tr>
<td>6</td>
<td>recall of specific facts</td>
</tr>
</tbody>
</table>

<table>
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<tr>
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<th>Post-Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
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<tr>
<td>12</td>
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<td>gross movements</td>
</tr>
<tr>
<td>10</td>
<td>recall of specific facts</td>
</tr>
</tbody>
</table>

Perceptual-motor activities can be designed for:  
(check one or more)

<table>
<thead>
<tr>
<th></th>
<th>Pre-Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>low vision students</td>
</tr>
<tr>
<td>13</td>
<td>concert musicians</td>
</tr>
<tr>
<td>12</td>
<td>taxi driver</td>
</tr>
<tr>
<td>12</td>
<td>culturally disadvantaged students</td>
</tr>
<tr>
<td>11</td>
<td>shoe salesman</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Post-Evaluation</th>
</tr>
</thead>
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</tr>
<tr>
<td>15</td>
<td>shoe salesman</td>
</tr>
</tbody>
</table>

Materials for working with children with perceptual-motor problems can be obtained from:

<table>
<thead>
<tr>
<th></th>
<th>Pre-Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMC's</td>
<td>6</td>
</tr>
<tr>
<td>MSU IMC</td>
<td>2</td>
</tr>
<tr>
<td>Indianapolis IMC</td>
<td>3</td>
</tr>
<tr>
<td>Fort Wayne IMC</td>
<td>3</td>
</tr>
<tr>
<td>Publishers</td>
<td>7</td>
</tr>
<tr>
<td>Local School Corp.</td>
<td>2</td>
</tr>
<tr>
<td>Community</td>
<td>0</td>
</tr>
<tr>
<td>Home</td>
<td>6</td>
</tr>
<tr>
<td>Teacher-made</td>
<td>2</td>
</tr>
<tr>
<td>Students</td>
<td>0</td>
</tr>
<tr>
<td>Federal Surplus Warehouse</td>
<td>0</td>
</tr>
<tr>
<td>Optometrist</td>
<td>1</td>
</tr>
<tr>
<td>Anywhere</td>
<td>3</td>
</tr>
</tbody>
</table>
15 respondents

IDENTIFYING 

IN-SERVICE WORKSHOP - PRE-EVALUATION
"Toward an Understanding of Perceptual-Motor Programs"

1. Assuming that you will be conducting in-service training with teachers, how would you rate your comfort in the role of a teacher-trainer?

- 1. Very Comfortable
- 7. Somewhat Comfortable
- 11. Not Comfortable

2. Perceptual-motor activities involved (check one or more)

- 12. eye-hand coordination
- 10. auditory reception
- 12. visual-motor integration
- 11. gross movements
- 6. recall of specific facts

3. Perceptual-motor activities can be designed for: (check one or more)

- 14. low vision students
- 12. dexterity
- 12. test errors
- 14. cultural explanations
- 11. slow learners

Materials for teaching activities and processing materials or products can be obtained from:

Indianapolis IMC - 3
MSU IMC - 2
Fort Wayne IRC - 3
Publishers - 7
Local School Corp. IMC's - 2
Materials Centers - 6
Anywhere - 3
Teacher-made - 2
Optometrist - 1

December 15, 1971
South Bend, Indiana
This evaluation is designed to provide the workshop staff with feedback regarding your reactions to this workshop. The results will assist us in planning future in-service activities.

Using the following rating scale, indicate the extent to which you agree with the following statements:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Mildly Disagree</th>
<th>No Opinion</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

1a. There was adequate time set aside for questions and exchange of ideas during the workshop.

1b. Discussion of classroom observation was presented.

1c. Techniques were suggested for evaluating the new classroom practices.

1d. The workshop time was presented in an interesting fashion.

1e. The workshop was well organized.

1f. The workshop activities clarified the method of presentation.

(See attached sheet)

What aspects of change were most difficult to understand? (What skills or circumstances are you sure you need to practice?)

(See attached sheet)

What do you think you can do to use your knowledge and skill in your role as a teacher-educator? (What are you prepared to do in which today's experience relates to your future role?)

(See attached sheet)
4. Assuming that you will be conducting in-service training with teachers, how comfortable do you now feel in the role of a teacher-trainer?

   1. Very comfortable
   2. Somewhat comfortable
   3. Not comfortable

5. Perceptual-motor activities involve: (check one or more)

   13. eye-hand coordination
   12. auditory reception
   11. visual-motor integration
   10. gross movements
   09. recall of specific facts

6. Perceptual-motor activities can be designed for: (check one or more)

   15. low vision students
   14. concert musician
   13. taxi driver
   12. culturally disadvantaged students
   11. shoe salesman

7. Materials for working with children with perceptual-motor problems can be obtained from:

   IMC - 8
   Publishers - 5
   Home - 1
   Many Sources - 7
   Own creativity - 1
   MSU/IMC - 2
   Ft. Wayne IRC - 3
   Indianapolis IMC - 4
   Local School Corp. - 1
   Community - 3
   Students - 2
   Federal Surplus Warehouse - 2
   Teacher-made - 3

8. Suggestions or Comments:

   (see attached sheet)
Post-Evaluation

1. Using the following rating scale, indicate the extent to which you agree with the following statements:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Mildly Disagree</th>
<th>No Opinion</th>
<th>Mildly Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. There was ample time to ask questions and exchange ideas during the workshop.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1b. Suggestions for classroom application were presented.</td>
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</tr>
<tr>
<td>1c. Techniques were suggested for evaluating the new classroom practices.</td>
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</tr>
<tr>
<td>1d. The workshop content was presented in an interesting fashion.</td>
<td></td>
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<td></td>
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<tr>
<td>1e. The workshop was well structured.</td>
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<td></td>
</tr>
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<td>1f. The workshop activities clarified the method of presentation.</td>
<td></td>
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</tbody>
</table>

549
Post-Evaluation

2. What aspects of today's workshop did you find particularly difficult to understand? (What skills and understandings are you aware that you need to build?)

I will do more reading. Remain open minded

Not enough room to list all those areas that I need to build. Last part - Critical Incident Report. Either it's too early - too late or I'm just dull.

Better understanding of task analysis. Better understanding of the effects of P-M programs. More sophisticated skills in conducting in-service sessions.

None particularly - perhaps some definitions for some people as to psycho-motor domain

Terms - I would like a list of terms and definitions as they will be used, i.e. laterality, cognition, etc.

The difference in terminology was often confusing. Often people were discussing the same thing but the terms were completely different.

None. Help in identifying the learning problem.

Feel that I have been out of the classroom too long to fully appreciate some of the feelings of frustration that face classroom teachers, this is something the workshop made me aware of.

Had difficulty with 2nd activity. Developing criteria for "from simple to complex"

I'm not certain.

Clinical incident report - perhaps my thinking was confused as to setting or stating the criteria used to rank activities from simple to complex.

The transfer of this trend of thought or activity to a local situation Designing and implementing similar programs at local level
Post-Evaluation

3. What specific applications can you make in your role as a teacher-trainer? (Cite one or two specific ways in which today's experience applies to your role as a teacher-trainer.)

Have the workshop well planned - scheduled and structured as this one. Do not allow tangents to be extended. Brain storming is good.

1. Coordinator kit should be very helpful. 2. Better understanding of task analysis - especially as this relates to perceptual motor programs.

Utilization of this technique in teacher training.

Can use in faculty meetings to perhaps get teachers to look at kids and tasks in a different light. Get out of the lock-step. Through these meetings stimulate a more critical analysis of perceptual-motor activities and programs.

1. Show the teacher the role of the student. 2. Help teacher to always be aware of individual differences in learning. (I'm sure they forget this when they leave college.)

Will help me in working with teachers as I now have experienced frustrations similar to some they face.

I'm not a teacher-trainer but can use these later. Getting organized is of utmost importance.

I feel that I can spread this information to other potential trainers since I'm not involved in actual building work - by being able to present them with this material I will be able to spread the concepts presented today.

1. Provide training for primary regular class teachers in understanding perceptual motor activities such as the numbers and alphabet games and in providing time to learn vocabulary words such as cognition, perception, etc. 2. Provide time for special class teachers to order levels of activities so that they begin with easier tasks rather than difficult ones for their students.

Develop interest for perceptual motor training within my system. Assist in preparation of inservice workshops.

Will be able to assist other teachers and teacher trainers when specific questions concerning perceptual-motor programs arise...and they frequently do arise.

Active participation of trainee must be stressed - involvement of trainee in evaluation of sessions.

Can use a group approach to problem solving rather than lecture presentations. Get feedback on biases and orientations of others. Learned about a good reference tool.
Post-Evaluation

8. Suggestions or Comments:

Well done!!

Enjoyed the day's activities - my time was well spent.

Excellent. Time parameters naturally limit some things.

Give us a list of what the specific behavioral objectives are for us for the day. Instead of a 1-10 rating or 1,2,3 rating on items might be better to place in some way on a continuum.

The program was interesting, informative and certainly helpful.

What is the best school organization for remediating perceptual motor problems - the regular classroom, a LD classroom - resource teacher??

Really enjoyed this session and feel it is one of a few meetings that presented something tangible.

Would like to see greater participation from area teachers.

Less material or more time

Great load for one day!

I enjoyed it very much. Thanks again for letting me take pot-shots in the Perceptual Motor Theories.
IN-SERVICE EDUCATION PLANNING FORM
INSTRUCTIONAL MATERIALS CENTER FOR HANDICAPPED CHILDREN AND YOUTH
MICHIGAN STATE UNIVERSITY

Request received from: Indiana Div. of Spec. Ed. - Paul Ash

Analysis of request by: Yovanovich

Plan designed by: Ward & Levine

Who are the trainees? Sp. Ed. Directors (or appointed supervisor), University Personnel; State Dept. Consultants

How many? 60

What is the mission? To train participants in use of in-service Series #II - "Design & Use of Instructional Objectives"

Time available? 1 day - 9:30 am to 4:30 pm

Date: Nov. 17, 1971

Location: Huntingburg, Indiana

What objectives can be achieved? Identify specification of objectives as one of the means to effective instruction. Apply 3 major criteria to a teaching task. Implement a micro-teaching plan utilizing objectives-oriented instruction.

What instructional materials? Newly reorganized and expanded set of four in-service training kits: #1 The Island of MUSU; #2 Objectives Have to Make Sense; #3 Knowing What you are Teaching; #4 Objectives-Oriented Instruction also distribute "Yours for a Better Workshop"

What procedures? Group-oriented activities specified in each of four kits above.

What evaluation? On-site written post test, assessing familiarity and recognition of value of learnings

Also word association, free form

553
IN-SERVICE EDUCATION REPORT FORM
INSTRUCTIONAL MATERIALS CENTER FOR HANDICAPPED CHILDREN AND YOUTH
MICHIGAN STATE UNIVERSITY

Request originally received from: Indiana Div. of Spec. Ed. - Paul Ash

Date: 11/17/71

Location: Huntingburg, Indiana

Analysis of in-service program by: Yovanovich

Who were the trainees? Sp. Ed. Directors (or appointed supervisors), State
Dept. regional consultants

How many? 17

What was the mission? To train participants in use of in-service Series #II -
"Design & Use of Instructional Objectives"

Amount of time used: 1 day - 10 am - 3 pm

What objectives were achieved? Identified specification of objectives as one of
the means to effective instruction. Applied 3 Mager criteria to a teaching
task. Implemented a micro-teaching plan utilizing objectives-oriented instruction.

How were these objectives measured? On-site written post test, assessing fami-
liarity and recognition of value of learnings. Also work association, free form.

What existing instructional materials were used? #4 - "Objectives-Oriented
Instruction" - (modified and revised)

"Yours for a Better Workshop"

What materials were specially-designed? #1 The Island of MUSU; #2 Objectives Have
to Make Sense, #3 Knowing What You Are Teaching

Comments: see evaluation summary
Summary: In-Service Workshop Evaluation
"Design and Use of Instructional Objectives"

1. Listed below are the responses and the frequency with which each appeared:

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informative</td>
<td>5</td>
</tr>
<tr>
<td>Interesting</td>
<td>3</td>
</tr>
<tr>
<td>Needed</td>
<td>2</td>
</tr>
<tr>
<td>Objectives</td>
<td>2</td>
</tr>
<tr>
<td>Thought-provoking</td>
<td>2</td>
</tr>
<tr>
<td>Personal involvement</td>
<td>2</td>
</tr>
<tr>
<td>Valuable</td>
<td>2</td>
</tr>
<tr>
<td>Inspirational</td>
<td>2</td>
</tr>
<tr>
<td>Organized</td>
<td>2</td>
</tr>
<tr>
<td>Performance</td>
<td>2</td>
</tr>
<tr>
<td>Good</td>
<td>2</td>
</tr>
<tr>
<td>Evaluation</td>
<td>2</td>
</tr>
<tr>
<td>Helpful</td>
<td>2</td>
</tr>
<tr>
<td>Stimulating</td>
<td>2</td>
</tr>
<tr>
<td>Defining</td>
<td>2</td>
</tr>
<tr>
<td>Motivating</td>
<td>1</td>
</tr>
<tr>
<td>Entertaining</td>
<td>1</td>
</tr>
<tr>
<td>Attitude</td>
<td>1</td>
</tr>
<tr>
<td>Time</td>
<td>1</td>
</tr>
<tr>
<td>Audience</td>
<td>1</td>
</tr>
<tr>
<td>Guiding</td>
<td>1</td>
</tr>
<tr>
<td>Creative</td>
<td>1</td>
</tr>
<tr>
<td>Eye-opening</td>
<td>1</td>
</tr>
<tr>
<td>Clarity</td>
<td>1</td>
</tr>
<tr>
<td>Well-taught</td>
<td>1</td>
</tr>
<tr>
<td>Idea-provoking</td>
<td>1</td>
</tr>
<tr>
<td>Constructive</td>
<td>1</td>
</tr>
<tr>
<td>Planned</td>
<td>1</td>
</tr>
<tr>
<td>Learning</td>
<td>1</td>
</tr>
<tr>
<td>Discussions</td>
<td>1</td>
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<tr>
<td>Possibilities</td>
<td>1</td>
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<tr>
<td>Outcomes</td>
<td>1</td>
</tr>
<tr>
<td>Originality</td>
<td>1</td>
</tr>
<tr>
<td>Creative</td>
<td>1</td>
</tr>
<tr>
<td>Group</td>
<td>1</td>
</tr>
</tbody>
</table>

2. Method of presentation and content tended to be rated equally interesting by the participants, while the use of instructional media seemed least interesting.

3. Of the 11 participants, 3 showed a significant change of behavior: 5 indicated a moderate change, while 3 remained stable.

4. Out of the 11 participants, 4 who had previously used the material, indicated that this workshop helped to clarify its use.

5. All participants indicated a more comfortable feeling about the material.

6. Participants felt that the content of the workshop was more important than the method of presentation and felt the use of instructional media to be of least importance.

7. The responses could be broken down into the following categories:
   a) Writing Instructional Objectives (6.5)
   b) Use of Objectives (2.5)
   c) Mager (2)
   d) Instructions in kits (1) (kit 4)
   e) How to help teachers gain skills (1)

8. Responses indicate that participants feel comfortable about conducting in-service training.
Participants - Teacher-Trainers

November 11, 1971

Huntingburg, Indiana

Results

"Design and Use of Instructional Objectives"

This evaluation is intended to provide the workshop participants with feedback regarding your reaction to this workshop. The results will help in planning future in-service activities.

1. List single descriptive words that relate to your workshop. Do not use sentences! You have only one minute.

(See summary)

2. Please rate each of the activities in terms of their interest to you. Check the appropriate blank after each activity.

<table>
<thead>
<tr>
<th>Very</th>
<th>Interesting</th>
<th>Interesting</th>
<th>Not Interesting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Content</td>
<td>9</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>B. Method of Presentation</td>
<td>10</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>C. Use of Instructional Media</td>
<td>4</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

3. a) How much did you know about this (method, technique, instructional material) prior to this workshop?

2 Considerable amount
5 Moderate amount
3 Small amount
1 Nothing

b) How much do you feel you know about it?

6 Considerable amount
5 Moderate amount
4 Small amount
3 Nothing

4. Had you used this (technique, method, instructional material) prior to this workshop?

4 Yes
7 No

If yes, did this workshop clarify its use?

5 Yes
0 No

556
5. How comfortable do you feel about the role and techniques, method, instructional material?

   6 Very comfortable
   5 Comfortable
   0 Not comfortable

   Comments:

   (See attached sheet)

6. Please rate each of the activities in terms of their IMPORTANCE to you. Check the appropriate blank after each activity.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Important</th>
<th>Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Content</td>
<td>8</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>B. Method of Presentation</td>
<td>7</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>C. Use of Instructional Media</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

7. What aspects of today's workshop did you find particularly difficult to understand? (What skills and understandings are you aware that you need to build?)

   (See attached sheet)

8. Assuming that you will be expected to conduct in-service training with teachers, how comfortable do you feel in the role of a teacher-trainer?

   2 Very comfortable
   6 Comfortable
   3 Somewhat comfortable
   0 Not comfortable

SAY 15 - 71
Responses to Question Four

Question: How comfortable do you now feel about using this (technique, method, instructional material)?

VERY COMFORTABLE

Very worthwhile - helped me to see the need of activity planning and mini-teaching instead of instruction objective writing as the end goal.

COMFORTABLE

I will appreciate the extra time I will have to review the material.

Following re-reading of distributed material

Have used Mager in college workshop classes but had a week or so - not a few hours - does make me think.
Responses to Question Seven

Question: What aspects of today's workshop did you find particularly difficult to understand? (What skills and understandings are you aware that you need to build?)

Writing objectives - I tend to generalize.

Some difficulty in understanding directions for afternoon session. Need to develop skills in preparing educational objectives. This workshop and the Mager reference should help.

Mager, Phase II

Need to develop strategies in aiding teachers move from writing objectives to planning activities.

Getting objectives that both relate to the problem as such and also to the "leader" and his interest or ability.

Discriminating between general objectives, specific objectives and teaching activities. Practice and time will help me to better discriminate, not between the terms themselves, but to what I actually see written as an objective.

Working out a workable objective - need ability to adequately think through objectives.

Whether to make participants aware of the instructional objectives before conducting said activity.

Area 3 - Instructions limited. Limitation of topic. Creative needs.

Mager's concepts - not fully explained and developed.

Writing clear understandable objectives that can be evaluated.
November 19, 1971

Miss Sue Ann Yovanovich
USOE/MSU RIMC - HCY
213 Erickson Hall
Michigan State University
East Lansing, Michigan  48823

Dear Sue:

The following is a list of Huntingburg Workshop participants. I believe there were five persons in attendance during the morning who did not sign the list.

<table>
<thead>
<tr>
<th>NAME</th>
<th>STREET</th>
<th>CITY</th>
<th>ZIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raymond Pflug</td>
<td>R.R.#2</td>
<td>Huntingburg, IN</td>
<td>47542</td>
</tr>
<tr>
<td>John Holmes</td>
<td>R.R.#2</td>
<td>Huntingburg, IN</td>
<td>47542</td>
</tr>
<tr>
<td>Laura Doeden</td>
<td>P.O.Box#65</td>
<td>Huntingburg, IN</td>
<td>47542</td>
</tr>
<tr>
<td>Helen Utt</td>
<td>505 Geiger St.</td>
<td>Plymouth, IN</td>
<td>46563</td>
</tr>
<tr>
<td>Nancy Best</td>
<td>728 13th St.</td>
<td>Tell City, IN</td>
<td>47586</td>
</tr>
<tr>
<td>Beranard Fehriback</td>
<td>Box #478</td>
<td>Poseyville, IN</td>
<td>47633</td>
</tr>
<tr>
<td>Dave Greenburg</td>
<td>120 E. Walnut</td>
<td>Indianapolis, IN</td>
<td>46220</td>
</tr>
<tr>
<td>Kenneth Hernley</td>
<td>P.O.Box#151</td>
<td>Boonville, IN</td>
<td>47601</td>
</tr>
<tr>
<td>Dick McQueen</td>
<td>1021 S. Forrest</td>
<td>Princeton, IN</td>
<td>47570</td>
</tr>
<tr>
<td>Jim Kolb</td>
<td>Garfield Avenue</td>
<td>Huntingburg, IN</td>
<td>47542</td>
</tr>
<tr>
<td>Van Pierce</td>
<td>511 4th Street</td>
<td>Jasper, IN</td>
<td>47546</td>
</tr>
<tr>
<td>Carole Verkamp</td>
<td>1009 W. 13th St.</td>
<td>Cannelton, IN</td>
<td>47520</td>
</tr>
<tr>
<td>Suzanne Savage</td>
<td>202 Taylor</td>
<td>Bloomington, IN</td>
<td>47401</td>
</tr>
<tr>
<td>John Robinson</td>
<td>1965 S. Walnut</td>
<td>Evansville, IN</td>
<td>47712</td>
</tr>
<tr>
<td>Gary Ryan</td>
<td>2301 W. Michigan</td>
<td>Huntingburg, IN</td>
<td>47542</td>
</tr>
<tr>
<td>Mike Price</td>
<td>511 4th Street</td>
<td>Huntingburg, IN</td>
<td>47542</td>
</tr>
<tr>
<td>Dr. Charles White</td>
<td>511 4th Street</td>
<td>Huntingburg, IN</td>
<td>47542</td>
</tr>
</tbody>
</table>

Sincerely,

Paul Ash, Coordinator
Instructional Materials Center

PA/md
The MSU Regional Center has developed a schedule of workshops designed specifically for professionals in Michigan, Indiana and Ohio who are involved with in-service teacher workshops. Each workshop will deal with separate topics. The workshops have been planned in various locations throughout the three state region. **You are invited to attend any or all of these workshops.** Please use the enclosed reply card to reserve your space at the workshops you would like to attend. You will receive confirmation of your choices. Also, a reminder will be sent directly prior to each workshop you will be attending.

During the year, each procedure that is utilized at a workshop training session will be field tested, refined and made available to teacher trainers in Ohio, Michigan and Indiana.

The following Regional IMC staff members are responsible for the design and implementation of this year's in-service training program.

Ted Ward
Joe Levine
Sue Yovanovich
Nancy Carlson

Specific questions about particular training sessions outlined in this brochure should be directed to Sue Yovanovich.

Please feel free to write to any of these staff members about any questions you may have regarding in-service training.
Two sessions conducted by the MSU staff, have been included in this year's CEC program. They will be restricted to teacher trainers and will consist of activities and procedures for developing interaction through discussion. This is a topic of concern to all of us and should be an interesting session. The second session will be a repeat of the first. Advance reservations are available until Feb. 1, 1973, for people from our three-state region.

All of the training sessions described in this brochure will be designed and conducted in accordance with the guidelines for designing in-service education experiences that have been developed at the MSU Regional Center:

1. When possible, the medium, procedure, or resource about which we want teachers to learn should be used in making the communicative presentation.

2. When possible, involve every participant in an active role. Rather than showing them and telling them, the in-service educator should involve teachers in doing -- planning, designing, creating, writing, talking, sharing.

3. Plan an in-service education experience very precisely. Teachers often approach such an experience with a chip-on-the-shoulder. Their time and their energy can be expected to be limited. The leader must know exactly what he is to do and how he is to go about it.

4. When possible, the in-service education experience should "stand alone" and not be dependent upon an expert to deliver the instruction. The stand alone experience should be of a nature that a local coordinator or teacher-trainer can conduct it with little or no difficulty.
Date: November 7, 1972  
Time: 2:00 - 4:30 pm  
Title: HELPING CHILDREN WITH LEARNING DIFFICULTIES - PART A*  
Location: Kalamazoo Valley Intermediate School District  
Kalamazoo, Michigan  
Local Coordinator: Jan Fortenbacher

A two and a half hour workshop with local teachers in attendance. The first part of the session will be directed toward the attending teachers and will be run as an actual teacher workshop. The second part of the session will be run exclusively with teacher trainers and will focus on the activities presented during the first part.

Date: November 14, 1972  
Time: 2:00 - 4:30 pm  
Title: HELPING CHILDREN WITH LEARNING DIFFICULTIES - PART B*  
Location: Kalamazoo Valley Intermediate School District  
Kalamazoo, Michigan  
Local Coordinator: Jan Fortenbacher

Again, this workshop will focus on learning difficulties, but a different training experience will be used. Classroom teachers and teacher trainers will be in attendance.

Date: November 21, 1972  
Time: 2:00 - 4:30 pm  
Title: HELPING CHILDREN WITH LEARNING DIFFICULTIES - PART C*  
Location: Kalamazoo Valley Intermediate School District  
Kalamazoo, Michigan  
Local Coordinator: Jan Fortenbacher

A third training experience will be used.

Date: November 28, 1972  
Time: 2:00 - 4:30 pm  
Title: HELPING CHILDREN WITH LEARNING DIFFICULTIES - PART D*  
Location: Kalamazoo, Michigan  
Local Coordinator: Jan Fortenbacher

A fourth training experience will be used.

Date: November 30, 1972  
Time: 9:30 am - 3:00 pm  
Title: HELPING CHILDREN WITH LEARNING DIFFICULTIES - PARTS A and B plus CREATING EFFECTIVE IN-SERVICE WORKSHOPS  
Location: Northeast Indiana Instructional Resource Center  
Fort Wayne, Indiana  
Local Coordinator: Carol Weller

This will be a full day workshop. Half of the day will focus on the effective utilization of Part A and Part B of the Learning Difficulties training experiences (see November 7 and 14). Classroom teachers will be used during this portion, along with teacher trainers.

The second half of the workshop will be devoted to the topic of in-service workshops and the procedures for creating effective ones! This portion will be restricted to teacher trainers.

Date: December 6, 1972  
Time: 9:30 am - 3:00 pm  
Title: ASSESSING LOW FUNCTIONING LEARNERS plus CREATING EFFECTIVE IN-SERVICE WORKSHOPS  
Location: Lincoln Way Instructional Resource and Materials Center  
Louisville, Ohio  
Local Coordinator: Eunice Shonk

This will be a full day workshop. Procedures and materials for conducting in-service workshops in the assessment of low-functioning children (deaf/blind, multi-handicapped, severely retarded, etc.) will be the focus for half of the day.

The second half of the workshop will be devoted to the topic of in-service workshops and procedures for creating effective ones! Both of these sessions will be limited to teacher trainers.
A half day training session designed to alert teacher trainers to the role of in-service training and procedures for implementing training programs. Limited to teacher trainers.

This will be a full day workshop. Half of the day will focus on the effective utilization of Part C and Part D of the Learning Difficulties training experiences (see November 21 and 28). Classroom teachers will be used during this portion, along with teacher trainers. The other half of this workshop will be used to examine the dynamics of interactive experiences and their use in working with teachers. This portion will be restricted to teacher trainers.

This workshop will be for teachers of the blind and teacher trainers. The experiences will relate to recent research and some new materials being produced by the American Printing House for the Blind that are designed to enhance the braille reading speed of the older blind student.

This is a repeat of last year's successful two day session. At the top of the list of activities will be experiences related to evaluating the effectiveness of in-service workshops. This two day workshop is limited to teacher trainers.
PLEASE RESERVE A SPACE FOR ME AT THE FOLLOWING WORKSHOPS:

1____  5____  9____  12____
2____  6____  10____  13____
3____  7____  11____  14____
4____  8____

Name: ____________________________________________

Address: __________________________________________

(city) (state) (zip code)

Phone: ____________________________________________

(area code)
November 13, 1972

MEMORANDUM

TO: Local Coordinators

FROM: Sue Ann Yovanovich, Field Services Coordinator

SUBJECT: 1972-73 In-Service Training Workshops

Thank you for your cooperation and assistance in assuming the role of local coordinator for the in-service workshops to be held throughout the year.

Facilities and equipment needed for each session would include the following:

-- one large room (accommodates 30-35 people)
-- several tables and chairs
-- overhead projector and screen

I have taken the liberty of advising the participants to contact you regarding specific travel directions or suggestions about overnight accommodations.

Any extra arrangements that you would care to make would certainly be appreciated. If at all possible, coffee should be available. If this presents a problem in terms of "finances," participants at the workshop can be asked to contribute.

If you have any questions, please feel free to get in touch with me. Two weeks prior to your session, I will call and give you more specific information regarding the following concerns:

-- projected number of participants
-- other equipment needed

SAY:rh
We have reserved a space for you at the workshops that have been circled below.

#2 - Title: Helping Children With Learning Difficulties - Part B  
Location: Kalamazoo, Michigan  
Date: November 14, 1972

#3 - Title: Helping Children With Learning Difficulties - Part C  
Location: Kalamazoo, Michigan  
Date: November 21, 1972

#4 - Title: Helping Children With Learning Difficulties - Part D  
Location: Kalamazoo, Michigan  
Date: November 28, 1972

#5 - Title: Helping Children With Learning Difficulties - Parts A and B plus Creating Effective In-Service Workshops  
Location: Fort Wayne, Indiana  
Date: November 30, 1972

#6 - Title: Assessing Low Functioning Learners plus Creating Effective In-Service Workshops  
Location: Louisville, Ohio  
Date: December 6, 1972

#7 - Title: The Role of In-Service Training Programs  
Location: Mason, Michigan  
Date: January 19, 1973

#8 - Title: Helping Children With Learning Difficulties - Parts C and D plus Designing Interactive Workshop Experiences  
Location: Fort Wayne, Indiana  
Date: January 25, 1973

#9 - Title: Designing Interactive Workshop Experiences  
Location: Flint, Michigan  
Date: February 16, 1973
#10 - Title: Designing Instruction for Low Functioning Learners plus Designing Interactive Workshop Experiences  
Location: Cincinnati, Ohio  
Date: February 21, 1973

#11 - Title: Improving Braille Reading Speed of Blind Learners  
Location: Chicago, Illinois  
Date: March 3, 1973

#12 - Title: In-Service Teacher Training In Indiana, Michigan and Ohio  
Location: East Lansing, Michigan  
Date: March 22 and 23, 1973

#13 - Title: Eliciting Discussion Behaviors At In-Service Workshops  
Location: Dallas, Texas  
Date: April 26, 1973

#14 - Title: Eliciting Discussion Behaviors at In-Service Workshops  
Location: Dallas, Texas  
Date: April 27, 1973

If you will need overnight accommodations, please contact the local coordinator of each workshop. (Address and phone listing is enclosed.)

A reminder will be sent to you prior to each workshop you will be attending. We look forward to seeing you at these workshops.

Enclosure

SAY:rh
February 5, 1973

MEMORANDUM

TO: Indiana Teacher Trainers
Michigan Curriculum Resource Consultants
Ohio IRMC Coordinators

FROM: Sue Ann Yovanovich, Field Services Coordinator

SUBJECT: Tri-State Leadership Workshop, March 22 and 23, 1973

The Tri-State Leadership Workshop, to be held in East Lansing on March 22 and 23, 1973, has been designed to meet the needs of those in-service educators who have been identified for us by the Special Education Divisions of Indiana, Michigan and Ohio.

The materials and techniques which are being developed by the RIMC staff will be different from those presented at last year's February workshop.

The workshop will be held at the University Inn in East Lansing beginning promptly at 8:30 am on Thursday, March 22 and ending at 3:30 pm on Friday, March 23. Due to budget cuts, the RIMC will NOT be able to reimburse participants for accommodations, food or transportation. There will be no conference registration fee.

Please RSVP! Complete the enclosed card and return it to me ON OR BEFORE TUESDAY, FEBRUARY 20, 1973. Upon receipt of your card, detailed information regarding accommodations, maps, workshop schedules, etc., will be sent to you.

We're looking forward to hearing from you soon!

SAY:rh
MEMORANDUM

TO: Workshop Participants
FROM: Sue Ann Yovanovich, Field Services Coordinator
SUBJECT: Final plans for March 22-23 Workshop

Thank you for returning your workshop confirmation card so promptly!

Enclosed with this memo is a reservation card for your motel accommodation for the upcoming workshop. Please complete immediately and send it directly to the University Inn. I’ve enclosed a map and directions for getting to the University Inn. (By the way, the University Inn is a privately owned motel, though the name might imply it is a part of MSU. It is located about two blocks from the campus.)

The beginning session of the workshop will be held in the lower level conference facilities of the Starboard Tack Restaurant. This restaurant adjoins the University Inn. Starting time of this first session is 8:30 am sharp!

The entire two-day workshop will be organized around a modular schedule. Between 15 and 20 planned sessions will be offered. Each participant will be able to elect a group of sessions to meet his own specific needs. Sessions will be either one or one and a half hours in length. All sessions will be held in the University Inn facilities.

Time will also be provided for participants to evaluate a collection of other available in-service materials; discuss in-service training problems with each other; and be able to work individually with the staff members of the MSU SEIMC. If you have any of your own training materials that you would like to share with the group or get feedback for revision, please bring them along.
An informal get-together session will be held on Thursday evening. This will be optional and designed to provide interaction among everyone at the workshop.

We will conclude all activities by 3:30 on March 23.

If you have any questions, please give me a call at 517-353-7810.

See you on the 22nd!

Enclosures
April 6, 1973

TO: 1973 Tri-State Leadership Workshop Participants

FROM: Sue Ann Yonapovich, Field Services Coordinator

SUBJECT: Participant Reaction Summary

Enclosed is a summary of the Participant Reaction Forms which you completed at the conclusion of the Tri-State Leadership Workshop. The workshop staff is pleased with the results of the reaction form which indicates that the majority of the participants feel that their individual needs were met during the workshop.

Again, we thank you for your participation and invite any comments, suggestions, criticisms, etc. Let us know how we can continue to serve you!

Enclosure

SAY TH
TRI-STATE LEADERSHIP WORKSHOP

March 22-23, 1973

List of Participants

Russel L. Andreotti
6235 Gratiot Rd.
Saginaw, Michigan 48603
517-799-4733

Mary A. Anthony
Box 515
Ft. Recovery, Ohio 45846
419-375-2302

C. Donald Beall
951 E. Lafayette
Lafayette Clinic
Detroit, Michigan 48207
313-963-5400 ext. 252

Jerry Bowling
4647 West 30th St.
Indianapolis, Indiana 46222
317-293-6150

David J. Braukman
3147 Clifton Ave.
Cincinnati, Ohio 45220
513-861-4954

Helen J. Castle
405 West Main St.
Hillsboro, Ohio 45133
513-393-1133

Martha Janell Dennis
Mott Children's Health Center
Child Development Department
806 Fifth Avenue
Flint, Michigan
313-234-7675

Mike Dennis
A-M-A ISD
M-32W
Alpena, Michigan 49707
517-354-3101

William Heward
NRMCD
Thompson Hall
University of Massachusetts
Amherst, Massachusetts 01002
413-545-2457

Maryann Jones
3106 North Grand River
Lansing, Michigan 48906
517-485-0885

Martin Kallaheer
Champaign County Board of Education
Box 269
Urbana, Ohio 43078
513-653-5296

Mrs. Lucile Karner
3019 Woodruff
Apt. 9
Lansing, Michigan 48912
517-489-5517

Jim Kite
303 S. Walnut St.
Seymour, Indiana 47274
812-522-7793

Mrs. Dainey Legé
201 East 11th St.
Austin, Texas 78701
512-475-3507

Bernard C. Lutkenhoff
3147 Clifton Avenue
Cincinnati, Ohio 45220
513-861-4954

Mrs. Evelyn McGregor
280 Crescent Drive
Portland, Michigan 48875
616-527-4900
Donna Miller  
St. Francis College  
IRC  
Fort Wayne, Indiana 46808  
219-432-3551 ext. 208

Diana Oberschulte  
2325 S. Garfield  
Traverse City, Michigan 49684  
616-946-8920

John Opperman  
11815 Woodland Ave.  
Cleveland, Ohio 44120  
216-229-4535

Fred Parker  
33000 Freedom Road  
Farmington, Michigan 48024  
313-477-1300

Betty Patrick  
East U.P. ISD  
Rudyard, Michigan 49780  
906-478-6811

James R. Phillips  
635 South Main St.  
South Bend, Indiana 46623  
219-289-7904

Geneva Reid  
2128 Tulip Lane  
Jenison, Michigan 49428  
616-457-2539

Donald B. Richards  
117 S. Pt. Crescent  
Bad Axe, Michigan 48413  
517-269-7192

Thomas Risto  
23350 Meadow Park  
Garden City, Michigan 48135  
313-533-2588

Ellie Roosli  
711 St. Joseph Ave.  
Berrien Springs, Michigan 49103  
616-471-7725

Michael Shaver  
562 W. Spring St.  
Lima, Ohio 45804  
419-225-6530

Robert Snyder  
Rt. #2  
Pt. Recovery, Ohio 45846  
419-375-4198

Peggy Tenney  
349 West Webster  
Muskegon, Michigan 49440  
616-722-1602

Arnold Trafelet  
C.O.P. Intermediate  
Indian River, Michigan 49721  
616-238-6365

Richard A. Wall  
Lock Box A  
Caro, Michigan 48723  
517-673-3191

Ms. Janet Wallace  
3200 N. Monroe  
Apt. 217  
Monroe, Michigan 48161  
313-243-6948

Jane Walline  
Box 420  
Lansing, Michigan 48902  
517-373-0923

Carol Weller  
St. Francis College  
Fort Wayne, Indiana 46808  
219-432-3551 ext. 208
Gail Wiemer  
Charlevoix-Emmet ISD  
County Building  
Charlevoix, Michigan  49720  
616-547-9947

David Williams  
2413 W. Maple Ave.  
Flint, Michigan  48507  
313-232-9161 ext. 58

Betty Wing  
121 Pleasant St.  
Charlotte, Michigan  48813  
517-543-2127

MSU SEIMC STAFF PRESENT*

Mrs. Lou Alonso  
Director

Max Moore  
Coordinator: Information  
Systems

Ms. Nancy Carlson  
Senior Training Specialist

Peter Sorum  
Operations Coordinator

Ms. Rita Harmon  
Secretary

Ted Ward  
Assistant Director  
Engineering and Development

Mrs. Lynn Kinzel  
Secretary

Sue Ann Yovanovich  
Field Services Coordinator

S. Joseph Levine  
Coordinator: Technology  
of Dissemination

*USOE/MSU Regional  
Instructional Materials Center  
For Handicapped Children and Youth  
213 Erickson Hall  
Michigan State University  
East Lansing, Michigan  48823
MARCH 22 - 23, 1973

--PARTICIPANT REACTION FORM--

1. For each session that you attended, please check the appropriate blanks.

<table>
<thead>
<tr>
<th>DESCRIBE YOUR LEARNER</th>
<th>Relevant to your needs?</th>
<th>Will you use in the future?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A self-paced activity that has participants complete a series of worksheets that narrows in on specific observable behaviors of a learner. The activity can be easily modified to focus on any type of learner. This session will use an adaptation of the activity designed by Dave Braukman.</td>
<td>Yes</td>
<td>No</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PROBLEMS AND HINTS</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>&quot;Problems and Hints&quot; is designed as a workshop activity that will allow the participants an opportunity to share their concerns relating to a specified area. Rather than just raising issues, the activity structures participant answers for the issues. A series of short &quot;identify-write&quot; rounds make up the activity. A time schedule is provided at the beginning of the activity that establishes the procedure for each round. This is a very simple activity that can be successfully used without any prior preparation.</td>
<td>Yes</td>
<td>No</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>BRAILLE READING TRAINING MATERIALS</th>
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</thead>
<tbody>
<tr>
<td>This is a completely group-run activity that does not need a leader! The kit includes a cassette and simulated exercise that provides the participant an understanding of the problems involved in learning a symbolic code. The kit has been designed for use in situations where a workshop leader is not available.</td>
<td>Yes</td>
<td>No</td>
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</table>

<table>
<thead>
<tr>
<th>TASK ANALYSIS GAME</th>
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<tbody>
<tr>
<td>A three stage activity calling for participants to sequence a set of objectives and their corresponding activities. The content focuses on a low functioning learner and the necessity for a teacher to use task analysis to move the learner towards educational goals.</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHARTING BEHAVIOR</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>A case study on a low functioning learner is presented through a series of charts describing specific behaviors of that child undergoing modification. Participants, in dyads, are asked to look at the charted information and work in a problem-solving situation.</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
EDUCATIONAL PLANNING

This is a three part workshop activity that is designed to focus on three types of decisions involved in educational planning:

- decisions that relate to educational responsibility
- decisions that relate to educational placement
- decisions that relate to educational programming

The activity asks the workshop participants to assume the roles of some of the key planners who may provide input for decisions involving children with learning and/or behavioral problems.

This in-depth case study used over time can be used to facilitate understanding of the planning process and to develop skills in decision making and understanding of other viewpoints.

Those workshop participants who choose this activity will be expected to attend all three sessions.

The first session will focus on educational responsibility.

EDUCATIONAL PLANNING - 2ND SESSION

This is a continuation of the educational planning activity described above. The focus for this session is educational placement.

EDUCATIONAL PLANNING - 3RD SESSION

This is a continuation of the educational planning activity described above. The focus for this session is educational programming and is an intensive programming session.

CREATING DISCUSSION TAPES

This simulated activity calls for teams of two participants to create a tape recording which will be used with teachers. The objective of the presentation is to deliver information about a new instructional material and to stimulate discussion among the listeners. Particularly useful for persons who will be developing interactive audio tapes.
**POLAR ALGEBRA**

A series of unique learning problems are created whereby the participant experiences the feelings of a student with learning disabilities. The activity is resolved through individual selection of remediation processes. Designed to develop a teacher's understanding of learning difficulties and the necessity for providing optional learning activities.

**COMMUNICATION HANDICAPS**

Participants operate in pairs and work through a series of four activities that demonstrate auditory learning and visual learning. A worksheet provides the structure for participants to reflect on each experience in terms of helpful and hindering teaching strategies.

**PLANNING WITH TEACHERS**

A demonstration (role play) activity showing the value of three alternate strategies for planning workshops. This activity is exceptionally useful if you are using other professionals to assist in your teacher training activities. The activity can be used with these professionals as part of their training.

**L.D. CARD GAME**

This workshop activity is designed to facilitate understanding of the symptoms, remedial strategies, and terms that are used in dealing with children who have learning problems. The activity is built around a matching game whereby the teachers, operating in groups, are asked to sort out terms, symptoms and strategies into appropriate combinations. Following the discussion, each participant will be able to take home a booklet containing the information the groups have been organizing.

**EVALUATING A WORKSHOP MATERIAL**

This group activity is designed to provide participants with an opportunity to examine and analyze a potential workshop material. Participants are provided transparencies on which to record their analysis data which will then be projected for group discussion. The activity highlights those aspects of a workshop material that are necessary for success.
L.D. PLANNING PRIORITIES AND NUMBERS/ALPHABET GAME

These activities are designed so that workshop participants can experience the diagnostic/prescriptive process in a planned way. The two activities focus on specific problems related to children with learning disorders. One of the activities will utilize an adaptation designed by Carol Weller.

2. How useful was the OPTION ROOM? Comments:

3. How useful were the OVERVIEW TAPES in the option room? Comments:

4. How was the MODULAR SCHEDULING that was used during the two-day workshop?

5. How many kits did you examine in the option room?

Relevant to your needs? Will you use in the future?

<table>
<thead>
<tr>
<th></th>
<th>Very Useful</th>
<th>Useful</th>
<th>Not Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<td>5</td>
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</tbody>
</table>

- Yes ? No
- Yes ? No
- Only
- Only

579
6. Use descriptive words to describe your reactions to this two-day workshop. List the words as fast as they come to you. Limit one minute! No sentences, please.

7. What do you feel were the two most valuable aspects of the two-day workshop?

8. If this two-day workshop were to be offered again for a different group of participants, what one thing should be eliminated?

9. What was omitted, yet should have been included in this two-day workshop?

10. Suggestions or comments:
TRI-STATE LEADERSHIP WORKSHOP

Rita Harmon
Sue Ann Yovanovich

SUMMARY AND PURPOSE

At the conclusion of the two-day workshop, participants were asked to complete a "Participant Reaction Form." This allowed participants to anonymously record their reactions to the workshop and served as an assessment measure for the workshop staff.

RESULTS

Question #1: "For each session that you attended, please check the appropriate blanks."

This question was designed to allow participants to indicate whether or not the sessions attended were relevant to their needs. Participants were also asked to indicate their future action with regards to the use of the kits. It was expected that the responses would indicate to the workshop staff the relevancy and potential use of the materials.

<table>
<thead>
<tr>
<th></th>
<th>Relevant to Your needs?</th>
<th>Yes</th>
<th>?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESCRIBE YOUR LEARNER</td>
<td>12 0 0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROBLEMS AND HINTS</td>
<td>4 1 0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BRAILLE READING TRAINING MATERIALS</td>
<td>1 1 0</td>
<td></td>
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<tr>
<td>TASK ANALYSIS GAME</td>
<td>4 1 1</td>
<td></td>
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<tr>
<td>CHARTING BEHAVIOR</td>
<td>9 1 1</td>
<td></td>
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<tr>
<td>EDUCATIONAL PLANNING</td>
<td>15 1 0</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Will you use in the future?</th>
<th>Yes</th>
<th>?</th>
<th>No</th>
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<tbody>
<tr>
<td>11 1 0</td>
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<td>4 1 0</td>
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<td>1 1 0</td>
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<td>4 0 2</td>
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<td>6 5 1</td>
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<tr>
<td>14 2 0</td>
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</tbody>
</table>
The response to this question indicates that the participants felt that their needs were met and that they would utilize them in carrying out their local in-service programs.

Question #2: "How useful was the OPTION ROOM?"

Very Useful Useful Not Useful

This question allowed the participants to indicate the usefulness of the OPTION ROOM. It was intended to provide input that would clarify participant reactions to the OPTION ROOM.

Of the 25 respondents who answered this question, all felt it was useful - 12 (48%) indicated it was very useful; 13 (52%) indicated useful. 

Question #3: "How useful were the OVERVIEW TAPES in the Option Room?"

Very Useful Useful Not Useful

This question was designed to provide feedback regarding the usefulness of the OVERVIEW TAPES. It was hoped that the responses would provide input which would guide the workshop staff in preparing overview tapes for future projects.

Of the 21 respondents who answered this question, 13 (52%) felt that the overview tapes were useful; 8 (48%) felt that they were very useful. The responses indicate that overview tapes were an asset and should be included in future projects.
Question #4: "How was the MODULAR SCHEDULING that was used during the two-day workshop?"

<table>
<thead>
<tr>
<th>Very Useful</th>
<th>Useful</th>
<th>Not Useful</th>
</tr>
</thead>
</table>

This question was designed to elicit participant reactions to the workshop format, i.e., modular scheduling. It was hoped that responses would provide input which would assist the workshop staff in planning for future workshops.

Of the 24 respondents who answered this question, sixteen (66.7%) found it to be very useful; 7 (29.1%) indicated useful; 1 (4.2%) did not consider it useful. The responses indicate that the participants had very positive feelings about the modular scheduling. This also indicates to the workshop staff that this format should be planned for a future workshop.

Question #5: "How many kits did you examine in the Option Room?"

This question was designed to provide feedback as to the number of kits examined. It was hoped that the responses would provide input which would assist the workshop staff in planning for future workshops. Hopefully, the responses would yield information such as: time allotment in Option Room; number of kits for examination; use of overview tapes; consultation by SEIMC staff.

Of 24 participants, 10 examined between 1 to 5 of the 32 available kits; 9 examined between 6 to 10; 3 examined between 11 to 16 and 2 examined all of the kits.

Responses indicate that the participants did use the Option Room during the workshop. It would seem that the use of such a format assists the participants in becoming aware of available resources.

Question #6: "Use descriptive words to describe your reactions to this two-day workshop. List the words as fast as they come to you. Limit one minute! No sentences, please."

A total of 153 words were elicited by this response. Of these, 141 (98.2%) were positive and 12 (17.8%) were negative. Those words which appeared 5 or more times were: informative (9); interesting (8); fun (7); good (7); and helpful (5).

The response indicates that the participants left the workshop with positive feelings.
6. Use descriptive words to describe your reactions to this Workshop. List the words as fast as they come to you. Limit one minute! No sentences, please.

<table>
<thead>
<tr>
<th>Informative</th>
<th>Use Descriptive Words to Describe Your Reactions to This Workshop. List the Words as Fast as They Come to You. Limit One Minute! No Sentences, Please.</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fun</td>
<td></td>
<td>Personable</td>
</tr>
<tr>
<td>Good</td>
<td></td>
<td>Profitable</td>
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<tr>
<td>Helpful</td>
<td></td>
<td>Quick</td>
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<tr>
<td>Educational</td>
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<td>Reinforcement</td>
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<tr>
<td>Frustrating</td>
<td></td>
<td>Review</td>
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<tr>
<td>Planned</td>
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<td>Rewarding</td>
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<tr>
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<td></td>
<td>Satisfied</td>
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<tr>
<td>Interaction</td>
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<td>Sequence</td>
</tr>
<tr>
<td>Organized</td>
<td></td>
<td>Share</td>
</tr>
<tr>
<td>Relevant</td>
<td></td>
<td>Some Holes (-)</td>
</tr>
<tr>
<td>Useful</td>
<td></td>
<td>Successful</td>
</tr>
<tr>
<td>Brainstorming</td>
<td></td>
<td>Teaching Tool</td>
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<tr>
<td>Enjoyable</td>
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<td>Thought Provoking</td>
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<td>Excellent</td>
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<td>Together</td>
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<td>Exciting</td>
<td></td>
<td>To-the-point</td>
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<td>Fast</td>
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<td>Late (-)</td>
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<td>Analyze</td>
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<td>A-V Materials</td>
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<td>Beneficial</td>
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<td>Carry Over</td>
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<tr>
<td>Casual</td>
<td></td>
<td></td>
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<tr>
<td>Challenging</td>
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</tbody>
</table>

(-) = Negative Word
Question #7: "What do you feel were the two most valuable aspects of the two-day workshop?"

This question was designed to assess whether the planned objectives of the workshop were met as perceived by the participants. The responses indicate that participants did perceive the objectives through the workshop and felt that they were met.

Participant response:

(17) Interaction - Provided opportunity to interact with others.
(12) Replicable training materials that were provided.
(11) Educational Planning
(10) LD Card Game
(10) Workshop Format.
(3) Meaningful topics - relevant
(2) Modular scheduling
(2) Small group sessions
(1) Modeling of emphasis on evaluation
(1) Organization
(1) Informal with great variety of offerings
(8) Option Room - Provided opportunity to preview a variety of available in-service training materials.
(6) Involvement Activities

Question #8: "If this two-day workshop were to be offered again for a different group of participants, what one thing should be eliminated?"

This question was included to determine which aspects of the workshop should be modified or eliminated. A total of 13 responses (50%) indicated that nothing should be changed and a like number (50%) identified the formal sharing evening session as unnecessary.

Participant response:

NOTHING  (n = 13)
FORMAL SHARING - EVENING SESSION  (n = 13)
PRE & POST TESTS  (n = 3)
EVALUATION OF WORKSHOP MATERIAL  (n = 2)
TASK ANALYSIS  (n = 1)
CHARTING BEHAVIORS  (n = 1)
Question #9: "What was omitted, yet should have been included in this two-day workshop?"

This question was designed to determine what, if any, participant needs were not met by the workshop. This information would provide input for planning of future workshops. The following areas were specified:

(4) Nothing
(4) Coffee early on first morning
(3) More emphasis on leadership style; planning, conducting and evaluating in-service workshops
(3) More time for group sharing
(3) More time and materials in option room

These topics were omitted:
(1) Behavior management in the classroom
(1) Planning for the retarded
(1) Low functioning learners

Question #10: "Suggestions or comments."

This question was designed to provide participants with an opportunity to react in an unstructured manner on any aspect of the total workshop. Those comments relating to content were positive. Negative comments centered around physical arrangements (facility, starting times, etc.).

Coffee the first morning first!
Very well done!
Workshop should be held later in the school year.
The majority of the kits are appropriate but in listing my priorities they need some revision for my use.
Better eating facilities so can get back to sessions on time.
Beginning on time.
Ending on time.
In regards to modular scheduling -- offer all workshops several times-- give participants master schedule and let them pick and choose, although with a small group such as this, your approach was probably most practical.
Continuation of an option room -- maybe expand.
Overall, a very good two-day session.
I feel many of the activities I could never use or adapt. Yet the idea does let me build on it and do something else—yet I needed the idea here! A real learning workshop even if all the activities didn't come through as such.

Every session was good. I enjoyed the fellowship.

9:00 for beginning sessions. Lunch period second day too short.

All sessions in same building. Take off earlier on Friday (2:30 or 3:00) or schedule solid until time to go.

Longer lunch hour on second day.

End session on Friday at 2:30 or 3:00 for those from a distance.

The concept of a self-directing activity was good but there are other good methods. Many teachers will not sit down with a cassette tape or respond to a self-directed activity.

I gleaned from each of the seven sessions attended. Leadership is good. I like the format and modular scheduling.
IN-SERVICE SESSION
Rudyard, Michigan
September 20-21, 1973

1:15 pm Welcome. .......... Betty Patrick, CRS, Region II
Overview of goals and objectives for in-service sessions for 1973-74. Jane Walline, Michigan Dept. of Education
Who's Who. ............... Sue Yovanovich, Randy Gross, Great Lakes Region SEIMC
Great Lakes Region SEIMC - How We Can Help You. .......... Sue Yovanovich, Rita Harmon, Randy Gross

Historical overview, policies, etc. Sue
News Notes - Idea Series Rita
User Authorization Cards Randy
Child-Use Mediated Teacher-Use
Catalogs. Randy
Browsing Catalogs. Randy
PRIMMERS Randy

COPPER AND DOUGHNUTS
Development of Associate SEIMCs. Sue
A Look at Tomorrow's Agenda. Sue, Randy
Tour of Region II Special Education Learning Media Center. Betty

Friday, September 21

8:30 am Computer-Based Resource Units (CBRU) . Randy
9:30 am Review of Dr. Stepp's Media Institute. Sue
Introduction to Instructional Development Model Randy, Sue
Guidelines for product development. Randy, Sue

12:00 pm Adjournment - Good luck for a successful year! See you on October 18-19.
PARTICIPANTS
September 20-21, 1973
Rudyard, Michigan

CRSs
Ahn, Grace
Boultor, Sue
Henyon, Henrietta
Herbert, Ben
Oberschulte, Diana
Patrick, Betty
Pritchard, Ralph

Reid, Geneva
Robinson, Janet
Roosli, Eleanor
Russell, Ruth
Schaefer, June
Thomas, Ron
Trafelet, Arnold

CRCs
Benwire, Blanche
Dorie, Marie
Farr, Beverly
Jones, Maryann
Kekke, Robert
Landis, Ray

McGregor, Evelyn
Mellon, Betty
Montroy, Roy
Richards, Don
Wiemer, Gail
Williams, Lyle

Librarians
Babcock, Earl
Cousins, Jo

Grand Rapids
Adrian

Ringelberg, Harriett

Long, Muriel

Traverse City
Grand Haven
Stanton
2. Rank the workshop activities in terms of IMPORTANCE to you:

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- User Authorization Card
- Use of Browsing and Child-Use-Mediated Teacher-Use Catalogs
- Development of Associate SEIMCs (filmstrip/cassette presentation)
- CEBU
- Instructional Development Model

3. Rank the workshop activities in terms of INTEREST to you:

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- User Authorization Card
- Use of Browsing and Child-Use-Mediated Teacher-Use Catalogs
- Development of Associate SEIMCs (filmstrip/cassette presentation)
- CEBU
- Instructional Development Model

4.a. How much did you know about this activity prior to this workshop?

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4.b. How much do you feel you learned about it?

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1. List single descriptive words that describe this workshop. Do not use sentences! You have only, minute!

   Excellent. Helpful.

   Gregorious.

   Informative. Fun.

   Informative, creative, interesting, enjoyable, structured. (Other - Sue, transparencies GREAT! CLEVER!)

   Informative, good location.

   Informative, impressive.

   Productive, friendly, pleasant, constructive, apt, inspirational, frustrating, problem solving, and problem creating!

   Input! Direction! Fun! Confusion! Clarification! Anxiety! Motivation!

   Informative, flexibly structured.

   Interesting!

   Enjoyed, as usual, meeting with other CRCs. Good, fun, sleepy.

   Clarifying, informative, initiating.

   Informative, however scary! Good!

   Informative, whirl-wind, fun.

   Good.
Informative, rapid moving.

Good, ideas, information, problems.

Informative, helpful, well-organized, excellent balance of activities.

I felt you were sensitive to the needs of the people in attendance.

Fast-moving, Informal, Informative, Useful.

Informative, useful.

Very good, informative, comfortable.

Reinforcement, time for coffee & donuts, stimulating, exhausting, practical, helpful, excellent, refreshing, fast-speed, enjoyable, anxiety, big job, consideration.

Very good, too much, too fast, keep it going, tired, happy, willing, trying, motivational.

Reassuring, helpful, informative, mind blowing, great job.

Friendly, caring, motivational.

Moderately informative.
WORKSHOP OBJECTIVES

Media Workshop
for
Division of Special Education, Lansing School District
October 11-12, 1973
The Midwest Regional Media Center for the Deaf
University of Nebraska - Lincoln
in cooperation with
USOE/MSU Regional Instructional Materials Center
Michigan State University

The major goal of this media workshop is to provide a "hands-on" experience which involves the design, selection and utilization of educational media in the teaching learning process. Emphasis is given to ideas for practical application of media in the classroom. Briefly, this includes the following objectives:

1. Each participant should be able to list at least ten different techniques or ideas for using educational media, (Overhead Transparencies, Super 8 MM Movies, and Slides) in the instructional process.

2. Each participant should be able to operate various production equipment:
   A. Thermofax Secretary Copy Machine
   B. Gel Laminator
   C. Instruction Visual Writer
   D. Super 8 MM camera, tripod and lights

3. Each participant will take part in developing some educational media in the various labs:
   A. Super 8 MM Film Lab (live action and animation)
   B. Slides (copy work and live action)
   C. Transparency Lab (color lifts and heat process)

These workshop experiences should provide the participants the basic skills necessary for developing and using educational media in their classroom.
October 16, 1973

Mr. Robert C. Weir
Coordinator Specialist
Lansing School District
Division of Special Education
3426 S. Cedar
Lansing, Michigan 48910

Dear Bob:

Thank you for the excellent organization and the fine help you and your staff extended us during the workshop. We all thoroughly enjoyed working with your teachers and all who participated so well in all the media activities.

Enclosed is a copy of all the registered films as are all out for processing and should be back to all participants within the week.

Once again, thanks, and looking forward to seeing you around Campus.

Sincerely,

Richard H. Young
Media Specialist

enclosure
SAMPLE SCHEDULE

Media Workshop
for
Division of Special Education, Lansing School District
October 11-12, 1973
conducted by
The Midwest Regional Media Center for the Deaf
University of Nebraska - Lincoln
in cooperation with
USOE/MSU REGIONAL INSTRUCTIONAL MATERIALS CENTER
Michigan State University

THURSDAY October 11th
8:30 a.m. Opening Session (large group)
9:00 a.m. Media Labs (three 3-hour rotation groups)
   First Lab Rotation:
   Lab 1    Lab 2    Lab 3
   Group A  Group B  Group C
12:00 LUNCH
1:00 p.m. Second Lab Rotation:
   Lab 1    Lab 2    Lab 3
   Group C  Group A  Group B
4:00 p.m. Adjourn

FRIDAY October 12th
8:30 a.m. Third Lab Rotation:
   Lab 1    Lab 2    Lab 3
   Group B  Group C  Group A
11:30 LUNCH
1:00 Wrap-up Session (large groups)
2:30 Adjourn
Media Workshop
For
Division of Special Education, Lansing School District
October 11-12, 1983

Marjorie Adcock
Teacher Aide
Walnut Street School
Lansing, Michigan 48906

Ms. Debbie Barnoff
Teacher
Woodcreek Elementary School
4000 Woodcreek Lane
Lansing, Michigan 48910

Ms. Dawn Beasley
Speech Therapist
Woodcreek Elementary School
4000 Woodcreek Lane
Lansing, Michigan 48910

Ms. Susan Beson
Teacher of the Hearing Impaired
Held Road Elementary School
Grand Blanc, Michigan 48439

Ms. Marcia Bowmaster
Teacher of the Hearing Impaired
Joyce Elementary School
1355 North State Road
East, Michigan 48830

Ms. Anne Beard
Teacher
Michigan School for the Deaf
West Court and Miller Road
Flint, Michigan

Ms. Connie Brown
Resident Teacher
Elkins Street School
Lansing, Michigan 48906

Ms. Joyce Chapman
Teacher Aide
Woodcreek Elementary School
4000 Woodcreek Lane
Lansing, Michigan 48910

Ms. Virginia Christensen
Teacher and Counselor
 Eaton County Intermediate Sch. No.
342 Lafayette Street
Lansing, Michigan

Ms. Virginia Coppens
Teacher
Woodcreek Elementary School
4000 Woodcreek Lane
Lansing, Michigan 48910

Ms. Verna Cox
Teacher Aide
Forrest Averill Elementary School
3201 Averill Court
Lansing, Michigan 48910

Ms. Audrey Fickle
Speech Pathologist
Lapeer County Intermediate Schools
1996 West Oregon
Lapeer, Michigan 48446

Ms. Sue Flessland
Teacher
Lahser High School
3458 Lahser Road
Bloomfield Hills, Michigan 48013

Avis Forsyth
Teacher
Bright Ricq Junior High
2600 Hampden Drive
Lansing, Michigan 48910

Ms. Jill Frank
Teacher-Counselor
Woodcreek Elementary School
4000 Woodcreek Lane
Lansing, Michigan 48910

Ms. Janene Grinnell
Teacher Aide
Woodcreek Elementary School
4000 Woodcreek Lane
Lansing, Michigan 48910

Mrs. Barbara Kellogg
Teacher
Unfrad Greweer School
5271 R Van Dyke
Utica, Michigan 48087

596
Ms. Meredith Kennedy
Student Teacher
Walnut Street School
Lansing, Michigan 48906

Ms. Jeanette J. Lester
Teacher
Walnut Street School
1012 Walnut Street
Lansing, Michigan 48906

Ms. Sue Louisignau
Teacher
Michigan School for the Deaf
West Court and Miller Road
Flint, Michigan

Mr. Ted Mitchell
Consultant
Cheboygan-Otsego-Presque Isle
Intermediate School District
6065 Learning Lane
Indian River, Michigan

Ms. Nancy Mosher
Teacher
Woodcreek Elementary School
4000 Woodcreek Lane
Lansing, Michigan 48910

Ms. Cynthia Murphy
Teacher
Lahser High School
3456 Lahser Road
Bloomfield Hills, Michigan 48013

Ms. Marj Neubacher
Teacher
Lahser High School 3456
3456 Lahser Road
Bloomfield Hills, Michigan 48013

Ms. Donna Nugent
Teacher
Michigan School for the Deaf
West Court and Miller Road
Flint, Michigan 48502

Ms. Adelle Pugh
Teacher
Woodcreek Elementary School
4000 Woodcreek Lane
Lansing, Michigan 48910

Sherry Roach
Teacher
Woodcreek Elementary School
4000 Woodcreek Lane
Lansing, Michigan 48910

Mrs. Leslie Schroeter
Primary Teacher
Woodcreek Elementary School
4000 Woodcreek Lane
Lansing, Michigan 48910

Bernie Sermak
Teacher
Walnut Street School
1012 North Walnut
Lansing, Michigan 48906

Ms. Janet Spence
Teacher
Handley School
3021 Court Street
Saginaw, Michigan 48602

Ms. Carol VanHoaren
Teacher
Averill Elementary School
3201 Averill Court
Lansing, Michigan 48910

Mr. Gordon Thomas
Teacher-Counselor
Hill Community High School
5815 Wise Road
Lansing, Michigan 48910

Mr. Robert C. Keir
Coordinator
Lansing School District
3426 South Cedar
Lansing, Michigan 48910

Ms. Mary Worniak
Teacher
Walnut Elementary School
1012 North Walnut
Lansing, Michigan 48906

Ms. Lorene Zagata
Teacher
Frank School Elementary School
325 E. Frank Street
Caro, Michigan 48723
AGENDA

November 5, 1973
Butler University

9:30 - 10:00 am - Registration

10:00 - 12:00 am - Select-Ed Presentation - Vince Shortt

12:00 - 1:00 pm - LUNCH

1:00 - 1:45 pm - Sue Ann - IMC/RMC Network
Services offered by GLRSEIMC

1:45 - 2:00 pm - Rita - News Notes
Idea Series

2:00 - 3:30 pm - Randy - Browsing Catalogs
CT Catalogs
CBRU Explanation

3:30 pm - ADJOURNMENT
INDIANA IN-SERVICE WORKSHOP

November 5, 1973
Butler University

Paul Ash, Coordinator IMC
Box 100 - Butler Univ.
4600 Sunset Ave.
Indianapolis, In. 46208

Linda Blanton
(for Dr. H. Schroeder)
Developmental Training Ctnr.
10th & By Pass
Indiana Univ.
Bloomington, In. 47401

Jerry Bowling
208 N. Warman Ave.
Indianapolis, In. 46222

Devota Burros
(for Dr. J. VanTassel)
Dept. of Spec. Educ.
Ball State Univ.
Muncie, In. 47306

Robert Currie
Purdue Univ.
W. Lafayette, In. 47906

Dick Eisinger
Dept. of Mental Health
1315 W. 10th St.
Indianapolis, In. 46202

Jim Horton
Special Services Unit
Madison State Hosp.
Madison, In. 47250

Don Reynolds
Room 10-A Ludwig Park
400 Jackson Park Drive
Seymour, In. 47274

Bob Robertson
Northern Reg. Service Cntr.
635 S. Main St.
South Bend, In. 46623

Glen Taylor
1836 College Ave.
Huntington, In. 46750

Carol Weller, Coordinator
Northeast RIRC/HGY
2701 Spring St.
Fort Wayne, In. 46808

Doris Williams
Dept. of Spec. Education
Indiana State Univ.
Terre Haute, In. 47809

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AGENDA

Program Profiles For The Severely And Profoundly Mentally Retarded
January 18, 1974
Indianapolis, Indiana
Martha S. Rowland, Ph.D.
Assistant Professor of Special Education
University of Virginia

9:30 – 10:00 am  Registration - Coffee and Donuts

10:00 – 10:30  Inservice Training Techniques for Staffing SMR, PMR Programs

10:30 – 12:00  Planning Sensible Modifications of Behaviors in SMR, PMR Students

12:00 – 1:00  LUNCH

1:00 – 2:30 pm  Training Early and Pre-Language Skills

2:30 – 2:45  Break

2:45 – 3:15  Operating Effective and Relevant Programs for the SMR and PMR

3:15 – 3:30  Evaluation
**IN-SERVICE WORKSHOP EVALUATION**

January 18, 1974  
Indianapolis, Indiana  
Dr. Martha S. Rowland

Program Profiles for the Severely & Profoundly Retarded

This evaluation is designed to provide the Great Lakes Region SEIMC with feedback regarding your reactions to this workshop. Please answer all questions as you really feel about them.

Please check:

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<td>1 psychologist</td>
<td>1 speech therapist</td>
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<td>1 - multi-hdcp. unit leader</td>
<td>1 - psychometrist</td>
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1. Organization of presentation

   *(positive) 18 3 1 2 1 (negative)*

2. Was the selected media appropriate to the presentation of subject

   *(19 3 3 2 1)*

3. Clarity of instructional objectives

   *(18 3 1 2 1)*

4. Personally useful to me

   *(14 5 1 2 1)*

601
IN-SERVICE WORKSHOP EVALUATION

Specific positive comments you would care to make about any aspect of this presentation.

Handouts and material are much appreciated. Overall, a very interesting day.

Good over-all presentation.

Very well organized and presented. Dr. Rowland was most patient and cooperative in answering questions.

Dr. Rowland has excellent knowledge of the subject and was able to make the presentation interesting and informative.

Presenter was excellent - very knowledgeable and perceptive in area.

I feel I have a good or rather better idea of how to set up a program of training the PMR child and a better idea of content.

Excellent presentation and explanation of material.

The presentation was extremely useful to me in that I have two children in my room that I think the language program will help.

You are a very humanistic, warm individual who shows through your enthusiasm and concern for the retarded! You have made me think - Particularly about ACCOUNTABILITY! Thank you and good luck.

Very relevant and useful to me. It is difficult to find pertinent materials for this group.

Videotaped sessions, content of presentation, and hand-out materials were excellent. Although presently involved with TMR children, I feel much of today's presentation is applicable. Well worth the time spent.

Videotape very helpful.

Only a desire that more of our staff could see this - and see that it can be done - that some kids can do somethings.

Dr. Rowland was well organized and presented many valuable ideas for curriculum. She is an excellent speaker!

Visual aids.

Very good reinforcing and good selection of media to get the program across.
(Question #7 continued):

The content was excellent. The attempt of applying this information is extremely important and useful.

Presented a host of realistic alternatives and program possibilities. Very thorough. I appreciated in-service suggestions.

I feel I have gained tremendously from this symposium. I realize where I have missed the boat in some respects and am encouraged that there are many things I am doing well. Your preparation is excellent and this appears to be a program which should be accepted by many. I'm anxious to try it.

Few simply put to my actual functions.
IN-SERVICE WORKSHOP EVALUATION

8. Specific negative comments you would like to make about any aspect of this presentation.

More should have been covered concerning SMR and PMR at earlier stages (non-verbal, non-stimulable) and how to deal with specific problems.

Too simplistic. Many important variables (especially concerning effective use of reinforcement principals) were not discussed. More emphasis on SMR and little discussion of effective programming for PMR — what about multiple-handicapped, motor-involved PMR.

Too much time was spent on basic concepts for me.

A little long and the introduction to behavior modification might be condensed.

Too basic at times - more specific areas.

Dealt with individuals in ideal situations; a bit idealistic for most teachers.

The organization of presentation and materials should be improved.

The testing aspect was a bit laborious. Could be streamlined so that people would understand the basic sequence and concepts without having to go through each step.

Perhaps a reevaluation of the tapes could be done and some group tapes could be made to provide those of us in PMR classrooms with a more realistic picture of the program.
### Program Profiles for the Severely and Profoundly Retarded

**Register**

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<thead>
<tr>
<th>Name</th>
<th>City</th>
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<tr>
<td>Mary Hobbs</td>
<td>Franklin</td>
<td>Johnson City Spec. Services Sch.</td>
</tr>
<tr>
<td>Sandra Todd</td>
<td>Greenwood</td>
<td>Johnson City Spec. Services Sch.</td>
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<td>Beth Gilligan</td>
<td>Franklin</td>
<td>Johnson City Spec. Services Sch.</td>
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<td>Joann Linsmith</td>
<td>Shelbyville</td>
<td>Shelbyville Central School</td>
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<td>Lisa Bauman</td>
<td>Indianapolis</td>
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<td>Pat Newman</td>
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<td>Grace Hull</td>
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<td>Warsaw</td>
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<td>Carol Weller</td>
<td>Ft. Wayne</td>
<td>N.E. IN IRC</td>
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<tr>
<td>Normandie Mindheim</td>
<td>Bedford</td>
<td>No. Lawrence Co. PS</td>
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<td>Karen Lois Brown</td>
<td>Redkey</td>
<td>Jay School Corp.</td>
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<tr>
<td>Diane Hanlin</td>
<td>Portland</td>
<td>Jay School Corp.</td>
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<tr>
<td>Marjorie Schroch</td>
<td>Berne</td>
<td>South Adams</td>
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<td>Gene Clemens</td>
<td>Berne</td>
<td>South Adams</td>
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<tr>
<td>Cyndi Smith</td>
<td>South Bend</td>
<td>So. Bend Comm. School Coop.</td>
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<td>Kathy Pedretti</td>
<td>So. Bend</td>
<td>South Bend Comm. School Coop.</td>
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<td>Kathy Mitchell</td>
<td>Highland</td>
<td>South Bend Community Sch. Coop.</td>
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<td>John M. Keifsrider</td>
<td>Ft. Wayne</td>
<td>East Allen Co. Schools</td>
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<td>Sarah Litch</td>
<td>Ft. Wayne</td>
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<td>Gerald Bellistri</td>
<td>Highland</td>
<td>EastAllen Co. Schools</td>
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<tr>
<td>Arthur Spohr</td>
<td>Highland</td>
<td>EastAllen Co. Schools</td>
</tr>
<tr>
<td>Lynn Eckart</td>
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<td>Indianapolis</td>
</tr>
<tr>
<td>Jim Alley</td>
<td></td>
<td>Wayne Township</td>
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605
AGENDA
Thursday, October 18, 1973

9:30 am - Registration, coffee and rolls

10:00 am - Welcome - discuss 2 day agenda
   Announcements - Jane

10:30 am - Distribute CBRU information sets and copies of
   request forms - Answer any questions regarding
   CBRU use.

10:45 am - "Selected Retrieval and Information Systems"

11:15 am - PrIMMIRS -- Question and Answer period
   Distribute -- CEC Thesaurus
   PrIMMIRS Thesaurus

11:30 am - Adjourn for LUNCH

1:00 pm - Select-Ed

2:45 pm - Coffee Break

3:00 pm - Russ Andreotti

3:30 pm - Diana Oberschulte

4:00 pm - Jan Forrenbacher
AGENDA

Friday, October 19, 1973

8:15 am - Review Session (for those not in attendance at September meeting).

9:00 am - Individual Reports (2 groups - white)

9:30 am - Apparent Solutions (large group)

10:00 am - Advantages and Disadvantages (individual - blue)

10:15 am - Feedback on Solutions, etc. (2 groups)
  (Re-evaluate problem, choose one solution)

10:45 am - FUNCTION 2 - Analyze Setting - (large group)
  Randy - transparency

FUNCTION 3 - Organize Management - Randy

11:00 am - FUNCTION 4 - Identify Objectives
  Write objectives - (individual)
  Analyze objectives - (2 groups)

LUNCH

1:00 pm - FUNCTION 5 - Specify Methods
  Transparency - Randy (large group)

1:30 pm - Answer Questions and Complete Chart - (individual)

1:45 pm - Analyze Chosen Method - (2 groups)

2:15 pm - Summary - Assignment - (large group)

2:30 pm - A Look at Next Month's Program
  Evaluation of Workshop
CRC-CRS IN-SERVICE WORKSHOP

October 18-19, 1973
East Lansing, Michigan

Participants

Dave Williams
Janice Frieder
Ben Herbert
Russ Andreotti
Nancy Mast
Thomas Trantum
Betty Mellon
Lucile Karner
Arnold Trafelet
Janet Robinson
Jo Cousins
Evelyn McGregor
Marie Dorie
Bob Kekke

June Schaefer
Roy Montroy
Betty Patrick
Henrietta Henyon
Ralph Pritchard
Rom Risto
Ray Landis
Ruth Russell
Ellie Roosli
Maryann Jones
Peggy Tenney
Sharon Sergent
Jan Fortenbacher
Betty Ross
Please rate the following segments of the workshop on a 5 point scale in reference to their perceived benefit to you:

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<thead>
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<th>GOOD</th>
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<tr>
<td>1)</td>
<td>Northwest SEIMC filmstrip-tape set on CEC and CBRU</td>
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<td>Prescriptive Materials Retrieval System (PMRS) or Select-Ed</td>
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<td>PrINMIRS (keysort card system)</td>
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<td>4)</td>
<td>Sharing of 3 Michigan CRSs cataloging systems.</td>
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<td>5)</td>
<td>Friday's Instructional Development session</td>
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<td>6)</td>
<td>How would you rate the total two-day workshop?</td>
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<td>(1) (9) (12)</td>
<td></td>
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COMMENTS:
WORKSHOP EVALUATION

October 18-19, 1973

COMMENTS:

These sessions are extremely helpful - the chances to share ideas and systems and materials available especially.


I appreciate the close cooperation and help I have already received in preparing me to do my job better. Thank you.

Very fine two-day session. I was up-tight initially about the media presentation but feel very much more comfortable knowing what I'm going to do. Dave was a big help to me in clarifying my thinking.

Thursday was really a good day - Friday was kind of loose!

Very informative. Lot of information packed into time.

Well done.

Good - interesting - informative - helpful.
Behavior Modification in the Classroom

Agenda

Larry J. Masat

November 29

7:00 P.M.

Pretest

7:15

Discussion - Workshop Introduction
Content and Procedures
Availability of Media
Complexity of Behavior and its Influences

7:30

Discussion - Basic Trusts
Research Basis
Behavior Management
Predictable, Measurable Effects
Changing Ourselves (as Teachers)
Social and Academic Behaviors
Systematic Programming
Definitions of Terms and Procedures
Precision and Consistency
Operant Conditioning Model

7:45

Film Exercise - Observation and Recording
Teacher Presentation
Teacher Expectations
Pupil Response

8:00

Discussion - Recording Behaviors
Rate
Duration
Time Sampling
Graphing

8:15

Discussion - Target Behavior and Goals
Characteristics of Target Behaviors
Problem of Definition
Statement of Goals

8:35

Small Group Interaction (4-5 participants)
Description of Individual Targets
and Goals
Total Group Discussion
2. c1:00 P.M. Discussion - Assessment of an Operant Operant Levels - Readiness Baseline and Multiples Program Models

9:15 Tape - Filmstrip Exercise - Consecution

9:35 Discussion - Reinforcement and Extinction Accelerating Consequences Negative Attention and Help Catching Children Being Good Taking for Granted what we Expect

10:00 Adjournment

November 30

9:00 A.M. Discussion - Classroom Reinforcers Grades Attention Categories


9:45 Film Exercise - "Who Did What to Whom?"

10:25 Discussion - Assuring Success Film Excerpt - "Rewards and Reinforcements" Film Excerpt - "Help for Mark" Shaping Cueing, Signaling Prompting Reverse Chaining

11:00 Coffee

11:15 Discussion - Schedules of Reinforcement Performance Rates Time Intervals Learning and Retention Curves Tokens as Conditioned Reinforcers

12:00 Lunch
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
</table>
| 1:00 P.M. | Discussion - Classroom Control  
Modelling  
Self-Evaluation (teacher)  
Self-Recording (pupil)  
Peer Tutoring  
Behavior Contracting  
RE Menus and Areas |
| 2:30   | Coffee                                                                |
| 2:40   | Discussion - Ethical and Practical Criticisms                        |
| 3:40   | Posttest                                                              |
| 3:50   | Wrap-Up                                                               |
| 4:00   | Adjournment                                                           |
BEHAVIOR MODIFICATION WORKSHOP

November 29-30, 1973
East Lansing, Michigan

**PARTICIPANTS**

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614
IN-SERVICE WORKSHOP EVALUATION

**November 29 & 30, 1973**

**Date**

**East Lansing, Michigan**

**Location**

**Behavior Modification**

**Title of Workshop**

**Larry J. Masat**

**Presenter**

---

This evaluation is designed to provide the Great Lakes Region SEIMC with feedback regarding your reactions to this workshop. Please answer all questions as you really feel about them.

Please check:

<table>
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<tr>
<th></th>
<th>special education teacher</th>
<th>in-service educator</th>
<th>regular classroom teacher</th>
<th>student</th>
<th>administrator</th>
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1. Organization of presentation

\[(\text{positive})\]  

\[
\frac{5}{5} \frac{11}{4} \frac{10}{3} \frac{3}{2} \frac{0}{1} \quad \text{(negative)}
\]

2. Was the selected media appropriate to the presentation of subject

\[
\frac{11}{5} \frac{12}{4} \frac{4}{3} \frac{1}{2} \frac{1}{1}
\]

3. Clarity of instructional objectives

\[
\frac{4}{5} \frac{8}{4} \frac{14}{3} \frac{3}{2} \frac{0}{1}
\]

4. Personally useful to me

\[
\frac{6}{5} \frac{8}{4} \frac{10}{3} \frac{3}{2} \frac{2}{1}
\]
5. Relevance to my current professional role

\[
\begin{array}{ccccc}
8 & 11 & 7 & 3 & 0 \\
5 & 4 & 3 & 2 & 1 \\
\end{array}
\]

6. Overall rating of this presentation

\[
\begin{array}{ccccc}
6 & 14 & 6 & 2 & 1 \\
5 & 4 & 3 & 2 & 1 \\
\end{array}
\]

7. Specific positive comments you would care to make about any aspect of this presentation.

(See attached sheet)

8. Specific negative comments you would like to make about any aspect of this presentation.

(See attached sheet)
IN-SERVICE WORKSHOP EVALUATION

November 29-30, 1973

Behavior Modification

7. Specific positive comments you would care to make about any aspect of this presentation:

Thorough review of behavior modification, however, most people were exposed to this material before. It was a good review and well organized with proper media used.

Larry Masat is a fine presenter. The media he used supported his presentation and answered questions.

Multi-media presentation as technique for presenting to teachers very helpful.

Larry covered a large area of Behavior Modification in a short time. I was enlightened in the subjects of: "Changing Ourselves as Teachers," systematic programming, precision and consistency, recording behaviors, and the film strips on consequation. May I say the coffee breaks were also enjoyable.

It helped me to define behavior more objectively - which in turn will help me in assisting teachers. It is always so difficult to specify the behavior that is to be focused on.

Very interesting and a totally new field for me. Will be contacting local people who are doing this type of modification for more understanding.

I felt that the presentation was well presented but the nature of the material is such that it is difficult for many to grasp. I thought the workshop atmosphere was a good way to present it. Attempts were made to adapt material to personal situations and problems.

Presenter was personable, informal and could clarify problems. Informality of sessions allowed for cross-dialogue. Examples given were helpful in illustrating concepts. Difficulty in variances in prior familiarity with topic fairly well adapted to by presenter. I picked up some new methods of presentation for behavior modification workshops but for the most part, level of difficulty to high to present to teachers and parents.

Larry shows great human sensitivity.
(Question #7 continued):

Interaction good - Freedom to question.

Very interesting presentation!

Resources shared with us!

Very knowledgeable on his topic.

Films and handouts.

I need to learn more about these techniques as apparently they do get positive results.

Subject relevant. Movies excellent. Sincere delivery. Good beginning - more clarification needed on regular basis. Pre-Post test idea good. Points out my need for clarification of behavior modification techniques over greater length of time.

Well organized. Interesting. Appreciated having an agenda.

Well prepared and interesting.

Discussion format great and presenter most likable and congenial which set positive tone for whole meeting. Agenda and time were as set up on green sheet. Continuously was ++ for learning!!
8. Specific negative comments you would like to make about any aspect of this presentation:

Too classroom oriented. Needed more small group work.

I came to the in-service with the understanding that the subjects we were asked to choose would be followed through on a total behavior modification program sequence. I really wanted an expert to help me organize a program to help and show teachers how a program can be useful and possible in the classroom setting. I wanted the actual "how to" in-service.

We wanted an opportunity to design a program with the help of a professional. We wanted to learn to use the method, not about the method. I guess it was the chairs and not the program.....

Much too basic; I attended with the understanding that the presentation would be more in depth.

Sitting, listening, lecture type presentation was very difficult for me. Questions from audience were poorly answered. Noise and activity of audience was distracting and I imagine unnerving to speaker.

I wish that I had more time to digest the wealth of information that came my way. Perhaps, next time, Larry might give us handouts of various terms and definitions leaving us more time to listen rather than being busy taking notes. I liked Mr. Masat's method of presentation--confident, knowledgeable, and happy. His many smiles helped me to enjoy, "that day in Lansing."

The presentation was like a "short course" all in one. Personally, I was saturated by 11:00 am on Friday - I needed to try a few things which he was discussing. We learn by doing - I think that we should remember that during our own in-service. Talking "at" people for long periods of time reduces the quality and quantity of learning. I would have liked to role-play within small groups, then we could have ourselves analyzed whether we were giving positive reinforcement, negative reinforcement, etc. There was not sufficient opportunity to digest the differences - that comes from doing. In this respect, I hope that we remember to practice what we preach: conduct in-services similarly to effective methods of classroom teaching.

Terminology - difficult to understand; more background necessary to feel secure. Films need replacing. Please - more frequent breaks for moving and relaxing, both mentally and physically.
(Question #8 continued):

At this point we need get togethers that focus on our specific problems (eg. circulation, cataloging, purchase in context with our specific political problems.)

Physical set-up. Seating should include tables as writing was difficult. Setting too formal as was. In spite of this, there was an informal atmosphere.

No tables to write on.

Too long to sit!

Would like to have more time for question/answer. Would like to have list of names and addresses.

None - just seat got hard!

Better organization, pacing--

Too carried away on individual questions, I could not hear. Seemed to use too many same words for similar implications.

It did not appear to be the most appropriate for the CRSs-CRCs to spend as much time on this subject. It perhaps would have been better to spend this time with E.D. or Soc. Wks. As curriculum resource the presentation should have been the source or goal attainment should have been done. Did not have as much practical applications as I had hoped.

The only limitation is my own ignorance to this point.

Content was heavy for the time - So was the nicotine smoke in the room.

Poorly presented. Better organization needed for me. Lost almost 2/3 of his subjects during workshop. Lacked enthusiasm. Too much technical information to be absorbed in this length of time for me. Required to sit too long. Not enough participation for each of us. Test too tiring. Good ideas but too comprehensive for me.
CRC AND CRS IN-SERVICE WORKSHOP

Friday, February 22, 1974

MEA Building
(Across from the Cray Steak on South Saginaw in East Lansing)

8:30 - 9:00 am Coffee and donuts

9:00 - 10:00 Discussion - 1) General concerns of CRSs & CRCs.

2) Selection of representatives to CRC & CRS advisory council and supervisor's group.

3) Michigan CEC - Janet Robinson.

10:00 - 10:45 Cataloging Committee
State cataloging plans.

10:45 - 11:30 Media Show and Tell
Results of January 29 workshop.

11:30 - 1:00 pm LUNCH

1:00 - 3:00 "I CAN" Dr. Janet Wessel and staff.
Physical Education Project for the handicapped.
CRC-CRS IN-SERVICE WORKSHOP

February 22, 1974
East Lansing, Michigan

Participants

Ruth Russell
Don Richards
Ben Herbert
Jan Frieder
Ellie Roosli
Arnold Trafelet
Peggy Tenney
Blanche Benwire
Diana Oberschulte
Sue Boulter
Nancy Mast
Bev Farr
Roy Montroy

Ray Landis
Russ Andreotti
Ralph Pritchard
Jan Fortenbacher
Ron Thomas
Grace Ann
June Schaefer
Henrietta Henyon
Geneva Reid
Bob Kekke
Tom Trantum
Betty Mellon

622
AGENDA

Workshop: Parent Counseling Role of the Special Educator
December 17, 1973
Indianapolis, Indiana

Leader: Raymond J. Dembinski, Ed.D.
Assistant Professor of Special Education
Northern Illinois University

9:00  Introduction
9:15  I. Role: Realized or Ignored
     II. Parent Counseling
         A. Professional View
         B. Parent View
         C. Reality: Problem Orientation
10:15 Break
10:30 III. Implications of Problem - Oriented Approach
11:15 Discussion
12:00 Lunch
1:00  Parent Counseling Strategies
     1. Professional Recommendations
     2. Parent Recommendations
2:15  Break
2:30 Discussion
3:00  Evaluation
"Parent Counseling" workshop Dec. 17, 1973

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<tr>
<td>Linda Woods</td>
<td>Bloomington</td>
<td>MCSC</td>
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<tr>
<td>Bob Donaldson</td>
<td>Indianapolis</td>
<td>DPI</td>
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<tr>
<td>Linda Lashbrook</td>
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<tr>
<td>Judy Rogers</td>
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<td>State Department</td>
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<td>Glen Taylor</td>
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<td>Robert Woof</td>
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<td>Pike</td>
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<tr>
<td>Robert S. Pasfield</td>
<td>Madison</td>
<td>Madison Comm. Schools</td>
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<tr>
<td>Rauric P. Ringlaber</td>
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<td>W. Bruce Davis</td>
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<td>Greenfield</td>
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<td>Mary L. Armfield</td>
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<td>Scott DeHaven</td>
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<td>Peggy Orth</td>
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<td>Marsha Austen</td>
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<td>R-0-0 Co-op</td>
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<td>R-0-D Co-op</td>
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<td>Mary Hildebrandt</td>
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December 11, 1973

MEMORANDUM

TO: Sue Yovanovich

FROM: Paul Ash

RE: Workshop Participants

Enclosed is the list of participants which you requested. This list is not complete and we are expecting a greater turnout than is indicated.

PA:ad
enclosure
December 17, 1973

Indianapolis, Indiana

Date
Location

The Parent Counseling Role of the Special Educator
Title of Workshop
Dr. Ray Dembinski
Presenter

This evaluation is designed to provide the Great Lakes Region SEIMC with feedback regarding your reactions to this workshop. Please answer all questions as you really feel about them.

Please check:

- special education teacher
- regular classroom teacher
- administrator
- in-service educator
- student
- other = 4 psychometrist
- 3 social worker
- 2 consultant
- 1 psychologist
- 1 counselor

1. Organization of presentation

   | (positive) | (negative) |
   |            |            |
   | 14         | 0          |
   | 5          | 1          |

2. Was the selected media appropriate to the presentation of subject

   |            |            |
   |            |            |
   | 16         | 0          |
   | 5          | 1          |

3. Clarity of instructional objectives

   |            |            |
   |            |            |
   | 11         | 0          |
   | 5          | 1          |

4. Personally useful to me

   |            |            |
   |            |            |
   | 12         | 0          |
   | 5          | 1          |
5. Relevance to my current professional role

\[
\begin{array}{ccccc}
16 & 7 & 4 & 0 & 0 \\
5 & 4 & 3 & 2 & 1 \\
\end{array}
\]

6. Overall rating of this presentation

\[
\begin{array}{ccccc}
15 & 9 & 3 & 0 & 0 \\
5 & 4 & 3 & 2 & 1 \\
\end{array}
\]

7. Specific positive comments you would care to make about any aspect of this presentation.

(See attached sheet)

8. Specific negative comments you would like to make about any aspect of this presentation.

(See attached sheet)
IN-SERVICE WORKSHOP EVALUATION

December 17, 1973

The Parent Counseling Role Of The Special Educator

7. Specific positive comments you would care to make about any aspect of this presentation.

I was present for only PM sessions - approach of remarks was positive and seemed sound. In view of a long period of experience, have had to apply these techniques, and use rationale suggested. It was helpful to understand problems and points of view of educators from other areas.

The role playing activity was most beneficial.

Clarification of parents feelings and expectations concerning conferences and professionals. Bibliography and specific recommendations regarding the handling of parent conference/counseling situations.

Liked the group involvement methods. Speaker appeared sincere in his efforts to help the people in attendance. Role playing with task audience.

Appreciated the specific suggestions to special educators. Something they can actually use.

Methods of presentation - varied and appropriate.

Well organized and material dissemination relevent to current problems in field.

Very sincere, down to earth, presentation.

Very appropriate subject matter. Informal atmosphere. Practical application.

Good informal approach. Liked use of role-play. Workshop was pretty well "reality" oriented. I enjoyed it.

Interesting topic - speaker very good and down to earth - handled problems and questions realistically.

Excellent - interest kept up all through in informal way.
(Question #7 continued):

Speaker was informal and informative.

Good handouts. Well-organized presentation.

Handouts - very beneficial. Discussion and presentation - practical!!

Enjoyed structure of workshop. Good to get participants involved. Appreciated knowledge of the presenter!!

The morning presentation was very well done - organized and specific.

Very good session. I feel the involvement of some parents would be excellent.

8. Specific negative comments you would like to make about any aspect of this presentation:

Unsure of purpose (explicit). Group didn't get to know each other.

None

Poor preregistration information. How about sending outline of program prior to we know if program is going to be relevant.

Since I heard only the latter part, I responded to only a few questions.

None

Tapes - a bit long in am. Discussion after lunch - not directive at times.

Could have used more "workshop" involvement of participants.
(Question #8 continued):

Should be on more local levels; so more local school administrators, teachers, etc., could benefit.

Have a real "hang-up" about starting meetings on time. I make a real effort to arrive on time and expect meeting to start when stated on announcement.

Afternoon session on rewording of "jargon" was a waste of time and boring.

Too bad there were not principals and regular classroom teachers in attendance.

Spoke in generalities - most good counseling is really only good common sense.
(Question #8 continued):

Too much to get into a day - got tiring.

Primary concerns of group not related to any academic growth rather mandatory CRC-CRS functioning. Time needed for exchange of pertinent issues.

Seats got awful hard - needed more, short, breaks. Would have liked models first, then verbal discussion about. Would have liked specific examples of application of various types of sequences of behavior besides movies, slides.
March 19, 1974

Miss Sue Yovanovich
Field Service Coordinator
Great Lakes SEIMC
213 Erickson Hall
Michigan State University
East Lansing, Michigan 48824

Dear Sue:

Enclosed are two items pertaining to the media workshops in South Bend (April 8-9) and Indianapolis (April 10-11):

1. Schedules
2. Equipment Checklists

Even though we will require the same equipment for both workshops, I included the checklists. Hopefully, both locations will be able to provide most of the needed equipment, especially the video tape cameras and decks.

As usual, the participants will be divided into three groups and they will rotate into each of the media labs. This setup will require the use of three classrooms. There should be a water source in, or near, the room that will be used for Overhead Transparencies. Also, we will need a room large enough to hold everyone for the opening session. One of the lab rooms can serve as the main meeting area, if it is large enough.

Yes, we would like to have you teach the transparency sessions. Also, we will make reservations for you at the same motel. We’ll let you know all the details as soon as the staff is assigned, flight schedules made, and motel reservations confirmed, etc.

Thank you for all your help. See you at the Symposium.

Sincerely,

Ronald R. Kelly
Coordinator of Instruction

RRK/bgs

enclosures
SCHEDULE

Media Workshop for
South Bend Area Teachers of the Hearing Impaired
April 8-9, 1974
conducted by
The Midwest Regional Media Center for the Deaf
University of Nebraska - Lincoln
in cooperation with
Great Lakes Region Special Education Instructional Media Center
Michigan State University

MONDAY April 8th

4:00 p.m. Opening Session (large group)
4:30 p.m. Media Labs (three rotation groups)
First rotation
Group A Group B Group C
Instructional Overhead Slides
Television Transparencies
6:30 p.m. Adjourn

TUESDAY April 9th

9:00 a.m. Visual Communication
9:45 a.m. Coffee
10:00 a.m. Media Labs
Second rotation
Group A Group B Group C
Slides Instructional Overhead
Television Transparencies
12:00 LUNCH
1:15 p.m. Media Labs
Third rotation
Group A Group B Group C
Overhead Slides Instructional
Transparencies Television
3:15 p.m. Wrap-up Session
4:00 p.m. Adjourn
SCHEDULE

Media Workshop
for
Indianapolis Area Teachers of the Hearing Impaired
April 10-11, 1974
conducted by
The Midwest Regional Media Center for the Deaf
University of Nebraska - Lincoln
in cooperation with
Great Lakes Region Special Education
Instructional Media Center
Michigan State University

WEDNESDAY April 10th

4:00 p.m. Opening Session (large group)
4:30 p.m. Media Labs (three rotation groups)
   First Rotation
   Group A  Group B  Group C
   Instructional  Overhead  Slides
   Television  Transparencies
6:30 p.m. ADJOURN

THURSDAY April 11th

9:00 a.m. Visual Communication
9:45 a.m. Coffee
10:00 a.m. Media Labs
   Second Rotation
   Group A  Group B  Group C
   Slides  Instructional  Overhead
   Television  Transparencies
12:00 LUNCH
1:15 p.m. Media Labs
   Third Rotation
   Group A  Group B  Group C
   Overhead  Slides  Instructional
   Transparencies  Television
3:15 p.m. Wrap-up Session
4:00 p.m. Adjourn
MEDIA WORKSHOP PARTICIPANTS

South Bend, Indiana
April 8-9, 1974

Mrs. A. V. Barrett
1602 Hildreth St.
South Bend, IN 46615

Estella Jackson
Lew Wallace High School
415 West 45th St.
Gary, IN

J. Wheeler
5050 Vermont
Kuny School
Gary, IN

Nancy Rios
George Kuny School
5050 Vermont
Gary, IN

Irene Coker
702 North Harvey
Griffith, IN 46319

Anita L. Dor
Hoagland School
354 West Butler
Fort Wayne, IN 46804

Terry Magie
3139 Whipple Drive
Merrionette Pk., IL 60655

Mary Mavis
Hoagland School
354 West Butler
Fort Wayne, IN 46804

Pauline Morton
1837 North Huey
South Bend, IN 46628

Pam Kasprzak
321 Walter St.
South Bend, IN 46614

Hortense C. House
Lew Wallace High School
415 West 45th St.
Gary, IN

Mae E. Phillips
1015 West 35th Ave., #204
Gary, IN 46408
MEDIA WORKSHOP PARTICIPANTS

Indianapolis, Indiana
April 10-11, 1974

Thelma Rice
8355 S. Kimbark Ave.
Chicago, IL 60619

Edna Rieth Gilmore
421 Nitsche
Terre Haute, IN 47803

Jean Sevisher
2718 Emmet Drive
Logansport, IN 46947

Jan Morton
1215 West 10th Place
Hobart, IN 46342

Joyce Revere
3112 Orchard Terrace
Indianapolis, IN 46218

Mary Keys
453 South 9th St.
Lafayette, IN 47904

Mollie Hollswell
520 West 21st
Connersville, IN 47331

Sally Buck
3317 Green Valley Rd.
New Albany, IN 47150

Evelyn Upp
802 St. Clair Ct.
Indianapolis, IN

Lynn Kimble
144 26th St.
Park Forest, IL 60466

Paula Magnuson
300 Meridian St.
Niagara, WI 54151

Terry M. Martin
RR#2
Sullivan, IN 47882

Mary Hannah
1123 Mohawk Hills Drive
Carmel, IN 46032

Anne C. Cawthon
RR#2 Box 71
New Albany, IN 47150

Janet Pool
1309 Morningside Drive
Chesterton, IN 46304

Cinda Davsman
Hickory Village Apts.
Hickory Rd.
Apt. 4230 #2B
Mishawaka, IN 46544

Barbara Herschman
RR#1 Decatur St.
Hobart, IN 46342

Mary Hodges
108 Eddy St., Apt. 209
Michigan City, IN 46360

Kay L. Greener
5302 S. Calhoun St.
Fort Wayne, IN 46807

Emily Caldwell
572 Rutledge St.
Gary, IN 46404

Pat Amstead
5168 Madison St.
Gary, IN 46408
TRAINING TEACHERS TO TRAIN PARAPROFESSIONALS

PROGRAM

9:30 - 10:00 a.m. Registration, Coffee and Introductions

10:00 - 10:30 a.m. General Session - "What Every Paraprofessional Should Know"

10:30 - 11:30 a.m. Small Group Sessions

10:30 - 11:30 a.m. Session A - "The Paraprofessional In The Special Class - Developing a Handbook of Dos and Don'ts"

10:30 - 11:50 a.m. Session B - "Paraprofessional Versus Teacher Or A Team Approach"

11:30 - 12:15 p.m. Session C - "Practical Suggestions for Utilizing The Paraprofessional" (Assessment, Music, and the Academic Areas)

11:30 - 12:15 p.m. Session D - "Practical Suggestions for Utilizing the Paraprofessional" (Instructional Materials, AV Equipment, Bulletin Boards, and Non-academic Teaching Areas)

12:15 - 1:15 p.m. Lunch

1:15 - 2:15 p.m. Small Group Sessions

1:15 - 2:15 p.m. Session A - "The Paraprofessional In The Special Class - Developing a Handbook of Dos and Don'ts"

1:15 - 2:15 p.m. Session B - "Paraprofessional Versus Teacher Or A Team Approach"

2:15 - 3:00 p.m. Session C - "Practical Suggestions For Utilizing The Paraprofessional" (Assessment, Music, and the Academic Areas)

2:15 - 3:00 p.m. Session D - "Practical Suggestions for Utilizing The Paraprofessional" (Instructional Materials, AV Equipment, Bulletin Boards, and Non-academic Teaching Areas)

3:00 - 3:30 p.m. General Session - "Putting It All Together"

3:30 - 3:45 p.m. Evaluation
<table>
<thead>
<tr>
<th>Participants</th>
<th>Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joan Melsheimer</td>
<td>Hamilton, Boone, Tipton Mad. Co-op.</td>
</tr>
<tr>
<td>Sue Ellen VanRiper</td>
<td>Barth. Cons., Columbus, Ind.</td>
</tr>
<tr>
<td>Donald R. Delaney</td>
<td>Barth. Cons., Columbus, Ind.</td>
</tr>
<tr>
<td>Herschel H. Wilby</td>
<td>Barth. Cons., Columbus, Ind.</td>
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<tr>
<td>Jean Bunton</td>
<td>Barth. Cons., Columbus, Ind.</td>
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<tr>
<td>Mary White</td>
<td>Barth. Cons., Columbus, Ind.</td>
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<tr>
<td>John Reifsnider</td>
<td>Barth. Cons., Columbus, Ind.</td>
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<tr>
<td>Paul Ash</td>
<td>Barth. Cons., Columbus, Ind.</td>
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<tr>
<td>Gary Perkins</td>
<td>Barth. Cons., Columbus, Ind.</td>
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<tr>
<td>Bill Mittendorf</td>
<td>Barth. Cons., Columbus, Ind.</td>
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<tr>
<td>Bob Hannan</td>
<td>Barth. Cons., Columbus, Ind.</td>
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<tr>
<td>Lowell Schultz</td>
<td>Barth. Cons., Columbus, Ind.</td>
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<tr>
<td>J. Scott DeHaven</td>
<td>Barth. Cons., Columbus, Ind.</td>
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<tr>
<td>Mary Bizzaro</td>
<td>Barth. Cons., Columbus, Ind.</td>
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<tr>
<td>Glen Taylor</td>
<td>Barth. Cons., Columbus, Ind.</td>
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<tr>
<td>Gay Worth</td>
<td>EACS, New Haven, Indiana</td>
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<tr>
<td>Don Reynolds</td>
<td>DPI, Indianapolis, Ind.</td>
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<td>John Smith</td>
<td>DPI, Indianapolis, Ind.</td>
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<tr>
<td>Paul Lane</td>
<td>DPI, Indianapolis, Ind.</td>
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<tr>
<td>Bob Donaldson</td>
<td>DPI, Indianapolis, Ind.</td>
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<tr>
<td>Jim Alley</td>
<td>DPI, Indianapolis, Ind.</td>
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<td>EACS, New Haven, Indiana</td>
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<td>Wabash Center</td>
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<td>Lafayette, Indiana</td>
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<td>DPI, Indianapolis, Ind.</td>
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<td>MSD Wayne Twp., Indianapolis, Ind.</td>
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</table>
GREAT LAKES REGION SEIMC

IN-SERVICE WORKSHOP EVALUATION

April 23, 1974

Indianapolis, Indiana

Date

Location

Training Teachers To Train Paraprofessionals

Title of Workshop

David J. Braukman & Ardis Weis

Presenter

This evaluation is designed to provide the Great Lakes Region SEIMC with feedback regarding your reactions to this workshop. Please answer all questions as you really feel about them.

Please check:

3 special education teacher
2 in-service educator
4 regular classroom teacher
7 student

2 administrator
7 other
2 - DPI consultants
4 - Psychometrists
1 - Speech pathologist

1. Organization of presentation

(positive) 5 4 3 2 1 (negative)

2. Was the selected media appropriate to the presentation of subject

5 4 3 2 1

3. Clarity of instructional objectives

5 4 3 2 1

4. Personally useful to me

5 4 3 2 1

639
5. Relevance to my current professional role

\[
\begin{array}{cccc}
6 & 6 & 2 & 1 \\
5 & 4 & 3 & 1 \\
\end{array}
\]

6. Overall rating of this presentation

\[
\begin{array}{cccc}
3 & 10 & 2 & 0 \\
5 & 4 & 3 & 1 \\
\end{array}
\]

7. Specific positive comments you would care to make about any aspect of this presentation.

See attached sheet.

8. Specific negative comments you would like to make about any aspect of this presentation.

See attached sheet.
In-Service Workshop Evaluation
Training Teachers To Train Paraprofessionals
April 23, 1974

7. Specific positive comments you would care to make about any aspect of this presentation.

Good, but felt more could be used in selection and training of teachers and paraprofessionals and problems that could arise.

A very good overall presentation concerning paraprofessionals - I wish this had been available last school year.

Good material selection.

Excellent -- fine presenters.

Presenters did a good job of involving the group in the presentation.

Dr. Weiss had excellent ideas and was personally committed to her subject.

Speakers were lively and creative people with information to give.

Well planned. Qualified speakers. Useful handouts. Thank you!

Well presented. Useful. Friendly atmosphere.

Weiss - very good. Dave - good information.

Mr. Braukman and Dr. Weiss seemed to speak with a great deal of experience in the area of paraprofessionals. Were able to answer questions from the floor very expertly.

Speakers were knowledgeable -- gave practical advice. Informality yielded greater group participation.
8. Specific negative comments you would like to make about any aspect of this presentation.

All materials seems to be aimed toward how the teacher "handles" the paraprofessional, not enough on how to make the "para" feel professional toward herself.

None.

Perhaps tried to cover too much material in the time allotted.

Ideas could have been presented in much shorter form. Role playing was superfluous. Filling out ideas for "The Paraprofessional Handbook" was a waste of time; never used!

Too much time on interesting but not pertinent things.

Cut sessions shorter, and give more breaks so a person can stretch.

Began to drag in p.m. May have tried to over-emphasize certain points.

None.

Probably not as well organized as it could have been.
THE GREAT LAKES REGION SEIMC

IN
COOPERATION WITH THE INDIANA
DEPARTMENT OF PUBLIC INSTRUCTION,
DIVISION OF SPECIAL EDUCATION
AND THE UNITED STATES
OFFICE OF EDUCATION
presents the

SEASE Workshop

March 20, 21, 22, 1974
RAMADA INN NORTHWEST
Indianapolis, Indiana
#### WEDNESDAY

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>10:00 a.m.</td>
<td>Coffee &amp; Registration</td>
</tr>
<tr>
<td>10:30 a.m.</td>
<td>Introduction &amp; Welcome: Paul Ash, Gil Bliton</td>
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<tr>
<td>11:00 - 11:30 a.m.</td>
<td>Orientation to Simulation</td>
</tr>
<tr>
<td>11:30 - 12:00 p.m.</td>
<td>Orientation to &quot;LaFayette&quot;</td>
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<tr>
<td>12:00 - 1:00 p.m.</td>
<td>LUNCH</td>
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<tr>
<td>1:00 - 1:30 p.m.</td>
<td>Bureau Staff Meeting</td>
</tr>
<tr>
<td>1:30 - 3:00 p.m.</td>
<td>Independent Study - Packet A; &quot;Interview with the Boss&quot;</td>
</tr>
<tr>
<td>3:00 - 3:30 p.m.</td>
<td>Feedback Session - A</td>
</tr>
<tr>
<td>3:30 - 4:30 p.m.</td>
<td>Work Session - Packet B</td>
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</tbody>
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#### THURSDAY

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:30 - 9:30 a.m.</td>
<td>Feedback Session - B</td>
</tr>
<tr>
<td>9:30 - 9:45 a.m.</td>
<td>COFFEE</td>
</tr>
<tr>
<td>9:45 - 10:45 a.m.</td>
<td>Group Task: Case Conference</td>
</tr>
<tr>
<td>11:00 - 11:30 a.m.</td>
<td>Feedback on Group Role Behavior</td>
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<tr>
<td>11:30 - 12:00 p.m.</td>
<td>Problem-Solving Analysis</td>
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<tr>
<td>12:00 - 1:30 p.m.</td>
<td>LUNCH</td>
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<tr>
<td>1:30 - 2:30 p.m.</td>
<td>Work Session - Packet C</td>
</tr>
<tr>
<td>2:30 - 3:15 p.m.</td>
<td>Feedback Session - C</td>
</tr>
<tr>
<td>3:30 - 4:30 p.m.</td>
<td>Special Study Institute</td>
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<td>Time</td>
<td>Event</td>
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<tr>
<td>8:30 - 9:30 a.m.</td>
<td>Work Session - Packet B</td>
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<tr>
<td>9:30 - 9:45 a.m.</td>
<td>COFFEE</td>
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<tr>
<td>9:45 - 10:45 a.m.</td>
<td>Feedback D</td>
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<tr>
<td>11:00 - 12:00 a.m.</td>
<td>Group Task: Personnel Training</td>
</tr>
<tr>
<td>12:00 - 1:00 p.m.</td>
<td>LUNCH</td>
</tr>
<tr>
<td>1:00 - 1:30 p.m.</td>
<td>Feedback - Report on Joint Planning</td>
</tr>
<tr>
<td>1:30 - 2:00 p.m.</td>
<td>Summary, Evaluation Adjournment</td>
</tr>
</tbody>
</table>
WORKSHOP STAFF:

Dr. Edward Sontag - Branch Chief, Division of Personnel Preparation, United States Office of Education

Dr. Daniel D. Sage - Professor of Special Education Administration, Syracuse University

Dr. Marcel Duval - Project Officer, Division of Research, United States Office of Education

Ms. Judy Fein - Liaison Officer, Division of Personnel Preparation, United States Office of Education

Mr. Joseph Gaughan - Administrative Intern, Division of Personnel Preparation, United States Office of Education

Dr. Kenneth F. McLaughlin - State Plan Officer, Aids to States Branch, United States Office of Education

Dr. William Peterson, Administrative Intern, Division of Personnel Preparation, United States Office of Education

Mr. Russell G. Rice, Jr., Syracuse University, Doctoral Candidate in Special Education Administration

Workshop Coordinators:

Paul Ash, Field Consultant, Indiana Department of Public Instruction, Special Education Division

Sue Ann Yovanovich, Field Services Coordinator, Great Lakes Region SEIMC
SEASE WORKSHOP
March 20-22, 1974
Indianapolis, Indiana

Participants

Carol Weller  Jim Phillips
Bob Robertson  Linda Blanton
Don Reynolds  Dick Eisinger
Gay Worth  Paul Ash
Bob Currie  Devota Burros
Jerry Bowling  Niles Daggy
Glen Taylor  Bill Duckworth
Bob Donaldson  Carol Eby
Parker Eaton  Elaine Heaton
THE GREAT LAKES REGION SEIMC

IN

COOPERATION WITH THE INDIANA
DEPARTMENT OF PUBLIC INSTRUCTION,
DIVISION OF SPECIAL EDUCATION

Presents

"The Monterey Program For Language Disorders"

----

August J. Mauser, Ed.D.
Professor, Northern Illinois University

April 5, 1974
AIRPORT HILTON
Weir Cook Airport
Indianapolis, Indiana

648
AGENDA:

9:30 - 10:00 am - Registration, Coffee and Donuts

10:00 - 11:00 - Presentation: Past and Present Language Development Systems

11:00 - 11:15 - Coffee Break

11:15 - 12:00 - Film: "Monterey Magic," Discussion and Group Formulations

12:00 - 1:00 pm - LUNCH

1:00 - 3:15 - Presentation: Part I - Implementation of the Monterey System

Part II - Group Session: Developing Additional Language Development Activities

3:15 - 3:30 - Evaluation
WORKSHOP PRESENTER:

August J. Mauser, Ed.D., is currently a professor in the Department of Special Education at Northern Illinois University. Dr. Mauser, a native Hoosier, began his teaching career in the Gary Public Schools. He was also an Assistant Professor of Special Education at Indiana University. Prior to his appointment at Northern Illinois University, he was Associate Professor of Special Education at Indiana State University, Terre Haute, Indiana, where he was awarded the Caleb Mills Distinguished Teaching Award.

Dr. Mauser's recent publications include: Diagnostic and Assessment Instruments for Learning Disabled Children, and Developmental Systems for Learning Disabled Children.

Workshop Coordinators:

Paul Ash, Field Consultant, Indiana Department of Public Instruction, Special Education Division.

Sue Ann Yovanovich, Field Services Coordinator, Great Lakes Region SEIMC.
IN-SERVICE WORKSHOP EVALUATION

April 5, 1974

Date

Indianapolis, Indiana

Location

The Monterey Program For Language Disorders

Title of Workshop

Dr. August Mauser

Presenter

This evaluation is designed to provide the Great Lakes Region SEIMC with feedback regarding your reactions to this workshop. Please answer all questions as you really feel about them.

Please check:

1. Organization of presentation

   (positive) 13 15 4 3 3 2 1 (negative)

2. Was the selected media appropriate to the presentation of subject

   10 9 10 5 1

3. Clarity of instructional objectives

   7 17 5 4 2 1

4. Personally useful to me

   8 8 10 6 3 1
5. Relevance to my current professional role

\[
\begin{array}{ccccc}
9 & 8 & 9 & 5 & 3 \\
5 & 4 & 3 & 2 & 1 \\
\end{array}
\]

6. Overall rating of this presentation

\[
\begin{array}{ccccc}
4 & 15 & 9 & 5 & 2 \\
5 & 4 & 3 & 2 & 1 \\
\end{array}
\]

7. Specific \text{positive} comments you would care to make about any aspect of this presentation.

(see attached sheet)

8. Specific \text{negative} comments you would like to make about any aspect of this presentation.

(see attached sheet)
7. Specific positive comments you would care to make about any aspect of this presentation.

Dr. Mauser is a pleasant speaker to listen to and was organized.

We are concerned with quality and accountability evaluation. Much of this teaching by objective policy will be used. Very glad to be asked to attend.

You gave us materials which we can really use! Most present ideas and number of materials with which to implement ideas gained. This was like having an Intensive Workshop--only in 1 day! Wish you (Dr. Mauser) were still at I.N. teaching!

The morning presentation was very good. I thought it was presented well.

Morning presentation was interesting. Hand-outs look useful for motor skills.

Morning presentation very good.

The morning presentation was good.

The spiral-bound handout should be very helpful.

Think the materials are excellent in terms of organization and sequencing.

The materials will be helpful.

Appreciated the information presented in the developmental scale from Monterey.
I especially enjoyed the speaker. He kept the discussion to the point and was very interesting. He presented to the audience the area in which they were most interested.

I would like to hear more of Dr. Mauser's methods of reaching objectives. Enjoyable speaker aware of audiences needs.

The information was not biased in either direction. More of these workshops would be helpful.

First meeting I've been to in a long time that was so well organized and the information was pertinent and well explained!

Speaker presented material in such a way as to be understood by all. Notes could be taken easily.

Well organized presentation of step by step procedure to be followed.

The review of language development was cohesive and clear.
IN-SERVICE WORKSHOP EVALUATION

The Monterey Program For Language Disorders

8. Specific negative comments you would like to make about any aspect of this presentation.

I still am not sure what the content of the Monterey Language Program is. I think that you could have spent more time on explaining it and more exercise type things.

I would like to have heard more practical, everyday teaching ideas and methods.

Projector material seemed irrelevant and trivial. Motor skills are important, but what about specific verbal language problems?

Not enough information on specific assessment and remediation procedures of language delayed child.

Need time for questions and discussion.

Was not directed to speech clinicians specifically. Why were our special education teachers not invited?

Little information regarding the remediation of language disorders was disseminated. This particular workshop had little value to the speech pathologist.

Thought the afternoon presentation was not pertaining to language as anticipated and too elementary for teachers.

I was under the impression it was a "language program" presentation—what happened??

Believe me language area was not covered as anticipated.

I believe the language part of the program was not covered.
8. Continued:

There was no relevance to language so far as specific help is concerned. "Pre-digested" background material we don't need! The title "Monterey Program for Language Disorders" was very misleading to potential participants. Dr. Mauser didn't seem to be aware his audience was to be speech pathology oriented and did not appear prepared to direct his material to them.

Did not think it was necessary to show the overhead slides about the program. The material was somewhat redundant.

Overhead materials not interesting.

The entire presentation was geared to writing behavioral objectives for lessons--most of which was geared to motor behaviors. I didn't feel that the program presented anything new, and nothing specific to language remediation. It was much too general.

As with so many of these workshops, too much time is spent on theoretical concepts and little (if any) time is spent on actual sample lessons. Just once I'd like to go to a workshop that was geared to the uncreative teacher who would appreciate concrete suggestions rather than statements such as "writing lesson plans is very difficult for language disabled children."

NONE

Would like to have had the presentation more language oriented.

The presentation seemed to be aimed at an audience whose academic background was somewhat less detailed in language theory than the many of us present today in speech and hearing therapy.

I would like to have been shown how this program would more specifically apply to Language Therapy. Why weren't any of the lesson programs discussed? Too general of a presentation.
<table>
<thead>
<tr>
<th>NAME</th>
<th>ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathryn Smith</td>
<td>632 Marston Ct. Ft. Wayne</td>
</tr>
<tr>
<td>Chris Long</td>
<td>1661/2 Usher St. Logansport</td>
</tr>
<tr>
<td>Connie Robinson</td>
<td>2508 E. Broadway Logansport</td>
</tr>
<tr>
<td>Shirley Cree</td>
<td>612 Nordale Dr. Ft. Wayne</td>
</tr>
<tr>
<td>Janne Ade</td>
<td>16161/2 Usher St. Logansport</td>
</tr>
<tr>
<td>Connie Masse</td>
<td>Box 572 Monticello, Ind.</td>
</tr>
<tr>
<td>Dureta Sexton</td>
<td>1408 W. Main - Muncie</td>
</tr>
<tr>
<td>Mekle Clendenin</td>
<td>R.R. 7 Muncie</td>
</tr>
<tr>
<td>Linda Erb</td>
<td>3301 Miami Trail, Muncie</td>
</tr>
<tr>
<td>Sharon Crain</td>
<td>2020 W. Jackson, Muncie</td>
</tr>
<tr>
<td>Holly Heldt</td>
<td>Scheidler Apt. 419, Muncie</td>
</tr>
<tr>
<td>Susan Hummer</td>
<td>1211/2 Cherry, Muncie</td>
</tr>
<tr>
<td>Debbie Williams</td>
<td>1705 Harfield Dr. #252 Indpls.</td>
</tr>
<tr>
<td>Ellen Longo</td>
<td>513 East 8th St. Bloomington</td>
</tr>
<tr>
<td>Deane Elkin</td>
<td>319 E. 20th St. #29 Bloomington</td>
</tr>
<tr>
<td>Alice Phelps</td>
<td>R.R. Greensburg</td>
</tr>
<tr>
<td>Paulette Young</td>
<td>3033 De Soto - Columbus</td>
</tr>
<tr>
<td>Laura Steats</td>
<td>1350 So. 3rd St. Clinton, Ind.</td>
</tr>
<tr>
<td>Janet Novak</td>
<td>R.R. #1 Petersburg, Indiana</td>
</tr>
<tr>
<td>Bonnie Swarner</td>
<td>6051 Beachview Dr. Apt. 234, Indy.</td>
</tr>
<tr>
<td>Celia Patterson</td>
<td>Village in the Woods #5 Batesville Lawrenceburg, Ind.</td>
</tr>
<tr>
<td>Gary Perkins</td>
<td>2805 W. N. Bend Rd. #1004 Cincinnati</td>
</tr>
<tr>
<td>Diana Doyle</td>
<td>5913 W. Morris Indpls.</td>
</tr>
<tr>
<td>Beverly Smoot</td>
<td>1006 Longfellow Lane Plainfield</td>
</tr>
<tr>
<td>Diana Howell</td>
<td>City R. 6 Monticello, Ind.</td>
</tr>
<tr>
<td>Dennis Bowman</td>
<td>19 Rebecca Dr. Indpls., 46241</td>
</tr>
<tr>
<td>Marguerite Edmonson</td>
<td>1000 E. Buchanan St. Plainfield</td>
</tr>
<tr>
<td>Clare Fischer</td>
<td>8525 Greta Dr.</td>
</tr>
<tr>
<td>Lynn McClaine</td>
<td>R. 3 Crawfordsville 47933</td>
</tr>
<tr>
<td>Carolyn Tunin</td>
<td>439 Euclid Greenwood, 46142</td>
</tr>
<tr>
<td>Caroline Wynolds</td>
<td>63 S. Bolton, Indpls. 46219</td>
</tr>
<tr>
<td>Caren Herald</td>
<td>119 Neely Ave. Muncie</td>
</tr>
<tr>
<td>Glenn Farling</td>
<td>27 Morningside Dr. Washington, Ind.</td>
</tr>
<tr>
<td>Diane Gill</td>
<td>26510 Cold Springs Manor Dr. Indpls</td>
</tr>
<tr>
<td>Joanne Bong</td>
<td>430 Mutton Creek Dr. Seymour 47274</td>
</tr>
<tr>
<td>Eleanor Bywaters</td>
<td>R.R. 3 Box 23A Nashville, Ind.</td>
</tr>
<tr>
<td>Shirley Pollock</td>
<td>Indianapolis</td>
</tr>
<tr>
<td>Glen Taylor</td>
<td>Indianapolis</td>
</tr>
<tr>
<td>Gay Worth</td>
<td>801 N. Dill Muncie</td>
</tr>
<tr>
<td>Janis Stewart</td>
<td>211 E. N.St. Muncie, Ind.</td>
</tr>
<tr>
<td>Deb Hopseker</td>
<td>Rt. #13 Muncie</td>
</tr>
<tr>
<td>Kim Riggin</td>
<td>Muncie, Ind. Apt. #11 Scheidler</td>
</tr>
</tbody>
</table>
IN-SERVICE WORKSHOP EVALUATION

April 26, 1974  Early Childhood Education for the Multi-Handicapped
Date  Title of Workshop
Saginaw, Michigan  Dr. Robert Lance
Location  Presenter

This evaluation is designed to provide the Great Lakes Region SEIMC with feedback regarding your reactions to this workshop. Please answer all questions as you really feel about them.

Please check:

<table>
<thead>
<tr>
<th>Special education teacher</th>
<th>Regular classroom teacher</th>
<th>In-service educator</th>
<th>Student</th>
<th>Other - 1 CRC</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>9</td>
<td>1</td>
<td></td>
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</table>

1. Organization of presentation

(positive) 7 4 7 2 2 (negative)

2. Was the selected media appropriate to the presentation of subject

2 4 6 7 2 1

5 4 3 2 1

3. Clarity of instructional objectives

7 4 5 2 3

5 4 3 2 1

4. Personally useful to me

8 5 5 4 1

5 4 3 2 1

658
5. Relevance to my current professional role

\[
\begin{array}{cccccc}
9 & 4 & 6 & 4 & 0 \\
5 & 4 & 3 & 2 & 1 \\
\end{array}
\]

6. Overall rating of this presentation

\[
\begin{array}{cccccc}
7 & 5 & 5 & 6 & 0 \\
5 & 4 & 3 & 2 & 1 \\
\end{array}
\]

7. Specific positive comments you would care to make about any aspect of this presentation.

See attached sheet.

8. Specific negative comments you would like to make about any aspect of this presentation.

See attached sheet.
7. Specific positive comments you would care to make about any aspect of this presentation.

Very pertinent and relevant information. The content of the presentation was functionally salient.

Specific mention of diagnostic techniques were informative. Outline of diagnostic and perscriptive services is useful.

Manner of Dr. Lance, informal, easy to attend. Correlates well with our EPPC of parent involvement and required 0-5 programming required.

Content excellent. Much information given.

Very pleased to see what is being developed.

Dynamic, positive presentation with particular emphasis on need for workable diagnosis as opposed to non-productive descriptions of problems.

Enjoyed the material related to application, but did not care as much for philosophy.

Enthusiastic about findings and results of program at Blick Clinic.

Had a lot of information to share.

He was a good speaker in general, as far as presenting to a group.

We need this reinforcement for these areas. Good way to look at the development sequencing. (SR → process → expression). Glad to have.

Reinforced participants theory that what we're doing with kids is 'on the right track.'

Many useful ideas were presented with materials available to us that we can utilize.
8. Specific negative comments you would like to make about any aspect of this presentation.

The organization of the presentation would have been useful to have visual media to clarify some of the points he was making.

Too long. Few specifics to apply.

I would have liked to have seen slides as to set-up of clinic, working with parents, etc. Needed more visual media.

I wish there were more handouts and access to the developed tools. It is great that it exists but would be greater if available.

Could have been better organized or thought out.

Case examples or description of clients first. Less talking more content with examples.

Had a lot of materials but seemed to wander. Wish we would be able to have forms. Should have used more visuals.

1) No objectives. 2) Rambling. 3) Could have a good speaker tell about some Michigan facilities rather than Ohio. 4) Too general in scope.

Half hour too long.

Length.

I am interested mainly in the application of programs--more detail on how prescriptions are written and carried out.

Could have had more handouts.

Did not really hit on the topic of Early Childhood Education for the Multi-Handicapped--it was just on Developmental Learning.

Not clear on some issues. Some information was presented on too vague a surface level where going into more depth would have helped.

He was not adequately prepared by this group to present what we expected to hear.
IN-SERVICE WORKSHOP

April 26, 1974
Saginaw, Michigan

Participants

Diana Oberschulte
Geneva Reid
Janet Robinson
Arnold Trafelet
Russ Andreotti
Jan Frieder
Bob Kekke
Gail Wiemer
Peggy Tenney
Sue Boulter
Marie Dorie
Betty Patrick
Ron Thomas
Grace Ahn
Ben Herbert
Don Richards
Bev Farr
Roy Montroy
Betty Mellon
Ray Landis
Betsy Ross
Henrietta Henyon
Ellie Roosli
AGENDA
Bi-State Workshop
May 16-17, 1974

Thursday, May 16

8:30 - 9:00 am Registration and Coffee
9:00 - 12:00 Dr. August Mauser & Dr. Ray Dembinski
Parent Counseling
12:00 - 1:15 pm LUNCH (catered)
1:15 - 4:30 Dr. Sivasialam Thiagarajan from CITH
"Funtime"
8:00 - ???

Friday, May 17

9:00 - 12:00 am Joe Levine & Staff - Auditory Learning
12:00 - 1:15 pm LUNCH (catered)
1:15 - 3:00 A Review of the Past Eight Years; A Look Ahead - The ALRC National Network; The Great Lakes ALRC
3:00 - 3:30 Summary and Evaluation
April 30, 1974

MEMORANDUM

TO: Indiana Special Education Division Staff
   Michigan Special Education Department Staff

FROM: Sue Ann Yovanovich, Field Services Coordinator

SUBJECT: Bi-State Workshop, May 16-17, 1974

Enclosed you will find a workshop confirmation card for the upcoming Bi-State Workshop. Please complete the card and mail it back to us as soon as possible.

The workshop will be held at the Holiday Inn East in Lansing beginning promptly at 8:30 am on Thursday, May 16 and ending at 3:30 pm on Friday, May 17. (See attached agenda.)

Enclosed with this memo is a reservation card for your motel accommodations. Please complete immediately and mail it directly to the Holiday Inn East. We have reserved rooms for the evenings of the 15th and 16th. Some participants will need to arrive on the evening of the 15th to insure an early starting time on the 16th. The Great Lakes Region SEINC will reimburse participants for accommodations, food, and transportation expenses.

We're looking forward to seeing you on the 16th and 17th!

Enclosure
BI-STATE WORKSHOP
May 16-17, 1974

Participants

Peggy Tenney
Lyle Williams
June Schaefer
Betty Patrick
Nancy Mast
Gail Wiemer
Jane Walline
Geneva Reid
Jay Bartner
Janet Robinson
Maryann Jones
Betty Mellon
Bob Kekke
Diana Oberschulte
Ellie Roosli
Gene Thurber
Paul Ash
Glen Taylor
Don Reynolds
Fred Chappell

Russ Andreotti
Ruth Russell
Earl Heath
Bill Duckworth
Martha Wesson
Don Richards
Ralph Pritchard
Roy Montroy
Arnold Trafelet
Paul Tower
David Williams
Grace Ahn
Betsy Ross
Tom Howard
Lynn Hecht
Sue Boulter
Ben Herbert
Lucile Karner
Blanche Benwire
Don Beall
REGIONAL SPECIAL EDUCATION WORKSHOP

SPONSORED BY

GREAT LAKES REGION SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER

June 11, 1974
Indianapolis, Indiana

Participants: Special Education Staff of the Indiana Department of Education
Presenters: Jan Baxter
Harrold W. Spicknall

AGENDA

9:00 - 9:30 am  Registration - Coffee - Introduction

9:30 - 12:00
1. Experience in Accountability
2. The Missing Link (Theory)
3. Six Step Accountability Model
4. Accountability in Special Education

12:00 - 1:00 pm  Lunch

1:00 - 3:15  Use of Accountability as:
   a. Management Tool
   b. Consultation Tool

3:15 - 3:30  Evaluation of Workshop
IN-SERVICE WORKSHOP

"Accountability Model For SEA Staff"
June 11, 1974
Indianapolis, Indiana

Participants

Paul Ash                     Don Reynolds
Henry Binder                 Bob Robertson
Miles Daggy                  Glen Taylor
Sharon Dailey                Gay Worth
Bob Donaldson                Jim Phillips
Bill Duckworth               Jerry Bowling
Carol Eby                    Dick Eisinger
This evaluation is designed to provide the Great Lakes Region SEIMC with feedback regarding your reactions to this workshop. Please answer all questions as you really feel about them.

Please check:

- special education teacher
- regular classroom teacher
- administrator
- in-service educator
- student
- other (specify)

1. Organization of presentation

   (positive) 5 4 3 2 1 (negative)

2. Was the selected media appropriate to the presentation of subject

   5 4 3 2 1

3. Clarity of instructional objectives

   5 4 3 2 1

4. Personally useful to me

   5 4 3 2 1
5. Relevance to my current professional role

5 4 3 2 1

6. Overall rating of this presentation

5 4 3 2 1

7. Specific positive comments you would care to make about any aspect of this presentation.

8. Specific negative comments you would like to make about any aspect of this presentation.
APPENDIX C

Materials Relevant to the Media and Materials Development
Chapter (Chapter 3) of the Final Report of the Great Lakes
Region Special Education Instructional Materials Center

Sample Product Opinion Papers............................ 675-710
Early Child-Use Materials: Reports and News Releases.... 711-720
Report of a "Barsch Room" in Operation.................... 721-731
Games Teach: Evaluation of a Workshop.................... 733-738
Non-Verbal Films: A Description............................ 739-742
Ball Utilization: Report of a Study.......................... 743-754
Improving Low Vision Skills: Evaluations and a Guide.... 755-817
Recorded Aid for Beginning Piano, Vol. 1: A Descriptive
Guide......................................................... 819-838
Resources for Effective Teaching: Descriptive Booklet
and Evaluations of Some Workshops........................ 839-890
"Yours for a Better Workshop": Booklet and Report on
Dissemination Data............................................ 891-914
Problems and Hints: An Evaluation of a Workshop...... 915-923
Workshop Coordinator Kits and Workshop Evaluations.... 925-1016
"You Are..."......................................................... 1017-1065
Info-Paks: A Sample............................................. 1067-1095
Survey on Learning Disorder Terminology: Analysis of
Responses....................................................... 1097-1114
Braille Code Recognition Materials: Leader's Guide
and Results of Use........................................... 1115-1170
APPENDIX C - CONTENTS CONTINUED

Visual Training Cards: An Evaluation ......................1171-1185
Workshop Training Kits: Evaluations .....................1187-1215
Workshop Training Kits: An Introduction and Some Samples .................................................1217-1323

Some Final Evaluations of Various Aspects of the Media and Materials Development Unit ..............1325-1408
SAMPLE PRODUCT OPINION PAPERS
Six yellow inset triangles of varying sizes with square peg handles and wooden tray. To be used as an individualized exercise in sorting, size discrimination, and coordination.

EVALUATIONS

<table>
<thead>
<tr>
<th></th>
<th>#302</th>
<th>#403</th>
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</thead>
<tbody>
<tr>
<td>Relevant &amp; accurate?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Attractive to pupils?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Durable?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Teacher manual adequate?</td>
<td>There is none</td>
<td>Yes</td>
</tr>
<tr>
<td>Effectiveness justifies cost?</td>
<td>If low</td>
<td>Yes</td>
</tr>
<tr>
<td>Used as producer intends?</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>How long have you used it?</td>
<td>Month</td>
<td>Month</td>
</tr>
<tr>
<td>Were you using it before request for evaluation?</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Special training needed for use?</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Age for which used</td>
<td>5-7</td>
<td>7-10</td>
</tr>
<tr>
<td>Learner characteristics</td>
<td>Slow</td>
<td>Slow</td>
</tr>
<tr>
<td>Curricular function</td>
<td>Supplementary</td>
<td>Regular</td>
</tr>
<tr>
<td>Teaching procedure</td>
<td>Small group</td>
<td>Unsupervised Study</td>
</tr>
</tbody>
</table>

#302 This should be used with very young children to be effective.

#403 The material is a little small for handicapped youngsters to handle.
A type of abacus made of a steel frame and plastic discs with internal springs that remain in place while the problem is being performed. Helps develop an intuitive understanding of primary mathematics and the value and grouping concepts of the decimal system.

EVALUATIONS

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<th>#301</th>
<th>#305</th>
<th>#604</th>
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<tr>
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<td>Yes</td>
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<td>Yes</td>
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<td>Durable?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
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<td>Teacher manual adequate?</td>
<td>I had none</td>
<td>Positively</td>
</tr>
<tr>
<td>Effectiveness justifies cost?</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Used as producer intends?</td>
<td>Several months</td>
<td>More than a year</td>
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<td>How long have you used it?</td>
<td>Yes</td>
<td>Yes</td>
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<td>Were you using it before request for evaluation?</td>
<td>Yes</td>
<td>Possibly</td>
</tr>
<tr>
<td>Special training needed for use?</td>
<td>No</td>
<td>5-10</td>
</tr>
<tr>
<td>Age for which used</td>
<td>Any grade level</td>
<td>10-13</td>
</tr>
<tr>
<td>Other ages recommended</td>
<td>All</td>
<td>All</td>
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<tr>
<td>Learner characteristics</td>
<td>All</td>
<td>All</td>
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<tr>
<td>Curricular function</td>
<td>All</td>
<td>Group, small group</td>
</tr>
<tr>
<td>Teaching procedure</td>
<td>All</td>
<td>Group, small group</td>
</tr>
</tbody>
</table>

#301 easily cleaned; withstands a considerable amount of use. Its manipulation produces only accurate answers and the immediate sight of the problem is given to the child for reinforcement. I understand that there is a larger model available that would be better for group demonstration, but even the individual smaller size was used for the group. The plastislate worksheets for recording answers makes this an excellent "Teaching Machine."

#305 Best tool ever for teaching base ten and number recognition. Because of tactile advantages and concreteness of counters in relation to the Base 10 concept of numbers, this should be a good tool for blind children.

#604 This item is not included in our approved list of Mathematical Learning Aids. Concepts could be developed with more serviceable aids.
"Phonic Mirror"
H. C. Electronics, Inc.
1640 A Tilburon Blvd.
Tiburn, California 94920

An automatic amplified speech playback instrument. The subject speaks into
the instrument and the speech is played back. Intended for children with speech
and hearing defects.

EVALUATIONS

<table>
<thead>
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<th></th>
<th>#808</th>
<th>#810</th>
<th>J.E.C.</th>
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<td>Yes</td>
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<td>Attractive to pupils?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Durable?</td>
<td>Not tape</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Teacher manual adequate?</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Effectiveness justifies cost?</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Used as producer intends?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>How long have you used it?</td>
<td>1 year</td>
<td>Longer</td>
<td>Week</td>
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<td>Were you using it before request for evaluation?</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Special training needed for use?</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Age for which used</td>
<td>1-12</td>
<td>4-18</td>
<td>6-9 (EMR)</td>
</tr>
<tr>
<td>Other ages recommended</td>
<td>All</td>
<td>Fast</td>
<td>Average</td>
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<tr>
<td>Learner characteristics</td>
<td>Remedial</td>
<td>Remedial, Supp. Remedial</td>
<td></td>
</tr>
<tr>
<td>Curricular function</td>
<td>Small group</td>
<td>Small group</td>
<td></td>
</tr>
<tr>
<td>Teaching procedure</td>
<td>Small group</td>
<td>Small group</td>
<td></td>
</tr>
</tbody>
</table>

#808 This material tends to improve the children's listening habits and
increase their attention span. The immediate playback makes it easier to point
up their speech problems, hear their deficiencies, and try to correct them.
Lateral lisps can be heard but not lingual lisps. A 2 and 8 second response would
provide variation. It is a good teaching tool but too expensive considering its
limited response.

#810 Maximum benefit comes from experience with it.
A tape recorder with instant feedback, employing pre-recorded or teacher/student-made cards for visual stimulation while the accompanying magnetic tape pronounces the word illustrated.

### EVALUATIONS

<table>
<thead>
<tr>
<th>#807</th>
<th>#810</th>
<th>#811</th>
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<td>Yes</td>
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<tr>
<td>Durable?</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Teacher manual adequate?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Effectiveness justifies cost?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Used as producer intends?</td>
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<td>Yes</td>
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<tr>
<td>How long have you used it?</td>
<td>More than a year</td>
<td>More than a year</td>
</tr>
<tr>
<td>Have you used it before request for evaluation?</td>
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<td>Yes</td>
</tr>
<tr>
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<td>Yes</td>
</tr>
<tr>
<td>Age for which used</td>
<td>3-5</td>
<td>4-8</td>
</tr>
<tr>
<td>Other ages recommended</td>
<td>All</td>
<td>All</td>
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<tr>
<td>Learner characteristics</td>
<td>All</td>
<td>Fast</td>
</tr>
<tr>
<td>Curricular function</td>
<td>Remedial</td>
<td>Remedial</td>
</tr>
<tr>
<td>Teaching procedure</td>
<td>Small group</td>
<td>Small group</td>
</tr>
</tbody>
</table>

#807 This machine is especially useful for language therapy with disturbed and/or retarded children as the cards can be geared to the individual disorder.

#810 This is one of the most valuable tools for a speech correctionist.

#811 The only limitation of the Language Master is the creativity of the user.
PRODUCT OPINIONS

#944

Resonator Whistle
Creative Playthings, Inc.
Princeton, NJ 08540
Copyright 1967 Price $6.95

Fourteen inch slide whistle of birch plywood and maple with push and pull slide to control tone; extra mouth pieces.

EVALUATIONS

<table>
<thead>
<tr>
<th>Relevant &amp; Accurate?</th>
<th>#103</th>
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<th>#406</th>
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<td>D</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
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<tr>
<td>Durable?</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Teacher manual adequate?</td>
<td></td>
<td>None</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Effectiveness justifies cost?</td>
<td></td>
<td>No</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Used as producer intends?</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Don't know</td>
</tr>
<tr>
<td>How long have you used it?</td>
<td></td>
<td>Week</td>
<td></td>
<td>Week</td>
</tr>
<tr>
<td>Were you using it before request for evaluation?</td>
<td></td>
<td>No</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Special training needed for use?</td>
<td>7-12</td>
<td>No</td>
<td></td>
<td>Possibly</td>
</tr>
<tr>
<td>Other ages recommended</td>
<td>13-14 MR</td>
<td>Average, Slow</td>
<td>7-16</td>
<td>Slow</td>
</tr>
<tr>
<td>Learner Characteristics</td>
<td></td>
<td>Supplementary</td>
<td></td>
<td>Supplementary</td>
</tr>
<tr>
<td>Curricular function</td>
<td></td>
<td>Supplementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching procedure</td>
<td>7-12</td>
<td>Small group</td>
<td>7-16</td>
<td>Small group</td>
</tr>
</tbody>
</table>

#103 It was used with the blind. Scale is reasonably accurate except at far end of whistle where pitch doesn't vary during last inch. Sometimes the note played near the mouthpiece is low rather than the highest note. Sound most pleasing when child blows sufficient amount of air in short blasts. Amount of air tends to give effect of natural notes and sharps without moving the slide. It is too long for a 7 yr. old and even difficult for a small 12 yr. old. They can use it only if the slide is operated by the teacher.

#406 This, to us was a "fun" item. It had some relations to sound, but very little more. The children enjoyed it, and can be used by anyone who can blow. I had hoped to get more variety of sounds. It sounded something like the wail of a siren. Perhaps it has more useful qualities that I did not know about.

681

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Kit contains a daily lesson manual, categorized stimulus and story cards, color chips, puppets, and tape recordings of fairy tales. Motivates children in the oral expression of ideas.

**EVALUATIONS**

<table>
<thead>
<tr>
<th>#314</th>
<th>#806</th>
<th>#807</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant &amp; accurate?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Attractive to pupils?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Durable?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Teacher manual adequate?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Effectiveness justifies cost?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Used as producer intends?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>How long have you used it?</td>
<td>1½ years</td>
<td>2 months</td>
</tr>
<tr>
<td>Were you using it before request for evaluation?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Special training needed for use?</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Age for which used</td>
<td>6-12</td>
<td>4-6</td>
</tr>
<tr>
<td>Other ages recommended</td>
<td>All</td>
<td>Fast</td>
</tr>
<tr>
<td>Learner characteristics</td>
<td>All</td>
<td>Supplementary, remedial</td>
</tr>
<tr>
<td>Curricular function</td>
<td>Supplementary, remedial</td>
<td>Regular</td>
</tr>
<tr>
<td>Teaching Procedure</td>
<td>Group, small group</td>
<td>Small group</td>
</tr>
</tbody>
</table>

#314 The lessons are planned so that the children learn through sight, hearing, and feeling. Can be used for number and reading readiness. I do not feel the story pictures are appropriate for the lower age group.

#806 When using materials with pre-school, kindergarten, and first grade speech classes, one to five in a group -- materials help to develop reception, conceptualization, and expression. The kits are mainly used for oral language development.

#807 The beauty of this kit is that it can be used with children of various age levels and the pictures are very accurate as well as durable. The puppets and story-cards allow for creativity. Useful for language disorders (Deaf, Hard of Hearing, Delayed Language, Retarded).
Three sets of cards, Set 1 containing thirty-two pairs of words with common initial syllables; Set 2 containing thirty-two pairs of words with common final syllables; and Set 3 consisting of sixteen groups of four words each, dealing with a single topic. The words ranging in length from one - four syllables. Especially helpful in developing speech skills in the deaf, the speech impaired, and mentally retarded, this game teaches quick recognition of common syllables and the sounding of long words by dividing them into long syllables.

EVALUATIONS

<table>
<thead>
<tr>
<th></th>
<th>#206</th>
<th>#821</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant &amp; accurate?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Attractive to pupils?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Durable?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Teacher manual adequate?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Effectiveness justifies cost?</td>
<td>Yes</td>
<td>Don't know cost</td>
</tr>
<tr>
<td>Used as producer intends?</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>How long have you used it?</td>
<td>2 years</td>
<td>1 month</td>
</tr>
<tr>
<td>Were you using it before request for evaluation?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Special training needed for use?</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Age for which used</td>
<td>11-15</td>
<td>12-16</td>
</tr>
<tr>
<td>Other ages recommended</td>
<td>All</td>
<td>Slow</td>
</tr>
<tr>
<td>Learner characteristics</td>
<td>Supplementary, remedial</td>
<td>Remedial</td>
</tr>
<tr>
<td>Curricular function</td>
<td>Small group</td>
<td>Small group</td>
</tr>
</tbody>
</table>

Very good for teaching children an analysis-synthesis approach for self monitorization and self therapy in speech correction. The games are difficult enough to be challenging and they seem to teach a concept that goes further than the game.

May 9, 1969

683
PRODUCT OPINIONS
975

Group Sounding Game
Garrard Publishing Co.
Champaign, IL 61820
Copyright 1945 Price $2.50

15 sets of 6 cards each covering 14 steps in sounding to develop the habit of listening to sounds and sound-letter combinations. A developmental or remedial reading game designed to progressively teach the phonetic elements by means of group participation in a bingo type game.

EVALUATIONS

<table>
<thead>
<tr>
<th>Relevant &amp; Accurate?</th>
<th>#606</th>
<th>#802</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attractive to Pupils?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Durable?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Teacher manual adequate?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Effectiveness justifies cost?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Used as producer intends?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>How long have you used it?</td>
<td>More than a year</td>
<td>Week</td>
</tr>
<tr>
<td>Were you using it before request for evaluation?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Special training needed for use?</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Age for which used</td>
<td>8-12</td>
<td>7-11</td>
</tr>
<tr>
<td>Other ages recommended</td>
<td>Average, Slow</td>
<td>Average</td>
</tr>
<tr>
<td>Learner Characteristics</td>
<td>Regular, Remedial</td>
<td>Remedial</td>
</tr>
<tr>
<td>Curricular function</td>
<td>Supplementary</td>
<td>Supplementary</td>
</tr>
<tr>
<td>Teaching procedure</td>
<td>Small group</td>
<td>Small group</td>
</tr>
</tbody>
</table>

#606 We did not usually use this material as the primary method of teaching the sounds, but did find the game popular with the children and helpful as a supplementary material.

#802 When I used it, I had them make sentences with the words. It did not matter if they could not find a word.

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Product Opinions #992, 993, 1001, 1002

Say It Arithmetic Games
Garrard Publishing Company
Champaign, Illinois 61820
1967
$1.98 each

Each game (Addition, Subtraction, Multiplication, and Division) consists of player cards on each of which are printed sixteen arithmetic problems in four rows of successive difficulty and ninety-six cover cards printed with a single arithmetic combination. Can be used to teach the arithmetic combinations included or in practice sessions to promote rapid recall.

**EVALUATIONS**

<table>
<thead>
<tr>
<th>Relevance &amp; accuracy?</th>
<th>#306</th>
<th>#315</th>
<th>V.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attractive to pupils?</th>
<th>#306</th>
<th>#315</th>
<th>V.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Durable?</th>
<th>#306</th>
<th>#315</th>
<th>V.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher manual adequate?</th>
<th>#306</th>
<th>#315</th>
<th>V.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effectiveness justifies cost?</th>
<th>#306</th>
<th>#315</th>
<th>V.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Used as producer intends?</th>
<th>#306</th>
<th>#315</th>
<th>V.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How long have you used it?</th>
<th>#306</th>
<th>#315</th>
<th>V.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Month</td>
<td>Year</td>
<td>Month</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Were you using it before request for evaluation?</th>
<th>#306</th>
<th>#315</th>
<th>V.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special training needed for use?</th>
<th>#306</th>
<th>#315</th>
<th>V.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age for which used</th>
<th>#306</th>
<th>#315</th>
<th>V.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>8-11</td>
<td>6-12</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learner characteristics</th>
<th>#306</th>
<th>#315</th>
<th>V.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Slow</td>
<td>Slow</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curricular function</th>
<th>#306</th>
<th>#315</th>
<th>V.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplementary, Remedial</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching procedure</th>
<th>#306</th>
<th>#315</th>
<th>V.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group</td>
<td>Unsupervised</td>
<td>Small group</td>
<td></td>
</tr>
</tbody>
</table>

#306 I used "Say It" to take the drudgery out of drill. Each group loved it. It presented enough of a challenge to hold their interest. I work in small groups, time of each setting being 30 minutes. I would like to see it tried in a classroom where there are a variety of abilities.

#315 I feel that since the problems match and are complete, that is, with no missing parts, the educational value is minimal and math skills are not improved. I find almost no memory recall as the problems are complete with answers and involve no memory training.

V.S. Great success with younger children (1st & 2nd grade), particularly for those with severe reversal problems. Only moderately useful with older children. There is sufficient challenge in instant recognition of the whole combination for the younger, but not the older ones.

May 1, 1969

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Product Opinions #1104, 1105, 1110

Fitzhugh Plus Program
Allied Education Council
Galien, Michigan 49113
Copyright: 1966
$14 Entire set

Program consists of a teacher's manual giving background and philosophy of the program, and several "series" dealing with different subject matters of language and numbers, and spatial organization. These series are presented in individually paced, self-instructional workbooks that inform the child when he is correct, and are sufficiently repetitive to enforce complete learning. Useful as a supplementary, remedial, or preparatory aid for pupils with learning deficiencies.

EVALUATIONS

<table>
<thead>
<tr>
<th></th>
<th>#302</th>
<th>#310</th>
<th>#610</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant &amp; accurate?</td>
<td>Yes</td>
<td>Basically</td>
<td>Yes</td>
</tr>
<tr>
<td>Attractive to pupils?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Durable?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Teacher manual adequate?</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Effectiveness justifies cost?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Used as producer intends?</td>
<td>Year</td>
<td>More than a year</td>
<td>2 years</td>
</tr>
<tr>
<td>How long have you used it?</td>
<td>Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were you using it before request for evaluation?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Special training needed for use?</td>
<td>No</td>
<td>Brief explanation</td>
<td>No</td>
</tr>
<tr>
<td>Age for which used</td>
<td>6-14</td>
<td>8-15</td>
<td>6-9</td>
</tr>
<tr>
<td>Other ages recommended</td>
<td>Average</td>
<td>Slow</td>
<td>Remedial</td>
</tr>
<tr>
<td>Learner characteristics</td>
<td>Regular, remedial supplementary</td>
<td>Average, slow</td>
<td>Remedial</td>
</tr>
<tr>
<td>Curricular function</td>
<td>Individual with Unsupervised some supervision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching procedure</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#302 My young students like these workbooks because they know at once whether or not their answers are correct. They cannot argue with the little yellow mark on the paper, however they do get weary of having the teacher tell them that they are wrong. Book 3 with its pictured beginning vocabulary has been a "boon" and a challenge to my dyslexic student. He is making progress, enjoying his work, and slowly gaining confidence. Book 4 has been particularly good for my boy who can read but whose reasoning ability needs much improvement. The questions stress "how many, each," which are so difficult for these people, however when written in a vocabulary which is not too difficult, slow but sure progress becomes evident.

#310 A good material that could be improved to become an excellent material. Basically accurate but pictures could be more realistic and use of all capitals is inconsistent. I feel it is somewhat expensive for a consumable workbook but price has decreased once and is expected to again.
Workbooks contain photographs of objects frequently used by people in homes and schools. The word for the object is presented in large type with a space provided for the student to copy the word. As he fills in blanks he immediately removes the plastic strip that covers the answers to be sure that he is right. If he is not right, he can then correct himself. The word is also included in a sentence. A review story is presented at the end of each unit.

**EVALUATIONS**

<table>
<thead>
<tr>
<th></th>
<th>#301</th>
<th>#508</th>
<th>#606</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant &amp; accurate?</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Attractive to pupils?</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Durable?</td>
<td>No</td>
<td>Yes</td>
<td>Not used long</td>
</tr>
<tr>
<td>Teacher manual adequate?</td>
<td>Yes</td>
<td>Yes</td>
<td>Had none</td>
</tr>
<tr>
<td>Effectiveness justifies cost?</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Used as producer intends?</td>
<td>Yes</td>
<td>Yes</td>
<td>Don't know</td>
</tr>
<tr>
<td>How long have you used it?</td>
<td>Year</td>
<td>Month</td>
<td>Month</td>
</tr>
<tr>
<td>Were you using it before request for evaluation?</td>
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<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Special training needed for use?</td>
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<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Age for which used</td>
<td>Adults</td>
<td>14,18</td>
<td>10-18</td>
</tr>
<tr>
<td>Other ages recommended</td>
<td>Average, slow</td>
<td>Slow</td>
<td>Slow</td>
</tr>
<tr>
<td>Learner characteristics</td>
<td>Regular</td>
<td>Regular</td>
<td>Supplementary, remedial</td>
</tr>
<tr>
<td>Curricular function</td>
<td>Supervised</td>
<td>Small group</td>
<td>Supervised study</td>
</tr>
<tr>
<td>Teaching procedure</td>
<td>study</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#301 I am not impressed with this material. It uses poor quality paper, is bulky and comes apart easily.

#508 Should be used for the slow learner, not severely retarded or perceptually handicapped. It is related to common experience and reinforces previous principles taught. Each item learned builds to new knowledge and relates to past learning. It is too costly to use up by one student. I have the child write on a separate sheet of paper. I use each lesson for about three sessions. It is well designed to present related material.

#606 Appealed to older underachieving disturbed boys better than many other remedial materials, because the words were polysyllabic.

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PRODUCT OPINIONS
#1178

Listening & Moving, The Development of Body Awareness & Position in Space
Educational Activities, Inc.
Freeport, New York 11520
Copyright 1967 Price $5.05

Record for the development of body awareness and position in space through perception of body surfaces of self and other people and object.

EVALUATIONS

<table>
<thead>
<tr>
<th>Relevant &amp; Accurate?</th>
<th>#106</th>
<th>Yes</th>
<th>#406</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Durable?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Teacher manual adequate?</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Effectiveness justifies cost?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Used as producer intends?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>How long have you used it?</td>
<td>Month</td>
<td>Month</td>
<td>Month</td>
<td>Month</td>
</tr>
<tr>
<td>Were you using it before request for evaluation?</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Special training needed for use?</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Age for which used</td>
<td>9</td>
<td>5-11</td>
<td>5-18</td>
<td>All</td>
</tr>
<tr>
<td>Other ages recommended</td>
<td>1-10</td>
<td>5-18</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>Learner Characteristics</td>
<td>Slow</td>
<td>Regular, Remedial</td>
<td>Supplementary</td>
<td>Supplementary</td>
</tr>
<tr>
<td>Curricular function</td>
<td>Supplementary</td>
<td>Regular, Remedial</td>
<td>Supplementary</td>
<td>Supplementary</td>
</tr>
<tr>
<td>Teaching procedure</td>
<td>Small group</td>
<td>Small Group</td>
<td>Small Group</td>
<td>Small Group</td>
</tr>
</tbody>
</table>

#106 The student enjoyed the movement as a change from regular studies.

#406 The record has helped to accomplish some of the things we had been trying to teach. The teacher must demonstrate as the pupils follow the record. The students found it interesting, but hard to follow in some parts. I would have liked a guide or preview or a bit of explanation of the record before using.

This paper published pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.
A whole series of filmstrips and tapes on reading, speech, mathematics, number comprehension, health habits, safety rules, good citizenship, social behavior, nature, animals, seasons, weather, and history. Includes a special set of filmstrips for Educable and Trainable Mentally Retarded.

EVALUATIONS

<table>
<thead>
<tr>
<th>#404</th>
<th>#406</th>
<th>#602</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevent &amp; accurate?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Attractive to pupils?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Durable?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Teacher manual adequate?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Effectiveness justifies cost?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Used as producer intends?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>How long have you used it?</td>
<td>1 week</td>
<td>1 week</td>
</tr>
<tr>
<td>Were you using it before request for evaluation?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Special training needed for use?</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Age for which used</td>
<td>3-11</td>
<td>7-16</td>
</tr>
<tr>
<td>Other ages recommended</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learner characteristics</td>
<td>All</td>
<td>Average, slow</td>
</tr>
<tr>
<td>Curricular function</td>
<td>Supplementary</td>
<td>Supplementary</td>
</tr>
<tr>
<td>Teaching procedure</td>
<td>Group</td>
<td>Group</td>
</tr>
</tbody>
</table>

#404 The pictures were delightful, the story interesting. I used this when I taught the youngest trainable group.

#406 "The Seasons in Oaktree" It would seem that small children up through the 2nd grade and retarded children of higher age would enjoy it more. Older retarded children might consider these films infantile. I'm impressed that the film deals with so many things or habits the children need to know. These sorts of films enrich our offerings for trainable children.

#602 "Riddle-a-Rhyme" Used for speech defects and delayed language. It is primarily aimed at the classroom teacher. It needs to be adapted for more speech practice. The strips are not too practical for the travelling speech therapist as we don't have time to set up projectors after rounding it up. Many children were bored with rhymes quickly.

June 5, 1966

This paper published pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.
Work with 13 root words, 17 common suffixes and prefixes, producing 160 possible inflected forms, for the child with severe reading difficulties.

**EVALUATIONS**

| Relevant & Accurate? | #301 | Yes | #802 | Yes |
| Attractive to pupils? | Yes | Yes | Yes | Yes |
| Durable? | Yes | Yes | Yes | Yes |
| Teacher manual adequate? | Don't know | Don't know |
| Effectiveness justifies cost? | Yes | NO | Week | Week |
| Used as producer intends? | No | No | Yes | Yes |
| How long have you used it? | 15-18 | 10-11 |
| Were you using it before request for evaluation? | Slow | Average |
| Special training needed for use? | Regular, Remedial | Remedial |
| Age for which used | Supplementary | |
| Other ages recommended | Small group | Small Group |
| Learner Characteristics | Unsupervised study |
| Curricular function |
| Teaching procedure |

#301 Didn't find the material too valuable. Too limited. Good for right-left visual direction.

#802 It was challenging to the children and they enjoyed making the new words. One of the affixes could be both prefix or suffix - en. It was a little confusing to the children. I used it as a game for the purpose of maximum speech therapy for the children.
Cuisenaire Rods
Cuisenaire Company of America
9 Elm Avenue
Mount Vernon, New York 10550
$6.95

A set of cloth string-tied bags, each containing seventy-two brightly colored rods of ten varied lengths. Each different length is color-coded and represents a number, which can be combined with other lengths to demonstrate number relationships. Teaches basic principles of addition, subtraction, fractions, etc., through color, touch, and manipulation.

EVALUATIONS

<table>
<thead>
<tr>
<th>#310</th>
<th>#505</th>
<th>#701</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant &amp; accurate?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Attractive to pupils?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Durable?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Teacher manual adequate?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Effectiveness justifies cost?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Used as producer intends?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>How long have you used it?</td>
<td>More than a year</td>
<td>5 years</td>
</tr>
<tr>
<td>Were you using it before request for evaluation?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Special training needed for use?</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Age for which used</td>
<td>7-10</td>
<td>5-6</td>
</tr>
<tr>
<td>Other ages recommended</td>
<td>5-6, 11-12</td>
<td>All</td>
</tr>
<tr>
<td>Learner characteristics</td>
<td>All</td>
<td>Regular, remedial, supplementary, remedial</td>
</tr>
<tr>
<td>Curricular function</td>
<td>Group, small group, unsupervised</td>
<td>Small group, remedial, unsupervised</td>
</tr>
<tr>
<td>Teaching procedures</td>
<td>Group, small group, unsupervised</td>
<td>Unsupervised</td>
</tr>
</tbody>
</table>

#310 For used with the visually or mentally handicapped or whenever child is unable to visualize concrete concepts or can be stimulated by discovery approach. Visually and tactually very appealing -- hard to keep hands off -- reasonable cost. Here is a supplementary aid that has possibilities limited only by time spent and the imagination of the teacher -- but it is that -- a supplementary aid. I don't see this as an arithmetic program to replace, for instance, Stern's Structural Arithmetic, although concepts of the programs overlap.

#505 Without supervision of those using the rods, they are easily lost. It seems to me that larger rods would be more practical especially for use with cerebral palsied children. The box in which they came was not very durable and soon went to pieces. For the price paid, I think a stronger container could be provided.

#701 The Cuisenaire Rods were quite good for use with a small group of students. Many of the average and above average children in the regular classroom used these for supplementary work as well as creative investigation of their new math concepts.

February 17, 1969
These are three 33 1/3 RPM records designed to be used with Neurologically Impaired, Mentally Retarded, and Emotionally Disturbed Children. The first deals with body concepts and self-identity, time relationships and sequences, and environmental experiences; the second with hygiene, nutrition, exercise, and rest; and the third with body articulation, orientation, and rhythmic motor coordination through active participation with the songs. A teacher manual is included with each record.

**EVALUATIONS**

<table>
<thead>
<tr>
<th>#314</th>
<th>#509</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant &amp; accurate?</td>
<td>Yes</td>
</tr>
<tr>
<td>Attractive to pupils?</td>
<td>Yes</td>
</tr>
<tr>
<td>Durable?</td>
<td>Yes</td>
</tr>
<tr>
<td>Teacher manual adequate?</td>
<td>Yes</td>
</tr>
<tr>
<td>Effectiveness justifies cost?</td>
<td>Yes</td>
</tr>
<tr>
<td>Used as producer intends?</td>
<td>Yes</td>
</tr>
<tr>
<td>How long have you used it?</td>
<td>2 months</td>
</tr>
<tr>
<td>Were you using it before request for evaluation?</td>
<td>Yes</td>
</tr>
<tr>
<td>Special training needed for use?</td>
<td>No</td>
</tr>
<tr>
<td>Age for which used</td>
<td>6-13</td>
</tr>
<tr>
<td>Other ages recommended</td>
<td>4-5</td>
</tr>
<tr>
<td>Learner characteristics</td>
<td>Slow</td>
</tr>
<tr>
<td>Curricular function</td>
<td>Supplementary</td>
</tr>
<tr>
<td>Teaching procedure</td>
<td>Small group</td>
</tr>
</tbody>
</table>

#314 I have found records 1 and 3 effective with the younger group in my room and record 2 better with the older group, ages 6-8 and 9-13.

#509 These records meet an important need in providing learning experiences for the trainable. The catchy simple tunes are pleasant and even a non-musical teacher could handle them. Many of the concepts are in the TMR and the songs could fit in with the Primary Peabody Language Material. Teacher manual is exceptionally sound in concept and suggestions on effective presentation.
PRODUCT OPINIONS
#1256

Signs of Everyday Life
Exceptionale Products Company
Box 6374
Richfield Branch
Minneapolis, MN  55440

101 rectangular cards printed in 2 inch block letters showing 28 signs of common places and things, 32 warnings signs, and 41 signs of instruction, guidance, and direction. Useful for primary children with reading handicaps in building a meaningful everyday sight vocabulary and in developing acceptable social behavior and skills.

EVALUATIONS

<table>
<thead>
<tr>
<th>#206</th>
<th>#606</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant &amp; Accurate?</td>
<td>Yes</td>
</tr>
<tr>
<td>Attractive to Pupils?</td>
<td>Yes</td>
</tr>
<tr>
<td>Durable?</td>
<td>Yes</td>
</tr>
<tr>
<td>Teacher manual adequate?</td>
<td>None</td>
</tr>
<tr>
<td>Effectiveness justifies cost?</td>
<td>Yes</td>
</tr>
<tr>
<td>Used as producer intends?</td>
<td>Yes</td>
</tr>
<tr>
<td>How long have you used it?</td>
<td>Month</td>
</tr>
<tr>
<td>Were you using it before request for evaluation?</td>
<td>No</td>
</tr>
<tr>
<td>Special training needed for use?</td>
<td>No</td>
</tr>
<tr>
<td>Age for which used</td>
<td>12-15</td>
</tr>
<tr>
<td>Other ages recommended</td>
<td>Slow</td>
</tr>
<tr>
<td>Learner Characteristics</td>
<td>Slow</td>
</tr>
<tr>
<td>Curricular function</td>
<td>Supplementary</td>
</tr>
<tr>
<td>Teaching procedure</td>
<td>Group, Small Group Unsupervised study</td>
</tr>
</tbody>
</table>

#206  Kids seemed highly motivated. They knew many, recognized others without knowing meaning.

#606  Adapt for a language master. Prepare a tape which "reads" the words for children with learning problems. Create stories which use the words.
Using gross noises of the circus, home, band concert, the city, farm, and Christmas, this set of six long play records and six corresponding captioned and non-captioned filmstrips develops auditory perception in the hearing impaired primary level child. At the end of each sight-sound sequence, twelve sounds selected from the story are used to test perceptual improvement, using test booklets, erasable grease pencil, and the testing bands that are part of each record.

**EVALUATIONS**

<table>
<thead>
<tr>
<th>#204</th>
<th>#807</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant &amp; accurate?</td>
<td>Yes</td>
</tr>
<tr>
<td>Attractive to pupils?</td>
<td>Yes</td>
</tr>
<tr>
<td>Durable?</td>
<td>Definitely</td>
</tr>
<tr>
<td>Teacher manual adequate?</td>
<td>Definitely</td>
</tr>
<tr>
<td>Effectiveness justifies cost?</td>
<td>Yes</td>
</tr>
<tr>
<td>Used as producer intends?</td>
<td>Primarily</td>
</tr>
<tr>
<td>How long have you used it?</td>
<td>4 years</td>
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<tr>
<td>Were you using it before request for evaluation?</td>
<td>Yes</td>
</tr>
<tr>
<td>Special training needed for use?</td>
<td>Not necessarily</td>
</tr>
<tr>
<td>Age for which used</td>
<td>4-9</td>
</tr>
<tr>
<td>Other ages recommended</td>
<td>10-11</td>
</tr>
<tr>
<td>Learner characteristics</td>
<td>Average</td>
</tr>
<tr>
<td>Curricular function</td>
<td>Regular, Supplementary for later Elementary, Remedial for Readiness - Normal Hearing</td>
</tr>
<tr>
<td>Teaching procedure</td>
<td>Small group</td>
</tr>
</tbody>
</table>

**#204** The item has incorporated units of sounds and sights that are of most interest and most familiar to young children. The colors in booklets and on the filmstrips are beautiful -- the sounds authentic and clear. One look at my copy tells it has been put to much use. The filmstrips can be incorporated with unit projects -- spelling -- field trips. I have used the auditory stimulus to produce spelling words of object or sound. No teacher training needed although a teacher of deaf would have to know if a child is capable of hearing certain frequency sounds.

**#807** It would be very useful for other than hard of hearing but it is hard to get a hold of for others. This can be purchased through University Films Inc., New York City, and McGraw-Hill Book Co. for children other than deaf youngsters.

February 10, 1969
Product Opinions #1410

See and Say Puzzle Cards
Visual-Motor Perception Teaching Materials
Teaching Resources
334 Boylston Street
Boston, Massachusetts
1967
$4.75

Fourteen pairs of picture cards showing items with names that rhyme. The cards are matching by sound and only the correct pictures will lock together to form a "puzzle."

EVALUATIONS

<table>
<thead>
<tr>
<th>Relevant &amp; accurate?</th>
<th>#206</th>
<th>#405</th>
<th>#819</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Attractive to pupils?</td>
<td>Fairly</td>
<td>Could be improved</td>
<td>Yes</td>
</tr>
<tr>
<td>Durable?</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Teacher manual adequate?</td>
<td>Didn't use.</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Effectiveness justifies cost?</td>
<td>Don't know</td>
<td>Yes</td>
<td>Don't know</td>
</tr>
<tr>
<td>Used as producer intends?</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>How long have you used it?</td>
<td>2 years</td>
<td>A year</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Were you using it before request for evaluation?</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Special training needed for use?</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Age for which used</td>
<td>5-7</td>
<td>6-16</td>
<td>6-8</td>
</tr>
<tr>
<td>Other ages recommended</td>
<td>3-4, 8-10</td>
<td>Average, slow</td>
<td>Average</td>
</tr>
<tr>
<td>Learner characteristics</td>
<td>All</td>
<td>All</td>
<td>Average</td>
</tr>
<tr>
<td>Curricular function</td>
<td>Supplementary, remedial</td>
<td>Supplementary</td>
<td></td>
</tr>
<tr>
<td>Teaching procedure</td>
<td>Small group</td>
<td>Group, unsupervised study</td>
<td></td>
</tr>
</tbody>
</table>

#206 Used in speech correction for motivation for speech, sound awareness, vocabulary building, coordination of speech development and reading readiness. Will work with most any handicap; visual perception development, probably visual motor coordination. Could be more cards, longer sequence of rhyming words. Not real attractive, but clear, uncluttered. Greatest assets are durability, freedom from distraction, and simplicity of design. Also, I think, its uses are as many as the teachers who use it.

#405 Item should be in color against off-white background. Suggest that it be laminated in plastic for durability. Instructions should be logical guide to various uses. If lasting quality can be increased, cost is justified.

#819 Placed the puzzle parts upside down in two groups. As a child attempted to match two parts he was asked to use a phrase such as "A tree goes with a bee." The children enjoy rhyming the words. Could be made more durable with a plastic finish. I used it to motivate language rather than visual perception. Since I have made many materials to fit the needs of my classes in speech and hearing therapy, I would not be tempted to purchase this item.

February 6, 1969
A set of books with removable worksheets, meant to cover three semester’s work. Used to develop visual discrimination in the Perceptually Handicapped child, in the formation and directionality of figures and characters; positional relationships between objects; perception and identification of forms regardless of different sizes, color, position; drawing; writing; identification of relevant stimuli from distracting backgrounds.

**EVALUATIONS**

<table>
<thead>
<tr>
<th>#508</th>
<th>#702</th>
<th>#807</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevent &amp; accurate?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Attractive to pupils?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Durable?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Teacher manual adequate?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Effectiveness justifies cost?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Used as producer intends?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>How long have you used it?</td>
<td>6 months</td>
<td>More than a year</td>
</tr>
<tr>
<td>Were you using it before request for evaluation?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Special training needed for use?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Age for which used</td>
<td>4-6</td>
<td>6-10</td>
</tr>
<tr>
<td>Other ages recommended</td>
<td>Any</td>
<td>4, 5</td>
</tr>
<tr>
<td>Learner characteristics</td>
<td>Slow</td>
<td>Brain damaged</td>
</tr>
<tr>
<td>Curricular function</td>
<td>Regular, remedial</td>
<td>Remedial</td>
</tr>
<tr>
<td>Teaching procedure</td>
<td>Group, individual</td>
<td>Small group</td>
</tr>
</tbody>
</table>

#508 Material is clean cut and directions for use are clear. Paper is firm, but material is up by the subjects. However duplicator material is available. The program is corrective and preventive. It would be well to use this material at the earliest school age to see that perceptions are well developed.

#702 Instruction booklet would not be adequate for any teacher new in the field.

#807 The program can be used in the regular classroom such as kindergarten or with special education classes for children with learning difficulties. Could be a corrective and preventive supplementary measure.
1. Trade name of item: Teaching Pictures and Songs for the Flannel Board

2. Publisher or producer's name and address:
   David C. Cook Publishing Company
   850 North Grove Avenue
   Elgin, Illinois 60120

3. Copyright or production date, if given: 1966

4. Developmental information:
   - 4a. Author: x
   - 4b. Where developed: x
   - 4c. Why developed: x

5. Evaluation setting: Primary educable mentally retarded classroom located in a high socio-economic urban area.

6. Contents:
   - 6a. Subject matter area(s): Social Studies, Health, Science, Safety
   - 6b. Factually accurate? Yes x No

7. Description of the item: Teaching Pictures - Packets contain 12 color pictures and resource sheets which provide teaching ideas (Suggested questions, background information, rhythmic activities, ideas for class projects, and stories to tell). Songs for the Flannel Board - Packets include picture-illustrated songs, which are also incorporated.

8. Describe how you used the item:
The pictures were displayed on a bulletin board and each picture was discussed individually. I followed the directions given on the resource sheets.

9. Cost: $1.98 per packet

9a. Does its teaching value or effectiveness justify its cost? Yes x No
10. Physical characteristics:
   10a. Is it adequately durable? Yes X No __
   10b. Can it be reused? Yes X No __
   10c. Are replacement parts available? Yes __ No __
       Information not available X
   10d. Is it portable? Yes X No __
   10e. Is it easy to use? Yes X No __

11. Teaching procedure: Show picture, discuss, ask questions, sing songs, use filmstrip, etc.

12. Teacher preparation:
   12a. Is a teacher manual available? Yes X No __
   12b. If available, is it adequate? Yes X No __
   12c. Would some special teacher training be advisable in order to make effective use of it?
       Very necessary ___ Helpful ___ Unnecessary X
   12d. Are pupil progress reports provided? Yes ___ No X

13. Pupil reaction:
   13a. Attractive? Yes X No __
   13b. Does it consistently hold the interest level over a period of time? Yes X No __

14. Comments: Every two or three weeks a different packet was displayed and a teaching unit was developed around the theme of that particular packet. These materials are very helpful since there are few materials available that cover the subject areas included in the packets.

Evaluator Carole Seffrin

Note: February 17, 1969

IEG/3 698
PRODUCT OPINIONS

#1942

Spin-It Sets 1& 2
Speech & Language Materials
Box 721
Tulsa, OK 74101
Copyright 1967 Price $12.00

Each set consists of four colorful cards with divided circles and plastic spinning arrows, each emphasizing one consonant or blend sound as the medial or final sound in the name of the object depicted.

EVALUATIONS

<table>
<thead>
<tr>
<th>#808</th>
<th>#823</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant &amp; Accurate?</td>
<td>Yes</td>
</tr>
<tr>
<td>Attractive to Pupils?</td>
<td>Yes</td>
</tr>
<tr>
<td>Durable?</td>
<td>Yes</td>
</tr>
<tr>
<td>Teacher manual adequate?</td>
<td>Yes</td>
</tr>
<tr>
<td>Effectiveness justifies cost?</td>
<td>Yes</td>
</tr>
<tr>
<td>Used as producer intends?</td>
<td>Yes</td>
</tr>
<tr>
<td>How long have you used it?</td>
<td>Month</td>
</tr>
<tr>
<td>Were you using it before request for evaluation?</td>
<td>Yes</td>
</tr>
<tr>
<td>Special training needed for use?</td>
<td>Yes</td>
</tr>
<tr>
<td>Age for which used</td>
<td>5-6</td>
</tr>
<tr>
<td>Other ages recommended</td>
<td>4-8</td>
</tr>
<tr>
<td>Learner Characteristics</td>
<td>Fast</td>
</tr>
<tr>
<td>Curricular function</td>
<td>Remedial</td>
</tr>
<tr>
<td>Teaching procedure</td>
<td>Group, Small group</td>
</tr>
</tbody>
</table>

#808 The "Spin-It" set are a very useful aid in speech correction. They are most effective when used with early elementary school children. They are easily adapted to word, controlled sentence, and conversational speech work.

This paper published pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.
PRODUCT OPINIONS
#1940

Listening Time Stories (Vol. 1-3)
Bowmar Records, Inc.
10515 Burbank Boulevard
North Hollywood, Cal.
Price $7.95

Three albums of children stories making use of isolated consonant sounds. Suggested for children between ages four and eight. Used for speech improvement and relaxation—helping to improve auditory skills.

EVALUATIONS

<table>
<thead>
<tr>
<th>#802</th>
<th>#818</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant &amp; Accurate?</td>
<td>Yes</td>
</tr>
<tr>
<td>Attractive to Pupils?</td>
<td>Yes</td>
</tr>
<tr>
<td>Durable?</td>
<td>Yes</td>
</tr>
<tr>
<td>Teacher manual adequate?</td>
<td>Yes</td>
</tr>
<tr>
<td>Effectiveness justifies cost?</td>
<td>Yes</td>
</tr>
<tr>
<td>Used as producer intends?</td>
<td>Yes</td>
</tr>
<tr>
<td>How long have you used it?</td>
<td>Week</td>
</tr>
<tr>
<td>Were you using it before request for evaluation?</td>
<td>No</td>
</tr>
<tr>
<td>Special training needed for use?</td>
<td>No</td>
</tr>
<tr>
<td>Age for which used</td>
<td>5-6, 8-9 Retarded</td>
</tr>
<tr>
<td>Other ages recommended</td>
<td>4</td>
</tr>
<tr>
<td>Learner Characteristics</td>
<td>Remedial</td>
</tr>
<tr>
<td>Curricular function</td>
<td>Group</td>
</tr>
<tr>
<td>Teaching procedure</td>
<td>Small Group</td>
</tr>
</tbody>
</table>

#802 Could be used in kindergarten speech improvement for all children or even for pre-schoolers. Parents could easily help their children with these records.

#818 It is attractive to pupils, but not above the 1st grade level. Some training is valuable in the area of awareness of listening developmental stages.

700

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Visual and kinetic materials, consisting of manual, pictures, and manipulative puppets developed to encourage good articulation and speech patterns in the pre- and primary school child.

**EVALUATIONS**

<table>
<thead>
<tr>
<th>Relevant &amp; accurate?</th>
<th>Positively</th>
<th>Yes</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attractive to pupils?</td>
<td>One of the best</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Durable?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Teacher manual adequate?</td>
<td>Yes</td>
<td>Excellent</td>
<td>Yes</td>
</tr>
<tr>
<td>Effectiveness justifies cost?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Used as producer intends?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>How long have you used it?</td>
<td>1 year</td>
<td>1 year</td>
<td>More than a y.</td>
</tr>
<tr>
<td>Were you using it before request for evaluation?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Special training needed for use?</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Age for which used</td>
<td>10-12</td>
<td>7-11</td>
<td>3-6</td>
</tr>
<tr>
<td>Other ages recommended</td>
<td>3-9</td>
<td>All</td>
<td>Slow</td>
</tr>
<tr>
<td>Learner characteristics</td>
<td>All</td>
<td>Regular, supplementary</td>
<td>Remedial</td>
</tr>
<tr>
<td>Curricular function</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching procedure</td>
<td>Group, small group</td>
<td>Group, sm. group</td>
<td>Small group</td>
</tr>
</tbody>
</table>

#301 Useful for Speech Defective, Language Impoverished, and Mentally Handicapped. Reinforces weak language patterns and establishes new ones. A most beautiful and worthy product to implement the language arts and communication problems of elementary children.

#504 Suitable for all primary pupils except where physical handicap would make such materials inappropriate.

#810 This is a most valuable tool not only for speech pathologists but also for pre-school and primary teachers and especially for teachers of EMR.
PRODUCT OPINIONS
#2014
Pathway School Program 1
Eye-Hand Coordination Exercise
Teaching Resources
334 Boylston Street
Boston, Mass.
Copyright 1968 Price $15.00

A ball hanging at a set position from a wooden support rod is to be batted by wooden rolling pins against a color target at certain distance. Manual exercise of increasing difficulty are structured to improve skills in eye-hand coordination.

EVALUATIONS

| Relevant & Accurate? | #315: Yes | #406: Yes |
| Attractive to Pupils? | #315: Yes | #406: Yes |
| Durable? | #315: Yes | #406: Yes |
| Teacher manual adequate? | #315: Yes | #406: Yes |
| Effectiveness justifies cost? | #315: Yes | #406: Yes |
| Used as producer intends? | #315: Yes | #406: Week |
| How long have you used it? | #315: Month | #406: No |
| Were you using it before request for evaluation? | #315: No | #406: No |
| Special training needed for use? | #315: No | #406: No |
| Age for which used | #315: 7-12 | #406: 6-16 |
| Other ages recommended | #315: 6-18 | #406: Slow |
| Learner Characteristics | #315: Slow | #406: Remedial |
| Curricular function | #315: Supplementary | #406: Remedial |
| Teaching procedure | #315: Group, Small group | #406: Small group |
| Unsupervised study | #315: | #406: |

#315 The children loved this "ball game" and would stand in line to play the games as we called the exercises. After brief instruction 3 or 4 of same height would practice quietly as others came for reading or math groups. It is easily installed and adjustable.

#406 The children liked this device. All could participate on some level. You could tell the ones who had difficulty with hand work in their inability to do the most difficult of the tasks. I would like to have one for our group because it works with the arms and eyes better than some things we use which develop the eyes more.
PRODUCT OPINIONS
#2470

Listening and Speech Number 1
Pacific Records
Box 558
Palo Alto, CA 94302
Price $5.95

Stories on record stressing certain speech sounds (R, S, L, & CH) to promote active participation by the children and improve listening ability.

EVALUATIONS

<table>
<thead>
<tr>
<th>Relevant &amp; Accurate?</th>
<th>#802</th>
<th>#817</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attractive to Pupils?</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Durable?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Teacher manual adequate?</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Effectiveness justifies cost?</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Used as producer intends?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>How long have you used it?</td>
<td>Didn't use</td>
<td>Week</td>
</tr>
<tr>
<td>Were you using it before request for evaluation?</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Special training needed for use?</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Age for which used</td>
<td>4-5</td>
<td>5-6</td>
</tr>
<tr>
<td>Other ages recommended</td>
<td>Slow</td>
<td>All</td>
</tr>
<tr>
<td>Learner Characteristics</td>
<td>Remedial</td>
<td>Remedial</td>
</tr>
<tr>
<td>Curricular function</td>
<td>Small group</td>
<td>Supplementary</td>
</tr>
<tr>
<td>Teaching procedure</td>
<td>Small group</td>
<td>Small group</td>
</tr>
</tbody>
</table>

#802 I did not use it as it was too elementary for my students. I felt the adults were too patronizing to the children on the record. Children would not like the voice of the woman on the record. The stories are too long and not really interesting; almost silly. I have previously played Elaine Mikalson's 2 volumes to children and found that they did not identify with her or even enjoy the records. She is just too gushy and very artificial sounding.

#817 They liked it!

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PRODUCT OPINIONS
#2492

Word Making Cards
Word Making Productions
Box 305
Salt Lake City, UT  84110
Copyright 1968 Price $8.00

A set of word cards (pictures) foiled according to sound content to be used for stimulation and elicitation of speech sounds and language development activities.

EVALUATIONS

| Relevant & Accurate? | #824 | Yes | #818 | Yes |
| Attractive to Pupils? | No | No | No |
| Durable? | Yes | Yes | Yes |
| Teacher manual adequate? | Yes | Yes | Yes |
| Effectiveness justifies cost? | No | No | No |
| Used as producer intends? | Yes | Yes | Yes |
| How long have you used it? | 2 years | 3 years |
| Were you using it before request for evaluation? | Yes | Yes |
| Special training needed for use? | No | Yes |
| Age for which used | 5-12 | 1-10 |
| Other ages recommended | All | 11-12 |
| Learner Characteristics | All |
| Curricular function | Supplementary | Remedial |
| Teaching procedure | Group | Supplementary |
| Small group | |

#824 May be of value to beginning clinician who doesn't have sets of stimulation cards.

#818 This device could be improved with color and a more durable finish on the cards, but it is very useful as is.
Product Opinions

My Speech Workbook I-II
Interstate
Danville, Indiana
1964
$2.50

Workbooks providing practice in articulation of "S," "Z," and "R" sounds through isolation of the sound, stimulation, identification, discrimination, reinforcement, etc. Most helpful when used as a supplemental aid at home, individually or with the help of a parent. For the child with cerebral palsy, cleft palate, learning English as a second language, the mentally retarded and acoustically handicapped.

EVALUATIONS

<table>
<thead>
<tr>
<th>#816</th>
<th>#822</th>
<th>#824</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant &amp; accurate?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Attractive to pupils?</td>
<td>Somewhat</td>
<td>Yes</td>
</tr>
<tr>
<td>Durable?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Teacher manual adequate?</td>
<td>There is none</td>
<td>Yes</td>
</tr>
<tr>
<td>Effectiveness justifies cost?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Used as producer intends?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>How long have you used it?</td>
<td>4 years</td>
<td>6 years</td>
</tr>
<tr>
<td>Were you using it before request for evaluation?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Special training needed for use?</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Age for which used</td>
<td>5-9</td>
<td>10-13</td>
</tr>
<tr>
<td>Learner characteristics</td>
<td>All</td>
<td>Fast, average</td>
</tr>
<tr>
<td>Curricular function</td>
<td>Supplementary</td>
<td>Remedial</td>
</tr>
<tr>
<td>Teaching procedure</td>
<td>All</td>
<td>Unsupervised study</td>
</tr>
</tbody>
</table>

#816 Activities are very self-explanatory. Many activities could be thought of as busy work but still apply some needed repetition and experience. I wish there had been some easier method of removing pages for the children individually to work on. All in consideration, I feel it is a very useful supplementary book.

#822 At times the instructions and pictures give the impression that the books are for primary students. However, most of the materials only lend themselves to upper elementary or junior high students. A good supplemental aid to be used for improving misarticulations of S & Z, and R at home.

#824 Has variety of activities for use in individual and group therapy. Excellent as supplemental material.

January 15, 1969
Product Opinions II

My Speech Workbook I-II

Interstate

Danville, Indiana

1964

$2.50

Workbooks providing practice in articulation of "S," "Z," and "R" sounds through isolation of the sound, stimulation, identification, discrimination, reinforcement, etc. Most helpful when used as a supplemental aid at home, individually or with the help of a parent. For the child with cerebral palsy, cleft palate, learning English as a second language, the mentally retarded and acoustically handicapped.

EVALUATIONS

<table>
<thead>
<tr>
<th>#808</th>
<th>#811</th>
<th>#823</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant &amp; accurate?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Attractive to pupils?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Durable?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Teacher manual adequate?</td>
<td>There is none</td>
<td>Yes</td>
</tr>
<tr>
<td>Effectiveness justifies cost?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Used as producer intends?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>How long have you used it?</td>
<td>More than a year</td>
<td>4 years</td>
</tr>
<tr>
<td>Were you using it before request for evaluation?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Special training needed for use?</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Age for which used</td>
<td>7, 11</td>
<td>6-9</td>
</tr>
<tr>
<td>Learner characteristics</td>
<td>All</td>
<td>Average</td>
</tr>
<tr>
<td>Curricular function</td>
<td>Supplementary</td>
<td>Supplementary</td>
</tr>
<tr>
<td>Teaching procedure</td>
<td>Small group</td>
<td>Small group</td>
</tr>
</tbody>
</table>

#808 The lessons are practical and interesting to the children and make fine supplementary material. Many pages could be used with children who have difficulties in phonics.

#811 These books are particularly useful for use with children who need reinforcement -- those who seem to make only minimal progress in a twice a week program. If given as a home assignment, the parent could benefit from some instruction.
The program consists of Teacher Manual and film strip, reinforced by the individual use of workbooks and colored wooden counting blocks that fit into pattern boxes and boards. Demonstrates mathematical concepts and relationships through color cue, touch, and arrangement. Sets for Kindergarten through third levels.

EVALUATIONS

<table>
<thead>
<tr>
<th>#315</th>
<th>#610</th>
<th>J.L.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevent &amp; accurate?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Durable?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Teacher manual adequate?</td>
<td>Yes</td>
<td>If used</td>
</tr>
<tr>
<td>Effectiveness justifies cost?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Used as producer intends?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>How long have you used it?</td>
<td>3 years</td>
<td>4 years</td>
</tr>
<tr>
<td>Were you using it before request for evaluation?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Special training needed for use?</td>
<td>No</td>
<td>Beneficial</td>
</tr>
<tr>
<td>Age for which used</td>
<td>5-10</td>
<td>8-15</td>
</tr>
<tr>
<td>Other ages recommended</td>
<td>5-7</td>
<td></td>
</tr>
<tr>
<td>Learner characteristics</td>
<td>Average, slow</td>
<td>Average, slow</td>
</tr>
<tr>
<td>Curricular function</td>
<td>Supplementary, remedial</td>
<td>Supplementary, remedial</td>
</tr>
<tr>
<td>Teaching procedure</td>
<td>Small group</td>
<td>Group, unsupervised</td>
</tr>
</tbody>
</table>

#315 The Structural Materials are attractive and are manipulative. Thus are appealing and motivating to children, especially valuable in classes for Mentally Handicapped, slow learners, those unable to abstract. The math presentation is block vertical instead of spiral with addition and subtraction presented separately. (Also better for MR). Concrete, colorful, game-oriented.

#610 The Stern's Kits are a necessary part of my classroom math materials - used properly they have helped my pupils. I personally think that this program can be adapted to any class as a program which would be beneficial to all children. The materials are colorful and easy to handle, and after the teacher has given instructions to the children in a group, they can work individually or in small groups and the teacher can work with individuals if necessary. I think that this is excellent and sound material to use with children who cannot think in the abstract: slow learners, problem children, emotional problems. In-service help would be beneficial. but not necessary if the teacher follows the directions of the program.

J.L. Although I have not used it with children. I have seen a demonstration of its potential. It is extremely effective and valuable, particularly for the aphasic retarded, brain damaged, blind. I would find the Stern materials very useful for development of math concepts on the elementary or junior high level.

December 16, 1988

707
Product Opinions #1782

"Best Speech Series, My Sound Books & Manual"

Stanwix House
3020 Chartiers Avenue
Pittsburgh, Pennsylvania 15204
Copyright: 1960.
$1.25 each

Group of speech books, each emphasizing a particularly difficult speech sound, containing material for auditory discrimination and speech practice. For use by speech therapists as well as classroom teachers.

<table>
<thead>
<tr>
<th>EVALUATIONS</th>
<th>#802</th>
<th>#816</th>
<th>#821</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant &amp; accurate?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Attractive to pupils?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Durable?</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Teacher manual adequate?</td>
<td>Have not seen</td>
<td>Yes</td>
<td>Do not have</td>
</tr>
<tr>
<td>Effectiveness justifies cost?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Used as producer intends?</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>How long have you used it?</td>
<td>3 years</td>
<td>More than a year</td>
<td>A year</td>
</tr>
<tr>
<td>Were you using it before request for evaluation?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Special training needed for use?</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Age for which used</td>
<td>6-7</td>
<td>6-17</td>
<td>6-12</td>
</tr>
<tr>
<td>Other ages recommended</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learner characteristics</td>
<td>Average</td>
<td>Average</td>
<td>All</td>
</tr>
<tr>
<td>Curricular function</td>
<td>Remedial</td>
<td>Supplementary</td>
<td>All</td>
</tr>
<tr>
<td>Teaching procedure</td>
<td>Small group</td>
<td>Smaller group</td>
<td>Group, unsupervised study</td>
</tr>
</tbody>
</table>

#802 Useful for group work and individual speech practice. Can be used by parents to help child at home.
Product Opinions

Go-Mo Cards
Go-Mo Products, Inc.
1441 Headford Avenue
Waterloo, Iowa
P.O. Box 143

A set of twelve pairs of picture cards suitable for use in games, identification, stimulation, and conversation activities. Used to learn specific sounds or groups of blends. Twenty-three different sets available.

EVALUATIONS

<table>
<thead>
<tr>
<th></th>
<th>#817</th>
<th>#822</th>
<th>#824</th>
<th>#827</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant &amp; accurate?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Attractive to pupils?</td>
<td>Reasonably Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Adequately</td>
</tr>
<tr>
<td>Durable?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Teacher manual adequate?</td>
<td>Had none</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Effectiveness justifies cost?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Used as producer intends?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>How long have you used it?</td>
<td>Several years</td>
<td>5 years</td>
<td>1 year +</td>
<td>3 years</td>
</tr>
<tr>
<td>Special training needed for use?</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Age for which used</td>
<td>6-12</td>
<td>6-16</td>
<td>5-15</td>
<td>6-18</td>
</tr>
<tr>
<td>Other ages recommended</td>
<td>All</td>
<td>All</td>
<td>Fast</td>
<td>All</td>
</tr>
<tr>
<td>Learner characteristics</td>
<td>Remedial</td>
<td>Remedial</td>
<td>Supplemental remedial</td>
<td></td>
</tr>
<tr>
<td>Curricular function</td>
<td>Teaching procedure</td>
<td>Small group</td>
<td>Small group</td>
<td>Group</td>
</tr>
</tbody>
</table>

#817 To be used for the speech defective. Generally speaking, valuable aid in therapy procedures, although some of the pictures are outside the experience of many children. Cards can be used in a much wider variety of ways than the manufacturer suggests. Reasonably attractive, however the colors are rather washed out.

#822 Speech pathologists will find these cards helpful in reinforcing particular sounds. These cards have a light coating that permits them to be cleaned with a damp cloth. They are reasonably priced.

#827 These cards are of great value in speech therapy because of their ease of use and handling, their attractiveness to students, and the variety of activities in which they may be used. More color would increase attractiveness, but present color seems adequate. More uses and activities could be suggested in the teacher manual.

May 24, 1968

This paper published pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.
A kit with a set of geometric figures for use in explaining mathematics and geometry. It includes 15 solids, 11 planes and 24 wire forms of the same scale contained in a durable, wooden box.

EVALUATIONS

<table>
<thead>
<tr>
<th></th>
<th>#103</th>
<th>#104</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant &amp; accurate?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Attractive to pupils?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Durable?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Teacher manual adequate?</td>
<td>There is none</td>
<td>There is none</td>
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<tr>
<td>Effectiveness justifies cost?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Used as producer intends?</td>
<td>Yes</td>
<td>Yes</td>
</tr>
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<td>How long have you used it?</td>
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<td>5 years</td>
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<tr>
<td>Were you using it before request for evaluation?</td>
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<td>Yes</td>
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<tr>
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<td>No</td>
</tr>
<tr>
<td>Age for which used</td>
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<td>7-13</td>
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<td>Other ages recommended</td>
<td>6-11</td>
<td>4, 5, 14-16</td>
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<td>Regular</td>
</tr>
<tr>
<td>Teaching procedure</td>
<td>Small group</td>
<td>Small group, unsupervised study</td>
</tr>
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</table>

#103 Since the new math emphasizes geometric figures starting in the first grade, the Mitchell Wire Forms Kit has some value at that level. However, we have found it most useful at the junior high school level. They are accurately constructed and easy to manipulate. Its use and value are obvious.

#104 Some of the wire forms and planes can be used in Thermoforming additional material.
EARLY CHILD-USE MATERIALS: REPORTS AND NEWS RELEASES
The Recorded Aid for Braille Music has been developed by the Regional Instructional Materials Center for Handicapped Children and Youth at Michigan State University to assist visually handicapped children in learning instrumental music. The following paper outlines the history of the project with special emphasis given to primary developmental stages.

Identification of Problems  The Summer Youth Music Program (1966) held at Michigan State University pointed out a need for improved materials for blind musicians. Twelve blind high school students attended the program. They all showed enthusiasm with the opportunity of extending their musical knowledge, but expressed a definite need for:

1. more preparatory materials (quantity available)
2. improved preparatory materials (instructional techniques)
3. better quality materials (selection).

Local surveys of teachers of the blind (Michigan and Indiana) supported the student comments.

Independent Survey  Initial research and survey was instituted outside of the IMC by independent teachers interested in seeing such materials developed. Their survey included three main parameters, all of which supported the hypothesis that a need did exist.

1. teachers of the blind
2. professional teacher organizations
With this initial step taken, the IMC was asked to assist in seeing materials developed. IMC staff met, reviewed possible alternatives, and decided to accept responsibility for developing prototype materials.

**Initial Design** An initial design was developed in conjunction with the initiators of the project. A multi-sensory approach, calling for tactual and audio materials, was outlined. A survey was taken of volunteer readers who had experience in tape recording for the blind. This survey showed that there is:

1) little organized recording activity being conducted for blind musicians, and
2) no organized format for presentation of recorded material. Unsolicited comments supported the original hypothesis that materials in this area are needed.

Throughout the design period, organizations connected with the education of blind musicians (Library of Congress, Michigan School for the Blind, etc.) were kept informed of the project. Periodic meetings with these groups were held to assure that the design of the Recorded Aid for Braille Music met the identified needs.

**Prototype Development** Prototype copies of the Recorded Aid for Braille Music were developed as outlined in Prospectus Paper #3. All expenses of the pilot study were paid by the IMC.

**Evaluation** Copies of all materials were sent to schools serving blind students in the United States. Teachers were requested to use the materials according to:

1. general guidelines established in the IMC design
2. specific ways dictated by their particular teaching situation.

All teachers were requested to fill out evaluation forms reporting their use of the materials. These forms were then utilized by the IMC to access 1) the im-
of the materials, and 2) suggested revisions.

All evaluations supported the use of multi-sensory materials of this nature as effective for the education of blind musicians. A few changes, primarily technical in nature (e.g. package design, etc.) were suggested and incorporated in a new design.

**Production** The IMC met with the Library of Congress to discuss possible venues for production. The Library of Congress, the primary organization in the United States for disseminating materials to the blind, offered to provide the necessary funds for production. They requested the IMC, with the experience gained in developing the prototype materials, to assist as consultant to the production.

The Educational Publication Service of the College of Education at Michigan State University, a University based production agency, agreed to carry out production of a set number of copies of the Recorded Aid for Braille Music for the Library of Congress. The IMC, in turn, released one quarter time of the original project director to serve as consultant to the Educational Publication Service. Salary for the release time of the consultant is met by the Educational Publications Service, thus no federal funds are involved in production efforts.

Production copies of the Recorded Aid for Braille Music will become sole property of the Library of Congress for dissemination to users.
AN AURAL 'VIEW'

Tapes help blind learn music

By SUSAN BLACKMUN

Negotiations for the production of a new instrumental music teaching aid for the blind are underway between the MSU Instructional Materials Center for Handicapped Children and Youth (IMC) and the Library of Congress.

If an agreement is reached, MSU's IMC will produce packages for the Library of Congress containing a tape recording, a braille transcription, and a printed copy (for the teacher) of musical selections for specific instruments.

The aid, developed by S. Joseph Levine, a research associate in the department of elementary and special education, is the first to use tape recordings to support braille reading of music.

The blind student, unable to read braille and play an instrument at the same time, is forced to play by ear or memorization.

The main purpose of the tape recording is to offer a different perspective than braille does alone.

"Without the vertical representation, the visually handicapped student is faced with the extremely difficult task of conceptualizing the pitch movement of the notes," Levine said.

Attempts to present the concept of a musical staff in braille have been unsuccessful. How can a blind student be taught relative positions of notes on a staff when he can't see them?

The tape recording will allow the student to aurally 'view' the composition through his ears, giving him a conceptual picture of what he is attempting to learn, according to Levine.

Packages are being tested in 13 residential schools for the blind and one public high school in the United States.

Tapes were made at MSU by faculty-recommended graduate students in the department of music.

As a sideline to the aid, an enlarged music sheet has been developed for students with low visual acuity.

Some form of a music sheet roll that a person could operate with a foot lever is also being explored. This roll would be in shorter segments width-wise, so that the student with low visual acuity could follow notes more easily.

Tapes are presently available for clarinet, trombone, alto saxophone, flute, coronet and trumpet.

"Our proposal now is for 17 instruments, 10 titles for each," Levine said. If the contract is accepted, 25 packages each of the 170 titles would be prepared for the Library of Congress. More titles could be added upon demand.

"This will at least double the commercially available pieces of braille music, forgetting the tapes," Levine said.

"We've gotten excellent cooperation from music publishers in allowing us to use braille transcriptions of copyrighted scores," he added.

But he said that the "repertoire is nil" for braille music. "There is a great need for more materials."

Levine got a letter from Patricia, a student at the Alabama School for the Blind, who has used his method in her band class.

She wrote that she liked the method because it can give you a general idea of what the piece is going to do.

Patricia wanted to know if any scores were available for the accordion. Levine had to tell her no.

The MSU center is one of 14 IMC's across the United States. It serves Michigan, Ohio and Indiana as part of the network established by the U.S. Office of Education to aid teachers in improving the basic education of handicapped youngsters.

The IMC provides consultation, teacher education, research and instructional materials on loan to regional areas.

"Through their (IMC's) help I was able to implement these ideas," Levine said.

"Music can be a very important part of the education of children," he said. "We have developed materials that will allow blind children to share in this experience."
Suitcase Aids Retarded Youth

Basic Instruction Device Developed at MSU

To the casual observer it looks like a plain black suitcase. But to a mentally retarded child it offers basic instruction in subjects ranging from personal hygiene to farm animals.

Known as the "suitcase tutor," this unique teaching aid was developed by the Regional Instructional Materials Center for Handicapped Children and Youth at Michigan State University.

The "suitcase tutor" is truly a suitcase. Made of fiberboard, it is easily transported. It contains instructional materials which have proven useful in teaching mentally retarded youngsters who are trainable.

For teaching handicapped children about farm animals, the "suitcase tutor" carries small animal models which the students can touch as each animal is explained to them. The same approach is used in teaching the children personal hygiene.

"The center's major contribution to special education," states Mrs. Lou Alonso, center director, "is in providing instructional materials and teaching techniques."
Suitcase tutor

MSU center for instructional materials displays a 'Suitcase Tutor' for retarded children. Using a modified cartridge tape player, it teaches the children personal cleanliness.

State News Photo by Bob Ivins

Teaching aid for retarded

The "Suitcase Tutor", an educational aid for trainable mentally retarded children, has been recently developed by the MSU Instructional Materials Center for Handicapped Children and Youth.

The MSU Center, located in 218 Erickson Hall, is one of 14 regional centers in the United States established by the U.S. Office of Education to aid teachers in improving the basic education of the handicapped.

The "Suitcase Tutor" is a partitioned fiber-board case which is filled with related, removable objects which the mentally retarded child can comprehend in terms of everyday situations.

Several units have been created. One concerns "Self Care; Everyday Body Care." This unit includes washcloth, soap, towel, toilet paper, faucet and models of a bathtub, toilet and sink.

Each object is related to a tape on a portable tape recorder. This machine was modified at MSU so that the child could easily push a large button instead of using intricate mechanisms.

"Look at the soap. Soap is small. Soap is like a block. Soap fits in your hand. Pick up the soap," the recorded voice enunciates slowly. Other instructions follow when the button is pushed again.

Eventually the child is led through the steps of washing his hands. The tapes on the other articles in the suitcase follow a similar pattern.

The "Suitcase Tutor" unit is accompanied by an instructional booklet which offers further activities and ideas for the teacher to discuss on the subject.

Other units included in the series are "Self Care; Eating Utensils", "Household Items; the Bedroom", "Community Helpers; the Policeman", and "Animals; the Farm."

These suitcases have been assembled for demonstration and evaluation. Modifications may be made to meet teachers' needs.
EAST LANSING, Mich. -- To the casual observer it looks like a plain, black suitcase.

But to a mentally retarded child it offers basic instruction in subjects ranging from personal hygiene to farm animals.

Known as the "suitcase tutor," this unique teaching aid has been developed by the Regional Instructional Materials Center for Handicapped Children and Youth at Michigan State University.

The center, operated by MSU's College of Education in cooperation with the Handicapped Children and Youth Division of the U.S. Office of Education, serves teachers and administrators in Michigan, Indiana and Ohio.

The "suitcase tutor" is truly a suitcase. Made of fiber board, it is easily transported. It contains instructional materials which have proven useful in teaching mentally retarded youngsters who are trainable.

For teaching handicapped children about farm animals, the "suitcase tutor" carries small animal models which the students can touch as each animal is explained to them. The same approach is used in teaching the children personal hygiene.

"The center's major contribution to special education," explains Mrs. Lou Alonso, center director, "is in providing information regarding curriculum, instructional materials and teaching techniques."

The "suitcase tutor" is only one of several new teaching approaches developed by the center's staff.

A portable cartridge tape player has been adapted for use with the "suitcase tutor" and in other instructional situations. The player presents a 12-minute message and offers a wide range of uses in teaching handicapped youngsters.
The center serves teachers of students who are mentally retarded, physically handicapped, deaf, visually handicapped, emotionally disturbed, and who have learning disabilities or speech problems.

"The center cooperates with and supplements existing regional, state and local programs," Mrs. Alonso points out. "First and foremost, we serve as a central collection and depository agency for commercial and field-developed instructional materials."

MSU's computer-based Basic Information Retrieval System (BIRS), located in the College of Education, gathers and provides information regarding teaching of handicapped pupils.

In operation a year, the MSU center is one of 14 located throughout the country.

Three field consultants aid the center in this part of its activities. Mrs. Denise VanAken has clocked hundreds of miles meeting teachers and administrators throughout Michigan.

In Indiana, William McKinney contacts special education personnel throughout the state. Miss Martha Venturi is the center's field consultant in Ohio. Both hold dual appointments with their State Departments of Education. This relationship between the center and the Departments of Education provides a unique cooperative effort in special education.

Another important aspect of the center is teacher training in special education. Operated in cooperation with MSU's Department of Elementary and Special Education, the center's teacher training activities include a wide range of involvement of students in special education programs.

The center maintains a modern library where students can study information on teaching the handicapped and use samples of new instructional aids.

"Teacher preparation offers an excellent opportunity to provide future teachers in special education with new approaches," Mrs. Alonso adds. "The center also provides a setting and a staff which generates a wide range of research and development activities in the field."
REPORT OF A "BARSCH ROOM" IN OPERATION.
"BARSH ROOM"

The work presented herein is published pursuant to a grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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Philosophy

Ray Barsch has described a "Movigenic Curriculum" based on the principle of the child learning about the particular space world in which he lives and (hopefully) learns. Space world in this sense means the environment which surrounds the child and how he relates to it. Each child needs to learn the answers to some basic questions: "Who am I?", "What am I?", and "Where am I?". For any number of reasons some children cannot learn these terribly important answers when exposed to normal surroundings. We speak of them as having learning problems. But we, parents and educators, believe the child still wants to learn. He wants answers and needs success. Perhaps he can learn if he is exposed to a unique environment or learning situation at his own level. Based on much of Ray Barsch's philosophy and principles espoused by some of the leading proponents of the "child can learn" philosophy, the following guidelines were set up:

1. Using a regular classroom (inside room, having no windows) all desks, chairs and moveable furniture were eliminated, creating a non-stereotype classroom situation and feeling of space.

2. At the outset, individual structure was created for each child in regard to his relationship to the room and with the teacher. Variables influencing structure included: age, distractibility, curiosity, withdrawal tendencies, hyperactivity, anxiety, etc.

3. Groups were kept small (4-6) to enable teacher to individualize as much activity as possible.

4. Token rewards were not given. It seemed the child was sufficiently rewarded by being able to successfully accomplish any given activity. A relaxed atmosphere with a great deal of positive reinforcement (praise and encouragement) was established.

5. A particular goal in this situation was to help the child to establish his own modified goals and to seek successful resolution of any problem, through teacher help, peer group help or on his own. The important point was that his resolution was adequate for him at that time.

In structuring this room much care was given to selecting an environment which could be completely devoid of light. Initially this part was to be an experiment in visual tracking only, but we decided to broaden the scope of activities in the dark based on the following observations of children's responses:
1. **Freedom from distractibility:** with nothing to distract them visually, the children were able to pay attention to the stimulus presented—whether it was auditory, visual or tactile.

2. **Increased awareness of self:** it seemed that shy, withdrawn children who felt no "eye" upon them could participate more easily; at the same time, hyperactive children were sufficiently slowed down to enable them to attend to the task.

3. **Increased verbalization:** in the beginning the children had to ask for what they wanted, and hence they became used to talking in darkness—perhaps for company. Whatever the reason, we capitalized upon it.

4. **Lack of fear:** there was not one child who experienced any kind of fear. They loved the dark and often asked: "When can we turn out the lights?"

Therefore, when activities are described as "in the dark," bear in mind eager, excited, verbal, non-distracted youngsters under close supervision. (The adaptive tendencies of teachers' eyes are quite remarkable.)

**Methods**

In this modified classroom then, the following areas were explored:

A. **Space**

1. **Movement:** jumping, hopping, skipping, crawling, creeping, running, rolling --- but explored **totally**:
   a. i.e. jumping: into, off, over, onto, toward, behind, around, across, high, far, twice, 10 times, sideways, frontwards, backwards, eyes closed, continuously or starting and stopping.
   b. Utilizing some of the following aids for some of the above movements: jump ropes, balance beam, mat, slide, "footsie."
   c. Including transportation through space by another medium -- wagon, scooter boards, tricycle. (If we had had these items, skate boards, roller skates, bicycles, scooters, etc., would also have been used.)

2. **Position in space:** Much of this work was done in total darkness.
   a. Learning to accept clues from environment: auditory stimulus clues (direction by teacher, sounds of children, etc.) visual stimulus clues, (items which glowed in the dark, penlights, etc.)
b. Establishing item relationship with lights on and establishing same relationship with lights out. (Ex. "Find the blue rectangle on the ceiling." (Then with lights out) "Go and stand under the blue rectangle and when you think you're directly under it, turn your penlight on it."

c. Balance activities: progressing from a wide board six inches off the floor to walking on a two inch balance beam—forward, backward, turning around, etc. Each activity utilized a visual target that the child must watch and each was geared to the child's level. (Ex: some children were unable to walk the two inch beam, but they had another board which they could walk). This was done occasionally in darkness with the penlight as target, encouraging the child not to look at his feet.

B. Language

1. For identification and directional improvement

a. "In the dark" activities created opportunity and desire for the child to verbalize. For example, if the child wanted a glow-ball rolled to him he had to ask for it and tell where he was. Short one-word sentences were not enough; another child would insist on more direction.

b. Items (pencil, plastic grapes, dresser knob, etc.) placed in socks were identified and/or described in the dark by the children. They learned new ways of dealing with language based only on tactile clues.

2. For descriptive purposes:

a. Whenever a child planned a motor act, he was encouraged to verbalize what he was going to do and how he was going to do it.

b. An extension of this was having one child tell another what to do. The child following directions was instructed to do only that which was described, no more. Their directions, therefore, became more precise.

3. For auditory attention, comprehension and interpretation skills

a. Sometimes stories were read and/or acted out. If the child was paying close attention, he was allowed to demonstrate a part. Short term recall on some interesting points of the story were also encouraged. The whole story was followed by a few minutes of group "moralizing" and relating to concrete situations in the home, school and community.

b. The children were asked to tell the difference between loud, soft, fast, slow beats, etc., and identify different sounds in the darkness.
c. One of the most interesting experiences was the creation of an obstacle course, with directions for completion given by a portable tape recorder. The child had to listen carefully to the "box" and then do whatever was asked. "Following oral directions" in this way was an enjoyable experience.

d. Almost all the children were so intrigued with the tape recorder that we had a spontaneous session during which they were allowed to record anything they wanted. The playback was exciting for both teacher and children. In addition we explored sound levels, distance from microphone, etc. Quite a learning experience.

C. Body Awareness

1. An interesting variation in body awareness was undertaken. Either individually or in groups, the children were asked to stand facing a light-colored wall. With the lights out, a flashlight was placed directly behind the child with the beam projecting a shadow on the wall. As a modified game of "Simon Says" was played, the child experienced the kinesthetic awareness of the body parts he was moving along with the visual and non-reversed stimulus from the shadow in front of him. After these sessions, it appeared that left and right orientation (laterality) was more firmly established. The child was able to correct himself and the teacher was also able to get immediate check without having to give visual clues herself.

2. In order to eliminate extraneous activity at the chalkboard during sessions, the child was asked to stand on a large, cubical, wooden block. While doing bilateral arm movements (circles, squares, etc.) some attention therefore, had to be paid to balancing and just staying on the block and much non-directed activity was eliminated. (Note: many of these chalkboard activities are described fully in Kephart and Getman material.)

3. Each child was given a ball (varying sizes from ping-pong ball to beach ball) and asked to move it around the room utilizing as many body parts (one at a time) as possible. For the younger children a great deal of structure was used: ("Use your nose, chin, and hand, etc.") the older children were given less concrete directions ("Use something on your right side, midline, etc.") and finally, "See how many different ways you can move it." One class came up with 27 variations.

4. We also did a great many mat activities in this area. ("See how much space you can take up, how small you can make yourself, how far can you reach, etc.") Rolling and tumbling were also utilized. Many of the children needed a great deal of help with somersaults and all needed help with cartwheels.

5. One of the most exciting areas explored was in our "detective game." Footprints, handprints and knee prints (made from leather-like material) were placed in a trail around the room. The children had to figure out what they were supposed to do from the trail. Some of the patterns in-
volved turning, skipping, jumping, hopping. A very novel experience came when they were told the teacher was going to leave the room and they had to prepare a trail for her to follow when she returned. (They really programmed a winner!!) Note: Animal tracks are commercially available from Michigan Products.

D. Consistency and Contiguity

Lest this program sound like a game-type situation, it needs to be explained that each experience was related, in so far as was possible, to conceptual learning and generalization. We always talked about what other kinds of things were like what we were doing. For example: footprints were a part of a trail, but you have to look at the whole trail--just like looking at parts of words to get the whole; listening to directions from the "box" is just like listening to the teacher--if you listen carefully you don't have to play the tape over or ask for directions again. Perhaps descriptions of some experiences relating to the total situation will give a better idea.

1. Prior to the first day of school, various shapes had been placed around the room--on the wall and on the ceiling. We decided to do the same thing with a circle on the floor. First we took a long rope and tied a knot in it. Near the middle of the floor we placed a piece of tape. This was identified as the "center" of the circle. One child held the knot on the tape, the other children took turns walking around the whole circle holding the rope. Then we attached a paint brush to the free end of the rope and each child (with the rope taut) painted a "part" of the circle. We talked about 1/4 circle, 1/2 circle, 3/4 circle and finally their whole circle. Then we talked about how to dry the circle and why paint needs to be covered. We divided the circle many times with jump ropes and jumped into the sections thus created. We walked around and across the circle. We all drew a circle on the chalkboard. Then we found all the circles in the room: on the wall, on the ceiling, the wheels of the wagon, the doorknobs, the rim of the wastebasket, the water faucet and many others. One little boy even went to the pencil sharpener and demonstrated the rotary movement explaining that this too makes a circle. From there we found squares and contrasted them with rectangles--learning that there are many more of the latter. The whole experience took a little over an hour, and during the entire time, eight children, ages 3-11 (who supposedly have learning problems), were completely and utterly absorbed. In addition, it would seem they learned the "concept" of circle and how it related to other shapes.

2. A number of empty cardboard boxes were brought into the room and placed strategically. The children were asked to go between, around and over them using various movement patterns. Then the wagon and scooter board were brought out and with one child pushing and one steering, the same activities were asked. The children were next asked to place the boxes so that they could go "under" them. Next they were asked to find all the things in the room that they could go between, over, under, across or around and tell how. Then they told the teacher what to do. Finally they went to the chalkboard and drew a miniature obstacle course going
around, between and in front of the variously represented "obstacles." With children who had the necessary skills, crayon or paper and pencil activities could be programmed at this point.

Hence a supposedly "motor" act is easily transformed into a basic fine motor act and thence to writing activities.

3. This activity involved 6 inch plastic empty pop bottles, and six boys ages 6-11. Plus or minus numbers were written on the bottom of six bottles. In addition each was marked with a price. The children were first asked how many different ways the pop bottles could be set up so that: a) all could be knocked down, b) only one could be knocked down, c) half could remain standing, etc. Then we decided on one set-up and the child had to add up his score based on the numbers on the bottom. They soon figured out the number 2 bottle had a minus 3 value and the number 6 bottle a plus 6 value. We varied the activity when each child had earned 50 points and had them set up for each other with only one bottle having plus value. The children themselves decided to increase the level of difficulty by increasing the throwing distance, adding the cost of each bottle knocked down, and then by placing the bottles on a long table instead of the floor. Some of the boys went to the chalkboard to add up their total number of points when they felt it wasn't accurately done in their head. We discussed how we were participating in the raw material from which story problems are made, and made up and solved a number of story problems for our own "amusement."

4. While doing some gross motor warm-up activities one day, we discovered that quite a number of the children were unable to figure out "half the distance of the room." Backtracking quickly, we realized that no one really knew the concept "half" although they had many isolated "half of's" stuck away. Starting from half-circles made of wood in puzzle form which had previously been explored, we then literally took the room apart looking for those things which could evenly be divided making halves. We explored piles of books, blocks, cubes, balls, marbles, chalk, erasers, measurements with a ruler--on the floor and at the chalkboard. And then finally we came back to the entire room. We carefully measured the number of steps in the whole room, divided by two--which we knew would create one-half--and counted out the appropriate number of steps and placed tape on the half-way mark. We were even able to figure out half of the half. This was done with children 7-10 who are very concrete in their behavior. Generalizations are not easily learned.

5. Although a separate section on Motor planning was not included, most if not all of the activities included something of this physical and cognitive aspect of behavior. A description of the very last day in class may serve to illustrate. Many of the items which had been used throughout the five weeks were placed around the room. Each child was asked "What did you do with this? Tell me." "What else can you do with it? Show me." A totally integrated child can appreciate the questions and respond appropriately. Each of our children in the program made responses appropriate to their level of understanding and in many cases surpassed even our aspiration levels.
Conclusions

The staff who worked at the school, the children who participated in the program, the teacher and her advisors and the parents who had a chance to respond all felt the program was a success. The enthusiasm generated by those within the school program was spontaneous and exciting. The desire to learn through doing was unexcelled. Most impressive of all was the children's eagerness in approaching any new activity at the end, knowing that they could succeed. Truly it did not seem that there was anything they would not try. But then they knew that each activity was programmed for their successful accomplishment. No, it was not the typical paper and pencil school situation but yes, it undeniably involved learning--totally, functionally and multivariantly.

Nancy Carlson
Items used in Room

Shapes and objects on ceiling (giant alphabet cards)
Shapes on walls
Shapes on floor
Balance beam and long, wide board
Wagon
Steering Scooter board
Frisbees
Ring tosses
Balls -- all sizes
Chalkboard
Jump ropes
Musical instruments for rhythm activities
Items in socks
Large Wooden blocks
Bean bags
Mat activities
Scoop
Penlights
Flashlights
Puzzles
Stories
Glowworm board
Ping-pong balls
Glow crayons
Large cardboard boxes
Shadow Simon Says
Obstacle course
Glow balls
Footsie
Foot, hand and knee prints
Metal letters with matching letters on paper
Plastic bottles
Slide (portable)

Footnotes:

Barsch, Raymond, The Movigenic Curriculum, Bulletin #14 State Department, Madison, Wisconsin.

GAMES TEACH: EVALUATION OF A WORKSHOP
Results of Evaluation
IN-SERVICE WORKSHOP OF PROGRAMMED EXPERIENCES
"Use of Games, Simulations and Role-Playing in the Classroom"

1. Use descriptive words to describe your reactions to today's workshop. List the words as fast as they come to you. Limit one minute! No sentences, please.

- interesting (8)  encouraging (1)  try (1)
- informative (8)  enlightening (1)  pretend (1)
- fun (6)  insight (1)  feelings (1)
- stimulating (4)  eventful (1)  relative (1)
- helpful (3)  worthwhile (1)  enthusiasm (1)
- enjoyable (3)  fast (1)  meaningful (1)
- learn (ed) (ing) (3)  thought-provoking (1)  entertaining (1)
- involved (3)  difficult (1)  thoughtful (1)
- useful (2)  thinking (1)  clear (1)
- excellent (2)  proving (1)  inspired (1)
- relevant (2)  casual (1)  skills (1)
- applicable (2)  motivational (1)  interaction (1)
- ideas (2)  refreshing (1)
- valuable (1)  active participation (1)

2. What specific applications can you make to your classroom teaching? (Cite one or two specific ways in which today's experience applies to your teaching.)

The responses can be broken down into the following categories:

a) will design and use games in teaching - 10
b) will use role-playing in the classroom - 11
c) will be able to design a workshop using games and role-playing - 2
(see attached page)

3. Rate the workshop (as a whole) in terms of learning value for you:

- 5 About the same as always.
- 0 Very poor (poorest 10% of those I've attended).
- 11 Very good (best 10% of those I've attended).

4. Suggestions or comments:
(see attached page)

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2. What specific applications can you make to your classroom teaching? (Cite one or two specific ways in which today's experience applies to your teaching.)

I intend to develop some more games for instructing my group. I feel more free to start some role playing situations with my group and feel more confident now in trying this.

Can design workshop if asked. Can design situations to aid in teaching child how in discrimination of behavior. Can look more objectively at my own role.

Think it will be interesting to try role playing with Type A - later el. class to bring out some emotional hang-ups as well as to help them identify some of their own emotions - and possibly (hopefully) control them. Thinking specifically of aggression. Definitely going to try it!

I have found that today's role playing when used with my students could bring about a greater understanding of behaviors in my students that are hard to bring about as many of my students are passive and non-verbal so stimulation of this kind in a possible charade type form. Students are Title IV multiply-handicapped.

Made me aware of what I can do in math and also other areas that will make it more meaningful but enjoyable at the same time. Enable me to widen my scope in teaching. Made me think about being more creative in my teaching.

1. Use role-playing in classroom to help children settle their disputes.  
2. Help parents better understand program through role-playing.  
3. Use of games in classroom - watching the directions more specifically.  
4. Be more aware not to assume children bring the same set of background to the game.

Involve boys in thinking of actions of others rather than self. Help to develop some creative expression from less verbal children.

I can use several of the card games - modified to the level of my class. I'll be able to create my own games using the information I gained today. I will have a better idea of how to conduct role-playing experiences - especially how to have the children evaluate their role playing.

1. Help some children in expressing their sincere feelings about school, me, and other children.  
2. Role playing may be used as an enjoyment - or recreation for the children.

Use number game with Intermediate Type A boys to motivate. Try role playing to help child identify himself - stimulate communication.

Use some of games made up with my group. Think of different ways to use materials I have. Use role playing with my kids - switch roles of leaders with the followers of the room - etc.

Card games - new ideas for children for number work.

Will use card games for instruction in classrooms more often - for enjoyment and learning. Role playing with students to bring out inner behaviors not noticed nor evident.
2. (continued)

I can use role play in the classroom to show the children that we can handle situations in many ways. Then reverse roles so each child can see how the other child feels.

Will use card game for teaching trainable to match like numbers. Then work toward card game for adding two numbers. Use role playing to help trainable understand other peoples feelings.

1. Use games to teach certain skills. 2. Reinforces an idea and help better clear up the idea of showing parents how to use games to teach their readers certain words - to be used in a parent's workshop-type meeting. 3. To use the materials in some inservice that I must provide for other teachers.
4. Suggestions or comments:

I'm usually a very good player and it's difficult to explain what goes wrong.

1. My shots are not consistent and I get stuck in neutral positions.
2. I have trouble making the correct moves.
3. I'm not satisfied with my game.
4. The game should be more challenging.
5. I wish I could improve my skills.

Wishful thinking is always threatening to me.
NON-VERBAL FILMS: A DESCRIPTION
Non-Verbal Teaching

John A. Davis

The character confronts a drinking fountain which, despite his pleadings and beatings, will produce no water. What would you do in his place? What he does is turn the handle, and behold! Water for his thirst! Similar situations involving a doorknob, a locked drawer, and a dial telephone confront our hero with similar frustrations, and, ultimately, similar solutions.

Sound like an old-time comedy film? Actually, this describes the action in an 8mm film designed to teach concepts to mentally retarded children. It was one of four carefully conceived, effectively presented examples at a session on "Non-Verbal Teaching Through Super-8 Silent Films." The films, according to Ted Ward, director of the Learning Systems Institute at Michigan State University and Joseph Levine of the Instructional Materials Center for Handicapped Children and Youth (USOE at MSU), seek to present a model the retarded child can exceed, not just "live up to." Hence the simple problems presented — such as the use of the doorknob to open the door — are solved by the viewers before the character on the screen figures out what to do. Moreover, the generalizations to be drawn, which round out the learning of the concept, are accomplished by the audience well in advance of the film's "hero," who happens to be a boy of about their age.

Made for individual or small group use, the films include such features as a shoe-tying lesson with a learner's eye view, a Keystone Kop type of episode in which minor goofs and inept decisions cascade upon one another interrupted only by pauses in the film for discussion, a fascinating "Round Objects" game, and the aforementioned story of a "Daddy" at his office.

The shoe-tying lesson was presented first, and gave Ward and Levine an opportunity to make some important points about teaching materials for the mentally handicapped. Some items reinforced the "ground rules" for training films that emerged from instructional film research two and three decades ago — i.e., the camera should view the process from the same angle the learner will see it; "real" time should be used, no fancy time-passing dissolves or cutaways; repetition of the activity is advisable. The
producers interwove these findings with other considerations for the film's audience, such as providing for repetition by having the film's "hero" forget to tie both shoes, so that he loses one, has to come back for it, then ties it as he did the first. The mentally retarded children viewing the film delighted in spotting the "hero's" obvious error before he did, presenting them with a model they could exceed — an important psychological "plus" for the project.

"Archie and Charlie" showed the tale of two boys confronted with the task of transporting a stack of newspapers. The problem was attacked in a series of steps, each of which required a decision the audience was invited to make before the character in the film did. And the film character's decision usually turned out to be the wrong move, so that the consequence of each decision was a fresh problem requiring a new decision... a kind of simplified "Keystone Kops" scenario.

The "Round Objects" game gave the producers an opportunity to display their creative originality and to demonstrate the flexibility and versatility of their Bolex Macroroom camera. For this viewer, that short film was one of the most fascinating, visually and intellectually stimulating experiences of the whole convention. Objects ranging from pencils to eggs were subjected to a treatment in which the viewer's first perception of the object was as a round "something," from which the camera then backed away to another angle to reveal what, indeed, the thing was. For most viewers, the game of trying to name the object made the camera's movement a suspenseful affair leading to confirmation or correction in the best Skinnerian tradition. Moreover, the entire production was a stimulating lesson in perception.

The Ward-Levine presentations in Cob() room 3137 on April 29th played to a room packed with fascinated observers who found themselves party to considerations of visual literacy, of 8mm motion picture technique, and of educational materials for mentally retarded children.
BALL UTILIZATION: REPORT OF A STUDY
A Study of Ball Utilization and Its Effect on Young Deaf-Blind Children: Progress Report Part I

Phyllis Ann Thompson
Louis M. Tutt
George V. Gore

December 10, 1970
Statement of the Problem

The ability of young deaf-blind children to achieve their full potential of visual tracking and gross motor involvement through instruction is not easily communicated by verbal means. Therefore, it was the purpose of this study to use balls of different colors, sizes, and textures to determine the subjects' ability of visual tracking and to determine whether the balls were a source of motivation for gross motor involvement. Flexibility in procedure was employed where necessary.

Methodology

A sample of six subjects was taken originally from The Michigan School for The Blind, however, two subjects were dropped after the third day of the study: one because of lack of general maturity; the other because of insufficient challenge of the task. Only one subject was added to the study due to the pupils' and experimenters' schedules. These subjects were selected by their respective teachers and met with the experimenters twice a week for six weeks. A brief data report of each subject follows:

(1) Subject A
   a. female, 4 years, 9 months, Rubella baby, C.P.
   b. born 2-16-66
   c. started present school September, 1969
   d. low hyperopic refractive error
   e. no auditory response
   f. wears corrective lenses and auditory aid

(2) Subject B
   a. male, 4 years, 11 months, Rubella baby
   b. born 12-20-65
c. started present school September 1970  
d. nystagmus, microphthalmos, surgical aphakia, secondary cataract O.S.  
e. severe auditory loss  
f. wears corrective lenses and auditory aid  

(3) Subject C  
a. female, 5 years, 11 months, Rubella baby  
b. born 1-10-65  
c. started present school September, 1969  
d. slit in cornea O.S. and apparently no useful vision, cataracts  
e. severe auditory loss  
f. wears corrective lenses and auditory aid  

(4) Subject D  
a. female, 5 years, 9 months, Rubella baby  
b. born 2-22-65  
c. entered present school September, 1969  
d. retinopathy, retinal degeneration, opticatrophy, nystagmus  
e. moderate auditory loss  
f. wears no corrective lenses but does wear auditory aid  

(5) Subject R  
a. male, 5 years, 8 months, Rubella child  
b. born 3 22-65  
c. entered present school September, 1968  
d. congenital cataracts  
e. severe hearing loss  
f. wears corrective lenses and auditory aid
Materiaks and Equipment

Two different environments were used in the study: one site was an isolated room in the deaf-blind cottage and the other was a hallway of the Elementary School. A distance of eight feet between experimenter and subject was used for rolling the balls while the other experimenter was in close proximity to the subject for returning the balls when the subject failed to return them.

The balls employed (100 balls - 50 rubber and 50 styrofoam) were of different textures (rubber and styrofoam), colors (white, blue, green, yellow, red) and sizes (approximately 4 inch diameter; 3 inch diameter, 2½ inch diameter; 1½ inch diameter; and 1 inch diameter). The paint used for coloring the balls was of a soft matte finish for the styrofoam balls and an enamel for the rubber balls. A clear plastic spray was used on the styrofoam balls in an effort to keep them from flaking.

With the exception of Subject E, the balls were rolled at various speeds to the right, left and center of the subjects. Subject E was not ready for this type visual task. The experimenters introduced larger balls than the study called for in the third week in an attempt to encourage Subject E to use his residual more than in the past. The colors of these balls were white, blue, green and orange; these balls were not painted as they were solid colors when purchased where the others were not. In an attempt to get the subject to use his remaining vision more than he had in the past, the balls were laid in different positions or areas of the floor instead of being rolled to him to see if he would creep, crawl, or walk in the right direction to pick them up visually rather than tactually.
Conclusions

The following conclusions represent a breakdown on individual subjects as to what the experimenters observed. Subject A (added to study on the fourth day) was administered a total of 222 trials responding positively to 90 with a percentage of 40.5. A breakdown of the total trials is as follows: left side - total 71, positive responses 23, and percentage 32.4; central - total 68, positive responses 29, and percentage 42.65; right side - total 83, positive responses 38, and percentage 45.8. The subject was absent from the study on days eight and ten. At the termination of the 8th day of the study, the subject had a total of 186 trials and responded positively to 34.4%. At the end of the period of study the subject showed an increment of 6.1% of total trials. Other relevant observations made by the researchers are as follows: (1) subject did not seem motivated by the balls after the second day, (2) subject fixated on other objects in the room more than she did the balls, (3) subject preferred to be in a semi-reclined position rather than a sitting position that the study called for, (4) subject preferred the yellow balls, (5) affection was not welcomed by the subject but a ladies purse was and this was used as a reward, (6) gross motor movements were lacking and balance was ataxic (probable C.P.), (7) subject enjoyed putting the styrofoam balls in her mouth, (8) subject preferred the hand sized balls (1 inch diameter), (9) subject preferred right side for motor responses to the balls that were rolled.

It is hoped that the researchers will find the type motivation for this subject so that she will benefit from the task.

Subject B was administered a total of 204 trials and responded positively to 149 for a percentage of 73.0. A breakdown of the total trials is as follows:

-4-

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left side - total 71, positively responded to 53 for a percentage of 70.4; central - total 48, positively responded to 37 for a percentage of 77.0; right side - total 85 and positively responded to 59 for a percentage of 69.4. This subject was absent from the study on days seven, eight, nine, ten and eleven. At the end of the eighth day of the study the subject had a total of 204 trials and responded positively to 73%. At the termination of the period of study the subject showed the same percentage, for he did not return because of illness. Other pertinent observations made by the experimenters are as follows: (1) subject was highly motivated, enjoyed the task, and made very good use of his vision, (2) excluding central, subject preferred the left side for motor responses to the balls that were rolled, (3) subject worked equally well with all colors, (4) subject was absent the last part of the study and no size preference was evident, (5) subject liked to bounce styrofoam balls on the floor, (6) subject was intrigued by light but this did not defer his performance.

It is hoped that this subject will not lose the carry-over because of his absence the last five days of the study and that further opportunities be provided so that the subject will use his vision more fully.

Subject C was administered a total 239 trials and responded positively to 164 for a percentage of 68.6. A breakdown of the total is as follows: left side - total 81, positive responses 53 for a percentage of 65.4; central - total 73, positive responses 54 for a percentage of 73.97; right side - total 85, positive responses 57 for a percentage of 67.2. This subject was absent from the study days two, three, ten and eleven. At the termination of the eighth day of the study, the subject had a total of 239 trials and responded positively to 68.6%. At the end of the period of study, the
subject showed a decrease of 2.2%. Other relevant observations made by the experimenters are as follows: (1) subject enjoyed taking balls away from experimenters and away from the experimenting station, (2) subject would look one way and throw the balls the opposite way purposefully, (3) excluding central, subject had a slight preference to the right, (4) could not determine the preference of size of balls due to subject's absence on last two days of study.

This subject was highly active during the study. On occasions, she would impose her own rules to set the attention of the experimenters by running with the balls down the hall. It is hoped that this motivation can be channeled in a direction for better proper visual and motor responses on the task.

Subject D was administered a total of 200 trials and responded positively to 185 for a percentage of 71.15. A breakdown of the total is as follows: left side - total 96, responded positively to 71 for a percentage of 73.95; central - total 75, positive responses 54 for a percentage of 72.0; right side - total 89, positive responses 60 for a percentage of 67.4. This subject was absent from the study on days three, four, five, six, and eight. At the termination of the eighth day of the experiment, the subject had received 71 trials and responded to 50.7%. At the end of the period of study the subject showed an increase of 21.08%. Other pertinent observations made by the researchers are as follows: (1) subject would not attend at the first part of the study, (2) introduction of M&M's on the eighth day of the study was definitely a source of motivation for the subject to attend to the task, (3) subject showed no evidence in color or size preference over-all, (4) subject began to move whole body to obtain balls near the end of the study.
(5) subject preferred the left side for motor responses to the balls rolled.

The experimenters have used fewer and fewer MM's with the increase in trials and it is intended that the use of this type of reward for motivation will be eliminated and the subject will attend as a result of the enjoyment and fun from positively responding to the balls that are rolled, as she seemed to be more enthusiastic about the task as the study progressed.

Subject X was being trained by the experimenters to use more of his remaining vision than he had in the past. The procedure used was different from that of the other subjects. No percentages can be stated, but the experimenters did observe an employment of more vision than at the initiation of the study. The balls were placed on the floor in different positions and the subject would scoot along the floor in an effort to locate the balls. Upon realizing this, the experimenters placed the subject in a biped position at times and a crawling position at other times to begin him on his way to explore visually. This subject was extremely motivated when successful. On more than one occasion the subject attempted to reproduce the impetus of the ball vocally. The subject has the potential to use his residual vision more if he is placed in situations that demand this type of response. It is hoped that further work of this type will enable this subject to turn to the normal procedure of the study in the future.

Recommendations:

1. The testing environment should be isolated.

2. Flexibility in total procedure should be employed.

3. Rubber balls should be purchased in their respective colors rather than painted when possible.
4. The speed at which the ball is rolled should not be a factor in determining positive responses.

5. Styrofoam balls should be utilized when audition can be improved and also used as a source of tactual discrimination between styrofoam and rubber balls.

6. The task employed in this study should be attempted also with low vision children.

7. The task employed in this study should be attempted with multi-handicapped children, visually handicapped exclusive.

8. A clinical approach to this procedure should be maintained.

9. Various types of rewards should be attempted when the subject is not motivated. (Special rewards should be eliminated as soon as possible.)

10. A task analysis procedure should be employed to delineate areas which need training.
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* (definitive response)  
+ (visual response only)  
X (final test)  
R (rubber)  
S (styrofoam)

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IMPROVING LOW VISION SKILLS: EVALUATIONS AND A GUIDE
Now that some time has passed since you attended the March 24-26, 1971, Institute, would you please share with us your reactions to what went on at the Institute.

1) Have you had an opportunity to speak with others about low vision training?

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If yes, how many: 28

If yes, what were their reactions in terms of their interest:

<table>
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<th>Very interested</th>
<th>Moderately interested</th>
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Comments:

2) As you think back to the Institute at MSU, would you please rate the activities in terms of their IMPORTANCE to you.

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<tr>
<th>very important</th>
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<tr>
<td>A. Background Information (Wednesday Afternoon)</td>
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<td>B. Administering the VES-Videotape (Wednesday Afternoon)</td>
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<td>C. Low Vision Aids - Round Table Discussion (Wednesday Evening)</td>
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<td>D. Administering the VES-Role playing (Thursday Morning)</td>
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<td>E. Training (remediation) Materials-Videotape (Thurs. Morning &amp; Afternoon)</td>
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<td>F. Feedback Session (Thursday Evening)</td>
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<td>G. Procedures for Replication (Friday Morning)</td>
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3) Finally, what suggestions or comments do you have regarding the Institute?

I feel we could have used more time for the material we covered to make us more proficient. I was amazed at the friendly and helpful attitude of the Michigan State University staff. You were so willing to give so much, and you seemed to have so much knowledge that could help me do a better job of teaching.

The video-tapes were too long to hold one's interest. More time to discuss the Profiles which we made. Some discussion of Holmes study at the Jr.-Sr. high level.

As well as this institute was prepared and presented, it was almost regrettable that it was done only once or that it involved so few people (participants). I am wondering if, with a few adjustments, this could have included all the 75 who will be coming for the "replicated" institute this August. With some exception, the institute was mainly involved with the transmission of information. We have come to realize in education that while some learning is best done in small groups or even on an individual basis, other types can be conducted in large assembly-type settings. To be taught how to do something is not quite the same as to be taught how to teach it, and although the "each one teach one" plan is feasible here, the duplication of effort and materials here in Michigan does seem a bit of a waste of the talent and efficiency and effort that went into an institute that was prepared so well. Sue, I'm probably just lazy and annoyed that you gave us so much to live up to!

The Institute was generally well organized and the staff was well prepared. The session, concerning remediation materials and when to apply the materials, was particularly stimulating to me.

This is one of the first institutes that I've attended where I can honestly say I came away with something really concrete. In addition to "learning", I had an extremely enjoyable time, and the hours went by very rapidly. The thoroughness with which the institute was run made the replication in Minnesota much easier for those in charge. The awareness that I now have regarding low vision students will be of great help to me in my teaching, especially with three students in the lower elementary level. If I could be assured of the effectiveness of other institutes, I'd be very willing to provide my own expenses to them. My thanks to all in charge.

I felt the institute was very worthwhile. It was really the first practical training I have had in the area of visual impairment. I hope to make even more use of my new knowledge next year.

I just hope that we can generate enough enthusiasm at the Nebraska School for the Visually Handicapped to have some training sessions there this fall and include the very few out state teachers who could also benefit from the training. Don Pickering (who also attended your Institute) is on the staff of the State School and is responsible for Statewide resource services. Without the cooperation and participation of the State School, we could not have a training program which would have any chance of being useful.
It was an especially good experience for me to get information in the area of the visually impaired as this has been a minor program up to this point in our state. Since coming back from the conference we have put a number of things in motion.

It was conducted with great enthusiasm. The results were interesting, as applied to my partially seeing students, but are more important for children with a severe loss. With the partially seeing, I would feel more certain of meaningful results by having more test in each category.

My sincere thanks to those in charge of the institute. It was highly organized and indicate of much time and preparation. I especially enjoyed conversing with other individuals in similar fields.

The institute, so well planned and presented, the friendly atmosphere for learning, the active participation of each member in learning how to administer the V.E.S., and the remediation procedures provided the keys to its great success. It inspired us to go back to our states eager to share with other teachers the methods and materials that can be used to help visually handicapped children.

I thought the Institute was well managed and successful to the extent that it clearly explained the administering of the V.E.S. I have, however, found after giving the V.E.S. several times, I am not very satisfied with it.

The numerous suggestions for running an institute were excellent and have proved to be most useful. It might be useful to develop a manual concerning the Scale including uses and remediation techniques to give it perspective.

I did not appreciate fully the helpful Coordinator's Manual until we came to plan for our own workshop. Then it became invaluable. We could not have held such a successful local institute without your help.

The institute was very well planned, both day and night! I feel before the institute begins (several weeks) that participants know what "low vision" is! There were some of us that had very little background in working with the visually handicapped.
Question 1:

Have you had an opportunity to speak with others about low vision training?

Comments:

Conversations with teachers, ophthalmologists, and parents of children having low vision who are in my class.

I have spoken informally to many people, but primarily I have contacted two individuals regarding future workshops.

Attended and participated in the Minnesota Institute.

I talked with the elementary teacher in our system and we are going to use the VES next fall.

Many of the ophthalmologists with whom I spoke about such training felt it invalid. Early El. Ed. teachers generally thought it was great.

Our follow-up institute for teachers was most successful.

We held a three day workshop at Carleton College. The response was good. Others that I have mentioned the scale to in passing (e.g. the young man who is to take my place next year) have been more moderately interested.

I have contacted the counselor at the Sch. for Visually Handicapped. She felt the staff at the school would be interested.
EVALUATIONS
Low Vision Institutes For Teachers
Conducted by MSU Institute Participants

The Regional Instructional Materials Center for Handicapped Children and Youth, located at Michigan State University has received responses from teachers involved in two low vision institutes in two of the six states represented at last March's Institute. We thought we'd share with you these results in the hopes that they may assist you in planning and carrying out your own institute. Since there were some differences in the nature of the responses between the two institutes, we have compiled them separately.

Many of the participants who attended Institute "A" are functioning as consultants and indicated that perhaps the structure of the third question on the evaluation form could be changed to include "resource and itinerant personnel" who may adopt procedures but who are not in a "classroom."

Some participants in both groups indicated that there was insufficient information available for use with older pupils--especially secondary level. The emphasis throughout has been on elementary school age children. For those who feel it necessary to cover strategies for working with adolescents, a local consultant might be instrumental in helping teachers adapt materials and procedures.

We have also received information from Institute participants in one other state who indicated that the following had been done in that state:

1) All visually impaired children were visited by an institute participant in June 1971. Teachers, administrators and parents were seen also, and recommendations for educational planning were made for this year.

2) Follow-up discussions with local directors of Special Education were held regarding low vision aids.
3) Ophthalmologists, optometrists, physically handicapped nurses and teachers attended a one-day conference (70 people attended).

4) An open house was held for regular teachers who have visually impaired children in their classes. (Attendance was extremely sparse, unfortunately).

We are very much interested in hearing from each of you as you hold your workshop. We will be sending you more evaluation forms under separate cover.

Thank you for your continued cooperation.
1. Were you familiar with this approach to visual efficiency training prior to this workshop?

<table>
<thead>
<tr>
<th>Yes</th>
<th>Somewhat</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>4</td>
<td>38</td>
<td>65</td>
</tr>
</tbody>
</table>

(35%) (6%) (59%)

2. Do you feel the procedures that were discussed are appropriate for your students?

<table>
<thead>
<tr>
<th>Yes</th>
<th>Somewhat</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>55</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>

i.e., 86% of those responding felt procedures were appropriate. The No respondents qualified their answers by stating that they were not working directly with elementary school age children.

3. Do you expect to adopt these procedures in your classroom?

<table>
<thead>
<tr>
<th>Yes</th>
<th>Some</th>
<th>No</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>56</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

i.e., 88% of those responding felt they could and would use procedures.

4. Comments:

Those aspects seen as beneficial:

--organization and planning of Institute
--resourcefulness - speakers, ideas, etc.
--exchange of ideas with others
--usefulness in teacher/consultant work
--applicability to use with perceptually handicapped children
--a slide presentation relating to visual efficiency by a local teacher

Those aspects in need of further work:

--lack of remediation materials and ideas for use with secondary level
--test-retest reliability
1. Were you familiar with this approach to visual efficiency training prior to the workshop?

Yes 9
Somewhat 8
No 13
Total 30

(30%) (27%) (43%)

2. Do you feel the procedures that were discussed are appropriate for your students?

Yes 25
Somewhat 1
No 3

i.e., 86% of those responding felt procedures were appropriate. The No respondents qualified their answers by stating that they were not working directly with elementary school age children.

3. Do you expect to adopt these procedures in your classroom?

Yes 56
Some 5
No 1
Not applicable 2

i.e., 79% of those responding felt they could and would use procedures.

4. Comments:

Those aspects seen as beneficial:

Workshop: stimulation, reinforcement, participative experience, organization, problem-solving behavior

Those aspects in need of further work:

--VES may have been "uncritically accepted" by participants
--lacking information about later elementary and secondary
--parts of workshop irrelevant
workshop coordinator guide

METHODS AND MATERIALS FOR IMPROVING LOW VISION SKILLS

USOE/MSU Regional Instructional Materials Center for Handicapped Children & Youth

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The work presented herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Cover Design: Clarence Mixon

USOE/MSU Regional Instructional Materials Center for Handicapped Children & Youth
213 Erickson Hall
College of Education
Michigan State University
East Lansing, Michigan 48823
METHODS AND MATERIALS
FOR
IMPROVING LOW VISION SKILLS
A GUIDE FOR WORKSHOP COORDINATORS

S. Joseph Levine

The following guide has been developed to assist the participants at the March, 1971 Special Study Institute in planning and conducting their own training institutes. This guide is not meant to be a "sure-fire" cookbook for running an institute. Instead, it attempts to provide a number of basic ideas that can be built into any institute concerned with the training for utilization of low vision skills.

Scope of the Institute

There are two primary tasks that should be undertaken in the institute.

A) Training in the administration of the VISUAL EFFICIENCY SCALE (VES).

B) Presentation of procedures for remediation.

Each of these tasks can be quite extensive. Separate training institutes, each concerned with one of the tasks, can provide adequate treatment of both. The combining of both tasks at a single one-day institute can present the participants with an overwhelming amount of information for processing.

The inclusion of actual learning-by-doing ("hands on") experience during the institute is a unique procedure for motivating the participants.
Having an opportunity to actually do the task provides the participant with a base for discussion. You can enhance the success of your teaching of the administration of the VES and remediation procedures by first providing an experience based learning activity and then, following it with a discussion of the activity.

An essential part of any training program is the use of some evaluation device or measure. If your evaluation is designed well it will, a) reinforce in the participants' minds exactly what has been covered during the institute, and b) provide you with further insight into the effectiveness of your own teaching. Evaluation forms do not have to be complex to yield usable information!

**Using This Guide**

This guide is divided into four separate sections:

- Section One - Administration of the Visual Efficiency Scale
- Section Two - Using the Profile
- Section Three - Materials for Remediation
- Section Four - Evaluation of the Workshop

Each section presents a number of workshop activities that can be utilized in training teachers in the methods and materials for improving low vision skills.

Following these four sections is a checklist and set of questions to help you organize your workshop.

The appendix includes a number of different supplementary materials to assist in your planning.
SECTION ONE
WORKSHOP PROCEDURES
ADMINISTRATION OF THE VISUAL EFFICIENCY SCALE

The Visual Efficiency Scale (VES) is made up of 48 separate items. We have categorized the items into 18 separate areas. Most of the items relate to a specific category. Others, relate to two areas. Become familiar with each of the categories. Understand their meaning and be able to demonstrate each. No doubt, you will be asked specific questions at your institute relating to the definition of one or more of these categories. The simplest way to answer one of these questions is to be able immediately to provide an example for the questioner. This can be most effective if you can develop the example on the spot, demonstrating your own familiarity, rather than searching for a commercially available example.

Learn each of the items in the VES and the category that it focuses upon. You must truly understand why that item fits its particular category. A complete listing of all 18 categories, their definitions and the particular test items they relate to is included as an appendix to this guide.

Before you conduct your first training institute, take the time to actually administer the VES to a visually handicapped student. This will provide you with a first-hand look at the potential problems involved in the actual administration. Be alert during this administration to the
problems you encounter and also the possible problems others might encounter. You might want to keep in mind some of the concerns that are presented in the appendix—"Suggested Guidelines for Assessment and Interpretation of Visual Behavior."

The following activities can be built into your training institute to provide the participants with an understanding of the administration of the VES.

**Designing your own test**

Divide your participants into teams of two to six people. (There should be from four to eight separate teams operating during this activity. Any more than eight teams can present management problems.) Provide each team with three sheets of paper. At the top of each piece of paper write a category from the VES and its definition. Instruct the participants that they are to design a visual test concerned with each of the three areas that they have been given. (Each group can have the same three areas. Or, groups can be given different areas.) Instruct the groups that their test cannot be verbal—there may not be any written words. They must confine their test items to pictures. A test item can consist of a single picture, a series of pictures in sequence, a series of unrelated pictures, etc. Allow the participants 20 minutes to design their test items. Inform them when 10 minutes have elapsed, thereby keeping them on course. At the conclusion of the activity, have each group present its items to the rest of the participants. Discuss
each item as it is presented in terms of whether or not it has fulfilled the category and its definition. (If an overhead projector is available, you can have the participants draw their test items on transparency film—they can be projected for the rest of the participants to see during the discussion period.)

This is an excellent activity for providing the participants with an opportunity to better understand exactly what goes into the design of test items in the area of training for visual efficiency. The discussion will no doubt bring out the pitfalls in the design of such items. Such problems as clarity of visual representation, confinement to the particular category, and clarity of directions should be brought out. By setting the stage with this activity the participants will have an introduction to the categories that are used and the basic format for the VES. At the conclusion of this activity, it would be appropriate to hand out copies of the test items of the VES and discuss those items that are similar to those developed by the participants. It is important to stress the understanding of the categories and their definitions for each of the items.

Matching game

Divide the participants into groups. Provide each group with a packet of slips of paper. There are three different types of slips in each packet. Type A, is the actual illustration or the "graphics" from the VES. Type B, is the category. Type C, is the definition of the category. The task for the group is to match graphic with category and with the appropriate definition. Each packet should include approximately 10 different items, or 30 separate slips of paper. Each group
should be provided with a cork board, or some other device for tacking up the items as they unscramble them. As a group finishes the task, they should bring their board to a specified place in the room, signifying that they are finished. When all groups have completed the task, select the board that was completed first. Check it with the whole group to ascertain whether or not it is correct. If it is correct, that group is the winner. If it is not correct, go on to the next board turned in. Allow participants the initiative to question the correctness of any of the items on the board. Ask for whole group consensus regarding the question.

This activity focuses on a complete understanding of each of the items. It promotes group involvement that can now set the stage for discussing the actual VES.

Role playing

Make up role definition cards that describe a particular visual problem or set of problems. ("You are a student with a visual problem. Your problem is hidden figure discrimination. Whenever the teacher presents a test item to you that calls for you to find a figure within a more complex figure you are unable to do it.") Divide group into teams of three participants each. Within each team, two participants are to be teacher and one participant is to be the student. Provide each set of "teachers" with a magazine (Life, Time, Look, etc.). Provide "student" with his role definition card. Instruct "teachers" that their "student" has a visual problem. They will have (the two teachers operating together) 15 minutes to discover the particular problem that their "student" has. The only materials they will be allowed to use in testing their
"student" is the magazine. Their "student" is completely verbal and will attempt to answer all questions as completely as he/she can. Questions calling on the use of the "student's" visual deficiency will obviously be answered in a negative manner. When a team of teachers feels they have isolated the visual problem, they are to write it on a piece of paper. They are not allowed to ask their "student" if they have found the correct area! At the conclusion of the 15 minute testing session, ask each team of teachers to specify what problem they feel they have discovered and how they were able to discover it. Then, ask the "student" to certify whether the "teachers" have been able to find his problem. You might also want to have the "student" comment on the procedures the "teachers" used.

This activity draws attention to the full understanding of the different categories in the VES. You might want to provide each team of "teachers" with a list of the categories and their definitions to assist in the activity. This activity can best be used as a follow-up to the actual discussion and use of the VES.

Practice administration

Sometimes it is helpful to have teams of two participants administer the test to each other. ("Student" and "teacher"). Unless the "student" does have a visual handicap, this can be a very unreal situation and care should be taken in its use. In many cases, the strongest learning will be for the "student" rather than the "teacher." To assist the student in answering the test items more realistically you can either use special corrective lenses that simulate visual problems, or something like a
drinking glass with a thick bottom where the student closes one eye and with the other eye must sight through the drinking glass to view the materials.

Stress the importance of this activity as it relates to fully understanding what the student goes through while taking the VES. The obvious problems, the ones we typically don't think of, are the ones that present most of the problems for the learner. If we have a full understanding of what the student is undergoing, we will be able to better judge how he is reacting to the VES.

Videotape

A videotape showing the administration of the VES to a partially-sighted student has been prepared by the Regional Instructional Materials Center at Michigan State University. A copy of this tape may be borrowed by writing to the Center. Copies of this videotape are available for purchase at cost.

The videotape shows the complete administration of the VES. It is ideally suited as a later activity for a training institute. Since the viewers play a passive role in just watching the tape, it is important that they will have had some actual experience with the VES or its component parts prior to viewing the tape. In this way, the tape serves as a reinforcer rather than an introducer of new information. As a reinforcer, it will also answer many questions that will have come up during other activities at the training institute.
The profile is utilized to graphically display a particular child's low vision skills. Your workshop should provide the participants an understanding of both, a) filling out the profile, and b) reading the profile.

Filling out an Entry Behavior Card

To diagnose a learner, we must be able to observe some sort of demonstrated behavior. This activity calls for the participant to design a single "test" item that he/she can use to observe a student without actually interacting with him. (i.e. play behaviors, studying behaviors, written behaviors, etc.)

Provide each participant with an Entry Behavior Card. At the top of the card, write in one of the visual behavior areas from the Profile. Each participant must then list five observable student behaviors that will let you know if the student is proficient in that area.

ENTRY BEHAVIOR CARD

Visual Behavior Area

In the spaces below, list 5 observable student behaviors that will let you know if the student is proficient in the above area. (i.e. play behaviors, studying behaviors, written behaviors, etc.)

1.
2.
3.
4.
5.
This activity will assist in developing an understanding of the Visual Efficiency Profile. Notice that the emphasis is on diagnosis and not remediation. To understand the profile we must have a clear understanding of diagnosis. Have each participant read their cards aloud to the total group. Have the group react to the behaviors that are listed. Are they observable? Will they tell us something about the student? Do they relate directly to the area?

Grouping Categories

Since most children will show a group of categories in which they are deficient (rather than just a single category) it is helpful to the participants to understand possible groupings and their implication.

Divide the participants into groups. Using the listing of categories and definitions (appendix), have each participant group randomly select four different categories. Then, instruct each group to write a behavioral description of a "typical" child who is deficient in this group of categories. Their description should focus on classroom learning behavior. The behavioral description must be a complete "picture" of the child.

One format for assisting with this activity is a pack of 3 x 5 inch cards. Each group member fills out two or three cards. Each card describes a specific incident in the daily routine of the child. This group of Specific Incident Cards then represents a child with a particular group of visual efficiency problems. At the completion of the activity have each group describe "their" student and his specific incidents.
Working backwards

Probably the easiest way to have participants understand the full meaning of the profile is to do it backwards! Rather than have the participants attempt to fill out a profile, provide them with one or more completed profiles. Give them only minimal instructions regarding the interpretation of the profile. Working in groups, have the participants study the profile and then select appropriate materials that might be used for remediating the child in question. The focus, then, is on the selection of a material rather than on reading the profile. This selection, however, cannot be made unless they truly understand the profile. Their understanding, or lack of understanding, will become very clear to them when they attempt to select the material. It is more meaningful to the participants to discover on their own the accuracy of their diagnosis rather than attempting to tell them how to diagnose from the profile.

After each group has selected the materials they feel appropriate for remediation, have them present to the rest of the participants their profile and what they were able to find out about the child from it. Each group can have a different profile, or groups can all have the same profile. It is helpful to have an overhead projector with the profiles made up on transparencies for showing to the entire group during the discussion period.

A variation of this activity calls for the participants to design and construct a simple material rather than selecting a commercially available material. To conduct this variation, provide a table with basic construction materials (scissors, construction paper, magic
Designing a child

This activity calls for the participant to select a material from amongst a large group of materials set out on a table. The participant is given no criteria or structure by which to select the material. He is merely told to pick a material that looks interesting. Once he has selected his material, he is asked to examine the material in terms of the 18 categories. He should try to isolate those categories the material focuses upon. Then, he is to construct a profile for the child who would most benefit from the use of this material. As the participants are developing their profiles, clear the remaining materials from the table. When the participants have completed their profiles have them replace their materials on the table and then hand in to you their completed profiles. You should then shuffle the profiles and re-distribute them to the participants. Each participant, then, goes to the table and selects that material which he/she feels best fulfills the visual characteristics of the learner described in the profile. Make sure that the person who has designed the profile can recognize it during the discussion, and be able to show the material that they designed the profile around. The discussion session following this activity is built around each participant describing the profile and then showing the
material they felt fit it. The person who designed the profile then says whether or not the group has selected the "correct" material and if not, what the correct material was.

This activity focuses on the necessity for clearly defining the learner through the profile. A poorly defined profile tells us little about the learner. A clearly defined profile allows us to select materials appropriate for remediation. (This activity can also be used for the next section—Materials For Remediation).
The activities cited above in the section on understanding the profile can all be used to begin a further look at materials and methods for remediation of visual efficiency problems. Care should be taken during this section of the institute so as not to "bombard" the participants with too much information. The focus should be on thoroughly understanding the specific categories and the selection of appropriate materials to fit these categories. Once more, allowing the participants an experience in selecting or designing appropriate materials, is a much stronger teaching strategy than merely showing the various materials that are available. A chance to view or inspect a large number of materials, however, should be provided the participants. This should be provided toward the end or as a final activity for the institute.

**Case study**

Prepare a short case study describing the visual behavior of a student. Describe this behavior in terms of his actions during school hours, rather than using category labels. Divide the group into small teams and instruct each small team to design a material to assist this child.

A variation of this procedure calls for the use of commercially prepared materials. Display the materials on a table to one side of the room. Have the participant groups select a material or materials that will benefit the child described in the case study.
When you are writing the case study have a particular student in mind. Jot down on a piece of paper the various ways in which this student will manifest his visual problems. Then, select out activities he will be participating in during the day and describe his actions during these activities.

Demonstration

Select a group of materials that can be used flexibly. Each material should have qualities permitting its use in more than one of the categories. Describe each material to the group in terms of its flexibility. Stress the adaptiveness of single materials to many areas of visual training.

After you have established this model of examining materials in terms of their multiple uses, select single materials and have the group offer various ways in which it could be used for visual training. It is often helpful to select at least one very common item found at home or in the school, but is not typically associated with being an instructional material. Use this item toward the beginning of your demonstration to establish the concept of multiple use. (i.e. a dozen pencils of different lengths, or a set of plastic dishes of different sizes. How can materials like this be used for training in visual efficiency?)

Slide sets

Obviously, you will not have available all of the materials you would like to show or demonstrate for your group. It is sometimes handy to spend some time in a classroom taking pictures of students involved in
an activity that demonstrates some aspect of training for visual efficiency. These slides can then be shown at your institute and used to promote discussion regarding what the learner is doing, or how the teacher might better focus on visual efficiency through the use of the material pictured. When taking slides be sure to get close enough to the subject and the material so that it is easy to recognize when projected. It is always preferable to show the material in use with a child rather than just having it laid out on a table.

Videotape

The videotape that you have seen at this training institute is available for loan, or copies may be made at cost by addressing your request to the Instructional Materials Center. The tape available is approximately one hour in length. This is an awful large "dose" for one sitting. It is suggested that if used, you divide the tape into two or three separate sessions. Each session can be concerned with a group of the 18 categories.

After you have had an opportunity to view the tape a few times you might find it more manageable if you delete the narration provided and provide your own narration. Most of the activities shown are quite obvious and it is a simple task to talk along with the tape and thereby personalize the presentation for your group. A short set of notes to accompany the tape will assist you in knowing what is coming up. Be sure you don't talk too much! Hopefully, the videotape will do a lot of the teaching by itself without your narration. Your narration should be to fill in the gaps that occur on the tape.
Bibliographies and lists

Attached to this guide are some bibliographies and lists that you might want to duplicate and pass out to people at your institute. One list, from the American Printing House for the Blind, contains sections on books relating to the topic, periodicals, and materials and their producers that can be used for training for visual efficiency. Another list, prepared to accompany the videotape, also lists materials for training for visual efficiency.

There is also included a listing of the 18 categories and their definitions plus the items they correlate with. This list can be a handy supplement or take-home aspect of your institute. People attending institutes expect to receive something to take home with them. Make sure that whatever you provide for them is material that will refresh their memories of what you discussed at the institute. Material that you do not have a chance to talk through with the participants, unless it is self-teaching, should not be given as a take-home piece.

Finally, there are four completed profiles of visually handicapped children and a copy of the blank profile.
Whenever we try something new it is very helpful and also very interesting to evaluate what has happened. A simple evaluation format will provide information about the exact success of our teaching effort. In particular, it will shed light on the strong points and weak points. The following pages offer some examples of possible evaluation instruments. These instruments, like this guide, do not have to be used exactly as they are designed. They are presented primarily to give examples of possible items that might be included on an evaluation form. Look over these forms and decide which aspects (items) are usable for your institute and what changes should be made. The important thing when designing an evaluation form is that you question each of the items as they are written in terms of what sort of usable information these items will provide you. There are many questions that can be asked on an evaluation form that really don't help us find out about the success of the institute.
Sample Evaluation Form A

1. What did you know about visual efficiency training prior to today's institute?

2. How do you think you will use visual efficiency training in your own classroom?

3. What new information did you find out during today's institute?

4. If a follow-up to this institute is held, what topics would you like to see treated at that time?

5. Do you feel that the procedures discussed today are applicable to your students?
Sample Evaluation Form B

1. In the spaces below list five things you learned at today's institute.
   A. 
   B. 
   C. 
   D. 
   E. 

2. Are the procedures for training in visual efficiency applicable to your learners?
   Yes    No 
   Comments: 

3. What two topics would you like to see discussed at a follow-up to this institute?
   A. 
   B. 

4. Will you be using procedures discussed today in your own classroom?
   Definitely   Maybe   No 

5. What were the two most INTERESTING aspects of today's institute?
   A. 
   B. 

6. What were the two most IMPORTANT aspects of today's institute?
   A. 
   B. 

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Sample Evaluation Form C

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I enjoyed today's institute.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>2. I felt that the topic discussed at today's institute was important.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>3. I would like to see a follow-up institute held to further discuss today's topic.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>4. I will be using the procedures discussed today with my students.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>5. More time should be devoted to visual efficiency training with partially sighted students.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>6. Today's presentation was very clear.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>7. Most of the teachers at today's institute seemed receptive to the procedures that were discussed.</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
</tbody>
</table>

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A Checklist Of Facilities And Materials

The following items typically turn up on most checklists designed for individuals running workshops or institutes. Look it over prior to your institute and see if it brings to mind any aspects you might have forgotten in your planning. A well-planned institute is obvious to the participants. Organization and planning can be an important factor in the success of your institute.

Room

Ample space
Good lighting
Chalk board (and chalk!)

Seating

Chairs
Tables (if needed for group work)

Equipment

Tape recorder
Overhead projector
   Transparency film
   Marking pen
Videotape recorder
Slide projector (and slides)

Miscellaneous

Paper
Pencils
Name tags
Program
Do you know the names and addresses of all people attending your Institute?

Do you feel the purpose of the Institute is clearly understood by those planning to attend?

Have all materials needed been duplicated?

Have you tried out all equipment you will be using?

Will you introduce the program, or will you invite someone to give the introduction?

Have you made effective use of media, (i.e. overhead projector, role-playing, etc.) rather than relying solely on lecturing?

Are you clear in the objectives you hope to accomplish during the meeting?

GOOD LUCK !!!

S. Joseph Levine
Coordinator: Technology of Dissemination
USOE/MSU RIMC-HCY

March, 1971
APPENDIX

1. Categories and Definitions

2. Suggested Guidelines for Assessment and Interpretation of Visual Behavior

3. Bibliography - Books and Reports*

4. Bibliography - Periodicals*

5. Materials List*

6. Materials List (MSU Videotape)

7. Sample Profiles

8. Blank Profile

*Prepared by the American Printing House for the Blind, Louisville Kentucky.
Visual Efficiency Scale

Categories & Definitions

FORM DISCRIMINATION (1, 2, 3, 4, 5)

The child is able to distinguish differences and/or similarities among FORMS. (Geometric or contour).

LIGHT-DARK DENSITY DISCRIMINATION (6, 7, 8, 9)

The child is able to match forms according to their DENSITY.

POSITION DISCRIMINATION (8, 13, 14, 30)

The child is able to distinguish differences in POSITION of similar figures.

INNER DETAIL DISCRIMINATION (9, 44, 45, 46, 48)

The child is able to distinguish differences of DETAIL WITHIN configurations.

SIZE DISCRIMINATION (10, 11)

The child is able to distinguish differences in SIZE of similar figures.

SIZE AND POSITION DISCRIMINATION (12)

The child is able to distinguish differences in SIZE and POSITION of similar figures.

DETAIL DISCRIMINATION (15, 16, 17, 18)

The child is able to distinguish DETAILS between similar figures or outlines.

POSITION IN SPACE DISCRIMINATION (16, 21)

The child is able to distinguish differences and/or similarities among figures which are ALTERED IN POSITION.

PATTERN DETAIL DISCRIMINATION (19, 20, 46)

The child is able to distinguish a specific PATTERN from among similar patterns.

OBJECT UNIFICATION (22, 23, 24, 25, 26)

The child is able to UNIFY a set of object parts to form a complete object.
VISUAL CLOSURE (24, 41, 42)

The child is able to distinguish a COMPLETE OBJECT from an incomplete picture or set of picture parts.

SPATIAL PERSPECTIVE DISCRIMINATION (27, 28, 29)

The child is able to distinguish differences and/or similarities among figures which are ALTERED IN POSITION and/or PERSPECTIVE.

FIGURE DETAIL DISCRIMINATION (29, 30, 35, 36)

The child is able to distinguish DETAILS between similar FIGURES.

OBJECT DISCRIMINATION (31, 32)

The child is able to distinguish differences and/or similarities among OBJECTS.

HIDDEN FIGURE DISCRIMINATION (32, 33, 34)

The child is able to distinguish specific FORMS which are integrated WITHIN a more detailed picture.

SYMBOL POSITION DISCRIMINATION (37)

The child is able to distinguish between like SYMBOLS which have DIFFERENT POSITIONS in space.

SYMBOL SEQUENCE DISCRIMINATION (38, 39)

The child is able to distinguish differences in the ORDER of groups of SYMBOLS.

CONFIGURATION DISCRIMINATION (40, 41, 42, 43, 47)

The child is able to distinguish differences in the OUTLINE SHAPE of the configurations of symbol groups.
Suggested Guidelines  
For  
Assessment and Interpretation of Visual Behavior*

Every child who is known to have observed or measured vision should be administered the Visual Efficiency Scale in order to determine his functional efficiency. In addition, the teacher will have a better basis for estimating the visual learning potential of the child and the nature and type of visually stimulating materials most appropriate for him. The following guidelines are suggested for assessment and interpretation of the behavior to be observed:

1. How close to the page does the child hold his head?
2. Does he use both eyes together, only one eye, or first one and then the other? Does he move his head as he looks across the page or does he move the page back and forth? Does he use central or peripheral vision?
3. How does he look at the items— as a whole, in parts, in a circular fashion, or without any particular pattern?
4. What are the verbal remarks and reactions of the child during the procedure?
5. How does he use the pencil for marking? Does he mark on the form or figure, beside it, above it, or under it?
6. What is the child's interest in the items? Does he seem relaxed, anxious, tense, or disinterested?
7. How much and what type of lighting does the child seem to need? Does he try to screen-out light?

Taking notes regarding the above will be very valuable. His functional performance as such is important, but is no more important than the manner in which he performs and the attitude reflected by his remarks or his interest.


Ashcroft, S. C., Halliday, C., & Barraga, N. *Study II: Effects of experimental teaching on the visual behavior of children educated as though they had no vision.* Nashville, Tenn.: George Peabody College for Teachers, 1965. (Office of Education Grant No. 32-52-0121-1034)


Von Senden, M. Space and sight— the perception of space and shape in the congenitally blind before and after operation. Glencoe, Ill.: Free Press, 1932.


PERIODICALS


Dearborn, W. F. Structural factors which condition special disability in reading. Proceedings of the American Association of Mental Deficiency, 1933, 38, 266-283.


Fonda, G. Definition and classification of blindness with respect to ability to use residual vision. New Outlook for the Blind, 1961, 55, 169-172.


French, J. D. The reticular formation. Scientific American, 1957, 196(5) 54-60.


Goldstein, H. So that all may see. New Outlook for the Blind, 1964, 58, 280-284.


Law, F. The problem of the visually defective infant. Transcription of the Ophthalmological Society of the United Kingdom, 1960, 80, 3.


### I. GEOMETRIC FORMS

#### A. Tactual

1. Wonder Texture Box
2. Form Boards
3. Progress Development Project #1
4. Graduating Shapes
5. Mitchell Wire Forms
6. Form Board
7. Geometric Figures and Solids
8. Geometric Forms
9. Cuisenaire Rods
10. Peg Grading Board
11. Contour Cone
12. Wooden Cylinders (graduated) & Stand
13. Grade Circles, Squares & Triangles
14. Inset Cylinders
15. Geometric Insets
16. Pattern Learning Forms

#### B. Tactual and Visual

1. Geometric Form Cards (Montessori)
2. Parquetry Blocks & Designs
3. Parquetry Design Blocks

#### C. Visual

1. Geometric Shapes in Color
2. Shape Dominoes

#### a. Puzzles - Integration of Parts

- (1) Shapes Puzzles
- (2) Small Form Puzzles
- (3) Large Form Puzzles
II. OBJECTS

A. Tactual

Progress Development Project #2  Tactile Aids for the Blind

B. Visual

1. Simple Objects & Geometric Forms

a. Association Cards  Teaching Resources, Inc.
b. Figure-Ground Transparencies  Speech and Language Materials

2. Object Outlines with Inner-Detail

a. Stimulus Response-Strips  Follett Publishing Company
b. Transparency Duplicating Books  Milliken Publishing Company
c. Perception Plaques; Clowns & Faces  Creative Playthings
d. Picture Readiness Game  Garrard Publishing Company

3. Object Pictures--Color & Detail

a. Picture Dominoes  Creative Playthings
d. Object Lotto  Constructive Playthings
e. Farm Lotto  Constructive Playthings
f. ABC Lotto  Constructive Playthings

4. Missing Parts

a. What's Missing Lotto  Constructive Playthings
b. Story-Cards--Tell What Part is Missing  Milton Bradley Company

5. Integration of Parts

a. Whole-Part-Whole Puzzle  Playskool, Inc.
b. Fruit & Animal Puzzle  Teaching Resources, Inc.
c. Shape & Size Puzzles  Creative Playthings
d. Animal Puzzles  Developmental Learning Materials
e. People Puzzles  Developmental Learning Materials

6. Spatial Relations

a. Spatial Relations Picture Cards  Developmental Learning Materials
b. Fitzhugh Plus Program  Allied Education Council

7. Categorizing

a. Food Series  Captioned Films Education Media
b. The Classification Game  Distribution Center
c. Go-Together Cards  Instructo Corporation
    Creative Playthings
<table>
<thead>
<tr>
<th>8. Picture Sequencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. See-Quees</td>
</tr>
<tr>
<td>b. Sequential Pictures</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Color</th>
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</thead>
<tbody>
<tr>
<td>Color Association Cards</td>
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</table>

<table>
<thead>
<tr>
<th>10. General Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Match and Check</td>
</tr>
<tr>
<td>b. Independent Activities, Level I</td>
</tr>
</tbody>
</table>

### III. OBJECTS AND SYMBOLS

#### A. Tactual

<table>
<thead>
<tr>
<th>Wood Lower Case Letters</th>
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</thead>
<tbody>
<tr>
<td>Creative Playthings</td>
</tr>
</tbody>
</table>

#### B. Visual-Picture/Word Association

<table>
<thead>
<tr>
<th>Matchetts</th>
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</thead>
<tbody>
<tr>
<td>Structural Reading Series</td>
</tr>
<tr>
<td>Word Matching Cards</td>
</tr>
<tr>
<td>Picto-Lotto Cards</td>
</tr>
<tr>
<td>Picto-Word Flash Cards</td>
</tr>
<tr>
<td>Dolch Picture Word Cards</td>
</tr>
<tr>
<td>Picture Word Builder</td>
</tr>
<tr>
<td>My First Dictionary</td>
</tr>
<tr>
<td>Families and Friends</td>
</tr>
<tr>
<td>Words and Action</td>
</tr>
<tr>
<td>Sort-a-Card Game</td>
</tr>
<tr>
<td>Action Pictures &amp; Name Pictures</td>
</tr>
<tr>
<td>The Game of Match Word</td>
</tr>
<tr>
<td>Ben-G Reading Readiness Puzzles</td>
</tr>
<tr>
<td>Match Games-Sets - One and Two</td>
</tr>
<tr>
<td>Object Lotto</td>
</tr>
<tr>
<td>The Judy Company</td>
</tr>
<tr>
<td>L. W. Singer Company, Inc.</td>
</tr>
<tr>
<td>Open Court Publishing Co.</td>
</tr>
<tr>
<td>F. A. Owen Publishing Co.</td>
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<tr>
<td>Creative Playthings</td>
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<tr>
<td>Garrard Publishing Co.</td>
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<tr>
<td>Milton Bradley Company</td>
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<tr>
<td>Grosset &amp; Dunlap, Inc.</td>
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<tr>
<td>Instructor Publications, Inc.</td>
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<tr>
<td>Holt, Rinehart and Winston, Inc.</td>
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<tr>
<td>Milton Bradley Company</td>
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<tr>
<td>Ideal School Supply</td>
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<tr>
<td>Benton Review Publishing Co.</td>
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<tr>
<td>Ed-U-Cards Manufacturing Corp.</td>
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#### C. Words

<table>
<thead>
<tr>
<th>Basic Word Cards</th>
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<tr>
<td>Basic Sight Vocabulary Cards</td>
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<tr>
<td>Basic Sight Word Test</td>
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<tr>
<td>Steck-Vaughn Company</td>
</tr>
<tr>
<td>Garrard Publishing Co.</td>
</tr>
<tr>
<td>Garrard Publishing Co.</td>
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</tbody>
</table>
4. Dolch Popper Words, Sets 1 & 2
   - Garrison Publishing Co.
5. Phonetic Quizmo
   - Milton Bradley Company
6. Global Flash Cards
   - Milton Bradley Company
7. Phonetic Drill Cards
   - Milton Bradley Company
8. Pre-Primer Words--Flash Cards
   - Webster Division, McGraw-Hill

D. Phrases and Sentences
1. Sight Phrase Cards
   - Garrison Publishing Co.
2. Sentence Builders
   - Milton Bradley Company

E. Easy Reading
1. Readers Digest Skill Builder
   - Reader's Digest Services, Inc.
2. Surprise Stories, First Reader
   - Clear Type Publishing Committee
3. The Silent Readers, Second Reader
   - Clear Type Publishing Committee
4. I Wonder Why (Large Type Edition)
   - Stanwix House, Inc.
5. My First Reading Unit, Part 2
6. Cowboy Sam Series
7. Butternut Bill Series
8. Read and Play Book
9. Easy-to-Read Books
10. Button Family Series

F. Broad Application Items
1. Frostig Pictures and Patterns Program
   - Follett Educational Corporation
2. Perceptual-Motor Teaching Materials
   - Teaching Resources
   - Follett Educational Corporation
4. Frostig Exercise and Worksheets
   - Follett Educational Corporation
5. Harris Lateral Dominance Kit
   - Science Research Associates
7. Erie Program/Perceptual Motor Development
8. Fairbanks-Robinson Program
9. Try: Experiences for Young Children
10. Rhyming, Levels 1 and 2
11. Thinking Skills, Levels 1 & 2
12. Visual Discrimination, Levels 1 & 2
   - The Continental Press, Inc.
SOURCES OF ALL MATERIAL ON ATTACHED LIST

Allied Education Council  
Distribution Center, P.O.Box 78  
Galen, Michigan 49113

American Printing House for the Blind  
1839 Frankfort Avenue  
Louisville, Kentucky 40206

Benetic Press  
10300 West Roosevelt Road  
Westchester, Illinois 60153

Benton Review Publishing Company, Inc.  
Fowler, Indiana 47944

Captioned Films Education Media  
Distribution Center  
5034 Wisconsin Avenue, N. W.  
Washington, D. C. 20016

Constructive Playthings  
1040 East 85th Street  
Kansas City, Missouri 64131

The Continental Press, Inc.  
P. O. Box 554  
Elgin, Illinois 60120

Creative Playthings, Inc.  
Educational Services Department  
Princeton, New Jersey 08540

Cuisenaire Company of America, Inc.  
12 Church Street  
New Rochelle, New York 10805

Developmental Learning Materials  
3505 N. Ashland Avenue  
Chicago, Illinois 60657

Ed-U-Cards Manufacturing Corporation  
60 Austin Boulevard  
Commack, New York 11725

Educational Teaching Aids Division  
A. Daigger & Company  
169 West Kinzie Street  
Chicago, Illinois 60610

Follett Educational Corporation  
1010 W. Washington Boulevard  
Chicago, Illinois 60607

Garrard Publishing Company  
1607 N. Market Street  
Champaign, Illinois 61820

Gel-Sten Supply Company, Inc.  
9014 Brookfield Avenue  
Brookfield, Illinois 60513

Grosset and Dunlap, Inc.  
51 Madison Avenue  
New York, New York 10010

Holt, Rinehart and Winston, Inc.  
383 Madison Avenue  
New York, New York 10017

Ideal School Supply Company  
11000 South Laverne Avenue  
Oak Lawn, Illinois 60453

The Instructo Corporation  
Paoli, Pennsylvania 19301

The Instructor Publications, Inc.  
Dansville, New York 14437

The Judy Company  
310 North Second Street  
Minneapolis, Minnesota 55401

Melmont Publishers  
1224 W. Van Buren Street  
Chicago, Illinois 60607

Milliken Publishing Company  
611 Olive Street  
St. Louis, Missouri 63101

Milton Bradley Company  
74 Park Street  
Springfield, Massachusetts 01101

Noble and Noble Publishers, Inc.  
750 Third Avenue  
New York, New York 10017

Open Court Publishing Company  
1039 Eighth Street  
LaSalle, Illinois 61301

F. A. Owen Publishing Company  
Instructor Park  
Dansville, New York 14437

Playskool, Inc.  
3720 North Kedzie Avenue  
Chicago, Illinois 60618
Reader's Digest Services, Inc.
Education Division
Pleasantville, New York 10570

Science Research Associates, Inc.
Industrial and Special Education Division
259 East Erie Street
Chicago, Illinois 60611

Scott, Foresman and Company
1900 E. Lake Avenue
Glenview, Illinois 60025

L. W. Singer Company, Inc.
201 E. 50th Street
New York, New York 10022

Speech and Language Materials, Inc.
P. O. Box 721
Tulsa, Oklahoma 74101

Stanwix House, Inc.
3020 Chartiers Avenue
Pittsburgh, Pennsylvania 15204

Steck-Vaughn Company
Box 2028
Austin, Texas 78767

Tactile Aids for the Blind, Inc.
2625 Forest Avenue
Des Moines, Iowa 50311

Teaching Resources Corporation
100 Boylston Street
Boston, Massachusetts 02116

Webster Division
McGraw-Hill Book Company
Manchester Road
Manchester, Missouri 63011
Materials For Improving Low Vision Skills  
(Presented on Videotape)

This list includes all materials shown on the videotape prepared by the Regional Special Education Instructional Materials Center for Handicapped Children and Youth at Michigan State University. Materials are listed in the order in which they appear on the videotape.

<table>
<thead>
<tr>
<th>ITEM &amp; DESCRIPTION</th>
<th>PRODUCER</th>
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<tbody>
<tr>
<td>Touch Book</td>
<td>Teacher-made</td>
</tr>
<tr>
<td>Puzzle (wooden)</td>
<td>felt, braille paper</td>
</tr>
<tr>
<td>Form Dominoes</td>
<td>Not known</td>
</tr>
<tr>
<td>&quot;Shapes-Sizes&quot;</td>
<td>Teacher-made</td>
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<tr>
<td>Sheets of Geometric Forms</td>
<td>tagboard, sandpaper, burlap, construction paper, spray paint, black marker</td>
</tr>
<tr>
<td>With Columns (matching)</td>
<td>First Learning Games</td>
</tr>
<tr>
<td>3-Part Sponge Material</td>
<td>Western Publishing Company, Inc.</td>
</tr>
<tr>
<td>Loos Beads &amp; Lace</td>
<td>Walt Disney Productions</td>
</tr>
<tr>
<td>Plastic Cowboy and Indian</td>
<td>&quot;Reading Time&quot;</td>
</tr>
<tr>
<td>Set with Log Cabin to Assemble</td>
<td>Professors &amp; Teachers Aides, Inc.</td>
</tr>
<tr>
<td>Sponge Material</td>
<td>Phoenix, Arizona</td>
</tr>
<tr>
<td>orange sheet with circular holes</td>
<td>Foamade Industries</td>
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<tr>
<td>sheet with large holes (about 6&quot; high)</td>
<td>Royal Oak, Michigan</td>
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<tr>
<td>nerf balls</td>
<td>Kelp</td>
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<td>sponge cylinder</td>
<td>Purchased at dime store</td>
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<td></td>
<td>Foamade Industries</td>
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<tr>
<td>ITEM &amp; DESCRIPTION</td>
<td>PRODUCER</td>
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<tr>
<td>Puzzle Pieces for Spatial Relations Exercises</td>
<td>Teaching Resources</td>
</tr>
<tr>
<td>tree, rabbit, elephant</td>
<td>Teacher Idea</td>
</tr>
<tr>
<td>Magazine picture</td>
<td>picture mounted on cardboard</td>
</tr>
<tr>
<td>Visual-Motor Perception</td>
<td>Teaching Resources</td>
</tr>
<tr>
<td>Teaching Materials</td>
<td>Teacher Idea</td>
</tr>
<tr>
<td>Abstract Art Project</td>
<td>white construction paper, colored markers, tagboard</td>
</tr>
<tr>
<td>Object Unification</td>
<td>Teacher idea</td>
</tr>
<tr>
<td>Art project-printing</td>
<td>construction paper, water color paint, brayer, masking tape</td>
</tr>
<tr>
<td>Parquetry Blocks</td>
<td>Ideal School Supply</td>
</tr>
<tr>
<td>jumbo</td>
<td>Chicago, Illinois</td>
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<tr>
<td>flat triangles &amp; diamonds</td>
<td>Developmental Learning Materials (DLM)</td>
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<tr>
<td>colored pictures</td>
<td>DLM</td>
</tr>
<tr>
<td>inch cubes - flat pictures</td>
<td>DLM</td>
</tr>
<tr>
<td>inch cubes - perspective pictures</td>
<td>DLM</td>
</tr>
<tr>
<td>flat triangles &amp; diamonds - only outline pictures</td>
<td>Speech and Language Materials</td>
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<tr>
<td>Picture Sequence Cards</td>
<td>Obtained by Teacher</td>
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<td>outdoor activities</td>
<td>Not Known</td>
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<tr>
<td>Sequence Pictures</td>
<td>Tensor Corporation</td>
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<tr>
<td>old workbooks &amp; comics</td>
<td>Brooklyn, N.Y.</td>
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<td>Letter Readiness</td>
<td>Teaching Resources</td>
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<td>worksheets</td>
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<tr>
<td>High Intensity Light</td>
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<tr>
<td>Perceptual-Motor Development Program, Level II</td>
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<tr>
<td>inner detail discrimination</td>
<td></td>
</tr>
<tr>
<td>form and shading</td>
<td></td>
</tr>
<tr>
<td>hidden figure-geometric &amp; contour mazes (plus transparency sheet &amp; crayon)</td>
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</tbody>
</table>
ITEM & DESCRIPTION

Transparencies to Correct Reversals
  transparency-complete the figure
  transparency-visual tracking

Lotto Game
  "ABC Lotto"
  lotto game for visual closure

Magazine Pictures

What's Funny Cards

Matching Designs With Clothespins

Imagine and Write — enlarged print
  (creative writing books)

Educational Teaching Aides for
  Early Learning and Special Education
cylinder blocks—two kinds
  (height changed, width changed)

Ready? Go!!! Disks

Sponge Pieces
  sponge cylinders varying in
  width and height

Number Rods

Felt Squares and Stripes

Perceptual-Motor Development Program
  Level II
  sheets with geometric forms of
  varying sizes

Partial Pictures—Alphabet

Visual Closure Exercise

PRODUCER

Teacher-made
  transparency paper, black marker
  overhead projector

Teacher-made
  braille paper, colored markers,
  clear contact paper

Teacher Idea
  pictures mounted on cardboard

Speech and Language Materials

Teacher Idea
  black construction paper,
  two kinds of clothespins

Weekly Reader

A. Daigger & Cox
  Chicago, Illinois

Cantrell Industries
  Princeton, Wisconsin

Foamade Industries

Ideal School Supply

Kelp

Teaching Resources

Speech and Language Materials, Inc.

Teacher Idea
  white construction paper,
  many inch squares of colored
  construction paper
<table>
<thead>
<tr>
<th>Low Efficiency</th>
<th>Marginal Efficiency</th>
<th>Satisfactory Efficiency</th>
<th>(Comments on reverse)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form Discrimination</td>
<td>Light-Dark Density Discrimination and (Position Discrimination)</td>
<td>Size Discrimination and (Inner Detail Discrimination)</td>
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</tr>
<tr>
<td>Position Discrimination and (Figure Detail Discrimination)</td>
<td>Detail Discrimination and (Position in Space Discrimination)</td>
<td>Pattern Detail Discrimination</td>
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<tr>
<td>Position in Space Discrimination</td>
<td>Object Unification and (Visual Closure)</td>
<td>Spatial Perspective Discrimination and (Figure Detail Discrimination)</td>
<td></td>
</tr>
<tr>
<td>Object Discrimination and (Hidden Figure Discrimination)</td>
<td>Hidden Figure Discrimination</td>
<td>Figure Detail Discrimination</td>
<td></td>
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<tr>
<td>Symbol Position Discrimination</td>
<td>Symbol Sequence Discrimination</td>
<td>Configuration Discrimination and (Visual Closure)</td>
<td></td>
</tr>
<tr>
<td>and (Pattern Detail Discrimination)</td>
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</tr>
<tr>
<td>Visual Efficiency Problem</td>
<td>[Diagram of visual efficiency problems]</td>
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<tr>
<td>--------------------------</td>
<td>----------------------------------------</td>
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<tr>
<td>Effectiveness</td>
<td>[Circle diagram with labels: Light, Dark, Density, Discrimination, Position in Space, Discrimination, and Figure Details]</td>
<td></td>
<td></td>
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<tr>
<td>Efficiency</td>
<td>[Circle diagram with labels: Symbol, Position, Discrimination, and Figure Details]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfactory</td>
<td>[Circle diagram with labels: Hidden, Figure, Position, and Visual Details]</td>
<td></td>
<td></td>
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</tbody>
</table>

- **Detail Discrimination**
- **Position in Space Discrimination**
- **Form Discrimination**
- **Light-Dark-Density Discrimination**
- **Object Unification**
- **Pattern Discrimination**
- **Size Discrimination**
- **Spatial Perspective Discrimination**

**Notes:**
- Comments on reverse.
- At student answers circle each item.
- [Handwritten notes: 3/17]
<table>
<thead>
<tr>
<th>Low Efficiency</th>
<th>Marginal Efficiency</th>
<th>Satisfactory Efficiency</th>
<th>(Comments on reverse)</th>
<th>Vision aids used</th>
<th>Date</th>
<th>Name</th>
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</tbody>
</table>

**VISUAL EFFICIENCY PROFILE**

1. Form Discrimination
2. Light-Dark Density Discrimination and (Position Discrimination) and (Inner Detail Discrimination)
3. Size Discrimination
4. Size and Position Discrimination
5. Position Discrimination and (Figure Detail Discrimination)
6. Detail Discrimination and (Position in Space Discrimination)
7. Pattern Detail Discrimination
8. Position in Space Discrimination
9. Object Unification and (Visual Closure)
10. Spatial Perspective Discrimination and (Figure Detail Discrimination)
11. Object Discrimination and (Hidden Figure Discrimination)
12. Hidden Figure Discrimination
13. Figure Detail Discrimination
14. Symbol Position Discrimination
15. Symbol Sequence Discrimination
16. Configuration Discrimination and (Visual Closure)
17. Inner Detail Discrimination and (Pattern Detail Discrimination)

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Any More Ideas?

This Workshop Coordinator Guide has been designed to provide unique and innovative ideas for conducting a workshop in "Methods & Materials for Improving Low Vision Skills." If you find a certain activity works well at your workshop we would appreciate receiving a description. This guide will be periodically updated to include these new ideas. Full credit will be given the designer.

Name of the Activity:__________________________________________

Objective of the Activity:______________________________________

_________________________________________________________________

_________________________________________________________________

Description of the Activity:______________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Materials Needed:_______________________________________________

_________________________________________________________________

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Name:______________________________________

Address:______________________________________

_________________________________________________________________

Date:______________________________________
Any More Ideas?

This Workshop Coordinator Guide has been designed to provide unique and innovative ideas for conducting a workshop in "Methods & Materials for Improving Low Vision Skills." If you find a certain activity works well at your workshop we would appreciate receiving a description. This guide will be periodically updated to include these new ideas. Full credit will be given the designer.

Name of the Activity: ____________________________________________

Objective of the Activity: ________________________________________

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Description of the Activity: ______________________________________

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Materials Needed: _______________________________________________

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Name: __________________________________________________________

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Name:____________________________________________________

Address:__________________________________________________

Date:_____________________________________________________

817/8/8
Recorded Aid for Beginning Piano, Vol. I: Descriptive Guide
THE RECORDED AID FOR BEGINNING PIANO

S. JOSEPH LEVINE
Michigan State University
East Lansing, Michigan

KENNETH MEDEMA
Essex County Hospital Center
Cedar Grove, New Jersey

VOLUME ONE

Prepared for
THE LIBRARY OF CONGRESS
Washington, D.C.

Produced by
THE LEARNING SYSTEMS INSTITUTE
Michigan State University

1971
RECORDED AID FOR BEGINNING PIANO
Volume I

LESSON I

I. INTRODUCTION

The basic tools for this course are a piano, well in tune, and a cassette player. No prior experience is necessary. At any time the student needs more time to work something out he may stop the tape.

II. SEATING POSITION

It is important that the student sit near the center of the keyboard. He can achieve this central position by measuring his distance from each end of the keyboard with his arms. Equally as important is good posture.

III. EXPLORING THE KEYBOARD

First the student is introduced to the two kinds of keys, the white flat keys and the raised black keys.

Beginning at the extreme right end of the keyboard, the student is asked to find and play each group of black keys all the way down to the extreme left end of the keyboard. First he should use only his right hand. Then, he is instructed to count first the number of groups of three black keys and then the number of groups
of two black keys. Take into account the one "extra" black key at the extreme left end of the keyboard. The same process of playing and counting is repeated with the left hand. This gives the student a good idea of how the black raised keys are organized in alternating groups of two and three and how many groups of each there are. (There are seven groups of two and seven groups of three.)

Now the student is asked to play patterns of one, two and three notes on the middle group of black keys with the right hand. At this stage of learning the fingers used are referred to as index, middle, and the finger next to the pinky, or finger one, two and three respectively. (The traditional numbering of the fingers will be taken up in a subsequent lesson.) Various sequences of the three middle black keys are used; for example, the lowest note followed by the highest note; then the highest note followed by the lowest note, etc. The same patterns are used for the left hand on the group of three black keys just below the group used in the right hand.

In conclusion, the student is introduced to the concept of high and low which has been indirectly referred to throughout the lesson. The highest notes are toward the extreme right end of the keyboard and the lowest notes are toward the extreme left end of the keyboard.

IV. REVIEW

Any parts of the lesson which seemed particularly difficult may be reinforced by running the tape back and repeating those parts.
LESSON II

I. REVIEW

A short review of the first lesson will refresh the student's memory of the basic organization of the white and black keys on the piano. This lesson will continue to use only the black keys. Re-locate the groups of three black keys used for the right and left hands in the previous lesson and review the fingers which will be used on these keys. (Note that in the right hand the index finger is playing the lowest note of the group and in the left hand the index finger is playing the highest note of the group.) This review emphasizes that when the same sequence of notes is played in each hand the fingers are going in opposite order.

II. THE "METRONOME"

The "metronome" is the student's helper. It provides a steady clicking sound which helps to space evenly the notes the student is playing. In this part of the lesson it is used with various patterns of the three black keys on which the right and left hands are playing. (Four beat patterns can be created by using one of the black keys in a group twice.)
III. THE "REST"

By playing a pattern of four beats which contains only three notes the student is introduced to the idea of a pause, or a space, or a "rest." Again, these examples are played with the metronome so that no note is played on the 4th click of each pattern.

\[\text{Musical notation}\]

At this point, the student is asked to make up patterns of three and four beats with both hands as the metronome continues on the tape.
LESSON III

I. PLAYING A MELODY WITH AN "ACCOMPANIMENT"

In this lesson the student is introduced to a pattern of notes which is to be played with a melody but in the background. This pattern is called an "accompaniment."

At first, the student is asked to play only a three note melody with his right hand, on the three black keys it has been using. The accompaniment is provided on the tape. The same process is repeated with the left hand on the three black keys it uses (three groups up from the left end of the keyboard). Then, the student is given a chance to invent his own melodies in both hands as the accompaniment continues on the tape. For now, he should invent only three note melodies.

Following that creative exercise a new accompaniment is provided on the tape. This one is to be used with four note melodies. First, the student is asked to play given melodies with his right and left hands, the accompaniment being provided on the tape.
Again he is given a chance to invent his own four note melodies in both hands.

II. BEING CREATIVE WITH MELODIES

By combining various two, three and four note patterns different melodies can be invented. Several examples are given on the tape. The student should try to identify the ordering of the three black keys as he hears them.

There are several techniques of varying melodies. One is to use rests. Another is to lengthen certain notes. (Up to now, one note or one rest has always corresponded to one beat. Now a note may be held for more than one beat.) Still another method is to repeat some of the notes in the melody. Again, the student is given a new accompaniment as background while he creates melodies with both hands.
III. REVIEW

In this lesson the student should concern himself only with playing the melodies while he listens to the accompaniment. Three kinds of melodies have been introduced up to now: melodies in three note patterns, melodies in four note patterns, and creative melodies.
LESSON IV

I. TWO NEW WHITE KEYS FOR THE RIGHT HAND

In this lesson the student is introduced to the two white keys on either side of the group of black keys he has been working with. These keys are to be played with the thumb and the pinky.

First, he is asked to work with just the right hand, playing various patterns using the three black keys and only one of the new white keys--the lower one.

\[
\text{music notation}
\]

Then, he can add the upper white note and play patterns using the pinky on the top white note.

\[
\text{music notation}
\]

Then, he can try some patterns mixing up all five notes. Several examples are given on the tape.

\[
\text{music notation}
\]
By this time, the student should have a good familiarity with the five notes which make up the new group. Now he is using all five fingers in his right hand.

By putting short patterns together he can make longer patterns and finally a complete melody. The short patterns are:

First he is asked to try them separately; then, altogether without stopping. There are twelve notes in all, four groups of three. Finally, he is asked to try shuffling them around so that they come out in the following order: First, pattern one, then pattern three, then two, and finally four. The melody is recognizable as "America;" but it is missing two measures. See if the student can find them by himself. Let them be pattern five.

II. TWO NEW WHITE KEYS FOR THE LEFT HAND

The same process that was used for the right hand is repeated for the left hand, emphasizing that in this hand opposite fingers are playing the two new white keys. Whereas, the pinky played the upper white note in the right hand, in the left hand it plays the lower white note. The thumb played the lower white note in the right hand; it plays the upper white note in the left hand.
III. REVIEW

When the student has learned America with both hands, he should go back and try to play it first with one hand and then the other.
LESSON V

I. REVIEW

The lesson begins with a practice session for the student. He can review the previous lesson by practicing the five note patterns he learned using all five fingers in each hand.

While one hand plays, the other hand should stay in position over its notes. Then, starting with the right hand, he can try going directly from one hand to the other without stopping. Finally, in this review section he is asked to play the patterns, hands together; first from the thumbs to the pinkies, then from the pinkies to the thumbs.

II. PLAYING A TUNE WITH BOTH HANDS GOING IN OPPOSITE DIRECTIONS

Like "America" this new melody is made up of smaller patterns. The patterns are:
The student is instructed to put these three together and then to try a fourth pattern.

Now he can put them all together and add a last note in each hand.

The student should be aware that in this melody the same fingers are always playing together in each hand but the hands are always going in opposite directions. The whole melody looks like this.

This is a good place to review. If necessary have the student go back and practice the hard spots. He can practice doing this "opposite" exercise, as well as playing the new melody.
III. PLAYING "PARALLEL"

Up to now, the hands have always been going in opposite directions. Now the student is asked to play some exercises in which the hands go in the same direction at the same time.

This time the thumb in the right hand starts with the pinky in the left hand. (This is contrasted with the "opposite" exercise, in which the thumbs start together.) "America" is used as the "parallel" melody first. The student should review it in each hand separately and then put them together. In putting the hands together the student should be aware that each hand uses different fingers for the same note of the melody. (Make sure that the notes go down together in both hands.)

IV. REVIEW

At the end of this lesson the student should go back and practice the opposite and parallel melodies.
LESSON VI

I. MORE NEW WHITE KEYS FOR THE RIGHT HAND

In this lesson the student will be learning three new white keys for the right hand. These will first be heard in a five note pattern similar to the pattern heard in the last lesson. First the student is asked to listen to the old pattern and the new pattern to try to hear the difference in the two. Then he can set out to learn each new note separately. The new five note pattern is:

![New Five Note Pattern]

The new white keys are circled. The student is asked to play just the highest note in the new pattern with his pinky; the other fingers should continue to play the notes in the old pattern. He will have to stretch his pinky to get the new note.

![Stretch Pinky]

Then, one at a time, he can add the new keys for the index finger and for the middle finger. Note that the only finger left on a black key is the finger next to the pinky—the third finger. Now, the student is asked to play the whole pattern.

At this point, the student can play some games with the new white keys so that he will learn them more thoroughly. These exercises are short and simple. The student is asked:
1. To play the new pattern excepting the new white key for the index finger. That finger should be back on its old black key.
2. To play the new pattern with the middle finger on its old black key.
3. To play the old pattern.
4. To play the old pattern with only the pinky on its new white key.
5. To play the new pattern.

II. MORE NEW WHITE KEYS IN THE LEFT HAND

The same process that was used for the right hand is repeated for the left hand only this time the first new white key is the one to be played with the thumb. The second new white key is the one to be played with the third finger, and the last new white key is to be played with the middle finger. (The third finger is the finger next to the pinky.)

In the last part of this section the student is asked to listen to a pattern using various combinations of all the notes learned so far. He should try to identify which notes are used in the pattern each time it is played.

III. A NEW EXERCISE IN PARALLEL MOTION

Before being introduced to the new exercise the student is asked to play the old pattern with both hands in parallel motion three times up and down; the top note is not repeated. Then he is asked to play the new pattern the same way. Now that he has both patterns fresh in his memory he can go on to the new exercise. The new exercise
uses both patterns alternating from one to the other beginning
with the old pattern.

Then three more ways of using the old and new patterns are in-
troduced. First, up and down with only the middle finger on the
old black key. (Remember that in both the old and new patterns, the
thumb and third finger are always on the same key.) Second, up
and down with only the first finger on the old black key. Third,
up and down with only the pinky on the old white key. Finally, the
student is asked to play four times up and down beginning with the
old pattern and each successive time changing to one of the new white
keys until the new pattern is being played.
The RECORDED AID FOR BEGINNING PIANO is designed as a self-instructional set of materials for a blind individual to develop beginning competencies with the piano. No prior knowledge of the piano or music is needed by the student to utilize the materials. A set of five volumes make up the entire set. Each volume contains a series of six recorded lessons, an introductory tape and a review tape. The first three volumes require no braille reading on the part of the student. The fourth volume introduces braille music notation and the fifth volume presents a set of original compositions for the student. These later two volumes include the braille notation along with the recordings.

A Teacher Guide accompanies each volume. The Guide provides a teacher with a lesson-by-lesson overview of the material that is covered. It is not necessary for the teacher to know braille music notation to assist the student with the material. It is important to note that a teacher is NOT necessary for the effective use of the RECORDED AID FOR BEGINNING PIANO.

During the preparation of the RECORDED AID FOR BEGINNING PIANO, the authors received extensive help from two outstanding musicians whose names should not go unmentioned. Mr. Andrew Froelich (Music Dept., North Dakota State University) and Mr. Stephen Tarpley (School of Music, Michigan State University) both contributed greatly to the development and recording of the materials. Also, the assistance of the entire staff of the Regional Instructional Materials Center for Handicapped Children and Youth at Michigan State University is genuinely appreciated.
RESOURCES FOR EFFECTIVE TEACHING: DESCRIPTIVE BOOKLET AND EVALUATIONS OF SOME WORKSHOPS
RESOURCES FOR EFFECTIVE TEACHING

SPECIAL STUDY INSTITUTE
July 14 - 18, 1971

CURRICULUM RESOURCE CONSULTANT
Twenty-nine persons came to East Lansing June 14-18, 1971, to participate in a Special Study Institute, Resources for Effective Teaching. The objective was to train Curriculum Resource Consultants (CRCs) for the State of Michigan. Sponsored by the Michigan State Department of Education, Division of Special Education, and the Bureau of Education for the Handicapped (USOE), the Institute brought together already appointed or potential CRCs to develop initial competencies in their new roles.

The planning and structure of the Institute was based on the assumptions that...

1. The CRC serves educational needs of other teachers;
2. The CPC conducts workshops;
3. The CRC carries on consultations with small groups and individuals related to the effectiveness of the teacher;
4. The CRC maintains channels for receiving and relaying new and timely materials about the improvement of instruction;
5. The CRC serves as a link among three agencies—the local school districts, the State Department of Education and teacher education institutions;
6. The CRC is involved in the use of prepared instructional experiences for teachers;

7. The CRC designs specially-created experiences to meet specific local needs;

Based on their experience in the Institute, the CRCs are now prepared to carry out these objectives.

The Institute program was designed in workshop sequences which would...

1. Develop teacher-training competencies in CRCs;

2. Provide CRCs with actual kits of training materials;

3. Provide the opportunity for the CRCs to develop kits for their own particular needs; and

4. Share their concerns with other members of the group.

WHO ARE THE CRCs?

Institute participants were chosen in accordance with the Division of Special Education proposal for CRCs and state instructional materials centers.

The Division of Special Education expects to endorse the establishment of local, intermediate or regional instructional materials centers for special education. These centers may be developed in conjunction with existing Title II centers or other instructional materials centers already established. Monies for such centers may be provided by the sponsoring district.

In addition, the Division of Special Education expects to endorse the hiring of a reimbursable person to provide services to the special education staff through the center, in regard to:
1. **In-service**
   
   Materials
   
   Curriculum

2. **Selection of materials**

3. **Direct consultation on children's or**
   **program needs.**

The Curriculum Resource Consultant would be well versed in all areas of special education... as well as having a knowledgeable background in curriculum for special education and materials in special education. He would be hired as a Curriculum Resource Consultant for 100 percent of his time, having no classroom assignment. He might work in conjunction with an existing instructional materials center director or might in the future, hold this role. He would be fully certified in at least one area of special education, hold a valid Michigan teaching certificate, and have taught special education successfully for three years in Michigan. The Curriculum Resource Consultants would also submit a letter of recommendation for their immediate superior and/or superintendent.

Such a person would be qualified, with Department approval, for reimbursement under the clause of "other professional personnel." Intermediate and first class or second class districts would be the districts...reimbursed for this position.

Workshop co-directors, Ted Ward and S. Joseph Levine of Michigan State University, used the above guidelines when they designed kits to be used by the workshop participants. The sessions were planned to promote participation in game-like experiences. Says Dr. Ward:

In general, when experiences capitalize on the motivations of enjoying a participatory experience--where there's some sense of winning, some
sense of collaboration with a group of people working together for a common good—we enjoy it more than if we are simply brought together to be lectured at.

THE KITS FOR THE INSTITUTE

Eight basic in-service education kits for the Curriculum Resource Consultants were prepared for the Institute. Each participant was assigned a number which he kept throughout the week. The group was then subdivided according to numbers. Each small group then worked together on the eight kits. Members of groups changed each time a new kit was introduced. The positions of leader, co-leader and evaluator were assigned in advance. Therefore, when all the kits had been used, each person had taken a leadership role at least once.

Some kits contained tape cassettes with instructions for the kit's use.
The following eight kits were used by the participants:

1. Designing an Instructional Game
2. Defining Objectives for the Teaching of Concepts
3. Designing Criterion Measures
4. Learners' Approaches to Learning
5. Goals for Education
6. Designing Objectives-Oriented Instruction
7. Focus on Feedback
8. Building a Perceptual-Motor Experience

The participants became thoroughly versed in the employment of these kits and are now prepared to offer their services using these kits in workshops with teachers in their districts.

In addition to the eight basic kits, the Institute participants were able to experience three other kits:

9. The Evaluation Game
10. Ad Agency (a language usage game)
11. What's the Sentence? (language usage)

The final test of what they had learned in the course of the workshop was the development of Workshop Kit 12. The participants were given instructions for designing their own kits. The specification and plan sheet read:

In partnership with two or three of your associates, you are to design and prepare a training kit for in-service education of teachers.

It might deal with the use of an instructional material, a teaching procedure, or a skill in planning and evaluating instruction. To stimulate your thinking, the first meeting will be held in the USOE/MSU Regional Instructional Materials
Center where you can look over many new instructional resources and select one or more to use as the focus of your training kit.

Remember these constraints and suggestions:

1. 30-minute time allocation for teaching the unit;

2. Specify your objective(s) clearly;

3. Don't attempt to teach too much at once;

4. Make the experience active;

5. Plan and carry out an evaluation of the teaching effectiveness of the experience you design; and
6. The finished kit should be written up well enough that others could use it.

The group was to present its original kits.

Two other design teams (combined) will constitute your "learner group," so be prepared to teach your kit to six or seven people at that time. Be sure you have adequate materials planned.

HELPING TEACHERS IMPROVE INSTRUCTIONAL EXPERIENCES FOR HANDICAPPED CHILDREN

Throughout the five-day Institute, three words were stressed—communication, dissemination and adoption. These were key concepts for potential CRCs to employ in their activities with teachers.
COMMUNICATION—Knowing About

For in-service education this would mean:

- telling/hearing
- showing/seeing
- writing/reading

DISSEMINATION—Experience With

For in-service education this would mean:

- doing
- trying
- gaining skills

ADOPTION—Identification With and Predictable Use Of

For in-service education this would mean accepting through:

- reduced anxiety
- stimulus-response-reward
- redesign of the teacher's own system

The CRC must accomplish all three in order to be effective in his relationship with teachers. His workshop and in-service sessions, as well as his personal contacts with special education personnel will draw upon his knowledge of these concepts.

The kits from the Institute will help him implement these ideas. The CRC knows (through his own participation in the use of the kits) the importance of having teachers take active, rather than passive, roles in any workshop he holds in the future.

INSTITUTE EVALUATION

An evaluation questionnaire at the conclusion of the Institute indicated only 12 participants had had either a considerable or moderate amount of experience in in-service training procedures prior to the Institute. After the Institute, 19 felt they knew a considerable amount and 10 a moderate amount.
Of the 15 who had previously conducted workshops, 14 felt the Institute assisted in clarifying workshop procedures. And all participants indicated they would be comfortable in offering in-service training in their own districts.

In general comments about the Institute various participants wrote:

This is, no doubt, the busiest workshop I ever attended, but probably the most productive. I felt the materials presented were pertinent and will be useful in the coming year.

One of the most valuable contributions of this workshop has been the clearer definition of the roles a leader assumes. Also, awareness of roles and of some basic interaction processes that occur within the group setting has been most valuable.

I feel that I can utilize the basic kit, but revise it for better use with other teachers.

I'm new to this area—shy, withdrawn. I feel I gained experience, practice in the mechanics of the techniques and an opportunity to compare my personality and skills with others who will do or have done this kind of activity. I feel comfortable now in making a start in my school district.

I thought this was an extremely valuable and practical workshop—I appreciated the structure and feel I am going home with a great deal more ability to lead in-service and that's what I came for!

The idea of using a tape to brief us on the Institute in advance was clever. It made me more aware of the many uses of the tape recorder. The kits were well written—it was easy for the leaders to follow the intended purpose.

The most important aspect of the Institute is that we now have some knowledge of the development of workshop kits and we have specific kits with which to conduct in-service training.
In the fall of 1971, a one-day follow-up session will be held in which the Curriculum Resource Consultants will discuss problems they may be encountering and share ideas with each other. Then, the State of Michigan's CRCs will be on the job again, helping special education teachers meet the needs of their handicapped students with new ideas, materials and workshops.
For additional information about the role of the Curriculum Resource Consultant contact:

Mrs. E. W. Walline  
Michigan Department of Education  
P.O. Box 420  
Lansing, Michigan  
Phone: 373-0923

INSTITUTE STAFF

Co-directors

Dr. Ted Ward  
S. Joseph Levine  
Michigan State University  
East Lansing, Michigan

Presenters

Mrs. Nancy Carlson  
Miss Sue Ann Yovanovich  
USOE/MSU Instructional Materials Center for Handicapped Children & Youth  
East Lansing, Michigan

Consultant

Mrs. E.W. Walline  
Michigan Department of Education  
Special Education Division  
Lansing, Michigan
INSTITUTE PARTICIPANTS

Mr. Russel L. Andreotti  Mrs. Ruth McGregor
Mrs. Blanche G. Benwire  Mr. Roy A. Montroy
Mrs. Evelyn L. Burde  Mr. Fred W. Parker
Mr. Charles Crowley  Mrs. Florence E. Patrick
Mrs. Mary Lou Durbin  Mrs. Geneva Reid
Mrs. Beverley J. Farr  Mrs. Mary Ann Sund
Mrs. Janet Fortenbacher  Mrs. Peggy S. Tenney
Mrs. Margaret C. Goldthorpe  Mr. James M. Van Tassel
Mrs. Olive Hansen  Mrs. Patricia Vivio
Mrs. Eleanor D. Haroldson  Mrs. Gail Wiemer
Mr. Robert Hemming  Mr. Lyle Williams
Mr. William S. Jones  Mr. Larry C. Wilson
Mrs. Linda L. Kalin  Mrs. Elizabeth Wing
Mr. Norman R. MacDonald  Mr. John Peter Zsolczai
Mrs. Lois Marcy
Participants in the 1971 Curriculm Resource Consultant Summer Institute were asked to respond to questions prepared by the Michigan State University Instructional Materials Center for Handicapped Children and Youth. The responses were tabulated during a follow-up workshop held at the MSU Union Building on October 29. The information contained in this report then, was based on approximately eight weeks of work in the jobs these people presently are holding. Of the 30 participants in the Summer Institute, a total of 21 responses were received.

Summarized information is as follows:

1. 15 of 21 persons had conducted one or more in-service training programs. A total of 31 in-service training programs were conducted by these 15 persons since attending the summer institute.

   These 31 in-service training programs were attended by approximately 580 people. The breakdown is as follows:

   - Special Education teachers: 41
   - Regular teachers: 241
   - Parents: 57
   - Para-professionals: 76
   - University students: 35
   - Student teachers: 12
   - Administrators: 3

2. 20 of 21 had discussed with their administrators how they might function in the area of in-service training in their district or area.
3. In response to the question: "Which kits do you feel will work the best?", five persons did not respond; therefore, the following rank order is based on responses from 16 persons. The number of responses and the percentage of responses relating to any one kit are given also. Each of these kits is a self-contained teacher-training workshop kit.

1. Kit #1: Designing An Instructional Game  
   (10 responses = 20.4%)

2. Kit #5: Goals For Education  
   (8 responses = 16.3%)

3. Kit #2: Defining Objectives For The Teaching Of Concepts  
   (7 responses = 14.3%)

4. Kit #6: Designing Objectives-Oriented Instruction  
   (6 responses = 12.2%)

   Kit #8: Building a Perceptual-Motor Experience  
   (6 responses = 12.2%)

5. Kit #7: Focus on Feedback  
   (5 responses = 10.2%)

6. Kit #4: Learners Approaches to Learning  
   (4 responses = 8.2%)

7. Kit #3: Designing Criterion Measures  
   (3 responses = 6.12%)

The participants were presented with a total of eight different kits and all of these were selected at some level of "working best." Since no single kit received a great percentage of the responses, it is assumed that the selection of the kits met the different needs of the participants.

4. Nineteen persons answered the questions about their present employment:

   3 indicated they are currently employed as a CRC.

   5 indicated they are NOT currently employed as a CRC,  
   (2 expect to be, and 3 "would like" to be).

   8 indicated they did not plan on becoming a CRC, but do  
   expect to conduct at least 3 in-service training programs  
   each year.

   1 indicated no plans for becoming involved in conducting  
   in-service training programs.

   2 indicated by question marks that they were not sure where  
   they categorically "fit."
5. In discussing the three most VALUABLE aspects of the institute, the comments have been broken down into four general areas: participative experiences; delivery system: affective components; follow-up.

A. The one valuable aspect mentioned most often (i.e., 21 times by those responding) related to how those attending the institute viewed themselves as participants. Their comments pertained to on-going daily active involvement during the institute; the chance to individually plan and present a kit; and the utilization of workshop techniques.

Closely associated were positive comments pertaining to feedback sessions, including discussions both on the group experience itself and on individual presentations. (Four comments related to this.)

B. The aspect mentioned second most often was how those responding viewed the delivery system including organization and institute staff. Nine comments appreciated the availability of the kits themselves and an additional six comments highlighted the effective aspects of the Institute itself (i.e. planning and preparation, pacing, achievement of goals, and leadership techniques.)

C. The third valuable aspect centered around affective components: Participants felt that it was valuable to meet others with similar concerns, to have had experiences that assisted in building self-confidence and to be motivated in what they were doing.

6. The last statement: "I would like to see the following areas of focus for another summer institute", was handled primarily during a discussion period at the follow-up meeting.

On the reaction form, six of the respondents had indicated that they would like to see more kits developed as one area of focus. The majority of the remaining suggestions for areas of focus pertained to content areas (such as junior-senior high, behavior modification, etc.). The institute staff did an on-the-spot tabulation of these suggestions and grouped them. (As listed on the following page.) The participants were then asked to vote for the three topic areas of most concern for which they would like to see kits developed.
<table>
<thead>
<tr>
<th>AREA OF CONCERN</th>
<th>NUMBER OF VOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identification and remediation of specific learning disabilities</td>
<td>15</td>
</tr>
<tr>
<td>2. Classroom and pupil -- group management and dynamics</td>
<td>14</td>
</tr>
<tr>
<td>3. Models for organization of individualized instruction</td>
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<tr>
<td>4. Procedures for the &quot;regular&quot; classroom teacher of a handicapped child</td>
<td>10</td>
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<td>5. Motivation techniques</td>
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<tr>
<td>6. Problems in teaching reading</td>
<td>2</td>
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<tr>
<td>7. Problems related to Junior-Senior High --academic discrepancies</td>
<td>0*</td>
</tr>
<tr>
<td>--behavioral discrepancies</td>
<td>3</td>
</tr>
</tbody>
</table>

*Although mentioned as an area of concern on the reaction form, this area received no votes, therefore, could be considered low priority.

Nine of the respondents mentioned in various ways that they would like to see the focus on specific group management techniques, with participants becoming more skilled in various strategies of leadership techniques. (Suggested strategies: sensitivity training, soft and hard sell approaches, group dynamics, Taba strategies, changing attitudes, motivational methods). During the discussion period, it appeared that most participants agreed this should be another focus.

Two persons mentioned that more discussion time during an institute would be helpful--especially if there were fewer kits.

A few comments relating to "more kit 12" (the kit the participants themselves designed, produced, presented and evaluated) were felt to indicate a desire for more practice.
The discussion period brought forth the suggestion that it would be helpful to have training in techniques of how to adapt materials and strategies for all types of handicapped children in special and regular classrooms. It was felt that such expertise might then be shared with the classroom teacher of the handicapped child.
REACTION FORM

1) Have you conducted an in-service training program since the summer Institute?
   
   Yes [ ] No [ ]
   
   If yes, how many? (Circle) 1 2 3 4 5

2) Have you discussed with your administrator(s) the part you might play in in-service training for special education teachers in your district or area?
   
   Yes [ ] No [ ]

3) Which kits do you feel will work the best?
   
   1. __________________________
   2. __________________________
   3. __________________________

4) Please check the most appropriate blanks.
   
   [ ] I am currently employed as a CRC.
   [ ] I am NOT currently employed as a CRC, but expect to be in the near future.
   [ ] I do not play on becoming a CRC, but expect to conduct at least 3 in-service training programs each year.
   [ ] I do not plan on becoming involved with conducting in-service training programs.

5) The three most valuable aspects of the summer Institute were:
   
   1. __________________________
   2. __________________________
   3. __________________________

6) I would like to see the following areas of focus for another summer Institute:
   
   1. __________________________
   2. __________________________
   3. __________________________
SUMMARY

All participants at the Leadership Workshop were asked at the beginning of the workshop to "contract" a series of activities that they would accomplish during the two days. (See Appendix A). A copy of this contract was collected by the workshop staff and a copy was retained by the participant.

At the conclusion of the workshop, the participants were asked to examine the list of activities and rate each one according to the degree to which it was accomplished. (See Appendix B). They were asked not to consult their earlier contract, nor limit their rating to only those activities contracted.

PURPOSE

This contracting/rating activity had a three-fold purpose. First, it was designed to promote involvement of participants toward the accomplishment of individual (yet staff-selected) objectives. Secondly, it was designed to shed light on the notion that those "learners" who contract for an objective will have a higher probability of attaining that objective than those who did not contract. Finally, it was designed as a procedural model that could be demonstrated to the participants in a "doing" manner. (All participants were involved with teacher training and were in fact looking for ideas that would be usable in their own setting.)

RESULTS

1) It is questionable whether this procedure created a very large amount of participant involvement in the attainment of individual objectives. This is due primarily to the tight scheduling of the two day session and the lack of appropriate "work times" where participants might be able to pursue their own objectives.
2) The results of the comparative study (those that contracted an item versus those that did not contract that item) indicate that allowing participants to contract objectives enhances their attainment of those objectives. Of the 21 objectives, 15 show definite differences between groups in favor of those that contracted (#1, #3, #4, #6, #8, #11, #12, #13, #15, #16, #17, #18, #20, #21); 2 show definite differences between groups in favor of those that did not contract (#10, #14); and 4 show no real differences between groups (#2, #5, #9, #19).

3) The use of this procedure as a part of the workshop was an effective manner in "suggesting" to participants that they utilize a similar procedure in their own workshops. This was evaluated on the basis of the large number of requests for an "extra copy" of the rating sheet by individual participants. Most all participants requesting the extra copy volunteered that they wanted to use this procedure.

DATA

The following is the data collected as a result of this study. The 21 objectives are listed in the left column. To the right of each objective are percentages of those that contracted the item (A) for each level of fulfillment, and (B) percentages of those that did not contract the item for each level of fulfillment.

Example: For objective #1, 33.3% of those that contracted that objective fulfilled it at the 100% level; 16.7% fulfilled it at the 80% level; etc. For the same objective, 7.4% of those that did not contract that objective fulfilled it at the 100% level; 14.8% fulfilled it at the 80% level, etc.

<table>
<thead>
<tr>
<th>LEVEL OF FULFILLMENT</th>
<th>n = 39</th>
<th>100%</th>
<th>80%</th>
<th>50%</th>
<th>Not Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>#1-</strong> I will sketch out the planning steps that will be needed for my next workshop.</td>
<td>A 33.3</td>
<td>16.7</td>
<td>33.3</td>
<td>16.7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B 7.4</td>
<td>14.8</td>
<td>14.8</td>
<td>59.3</td>
<td></td>
</tr>
<tr>
<td><strong>#2-</strong> I will discuss with two other participants how to plan a workshop.</td>
<td>A 78.3</td>
<td>21.7</td>
<td>0.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B 68.8</td>
<td>12.5</td>
<td>6.3</td>
<td>6.3</td>
<td></td>
</tr>
<tr>
<td><strong>#3-</strong> I will write a set of objectives for my next workshop.</td>
<td>A 0.0</td>
<td>20.0</td>
<td>40.0</td>
<td>40.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B 8.8</td>
<td>0.0</td>
<td>11.8</td>
<td>73.5</td>
<td></td>
</tr>
</tbody>
</table>
#4- I will check off the objectives on Handout #4 as they are met.

#5- I will clarify my use of objectives in planning a workshop.

#6- I will sketch out my concerns for my next workshop.

#7- I will briefly list some procedures for assessing the needs of teachers in my area.

#8- I will take notes on two procedures used at this workshop and how they can be modified to better suit my needs.

#9- I will learn the meaning of "the medium is the message."

#10- I will list five aspects of workshop leadership that are the same as teaching.

#11- I will list three of my leadership behaviors that need improving.

#12- I will list three workshop leadership behaviors that I would like to begin using.

#13- I will get to know three other participants whom I have not previously known.

#14- I will list five ideas related to workshops that I gleaned from other participants.

#15- I will critically examine two training kits developed by the USOE/MSU RIME-HCY.
<table>
<thead>
<tr>
<th>#</th>
<th>Activity</th>
<th>Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>#16</td>
<td>I will suggest in writing two topics for training kits I would like to see developed.</td>
<td>68.8</td>
</tr>
<tr>
<td>#17</td>
<td>I will take notes on my reactions to different leadership styles used during the workshop.</td>
<td>37.5</td>
</tr>
<tr>
<td>#18</td>
<td>I will be perceptive to the other participants and their reactions during the workshop.</td>
<td>0.0</td>
</tr>
<tr>
<td>#19</td>
<td>I will list five areas that should be evaluated at a workshop.</td>
<td>57.1</td>
</tr>
<tr>
<td>#20</td>
<td>I will outline a procedure for assessing individual participant learning.</td>
<td>78.1</td>
</tr>
<tr>
<td>#21</td>
<td>I will list two different types of participant assessment measures.</td>
<td>69.2</td>
</tr>
</tbody>
</table>

April, 1972

<table>
<thead>
<tr>
<th></th>
<th>100%</th>
<th>80%</th>
<th>50%</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>12.5</td>
<td>6.3</td>
<td>12.5</td>
<td>68.8</td>
</tr>
<tr>
<td>B</td>
<td>0.0</td>
<td>4.3</td>
<td>13.0</td>
<td>73.9</td>
</tr>
<tr>
<td>A</td>
<td>52.2</td>
<td>34.8</td>
<td>8.7</td>
<td>4.3</td>
</tr>
<tr>
<td>B</td>
<td>31.3</td>
<td>18.8</td>
<td>12.5</td>
<td>37.5</td>
</tr>
<tr>
<td>A</td>
<td>83.3</td>
<td>16.7</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>B</td>
<td>66.7</td>
<td>20.0</td>
<td>13.3</td>
<td>0.0</td>
</tr>
<tr>
<td>A</td>
<td>18.2</td>
<td>18.2</td>
<td>9.1</td>
<td>54.5</td>
</tr>
<tr>
<td>B</td>
<td>3.6</td>
<td>7.1</td>
<td>25.0</td>
<td>57.1</td>
</tr>
<tr>
<td>A</td>
<td>14.3</td>
<td>28.6</td>
<td>0.0</td>
<td>42.9</td>
</tr>
<tr>
<td>B</td>
<td>3.1</td>
<td>6.3</td>
<td>9.4</td>
<td>78.1</td>
</tr>
<tr>
<td>A</td>
<td>23.1</td>
<td>7.7</td>
<td>15.3</td>
<td>53.8</td>
</tr>
<tr>
<td>B</td>
<td>7.7</td>
<td>7.7</td>
<td>11.5</td>
<td>69.2</td>
</tr>
</tbody>
</table>
Leadership Workshop
Handout #5

LEARNING CONTRACT

Read through the following list of items and check (✓) those that you will complete during this two-day workshop. You must check at least 3 items in each of the three categories. You will be expected to complete those items that you check.

- I will sketch out the planning steps that will be needed for my next workshop.
- I will discuss with 2 other participants how to plan a workshop.
- I will write a set of objectives for my next workshop.
- I will check off the objectives on Handout #4 as they are met.
- I will clarify my use of objectives in planning a workshop.
- I will sketch out my concerns for my next workshop.
- I will briefly list some procedures for assessing the needs of teachers in my area.
- I will take notes on 2 procedures used at this workshop and how they can be modified to better suit my needs.

*******************************************************************************

- I will learn the meaning of "the medium is the message."
- I will list 5 aspects of workshop leadership that are the same as teaching.
- I will list 3 of my leadership behaviors that need improving.
- I will list 3 workshop leadership behaviors that I would like to begin using.
- I will get to know 3 other participants whom I have not previously known.
- I will list 5 ideas related to workshops that I gleaned from other participants.

*******************************************************************************

- I will critically examine 2 training kits developed by the USOE-MSU RIMC/HCY.
- I will suggest in writing 2 topics for training kits I would like to see developed.
- I will take notes on my reactions to different leadership styles used during the workshop.
- I will be perceptive to the other participants and their reactions during the workshop.
- I will list 5 areas that should be evaluated at a workshop.
- I will outline a procedure for assessing individual participant learning.
- I will list 2 different types of participant assessment measures.

*******************************************************************************

- I will
- I will
- I will

864 (signature)
LEARNING CONTRACT

Follow-up

In the space preceding each of the following items, enter the letter which most closely corresponds to the degree to which you were able to fulfill that item during the workshop.

A = 100% fulfilled  
B = 30% fulfilled  
C = 50% fulfilled  
D = not attempted

P - I will sketch out the planning steps that will be needed for my next workshop.
L - I will discuss with 7 other participants how to plan a workshop.
A - I will write a set of objectives for my next workshop.
N - I will check off the objectives on Handout #4 as they are met.
N - I will clarify my use of objectives in planning a workshop.
I - I will sketch out my concerns for my next workshop.
I - I will briefly list some procedures for assessing the needs of teachers in my area.
G - I will take notes on 2 procedures used at this workshop and how they can be modified to better suit my needs.

T - I will learn the meaning of "the medium is the message."
E - I will list 5 aspects of workshop leadership that are the same as teaching.
A - I will list 3 of my leadership behaviors that need improving.
C - I will list 3 workshop leadership behaviors that I would like to begin using.
H - I will get to know 3 other participants whom I have not previously known.
I - I will list 5 ideas related to workshops that I gleaned from other participants.

E - I will critically examine 2 training kits developed by the USOE-MSU RIMC/HCY.
V - I will suggest in writing 2 topics for training kits I would like to see developed.
A - I will take notes on my reactions to different leadership styles used during the workshop.
T - I will be perceptive to the other participants and their reactions during the workshop.
I - I will list 5 areas that should be evaluated in a workshop.
G - I will outline a procedure for assessing individual participant learning.

I will ____________________________

OTHER

I will ____________________________

865 (signature)
LEADERSHIP WORKSHOP
Evaluation Study #2
S. Joseph Levine
Sue Ann Yovanovich

SUMMARY

The initial and final activities of the workshop asked the participants to complete an evaluation form. The evaluation consisted of a series of questions that called for factual responses. The same form was used for both the pre-test and the post-test. Participants were asked to write an identifying number on their form. In this way it would be possible to match each participant's pre-test and post-test without disclosing the identity of the respondent.

PURPOSE

The activity was designed to reflect any cognitive change that was brought about through the two days of the workshop. It was hoped that participant responses would be "better" on the post-test than they were on the pre-test.

RESULTS \( (n = 40) \)

**Question #1:** "What are 7 roles of a good in-service educator?"

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>5.425 correct</td>
<td>6.925 correct</td>
</tr>
<tr>
<td>responses per</td>
<td>per respondent</td>
<td>per respondent</td>
</tr>
<tr>
<td>respondent.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This question was designed to assess the participant's awareness of the many roles of an in-service educator.
The participants became more aware of the major roles of a good in-service educator. This is an expected result since the entire afternoon activity directly prior to the post-test was devoted to defining and discussing these roles. It's interesting to note that many participants extended their list beyond seven in the post-test (these "extra" responses were not tabulated) whereas no one went beyond seven in the pre-test.

**Question #2:** "Number the following in correct sequential order. (1 = first . . . . 6 = last)

- develop workshop evaluation procedure
- design workshop activities
- select format for workshop
- develop workshop objectives
- revise workshop activities
- conduct workshop

This question was designed to reflect the participant's awareness of the sequence of events that go into the development of a workshop. Of particular interest were the sequence of "develop workshop evaluation procedure" prior to "design workshop activities," and "conduct workshop" prior to "revise workshop activities."

Respondents were given a score of "2" if they got both sequences correct, a score of "1" for a single correct sequence, and a score of "0" if both were incorrect.

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 score</td>
<td>n = 16</td>
<td>n = 12</td>
</tr>
<tr>
<td>1 score</td>
<td>n = 22</td>
<td>n = 22</td>
</tr>
<tr>
<td>2 score</td>
<td>n = 2</td>
<td>n = 6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>26</td>
<td>34</td>
</tr>
</tbody>
</table>

The participant's awareness of the sequence of events that go into planning a workshop increased during the two days.

**Question #3:** "What are 2 reasons for modifying existing workshop materials?"

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 respondents were able to list 2 acceptable responses.</td>
<td>20 respondents were able to list 2 acceptable responses.</td>
<td></td>
</tr>
</tbody>
</table>
This question indicates that more participants were better able to cite reasons for modifying workshop materials at the conclusion of the two days. It should be noted, however, that the number of acceptable responses in both the pre-test and the post-test are equal to or less than half of all of those responding. Consequently, it is felt that this area is still below acceptable levels.

Question #4: "List 6 criteria for evaluating workshop materials.

This question was not evaluated due to the diversity of responses in both the pre-test and the post-test.

Question #5: "Of the following workshop procedures, which are the best 2 for use in a workshop on the subject of "Procedures for Assessing Classroom Performance"?

- a handout
- a workshop pre-test
- a visiting lecturer
- an observation game
- discussion groups

The correct responses to this question are "a workshop pre-test" and "an observation game." An acceptable response is "discussion groups."

<table>
<thead>
<tr>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 - Handout</td>
<td>1 - Handout</td>
</tr>
<tr>
<td>15 - Pre-test</td>
<td>20 - Pre-test</td>
</tr>
<tr>
<td>3 - Lecturer</td>
<td>0 - Lecturer</td>
</tr>
<tr>
<td>28 - Observation Game</td>
<td>33 - Observation Game</td>
</tr>
<tr>
<td>28 - Discussion Groups</td>
<td>24 - Discussion Groups</td>
</tr>
</tbody>
</table>

The responses to this question indicate an improvement in the participants' understanding of the appropriateness of workshop procedures for the accomplishment of objectives. The workshop was designed to support the concept that the design of activities should support the desired learning.

Question #6: "Interaction of workshop participants can best be developed through activities."

Responses to this item were scored as "acceptable" or "non-acceptable." Acceptable responses were those that directly related to involvement (doing, group participant discussion, etc.) Non-acceptable responses were those that did not directly relate to involvement (pre-planned, individual, informal, etc.)
An analysis of the responses indicate that more participants responded with an involvement -- related response at the conclusion of the workshop than at the beginning. It is felt that the workshop provided the participants a better understanding of how to create interaction of workshop participants.

Question #7: "What is the strongest 'message' of a tape recorded presentation on the use of videotape equipment?" Check one.

- use of television
- use of tape recorders
- use of video tapes

This question was designed to probe the participant's understanding of the concept that a delivery mode can be more powerful than the instruction that is delivered through the mode.

Question #8: "It is important, when evaluating a workshop, to consider the following 3 aspects:"

a. 

b. 

c. 

This question was not evaluated due to the diversity of responses in both the pre-test and post-test.
understanding of the use of assessment procedures. The answer is "false."

<table>
<thead>
<tr>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 responded</td>
<td>24 responded</td>
</tr>
<tr>
<td>correctly</td>
<td>correctly</td>
</tr>
</tbody>
</table>

The responses to this question indicate that the participants better understand the use of assessment procedures because of the workshop. The number of correct responses indicate, however, that a large number of participants still do not understand the use of assessment procedures.

**Question #10:** "The most important goal of a workshop is transfer of learning."

[ ] True  [ ] False

This question was designed to assess the participants understanding of the concept of transfer as the most important goal of a workshop. The answer is "true."

<table>
<thead>
<tr>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 responded</td>
<td>5 responded</td>
</tr>
<tr>
<td>correctly</td>
<td>correctly</td>
</tr>
</tbody>
</table>

The responses to this question indicate that the participants did not learn this concept at the workshop and they did not know it prior to the workshop.

April, 1972
LEADERSHIP WORKSHOP
Evaluation Study #3

S. Joseph Levine,
Sue Ann Yovanovich

SUMMARY

A "Participant Reaction Form" was used at the conclusion
of the workshop to assess the reactions of the participants
to the workshop in general and any of the specific activities.
Participants were asked not to identify themselves on the
form.

PURPOSE

This activity was designed as a procedure to allow the
individual participants to react in writing to those aspects
of the workshop to which they had particularly strong feelings.
The structure of the form was utilized to channel their
thinking in very general areas without channeling the exact
nature of their response.

RESULTS

Question #1: "Use descriptive words to describe your
reactions to this Workshop. List the words
as fast as they come to you. Limit one
minute! No sentences, please."

A total of 319 words were elicited by this question. Of
these, 302 (94.7%) were positive and 17 (5.3%) were negative.
Those words that were elicited 10 or more times were
interesting (16), informative (15), planned (13), helpful (12),
good (11), and organized (10).

The response to this question indicates that the
participants left the workshop with exceptionally positive
feelings. The response also indicates that a number of the
objectives of the workshop were met, especially those that
were related through modeling behavior.
Question #2: "What do you feel were the two most valuable aspects of the Workshop?"

This question was designed to assess whether the planned objectives of the workshop were met as perceived by the participants. The responses to this item indicate that the participants did perceive the objectives through the workshop and that they felt they were met. The most significant aspect of the workshop, as seen by the participants was "Meeting and interacting with other teacher trainers."

Question #3: "If this Workshop were to be offered again for a different group of participants, what one thing should be eliminated?"

This question was included to find out those aspects of the workshop that should be modified or eliminated. A total of 13 responses (32.5%) indicated that nothing should be changed. Seven responses (17.5%) identified the video taping activity as unnecessary and the same number (17.5%) felt the "Karnak" skit could be eliminated. Six responses (15%) felt the examination of the Kits should be changed.

Question #4: "What was omitted, yet should have been included in this Workshop?"

This question allowed the individual participants to recommend additions to the workshop. It was hoped that this question would provide input that would clarify participant needs that were not met by the workshop and should be included in a future workshop. Sixteen of the responses (41%) indicated that there was nothing omitted. Nine (23%) asked that more time be allowed for individual work. Five responses (13%) highlighted "evaluation of workshop materials" as needed in future workshops. This last item, evaluation of materials, is seen as an area for increased focus in the future.

Question #5: "Suggestions or comments:"

This question was included as a "catch all" to allow the participants an opportunity to react on any aspect of the workshop not previously mentioned. Besides the general-positive comments, the most significant response to this question is the number of respondents who mentioned the lack of time to fulfill their contracts. It's interesting to note that the comments were not against the idea of the contract, but rather frustrated about the lack of time to work on the contracts.

APRIL 1972
PARTICIPANT RESPONSES

1. Use descriptive words to describe your reactions to this workshop. List the words as fast as they come to you. Limit one minute! No sentences, please.

(16) interesting
(15) informative
(13) planned
(12) helpful
(11) good
(10) organized
(8) fun
(7) structured
(6) enjoyable
(6) excellent
(6) useful
(5) motivating
(4) great
(4) interaction
(4) involvement
(4) learning
(4) people
(4) stimulating
(4) valuable
(3) boring
(3) exciting
(3) friendly
(3) humor
(3) ideas
(3) innovative
(3) relax

(16) (interested)
(15) (informative)
(13) (planning)
(12) (helpful)
(11) (good)
(10) (organized)
(8) (fun)
(7) (structured)
(6) (enjoyable)
(6) (excellent)
(6) (useful)
(5) (motivating)
(4) (great)
(4) (interaction)
(4) (involvement)
(4) (learning)
(4) (people)
(4) (stimulating)
(4) (valuable)
(3) (boring)
(3) (exciting)
(3) (friendly)
(3) (humor)
(3) (ideas)
(3) (innovative)
(3) (relax)

(3) repeat
(3) work
(2) active
(2) comfortable
(2) confusion
(2) different
(2) creativity
(2) fast
(2) frustrated
(2) groups
(2) materials
(2) model
(2) needed
(2) prepared
(2) presentation
(2) professional
(2) reactionary
(2) relevant
(2) timed
(2) usable
(2) well done

(1) awake
(1) aware
(1) best
(1) bewildered
(1) carry over
(1) cold
(1) committed
(1) comprehensive
(1) concise
(1) convenient
(1) crisp
(1) curious
(1) descriptive
(1) directive
(1) dull
(1) encouraging
(1) enlightening
(1) eventful
(1) experience
(1) expertise
(1) food
(1) format
(1) fruitful
(1) fulfilling
(1) functional
(1) generous
(1) gracious
(1) improvement
(1) insightful
(1) instructional
(1) intrigued
(1) kits
(1) lag
(1) leadership
(1) lively
(1) long
(1) media
(1) more
(1) moving
2. What do you feel were the two most valuable aspects of the Workshop?

(26) Meeting and interacting with other teacher trainers.
(18) The replicable training materials that were provided.
(4) Workshop Kits
(4) Workshop Planning Kits
(1) Instructional Strategy Activity

(14) The information that was provided.
(13) Experiencing a workshop led by other trainers.
(12) Involvement activities.
(4) Video tape activity
(3) You Are. . . activity

(2) Visiting the Regional IMC.

3. If this Workshop were to be offered again for a different group of participants, what one thing should be eliminated?

NOTHING (n = 13)

Nothing

Nothing as far as I am concerned as of this moment.

At this time I'm not sure if anything should be eliminated.

Nothing

Keep as is

Nothing

Nothing should be eliminated.

Nothing
(Question 3 continued)

Nothing - keep all components
Nothing
Nothing
Nothing
Nothing

VIDEO TAPING (n = 7)
The video tape of personal experiences
The video taping procedure. Obviously it didn't suit as many needs as the other sessions. It's just not your style.
While filming people having non-participants receiving some other input elsewhere.
Felt "You Are" activity too lengthy and TV taping long, not that informative and pressure to get it organized.
Use of video-tape in contrived situation.
Video-taping
The entire video-tape activity

KARNAK (n = 7)
Karnak - cute but not needed at that point. Good experience for first time contact.
Karnak
Not sure I saw relationship to Karnak's performance and time it took and value received.
Karnak
Re-tool Karnak skit - not necessarily omit.
The Karnak routine was excellent, but could be shortened time-wise.
If anything, the time with Karnak could be modified to be more effective.
(Question 3 continued)

**USE OF THE KITS** (n = 6)

Reviewing kits (suggest that it be a total group activity with more introduction to the activity.)

Evaluating the kits yesterday. Activity not clarified enough or simplify it.

Observing kits rather than using in groups.

The looking at kits - I felt that there was not enough time to understand many of the kits as there were no cassettes available to hear them and get total understanding.

Looking at kits instead of actually working with one kit.

Reliance on kits - should be an adjunct not a major focus.

**EVENING ACTIVITY** (n = 2)

The Monday evening activities should be done in terms of needs of the group - this could be changed.

The evening meeting - really very rushed and some people who couldn't get to the meeting on time due to slow service were quite unhappy.

**MEETING FACILITY** (n = 1)

The University Inn

**SEQUENCING GAME** (n = 1)

Sequencing games

**TIMING** (n = 1)

The close timing which at least on one occasion during this session was too short to allow for closure.

**LENGTH OF WORKSHOP** (n = 1)

I would like to have more time - 3 full days perhaps

**STARTING TIME** (n = 1)

You covered the ground well, but how about 9 AM instead of 8:30.
4. What was omitted, yet should have been included in this Workshop?

(16) Nothing

(9) Needed more time to work on individual objectives (contract)

(5) More information on evaluating workshop materials (and workshops)

(2) Actual demonstration of kits.

(2) More individual participation.

(1) Actually adapting a kit.

(1) Teacher made materials.

(1) More discussion of interlock between local IMC's.

(1) More discussion of "Yours for a Better Workshop" booklet.

(1) More shifting between groups.

5. Suggestions or comments:

Allow time to work through rather than just read through kits - active participation.

There should be a multi-county-statewide workshop next year for IRMC coordinators. Provide continuous inservice.

The follow-up on the contract which involved lettering each item on whether the task was completed was poorly designed because of the words "list, sketch," etc. These items should be changed to terms which do not require actual writing.

Use of overhead projector was not as effective as it could be - e.g. size of image on screen, clarity, overflow of light, (beyond screen), etc.

Believe there will be excellent transfer.

Excellent workshop. I am glad I was invited.

An excellent workshop.

Make participants aware at the outset that some time should be set aside for evaluating of material.
Keep up the good work! You practice what you preach!

Foster the 'seed' of competition between groups that you began to introduce. e.g. silly little award for group that accumulates most 'points,' etc.

This was a most rewarding experience. Thank you for a most informative, well organized learning experience.

In pre-conference contract, some explanation should accompany. In addition, items should be altered some way to allow completion in spite of tight time schedule of sessions.

Keep up the good work.

Different facilities where you didn't have to go outside for everything.

Two more meetings here, two in our own states.

Continue use of groups, discussions, summaries. Another choice of motel could have been more physically comfortable. Cold floor! Better than I anticipated. Excellent!!

It would have been helpful to go through a kit completely and discuss its contents. Tuesdays sessions were far more meaningful for the contents related to frustrations of in-service coordinator.

Good job. Semi-annual involvement of 3-state group using people from the states to assist implementation of the program. Perhaps an IRMC - CRC - ETC. membership unit in CEC. Perhaps a summary of our skills.

Let's do this again real soon!

A most beneficial workshop.

Experience, if nothing else, has taught most in-service trainers how to conduct training sessions. I thought most of the activity was not particularly profound or new. The materials used were excellent and the organization of the two days was good. Private discussions with participants were particularly helpful.

Meeting was very worthwhile at times. However, there were times when I felt that the MSU staff talked very abstractive in order to sound impressive. Small words are always understood.

Follow-ups where at least part of group could get back together to refresh ideas and the urge to really try some of the suggested innovations. A very well-planned session - most enjoyable and full of ideas which have multiple use in adaptability.
Time to fulfill the "written" parts of the contract if one selected that as I did. Similar to work sessions we had in June.

This has been a valuable experience in many ways. I most appreciated meeting staff and participants, and obtaining such good ideas for our own inservice. I would like more direct information on group dynamics, and how to anticipate some of the feeling generated by inservice activities. Thanks to all the Michigan Regional IMC staff.

All roles of workshop leaders were demonstrated by the staff - except for the reporting, which will be sent to us. Good job. Thanks.

I feel I am leaving better informed this time.

Please, expand into content areas. If you can do the perceptual kit you can do kits such as "Reading, Phonics, Linguistics and look say" etc. Why not another workshop where we are the leaders using the kits that we have.

Very good workshop for in-service trainers.

It is a pleasure to do business with you folks - may I return the favor at a later date.

A very well planned conference.

I feel my time was very well spent. Would like to see any follow-up workshop keying in on specific workshop skills, i.e. change agent, communicating, etc.

The workshop was excellent and most helpful to me. It may have been helpful to provide time in the middle of the workshop to have people reflect on contracts. A reaction sheet following each package would have provided opportunity for feed back on items that may need change. Since it was not provided, many comments that were made during examination of kits were lost.

Lodge us in a cleaner motel.

I do have a need to see and use your instructional material center has. Time did not allow me to use it as I would have. More time to overlook the Centers when workshops are held in the area.

I think that we should have new leaders. It seems that the leaders techniques are repeated to some of us who have been with them before. The leaders do not show any new areas that have not been used before. We need many people that show different techniques. Retool.
6. Should there be another multi-state workshop of this nature next year?

(37) Yes
(1) True
(1) Certainly
(1) Perhaps
(1) Yes - with new leaders
LEADERSHIP WORKSHOP
Evaluation Study #4
S. Joseph Levine
Sue Ann Yovanovich

SUMMARY

At the conclusion of the LEADERSHIP WORKSHOP all participants were asked to make out a "LONG TERM CONTRACT". Contained within this contract were a series of 14 possible items that a participant could check as activities that they would fulfill following the workshop. Some of these items were expected to be fulfilled at the end of two months and some were expected to be fulfilled by the end of three months. A blank space was provided at the bottom of the contract for each participant to enter any other item that they would like to contract for.

Two separate follow-ups were made of the LONG TERM CONTRACT. The first follow-up, at the end of two months, asked each participant that had contracted for two month items the level to which they had accomplished those items which they had contracted. The second follow-up, at the end of three months, asked for level of accomplishment on the three month items.

PURPOSE

This contracting activity was designed for two primary reasons. First, it was used to demonstrate to the participants a procedure for promoting some degree of participant accountability after the conclusion of a workshop. In this way, the participants could get a better feel for the use of long term contracts. The second motive behind the use of this contract procedure was to create a vehicle for subtle reinforcement of concepts and content that occurred during the two day workshop. The use of the two and three month follow-up letters provided an opportunity to remind the participants that they had in fact attended a workshop that they should continue to think about.
RESULTS

1) Those contract items that did not provide direct contact with the REGIONAL CENTER show a higher level of accomplishment than those items that did require contact. This can be explained in two possible ways. First, those items that required contacting the REGIONAL CENTER could be considered harder than the other items and therefore not as easily accomplished. Second, the respondent had to be truthful in his response to contact items since his reply could easily be checked. This second possibility could infer questionable reliability on the non-contact items.

2) Two contract items on the TWO MONTH FOLLOW-UP appear to be significant. Meeting with a "local administrator" and with a "local group of teachers" seem to be two activities that the participants contracted for and did accomplish to a high degree.

3) The use of the FOLLOW-UP CONTRACT resulted in a large number of feedback letters directed to the REGIONAL CENTER. Most of these letters provided workshop staff with good feedback on the content and techniques from the workshop. These letters were primarily stimulated by the use of the contract. As such, the contract stimulated valuable feedback that might not have been stimulated if the contract hadn't been used.

DATA

The following two pages show the data from the two and three month follow-up studies. An explanation of "COMPLETION INDEX" is shown at the bottom of the first page.
### LEADERSHIP WORKSHOP

#### 2 Month Follow-up Data

39 participants contracted for 2 month items. 33 of these (77%) responded to the follow-up.

<table>
<thead>
<tr>
<th>Number contracted each item</th>
<th>Number that responded to follow-up</th>
<th>Percent response by item</th>
<th>ITEM</th>
<th>100% Accomplished</th>
<th>50% Accomplished</th>
<th>0% Accomplished</th>
<th>Completion Index*</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>18</td>
<td>86%</td>
<td>I will relate in writing to the Regional Center my reactions to the Leadership Workshop.</td>
<td>11</td>
<td>3</td>
<td>1 (3)</td>
<td>.77 (.66)**</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
<td>86%</td>
<td>I will contact the Regional Center in writing for more information about conducting my own workshops.</td>
<td>2</td>
<td>1</td>
<td>1 (1)</td>
<td>.55 (.47)</td>
</tr>
<tr>
<td>25</td>
<td>21</td>
<td>84%</td>
<td>I will request in writing one of the Regional Center Workshop Kits for more detailed inspection.</td>
<td>11</td>
<td>4</td>
<td>0 (4)</td>
<td>.68 (.57)</td>
</tr>
<tr>
<td>21</td>
<td>21</td>
<td>100%</td>
<td>I will meet with a local administrator to discuss the possibility of a workshop for his teachers.</td>
<td>19</td>
<td>1</td>
<td>1 (0)</td>
<td>.97 (.97)</td>
</tr>
<tr>
<td>13</td>
<td>13</td>
<td>100%</td>
<td>I will meet with a local group of teachers to plan a workshop.</td>
<td>9</td>
<td>2</td>
<td>1 (1)</td>
<td>.85 (.85)</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>100%</td>
<td>I will develop a &quot;profile&quot; of a group of teachers in my area that better defines their instructional needs.</td>
<td>0</td>
<td>2</td>
<td>0 (0)</td>
<td>.80 (.80)</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
<td>67%</td>
<td>I will develop a detailed plan for a workshop and send it to the Regional Center for feedback.</td>
<td>0</td>
<td>1</td>
<td>3 (1)</td>
<td>.38 (.26)</td>
</tr>
<tr>
<td>13</td>
<td>12</td>
<td>92%</td>
<td>I will modify an available or existing set of workshop materials to better my own needs.</td>
<td>7</td>
<td>1</td>
<td>3 (1)</td>
<td>.78 (.72)</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>20%</td>
<td>I will )</td>
<td>1</td>
<td>0</td>
<td>0 (4)</td>
<td>1.00 (.20)</td>
</tr>
</tbody>
</table>

*Completion Index is a score showing level of completion for each item. "1.0" is the highest possible score. Completion Index is computed by weighting the number of responses in each category and dividing by total number of responses.

Example: Completion Index for first item = (11x1.0) + (3x.8) + (1x.5) + (3x0) ÷ 18 = .77.

**Numbers in parentheses () show the non-respondents added to the "Not Accomplished" category.
### LEADERSHIP WORKSHOP

#### 3 Month Follow-up Data

32 participants contracted for 3 month items. 20 of these (62.5%) responded to the follow-up.

<table>
<thead>
<tr>
<th>Number contracted each item</th>
<th>Number that responded to follow-up</th>
<th>Percent response by item</th>
<th>ITEM</th>
<th>100% Accomplished</th>
<th>80% Accomplished</th>
<th>50% Accomplished</th>
<th>Not Accomplished</th>
<th>Completion Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>50%</td>
<td>I will send a copy of my next Workshop Pre-Assessment Form to the Regional Center for their reaction.</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0(1)</td>
<td>1.0 (.50)</td>
</tr>
<tr>
<td>22</td>
<td>12</td>
<td>55%</td>
<td>I will incorporate at least 3 new ideas learned during these 2 days into a workshop that I conduct.</td>
<td>10</td>
<td>1</td>
<td>0</td>
<td>1(10)</td>
<td>0.9 (.49)</td>
</tr>
<tr>
<td>14</td>
<td>8</td>
<td>57%</td>
<td>I will use one of the Regional Center Workshop Kits at a workshop.</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>3(6)</td>
<td>0.5 (.32)</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
<td>83%</td>
<td>I will conduct two workshops that I have designed.</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>0(1)</td>
<td>0.9 (.75)</td>
</tr>
<tr>
<td>10</td>
<td>5</td>
<td>50%</td>
<td>I will send a copy of my next Workshop Evaluation Form to the Regional Center for their reaction.</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>2(5)</td>
<td>0.6 (.3 )</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>I will ____________________________</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1.0 (1.0)</td>
</tr>
</tbody>
</table>
January 19, 1972
Indianapolis, Indiana

IN-SERVICE WORKSHOP EVALUATION
"Selection and Evaluation of Commercially Available Materials"

This evaluation is designed to provide the workshop staff with feedback regarding your reactions to this workshop. The results will assist us in planning future in-service activities.

1. Please rate each of the activities in terms of its INTEREST to you.
   Check the appropriate blank after each activity.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Interesting</th>
<th>Interesting</th>
<th>Not Interesting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Evaluation Game</td>
<td>14</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>B. Commercially Available</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measuring Devices</td>
<td>9</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>C. Questions and Issues</td>
<td>6</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>D. Teachers and Teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. What has each of today's training kits meant for you? Be specific.

   A. Evaluation Game
      (See attached sheet)
   B. Commercially Available Measuring Devices
      (See attached sheet)
   C. Questions and Issues
      (See attached sheet)
   D. Teachers and Teaching

3. Which of the training kits has the most value to your use in in-service training?

   A. Evaluation Game - 8
   B. Commercially Available Measuring Devices - 5
   C. Questions and Issues - 4

4. The two most valuable aspects of today's session were:
   (See attached sheet)

5. Please rate each of the activities in terms of its IMPORTANCE to you.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Important</th>
<th>Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Evaluation Game</td>
<td>12</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>B. Commercially Available</td>
<td>10</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Measuring Devices</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>C. Questions and Issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Teachers and Teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

885
6. I have attended the following training sessions:

10. Indianapolis, Oct. 27, 1971 - "Problems and Hints"
11. Huntingburg, Nov. 17, 1971 - "Design and Use of Instructional Objectives"
16. South Bend, Dec. 15, 1971 - "Toward an Understanding of Perceptual-Motor Programs"

7. As a teacher-trainer in Indiana, you will be expected to conduct in-service training with teachers in your local area.

As a result of the training sessions I've attended, I am better prepared to conduct in-service training with teachers.

16 Yes 1 ? 0 No

8. The training kits presented during the training sessions are self-explanatory and easy to use.

14 Yes 2 ? 0 No

9. I have used the following workshop kits in conducting in-service training:

2 Instructional Objectives
5 Perceptual-Motor Activities

10. Since the initiation of this series of four training sessions, I have held in-service training programs for 374 (total enrollment) people.

Show # of each type
316 teachers
17 supervisors
11 administrators
25 college students
0 parents

11. Comments (what other topics should be covered in future training sessions?)

(See attached sheet)
2. What has each of today's training kits meant for you. Be specific.

A. Evaluation Game

Forced deeper thinking about materials, their uses and criteria necessary to consider prior to purchase

I liked it - good to use in In-service

Valuable for use with teachers in in-service programs

Not setting up prior likes or reasons for liking

I liked it. Good! I will use this one. It has and will help.

Plan to use.

More insight to the pertinent questions to be asked.

Provided an insight for future purchases and recommendations to other teachers

Never realized how well general guides could be applied to a wide variety of materials

Insight into materials evaluation - might be omitted if short of time

Opened avenues of thought with the knowledge of other ideas to be presented to a training group

More positive evaluative techniques

Points out need for systematic sound approach

Gave new ideas as to evaluation and selection of materials

Make me more aware of importance of close selection

B. Commercially Available Measuring Devices

I'm glad to have knowledge of these materials. I teach EMR-1 and think the Bercy might serve as an instructional guide.

Brought me up to date on these devices

Fortifies our concerns about tests

Examples of available items - need to let teacher diagnose and not rely on psychologist

Very little - but mainly because I am presently using each of the devices presented and have been "pushing" them for some time
2. B. (Continued)

Solid useful information

I was unfamiliar with a couple of the tests and think they would be valuable

A chance to "see the real thing" and hear others opinions on them

I was interested especially as a teacher wanting more knowledge on materials for predictive measurement

Plan to use

Interesting, but I had the information already.

Idea for use of para-professionals assigned to teachers for assessment

Liked the presentation

I was familiar with all but one - found that of interest - worth repeating

C. Questions and Issues

As a participant in the experiment I got less from this, I think, than had I been a spectator - although I did enjoy my role.

Good

Valuable for use with teachers in in-service program - am revising in-service program for next week

It was more fun for the center group than for me. It lacked in part the active participation and I did not feel that new information was gained as in a lecture. Although I realize the "live-presentation" was necessary I have to be honest. It soured the rest of the activity.

Will need to modify - a separate session

Good although sometimes couldn't hear nor see.

Some guides are necessary particularly for effective use of time

The questions (criteria) are most helpful and could be sent to teachers considering materials selection if they had no opportunity to attend a workshop.

Nothing

Adoption—need for more specific analysis to make final decisions

Not of value

Little value
4. The two most valuable aspects of today's session were:

Evaluation Game - 5 responses
Commercially Available Measuring Devices - 3 responses
Questions and Issues - 1 response

Interaction and feelings of all
Awareness of group needs versus self.
Group brainstorming, "judging" evaluating materials
Working with tangible objectives which in turn can be used later with other groups.
Criteria sheet
Becoming familiar with tests; guides for evaluation, etc. of materials
Group discussions
Available materials and tests, ways of selecting
Reinforcing, providing an approach
Information gained, sharing ideas
Techniques and kits
The specific helps and suggestions for giving workshops
Self-evaluation in adoption of materials and hopefully, can be of better assistance to teachers
To get together and stimulate thinking concerning material and its evaluation
Suggestions for format of our in-service here and the evaluation of specific materials
11. Comments (what other topics should be covered in future training sessions?)

I am not a teacher this year but work as a family counselor and although I do not do the ordering of materials I feel your workshop has helped me to know what to refer to others.

Teacher Made Materials: Reading, Math

Very well done

Teaching the slow learner in the regular classroom. More workshops of newly developed materials. I generally enjoyed the workshop and will make an effort to attend future ones - depending on geographic location. Thanks.

I found your techniques very helpful.

Please include a comparison of similar materials to be evaluated.

Tests (formal) - diagnostic!