Diagnostic Strategies in Reading for Primary Children with Special Needs.

Arlington County Public Schools, Va.

Office of Education (DHEW), Washington, D.C. Right to Read Program.

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The teacher handbook is intended to provide a complete set of simple diagnostic testing materials in reading for children in kindergarten through third grade. Tests focus on such skill areas as visual discrimination and auditory memory. Included are lists of materials and strategies to be used after the students have been tested and their special needs determined. Also provided are suggestions on observations of behavior, classroom management and tutoring. A checklist for the observation of student behaviors and learning processes is presented along with a group screening form for recording results during the active testing process. It is recommended that folders be prepared for individual children and a prescription format is given. (GW)
DIAGNOSTIC STRATEGIES IN READING for Primary Children with Special Needs

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INTRODUCTION

For the Teacher

The material in this handbook is intended to provide a complete set of simple diagnostic testing materials in reading for children, K-3. These tests can be easily administered individually or to a small group of children.

There is a list of suggested materials for use after you have tested and determined the special needs of the children. There are also suggestions for helping these children in the classroom, which may make the job easier for you and cause the children less frustration. There are also suggestions on observation of behavior, classroom management and helpful hints for tutors.

Not every student in a regular classroom will need to participate in a series of additional diagnostic tests such as these. Select children who "forget" what they supposedly had learned; who have sloppy, error filled work; who don't seem to be "catching on." You will be able to offer more effective teaching if you can pin point the areas in which these children are experiencing difficulty. The diagnostic tests in this handbook are designed to give you this kind of information.

The best way to discover children with special needs is by observing their classroom behaviors and learning styles. For the children you are considering, you might want to use the quick observation check sheet on page 3. A more comprehensive sheet follows where you can add your own comments.

Once you have decided which children need further diagnosing, there is the series of informal diagnostic reading tests which may be given in one or two sittings, depending on the children. A group screening form, page 7, is provided for recording results while in the active testing process. You might find it helpful to record their behavior on this sheet during the testing sessions.

We recommend that you prepare folders for each individual child. Place a "prescription" in each folder. A prescription format is given on page 20. The daily work you plan for each child may be placed in the folder for use and evaluation by you and/or a tutor.

The corrective and developmental aspects of the Right to Read primary program (grades 1, 2, 3) at Drew Model School, that are reflected in this handbook, have evolved during the year and one-half that the program has been federally funded. The Right to Read staff has used a variety of instructional materials and techniques and has had a series of experiences with children enrolled in the program, all of which have made it possible for them to personally recommend these materials and strategies.
Edith Chasnov, Reading Clinician, Elementary Diagnostic Prescriptive Clinic for Arlington Public Schools also has used these devices successfully for a number of years.

The philosophy of the Drew Right to Read program is to help a child enjoy reading and acquire reading skills. The Right to Read staff firmly believes that before children can do this they must feel good about themselves. Through the services of the Right to Read staff and volunteers many a child is helped to improve his feelings of self-worth through one-to-one tutoring with a special person who cares about him.

We hope this guide will be of help to you in working with the child with special needs in your regular classroom.

"Feel the dignity of a child. Do not feel superior to him, for you are not."

--Robert Henri
Observation of Student Behavior and Learning

Visual, auditory, motor, speech and language, intellectual or emotional problems may exist in a student in varying degrees. Under each of these areas, check the statements which best describe the student.

<table>
<thead>
<tr>
<th>Student's name</th>
<th>Birth Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher's name</td>
<td>Date</td>
</tr>
</tbody>
</table>

**Visual**
- loses place frequently when reading
- has difficulty in copying from board
- holds head very close to work
- has difficulty in visual discrimination tasks
- other (explain)

**Auditory**
- has difficulties in phonetic skills
- has difficulty in following verbal directions
- cannot remember sounds in correct sequence
- cannot reproduce pitch, rhythm, melody
- other (explain)

**Motor**
- poor in eye-hand coordination tasks
- clumsy and poorly coordinated in sports
- restless, fidgets
- stamina, muscle strength poor for age
- other (explain)

**Speech and Language**
- limited vocabulary and lack of fluency
- substitution, omission or distortion of speech sounds
- expresses ideas like much younger child
- has problems in pitch, loudness and rhythm
- other (explain)

**Intellectual**
- slow progress in all academic areas
- slow to catch on to a change in procedures
- enjoys social activities with younger children
- needs adult supervision in most activities
- other (explain)

**Emotional**
- demonstrates extremes in behavior, over-reacts
- may revert to inappropriate behavior
- uses deviant behavior or fantasy to avoid frustration
- reacts physically—tantrums, vomiting, headaches, screams
- other (explain)

Additional information:

-3- 7
SYSTEMATIC OBSERVATION OF BEHAVIOR IN SCHOOL AND AT HOME

Understanding what is heard

1. Doesn't correctly answer comprehension questions about story that has been read.
2. 
3. 

Understanding what is seen

1. Does poorly in all workbook activities.
2. 
3. 

Thinking with auditory material

1. Doesn't seem to understand relations and concepts in social studies, although may be good at memorizing social studies facts.
2. 
3. 

Thinking with visual material

1. Can't understand principles in math (e.g., principle of reversibility $1 \times 2 = 2 \times 1$).
2. 
3. 

- over -

- 4 -

- 9 -
SYSTEMATIC OBSERVATION OF BEHAVIOR IN SCHOOL AND AT HOME

SCHOOL

1. Doesn't correctly answer comprehension questions about story that has been read.

2.

3.

1. Doesn't correctly answer comprehension questions about story that has been read.

2.

3.

1. Doesn't seem to understand what he has just watched on T.V., and may not like to watch T.V.

2.

3.

1. Can't seem to understand general concepts such as family relations (e.g., an uncle is a brother to your mother or father) although may memorize facts (Uncle Bill is mom's brother).

2.

3.

1. Can't understand principles in math (e.g., principle of reversibility 1 + 2 = 2 + 1).

2.

3.

1. Doesn't like to play with checkers, tinker toys, or other such toys that require understanding of visual relations.

2.

3.

--Prepared by
Esther Minskoff, Ph.D.
Educational Consultant
St. Paul, Minn.
Expressing Ideas through Words

1. Doesn't volunteer to recite in class, and when called upon, only uses 1 word responses.

2. 

3. 

Expressing Ideas through Movements

1. Poor, often illegible, writing and poor drawings.

2. 

3. 

Memory for Auditory Material

1. Can't seem to recall -ongs, poems, or rhymes.

2. 

3. 

Memory for Visual Material

1. Difficulty learning to read words by visual or sight approach.

2. 

3. 

Grammar

1. When recites in class, uses isolated words or phrases, does not speak in simple or complex sentences.

2. 

3. 

SCHOOL

1. Doesn't talk a question, answers with 1 word.

2. 

3. 

1. Needs help with as bathing, etc.

2. 

3. 

1. Can't recall for doing home.

2. 

3. 

1. Can't recall and dishes of order.

2. 

3. 

1. Confuses prepositions (bottom shelf).
**SCHOOL**

1. Doesn't volunteer to recite in class, and when called upon, only uses 1 word responses.

2. 

3. 

**Ideas**

1. Poor, often illegible, writing and poor drawings.

2. 

3. 

**Material**

1. Can't seem to recall songs, poems, or rhymes.

2. 

3. 

**Visual**

1. Difficulty learning to read words by visual or sight approach.

2. 

3. 

1. When recites in class, uses isolated words or phrases, does not speak in simple or complex sentences.

2. 

3. 

**HOME**

1. Doesn't talk at mealtime unless asked a question, and then usually only answers with 1 word responses.

2. 

3. 

1. Needs help with self care tasks such as bathing, shampooing, dressing, etc.

2. 

3. 

1. Can't recall set of oral directions for doing household chores.

2. 

3. 

1. Can't recall how to set silverware and dishes on table in correct order.

2. 

3. 

1. Confuses prepositions when given directions ("Put the book above the bottom shelf") and confuses prepositions when he uses them.

2. 

3. 


SERIES OF INFORMAL DIAGNOSTIC READING TESTS

1. **Reading Name** - Have name written on a card for child to select and use as a name tag. Have names on cards of other children who are not being tested for further discrimination.

2. **Writing Name** - Have child write his name from memory if possible. Observe letter formation.


4. **Naming Letters** - Have child name letters on worksheet 3.

5. **Following Directions** - Give child directions as listed on “Directions in Space,” worksheet 4.

6. **Recognition of Colors** - Use listening game listed above.

7. **Gross Motor** - Ask child to hop, skip, jump, run, clap hands, touch toes, touch left eye, touch right ear, etc.


9. **Attention Span** - Read a short story, note attention and ask comprehension questions at the end.

10. **Copying Design** - Draw shapes and designs on chalkboard for children to copy. Note where they begin, how they follow the pattern, the hand used. Young children may also copy a circle, square and triangle.

11. **Auditory Discrimination** - Have children repeat nonsense words such as stockerbyn, gumblsee, frickolat, etc. Supply rhyming words for the children to match.


13. **Left-Right** - Right and left-handedness should be apparent from tests 5, 6 and 10. If any doubt about hand preference, ask questions about which hand is used to throw a ball, to eat, to catch a ball, which foot to kick with. Have child make a circle with his hand and hold it up to his eye to use as telescope (e.g., right eye-left hand).

14. **Reading test** for second and third graders - Word recognition tests and scoring sheet for teacher and child use, worksheets 8a, 8b, 8c.

*Compiled by Edith Chasnov, Reading Clinician, Elementary Diagnostic and Prescriptive Clinic, Arlington Public Schools*
<table>
<thead>
<tr>
<th>Names</th>
<th>Reading Name</th>
<th>Writing Name</th>
<th>Visual Discrim. Letters</th>
<th>Name Letters</th>
<th>Follow Directions</th>
<th>Recog. Colors</th>
<th>Gross Motor to 6</th>
<th>Number Concepts</th>
<th>Attn. Span Lead Story</th>
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*words **sentences
DIRECTION: Circle the same letter(s) in each row.

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<td>JY</td>
<td>YJ</td>
<td>LY</td>
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DIRECTION: Circle same group of letters in each row.

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<th>ċun</th>
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</tbody>
</table>
WORKSHEET 3

Circle incorrect responses and show response given; ex., \( \textcircled{d}_b \)

READING LETTERS AND NUMERALS

Capital Letters

\[
\text{O H I B G A K S C W R U Y D M P Q T E L N F V J X Z}
\]

Small Letters

\[
\text{a d i k m o b l r v c p w h z f n q s e j t x g y u}
\]

Numerals

\[
1 2 5 7 9 3 8 4 6 0
\]
DIRECTIONS IN SPACE

1. "DRAW A LINE ALL THE WAY ACROSS THE TOP OF THE PAGE."
2. "MAKE A LINE ALL THE WAY ACROSS THE BOTTOM OF YOUR PAPER."
3. "PUT YOUR NAME ON THE BOTTOM OF THE PAGE."
4. "MAKE A BOX AROUND YOUR NAME."
5. "MAKE A CIRCLE IN THE MIDDLE OF THE PAGE."
6. "NUMBER YOUR PAGE DOWN THE LEFT EDGE OF THE PAPER FROM 1 TO 5."
7. "DRAW A LINE DOWN THE RIGHT EDGE OF THE PAGE."
8. "DRAW A CIRCLE AROUND THE NUMBER IN THE UPPER LEFT CORNER OF THE PAGE."
9. "DRAW A STRAIGHT DIAGONAL LINE FROM ONE TOP CORNER OF THE PAGE TO THE BOTTOM CORNER OPPOSITE THAT."
10. "DRAW A STRAIGHT LINE ACROSS THE PAGE FROM LEFT TO RIGHT."

Range = number of correct items

Kindergarten 2-3
1st grade 4-5
2nd grade 8-9
3rd grade 9-10
4th grade 9-10
5th grade 9-10
6th grade 9-10

Adapted from:
Basic Educ. Skills Inventory
Select-Education, Inc.
Worksheet 5a

AUDITORY MEMORY
LISTENING GAME NO. 1

Directions for the game (Children need crayons)

"Here is a string with one blue bead on it. Show me the one you have on your game. Now put more beads on the string. Make them all blue. Make beads until your string is filled."

"Do you have two big balls on your game? Color one of them green—either one. (Some might ask "Which one?" and you repeat, "Either one." If they still cannot make the decision, they will point to one of them and ask, "This one?")"

"There is a big block on your game. Color it red."

"Look at the step ladder on your game. Mine has only two steps on it. How many does yours have? They are nice straight steps, though. Finish your ladder with straight steps so that it will be a good ladder. Now count and see how many steps you have." (All count, but do not check.) Use brown crayon.

"There are three bowls of porridge on the table. Do you know whose bowls of porridge they are?" (If you have not begun the year by telling the story of "The Three Bears," call them bowls of anything that would be familiar to your children, and in the next direction simply refer to them as the big bowl, and so on.) "Color Baby Bear's little bowl yellow. Color Father Bear's big bowl orange. Color Mother Bear's middle-sized bowl purple."

Objectives

Listening to directions, learning colors, making decisions, comprehending, discriminating, testing attention span, counting, increasing vocabulary, recognizing size and form, completing, progressing from left to right, building confidence, stimulating imagination, fun.

Evaluation

Beads reveal attention span (if span is short, beads become varicolored); persistency (or lack of it); perfectionism (tiny beads, not finished); immaturity (haphazard scrawl); good workmanship (carefully made, evenly spaced beads, finished on time). "Color either one of two balls" gives opportunity for decision. (Indecision is a sign of immaturity or insecurity.) The ladder offers a chance to complete an object. (As with the beads, the steps of the ladder are significant.) The bowls check discrimination of size and color.

Adapted from:
Acadia Press, Inc.
Scranton, Penna.
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<td>![Image of 6 dots]</td>
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</table>
AUDITORY MEMORY

Procedure: Tell the student "I WANT YOU TO DO SOMETHING FOR ME--SAY, 'BIG CAR'." Then ask S to say, I SEE A CAR." If the S hesitates urge him to try by asking him to "say it." Do not repeat the sentences. Stop after three consecutive failures.

Now say:

1. "HE WENT UPSTAIRS."
2. "SHE IS PLAYING BALL."
3. "DADDY WAS AT THE STORE."
4. "THEY ARE GOING TO PLAY SOME GAMES."
5. "BILL WANTS TO PET THE LITTLE KITTENS."
6. "I WENT TO SCHOOL TO STUDY MY READING."
7. "SUSIE LIKES TO MAKE MUD PIES IN HER BACKYARD."
8. "BOB LIKES TO GO TO THE MOVIES WITH HIS UNCLE."
9. "BILL ASKED HIS SISTER TO TAKE THE BLACK BOX TO THE BASEMENT."
10. "JIMMY HAS FOUND A FUNNY CLOWN OUT IN THE STREET WITH ITS ARM MISSING."
11. "FATHER WILL GIVE BILLY A SHINY POCKET KNIFE AFTER HE CLEANS THE YARD TOMORROW."
12. "MOTHER ASKED THE GIRLS TO CLEAN UP THEIR ROOM IN THE MORNING BEFORE THEY GO TO SCHOOL."

Range - number of correct items

<table>
<thead>
<tr>
<th>Grade Level</th>
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<td>9-10</td>
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<tr>
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<td>11-12</td>
</tr>
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<td>5th grade</td>
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</tr>
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<td>6th grade</td>
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</table>

Adapted from:
Basic Educ. Skills Inventory
Select-Education, Inc.
# Teacher Scoring Sheet for Word Recognition

**Directions:**
Use the following codes:
- Correct word: ✓
- Mispronunciation: M and word said
- Substitution: S and word said
- Refusal: R (after 5 seconds)

<table>
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<tr>
<th>Pre-Primer</th>
<th>Primer</th>
<th>First</th>
<th>Second-1</th>
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<td>table</td>
<td>sorry</td>
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<td>to</td>
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<tr>
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<td>train</td>
<td>walk</td>
<td>wood</td>
<td>wet</td>
<td>watch</td>
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If a child misses more than 5 words in a column, do not go on to the next column.

Adapted from: Botel Word Recognition Tests
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<td>as</td>
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<tr>
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<tr>
<td>come</td>
<td>but</td>
<td>by</td>
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<tr>
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<td>do</td>
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<tr>
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<td>duck</td>
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<td>find</td>
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<td>girl</td>
<td>guess</td>
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<td>he</td>
<td>hen</td>
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<td>like</td>
<td>long</td>
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<td>mitten</td>
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</table>
**SUGGESTED MATERIALS AND STRATEGIES FOR STUDENTS WITH READING PROBLEMS**

### VISUAL MOTOR
- Small Mosaics
- Pattern Cards
- Colored Beads
- Pattern Cards
- Graduated Colored Cylinders
- Peg Board Pegs
- Pattern Board
- Dubnoff Program
- Michigan Primary and Symbol Tracking Program
- Tangrams
- McGraw-Hill
- Geo Blocks
- ESS
- Lippincott Readiness for Learning

### PERCEPTUAL
- Sorting and Sets Cards
- Look Alikes Discrimination Cards
- Michigan Perceptual Activities Level I & II
- Feel Box (Teacher made)
- Geo Blocks
- McGraw-Hill
- Tangrams
- Erie Game
- Dubnoff Program Levels 1, 2, 3
- Twister (game)
- Milton Bradley

### CONCEPTUAL
- Lets Learn Sequence Classification Game
- Discovering Opposites
- Play Skills Kit, Reader's Digest
- Put Togethers, Child Guidance
- Sequence Cards, Milton Bradley

### VISUAL DISCRIMINATION
- Flannel Board (block letters colors)
- Group Word Teaching Game
- Dolch
- Popper Cards, Garrard
- Picture Word Cards, Garrard or Dolch

### SPATIAL RELATIONSHIPS
- Vangard School Program
- Teaching Resources

### PHONICS
- What Letters Say, Dolch
- Time for Phonics, McGraw-Hill
- Phonics We Use (Learning Games Kit), Lyons & Carnahan
- Phonetic Word Drill Cards
- Continental Press
- Barnell Loft Basic Word Sets
- Individualized Phonics, McMillan

### COMPLETE READING PROGRAMS
- Scott Foresman Reading System
- Primary Phonics Story Books, Educators Pub. Service

### AUDITORY
- Group Sounding Game, Dolch
- Fun With Rhymes, Instructo
- Riddle Riddle Rhyme Time, Dexter & Westbrook, Ltd.
- Fun With Words, Dexter & Westbrook, Ltd.
- Take, Dolch
- Listening Skills Program, S.R.A.
- Developmental Learning Materials:
  - Memory
  - Motor
  - Imagery
  - Discrimination
  - Figure Ground
- Mini Systems, Learning Systems
- Fun With Rhymes, Instructo Prod.
- Peabody Language Development Kit
- Sequence Cards, Milton Bradley
Child's Name

PRESCRIPTION

Evaluation

Teacher/Tutor's name

Example

12/9/74

Begin making a book of blend sounds by cutting up picture dittos and writing word above. Chris seemed to enjoy making his book. We did tr and ch. His attention span seemed somewhat better today. We did rt and ch. His attention span was normal.

Assignment (by teacher)

Date

Child's name

Preparation

- = continue next time
- = needs more help
✓ = did adequate job
✓✓ = accomplished tasks very well

Phonics (same series) pp. 36-37 Publishing Service. Do Primary Reading A Hog Tie Ham Educators publishing series. Do Primary Reading A Hog Tie Ham

- = needs more help
✓ = did adequate job
✓✓ = accomplished tasks very well

Publishing Service. Do Prima.
I. Permit the child to use "Learning Crutches" as needed without penalty.
   A. Allow use of reading window, underline, finger, eraser tip, etc.
      when keeping his place.
   B. Allow use of fingers for counting, concrete materials to manipulate
      when working math problems (helps focus attention and lessens
      hyperactivity), carrying and borrowing marks as aids to accuracy.
   C. Allow the use of writing charts, such as those published by The
      Grade Teacher or Harr Wagner, whose letter formations demand less
      exacting fine coordination along with or instead of the more
      difficult style charts such as Steck and Zaner-Bloser.
   D. Allow the use of typed or printed letters and words if writing
      is very poor or slow.
   E. Allow the use of desk charts or pockets for sorting and alphabetizing
      if writing is laborious.

II. Foster idea that individual differences are normal, expected and
    acceptable.
   A. The speed of mentation (reception, integration, and expressive
      elements) is vastly different with these children. The teachers
      should be aware of this and make necessary allowances by slowing
      the speed of talking and using simple short sentences.
   B. Each child has his own rate and style of learning, as well as
      physical and social skill development time-tables.
   C. Organization of concepts, such as in abstractions of time,
      measurement, and money vary widely.
   D. Appreciation for strengths and weaknesses of talent is needed
      (may be good in reading and miserable in math), and their compen-
      satory effects to learning and behavior.

III. Some possible classroom adjustments are:
   A. A sheltered "learning place" for the child, free from distractions
      (by desk placement, facing plain surface, "private office" used
      nonpunitively, but away from others who bother him).
   B. Cut down on distracting elements of work to be learned (dividing
      lessons into short segments, masking pictures, or covering
      elements above and below where he is working).
C. Raise stimulus value of work to be learned by such means as color coding, size of material, emphatic use of voice, dramatic and novel devices to promote associative learning.

D. Grading should be adjusted to give him a relief from failing grades, e.g., the fifth grade child mentioned in the section below might be given a C to indicate average work in reading at 2nd grade level. A grade of D means he is not consistent in his efforts or preparation. A grade of E should be as difficult to earn as a B if his work is at the proper level and pace for his functioning level. If he is doing A or B work at present level, raise level to be more challenging, but within his grasp, so that success rewards his efforts and he is more like his peers.

E. Foster the attitude that each child is to be respected for himself, his right to vary from the average is accepted, and that self-improvement is to be valued and applauded (while competitiveness is kept in perspective).

F. For the 3-6 children in your class, find the functioning levels of their weak academic areas. These levels may be informally found by the use of tests such as those found in remedial reading books.

IV. Provide better "Learning Odds" for the child with severe reading disability.

A. Use special reading material at his optimal level of functioning. If a 5th grade child can read only at 2nd grade level, it is impossible for him to keep up when he understands only 40% of the words. Content comprehension in such instances is far below this figure. Special reading material at his level, but of high interest value, should be used for him.

B. Find a compassionate reader who would read lesson assignments to him for content of material. Subject or content tape recordings may also be used.

C. Give examination orally, or if written answers are required, a trustworthy person (student or adult) may write as the student dictates. Answers should be graded for understanding and mastery rather than the mechanics of production which are beyond his capacity to perform.

D. Grading of child's productions, such as book reports, should be for content, not based upon punctuation, spelling, and neatness in writing or general appearance beyond his ability to perform now. Look for improvements, not faults.

V. Reduction of Stimuli in the Regular Classroom

A. Reduce the normal level by:

1. rugs on the floor
2. barefeet or stocking feet

3. teacher goes to the child to help rather than the child to the teacher

4. teacher talks in a low voice so children have to be more attentive

B. Reduce visual stimuli by:

1. carrels or offices for children

2. minimum of charts or pictures on the wall

3. turn desk away from windows to face a blank wall

4. limit the materials on the desk to those needed for task

C. Present only a few materials on a page--reduce cluttered pages

D. Set aside specific areas for motor work and stimulating activities apart from the quiet areas of the classroom

E. Practice moving in slow motion

F. Use listening centers with head sets
For the Tutor

The job you have chosen to do is a challenging one, and will bring you much satisfaction if you feel at ease with yourself, and follow a few down-to-earth, common sense rules.

1. Do you remember the awkwardness of other first meetings? The student may feel uncertain. Try to put him at ease. Smile! It helps a lot to achieve a feeling of friendliness. Make your student the focus of your individual attention while with you. Meet in a friendly, relaxed manner. Learn to spell and pronounce his name as he does. Engage in informal conversation, and listen actively to what you are told. Use student interests to make your tutoring sessions more interesting.

2. Build an environment of trust and acceptance. Be punctual for each session, and let the student know if you cannot come to a session. Listen but do not pry. Speak but do not probe. Make the student participate in decisions about the work you do together, and then follow through on the suggestions. Give praise only when it is deserved.

3. Do not try to reform the student. Accept him where he is. Help the student to develop self-confidence in the relationship with you, and with the reading material you present. Be patient. Above all, be patient. "Rome wasn't built in a day."

4. Admit to your own mistakes. Your lack of perfection will help the student to cope more effectively with his own inadequacies in motivation and in reading. Be as courteous and respectful of the student as you would hope he would be of you. Keep the lesson moving according to plan, but be flexible, and alert for the student's need to change activities. Share your enthusiasm with the student. Enthusiasm is, happily, contagious.

5. Ask some questions as you might of anyone you would meet for the first time. Listen to the answers carefully. Television programs are often good for a starter; sports hold interest for many. So does music.

6. Talk about reading in a way that makes it seem as if reading is a fun thing to do. Have the student read something, anything, so he will be sure to know that you are both there for reading. Choose something to read that you feel confident the student can read successfully.

7. Many students will test a new volunteer. Be firm, but pleasant. Leave no doubt in the student's mind as to "who's in charge here." Remind the student that you have come to
help him read. Let him know what your limits are so that he may respect them and you. Have a "seventh-inning stretch" when the student appears restless. Be willing to shorten the session in order to leave at a high point, with a mutual desire to return.

8. Leave time at the end of the session to plan together for the next session.

9. Ask for help from professionals in the school when you recognize a problem you cannot tackle alone.

Following are some suggested activities that might be useful to get you and your student started on the "royal road to reading":

1. Make simple hand puppets and write plays for them.


3. Build a model, diorama, etc. about something you're reading about.

4. Use photographs for an original book and write captions.

5. Make a scrapbook of interesting classifications - sports, animals, clothes, cars, etc.

6. Use pictures for stimulus - describe them - write a story.

7. To enlarge a child's sight vocabulary use 3x5 cards, a felt tip pen and magazine pictures. It is important for children to learn words immediately, without laboriously sounding them out.

8. A sight vocabulary is basic for learning phonics. Each child should have a vocabulary box in alphabetical order. Use manuscript printing.

9. Many English words must be learned as wholes because they are not phonetically regular. Use the basic Dolch sight vocabulary list of 220 words.

10. Don't try to teach too many words at one time. For most children, two or three new words per session would be reasonable.
To be used at first session with student

Interest Inventory

Name
Grade

After school I like to
My favorite T.V. programs are
My favorite game is
The subject I like best in school is
My favorite sport is
My hobby is

What do you like to read about:

Check the column that describes how much you like the activity or story.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Don't Like</th>
<th>Like a Little</th>
<th>Like a Lot</th>
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<tbody>
<tr>
<td>Stories about real animals</td>
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<td>Mystery stories</td>
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<td>Adventure stories</td>
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<td>Funny stories</td>
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<tr>
<td>Science fiction</td>
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<tr>
<td>Drawing, painting, or coloring</td>
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<tr>
<td>Cutting and pasting</td>
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<tr>
<td>Doing puppet shows</td>
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<td>Taking pictures</td>
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<tr>
<td>Doing science experiments</td>
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<td>Planting gardens inside and out</td>
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<td>Collecting rocks, butterflies, etc.</td>
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<td>Playing baseball</td>
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<td>Playing games like bingo</td>
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<td>Building things</td>
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<td></td>
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<tr>
<td>Playing football</td>
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<tr>
<td>Bicycle riding</td>
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Any other?
BIBLIOGRAPHY


GLOSSARY OF FREQUENTLY USED TERMS DESCRIBING LEARNING PROBLEMS

ANOMIA. Difficulty in recalling or remembering words or the names of objects.

AUDITORY BLENDING. The ability to synthesize the phonemes of a word when they are pronounced with separations between phonemes so that the word can be recognized as a whole.

AUDITORY PERCEPTION. The ability to interpret or organize the sensory data received through the ear.

BEHAVIOR MODIFICATION. A technique of changing human behavior based on the theory of operant behavior and conditioning. Careful observation of events preceding and following the behavior in question is required. The environment is manipulated to reinforce the desired responses, thereby bringing about the desired change in behavior.

CLINICAL TEACHING. An approach to teaching that attempts to tailor make learning experiences for the unique needs of a particular child. Consideration is given to the child's individualistic ways of learning and processing information.

CONCEPT. An abstract idea generalized from particular instances.

CONCEPTUAL DISORDERS. A disturbance in the thinking process and in cognitive activities, or a disturbance in the ability to formulate concepts.

DYSLEXIA. A disorder of children who, despite conventional classroom experience, fail to attain the skills of reading. The term is frequently used when neurological dysfunction is suspected as the cause of the reading disability.

FIGURE-GROUND DISTORTION. An inability to focus on an object itself without having the background or setting interfere with perception.

FIGURE-GROUND PERCEPTION. The ability to attend to one aspect of the visual field while perceiving it in relation to the rest of the field.

LEARNING DISABILITIES. (Based on definition provided by the National Advisory Committee on Handicapped Children, U.S. Dept. of Health, Education, and Welfare, 1968.) A learning disability refers to one or more significant deficits in essential learning processes requiring special educational techniques for its remediation. Children with learning disabilities generally demonstrate a discrepancy between expected and actual achievement in one or more areas such as spoken, read, or written language, mathematics and spatial orientation. The learning disability referred to is not primarily the result of sensory, motor, intellectual, or emotional handicap, or lack of opportunity to learn. Deficits are to be defined in terms of accepted diagnostic procedures in education and psychology. Essential learning processes are those currently referred to in behavioral science as perception, integration, and expression, either verbal or nonverbal. Special education techniques for remediation require educational planning based on the diagnostic procedures and findings.
MATURATIONAL LAG. A slowness in certain specialized aspects of neurological development.

MODALITY. The pathways through which an individual received information and thereby learns. The "modality concept" postulates that some individuals learn better through one modality than through another. For example, a child may receive data better through the visual modality than through his auditory modality.

PERCEPTION. The process of organizing or interpreting the raw data obtained through the senses.

SENSORY-MOTOR. A term applied to the combination of the input of sensations and the output of motor activity. The motor activity reflects what is happening to the sensory organs such as the visual, auditory, tactual, and kinesthetic sensations.

SOCIAL PERCEPTION. The ability to interpret stimuli in the social environment and appropriately relate such interpretations to the social situation.

TACHISTOSCOPE. A machine that exposes written material for a short period of time. Practice with such machines is designed to improve rate and span of visual perception of words.

TACTILE PERCEPTION. The ability to interpret and give meaning to sensory stimuli that are experienced through the sense of touch.

VISUAL-MOTOR COORDINATION. The ability to coordinate vision with the movements of the body or parts of the body.

VISUAL-PERCEPTION. The identification, organization, and interpretation of sensory data received by the individual through the eye.