Secondary Percentage Report Summary

IV. The overall objectives are listed below. Bearing in mind that these are goals and may not be attainable, please rate the program on its success in meeting these objectives:

1. Diagnosing and evaluating children's learning problems.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very successful</td>
<td>42%</td>
</tr>
<tr>
<td>Successful</td>
<td>52%</td>
</tr>
<tr>
<td>Undecided</td>
<td>4%</td>
</tr>
<tr>
<td>Not very successful</td>
<td></td>
</tr>
<tr>
<td>Not at all successful</td>
<td></td>
</tr>
</tbody>
</table>

2. Helping students remain in regular classes

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very successful</td>
<td>14%</td>
</tr>
<tr>
<td>Successful</td>
<td>66%</td>
</tr>
<tr>
<td>Undecided</td>
<td>9%</td>
</tr>
<tr>
<td>Not very successful</td>
<td></td>
</tr>
<tr>
<td>Not at all successful</td>
<td>9%</td>
</tr>
</tbody>
</table>

3. Referring students to appropriate special educational resources (out of school) if necessary.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very successful</td>
<td>58%</td>
</tr>
<tr>
<td>Successful</td>
<td>35%</td>
</tr>
<tr>
<td>Undecided</td>
<td>5%</td>
</tr>
<tr>
<td>Not very successful</td>
<td></td>
</tr>
<tr>
<td>Not at all successful</td>
<td></td>
</tr>
</tbody>
</table>

4. Providing inservice training for teachers in classroom management, remediation, classroom diagnosis of learning difficulties, etc.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very successful</td>
<td>15%</td>
</tr>
<tr>
<td>Successful</td>
<td>21%</td>
</tr>
<tr>
<td>Undecided</td>
<td>26%</td>
</tr>
<tr>
<td>Not very successful</td>
<td></td>
</tr>
<tr>
<td>Not at all successful</td>
<td>31%</td>
</tr>
</tbody>
</table>

5. Providing special remediation materials, audio/visual or other resources to classroom teachers.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very successful</td>
<td>23%</td>
</tr>
<tr>
<td>Successful</td>
<td>23%</td>
</tr>
<tr>
<td>Undecided</td>
<td>28%</td>
</tr>
<tr>
<td>Not very successful</td>
<td></td>
</tr>
<tr>
<td>Not at all successful</td>
<td></td>
</tr>
</tbody>
</table>

6. Providing special instruction (direct student instruction) to remediate the student's area of deficit.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very successful</td>
<td>63%</td>
</tr>
<tr>
<td>Successful</td>
<td>31%</td>
</tr>
<tr>
<td>Undecided</td>
<td>4%</td>
</tr>
<tr>
<td>Not very successful</td>
<td></td>
</tr>
<tr>
<td>Not at all successful</td>
<td></td>
</tr>
</tbody>
</table>

V. If you feel the student with whom you work has been helped by the program, would you indicate the areas that you feel they have been helped the most?

<table>
<thead>
<tr>
<th>Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self concept</td>
<td>61%</td>
</tr>
<tr>
<td>Social adjustment</td>
<td>38%</td>
</tr>
<tr>
<td>Emotional control</td>
<td>30%</td>
</tr>
<tr>
<td>Learning ability</td>
<td>65%</td>
</tr>
<tr>
<td>Social adjustment</td>
<td>38%</td>
</tr>
<tr>
<td>Other (specify)</td>
<td>11%</td>
</tr>
<tr>
<td>(reading)</td>
<td></td>
</tr>
</tbody>
</table>

VI. Your comments will be appreciated as well as any suggestions or requests you may offer for future years. Thank you for the effort and the time you took to complete this questionnaire. Your responses will be helpful in improving services to students.
## APPENDIX C

### COMPREHENSIVE SUPPORT SERVICES

#### Teacher Questionnaire

#### Secondary Percentage Report Summary

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Grade</th>
</tr>
</thead>
</table>

### I. On a continuum of 1-5, evaluate the success of the support program in each of the following statements.

1. The student involved has demonstrated academic improvement.
   - **strongly disagree**: 3%
   - **disagree**: 57%
   - **undecided**: 38%
   - **agree**: 3%
   - **strongly agree**: 0%

2. The student has shown evidence of increased positive self-concept.
   - **strongly disagree**: 3%
   - **disagree**: 19%
   - **undecided**: 19%
   - **agree**: 42%
   - **strongly agree**: 42%

3. The student has shown improvement in class attendance.
   - **strongly disagree**: 3%
   - **disagree**: 19%
   - **undecided**: 19%
   - **agree**: 6%
   - **strongly agree**: 46%

4. The student should continue to receive services next year.
   - **strongly disagree**: 3%
   - **disagree**: 11%
   - **undecided**: 42%
   - **agree**: 42%
   - **strongly agree**: 3%

5. The student would have been able to achieve success without intervention by the support team.
   - **strongly disagree**: 34%
   - **disagree**: 53%
   - **undecided**: 6%
   - **agree**: 0%
   - **strongly agree**: 0%

### II. Type of services provided. (Evaluate the success of each service with which you have had direct contact.)

1. In-classroom support through suggestions of methods, techniques, or additional knowledge about the student’s special needs.
   - **detrimental**: 4%
   - **no value**: 12%
   - **minimal**: 53%
   - **helpful**: 26%
   - **very helpful**: 4%
   - **not applicable**: 0%

2. Resource room or other out-of-schoolroom support.
   - **detrimental**: 4%
   - **no value**: 40%
   - **minimal**: 40%
   - **helpful**: 52%
   - **very helpful**: 4%
   - **not applicable**: 0%

3. Indirect support through parent or teacher meetings.
   - **detrimental**: 4%
   - **no value**: 19%
   - **minimal**: 52%
   - **helpful**: 19%
   - **very helpful**: 4%
   - **not applicable**: 0%

### III. Which type of service do you see as most important if the student is to have maximum opportunity for success next year?

1. Direct support through resource room **73%**
   (identify the area of support: reading **65%**, math **15%**, other class **26%**)
2. Classroom teacher support in regular class **65%**
3. Parental support **19%**
4. Vocational or career development (grades 7-12) **34%**
5. Personal counseling and guidance **15%**
Elementary Percentage Summary

IV. The overall objectives are listed below. Bearing in mind that these are goals and may not be attainable, please rate the program on its success in meeting these objectives:

1. Diagnosing and evaluating children’s learning problems.
   
<table>
<thead>
<tr>
<th>very successful</th>
<th>successful</th>
<th>undecided</th>
<th>not very successful</th>
<th>not at all successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>32%</td>
<td>59%</td>
<td>2%</td>
<td>4%</td>
<td></td>
</tr>
</tbody>
</table>

2. Helping students remain in regular classes.
   
<table>
<thead>
<tr>
<th>very successful</th>
<th>successful</th>
<th>undecided</th>
<th>not very successful</th>
<th>not at all successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>28%</td>
<td>53%</td>
<td>13%</td>
<td>2%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

3. Referring students to appropriate special educational resources (out of school) if necessary.
   
<table>
<thead>
<tr>
<th>very successful</th>
<th>successful</th>
<th>undecided</th>
<th>not very successful</th>
<th>not at all successful</th>
<th>N/A</th>
<th>no answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>13%</td>
<td>43%</td>
<td>11%</td>
<td>4%</td>
<td>2%</td>
<td>14%</td>
<td>20%</td>
</tr>
</tbody>
</table>

4. Providing inservice training for teachers in classroom management, remediation, classroom diagnosis of learning difficulties, etc.
   
<table>
<thead>
<tr>
<th>very successful</th>
<th>successful</th>
<th>undecided</th>
<th>not very successful</th>
<th>not at all successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>12%</td>
<td>40%</td>
<td>20%</td>
<td>20%</td>
<td>5%</td>
</tr>
</tbody>
</table>

5. Providing special remedial materials, audio/visual or other resources to classroom teachers.
   
<table>
<thead>
<tr>
<th>very successful</th>
<th>successful</th>
<th>undecided</th>
<th>not very successful</th>
<th>not at all successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>27%</td>
<td>55%</td>
<td>10%</td>
<td>6%</td>
<td></td>
</tr>
</tbody>
</table>

6. Providing special instruction (direct student instruction) to remediate the student’s area of deficit.
   
<table>
<thead>
<tr>
<th>very successful</th>
<th>successful</th>
<th>undecided</th>
<th>not very successful</th>
<th>not at all successful</th>
<th>not provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>28%</td>
<td>46%</td>
<td>12%</td>
<td>4%</td>
<td>2%</td>
<td>5%</td>
</tr>
</tbody>
</table>

V. If you feel the student with whom you work has been helped by the program, would you indicate the areas that you feel they have been helped the most?

self-concept 65%  social adjustment 27%
emotional control 20%  learning ability 48%
home adjustment 7%  other (specify) 2% (speech and language development)
school achievement 68%

VI. Your comments will be appreciated as well as any suggestions or requests you may offer for future years. Thank you for the effort and the time you took to complete this questionnaire. Your responses will be helpful in improving services to students.
APPENDIX D

Kindergarten Screening Battery

ABC Inventory
Rutgers Drawing Test, Form A
Slingerland Pre Reading Test
Motor Free Visual Perception Test
Rosner Perceptual Skills Screening Test
Purdue Perceptual Motor Survey
Peabody Picture Vocabulary Test
Slosson Intelligence
First Grade Placement Test
Metropolitan Reading Readiness Test
Boehm Screening Test
Shelquist Inventory of Learning Skills
Vane Kindergarten Screening Test
Distar Language Screening Test
School Before Six: A Diagnostic Approach
APPENDIX E

Battery of Diagnostic Measures

The educational measures used by the support teachers to complete an evaluation of student learning strengths and needs were determined on an individual basis by the performance of the student on initial tests. The following measures comprised a battery from which appropriate instruments were chosen.

Additional evaluation measures were used by the school psychologist, speech therapist, school nurse teacher and reading teacher. The composite profile which was constructed from a staff analysis of the total evaluation results played a key role in the establishment and planning of educational intervention strategies.

- McCarthy Test of Learning Disabilities
- Bender Visual-Motor Gestalt Test
- Detroit Test of Learning Aptitudes
- Motor Free Visual Perceptual Test
- Peabody Individual Achievement Test
- Peabody Picture Vocabulary Test
- Key Math Diagnostic Test
- Illinois Test of Psycholinguistic Abilities
- Berea Visual Gestalt Test
- Gillmore Oral Reading Test
- Durrell Test of Reading Analysis
- Slosson Oral Reading Test
- Slosson Intelligence Test
- Silvaroli Reading Test
APPENDIX F

ITHACA CITY SCHOOL DISTRICT
Pupil Personnel Services
Referral Form (Sixth Edition)

Student ___________________________ Homeroom ___________ Date ___________
Teacher ______________________________ Grade ____ Counselor ________________

1. a. What does this youngster say and/or do which has you concerned?

b. If possible, include actual incidents or events.

2. What approaches have been tried? With what effect?

3. What are your observations of this student’s strengths, interests and/or talents?

4. Please check those items on this list that you have observed in this youngster:
   a. Behavior:
      ______ whispers to himself while reading silently
      ______ seldom completes an assignment
      ______ constant tardiness
      ______ works very slowly
      ______ often displays anxiety in a testing situation
      ______ highly distractible
      ______ chronic absence
      ______ daydreaming
      ______ easily upset or frustrated
      ______ listless
      ______ constantly moving
      ______ aggressive
      ______ short attention span
      ______ frequent requests to visit nurse’s office
      ______ wanders and/or lack of personal involvement in activities
      ______ cannot change (activities, tasks, scheduling)
      ______ constant attention-seeking behavior via frequent interrupting, “strange noises”, “silly antics”, “affection seeking, incessant talking
      ______ frequent requests to have task boundaries explicitly defined; seeks structure
      ______ withdraws from contact with peers
      ______ marked fluctuation in achievement levels
      ______ infantile behavior patterns, tantrums, bed-wetting, etc.
      ______ other ____________________________
Referral Form (Sixth Edition) — page 2.

b. **Coordination:**
   
   (1) Large motor
   ______ often exhibits poor coordination in catching, throwing, walking, skipping, running, etc.

   (2) Small motor
   ______ has difficulty copying from the chalkboard
   ______ illegible handwriting
   ______ awkward method of holding pencil or other small objects, writing, cutting, i.e., fine motor skills
   ______ other


c. **Written:**
   ______ has difficulty taking notes
   ______ has difficulty in spelling in written work
   ______ usually does not complete assignments in class
   ______ avoids written assignments
   ______ reverses letters, words, and/or numbers
   ______ frequently retraces and erases letters, numbers, drawings
   ______ poor placement of written work and/or drawings on a page
   ______ other


d. **Auditory (oral):**
   ______ gives evidence of a hearing difficulty
   ______ cannot give words or ideas in correct order
   ______ uses garbled speech
   ______ poor pronunciation
   ______ difficulty following oral directions
   ______ oral fluency not reflected in reading and writing skills
   ______ has to have things repeated
   ______ has difficulty taking notes
   ______ attends to extraneous noises
   ______ other


e. **Visual:**
   ______ gives evidence of vision difficulties
   ______ has difficulty seeing the chalkboard
   ______ loses place in reading orally and/or math computations
   ______ difficulty following written directions
   ______ cannot give words or ideas in correct order
   ______ attends to extraneous stimuli
   ______ other

5. Please indicate what you would like to see happen as a result of this referral.
6. Current status:
   reading level __________________________
   program _____________________________
   math level ____________________________
   program _____________________________
   spelling level _________________________
   program _____________________________

Routing:
Guidance counselor ______________________
Nurse _________________________________
Support teacher _________________________
Psychologist ____________________________
Social Worker __________________________
Speech Therapist ________________________
Principal ______________________________
Learning Center Teacher_________________
Reading Teacher _________________________
Other _________________________________