The primary focus of this document is the mechanics of organizing a learning center for readiness-level children. The first section outlines procedures for using the learning center, including determination of student eligibility, referral of students, placement, and evaluation. Also included are: a referral form; a list of evaluation instruments; behavioral objectives; a prescription sheet; a list of suggested materials for programming—multimedia, books and kits, commercial games, duplicating worksheets, and sample game-board sheets; a floor plan of Comanche Learning Center; and signs with symbols for prereading students. The appendix contains sample scheduling, evaluation, attendance, and record sheets for Language Master, Hoffman Lab, System 80, SRA Schoolhouse, and Moving up in Numbers materials. (LL)
Comanche Elementary School

Helen Blackburn

January, 1976

Shawnee Mission Public Schools, Kansas
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Student signal signs

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Sample scheduling chart

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  Language Master
  Hoffmann Lab
  System 80
  SRA Schoolhouse
  Moving Up In Numbers

Child's evaluation sheet (awards)
PROCEDURES FOR USING THE LEARNING CENTER

I. Eligibility:
   A. Any student may be eligible to work in the Learning Center if he shows evidence of being an accelerated student in one or more of the content areas. His purpose for coming to the Learning Center is for enrichment of the regular classroom program.
   B. Students who have fine motor problems and may profit from a typing program or need instruction in cursive handwriting.
   C. Students who are working below grade level in one or more content areas: spelling, reading, math.
   D. Students who need intensive work in the process skills:
      - auditory discrimination
      - auditory memory
      - visual discrimination
      - visual memory
   E. Students who because of the open space classroom need a more structured time to their school day. Behavior modification techniques are used with these students.

II. Referral:
   A. Is made by the classroom teacher if the student is exhibiting difficulty in an academic area.
   B. Is made by the Special Services Screening Team.

III. Placement:
   A. Students are placed only after their needs are diagnosed by pre-testing and an individual prescription made to remediate these needs.
   B. Students are scheduled as agreed cooperatively by classroom teacher and Learning Center. If time cannot be worked out, the student is placed on a waiting list.
   C. Students who have been screened and evaluated by the Special Services Team are given priority by the Learning Center.

IV. Evaluation:
   A. Conferences with the classroom teacher are held periodically to communicate progress of the Learning Center student and to coordinate the remediation program with classroom work.
   B. All Learning Center students working in System 80 programmed instruction are administered post-tests. The criterion for mastery is determined by the Learning Center teacher.
   C. A student may be programmed or re-cycled in other material if mastery level is below 85% or in the judgment of the Learning Center teacher, more work is needed.
   D. A written evaluation in triplicate copy is made available for the classroom teacher, parent, and the student's Learning Center record.
COMANCHE ELEMENTARY SCHOOL
Referral Form

For: Teacher's use before screening.
(Bring child's permanent records to screening.)

Student Name ___________________________ Date of Birth: __________ Age ______

Parents/Guardian ___________________________ Home Phone ________________

Name of Achievement Test ________________ Late Adm: __________
Subtest names & Grade equivalents __________________________

Name of I.Q. Test: ______________________ Late Adm __________ I.Q. __________

Has Student been evaluated by a psychologist, speech or hearing clinician? Explain ______

Describe any type of service child may have received from reading teacher, Learning Center or tutor ______

Agencies other than school serving child or family ______

Any physical disorders (hearing, sight, nutrition, allergies, etc.) ______

When have the parents been contacted and how do they feel about the child's problem? ______

----------------------------------- REASON FOR REFERRAL: -----------------------------------

Learning difficulties ______ Impaired hearing ______ Mental retardation ______
Visual-motor ______ Impaired vision ______ Gifted ______
Physical handicap ______ Impaired speech ______ Behavioral problems ______

Other ______

Academic levels where Child is Working:
Math ______ Reading ______ Spelling ______
Science ______ Social Studies ______ Language Arts ______

Reading Difficulties ______ Arithmetic Difficulties ______ Other Difficulties ______
Phonics ______ Computation ______
Comprehension ______ Memory of facts ______
Word attack skills ______ Story Problems ______
Reversals ______ Understanding concepts ______
Other ______

Behavioral Patterns:
___ Short attention span, Withdrawn ______ Cheating ______
___ Does not complete Aggressive ______ Fearful ______
___ assignments: Fails to listen ______ Out of seat behavior ______
___ Completes assignments Uncoordinated ______ Talks out ______
___ to quickly Failure to follow directions ______

Social adjustment-Peer Relationship i.e. many friends, few friends; etc. ______

Others: ______

What do you see as the pupil's basic problem(s)? (Use other side for additional space.) ______

Resource screening team who might be helpful: _______ nurse _______ speech therapist _______ psychologist _______
_______ special service itinerant _______ social worker _______ teacher(s). ______

Bring this referral form and samples of the child's work with you to the building screening meeting. ______

Teacher/Teachers to contact for screening ______
LEARNING CENTER

EVALUATION INSTRUMENTS

Readiness:
1. Comprehensive Special Services Cooperative (C.S.S.C.)
2. Readiness Test
3. Daberon Screening Device for School Readiness
4. Early Detection Inventory: Tollett Publishing Company
5. Evanston Early Identifications Scale: Tollett Publishing Company
6. Kindergarten Auditory Screening Test: Katz
7. Murphy-Durrell Reading Readiness Analysis
8. Prereading Battery: Clymer-Barrett

Reading:
1. Basic Sight Word Test: Dolch Words
2. Classroom Reading Inventory: Silvaroli
3. Cooper-McGuire Diagnostic Word Analysis Tests:
   a. Croft Publishing
4. C.S.S.C. Reading Tests
5. Durrell Analysis of Reading Difficulty
6. Gates-MacGinitie Reading Test
7. McCullough Word Analysis Tests
8. PIAT Peabody Individual Achievement Test: AGS
9. Standard Reading Inventory: McCracken
10. Stanford Diagnostic Reading Tests, Level I, II
11. Woodcock Reading Mastery Tests: AGS

Other Tests:
1. Basic Concept Inventory: Englemann
2. Detroit Test of Learning Aptitude
3. Developmental Test of Visual-Motor Integration:
   a. Beery and Buktenica
4. Boehm Test of Basic Concepts: Psychological Corporation
5. Durrell Listening Reading Series: Primary, Intermediate
6. Keymath: diagnostic arithmetic test: AGS
7. Learning Methods Test: Mills
8. Slosson Intelligence Test
9. Wide Range Achievement Test
### Programming Worksheet

<table>
<thead>
<tr>
<th>Specific Skill(s) to Be Worked On</th>
<th>Methods &amp; Materials to Be Used</th>
<th>Date Started</th>
<th>Criterion for Mastery of Skill(s)</th>
<th>Date of Mastery</th>
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<tr>
<td>Skill Deficit</td>
<td>Behavioral Objectives</td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
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</tbody>
</table>

*PRESSERIPT SHEET*

Pupil's Name ___________________________ School ___________________________ Grade ___________________________

Date ___________________________ Teacher ___________________________

DLW: 5/7
SUGGESTED MATERIALS FOR PROGRAMMING

MULTI-MEDIA

Hoffman Lab
Hoffman Information Systems
5623 Peck Road
Arcadia, California 91006

Wallensak Teaching Tapes
Minc Division (3M)
Minnesota Mining & Manufacturing Co.
St. Paul, Minnesota 55101

Tutorgram
Enrichment Reading Corporation of America
Iron Ridge, Wisconsin 53035

Systems 80 - Spelling/Math/Reading
Borg-Warner
7450 North Natchez Avenue
Niles, California 60648

Language Master
Bell and Howell
7100 McCormick Road
Chicago, Illinois

SRA Computapes
Science Research Association
259 East Erie Street
Chicago, Illinois 60611

Reading Improvement Series
International Teaching Tapes, Inc.
Lakeland, Florida 33803

Systematic Teacher and
Target Series - Phonics/Structural
analysis/Auditory-visual discrimination
Addison Wesley Publishing Company
School Division
106 West Station Street
Barrington, Illinois 60010

BOOKS AND KITS

Moving Up in Numbers
Developmental Learning Materials
7440 North Natchez Avenue
Niles, Illinois 60648

Readiness for Learning
J. B. Lippincott Company
Educational Publishing Division
East Washington Square
Philadelphia, Pa. 19105

Specific Skill Series
Barnell-Loft, Inc.
958 Garfield Avenue
Baldwin, New York 11510

Programmed Reading
Educational Developmental Laboratories
(McGraw-Hill, Inc.)
1221 Avenue of Americas
New York, New York, 10020

Peabody Language Development Kits
American Guidance Service
Publishers Building
Circle Pines, Minnesota 55014

Telling Time
Encyclopedia Britannica Educational Corp.
Visual Education Centre
115 Berkeley Street
Toronto 2a, Ontario, Canada

Croft Skillpacks
Croft Educational Services
100 Garfield Avenue
New London, Connecticut 06320

Merrill Linguistic Readers
Charles E. Merrill Publishing Company
Bell & Howell
1300 Alum Creek Drive
Columbus, Ohio 43216
Books & Nits (continued)

SRA School House and Distar - Language/Reading I, II, III
Science Research Association
259 East Erie Street
Chicago, Illinois 60611

Ginn Ward Enrichment Program
191 Spring Street
Lexington, Massachusetts 02173
Level 1 - Look & Listen
Level 2 - Consonant Sounds & Symbols
Level 3 - Vowels & Variants
Level 4 - More Vowels & Variants
Level 5 - Sounds & Syllables
Level 6 - More Sounds & Syllables
Level 7 - Working With Sounds
Ginn - 100 Edition

Ginn Decoding for Reading
MacMillan Company
Front and Brown Streets
Riverside, New York 08075

Allyn-Bacon
Elki Division 898
Link Drive
Rockleigh, New Jersey 07643

Lyons and Carnahan (Rand/McNally)
407 East 25th Street
Chicago, Illinois 60616
Spin-A-Sound (consonants)
Digraph Whirl (phonics)
Vowel Dominoes (long/short)

Hoover Brothers, Inc
1511 Baltimore Avenue
Kansas City, Missouri 64108
Kitty in the Kegs
Walk-on-number line
Puzzles
Shapes, color, form board
Flocked alphabet cards

Ideal School Supply Company
11000 South Lavergne Avenue
Oak Lawn, Illinois 60453
Silly Sounds (consonants)
Space Flight (blends)
Zig Zag (rhyming)
Sea of Vowels (long/short)
Pyramid Games
Form Boards
Large Parquetry patterns

Teacher made games - copies attached

Games

Lyons and Carnahan (Rand/McNally)
407 East 25th Street
Chicago, Illinois 60616
Spin-A-Sound (consonants)
Digraph Whirl (phonics)
Vowel Dominoes (long/short)

Hoover Brothers, Inc
1511 Baltimore Avenue
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Zig Zag (rhyming)
Sea of Vowels (long/short)
Pyramid Games
Form Boards
Large Parquetry patterns

Teacher made games - copies attached

Teaching Resources Corporation
100 Boylston Street
Boston, Massachusetts 02116
Math Wheel
Colored Beads (motor skills)
Pattern Cards (motor skills)

Singer Educational Products
SVE-Society for Visual Education, Inc
1345 Diversey Parkway
Chicago, Illinois 60614
Consonant Jumble #5552 (floor game)
Motivator Activity Cards #1005 (bingo)
Consonant Race #5553

Developmental Learning Materials
7440 Natchez
Niles, Illinois 60648
Auditory Games
Money Game
Matching cards
Puzzles
Sequential picture cards

Teacher made games - copies attached

Jenn Publications
815 East Market Street
P.O. Box 1155
Louisville, Kentucky 40201

Continental Press
2336 Farrington Street
Dallas, Texas 75207

Consort "A-Sound (consonants)
Diphthong Whirl (phorcs)
-owel Dominoes (long/short)

Hovoor Brothers, Inc
1511 Baltimore Avenue
Kansas City, Missouri 64108
Kitty in the Kegs
Walk-on-number line
Puzzles
Shapes, color, form board
Flocked alphabet cards

Ideal School Supply Company
11000 South Lavergne Avenue
Oak Lawn, Illinois 60453
Silly Sounds (consonants)
Space Flight (blends)
Zig Zag (rhyming)
Sea of Vowels (long/short)
Pyramid Games
Form Boards
Large Parquetry patterns

Teacher made games - copies attached

DUPLICATING WORKSHEETS

Continental Press
2336 Farrington Street
Dallas, Texas 75207
Spinner for Game 3 - Lion's Den

1

2

3

4
The Race Is On...

not  big  make  run  look  up
help  red  have  my  get  this
play  ride  blue  jump  in
funny  saw  the  work  green
for  we
at  said  want  make  see

16  50
jump  green  work
the  saw  for
we  at
want  see
a little in with me
to jump it
go Up Up Up and Away

25 18
Spinner for Game 2 - Up, Up, and Away
Small groups work here

Aide's desk

Teacher's Desk

Bookcase

Materials for Classroom Teachers

Student record files

Bookcases for storage

File

File

File

File

Student record files

S.A. School House

File

File

entry

storage

small groups

Small groups work here

File

File

File

Teacher's Desk

Bookcase

System 80

System 80

System 80

System 80

Language Master

Hoffman Lab

Hoffman Lab

Language Master

System 80

System 80

System 80

System 80

File

File

File

File
STUDENT SIGNAL INDICATOR

Color coding for pre-reading students

Working = green face
Help = red face
Done = yellow happy face
<table>
<thead>
<tr>
<th>Time</th>
<th>Code</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 to 9:30</td>
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</tr>
<tr>
<td>2:30 to 3:00</td>
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</tbody>
</table>

**Code:**
- Yellow - System 80 machines
- Blue - Hoffman Lab
- Pink - Special one-to-one teaching
- Orange - Distar Language Arts
is in your class. The following is a report on what is being done with this student.
## SAMPLE ATTENDANCE REPORT

### Child Sign-In

**Sample Child by Child Sign-In**

Children served and tested for the week of January 19, 1976 through January 23, 1976

<table>
<thead>
<tr>
<th>Child's Name</th>
<th>Dates</th>
<th>Community #</th>
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<tbody>
<tr>
<td>Doug James</td>
<td>19-20-21-22</td>
<td>5</td>
</tr>
<tr>
<td>Jennifer Elliott</td>
<td>19-20-21-22</td>
<td>3</td>
</tr>
<tr>
<td>Sue McCoy</td>
<td>19-20-21</td>
<td>3</td>
</tr>
<tr>
<td>Huo Tong</td>
<td>19-20-21-22</td>
<td>6</td>
</tr>
<tr>
<td>Jarred McPadden</td>
<td>19-20-21-22</td>
<td>2</td>
</tr>
<tr>
<td>Chuck Crust</td>
<td>20-22</td>
<td>8</td>
</tr>
<tr>
<td>Karen Bledsoe</td>
<td>20-22</td>
<td>5</td>
</tr>
<tr>
<td>Rob Schumann</td>
<td>19-21</td>
<td>8</td>
</tr>
<tr>
<td>Jeff Pfeiffer</td>
<td>19-20-21-22</td>
<td>5</td>
</tr>
<tr>
<td>Stacey Brown</td>
<td>19-20-21-22</td>
<td>4</td>
</tr>
<tr>
<td>Tracy Bellavia</td>
<td>22-23</td>
<td>4</td>
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<tr>
<td>Rosalie Heck</td>
<td>23</td>
<td>5</td>
</tr>
<tr>
<td>Chris Coppenhager</td>
<td>23</td>
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</tr>
<tr>
<td>Qua Tong</td>
<td>20-22</td>
<td>4</td>
</tr>
<tr>
<td>Jemma Yang</td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td>Jessica Peirce</td>
<td>20</td>
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</table>

16 children 56 visits
## Language Master - Set 1 - Sound Blending

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<tr>
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<th>Date</th>
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### Short Vowels

<table>
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<tr>
<th>SHORT VOWELS</th>
<th>FINAL CONSONANTS</th>
<th>BLENDS</th>
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### Long Vowel - Final e

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<th>MEDIAL VOWEL</th>
<th>LONG Vowel - Final e</th>
<th>Double Vowel</th>
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1. Listening Story
2. Do and Discover
3. Mastery Test
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<th>kit</th>
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</tr>
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<td>pretest</td>
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</tr>
<tr>
<td>post-test</td>
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I was a good worker!

Good Work — Well done!

A-OK!!

Way to go!!
SCRIPT OUTLINE FOR A PRESENTATION
OF AN ORIENTATION TO THE LEARNING CENTER.

Title of Presentation: "Cut Of the Reading Closet Into The Maelstrom Of A
Learning Center."

Introduction: If you were to walk into many schools today and ask to see the
Special Reading Teacher, you would most likely find that person
tucked away in a small compact room or in an empty classroom.
Surrounded by books, papers, boxes, a desk, and a small group
of chairs, the reading teacher would be meeting with students on
a tight schedule - trying to see as many students as possible
teaching diagnostic and placement tests - conferencing with
teachers - assisting in the inservice programs of the school -
chairing curriculum committees or participating as a committee
member - monitoring the developmental reading program of the
school and the list goes on and on.

Some schools have been attempting to coordinate the talents
and expertise of the special reading teacher and the special
educator, such as the L.D. teacher and the speech/language
clinician, in order to serve more utilization of a Learning
Center. In the Learning Center, the reading teacher becomes
part of the Learning Center team.

Definition: What Is A Learning Center?

First, let us differentiate between a learning center and/or
a learning station which is found in many classrooms. Under the
traditional name of "interest centers" students worked inde-
pendently but within the structure of the classroom curriculum.
Earlier, these interest centers served to help the teacher
provide enrichment or remedial activities for which her time was
limited.

Interest centers moved to more modern terminology - "learning
stations". We began to move toward more individualization with
emphasis on student interests. Accountability for work at a
learning station took the form of pre and post tests, activity
worksheets, and student projects. Students could move from one
station to another or remain at one station until his interest
was satisfied or waned.

Slide 1.

The Learning Center that we speak of today is a center hub
of a school where students, K - 6, may come for a variety of
purposes. Their length of time spent in a learning center may
be thirty minutes to one hour everyday or two or three times per
week.

Slide 2.

Upon entering the Learning Center, the student signs in.
This enables us to monitor the child's attendance and provides
data on the number of students served in the center. Students on
the Learning Center roster vary from day to day but the average
is 25. A high month for attendance will be 56 students on the
roster and a low month, such as September, may be 23.
Eligibility: Any student may be eligible to work in the Learning Center if he shows evidence of being an accelerated student in one or more of the content areas. His purpose for coming to the Learning Center is for enrichment of the regular classroom program.

Students who have fine motor problems and may profit from a typing program or need instruction in cursive handwriting.

Students who are working below grade level in one or more content areas: spelling, reading, math.

Students who need intensive work in the process skills:
- auditory discrimination
- auditory memory
- visual discrimination
- visual memory

Students who because of the open space classroom need a more structured time to their school day. Behavior modification techniques are used with these students.

Referral:
A. Is made by the classroom teacher if the student is exhibiting difficulty in an academic area or is eligible for enrichment instruction.
B. Is made by the Special Services Team for the educationally handicapped and for the academically talented student.

Placement:
A. Students are placed only after their needs are diagnosed by pre-testing and an individual prescription made to remediate these needs. Evaluation and prescriptions are made by Learning Center teacher or team.
B. Students are scheduled as agreed cooperatively by the classroom teacher and the Learning Center. If time cannot be worked out, the student is placed on a waiting list. On the average, a student is placed within a week to ten days after initial referral - when testing is completed.
C. Students who have been screened and evaluated by the Special Services Team are given priority by the Learning Center.
D. Time assigned for student in Learning Center is determined by his needs: everyday or two times per week minimum. Learning Center teacher decides.

Materials/Media
The following slides will be illustrative of the materials and media used in programming for students in the Learning Center:

Slide 13 1. System 80
Slide 14 2. Cyclo-teacher
Evaluation:  
A. Conferences with the classroom teacher are held periodically to communicate the progress of the Learning Center student and to coordinate the remediation program with classroom work.

B. All Learning Center students working in System 80 programmed instruction are administered post-tests. Criterion for mastery is determined by the Learning Center teacher.

C. A student may be programmed or re-cycled in other material if mastery level is below 85% or in the judgment of the Learning Center teacher, more work is needed.

D. Evaluation is continuous with the student actively involved in the evaluation process.