Reading in 3 Languages. La lectura en 3 idiomas. La lecture en langues. Manual Prepared for the Bilingual Demonstration Project, Title VII.

New York City Board of Education, Brooklyn, N.Y.

Office of Bilingual Education

Office of Bilingual Education and Minority Languages Affairs (ED). Washington, DC.

[87] G08007042

For related document, see FL 016 849.

Guides - Classroom Use - Guides (For Teachers) (052)

* Bilingual Education Programs; Check Lists; Elementary Secondary Education; *English (Second Language); *Evaluation Methods; French; Individual Characteristics; Interviews; Needs Assessment; Parent Role; Psychomotor Skills; Records (Forms); *Remedial Reading; *Screening Tests; Socioeconomic Background; *Student Placement; Urban Schools

The manual contains forms, handouts, checklists, and other materials used in and developed by the Bilingual Screening and Reading Clinic Demonstration Project of New York City's Community School District 3. The materials are provided for teachers and administrators to use or modify for working with bilingual school populations in need of specialized remedial reading services. A description of the program and its philosophy is provided, and subsequent sections contain materials on screening, diagnosis, classroom planning, involving parents, and regulations and resources. The materials include student profile forms, notes on developmental stages and characteristics, referral forms, notes on the teacher's role, screening checklists, child and parent interview formats, classroom assessment profile forms, assessment worksheets, a sample case study report, sample classroom and reading center organizational materials, and form letters and authorizations. This manual is intended for parents and professionals to refer to for the following purposes: (1) to learn more about the components and activities of the Bilingual Screening and Reading Clinic Demonstration Project--Community School District #3; (2) to find appropriate explanations of and materials suitable for problems of children with whom they are in daily contact; (3) to learn about resources and problems in the areas listed in the manual; and (4) to assess the completeness of their role in the screening or diagnosis of children with reading/language needs. (MSE)
MANUAL PREPARED FOR THE
Bilingual Demonstration Project
TITLE VII

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Reading in
La lectura en
La lecture en

Languages
Idiomas
Langues

Bilingual Program
PS 87
100 West 71st Street
New York, New York 10024

New York City Board of Education
Grant no. G8007042
United States Office of Education, Washington, D.C.
OBEMIL — TITLF VII, 1980-1983

BEST COPY AVAILABLE
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Community Superintendent

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Chairperson, Community School Board #3

Tadashi Tsufura
Deputy Superintendent

Milton Graciano
Director, Bilingual Education Program

Tessa Harvey
Deputy Superintendent of Funded Programs

America Trinidad
President, Bilingual Parent Advisory Board

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Director, Office of Funded Programs

Andres Rodriguez, Jr.
Project Coordinator, Title VII

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P.S. 9   P.S. 145   P.S. 165*

School District 3 — Collaborating Programs:

Reading Clinic Program
Gwendolyn Brown, Director

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Acknowledgments

The Bilingual Screening and Reading Clinic Demonstration Project Manual was prepared as a project supported by Title VII federal funds. It is a curriculum manual for Community School District 3, Albertha S. Toppins, Community School District Superintendent.

The Manual is one product of the hard work and assistance provided to the Screening Reading Clinic Demonstration Project by many individuals. Special thanks is given to: Tessa Harvey, Deputy Superintendent of Special Programs; Milton Graciano, Director of Bilingual Education Program; Gwendolyn Brown, former Director of the Reading Clinic, Director of the Computer School; Andre Rodriguez, Jr., Project Coordinator of the Bilingual Screening and Reading Clinic Demonstration Project; Nicole B. Rosefort, Coordinator of the Haitian Trilingual Project; and the Clinician teams: PS 9 — Carlo Mitton, Edridge Roumer, Ernest Cave; PS 145 — Juana Rosa, Aida Figueroa, Asuncion Reyes; PS 165 — Lawrence Godfried, Elsie Alvarez, Benita Capello, and Rafael Figueroa.

We are most grateful for the continued guidance and assistance of Tessa Harvey, Deputy Superintendent of Special Programs; Gil Turchin, Director of the Office of Funded Programs; Mary T. Maloney, Title VII Program Specialist, Office of Bilingual Education and Minority Languages and Affairs, Washington, D.C.; Richard Holland (deceased) former Director of the District 3 Reading Clinic who along with Ms. Harve' and Mr. Turchin developed the proposal for the Bilingual Screening and Reading Clinic Demonstration Project.

Philip and Frances Segan served as editors for the Manual Petra Alcala served as typist and production assistant for the project.

Foreword

Educators today are faced with many difficult tasks, not the least of which is meeting the tremendous diversity of special needs among their students. These special needs may take the form of social-emotional, psychological, and linguistic differences from other students in the regular classroom. Compound these differences—a non-English or limited English proficient student—as well as suffering from social emotional difficulties, and the problem for educators becomes monumental.

It is the monumental, but not insurmountable problems of the non-English-speaking youngster who exhibits reading difficulties in the mainstream classroom, for which this manual was developed. It is a compilation of materials and descriptions of strategies representing the best efforts of educational practitioners in the Bilingual Reading Clinic Demonstration Project in Community School District 3, Manhattan. The processes described are the result of actual work with students over the past six years in the District's schools.

Under the able leadership of the Community Superintendent, Project Directors, and staff, working closely with supportive parents, many successes have been seen.

It is the hope of the contributors to the project and to this manual that the steps to success that are being shared with the readers will be valuable to them in their work with similar populations.

Introduction

The Bilingual Screening and Reading Clinic Demonstration Project Manual is a compilation of materials—forms, handouts, checklists, and the like—that have been used in Manhattan's Community School District 3 for its Bilingual Screening and Reading Clinic Demonstration Project, and former PSEN Reading Clinic.

The value of these materials resides in their proven usefulness, reliability, thoroughness and ease of administration and scoring, the uniqueness of these materials derives from the fact that they are program-specific, having been developed by the Project staff for use with the particular populations being served by the clinics.

The manual's purpose is to provide teachers, clinicians, and administrators with the tools for working with a similar bilingual population in need of specialized remedial reading services.

Forty hours of videotapes for the Staff Development component of the District 3 (PSEN) Reading Clinic and the Bilingual Screening and Reading Clinic Demonstration Project have been developed for supplementary use with the Manual. These tapes can be released with the approval of the Community Superintendent, Ms. A.S. Toppins.
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>3</td>
</tr>
<tr>
<td>FOREWORD</td>
<td>3</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>3</td>
</tr>
<tr>
<td>PHILOSOPHY AND PROGRAM DESCRIPTION</td>
<td>4</td>
</tr>
<tr>
<td>HOW TO USE THIS MANUAL</td>
<td>10</td>
</tr>
<tr>
<td>SECTION I: Screening</td>
<td>11</td>
</tr>
<tr>
<td>SECTION II: Diagnosis</td>
<td>25</td>
</tr>
<tr>
<td>SECTION III: Classroom Planning and Instructional Materials</td>
<td>34</td>
</tr>
<tr>
<td>SECTION IV: Parents as Partners in the Process</td>
<td>41</td>
</tr>
<tr>
<td>SECTION V: Regulations, Resources and References</td>
<td>43</td>
</tr>
</tbody>
</table>
Philosophy

The Clinical Concept follows the child-development theory of reading which has been presented in different ways by William Burton (Reading in Child Development, Bobbs-Merrill, 1956), William Olson (Child Development, D.C. Health, 1959), and David Russell (Children Learn to Read, Ginn C., 1961). Essentially, this theory shows how various aspects of the child's development—his physical, mental, academic, and emotional development—are related to and contribute to his development in reading, which in turn, enhances growth in the other areas. The bilingual reading clinician focuses not only on the child's reading development but also on all other aspects of the child's development to determine the child's skill strengths as well as the problem(s) preventing progress in learning to read in the native and/or English language.

CLINICAL FOCUS

Language Skills
Physical
Mental
Emotional
Social

READING DEVELOPMENT

Skills for Advance Learning
Happiness, Enjoyment
Understanding Himself/Herself,
Others, His/Her World
Social and Emotional Adjustment

Clinical Concept

A Reading Clinic is an organized group of professionals whose primary function is helping individuals become efficient readers. The clinical method places emphasis on the individual student, each being dealt with as a "case study." A team approach is also emphasized in the operation of a Clinic whose philosophy is that an organized group of professional people working together in a cooperative fashion has possibilities of action which are beyond the capabilities of the bilingual remedial teacher or bilingual reading specialist working singly in a classroom setting. However, such a specialist is asked for input into each "case" dealt with, and, in a sense becomes a member of the clinical team. The bilingual classroom teacher is also consulted regularly for input and is informed of all clinical findings and progress which will be helpful in future work with the child.

A clinical case study of the individual bilingual child who is having difficulty learning to read provides the most thorough analysis possible. Every area that may affect the child's learning is checked. The physical ability to deal with the spoken language and the printed word is assured through a complete and thorough examination of the child's hearing and vision. Efforts are made to secure the services of a bilingual psychologist or bilingual psychological agency in order to determine the child's mental ability to engage in the reading process. Bilingual consultant psychologists assist the clinician in diagnosing and remediating complicated problems that may be preventing the child from learning to read.

The intense concentration on the individual and the methodical compilation of data about the individual are characteristic of the clinician method and serve to focus on individual needs not usually possible within the bilingual school setting. As these needs are discovered through case study and clinician diagnosis by a bilingual clinician, they are provided for immediately within the school where possible; or a referral is made and followed up when outside help is needed from other agencies. Such referrals are made through school policy procedures and in accordance with policies established by the District Bilingual Project Director's office.
The Bilingual Demonstration Project aimed to train professional and paraprofessional staff in reading clinic techniques and developed this manual for replication purposes. The school sites selected to participate were chosen according to criteria involving the number of Hispanic and Haitian-French pupils with limited English language proficiency (LEP); their achievement levels; assessment of the school's need and interest; the assessment of the administrator's commitment to bilingual-bicultural education, staff development, and parent involvement; an assessment of the schools' demographic data in terms of their potential to serve as initial demonstration sites for replicating local educational agencies in the future.

The Bilingual Screening and Reading Clinic Demonstration Project utilized a multi-disciplinary approach for the selection of pupil participants. The program provided clinical screening services to 500 LEP students and then provided individualized remediation services to the 200 students diagnosed as most in need by trained bilingual-bicultural paraprofessionals and reading clinicians. A total of 75 intensive pupil case studies were developed from the pupils with most need at the project sites.

In-service staff development and on-site workshops, demonstrations, and seminars were open to professionals and parents. The parent training component also involved on-site activities, an Adult Evening School Program, and travel to local or national conferences. The three stages of operation for the Bilingual Demonstration Project involved implementation (first year) 1980-81, validation (second year) 1981-82, and replication (third year) 1982-83.

The bilingual clinician does a “case study” on selected students. The case begins with an “intake” diagnostic work-up designed for the bilingual student. Language dominance is determined by administering both receptive and expressive language proficiency tests such as the “Idea Oral Language Proficiency Tests” and “The Carrow Test for Auditory Comprehension of Language.”

If, as a result of these tests, the student is found to be English dominant the following diagnostic workup is given in English:

1. Audiometric screening
2. Telebinocular screening
3. Wepman Auditory Word Discrimination Test; “LAB” Listening Tests
4. Huelsman Visual Word Discrimination Test
5. Roswell-Chall Word Analysis Test
6. Spache Diagnostic Reading Scales

If, as a result of the Language Proficiency Tests, the student is found to be Spanish or French dominant, the following diagnostic workup is given in Spanish/French:

1. Audiometric screening in Spanish/French
2. Telebinocular screening in Spanish/French
3. Auditory discrimination tests using the Austin Spanish Articulation Test and appropriate sections of the New York City Board of Education Language Assessment Battery, the Carrow Test for Auditory Comprehension of Language; comparable French tests developed by Bilingual Reading Clinicians.
4. Visual discrimination tests using the San Bernadino Santillana Language Development Test and clinical tests developed by Bilingual Reading Clinicians.
5. Assessment for Diagnosis and Prescription in Developmental Reading Activities in Spanish, French conducted with various instruments: The Inter-American Tests, clinically developed Reading Comprehension Tests, Santillana Reading Scales, Test de Lecture, etc.

This diagnostic workup provided the clinician with a picture of the student's physical and mental ability to deal with the printed word in his/her dominant language. The reading tests determined the level and skills of reading ability from which the clinician generated a plan of reading instruction using the student's dominant language.

The instructional phase began in either English or Spanish, French-Creole and continued along with all other components of clinical teaching and for case study. While the diagnostic workup may have provided an overall...
picture of the problem at hand and served as a screening device to determine gross deficiencies in either the physical or mental ability to deal with the reading processing in a dominant language, in most cases the problem was found to have a complex nature and was not detected without thorough case study.

The bilingual clinician team continued reading instruction with the students under case study in order to learn patterns of work behavior, response to various learning and teaching approaches, always making a continued effort to determine how each individual student learned successfully. Small groups of six to ten children were scheduled for each Reading Clinic session.

The case study continued with the gathering together in a systematic fashion of many kinds of data from a variety of sources concerning the bilingual students' problem in learning to read. As information is collected, it is placed in a case file folder or student profile folder if the student was categorized as a remediation student.

The case file included:

1. Parent Consent for Clinical Case Study
2. Diagnostic Workup Data and Results of Any Other Tests Clinician Deemed Necessary
3. Data from School Records: Health Information, Past and Present Education Record, Test Data
4. Interview with Student
5. Interview with Parent
6. Interview with Present Teacher, Log of Teacher-Articulation Sessions throughout the school year
7. All other pertinent data obtained from records of Guidance Counselors, SBST, COH, or other Service Agencies and/or Hospitals
8. Bilingual Psychologist's Report (where necessary)
9. Significant Student work during Case Study/Clinical Teaching to Remediation for Students

Standardized forms based on the research of various reading and bilingual educators were prepared for most of the case file items. Contacts were made with community psychologists or specialists whenever the clinician felt that such consultation was required. A record from these agencies was included in the case file. Presently, a manual has been developed and revised which cites over 29 community agencies and institutions offering bilingual services to the parents and students of School District 3.

Case study was ended when the clinician determined the cause of the student's reading problem and devoted a reasonable amount of time to finding effective methods of helping the student succeed in learning to read in his/her dominant language despite the problem. When the case study was completed, a summary of the outcome was written and passed on to the educational professionals who dealt with the student in the future. The case study was then permanently secured as a confidential record.

Student Profile Forms were also included as part of the pupil's cumulative record. Follow-up services were provided for each pupil as indicated on the card.

Please address all requests for supplementary materials and information to:

Mr. Andres Rodriguez, Jr., Project Coordinator, Bilingual Program—District #3, P.S. 87
160 West 78th Street, New York, NY 10024
BILINGUAL SCREENING AND PRESCRIPTIVE REMEDIATION DEMONSTRATION PROJECT

STUDENT PROFILE FORM*

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>DATE OF BIRTH</th>
<th>PLACE OF BIRTH</th>
<th>GRADES COMPLETED IN NATIVE COUNTRY/U S</th>
</tr>
</thead>
</table>

HOME LANGUAGE/S

<table>
<thead>
<tr>
<th>MOTHER'S NAME</th>
<th>NATIVE LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FATHER'S NAME</td>
<td>NATIVE LANGUAGE</td>
</tr>
</tbody>
</table>

ELIGIBILITY ASSESSMENT

<table>
<thead>
<tr>
<th>FIRST LANGUAGE (Specify)</th>
<th>SECOND LANGUAGE (Specify)</th>
</tr>
</thead>
</table>

LANGUAGE/S

VISION
Hearing
Reading English
Reading Native Language
Speech/Language Tests
Perceptual/Motor
Psychological Evaluation
Other(s)

FOLLOW UP/RECOMMENDATIONS

SIGNATURE OF BILINGUAL READING CLINICIAN

*School District 3 Bilingual Demonstration Project has collaborated with The Office of Bilingual Education, Center for Assessment, Ms. Gen Melendez, Director, in adapting this form for the targeted bilingual students being served at PS 3, PS 145, and PS 165.
March 23, 1981

STAFF MEMORANDUM

TO: Bilingual Demonstration Project Staff

FROM: Andres Rodriguez, Jr., Project Coordinator

SUBJECT: Instructions for completing the "Student Profile Forms"

The clinician team should have two cards for each pupil who will be screened in the classroom-clinic setting.

1. Begin by completing the "Student Profile Form." This form will contain information as to what screening tests were employed for assessing each bilingual pupil referred to the project.
   a. Make sure that each form contains the student's name, school, school year, and class.
   b. For the Test Scores section:
      1. note the date(s) on which any test(s) were given to a pupil.
      2. for the type(s) of screening test(s) indicate briefly the name of the instrument(s) test(s).

<table>
<thead>
<tr>
<th>SCREENING TEST</th>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision</td>
<td>Keystone</td>
</tr>
<tr>
<td></td>
<td>NYSOA Vision Tests Battery</td>
</tr>
<tr>
<td>Hearing</td>
<td>Audiometer</td>
</tr>
<tr>
<td>Reading Native Language</td>
<td>IRI</td>
</tr>
<tr>
<td></td>
<td>SRA—Diagnostic Test</td>
</tr>
<tr>
<td></td>
<td>Interamerican—Level I</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>Carrow English—Articulatory</td>
</tr>
<tr>
<td></td>
<td>Slingerland—Echolalia Informal</td>
</tr>
<tr>
<td>Perceptual/Motor</td>
<td>SUNY—VMI Test</td>
</tr>
<tr>
<td></td>
<td>Beery</td>
</tr>
<tr>
<td></td>
<td>DLM Co. Tests</td>
</tr>
<tr>
<td>Psychological Evaluation</td>
<td>Indicate Name of Evaluator(s)</td>
</tr>
<tr>
<td></td>
<td>i.e. COH</td>
</tr>
<tr>
<td></td>
<td>Ms. I. Villar</td>
</tr>
</tbody>
</table>

c. For the follow-up/recommendation(s) section state briefly if students:
   "needs further evaluation"
   "must return for remediation"
   "potential case study for next year"
   "should be referred to COH"
   "needs further vision screening or recommended vision test at Optometric Center, etc."

Please note that on the first side of the "Student Profile Form" you may not be able to immediately decide in what language(s) you will conduct assessment and or screening. "Eligibility Assessment" refers to the Language(s) in which student can function best, LAB scores can be noted, if available, for this section.

II. "The Program Placement" Cards

Should indicate student name, class and if any class transfers.

a. The Program Category merely shows if the student is presently a case study candidate or if the student will get remediation services or the student should return to his regular class for reading instruction.
b. For remediation or case study participants, show briefly the tests (follow the same procedure to complete as on the “Student Profile Form”), scores or findings for each pupil will remain in your reading basic program.

For all students indicate some follow-up/recommendations such as:

"Should return to regular class—reading enrichment activities should be provided"

"Should receive intensive sight-word/word attack skills in reading clinic setting"

"Needs vision exam"

"Should get remedial reading in clinic teaching first; might become case study."

Always sign your cards.

Keep until last week of school in June. "The Student Profile Form” should be placed in a student’s cumulative school record.

"The Program Placement Form” is kept in confidential files of the Demonstration Project Classroom.

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**How To Use This Manual**

This manual is divided into five sections for easy reference by teachers, parents, clinicians, paraprofessionals, and other interested readers. Its purpose is to provide each section both a quick overview and explanation as well as in-depth information and sample forms and materials. It is our hope that parents and professionals will refer to this manual on many occasions for the following purposes:

- To learn more about the components and activities of the Bilingual Screening and Reading Clinic Demonstration Project — Community School District #3.
- To find appropriate explanations of and materials suitable for problems of children with whom they are in daily contact.
- To learn about resources and materials available to them to assist their children who are having problems in the areas listed in this manual.
- To assess the completeness of their role in the screening or diagnosis of children with reading/language needs.

Each section has been prepared to give the user a list of appropriate activities and materials for the area(s) described. A list of contents begins each section to expedite the reader’s search for specific information related to a problem or need of specific youngsters.

As often as possible, materials, activities, and classroom practices are presented in the language of the population served — English, Haitian-Creole, French, and Spanish. Where appropriate, the user of this manual may adapt materials or activities for youngsters of a different language or age group. In addition, we encourage the readers of this manual to expand or alter specific activities to meet the unique needs of their students.
SECTION I: Screening

"Before you can teach a child, you've got to learn him." —Emett Betts

Five hundred Haitian-English and Spanish-English Bilingual Students from the three Elementary project schools participated in this model program.

A "Pupil Profile Form" was developed by Project Staff which indicated screening results, findings, and follow-up services in the area of vision, hearing, language dominance, language proficiency and reading ability, perceptual-motor skills development and speech.

"Various aspects of the (bilingual) child's development—his physical growth, his (bi-cognitive) development, and his emotional development are related to and contribute to his development in reading—English and his other languages."

The Demonstration Project Staff has "expanded the screening process to provide valid and non-discriminatory assessment for children from multi-cultural background.
Screening

The screening instruments presented in this section offer the teacher a means of detecting the strengths and weaknesses of the bilingual child in the area of reading skills. As an indicator of a possible deficiency, the screening should not be used as the basis for labeling a child, nor should intervention strategies be determined without complete diagnostic study, characterized by an assessment of the child's vision, hearing, motor, and perceptual skills.

The parent questionnaires that are included are useful when coupled with other screening instruments to aid in the identification process. As observers of their children's behavior, parents should participate in the screening process through a sharing of their child's daily activities. The sharing process also includes an explanation of the procedures used in and the results of the screening activities. In addition, parents need to know the need, if any, as well as the extent of further testing of the child.

IDENTIFYING INDIVIDUAL STRENGTHS AND WEAKNESSES

How do I identify the strengths and weaknesses of individual children? What do I look for to establish a profile of the child?

**FINDINGS**

1. Development is sequential and in a predictable direction for all children, but children progress at different rates.

2. Strengths and weaknesses can be determined by using the average range established for chronological age for motor development, fine motor development, and eye-hand coordination, language, communication and social development.

**INTERPRETATIONS**

1. Though the overall sequence of development is predetermined, children will vary in the way they progress through their development. Some children will move to a given plateau more quickly than others. Some children may make a slower progress, and then catch up and move ahead very quickly. Children whose development appears to be very different may very well be normal.

2. Classroom personnel need to know the average range of development and behavior for chronological age, and to recognize what is below or above the average range.

**ACTIVITIES**

1. Be aware of normal sequences of development. Make notes about where the child is developing.

2. Make notes about the child's strengths and weaknesses.

**MOTOR DEVELOPMENT**

**BIRTH - 18 MONTHS**
- gets up to sitting position
- sits without a support
- walks hold on
- stands alone
- stacks two blocks
- walks alone
- walks backward
- bends down and picks up object

**18 MONTHS - 3 YEARS**
- builds tower of four blocks
- walks upstairs one at a time
- jumps in place
- throws overhand
- builds a bridge of three blocks
- balances on one foot for one second
- runs
- pedals a tricycle
- kicks a ball
- uses slide
- walks across a board placed on floor
- walks up and down steps with help or holding into rail, not alternating feet

**3 YEARS - 5 YEARS**
- alternates feet walking down stairs
- balances on one foot for five seconds
- hops on one foot
- catches bounced ball
- builds steps of six blocks


PERSONAL-SOCIAL DEVELOPMENT

BIRTH - 18 MONTHS
- Occupies self, unattended
- Feeds self a cracker
- Drinks from a cup with help
- Feeds—scoops with spoon or fork
- Chews food
- Drinks without help
- Opens closed doors
- Removes clothing

18 MONTHS - 3 YEARS
- Puts on some clothing
- Feeds—uses fork to spear
- Washes, dries own hands
- Gets own drink

3 YEARS - 5 YEARS
- Feeds—cuts with fork
- Cares for self at toilet
- Dresses without help
- Brushes own teeth
- Washes own face
- Buttons—correct and complete

From


FINE MOTOR DEVELOPMENT — EYE HAND COORDINATION

BIRTH - 18 MONTHS
- Follows objects with eye
- Rolls body over
- Reaches for objects
- Grasps objects
- Transfers objects from one hand to the other
- Pincer grasps — thumb and index finger
- Scribbles
- Claps hands

18 MONTHS - 3 YEARS
- Copies line
- Cuts with scissors
- Puts pegs in board
- Does a one to three piece puzzle
- Works a multiple shape board
- Puts rings on a stick
- Copies a circle

3 YEARS - 5 YEARS
- Cuts along a simple outline
- Draws a man with four parts
- Paints at easel
- Pastes
- Strings beads
- Copies geometric designs (circles, cross, square, triangle)
- Uses crayons and pencils to scribble
- Does puzzles
- Matches, recognizes, sorts and names colors
- Matches, recognizes, sorts and names shapes
- Knows and points to body parts
- Imitates motor behavior

From

Dmitrev, Valentine “Motor and Cognitive Development in Early Education” Behavior of Exceptional Children — Norris Haring (ed.) Bell and Howell 1974 pp. 77-78
COMMUNITY SCHOOL DISTRICT #3  
300 West 96th Street, New York, NY 10025

READING CLINICAL REFERRAL  
(BILINGUAL)

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Age</td>
</tr>
</tbody>
</table>

SCHOOL ___________________________ REFERRING TEACHER ___________________________

1. Number of years schooling completed b; this student (must be more than two for clinical referral, not including Kindergarten) ___________________________

2. Student's dominant language at this time  
   - English  
   - Spanish  
   - Other  

3. Number of years reading instruction received in student's dominant language (must be at least two in a bilingual program for clinic referral) ___________________________

4. Indicate your estimate of degree of reading ability in the dominant language by circling appropriate number using the following scale  
   - 1 Adequate  
   - 2 Below adequate  
   - 3 Significantly below adequate  
   - 4 Non-reader

<table>
<thead>
<tr>
<th>READING IN ENGLISH</th>
<th>READING IN SPANISH</th>
</tr>
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<tbody>
<tr>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
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</tbody>
</table>

5. Number of years bilingual instruction given the student by teacher making referral (use fractions when appropriate) ___________________________

6. Please mark the following checklists based on your observations
   - a. Tendency to close one eye  
     - Yes □  
     - No □  
   - b. Tilting head to one side  
     - Yes □  
     - No □  
   - c. Squinting, blinking, twitching  
     - Yes □  
     - No □  
   - d. Holding the page too close or too far when reading (normal distance is about 14 to 15 inches from eyes)  
     - Yes □  
     - No □  
   - e. Crossed eyes  
     - Yes □  
     - No □  
   - f. Frequent stumbling  
     - Yes □  
     - No □  
   - g. Tendency to favor one ear (turning one ear towards the speaker)  
     - Yes □  
     - No □  
   - h. Tendency to breath through the mouth  
     - Yes □  
     - No □  
   - i. Frequent requests to repeat statements and questions  
     - Yes □  
     - No □  
   - j. Unnatural pitch of the voice  
     - Yes □  
     - No □

SIGNATURE OF REFERRING TEACHER ___________________________  
PRINCIPAL'S SIGNATURE ___________________________

THE ROLE OF THE:

<table>
<thead>
<tr>
<th>TEACHER</th>
<th>CLINICIAN</th>
<th>PARENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes referral based on observation of student or on information contained in records pertaining to need for auditory examination. May contact school nurse, clinician, and parent regarding need for child to use language—dominant or second—in natural, informal settings.</td>
<td>Tests, or refers for testing, student with oral language production problem. Assesses proficiency of student in both dominant and second language. Determines if problem is related to linguistic confusion or has a physiological or neurological basis. Uses It. of Oral Language Proficiency.</td>
<td>Engages child in language experiences either dominant or second language. Provides language model by using a variety of linguistic activities, asks questions, gives explanations, helps child to see cause and effect or consequences of actions, gives child sets of commands or oral list of activities to be carried out.</td>
</tr>
</tbody>
</table>
ORAL READING CHECKLIST

NAME __________________________________________
GRADE ___________________ AGE ___________________ DATE ___________________

SKILLS

Ability to utilize word attack skills  
Poor  Average  Good
Sounding out new words  
Poor  Average  Good
Pronouncing words correctly  
Poor  Average  Good
Using structural parts  
Poor  Average  Good
Using combined methods of word attack  
Poor  Average  Good
Ability to phrase meaningfully  
Poor  Average  Good
Ability to recognize and use punctuation symbols  
Poor  Average  Good
Ability to identify main ideas  
Poor  Average  Good
Ability to read fluently and enunciate clearly  
Poor  Average  Good
Ability to convey meaning and feeling to listeners  
Poor  Average  Good

(Sources Smith, C B Treating Reading Difficulties, Washington, D C 1970)

BILINGUAL SCREENING AND PRESCRIPTIVE/REMEDICATION DEMONSTRATION

Project: Title VII
COMMUNITY SCHOOL DISTRICT #3

NAME __________________________________________ TEACHER ____________________
C A ___________________ SCHOOL ___________________ GRADE ___________________ DATE ___________________

DIAGNOSTIC PROFILE
M. ALVAREZ

LANGUAGE DEVELOPMENT

OTHER LANGUAGE (Spanish or French)

Oral Reception

Is there evidence of sound misperception?
Can child understand, retain instructions? one at a time? 2 or 3?
Does child seem lost when playing Simon Says, when hearing a story?
See Inventory of Language Abilities for more specific suggestions
See the Mann-Suter Manual

ENGLISH

Oral Reception
<table>
<thead>
<tr>
<th>Oral Expression</th>
<th>Oral Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note articulation of sounds, extend and quality of vocabulary</td>
<td>Note articulation of sounds, extend and quality of vocabulary</td>
</tr>
<tr>
<td>Grammar</td>
<td>Grammar</td>
</tr>
<tr>
<td>Sentence Length</td>
<td>Sentence Length</td>
</tr>
<tr>
<td>Organization, flow of ideas, clarity of expression</td>
<td>Organization, flow of ideas, clarity of expression</td>
</tr>
<tr>
<td>Linguistic behavior towards peers, towards adults</td>
<td>Linguistic behavior towards peers, towards adults</td>
</tr>
<tr>
<td>Notes language child speaks at home, with sibs, with peers</td>
<td>Notes language child speaks at home, with sibs, with peers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MATHEMATICS</th>
<th>MATHEMATICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeration</td>
<td>Numeration</td>
</tr>
<tr>
<td>Fractions</td>
<td>Fractions</td>
</tr>
<tr>
<td>Geometry and Symbols</td>
<td>Geometry and Symbols</td>
</tr>
<tr>
<td>Addition</td>
<td>Addition</td>
</tr>
<tr>
<td>Subtraction</td>
<td>Subtraction</td>
</tr>
<tr>
<td>Mental Computation</td>
<td>Mental Computation</td>
</tr>
<tr>
<td>Numerical Reasoning</td>
<td>Numerical Reasoning</td>
</tr>
<tr>
<td>Problem</td>
<td>Problem</td>
</tr>
</tbody>
</table>

| (Skills basically tapped by Key Math Diagnostic Arithmetic Test) | (Skills basically tapped by Key Math Diagnostic Arithmetic Test) |

<table>
<thead>
<tr>
<th>READING</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTHER LANGUAGE</td>
<td>OTHER LANGUAGE</td>
</tr>
<tr>
<td>Knowledge of consonants in isolation, in initial, in ending position consonant combinations</td>
<td>Knowledge of consonants in isolation, in initial, in ending position consonant combinations</td>
</tr>
<tr>
<td>Vowels</td>
<td>Vowels</td>
</tr>
<tr>
<td>Vowel combinations</td>
<td>Vowel combinations</td>
</tr>
<tr>
<td>Syllabication</td>
<td>Syllabication</td>
</tr>
<tr>
<td>Sight Vocabulary</td>
<td>Sight Vocabulary</td>
</tr>
<tr>
<td>Preferred work-attack style</td>
<td>Preferred work-attack style</td>
</tr>
<tr>
<td>Automaticity of skills</td>
<td>Automaticity of skills</td>
</tr>
<tr>
<td>Word reading vs paragraph reading</td>
<td>Word reading vs paragraph reading</td>
</tr>
<tr>
<td>Oral reading vs silent reading</td>
<td>Oral reading vs silent reading</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>Reading Comprehension</td>
</tr>
<tr>
<td>Oral reading style, including omissions, transpositions distortions, reversals, word-by-word, syllable by syllable, etc (see Gates-McKillip for ideas).</td>
<td>Oral reading style, including omissions, transpositions distortions, reversals, word-by-word, syllable by syllable, etc (see Gates-McKillip for ideas).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPELLING</th>
<th>SPELLING</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTHER LANGUAGE</td>
<td>OTHER LANGUAGE</td>
</tr>
<tr>
<td>Can child spell name? Last name?</td>
<td>Can child spell name? Last name?</td>
</tr>
<tr>
<td>Check spelling samples to see what kind of errors are made, and whether they reflect sound discrimination problems or visual substitutions, etc</td>
<td>Check spelling samples to see what kind of errors are made, and whether they reflect sound discrimination problems or visual substitutions, etc</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short vowels</td>
<td>Short vowels</td>
</tr>
<tr>
<td>Long vowels</td>
<td>Long vowels</td>
</tr>
<tr>
<td>Vowel combinations</td>
<td>Vowel combinations</td>
</tr>
</tbody>
</table>

| 16                                   | 17                                   |
SPECIAL AREAS AND SKILLS

Lateral dominance
Left-right directionality, general sense of direction (knows his way in school, can walk home unescorted, etc)
Body image
Perceptual-motor integration

VISUAL FUNCTIONING

Visual matching
Visual discrimination
Visual closure
Visual analysis of whole-part relationships (as in puzzles)
Visual memory (short term and long term)
Ability to note details
Figure-ground perception
Nearpoint vs. farpoint activities (e.g., coping from book vs coping from chalkboard)
Note sense of spacing between and within words

AUDITORY FUNCTIONING

Auditory discrimination
Auditory sequencing
Auditory memory (short term or immediate, vs long term)
Enjoy working with tape recorder, listening to stories, to conversations and other oral language activities that entail listening and oral comprehension
Note whether performance is hindered when heavily dependent on oral language (e.g., cannot solve math problems orally presented, while able to solve them when presented in written form)
Note auditory memory (e.g., whether has mastered overheard sequences such as alphabet, days of week, months of year, etc)

GRASS AND FINE MOTOR SKILLS

FINE
Pencil use
Handwriting (printing, script)
Cutting
Pasting
Tying Knot
Coloring

GROSS
Tandem walking
Walking on tiptoe
Standing on one foot
Jumping on one foot
Hopping on one foot
Climbing and descending stairs
Throwing and catching a ball

Note the ease or clumsiness with which child performs these and other activities
OBSERVATIONS ON BEHAVIOR

Attention
Concentration (how long does an activity remain meaningful?)
Disposition for work
Ability to work independently (self-reliant vs. seeking external cues)
Ability to follow directions
Interest in tasks and activities
Cooperativeness with teacher, with other students
Motivation
Persistence
Attitude towards difficult tasks (is stimulated by them, tuned out, devastated)
Reactions to praise and rewards, what kinds of reinforcement are effective?
Energy level
Activity level (hyperactive vs. hyperactive, cannot remain on seat)
Orientation towards different subjects (what does she/he like, dislike?)
Orientation towards problem-solving
Fear of failure, anxiety about performing
Ability to reason, to conceptualize, to abstract

OBSERVATIONS ON PERSONALITY

General appearance and expression
Special skills or talents, interest, creativity
Sense of humor, empathy for others
Peer relationships, home relationships
Self-concept
Coping mechanisms (withdrawal—and fantasy vs. acting out)
Defenses
Fears, about being alone, about objects, animals, the dark, etc
Anxiety
Affect (depressive, labile, angry, constricted, appropriate, comfortable, relaxed, assured)

MISCELLANEOUS

Any other pertinent information regarding child, home, school work, especially if you feel it will be pertinent for teaching the child and for improving his learning and personal functioning
COMMUNITY SCHOOL DISTRICT #3
PSEN & BILINGUAL SCREENING DEMONSTRATION PROJECT
READING CLINIC SERVICE

CHILD INTERVIEW

School ___________________ Date ___________________

Pupil's Name ___________________

What do you do in your spare time? ___________________

What do you usually do after school? ___________________

In the evenings? ___________________

On Saturdays? ___________________

On Sundays? ___________________

With whom do you play? ___________________

How many brothers and sisters do you have? ___________________

How old are they? ___________________

Do you play with them? ___________________

What kind of work does your father do? ___________________

Where? ___________________

If your parents work, who takes care of you when you come home from school? ___________________

Do you belong to any clubs? ___________________

What do you do? ___________________

Do you take any special lessons? ___________________

How long have you been going? ___________________

What do you do? ___________________

Do you have any special hobbies? ___________________

What tools or playthings do you have? ___________________

Which do you like best? ___________________

Do you let other children use your toys? ___________________

Why or why not? ___________________

Is there any tool or toy you want badly? ___________________

Do you have an allowance? How much? ___________________

Do you earn your allowance? How? ___________________

Have you ever earned money? How? ___________________

What do you do with your money? ___________________

How often do you go to the movies? ___________________

With whom do you usually go? ___________________

What are the two best movies you've ever seen? ___________________

Who is your favorite actor? ___________________

Actress? ___________________

What kind of movie do you like best? Comedy Sad

Western News Love Story Mystery

Monster Police Gangs

Do you have a television set? ___________________

How much do you watch it? ___________________

What are your favorite programs? ___________________

Have you ever been to a: Farm Circus Zoo

Art Museum Natural History Museum Picnic

Amusement Park Concert Ball Game

Have you ever taken trip by: Boat Train Bus

Car Plane

Where did you go? ___________________

What did you do last summer? ___________________

Have you ever spent a summer outside of NYC? ___________________

Where? ___________________

What did you do? ___________________

Do you have a pet? ___________________

What schools have you attended? ___________________

Do you like school? ___________________

Why or why not? ___________________

What subjects do you like? ___________________

Do you belong to any clubs? ___________________

What do you do? ___________________

Do you get books from the school library? ___________________

How many books of your own do you have? ___________________

Are there any books you would like to have? ___________________

Do you have books in your home? ___________________

What kind? ___________________

What kind of reading do you like best? History Travel Adventure

Science Poetry Novels Mystery

Fairy Tales Giant Stones Monster Stories

Biography Music Art Art

Sports Animal Stones Family Stories

Other ___________________

Do you read the newspaper? ___________________

What parts? ___________________

Which part do you like best? ___________________

Do you have any magazines at your house? ___________________

What are they? ___________________

Do you read any of them? ___________________

What's your favorite? ___________________

What would you like to do when you are older? ___________________

What would your parents like you to do? ___________________

Are there any special things that concern you in school? ___________________

READING CLINICIAN ___________________
COMMUNITY SCHOOL DISTRICT #3
PSEN & BILINGUAL SCREENING DEMONSTRATION PROJECT
READING CLINIC SERVICE
PARENT INTERVIEW

School ___________________________ Date ___________________________
Pupil’s Name ___________________________ Information given by ___________________________
Inerviewer ___________________________

SCHOOL BACKGROUND
Schools attended ___________________________
Grades skipped/repeated ___________________________
Areas of excellence/deficiency ___________________________
Onset of reading problem ___________________________
Special help given in school, such as groups, tutors, etc ___________________________
How was reading taught? ___________________________
What kinds of books were used? ___________________________
Amount and kinds of reading homework ___________________________
Where child does homework ___________________________
When done ___________________________
Lighting in homework area ___________________________
School's attitude toward reading problem ___________________________
Special lessons in/out of school (i.e., art, music) ___________________________
Favorite school subjects ___________________________
Subjects liked least ___________________________
Child’s attendance ___________________________
Child’s feeling about school/reading ___________________________

HOME BACKGROUND
Mother’s/guardian’s name ___________________________ Age ___________________________
Father’s/guardian’s name ___________________________ Age ___________________________
Sibling(s) ages. Boys ___________________________
Girls ___________________________
Other people living at home (relationship) ___________________________
Educational background mother/guardian ___________________________
father/guardian ___________________________
Language(s) spoken at home ___________________________
Used by child at home ___________________________
TV (favorite programs) ___________________________
Radio (favorite programs) ___________________________
Books (what kinds) ___________________________
Newspapers (what kinds) ___________________________
Magazines (what kinds) ___________________________
Activities after school ___________________________
Responsibilities at home and how well they are performed ___________________________
Responsibilities/ jobs outside the home ___________________________
Kinds of reading preferred by family members ___________________________
Reading difficulties of other family members ___________________________
Summer vacation activities, i.e., camp, trips ___________________________

NUTRITION
Foods child likes most ___________________________
Foods liked least ___________________________
Foods preferred for snacks ___________________________
Child ☐ sometimes ☐ often misses ☐ breakfast ☐ lunch ☐ dinner ___________________________
Child is a “problem” eater ___________________________
Child seems ☐ hungry all the time ☐ seldom hungry ___________________________

SERVINGS PER WEEK (list specific items where possible: beef, beans, orange, macaroni, corn flakes, etc.)

<table>
<thead>
<tr>
<th>Meat, poultry, fish</th>
<th>Milk, cheese, ice cream</th>
<th>Vegetables</th>
<th>Fruit</th>
<th>Cereals, pasta, rice</th>
<th>Candy, soda, cake, potato chips, fritos, etc</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

BIRTH HISTORY
Prenatal. Illnesses, accidents hospitalization ___________________________
Frequency of physical checkups ___________________________
Did baby breathe immediately after birth ___________________________
Birth: ☐ Premature ☐ Instruments ☐ Complications
☐ Delayed ☐ Induced ☐ Caesarean ___________________________
Toilet training completed ___________________________
Walked ___________________________
Talked Words ___________________________
Phrases ___________________________
Sentences ___________________________

MEDICAL HISTORY
Child seems to hear normally ___________________________
Responds to sounds when back is turned ___________________________
When spoken to, tends to turn head ___________________________
Right ☐ Left ☐ ___________________________
Watches lips of speaker ___________________________
Cups ear with hand when spoken to ___________________________
Ear infection with drainage ___________________________
Speech ___________________________ loud soft slurred ___________ monotone ___________________________
Always turns on radio/TV very loud ___________________________
Hypersensitive to sound ___________________________
Date of last vision test by doctor ___________________________
Where ___________________________
Problem ___________________________
Correction ___________________________
Glasses ☐ When worn ___________________________
☐ TV ☐ Chalkboard ☐ Reading only ☐ All the time ___________________________
Vision correction completed/in process Comments ___________________________

(Continued)
**PARENT INTERVIEW**

**MEDICAL HISTORY continued**

<table>
<thead>
<tr>
<th>Child's General Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tires easily</td>
</tr>
<tr>
<td>Frequent colds/coughs</td>
</tr>
<tr>
<td>Frequent headaches</td>
</tr>
<tr>
<td>Hyper/hypoactive</td>
</tr>
<tr>
<td>Bedtime</td>
</tr>
<tr>
<td>Hours of sleep nightly</td>
</tr>
<tr>
<td>Frequent nightmares</td>
</tr>
<tr>
<td>Bedwetting</td>
</tr>
<tr>
<td>Sleepwalking</td>
</tr>
<tr>
<td>Date of last physical checkup</td>
</tr>
<tr>
<td>Where given</td>
</tr>
<tr>
<td>Frequency of checkups</td>
</tr>
<tr>
<td>Where</td>
</tr>
<tr>
<td>Height</td>
</tr>
<tr>
<td>Unusual growth pattern</td>
</tr>
<tr>
<td>Underweight</td>
</tr>
<tr>
<td>Unusual gains/losses</td>
</tr>
<tr>
<td>Medication</td>
</tr>
<tr>
<td>For what</td>
</tr>
<tr>
<td>How often</td>
</tr>
<tr>
<td>Side effects</td>
</tr>
<tr>
<td>When prescribed</td>
</tr>
<tr>
<td>By whom</td>
</tr>
<tr>
<td>Comments</td>
</tr>
</tbody>
</table>

**DISEASES, OPERATIONS, ACCIDENTS**

<table>
<thead>
<tr>
<th>Illness (e.g., asthma, measles, convulsions, allergies, sickle cell, epilepsy)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Duration</th>
<th>Where Hospitalized</th>
<th>After Effects</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Physicians, hospitals, professionals, agencies with sufficient knowledge to give information</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Date of Contact</th>
</tr>
</thead>
</table>

**MOTOR DEVELOPMENT**

<table>
<thead>
<tr>
<th>Rate child's ability in</th>
</tr>
</thead>
<tbody>
<tr>
<td>balancing</td>
</tr>
<tr>
<td>running</td>
</tr>
<tr>
<td>skipping</td>
</tr>
<tr>
<td>throwing</td>
</tr>
<tr>
<td>catching</td>
</tr>
<tr>
<td>kicking</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Handedness</th>
<th>Right</th>
<th>Left</th>
<th>Both</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Changed</th>
<th>When</th>
<th>Reason</th>
</tr>
</thead>
</table>

**SOCIAL-EMOTIONAL**

<table>
<thead>
<tr>
<th>Attention span</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Temperament</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Fears, worries</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Personal tragedy</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Reaction to tragedy</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Relationships with Parents, Siblings, Peers</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Attitude toward Teacher, School, Class</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Feelings of acceptance/rejection</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Reaction to reading problem</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Reaction to receiving special help</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Child's most important problem</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What works well in getting child to do things</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Number of friends</th>
<th>Concern for others</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Participation in group activities</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Parent's hopes for child</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Special aspects of child's school life that concern parent</th>
</tr>
</thead>
</table>

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
</table>

21
# Community School District #3
## PSEN & Bilingual Screening Demonstration Project
### Reading Clinical Service

## Classroom Assessment Profile

<table>
<thead>
<tr>
<th>NAME OF STUDENT</th>
<th>SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME OF TEACHER INTERVIEWED</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Behavioral Characteristics

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short attention span</td>
<td></td>
<td></td>
</tr>
<tr>
<td>easily distracted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gets angry, silly, cry more often than others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>withdraws from normal classroom activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>is a management problem in the classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>uses disruptive attention-getting devices</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Visual Discrimination

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sometimes read from right to left</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequently loses the place or skips lines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confuses letters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confuses similar word types</td>
<td></td>
<td></td>
</tr>
<tr>
<td>While reading crafty, has poor rhythm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>has poor phrasing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>loses the place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>omits words or phrases</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Auditory Discrimination

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty distinguishing speech sounds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Following rapid conversation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding lengthy sentences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remembering information that is told rather than seen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeating a simple sentence after hearing it</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Motor Coordination

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show poor coordination in walking, running, etc</td>
<td></td>
<td></td>
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<tr>
<td>Show general physical clumsiness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequently wandering about the classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generally overactive</td>
<td></td>
<td></td>
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<tr>
<td>Generally listless</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Speaking

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaks haltingly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibits an inability to form words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has difficulty expressing things orally</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaks in a monotone</td>
<td></td>
<td></td>
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<tr>
<td>Appears to exhibit confused speech patterns, relating things in an illogical and unsequential order</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has difficulty telling a story in sequence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written work better than oral work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Laterality

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>L</th>
<th>R</th>
<th>Mixed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handedness</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Eyeness</td>
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<tr>
<td>Footedness</td>
<td></td>
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</tbody>
</table>

### Spatial Relationships

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confusion in direction, sequence, map reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Reading Subskills

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying consonants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying consonant clusters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying digraphs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sounding short vowels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long vowel rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blending</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consonant substitution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syllabication</td>
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</tr>
</tbody>
</table>

### Academic Performance

- What is your estimation of his/her level of reading performance in class?
- What have you observed to be the outstanding reading difficulties?

### Note

This questionnaire should be completed during a face-to-face interview with a Reading Clinician.
List below the children in need of Reading Clinic service (intensive multidisciplinary case study and follow-up)

<table>
<thead>
<tr>
<th>STUDENTS NAME</th>
<th>GRADE</th>
<th>ESTIMATED INSTRUCTIONAL READING LEVEL</th>
<th>BEHAVIORS DEMONSTRATE POSSIBLE SERIOUS PROBLEMS CHECK BELOW</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>VISION</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>☐</td>
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</tbody>
</table>
SECTION II:
Diagnosis

"The end product of all diagnosis, correction, and stimulation is to educate the child to his greatest potential."

Following completion of the screening process, a student "Program Placement Form" indicated the program category for each project participant.

"The heart of the Clinical Concept (of instruction) is that it must be an interdisciplinary approach enlisting the aid and services of other professionals in other disciplines to form a team."

The Bilingual-Bicultural Clinician teams at each project school ensured a thorough analysis of the bilingual child's strengths and weaknesses via a comprehensive, non-discriminatory assessment. Each site developed and employed:

- Reading/Learning Centers
- Multicultural Individualized and Group Instruction
- Student-Centered Learning Strategies
- Bilingual Instructional Technology

CONTENTS OF THIS SECTION

- Diagnosis: Overview
- Auditory Perception
- Visual Perception
- Informal Reading Inventory (Spanish)
- Word Attack Skills Checklist
- Samples: Diagnosis and Prescription (English and Spanish)
- Sample Case Study
Diagnosis: Overview

The diagnostic procedures used in the bilingual clinic program provide an in-depth look at the child's reading ability. There are four basic purposes for diagnosing students; these are:

1. to determine whether in fact a weakness (or disability) exists;
2. to determine the causes of a disability if one is identified;
3. to develop a plan for treatment (correction or remediation) of the identified disability;
4. to provide the most appropriate services that are available to the child within the program.

Generally, diagnostic procedures include the administration of standardized tests, formal observation in the classroom, preparation of social histories—case studies that include pertinent home data as well as educational findings—and formal interviews of both the child and the parent. Taken together, these pieces of information lead to the formulation of a prescriptive plan for treatment of the disability.

The assessment procedures used will yield a profile of an individual student's strengths and weaknesses. Such an assessment will enable the teacher to plan a developmental, sequential series of learning activities and experiences that are based on specific needs and have as their guiding principle specified goals and objectives leading to the mastery of identified skills.

The steps in this assessment include:

- **Physical evaluations**
  - Vision
  - Hearing
  - Motor Ability
  - Perceptual Acuity

- **Observations**
  - Formal-clinician, teacher-in classroom
  - Informal—teacher, parent-in classroom; at home

- **School records and anecdotal information**
  - Standardized test scores
  - Academic Progress reports
  - Teacher anecdotal assessments

The results of the assessment activities should be the planned, sequential program to build on the student's strengths and remediate those areas identified as being weak. Such a program should include:

Activities intended:
- to build the student's experiential base
- to develop oral language skills
- to strengthen sound to symbol transference
- to refine word attack and visual memory skills
- to sharpen listening skills

**Characteristics of Diagnosis:**
- it is more detailed than screening
- should be conducted by a team of specialists
- is based on data obtained from tests, observation, social and cognitive case studies, and personal interviews
- summarizes multidimensional data to provide a total overview of student's skills and needs

**social-emotional**
- family history
- case studies of interactions at home and at school
- psychological examination—evidence of child under-going any cultural shock

**medical**
- developmental milestone review
- neurological testing
- physical examination

**educational**
- child's learning style (especially important with bilingual/bicultural youngsters)
- speech and language dominance and proficiency in each language (native and second languages)
Auditory Perception

In the area of auditory perception, the teacher and/or clinician should:

- Know the benchmark criteria for auditory performance of children in different age groups.
- Recognize symptoms indicating the likely need for a referral for testing.
- Interpret test results and make appropriate curricular adjustments as well as to explain results to parents.
- Recommend or make environmental (classroom) adaptations so that the auditory problem does not prevent the child from participating in class.
- Explain to parents the need to follow instructions from the specialist concerning the use of a hearing aid, giving medication, and scheduling follow-up appointments.
- Make recommendation for appropriate follow-up tests to evaluate improvement in or deterioration of auditory ability.

<table>
<thead>
<tr>
<th>Area</th>
<th>The Role of the Clinician</th>
<th>Teacher</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hearing</td>
<td>Tests, or refers for testings, student with suspected hearing problem. Uses: Audiometer machine</td>
<td>Makes referral based on observation of student or on information contained in records pertaining to need for auditory examination. May contact school nurse, clinician, and parent regarding need.</td>
<td>Obtains professional help for child from appropriate doctor or clinic. Takes child for indicated follow-up examination.</td>
</tr>
</tbody>
</table>

PSENI READING CLINIC
COMMUNITY SCHOOL DISTRICT NO. 3
300 West 96th Street, New York, NY 10025
BILINGUAL SCREENING AND READING CLINIC DEMONSTRATION PROJECT — TITLE VII

OFFICE OF COMMUNITY SUPERINTENDENT

STUDENT’S NAME ___________________________ OBSERVER ____________________________________

DATE ___________________________  □ Parent  □ Teacher

TEACHERS’ & PARENTS’
Checklist of Behaviors Indicating Possible Hearing Problems

BEHAVIOR PROBLEMS (especially in young students)  □ YES  □ NO
POOR SCHOLASTIC ACHIEVEMENT (especially in young students)  □ YES  □ NO
EARACHES  □ YES  □ NO
FAULTY PRONUNCIATION OF KNOWN WORDS  □ YES  □ NO
TENDENCY TO FAVOR ONE EAR (turning one ear towards the speaker)  □ YES  □ NO
COMPLAINTS OF HEAD NOISES, DIZZINESS OR CLOSED FEELING IN EAR  □ YES  □ NO
TENDENCY TO BREATHE THROUGH THE MOUTH  □ YES  □ NO
CONTINUED POOR SPELLING  □ YES  □ NO
FREQUENT REQUESTS TO REPEAT STATEMENTS AND QUESTIONS  □ YES  □ NO
LACK OF ATTENTION  □ YES  □ NO
FREQUENT RUBBING OF THE EAR  □ YES  □ NO
UNNATURAL PITCH OF THE VOICE  □ YES  □ NO

Source: Temple University Reading Clinic
Visual Perception

In the area of visual perception, the teacher and/or clinician should:

- Know the benchmark criteria for visual performance of children in different age groups
- Recognize symptoms indicating the likely need for a referral for testing
- Interpret test results and make appropriate curricular adjustments as well as to explain results to parents
- Recommend or make environmental (classroom) adaptations so that the visual problem does not prevent the child from participating in class
- Explain to parents the need to follow instructions from the specialists concerning the wearing of glasses, use of the eyes, necessary resting of the eyes, and, where necessary, muscle exercises
- Make recommendations for appropriate follow-up tests to evaluate improvement in or deterioration of visual acuity

THE DIAGNOS'TIC PROCESS

<table>
<thead>
<tr>
<th>Area: Vision</th>
<th>Clinician</th>
<th>Teacher</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests, or refers for testing, student with suspected visual problem.</td>
<td>Makes referral based on observation of student or on information contained in records pertaining to the need for visual examination. May contact school nurse, clinician, and parent regarding need.</td>
<td>Obtains professional help for child from appropriate doctor or clinic. Secures necessary eyeglasses or takes child for indicated follow-up examination.</td>
<td></td>
</tr>
</tbody>
</table>

| Uses: Snellen chart Telebinocular viewer Clinical examination instruments |

Informal Reading Inventory in Spanish

Suggested Administration

These sample tests have been constructed as a "battery of interdependent tests which measures specific components of reading ability" (p. 13, Examiner’s Manual Diagnostic Reading Scales by George D. Spache) in Spanish. "La Lista de Palabras" and the reading passages are administered in the order given (I, II, III) each level approximately representing graded materials for the Spanish reader.

It is necessary that the teacher refer to the Examiner’s Manual, Diagnostic Reading Scales written by George D. Spache before adapting any reading tests in Spanish for diagnostic purposes.

BILINGUAL PROGRAM

COMMUNITY SCHOOL DISTRICT NO. 3
300 West 96th Street, New York, NY 10025

RIGINLUIAL SCREENING AND READING CLINIC
DEMONSTRATION PROJECT — TITLE VII
SAMPLE SPANISH INFORMAL READING INVENTORY (IRI)

Primer

FIFI Y CUCA VAN A LA FERIA
FIFI ES UN GATO.
VA A SALTAR Y A JUGAR.
CUCA ES UNA MONA
VA A BAILAR Y A TOCAR EL PIANO EN LA FERIA
FIFI Y CUCA VAN A GOZAR!
1. ¿Quién es Fifi? (un gato)
2. ¿Quién es Cuca? (una mona)
3. ¿Adónde van? (a la feria)
4. ¿Qué va a hacer Fifi? (saltar y jugar)
5. ¿Qué va a hacer cuca? (bailar y tocar el piano)
6. ¿Cómo se van a sentir? (contentos, van a gozar etc.)

Source: Laidlaw Reading Series

WORD ATTACK SKILLS CHECKLIST

<table>
<thead>
<tr>
<th>NAME</th>
<th>GRADE</th>
<th>AGE</th>
<th>DATE</th>
<th>SKILL</th>
<th>POOR</th>
<th>AVERAGE</th>
<th>GOOD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

- Recognition of basic sight vocabulary
- Ability to sound out new words
- Recognition of consonant sounds
- Recognition of vowel sounds
- Knowledge of syllabication
- Ability to analyze word structure
- Understanding of syllabication
- Understanding of root words
- Understanding of prefixes
- Understanding of suffixes
- Ability to use context clues
- Ability to supply synonyms and antonyms
- Ability to use a dictionary

COMPREHENSION SKILLS CHECKLIST

<table>
<thead>
<tr>
<th>NAME</th>
<th>GRADE</th>
<th>AGE</th>
<th>DATE</th>
<th>SKILL</th>
<th>POOR</th>
<th>AVERAGE</th>
<th>GOOD</th>
</tr>
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</tbody>
</table>

- Ability to understand meaning
- Word
- Sentences
- Paragraph
- Ability to recall main ideas
- Ability to give supporting ideas
- Ability to retell a story in sequence
- Ability to draw conclusions from given facts
- Ability to evaluate material read
- Ability to relate reading to experience
- Ability to use sources of information
  - Tables of contents
  - Dictionary
  - Maps
  - Index
- Ability to make comparisons between two or more versions of a story

Source: C.B. Smith
Developing Successful Reading Experiences for Bilingual Students with Limited Proficiency in Two Languages

Presented at the Urban Reading Consortium
by Philip Segan*
October 8, 1983

*Permission to use in manual granted by preser.,er

Terms
1. Limited Language Proficient — limited linguistic skills in a language that may impede progress in learning to read.
2. Pre-literate — stage before literacy is developed.
3. Literate — able to read and write.
4. Biliterate — able to read and write in two languages.
5. Bi-illiterate — unable to read or write in two languages.

CASE STUDY A
Adalberto, a six-and-a-half-year-old Colombian student enters your first-grade classroom in November. He has been in the United States since July, but his mother had not settled into a permanent residence until just before registering Adalberto in school. She speaks no English and is, therefore, being assisted by a bilingual neighbor.

In addition to his mother, Adalberto lives with a three-year-old sister, a six-month-old brother and a fourteen-year-old brother, who is in junior high school. His older brother attended school in Colombia and has begun to speak a little English. He has been placed in a bilingual classroom. Adalberto speaks no English.

One of the proficient bilingual students helps you to communicate with Adalberto.

Questions
1. What experiences would you expect Adalberto has had?
2. How can you use this experiential base to design pre-reading activities?
3. What assumptions can be made about Adalberto's reading ability in his native language?
4. What strategies would you employ to help Adalberto begin to learn to read?

CASE STUDY B
Dama is a ten-year-old from Puerto Rico. She has attended school for 5 years. She finished grades 1-3 in Puerto Rico, where she was readign on grade level in Spanish. On her entry into mainland schools, she repeated grade 3. She is now in your fourth-grade class, a group of mixed ability students, many of whom are not likely to meet promotional criteria.

You assign Damaris to a "buddy," a girl who is bilingual and has been in New York City schools since kindergarten.

Your class receives the services of an ESL teacher and an educational assistant four times a week. You believe that Damaris should be seen by the ESL team for language development. A quick call to her former school reveals that she had been receiving ESL instruction there.

She is reading at a low first-grade level. Most of her problems are in the areas of unfamiliarity with English lexical items, poor decoding skills, and lack of an experiential base to assist her comprehension of story ideas.

Questions
1. What experiences would you expect Damaris has had?
2. How can you use this experiential base to design reading activities?
3. What assumptions can be made about Damaris' reading ability in her native language?
4. What strategies would you employ to help Damaris strengthen her reading skills?
PHILIP SEGAN

PRE-READING/READING ACTIVITY
Worksheet

Using what you know about a student you have taught or are now teaching, complete the items below. Then, based on the examples presented and the follow-up discussion, design one pre-reading 'reading strategy.'

STUDENT BACKGROUND:

NAME ____________________________

SEX ________ AGE __________ COUNTRY OF BIRTH ____________________________

HOME LANGUAGE(s) _________________________________________________________

YEARS IN SCHOOL __________ NATIVE COUNTRY __________ U.S. (Mainland) ______

BILINGUAL PROGRAM  ☐ YES ☐ NO YEARS ________

NATIVE LANGUAGE ABILITIES AUDITORY COMPREHENSION

__________________________________________________

__________________________________________________

SECOND LANGUAGE ABILITIES SPEAKING

__________________________________________________

__________________________________________________

READING

__________________________________________________

__________________________________________________

WRITING

__________________________________________________

INTERESTS ________________________________________________________________

EXPERIENCES ______________________________________________________________

STRATEGY ________________________________________________________________

PURPOSE _________________________________________________________________

EXPECTED OUTCOME _______________________________________________________


Adaptation and Summary of Sample Reading Clinic

BILINGUAL CASE STUDY REPORT

IDENTIFYING INFORMATION (Except for diagnostician, clinician and psychologist, all names have been changed to maintain privacy.)

Name: Marisel Torres Age: 12 years, 2 months

Personal Information: Date of birth, address, telephone number, parents' names, etc

Date Case Study Began: October, 1980

Home Room Class at Time of Referral: 7A

Bilingual Teacher at Time of Referral: Mr. Gonzalez

Referred by: Bilingual Coordinator and Bilingual Pedagogical Staff

Reason for Referral: Marisel was reading significantly below grade level in dominant language, English, she was achieving poorly in academic subject areas of the school curriculum that provides instruction in Spanish and English.

Reading Clinician: Andres Rodriguez, Jr

Date of This Report: June, 1981
I. LANGUAGE DOMINANCE

It was determined that Marisel was dominant in English, however she communicated with equal fluency in both Spanish and English. Observing her social interaction and learning of school tasks within the clinic setting, she prefers communicating in English.

Given the Cervenka Test of Basic Language Competence in English and Spanish, Marisel demonstrated expected competency level in following oral directions and performing command tasks in both languages. She performed below expected competency level on subtest on the understanding and manipulation of grammar in both languages. Although Marisel speaks and manipulates the Spanish vernacular of Puerto Rico, she showed difficulty in comprehending the formal Spanish language instructed to pupils at her grade and age.

To supplement the Cervenka Test, the LAB was administered. In both English and Spanish, Marisel scored below expected competency level.

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 79—English</td>
<td>13</td>
<td>12</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>Spring 79—Spanish</td>
<td>17</td>
<td>10</td>
<td>23</td>
<td>14</td>
</tr>
</tbody>
</table>

The LAB indicated that Mansel's listening comprehension and reading ability were higher in Spanish than in English. Other areas showed that Marisel can perform equally well in oral/writing school tasks in two languages.

II. BACKGROUND (School and Family)

Marisel is the oldest of three children in her family. She has attended two different elementary schools. She has good health and attendance. When she was 3, she fell out a second floor apartment window and was hospitalized for two weeks. She complains of blurred vision at times.

III. CLINICIAN’S OBSERVATIONS

Marisel is a pleasant girl. She has many friends, but is seldom interested in reading or homework at home. It seemed difficult for Marisel to carry out any clinic/class assignment tasks—she would forget to return signed letters, appointment dates or her schedule at the Reading Clinic.

She seems to have a poor concept of future-time in terms of planning or organizing her school work assignments or studying at home for a test, her poor estimate of her accomplishments seems to restrict her progress in school learning and her ability to set goals for some future activity or event in her life.

IV. EVALUATIONS AND REFERRALS

1. Auditory — The Weisman Auditory Discrimination Test and the Auditory Discrimination subtest of the LAB were administered. Although results were satisfactory, she had difficulty with some of the same phonemes in Spanish and English—"b" and "d", "m" and "n", and the "r" and "l" in medial and final positions.

2. Visual — Marisel was given the visual discrimination subtest of the San Bernadino/Santillana Language Development test. Her sight vocabulary appears to be below adequate for her age and grade level in Spanish (3rd-4th grade)

Given the Huelesman Word Discrimination Test in English, Marisel scored on the 3.8 grade level. She tends to reverse word parts of compound words and has difficulty in visual recall and word attack skills. She tends to employ phonic and word attack skills she has already learned in decoding Spanish, her native language, for decoding English words which are unfamiliar to her.

CONCLUSIONS

Marisel’s reading problems appear to be the result of poor word attack and reading comprehension skills and of visual perception inefficiencies and emotional problems

Marisel has been going through a moderate depression period that still surface, in her visits to the clinic. As a result of pressure from parents and school authorities to adequately adjust and conform to school regulations, she has been experiencing conflict between her need for personal freedom and her need to function with much supervision and structure. Marisel has improved her attitude toward school but needs counseling.

CLINIC STRATEGY AND RESULTS

1. A general vision examination was provided.

2. The Reading Clinic provided instruction and practice for improvement in visual-perception skills, tracing games, parquetry games, outlining, tracking-association games, and "Lexicolor" diagnostic reading instruction using color sound cues.
Established a line of communication with the home via parents visits to the clinic and by telephone. Parents have allowed Marisel to engage in neighborhood/family recreational activities.

Obtained a psychological evaluation for Marisel with the Reading Clinic Psychologist, Dr. Angel Martinez.

Provided remediation instruction in word-attack skills in English, her dominant language, via linguistic and phonics texts related to her interest. Used cloze procedure materials and improved her work-study skills through the use of the SQ3R Method: Surveying titles of printed materials, story books, relating illustrations and pictures, graphs, maps to content of text, Reading, Reciting, and Reviewing. She worked on chapter outlines of texts given in her academic subject classes.

RECOMMENDATIONS FOR ONGOING INSTRUCTION

1. It is of crucial importance that Marisel continue attending her vision-training sessions arranged by the University Optometric Center.

2. Marisel should be provided with remedial reading instruction in the areas of word-attack skills, vocabulary development, and oral/silent reading comprehension.

Enrichment activities: drama, dance role-playing, music should benefit Marisel in the community, school setting.

Counseling should be provided in the schools setting.

3. Reading — Marisel's reading skills were diagnosed in Spanish by the Santillana Skills Assessment Test and A Diagnostic Reading Test in Spanish by De Chaves, Lahn, and Cutler. She scored satisfactorily on sound-symbol relationship, phonetic word completion, word discrimination, and sentence comprehension subtests. However on paragraph comprehension, she scored on a third to fourth grade instructional level.

In English, Marisel was given the Spache Diagnostic Reading Scales and the Roswell-Chall Diagnostic Test of Word analysis Skills. Her oral reading level appears to be 4.5 to 5.5, and her independent reading (silent) appears to be on a 5.5 grade level.

PHYSICAL SCREENINGS AND REFERRALS

1. Vision — Marisel was tested at the University Optometric Center. She failed both far and near point distance vision subtests. She was unable to work her eyes in balance and tended to turn out her eyes when viewing an image. She was recommended for vision training.

2. Hearing — Marisel's hearing was screened in Spanish with the Beltone pure tone audiometer. Her hearing acuity was excellent at all levels screened.

3. Perceptual Motor Functioning — Marisel was tested on the Beery-Buktenica Developmental Test of Visual-Motor Integration. Her visual-motor integration tasks performance was equivalent to a 9 year 6 month old learner. Results indicate that her ability to perform visual-motor tasks is impaired by her difficulty in integrating parts into a cohesive whole. She also reversed the spatial orientation of forms indicating her oversight of directionality when performing perceptual-motor tasks.

Given the Slingerland Screening Test for Identifying Children with Specific Language Disability, she preferred to copy written tasks in cursive writing, but mixed both cursive and manuscript writing.

4. Lateral Dominance — Marisel has established her right eye, right hand, and right leg as dominant in relating to the world around her.

Other Tests — Marisel was tested on the Peabody Picture Vocabulary Test. She performed equivalent to an 8 year, 1 month old native English speaking learner. Results may be invalid since it can be said that Marisel may have been unfamiliar with test items reflecting a cultural linguistic meaning not part of her experience knowledge repertoire although she now prefers learning in the English language school related instruction.
SECTION III:
Planning and Instructional Classroom Materials

Collaborating Agencies/Consultants:
- State University Optometric Center, College of Optometry (SUNY), New York, NY
- Harlem Speech & Hearing Center
- St. Lukes Hospital

Collaborating Universities:
- Teachers College, Columbia University
- Manhattan College
- Fordham University-Lincoln Center

Collaborating Agencies/Special Programs
- School Literacy Volunteers
- United Parents Association
- Con Edison of New York
- New York Telephone Company
- Bilingual Education Services Center, Hunter-C.W. Post College, New York, NY
- Board of Education, Project Find-Me
- Community Service Society (C.S.S.), Direction Services: P.S. 145

CONTENTS OF THIS SECTION
- Skills Organization
- Reinforcement Materials
- Sample Learning Center Design and Skills
- Sample Learning Center Design and Skills

In-service staff development and on-site workshop demonstrations, and seminars were open to paraprofessionals, teachers, administrators and parents.

In collaboration with the School District 3 former Reading Clinic Program Staff and Advocate Resource Center Staff district-wide conferences were developed for professionals and parents.

Videotapes of staff development and conferences are available, a clinical teacher-training manual was also developed for replication.
MONTHLY PLAN
Developed by the Reading Clinic Team at P.S. 9
Carlo Mitton, Edridge Roumer & Ernest Cave

Monday

MANIPULATION GAMES
Pre-Primer & Primer Levels
Shades & Colors
Inversion & Reversal
Perceptual Motors
Directionality
Level 2
Visual Discrimination
Auditory Discrimination
Sequence-Classification
Language Development
Level 3-4
Sequence-Classification
Language Development
Visual Memory
Auditory Discrimination

Tuesday

ENGLISH REMEDIATION
D.L.M. Activities
Pre-Primer & Primer Levels
Idea Program Level I
Level 2
Idea Program Level II & III
Level 3-4
Idea Program IV, V, VI

FRENCH REMEDIATION
Pre-Primer & Primer Levels
Methode Dynamique Level A
Level 2
Un, Deux, Trois—Book 1
Level 3-4
Un, Deux, Trois—Book 2

Wednesday

ENGLISH REMEDIATION
Pre-Primer & Primer Levels
Understanding What We Read — Level A

1. Shape Stencils
2. Script Letters
3. Eye-hand Coordination
4. Design Cards
1. Visual Memory Cards I
2. Familiar Sound
3. Ordinal & Cardinal Puzzle
4. Motor Expressive Cards I
1. Sequential Picture Cards I
2. Language Development Game
3. Visual Memory Cards II
4. Cassette/Story-Directions
1. People
2. School
3. Numbers
4. Colors
1. People — Occupations
2. School — Clothing
3. Numbers —
4. Animals — Farm
1. People — Transportation
2. Clothing — Calendar
3. Numbers — Toys
4. Animals —
1. Story Book — Illustration
2. Vocabulary — Illustration
3. Characters — Illustration
4. Comprehension Questions — Song
1. Dialogue — Memorization
Sentence Pattern (practice)
2. Dramatization of the Dialogue
4. Independent Activities — Reading Kit I
1. Dialogue — Memorization
2. Role Playing
3. Pattern Practice
4. Independent Activities — Reading Kit II
1. Filmstrip — Cassette — Activity Sheet
2. Picture Cards — Vocabulary
3. Cassette — Comprehension
4. Story Recall
Level 2  Understanding What We Read
—Level B

Level 3-4  Coronet Program  Level C & D

FRENCH REMEDIATION
Pre-primer & Primer Levels
Frere Jacques I
1. Dialogue
2. Mimes
3. Puppetry
4. Song — Illustration

Frere Jacques II
1. Reader — Workbook
2. Dialogue — Mimes
3. Riddles
4. Song — Illustration

Level 3-4  SRA Materials
Reading Comprehension
Exercises with Multiple Choice

Thursday  ENGLISH REMEDIATION
Pre-Primer &
Primer Levels
Basic Inventory of Natural Language
—(BINL)

Level 1-2  Coronet Program — Level A & B
1. Atlantis. The Missing Continent
2. The First Blue Jeans
3. First Among Thoroughbreds
4. Ancient Skyscrapers

Level 3  Understanding What We Read
—Level C

Level 4  Understanding What We Read
—Level D

Level 2  J‘ecris, Tu Ecris —
1. Grammatical Structures
2. Pattern Practice
3. Exercises (Grammatical Usage)
4. Evaluation

Level 3-4  Ecrivons Mieux —
1. Grammatical Structures
2. Pattern Practice
3. Exercises (Grammatical Usage)
4. Evaluation

Friday  ENGLISH REMEDIATION
Pre-Primer & Boehm Resource Guide
1. Concept Cards: Directionality — Spatial Relation, Picture Stimuli — Worksheet
2. Concept Cards: Application at More Abstract Levels: Reversing — Comparing Sequencing — Classifying
3. Concept Cards: Directionality — Spatial Relation (continued) Above, Under, Below, Over — Worksheets

Level 2
Understanding What We Read — Level B

Reading Book — Cassette — Activity Sheet — Comprehension Questions

Level 3 & 4
Understanding What We Read — Level C & D

Instructions on Audio — Tape — Silent Reading — Activity Sheets

SKILL REINFORCEMENT MATERIALS — D

Inversion — Script Letters
Shapes & Colors — Shape Stencils / Animal Stencils / Color Association Picture Cards / Color & Shape Memory Game
Sequence — Ordinal & Cardinal Puzzle / Sequential Picture Cards I, II, III, IV / Sequential Cards — Before, After / Health & Safety — Consumer / Self-Care — Animal Growth
Auditory Discrimination — Familiar Sounds
Visual Discrimination — Visual Memory Cards 1, 2, 3, 4
Perceptual Motor — Shape Dominos / Car Match-up / Eye Integration / Design Dominos / Figure Ground Activity Cards
Directionality — Design Cards / 3 Centimeter Cube / Small Paquerty / Monster Puzzle Association Picture Cards 2 / Half to Whole Cards / Symmetrical Match-up / Spatial Relation Picture Cards
Language Development — Motor Expressive Cards 1, 2 / Language Development Game / Word Picture Dominos 1, 2 / Category Cards / Logic Cards / Single & Plural Dominos / Homonym Cards / Verb Puzzle / Noun Puzzle / Compound Words / Reaction Cards
Classification — People & Things / Action Symbols / Animal Sorting Game / Association Picture 1, 2 / Career Identify Cards / Multietnic People Puzzle Faces / Action Symbols / Sorting Game: Birds, People, Things & Places / Recreation — Sports
Eye-Hand Coordination — Tracking Association Cards / Dinosaur Mazes / Tracing Paper Design

COMMUNITY SCHOOL DISTRICT 3
Planning Reading Centers for Individualization of Pupil Instruction
Suggested Haitian Bilingual Learning Center for Reading Skills
Developed by Dr. Frances Segan

Major Topic: U.S. & Haitian Holidays
Subtopics:
A. The Calendar
B. The Seasons
C. Songs and Literature/Experiences Related to Holidays
D. Traditions and Recipes

ERIC
General Objectives:
1. To strengthen reading skills in both English, Creole, and French through a bicultural, theme approach.
2. To develop prescriptive learning activities to meet the varied needs, skills, and levels of Haitian bilingual students.
3. To stimulate interest in students through a multi-discipline, multi-skill approach.
4. To enrich the Haitian bilingual students' vocabulary and experiences by comparing similarities and differences in holidays and traditions in Haiti and the United States.

HOLIDAYS

<table>
<thead>
<tr>
<th>DATE</th>
<th>HAITI</th>
<th>UNITED STATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 1</td>
<td>Le jour de l'an (orange-good luck color)</td>
<td>New Year's Day</td>
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<tr>
<td>January 6</td>
<td>Independence Day</td>
<td></td>
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<tr>
<td>January 15</td>
<td>Le trois mages</td>
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</tr>
<tr>
<td>February 2</td>
<td>Le jour de St Valentin</td>
<td>Martin Luther King Day</td>
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<tr>
<td>February 12</td>
<td>Carneval Le Mardi Gras</td>
<td>Groundhog Day</td>
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<tr>
<td>February 14</td>
<td>Paques</td>
<td>Lincoln’s Birthday</td>
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<tr>
<td>February 22</td>
<td>Jour du Travail</td>
<td>Valentine’s Day</td>
</tr>
<tr>
<td>February-March</td>
<td>La Fete des Meres (Red/white flowers)</td>
<td>George Washington’s Birthday</td>
</tr>
<tr>
<td>March 17</td>
<td>La Fete du Drapeau</td>
<td>Le mardi Gras (New orleans)</td>
</tr>
<tr>
<td>April 1</td>
<td>l’ancien — rouge &amp; bleu palmier et canon</td>
<td>St Patrick’s Day</td>
</tr>
<tr>
<td>May 1</td>
<td>le nouveau — pinta de et lambi</td>
<td>April Fool’s Day</td>
</tr>
<tr>
<td>(2nd Sunday)</td>
<td></td>
<td>Easter/Passover</td>
</tr>
<tr>
<td>(Last Sunday)</td>
<td></td>
<td></td>
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<tr>
<td>May 18</td>
<td></td>
<td>Mother’s Day</td>
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<tr>
<td>May 31</td>
<td></td>
<td>Memorial Day</td>
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<tr>
<td>June 14</td>
<td></td>
<td>Flag Day</td>
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<tr>
<td>(2nd Sunday)</td>
<td></td>
<td>Father’s Day</td>
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<tr>
<td>July 4</td>
<td></td>
<td>Independence Day</td>
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<tr>
<td>July-August</td>
<td></td>
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<tr>
<td>September (1st Mon.)</td>
<td></td>
<td>Labor Day</td>
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<tr>
<td>October 12</td>
<td></td>
<td>Columbus Day</td>
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<tr>
<td>October 31</td>
<td></td>
<td>Halloween</td>
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<tr>
<td>November (1st Tues.)</td>
<td></td>
<td>Election Day</td>
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<tr>
<td>November 11</td>
<td></td>
<td>Veterans’ Day</td>
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<tr>
<td>(3rd Thursday)</td>
<td></td>
<td>Thanksgiving Day</td>
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<tr>
<td>December 6</td>
<td>Jour de la Decouverte</td>
<td></td>
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<tr>
<td>December 25</td>
<td>Noel</td>
<td>Christmas</td>
</tr>
<tr>
<td>Skill</td>
<td>Activities</td>
<td>Level</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Auditory Comprehension</td>
<td>1. Have students record their own stories about holidays in their towns in Haiti or in the U S Then play the tapes and have children answer: What do we call this special day? On what date do we celebrate this special day? What do we do when we celebrate this special day? Why do we celebrate this special day?</td>
<td>Intermediate Grades 2-6</td>
</tr>
<tr>
<td>&amp; Auditory Memory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auditory Discrimination</td>
<td>2. Have students tell main ideas and details from each story</td>
<td>Intermediate- Advanced Grades 3-6</td>
</tr>
<tr>
<td></td>
<td>3. Select words from taped stories and develop a minimal pair activity for recognition of similar sounds and differences.</td>
<td>Beginner-Intermediate Grades 1-4</td>
</tr>
<tr>
<td>Auditory Comprehension</td>
<td>4. Play a guessing game with riddles about the holiday in Creole or English Use names/objects, animals &quot;I thinking about a turkey&quot; &quot; . . groundhog&quot;/&quot; . . black cat&quot; /&quot; . . rabbit&quot; /&quot; . . heart&quot; /&quot; . . red flower&quot;</td>
<td>Beginner Grades K-3</td>
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<tr>
<td>through oral context</td>
<td></td>
<td></td>
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<td></td>
<td><strong>Clues</strong></td>
<td></td>
</tr>
<tr>
<td>Auditory Memory</td>
<td>5. Play records of songs for special holidays. Let the children learn words of 1 song</td>
<td>Beginner-Intermediate</td>
</tr>
<tr>
<td>Visual Memory</td>
<td>1. Teach the names of the colors and review the special days. Have children match flash cards with the names of holidays and colors.</td>
<td>Beginner-Intermediate</td>
</tr>
<tr>
<td>&amp; Visual Context Clues</td>
<td>2. Cut shapes of the maps of the U.S &amp; Haiti. Let the children match the names and shapes.</td>
<td>Beginner</td>
</tr>
<tr>
<td></td>
<td>3. Have the student locate their home towns and towns in the N-E-S-W. They can mention special days for each town (They could also add a key for holidays)</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Directionality &amp; Location</td>
<td>4. Have children paste symbols on repro sheets to make a calendar for Haiti &amp; U S. They can copy the days/numbers for each month and label months.</td>
<td>Beginner-Intermediate</td>
</tr>
<tr>
<td>Eye hand coordination</td>
<td></td>
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<tr>
<td>Left-right directionality</td>
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<tr>
<td>Matching Symbols</td>
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</tr>
</tbody>
</table>

39
<table>
<thead>
<tr>
<th>Visual Recognition of Sight Words &amp; Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5.</strong> Prepare the names of each special day with a symbol/picture on oaktag strips. Starting with January, have the children arrange the strips in order.</td>
</tr>
<tr>
<td><strong>6.</strong> Have children match the names of seasons with pictures from Haiti and the U.S. and the months of the year.</td>
</tr>
<tr>
<td><strong>1.</strong> Have the children make a dessert or a dish for a holiday in Haiti/U.S. Let them read a recipe and name ingredients and tell what to do first, next, last.</td>
</tr>
<tr>
<td><strong>2.</strong> Have children draw or paint a picture about a holiday in Haiti/U.S. Each child can dictate or write a sentence to tell about the picture.</td>
</tr>
</tbody>
</table>

**Beginner—Intermediate**

- Each child can place at least 5 holidays within the corresponding sequence.
- Each child can read the names of the 4 seasons and match 2 pictures correctly.
- Each child can read an ingredient and step from the recipe. After making the dish, the class can write/read an experience chart.
- Each child can read 1 word/sentence developed by other students for their pictures.

**Intermediate**

- Each child can read the story and answer at least 2 questions.
SECTION IV:
Parents As Partners in the Process

The parent training component involved the following on-site and travel activities:

- English as a Second Language Day Classes/Workshops
- Citizenship Education Classes
- The Adult Evening School Program High School
  Equivalency in Spanish/English, E.S.L. Classes, and
  Haitian Studies Course
- Workshops, Seminars and Institutes provided by Project Staff and collaborating agencies,
  Universities and consultants on home-based Screening and Remediation of Child’s
  reading strengths & difficulties.
- Home visits and local trips to Community Agencies/Activities with the Project’s
  Family Assistant.
- Travel to local and national conferences for Project Staff and Parents.

CONTENTS OF THIS SECTION

- What Parents Can Do
- Parent Consent Forms (to release records)
- Selected Readings and References

What Parents Can Do

The role of parents is crucial to the success of their children in learning to read. From the initial diagnostic
interviews through activities carried out at home, parents should share in all phases of the reading program. They
should be partners with the teacher and clinician in establishing routines and participating in skill-building practices
for their children.

They need to be involved in the day-to-day observations of their child’s activities. Instruction should be given in
what to look for as a sign of a possible problem as well as how to measure progress as the child begins to master
skills.

Parents can and should:
- Be observers and reporters of their child’s behavior
- Participate in diagnostic evaluations by providing necessary information
- Follow up and reinforce specially designed oral language and reading activities
- Be responsible for continuing to monitor their child’s progress and, where necessary, seek additional
  periodic examinations
- Bring to the attention of the school any marked changes in behavior and ability in their child
READING CLINIC SERVICE
REQUEST FOR ACCESS TO READING CLINIC RECORDS

DATE ____________

FROM: ________________________________
(Name and Title)

(Agency)

REASON FOR REQUEST:

________________________________________

________________________________________

________________________________________

(Child's Name)  (Date of Birth)

(Address)


I hereby authorize you to release Reading Clinic Records of ________________________________
(Child's Name and Address)

to ________________________________
(Name and Title of Agency)

(Signature)  (Date)

Relationship to Child

☐ Father

☐ Mother

☐ Legal Guardian

☐ Other ________________________________

(Explain)

COMMUNITY SCHOOL DISTRICT
Reading Clinic Service

Date ____________

Dear ________________________________

We have arranged with ________________________________ (University) to provide additional educational services in the Reading Clinic for your child, ________________________________. These services will include teaching and evaluation supervised by ________________________________ (Clinician), and ________________________________ (name & title of Professor) of ________________________________ (Dept of University)

Sincerely,

Reading Clinician

☐ I consent to / ☐ I decline the additional educational services obtained by the Reading Clinic for my child

Parent's Signature ________________________________ Date ________________________________
SELECTED READINGS AND REFERENCES

Esworthy, H.F. — "Parents attend reading clinic, too"
International Reading Association:
"Your home is your child's first school"
"Studying; a key to success . . . ways parents can help"
"You can encourage your child to read"
"Eating well can help your child learn better"
"Good books make reading fun for your children"
"You can help your child in reading by using the newspaper"
"You can use television to stimulate your child's reading habits"
"Summer reading is important"
"How can I help my child learn to read English as a Second Language?" (available in Spanish)

Regulations, Resources and References

The Bilingual Screening and Reading Demonstration Project worked with students in mainstream, bilingual programs. Some students might require additional referrals and evaluation.

Part 200 of the Regulations of the New York State Commissioner of Education describes specific procedures for the referral, evaluation, and planning of instructional programs and services for students in need of special education programs and services.

SELECTED REFERENCES