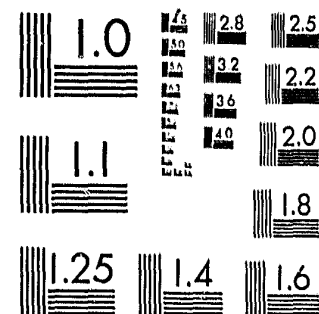


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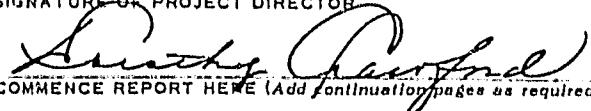
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ACLD-R&D PROJECT
INTERIM REPORT
10/1/76 - 10/31/78
76-JN-99-0021

MF 1

 U. S. DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION		DISCRETIONARY GRANT PROGRESS REPORT	
GRANTEE Association for Children with Learning Disabilities	LEAA GRANT NO. 76-JN-99-0021	DATE OF REPORT 2-20-79	REPORT NO. 10
IMPLEMENTING SUBGRANTEE N/A	TYPE OF REPORT <input type="checkbox"/> REGULAR <input type="checkbox"/> SPECIAL REQUEST <input checked="" type="checkbox"/> FINAL REPORT		
SHORT TITLE OF PROJECT ACLD-R&D PROJECT	GRANT AMOUNT \$769,024		
REPORT IS SUBMITTED FOR THE PERIOD THROUGH	TYPED NAME & TITLE OF PROJECT DIRECTOR Dorothy Crawford, Project Director		
SIGNATURE OF PROJECT DIRECTOR 			
COMMENCE REPORT HERE (Add continuation pages as required.)			
<p>This Progress Report covers the two-year period of the initial grant of the ACLD-R&D Project. This is a project funded by the Office of Juvenile Justice and Delinquency Prevention through the office's National Institute for Juvenile Justice and Delinquency Prevention.</p> <p>(See attached)</p>			
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PREFACE

The primary author of this report expresses appreciation to the following who contributed many valuable hours of time and effort to the Project:

ACLD:

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 Judge Gerald Strick, Presiding Juvenile Court Judge, Maricopa County

The advisement contributed by the members of each Site's Advisory Committee greatly assisted in the success of the conduct of remediation. Also, acknowledgement and a thank-you to all the

agencies and individuals who cooperated and participated in this very complex project.

A special note of recognition is made to Ms. Loretta Weingel-Fidel, Senior Program Director. Ms. Weingel-Fidel planned, directed and implemented the Written Language Sample activities of the Project. Additionally, her technical assistance in writing this report is greatly valued.

Dorothy Crawford

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Prologue:

During the past several years, increasing attention has been paid to the possibility of an empirical relationship between specific learning disabilities (LD) and juvenile delinquency (JD). In response to this interest, the National Institute of Juvenile Justice and Delinquency Prevention (NIJJDP), Office of Juvenile Justice and Delinquency Prevention (OJJDP), commissioned a study by the American Institutes for Research (AIR) that summarized the available data and made policy recommendations.

The AIR report concluded that the available evidence on a link between learning disabilities and juvenile delinquency was inconclusive at best; nevertheless, the topic was deemed worthy of further, more systematic exploration. The report recommended that carefully controlled research be conducted to determine the incidence of LD among a few basic populations, including the juvenile offender and the non-delinquent. The report also recommended the conduct of a development project to assess the effects of diagnosing and treating LD among juvenile delinquents.

In light of these recommendations, OJJDP funded two grants to conduct a study to investigate the link between LD and JD. The initial grantees were the Association for Children with Learning Disabilities (ACLD) and Creighton Institute for Business, Law and Social Research, Creighton University. In 1978 the principals of the Creighton grant accepted positions at the National Center for

State Courts (NCSC). The Creighton grant was subsequently resubmitted in order for NCSC to become the grantee.

The overall project was designed to conduct an incidence study and evaluation of a remediation program based on the recommendations of the AIR report. Consequently, the five major objectives of the project were:

- (1) The determination of the prevalence of LD in groups of adjudicated delinquent and officially nondelinquent 12-to-15 year old boys;
- (2) an exploration of some of the definitional issues concerning learning disabilities;
- (3) the conduct of an instructional (remediation) program for selected groups of 12-to-17 year old boys and girls who have been adjudicated delinquent and classified as learning disabled;
- (4) an evaluation of the effectiveness of the remediation program, with respect to resulting changes in the participants' academic achievement and delinquent behavior; and
- (5) the follow-up of youths in the officially nondelinquent public school sample, to determine what changes in delinquent behavior have occurred, and the relationship of these changes to LD.

The main responsibility of the ACLD-R&D Project was to implement and conduct the remediation program of the Project at selected sites. The sites were Baltimore, Maryland; Indianapolis, Indiana and surrounding counties; and Metropolitan Phoenix, Arizona, as well as the Arizona Youth Center correctional institution in Tucson, Arizona.

The remediation sample population was selected at random from the delinquent group identified as LD in the incidence study.

The treatment program was designed to assess the effects of academic treatment therapy on LD and delinquency. The treatment program was initiated and on-going as the clients were identified by the testing agency. (See LD/JD Link Chart, Appendix 1). All activities were recorded by staff and forwarded to the evaluators.

The evaluation of the remediation program took two forms: a summative evaluation assessing the remediation program's overall success after its conclusion; and a formative evaluation that was to provide on-going feedback from the evaluator to the program staff to keep the progress of the remediation program "on track" towards a successful conclusion.

This report is for the remediation portion of the Project. The other grantee, Creighton Institute for Business, Law and Social Research, Creighton University, and later the National Center for State Courts, conducted the research component of the Project. They were responsible for the incidence and evaluation studies. NCSC subcontracted with Educational Testing Service (ETS) for testing services. Papers regarding the testing and research program have been published and are available. (See Appendix 1).

Planning Period:

The first tasks to be initiated and completed were those of housekeeping and were very time-consuming. Since the remediation program was to take place concurrently at Baltimore, Indianapolis and Phoenix, it was necessary to immediately locate, lease, equip and staff three offices.

All Project and Site offices were leased, equipped and staffed by mid-November, 1976. This one task involved many hours of travel interviews, negotiating leases, and reviewing bids for furniture and equipment.

At the same time Site offices were being established, numerous other activities were being conducted. Some of these were: a) planning sessions with the researchers; b) meeting with key agencies and individuals to gain their cooperation and support; c) forming of an LD Advisory Committee (LDAC) and Site Advisory Committees; d) planning an LDAC meeting with principals of the Project; e) developing and writing Project policy; f) varied fiscal tasks, such as revising the budget, obtaining insurances, etc.; and g) LEAA inservice on fiscal procedures. All these tasks were conducted and completed with a limited staff at the Project office - that is, the Project Director, Fiscal Officer (2/3%) and Project Secretary. (See Organizational Chart, Appendix 1).

The second major task was gaining and keeping the cooperation and participation of site agencies. This was a combined effort on the part of the researchers and program staffs. Planning and pre-program tasks were conducted jointly by principals of the two grantees. Without this team effort, objectives would have been difficult to meet. Additionally, this type approach saved many hours of duplicating efforts.

The third pre-program task was, without doubt, the most time-consuming one of all during this stage of the Project. This task was that of obtaining written informed consent of the parents of potential juveniles. Initially, ACLD was responsible to gain agreement of key agencies to permit ACLD staff to conduct remediation using the agencies' facility. Also, ACLD staff was charged to arrange for scheduling the participants during school hours with the approval of appropriate personnel within the educational systems. The original Workplan did not include or consider the necessity of obtaining informed consent. Under the direction of the research grantee, ACLD staff assisted in securing informed consent. This was a necessary task but very laborious.

The last task, prior to implementing remediation, involved administrative activities related to pre-remediation. Basically, time was spent on inservice of staff, establishing site resource centers, completely equipped with materials, books, supplies and manipulative equipment; revising the curriculum to be compatible with the sample population; meetings with building supervisors where population was housed; tracking clients prior to scheduling remediation; and designing appropriate forms for reporting remediation date. (See Prescription Code, Materials Code, other forms, Appendix 2).

Remediation Period:

The LD definition adopted for this study was based on the discrepancy between ability and achievement concept as is the

definition of LD in Children with Specific Learning Disabilities Act of 1969, P.L. 91-230, The Elementary and Secondary Amendments of 1969. That is, Learning Disabilities, in this study, has been conceptualized as being characterized by pronounced intrapersonal difficulties in ability to perform a variety of verbal, quantitative, and manipulative tasks, presumably because there is some non-obvious interference with the process of receiving information, of utilizing it in cognitive processes, or of communicating the results of cognition. There were the exclusions which disallowed identifying the juveniles as LD if there was evidence of other handicapping factors such as physical handicaps, mental retardation, severe emotional disturbance and environmental disadvantage.¹

The Juvenile Delinquent definition for purposes of this study had to take into consideration the variations in the state statutes across the sites so that each participant could be identified as delinquent or non-delinquent. Therefore, the primary factor became official adjudication by a juvenile court. The juveniles could have been adjudicated for a delinquent or status act.²

1. Campbell, P. B., The Definition and Prevalence of Learning Disabilities. Paper presented at the ACLD International Conference, Kansas City, Missouri, 1978.
2. Greguras, F. M.; Broder, P. K.; Zimmerman, J., Records Access and Subject Participation in Criminal Justice Research. A Preliminary Case Study. Paper presented at a meeting of the American Society of Criminology, Atlanta, Georgia, 1977.

Approach:

The R&D program included three locales, each representing a different demographic focus. The focus was, namely: (1) a rural/semi-rural emphasis; (2) a minority or multi-ethnic emphasis; and (3) an urban emphasis. Geographic site locations were: Indianapolis, Indiana; Phoenix and Tucson, Arizona; and Baltimore, Maryland.

The development program approach was as follows:

The treatment (remediation) program commenced following identification of the youth; and as the Program Directors received the diagnostic information with recommendation from ETS.

The intervention strategy for purposes of the study was designed on the basis of the a priori definition as stated in ETS' Diagnostic Procedural Guidelines. Careful consideration of the AIR study's statement in reference to defining LD was given. Additionally, in writing remedial prescriptions, the AIR study's recommendations were used.³

Once the juvenile was identified as part of the target population to receive remedial instruction, the following sequence took place:

1. Additional formal/informal testing, i.e., Written Language Sample, Slingerland, Malcomesius, etc.

3. Murray, C. A., The Link Between Learning Disabilities and Juvenile Delinquency, Current Theory and Knowledge, pp. 21-22, AIR, April, 1976.

2. Remedial prescription written using diagnostic evaluation material. (Prescription Code and Prescription Form, See Appendix 2).
3. Student and Program Staff Scheduling - which included place and time of day instruction would take place.
4. LDS Staff wrote lesson plans, identified materials to be used. (See Materials Code, Appendix 2).
5. Remedial instruction.
6. Weekly staff meetings of Program Staff with Program Director.
7. On-going assessment and monitoring of individualized remedial prescriptions.

The remediation program was based on an academic treatment model rather than behavioral-theoretical or medical models. The academic approach focused on the academic tasks processes. Remedial methods treated the school subjects directly and was based on analysis of errors within the school task; also functional level tasks were included.

The program was three dimensional in design. One dimension was remediation of academic skills. The second was continued learning in spite of low skill level. The third was positive movement and modification in self-concept.

An integral part of the project was continuous and on-going evaluation by the researchers. This enabled the program staff to have up-to-date assessment of each student's individualized prescription. This provided a basis for redesign when necessary.

Prescriptions were written to include long and short term goals. Two areas of emphasis were included. They were as follows:

1. Ability level of achievement.
2. Functional level of achievement.

Scheduling/Tracking and Managing Sample Population:

All personnel kept a detailed daily log of activities and events.

Group 1 - Locators

1. The locators recorded in a log book all attempts to contact a specific client.
2. After the client was located, a correct (current) address and phone number was recorded.
3. The school schedule and work schedule was recorded. If the school counselor's name and phone number were known, they were also noted.
4. The locator explained the Project, using a comprehensive script, to the client.
5. The locator scheduled an appointment with a member from Group 2.
6. All completed data was sent to Group 2.

Group 2 - Testing Data Collectors and Reviewers

1. Reviewed the file data and compiled any questions.
2. Determined any additional testing, such as Detroit, Malcomesius, Written Language Sample, Other.
3. Administered and scored additional testing. Kept all testing protocols together in the file.
4. Sent completed packet to Group 3.

Group 3 - Prescription Writers

1. Wrote prescriptions according to form provided, complete with sample and easy to follow instructions.
2. All prescriptions were written by the Learning Disability Specialists.

3. Sent completed file to Group 4.

Group 4 - Schedulers and Community Coordinators

1. At this stage, remediation was initiated. The scheduler and community coordinator arranged a place for remediation to occur.
2. The clients were assigned to Specialists, mostly by geographic area.

Role of Program Director

Every procedure was prone to knots, kinks and revision.

The Program Director had to:

1. Oversee the effectiveness, ensure quality control and problem solve in all four aforementioned groups.
2. Document any difficulties and develop strategies to effectively remedy them.

(Scheduling/Tracking Diagram, See Appendix 3).

Program Methodologies:

Introductory Statement

The program model was based on the premise that learning disabilities produces poor achievement; poor achievement creates strain; and the combination of LD, poor achievement and strain results in juvenile delinquency.

The intervention strategy based on the above assumption was to implement an individualized program that both treated the modality deficits and utilized modality strengths, thereby enabling the student to realize success in the functional areas. The remediation planned was designed to provide individualized remedial instruction in the basic skills. The individualized program was

written for student preferred learning patterns: auditory, visual, motor activities (or a combination thereof) and included appropriate teaching techniques.

Remediation Framework - A Categorization of the Functional Areas and Their Disorders Involved in the Remediation Program; Tasks Involved to Ameliorate the Learning Disorders; and Some of the Instructional Program Materials Used,

Language Arts

The language arts encompass the curriculum activities of (1) listening, (2) speaking, (3) reading, and (4) writing. Usually, these skills follow a hierarchy of development in the order as listed (Mackintosh, 1964).

Two of the four elements of the language arts fall into the category of expressive skills; and the other two are receptive skills. Listening and reading are receptive skills (input). Speaking and writing are expressive skills (output).

The auditory is the primary channel for language acquisition and interpersonal communication.

Definition of Receptive Language

Receptive language is the process of understanding verbal symbols. This includes the abilities of tone discrimination, phonemic discrimination, and discrimination of small word parts within a sentence (Spradlin 1967).

Disorders of Auditory Receptive Language

Hear but does not understand what is said.
Unable to relate the spoken word to the appropriate unit of experience.
Inconsistent responses.
Cannot listen and becomes frustrated in conversational situation.
Need demonstrations.
Cannot respond to simple commands.
Demonstrates difficulty with abstract language or certain parts of speech.
Improperly differentiates words.

Does not use meaningful language.
Echolalic - repeats what is heard without understanding.
Cannot formulate good sentences spontaneously.
Cannot retain a series.

Tasks

Training to improve comprehension.
Teach to differentiate meaning units and associate these with the appropriate verbal symbols.
Teach spoken word related to experience. (Simultaneity).
Provide repetition - words and concepts must be reinforced numerous times.
Vocabulary - teach concrete words and concepts; enrich word meanings.
Parts of speech
nouns - teach principle of naming;
verbs - teach words represent an action;
adjectives - teach words represent qualities and stand for concepts;
adverbs
pronouns
prepositions - most difficult to master. Must teach to deal with concept of space and time.
Improve attention.
Develop organizational skills for performing routine activities.

Methodology and Materials

Tape recorders
Language master
Spalding

Definition of Expressive Language

Expressive language is the process of producing spoken language (Spradlin, 1967). It is the ability to recall the spoken language and say the words one has in mind. Expressive language is the ability to transmit the heard signals into their motor-kinesthetic equivalents and to make use of spoken language as a means of communication.

Types of Expressive Language Disabilities

Reauditorization and Word Selection

These children understand and recognize words but they cannot remember them for spontaneous usage.

Tasks

Facilitate the spontaneous recall of words.
Organize the input. Present word in context, in pairs, in association and by category.
Facilitate recall by providing cues.
Usage in context - teach words as used in a sentence.
Associate words in terms of common usage. (bread and butter).
Associate words by opposite. (big - little).
Teach words in a series or categories.
Utilize kinesthetic and tactual cues.
Rapid naming drills.
Teach them to monitor themselves.
Continued usage - recall improves with rehearsal.

Auditory - Motor Integration

Difficulty learning to say words; they comprehend and reauditorize but they cannot execute the motor patterns necessary for speaking.

Tasks

Teach the auditory - motor patterns for speaking.
Teach control of the oral musculature.
Teach new sounds by taking inventory of movements, phonemes and words the child can produce.
Teach symbolic and meaningful vocalization.
Develop motor plan.
Visual - watch model to learn to produce sounds.
Verbal instructions - give detailed instructions for proper tongue and lip placement.
Motor - kinesthetic - guide tongue, lips and jaw into position.

Defective Syntax

Able to use single words and short phrases but are unable to plan and organize words for the expression of ideas in complete sentences.

Tasks

Develop a correct, natural, spontaneous flow of language.
Automatic grammatical structures. Coordinate experience with sentence patterns that are on child's mental and language level.
Arrange meaningful experience through play activities or pictures.

Master simple sentence construction. Teach present, past, and future tense verbs.
Teach adjective - noun combinations.
Arrange sentences into stories.

Some Suggested Materials

Flash cards
Teacher made materials
Language Master
Tape Recorder

Reading

Definition

Reading is a visual symbol system superimposed on previously acquired auditory language. (Myklebus Johnson). Reading assumes the ability to integrate nonverbal experience, differentiate one symbol from another, attach meaning to it and retain it.

The inability to read creates problems in school learning, limits social maturity, limits social responsibility, and leads to dependency on others.

Characteristic Correlates

The following characteristics often occur with a reading disorder:

Auditory and visual memory disorders
Unable to remember letter sounds
Unable to revisualize letters and words

Memory for sequence of letters and sounds

Left-right Orientation
Cannot identify left and right on themselves, others or inanimate objects

Time Orientation
Inability to tell time or acquire a sense of time

Body Image
Drawings of human figure lack good organization and detail

Writing and Spelling

Writing is possible only after the ability to read has been achieved. Until a child can interpret and remember words, he cannot use them for spontaneous written expression.

Deficient in spelling because the written form requires simultaneous ability to revisualize and reauditorize letters.

Topographic Disorder

Inability to read graphs, maps, globes and plans.
Cannot associate meaning with these representational materials or spatialize symbolically.

Deviate Motor Plan

Inferior coordination, balance and manual dexterity.
Laterality disturbance.

Characteristics of Visual Deficits - can see but cannot differentiate, interpret or remember words.

Visual Discrimination - Confuse letters of words which appear the same
Ex. bag bet ship snip

Rate of Perception - slow at scanning and scrutinizing words.

Reversal Tendencies - dig for big

Inversion Tendencies - u for n, m for w

Follow and Retain Visual Sequence - cannot duplicate a pattern with or without a model present, Revisualization

Visual Memory - nonverbal and verbal

Drawings - omit detail

Visual Analysis and Synthesis - inability to arrange parts.

Tasks

Teach a letter sound.
Teach words that begin with same sound.
Teach identification of letter to its sound.
Teach word - sound associations.
Blend sounds into meaningful words.
Present word families (pan, fan, tan, ran)
Teach two letter consonant blends.
Teach long vowel combinations and consonant groups that are represented by a single sound.
Simple sentences, paragraphs and stories.

Some Suggested Materials

Phonovisual Approach
Gillingham and Stillman
Fernald VAKT Method

Characteristics of Auditory Deficits

Auditory Discrimination and perception

Inability to hear similarities in initial or final sounds of words.
Unable to hear the double sounds of consonant blends.
Short vowel sounds.
Concept of rhyme.
Cannot listen for part of a word and think of another whole word with the same ending.
Unable to make rule generalizations.

Auditory Analysis and Synthesis

Cannot break word into syllables or individual sounds.
Cannot combine parts of words to form a whole.
Cannot retain syllables and put them together.

Reauditorization

Cannot reauditorize sounds or words.
Cannot remember letter sounds or words.

Auditory Sequencing

Cannot follow rhythm pattern.
Distorts pronunciation of multisyllable words. (emeny for enemy)

Tasks

Teach whole word.
Teach Auditory - Visual correspondence.
Examine ability to hear similarities and differences in words.
Distinguish similar parts of words.
Follow an auditory sequence.
Blend sounds into words.
Dissect words into syllables or individual sounds.

Some Suggested Materials

A.D.D. (Auditory Discrimination In Depth)
Spalding Writing Road to Reading

Reading Comprehension - Ability to give meaning to what is read.

Tasks

Teach to associate meaning with graphic symbol.
Teach to understand words in context and to select the meaning that fits the context.
Teach to read in thought units.
Teach to understand units of increasing size: the phrase, clause, sentence, paragraph and whole selection.
Teach to acquire word meanings.
Teach to select and understand the main ideas.
Teach to follow directions.
Teach to draw inferences.

Teach to understand the writer's organization.
Teach to evaluate what is read: recognize literary devices and to identify tone, mood, and intent of the writer.
Teach to retain ideas.
Teach to apply ideas and to integrate them with one's past experience.

Some Suggested Materials

Mott
Barnell-Loft Action Kit
Scholastic
Spalding

Writing

Writing is a highly complex process and is the last to be learned. It is a form of expressive language, a visual symbol system for conveying thoughts, feelings and ideas. Must be able to interpret and use a visual code.

Visual and auditory discrimination required for reading.
Visual - motor integration necessary for forming letters
Cognitive and language functions necessary for selecting and organizing words into simple sentences

Disorders of Written Language

A disorder in visual-motor integration.
Can speak and read but cannot execute the motor patterns for writing letters, numbers or words. He may be able to spell orally, but cannot express ideas by means of visual symbols because he cannot write. (dysgraphia).
A deficit in revisualization.
Recognizes words when he sees them. Can read. Cannot revisualize letters or words, so he cannot write spontaneously nor from dictation. He cannot evoke the visual image from hearing the spoken form.
A deficiency in formulation and syntax.
Can communicate orally, can copy, can revisualize and spell words correctly, but cannot organize thoughts into their proper form for written communication. Does not write the way he speaks.

Some Suggested Materials

Spalding

Spelling

Spelling requires more auditory and visual discrimination, memory sequentialization, analysis, synthesis and integration, all performed simultaneously than with any other skill or functional area.

Only one pattern or arrangement of letters is accepted as correct.

Reproducing a word is an encoding task.

Process of Spelling

Analysis

Discrimination of phoneme
Phonetic analysis
Motor speech patterns
Articulation

Synthesis

Say grapheme
Write grapheme
Reauditorize phoneme
Hold correct sound sequence
Motor

The entire process is an integration of visual, auditory, and kinesthetic modalities.

Person may be a poor speller and a good reader but a poor reader is usually a poor speller.

Spelling should be merged with phonics.

Some Suggested Materials

Fernald - multi-sensory approach
Spalding
Gillingham Stillman
Tape Recorders

Arithmetic

Definition

Arithmetic is the ability to do quantitative thinking dealing with relationships of quantity, space, form, distance, order and time.

The two categories of children who fail in arithmetic are:
Children with language or reading problems
Children with disturbances in quantitative thinking

Problems which interfere with arithmetic performance:

Reauditorization - child cannot quickly recall numbers.
Deficits in auditory span - child cannot hold and process all the facts in mind and therefore cannot work the problems.
Visual perception deficits - 3, 8, 6, 9, inversions, rotations and distortions.
Revisualization - cannot remember what the numbers look like.
Disorders of writing - motor patterns for numbers.

Characteristics of Disturbances in Quantitative Thinking

These children can read, write and use spoken language, but cannot learn to calculate.

Visual-spatial organization and integration. Cannot quickly distinguish shape, size, amount, length.
Usually good auditory abilities.
May excel in reading vocabulary and syllabication skills but have difficulty at higher level of reading comprehension.
Disturbances in body image.
Disorientation - right/left, directions.
Disturbances in visual - motor integration either for writing or for non-verbal motor skills.
Poor at social perceptions and in making judgments.
On IQ tests - higher on verbal than nonverbal functions.

Arithmetic Disturbances

Inability to establish a one-to-one correspondence.
Inability to count meaningfully.
Inability to associate the auditory and visual symbol. Relationship between symbol and quantity is not established.
Inability to learn both cardinal and ordinal system of counting.
Inability to visualize clusters of objects within a larger group.
Inability to grasp the principle of conservation of quantity. (10¢ is the same whether 2 nickels, 1 dime or 10 pennies).
Inability to perform arithmetic operations.
Inability to understand the meaning of the process signs.
Inability to understand the arrangement of the numbers on the page.
Inability to follow and remember the sequence of steps to be used in math operations.
Inability to understand the principles of measurement.
Inability to read maps and graphs.
Inability to determine what process is necessary for solving problems.

Tasks

Teach shape and form.
Teach size and length.

Teach one-to-one correspondence.
Teach meaningful counting.
Teach visual symbols.
Teach principle of conservation of quantity.
Teach visualizing groups.
Teach language of arithmetic.
Teach process signs.
Teach alignment and arrangement of numbers.
Teach sequence of steps.
Teach problem solving and reasoning.

Some Suggested Materials

Beckely-Cardy Math Aids
Cuisinaire Rods
Inquisitive Science Research Associates
Benefic Press - Math Lab
Teaching Resource : Number Relationships and Time Concepts.

The major modalities for learning that are necessary for achievement in the functional areas are as follows:

Auditory - The auditory channel is the basic means by which the individual maintains contact with his environment. It is the primary channel for language acquisition and communication.

Discrimination - The ability to differentiate between sounds of similar frequency.
Analysis - Take whole and break it into parts.
Synthesis - Blend parts into whole.
Relates to verbal language
Very important in reading and spelling
Memory - Critical for language development. Retaining a sequence of sounds within words and a sequence of words within sentences is essential for comprehension and for expressive use of the spoken word.
Sequential
Non-sequential

Temporal - Concepts for telling time (days, seasons, hours, etc.); inner sense of time.

Visual - The visual channel is the means by which the individual interprets information that is seen.

Discrimination - The process of detecting differences in objects, forms, letters or words.

Analysis - Ability to analyze visual stimuli by separation of a whole.

Synthesis - Ability to identify a word as a total visual unit. Ability to arrange the parts properly.

Memory -

Sequential - Ability to revisualize or retain the visual image in the correct order.

Non-Sequential - Ability to remember what was seen.

Motor

Tactile-Kinesthetic - Ability to interpret and give meaning to sensory stimuli experienced through the sense of touch.

Gross Motor Coordination - Hands and speech.

Fine Motor Coordination - Hands and speech.

Integration is the processing of multiple stimuli which are being transmitted through different modalities.

The sensory integration areas are:

Auditory-Visual-Motor

Visual-Motor

Auditory-Motor

Auditory-Visual

Treatment:

Each juvenile receiving remediation had a protocol review; additional formal and informal testing (if needed); prescription written; lesson plan devised with individualized program spelled out including materials to be used; and an on-going assessment of his/her program. (See Prescription Code and Forms; Lesson Plan Forms and Materials Codes, Appendix 2).

All details of each juvenile's program were carefully recorded on specially designed formative evaluation forms; (See Formative

Evaluation Procedures and Forms, Appendix 2) the purpose being that of providing immediate "feed-back" from the evaluator to the LD Specialist as well as providing data to enable the researchers to study the effects of the program.

Program Analysis (Based on preliminary data from NCSC)*

Given the heterogeneous population, the variance between potential and achievement from individual to individual as well as the same variables within each individual, an analysis of the program is useful in determining program revisions and modifications. (It is generally agreed that LD is characteristic of exhibited in varying discrepancies between tested potential and achievement/performance).

The average time clients were in remediation was 7 months. Most of the students received remediation on the average of two sessions per week of 50 minutes' duration per session. While the juveniles when pre-tested ranged from 12-16 years of age, at the conclusion of the initial grant program period the majority of them were between the ages of 17 years to 18.6 years of age.

The analysis is for 40 clients at the Phoenix Site; 30 at the Indianapolis Site; and 17 at the Baltimore Site. These juveniles were those receiving remediation. Additional juveniles participated but data were not available as of this writing.

Each Site's sample population is represented on the Site's charts. There is a chart for each skill area test of the Woodcock and Key Math.

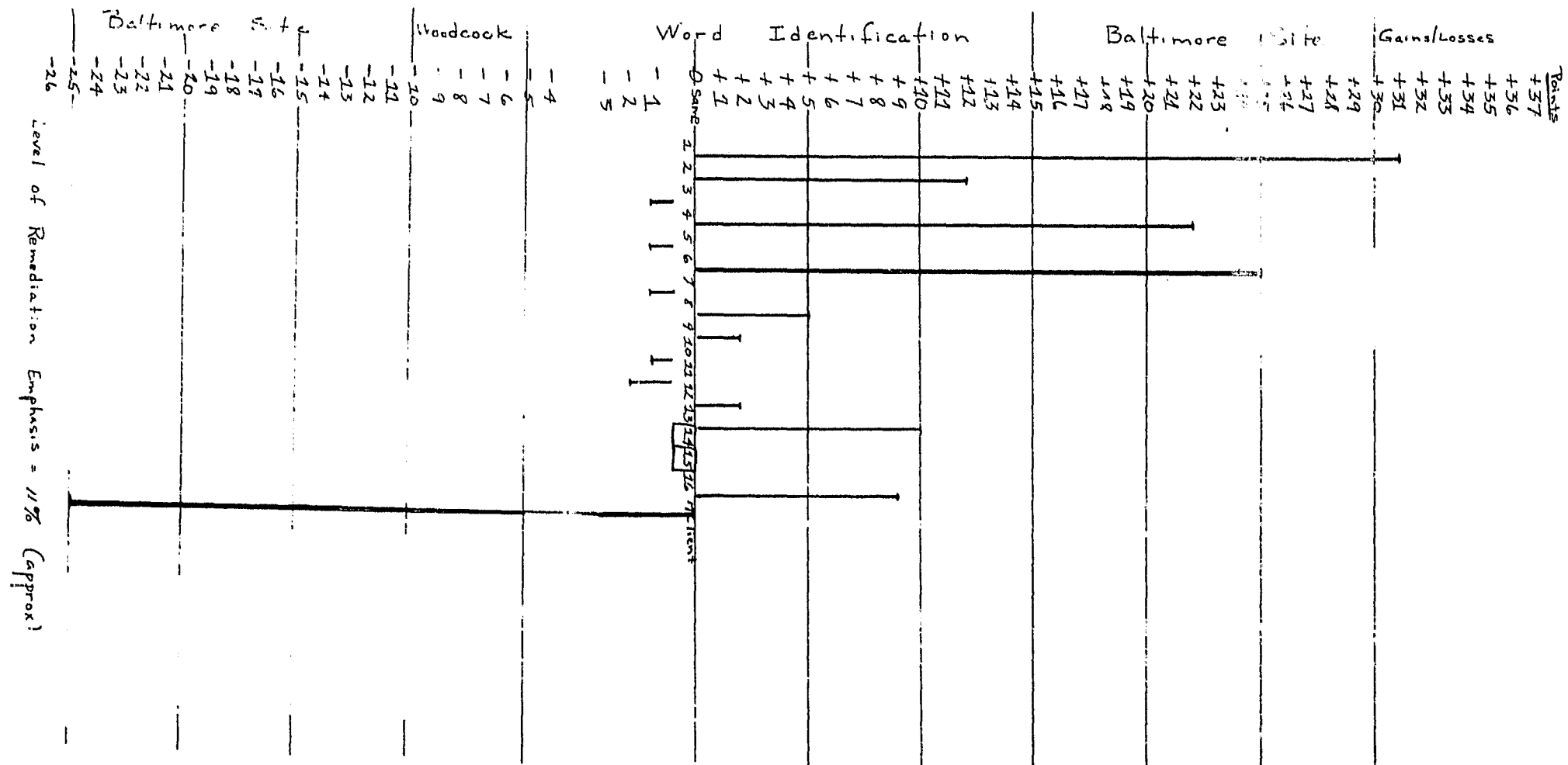
* In the case of revisions, an addendum to this report will be filed at a later date upon receipt of revised final Formative Evaluation data from NCSC.

The charts reflect the following:

- A. Woodcock Reading (Letter Identification not included)
 - 1. Total points each client gained or lost per skill area
 - 2. Level of remediation emphasis by percentage per skill area (where data are available)
- B. Key Math
 - 1. Total points each client gained or lost per skill area
 - 2. Years/months gained or lost per skill area*
 - 3. Level of remediation emphasis by percentage per skill area (where data are available)

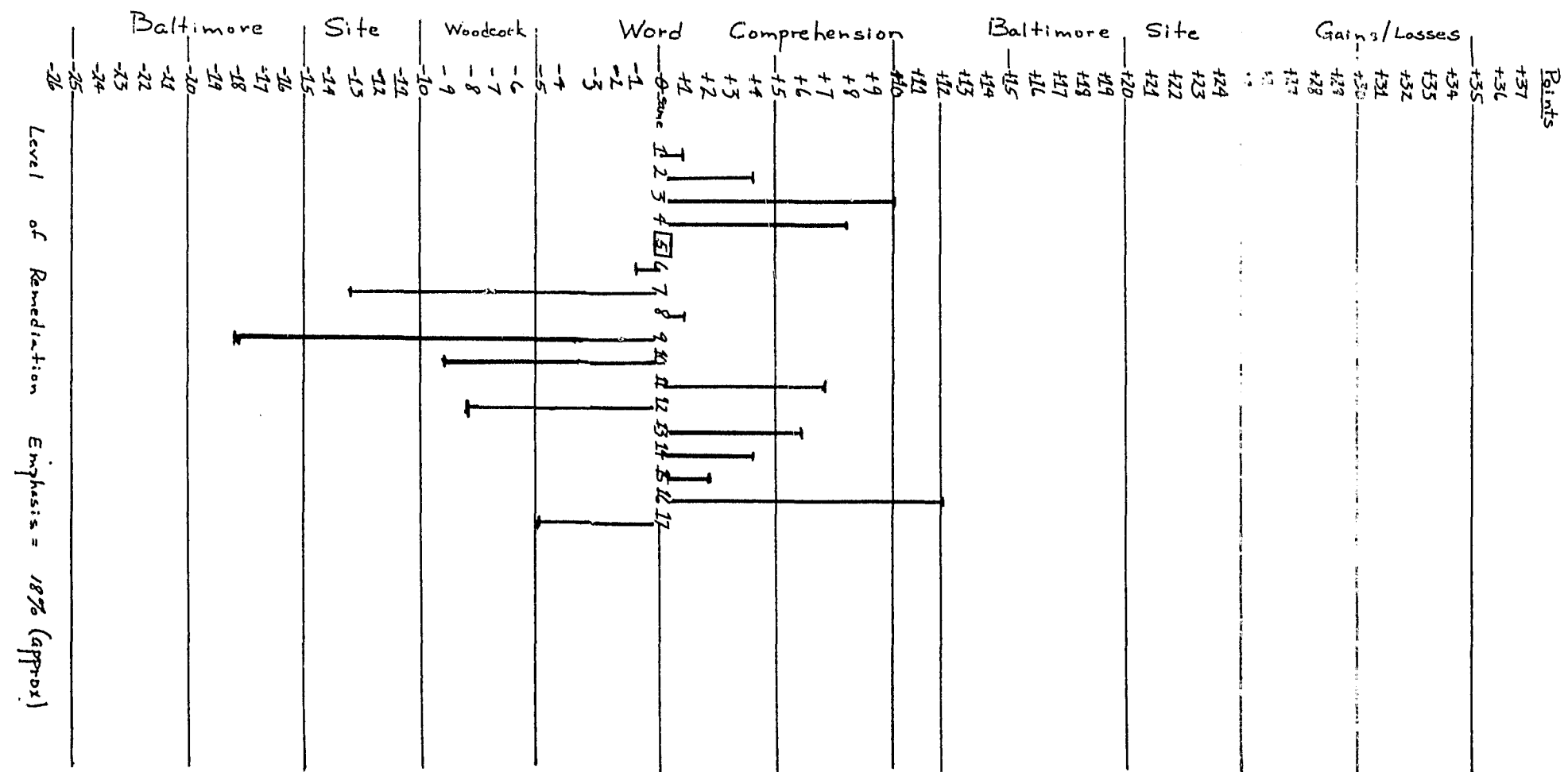
* The term "top" on the chart indicates the student scored as high as possible on the test. This is true even when there is an indication of "no gain" - i.e., Key Math Subtest, Numeration: Highest raw score possible is 24 correct. If, in the pre-test the student had all 24 correct and the same in the post-test, then there would be no gain as s/he scored both times at the maximum of the instrument's scale of 10.0 grade level, thus "no gain."

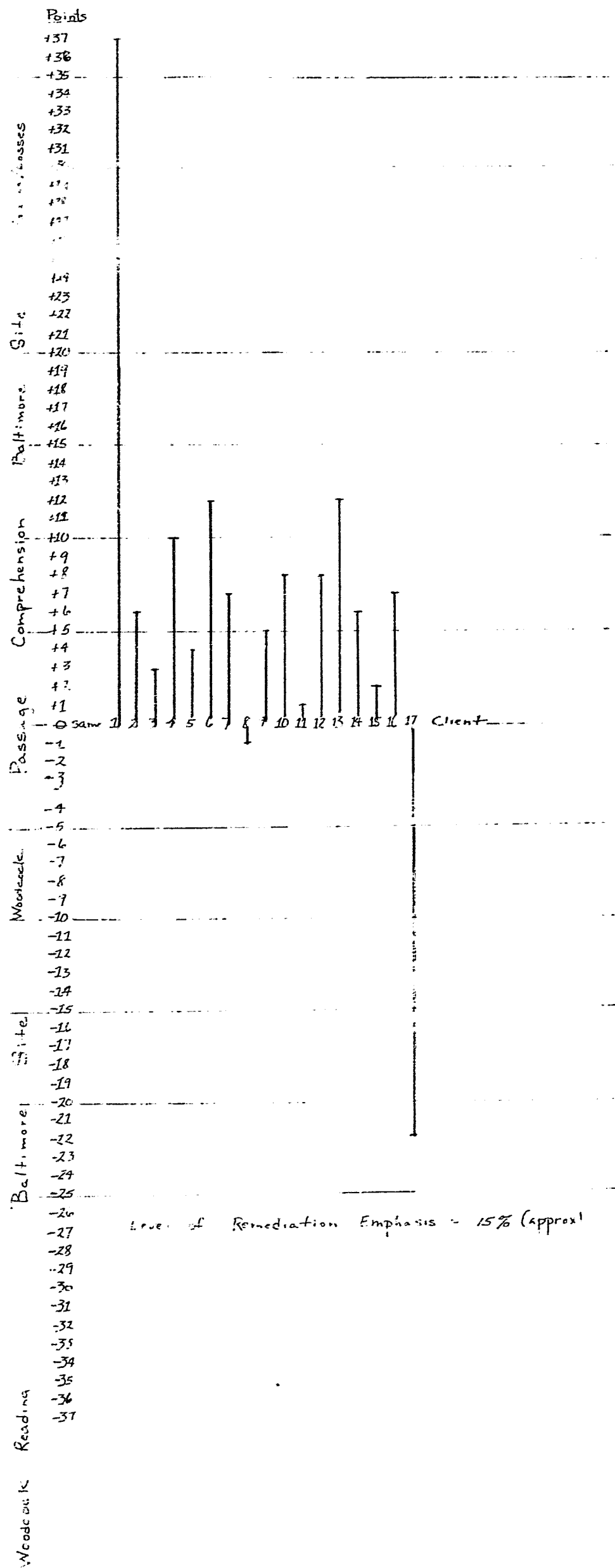
Woodcock Reading



Level of Remediation Emphasis = 11% (approx)

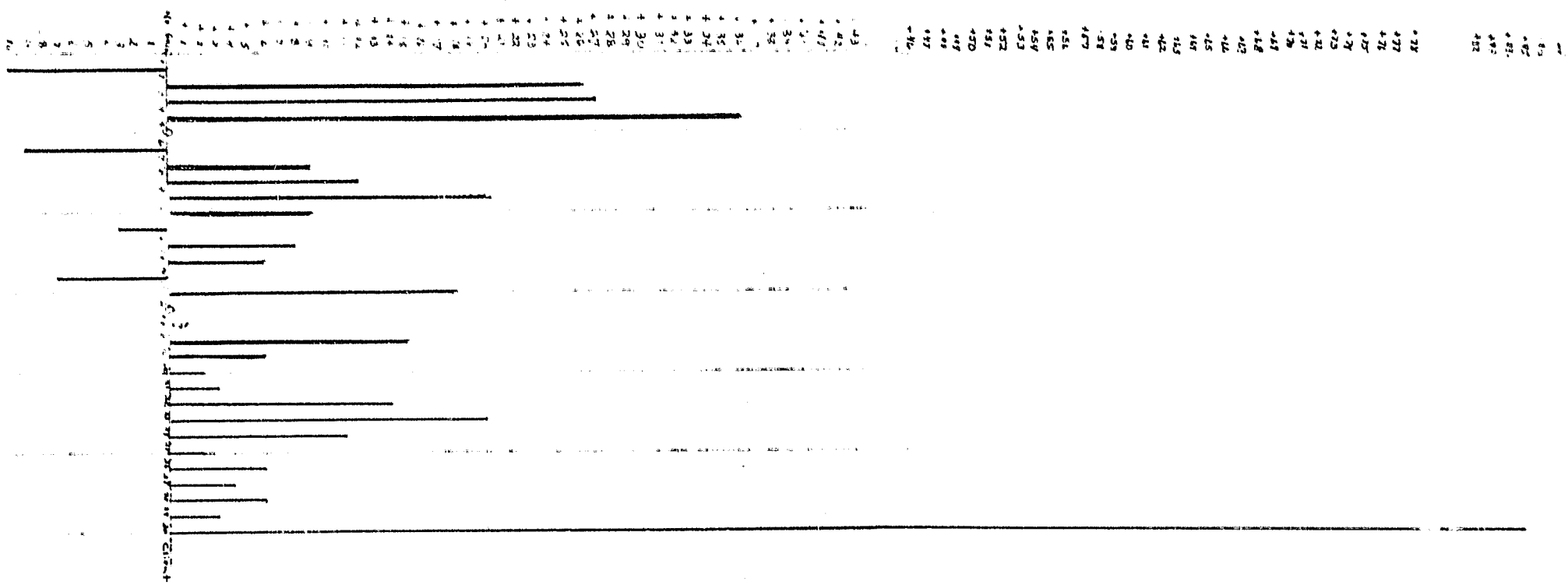
Woodcock Reading





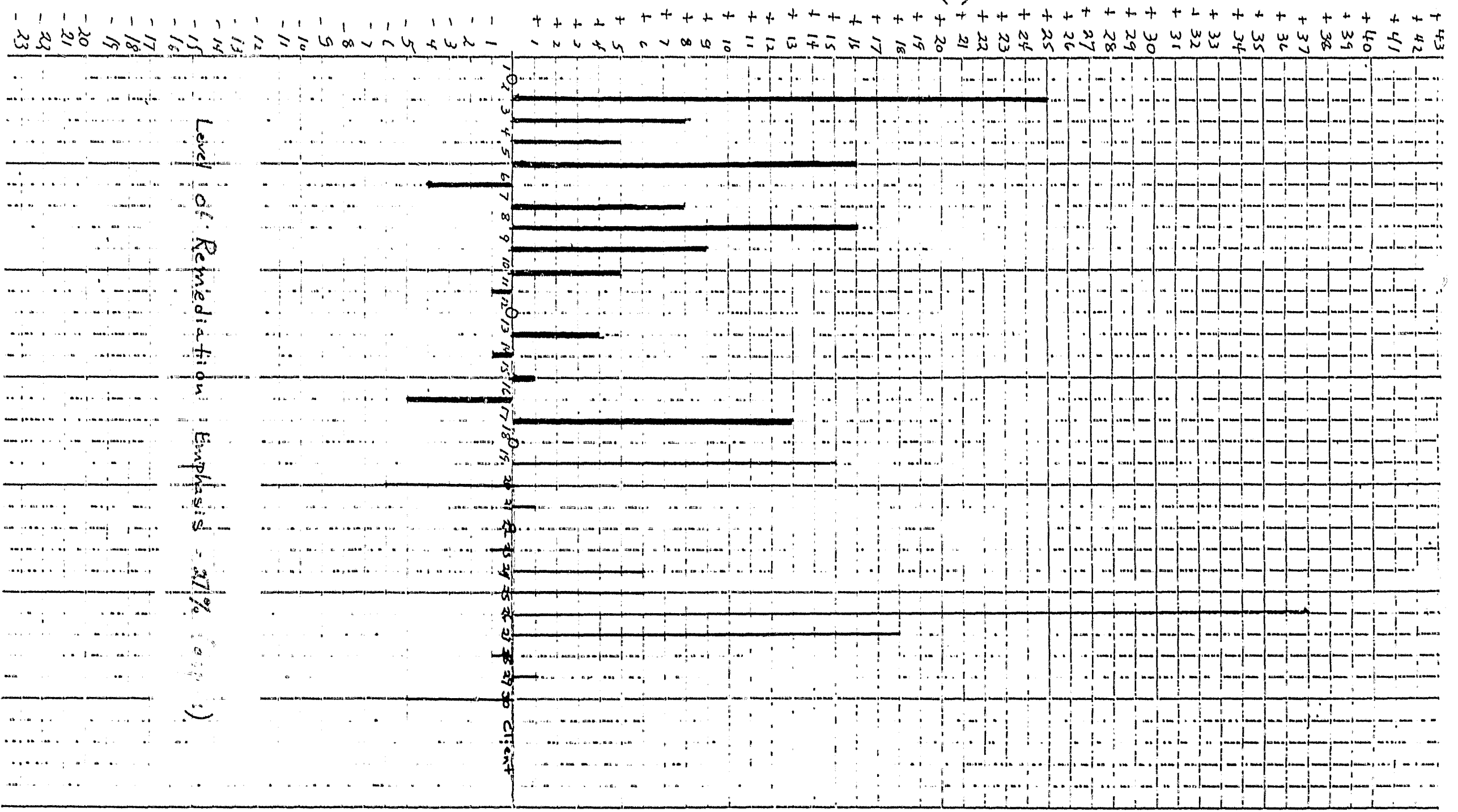
WORD ENTERTAINMENT

Level of Generation Emphasis 25% (approx)



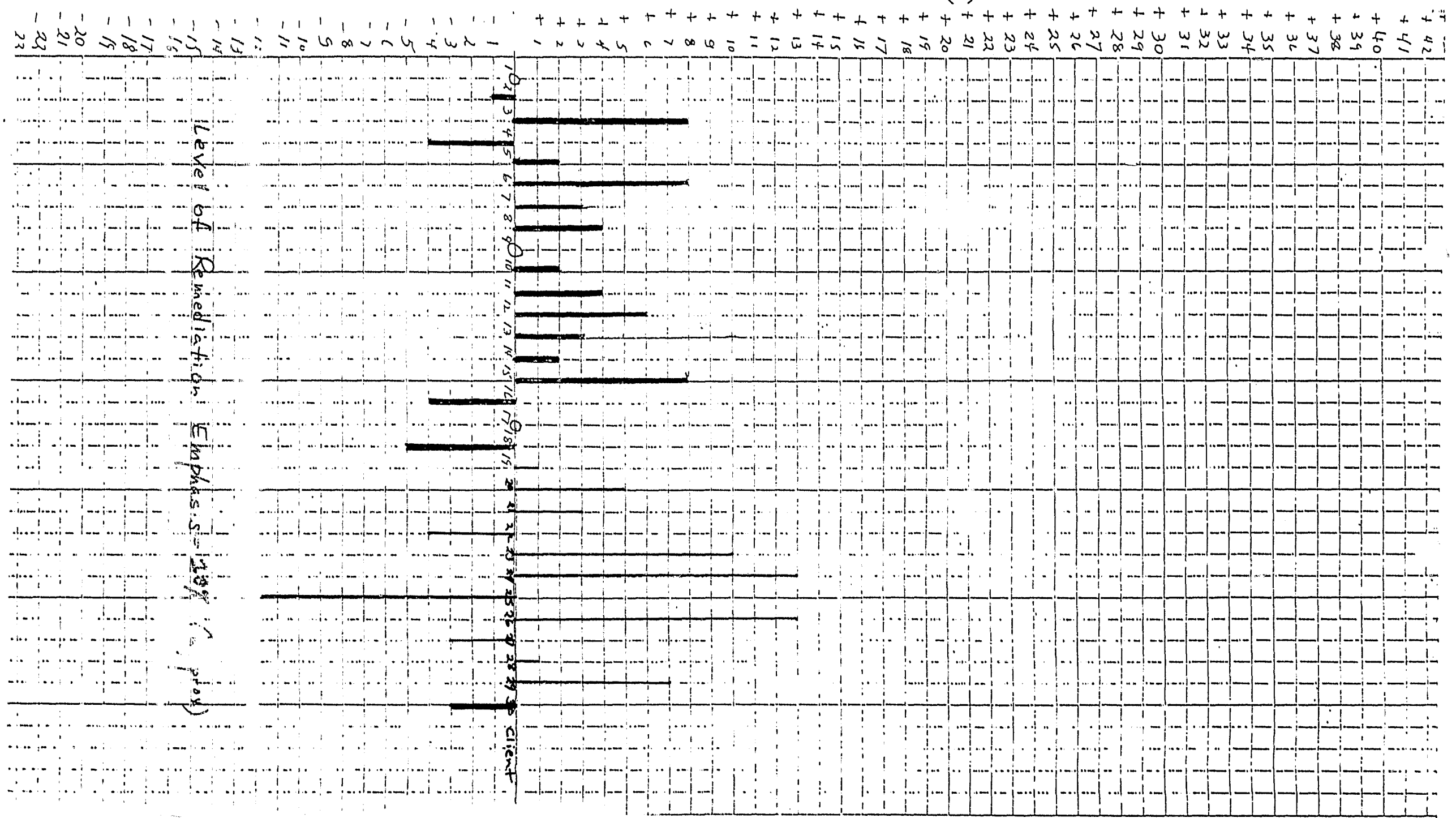
WORD ATTACK

INDIANAPOLIS SITE



WORD COMPREHENSION

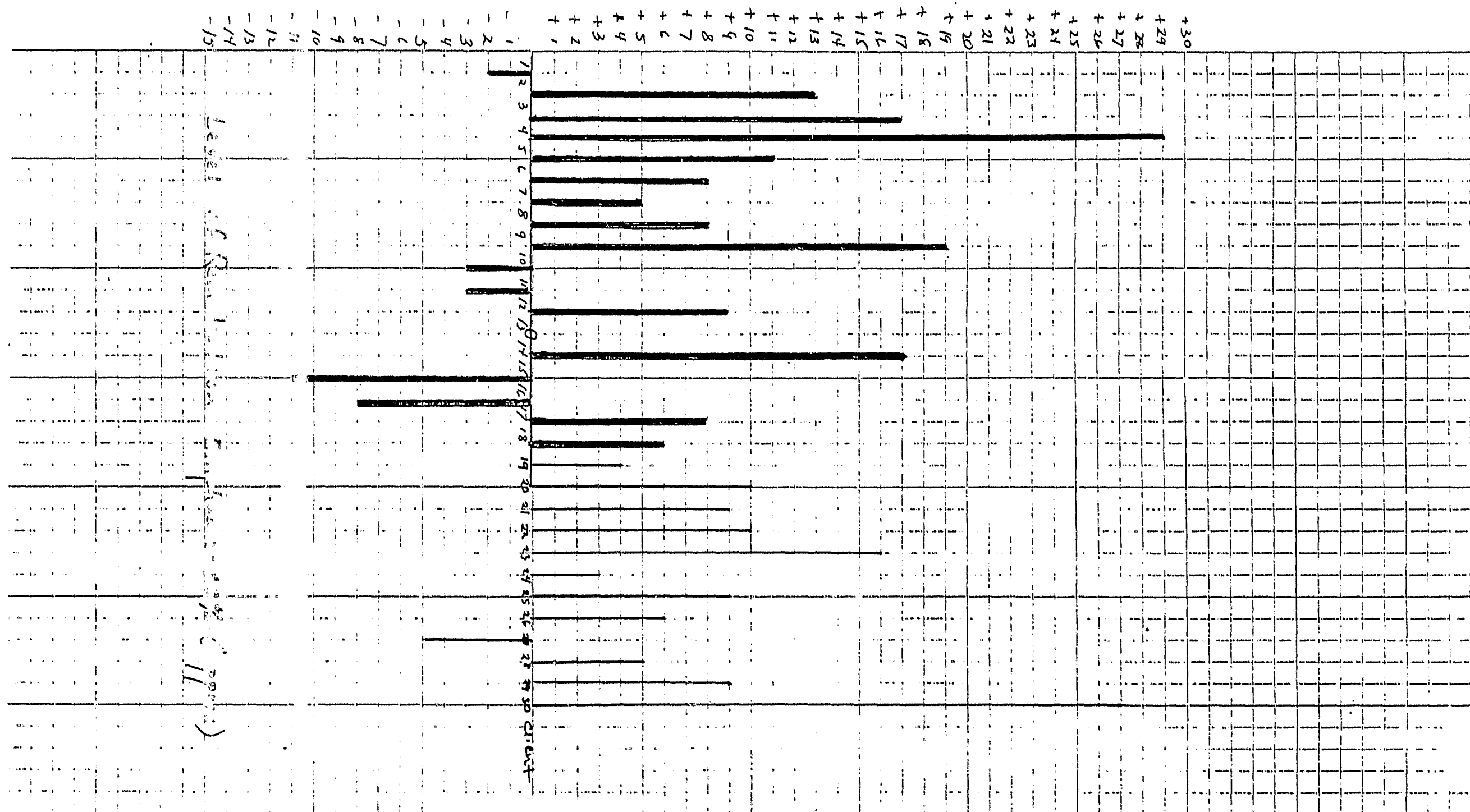
INDIANAPOLIS SITE



Level of Remediation: 20% (1.0 ppm)

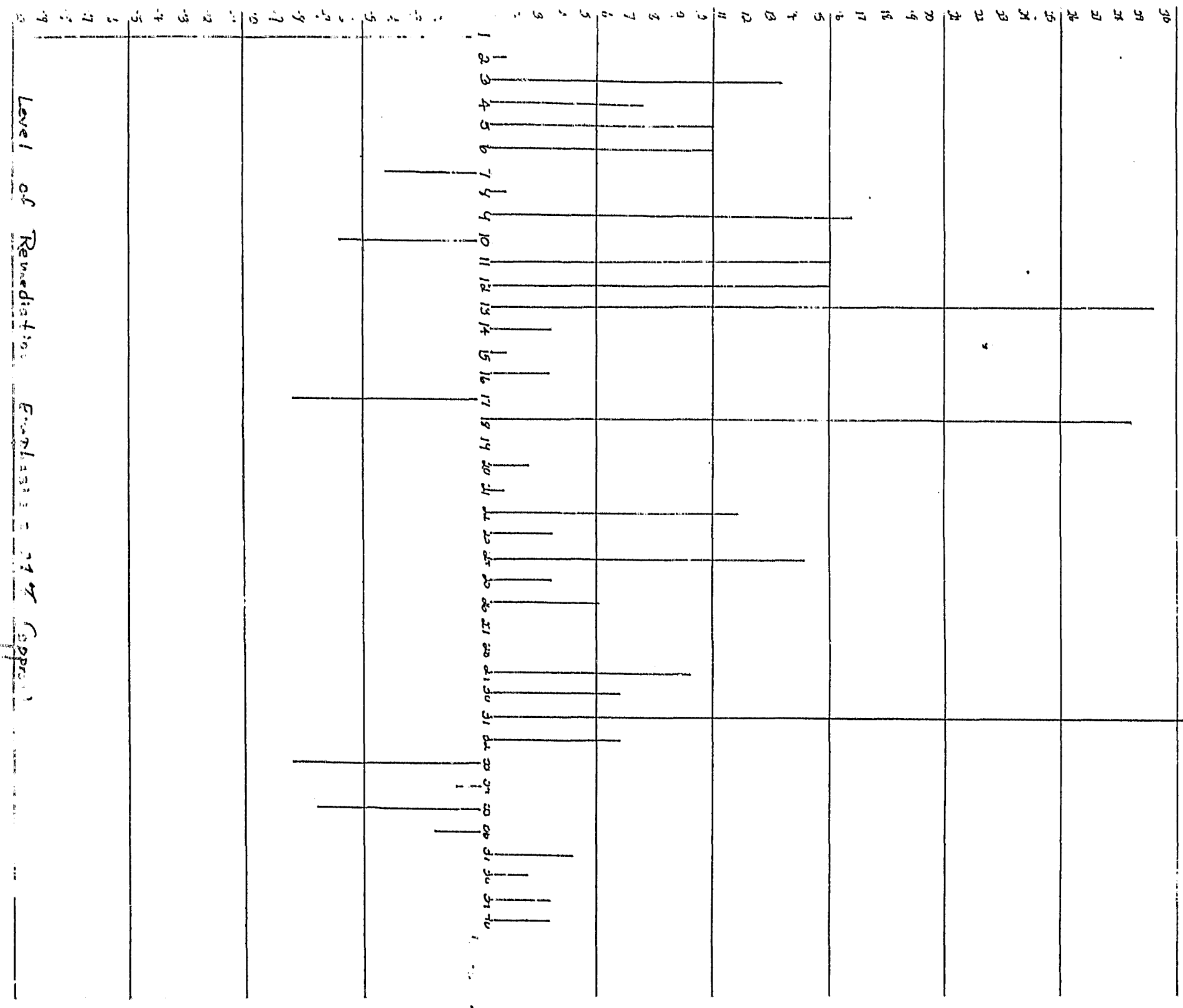
Client

PASSAGE COMPRENSION INDIANAPOLIS



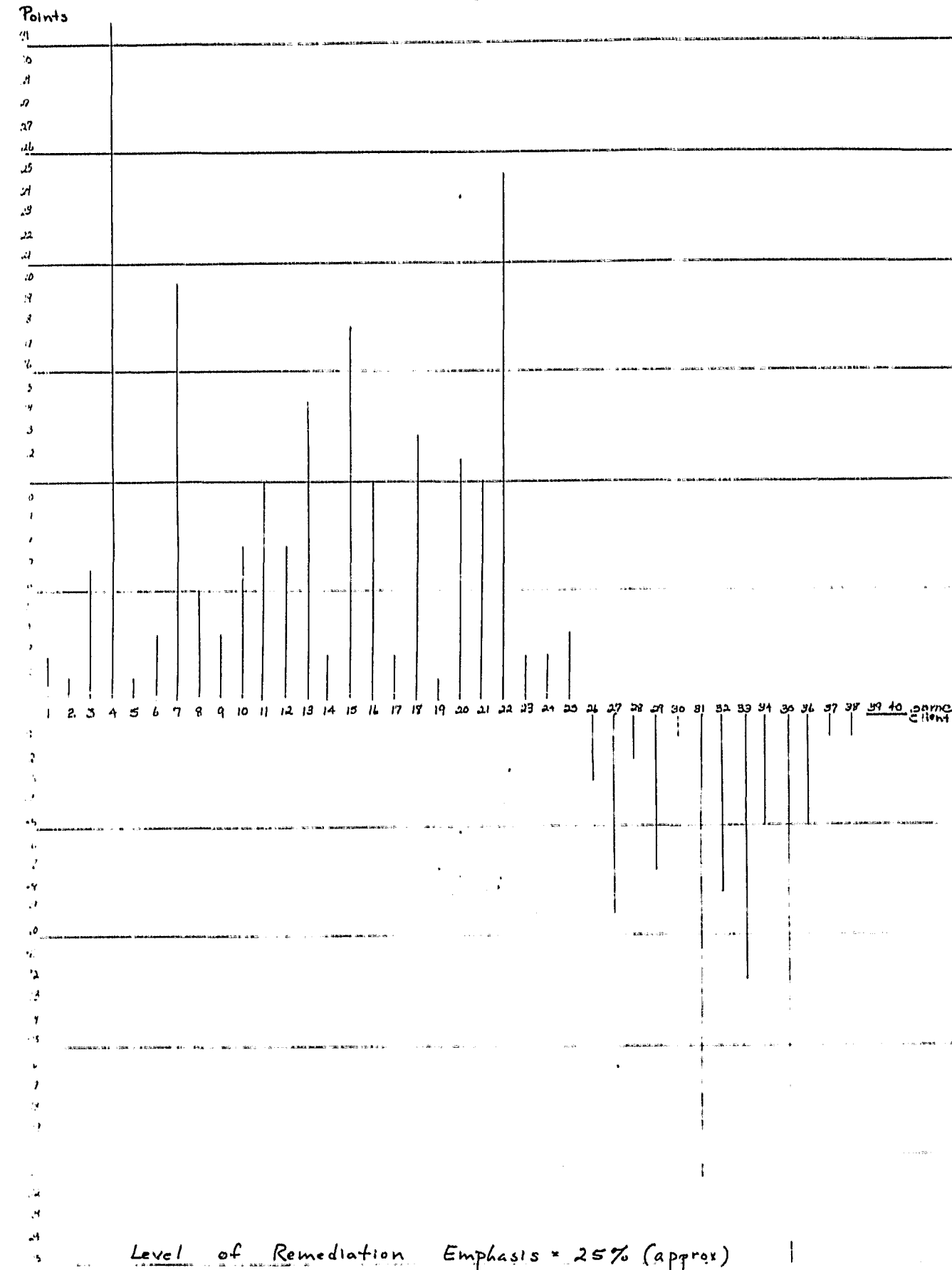
55 Points

Word Identification

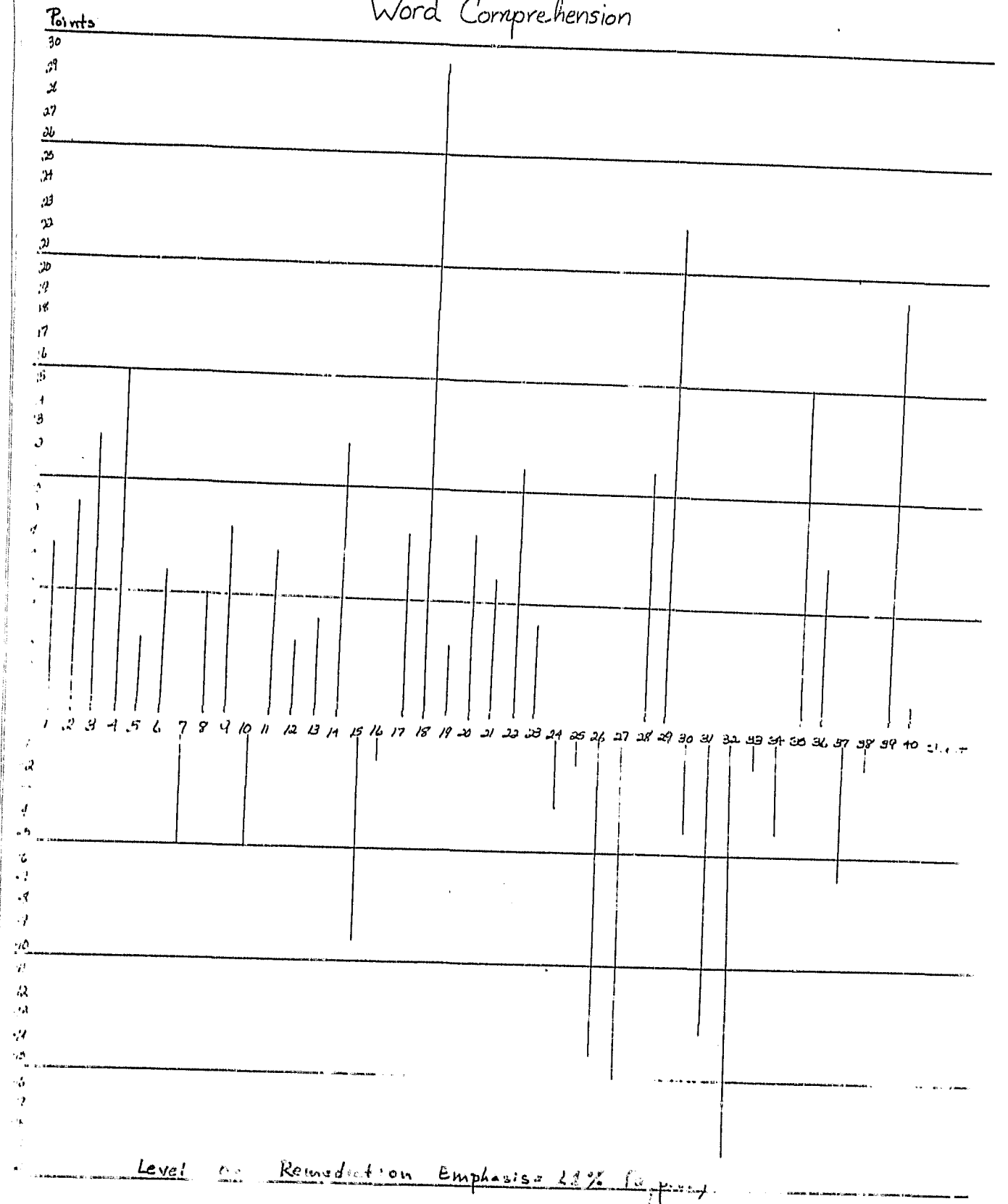


Phoenix

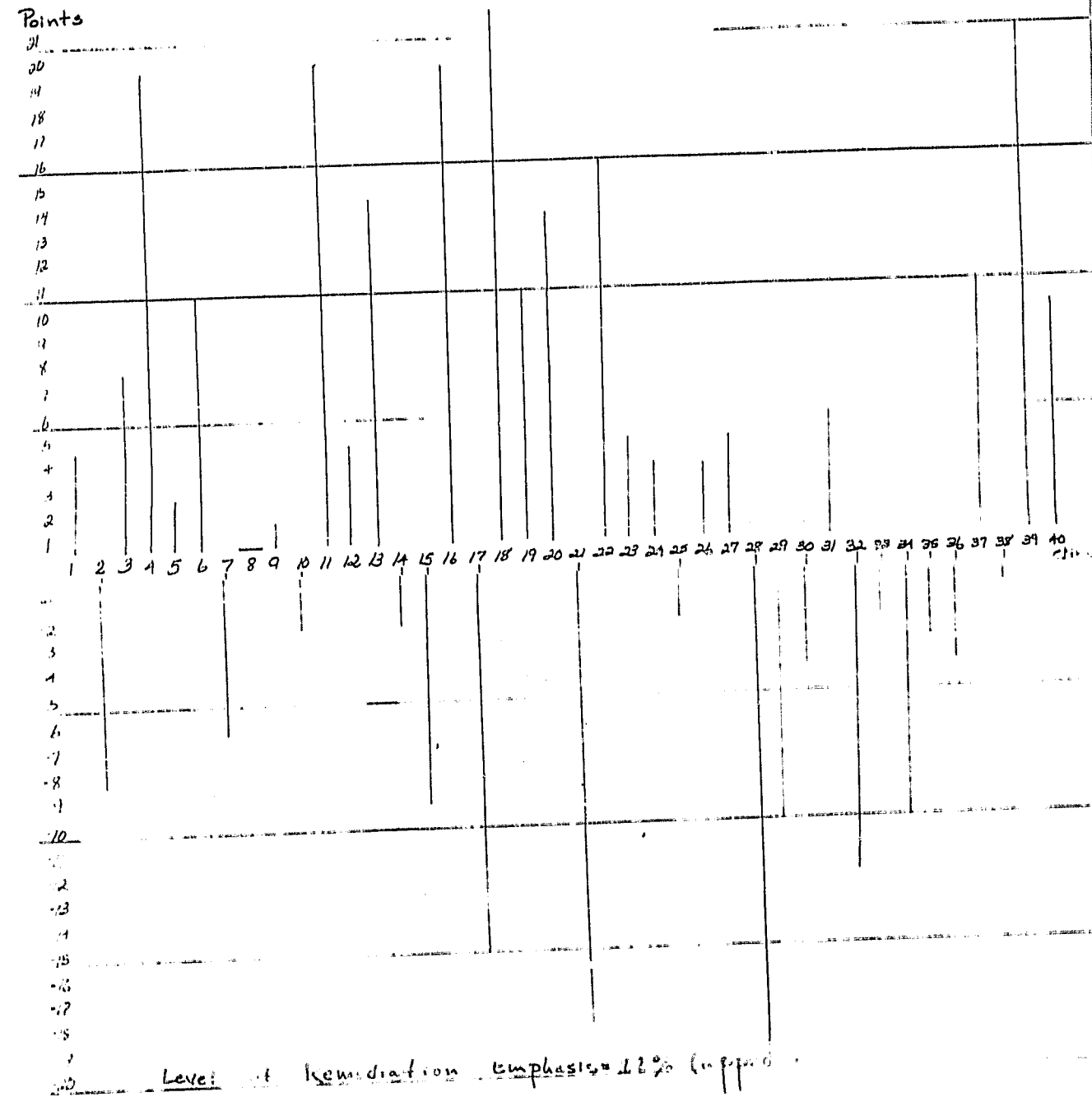
Word Attack



Word Comprehension

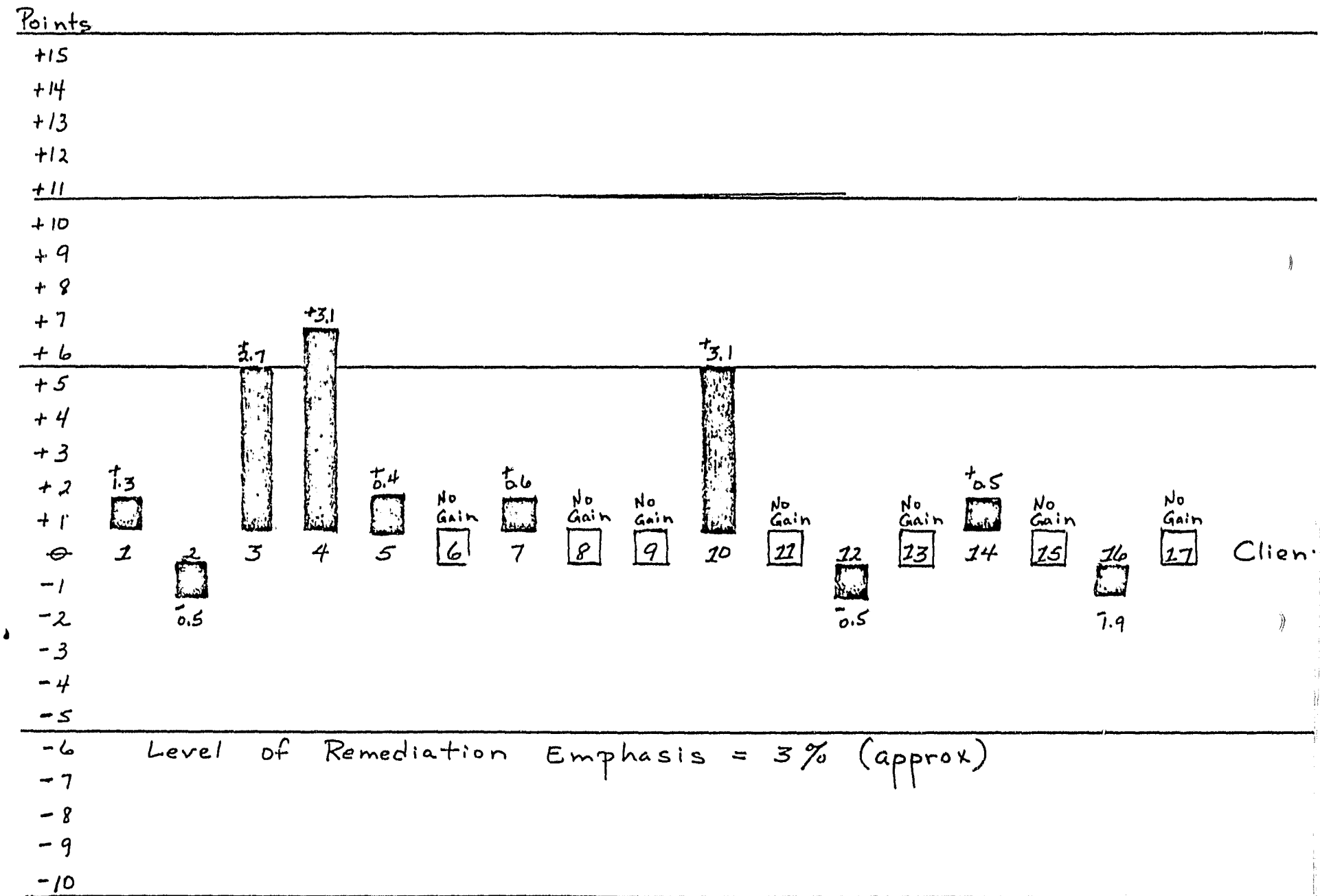


Passage Comprehension



NUMERATION

Baltimore

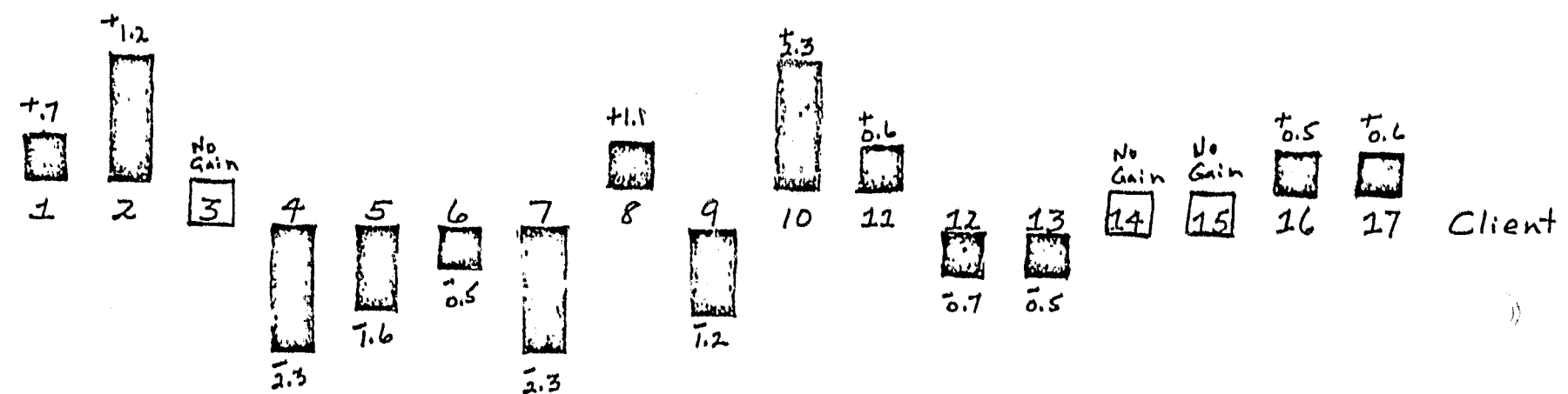


FRACTIONS

Baltimore

Points

+15
+14
+13
+12
+11
+10
+9
+8
+7
+6
+5
+4
+3
+2
+1
0
-1
-2
-3
-4
-5
-6
-7
-8
-9
-10

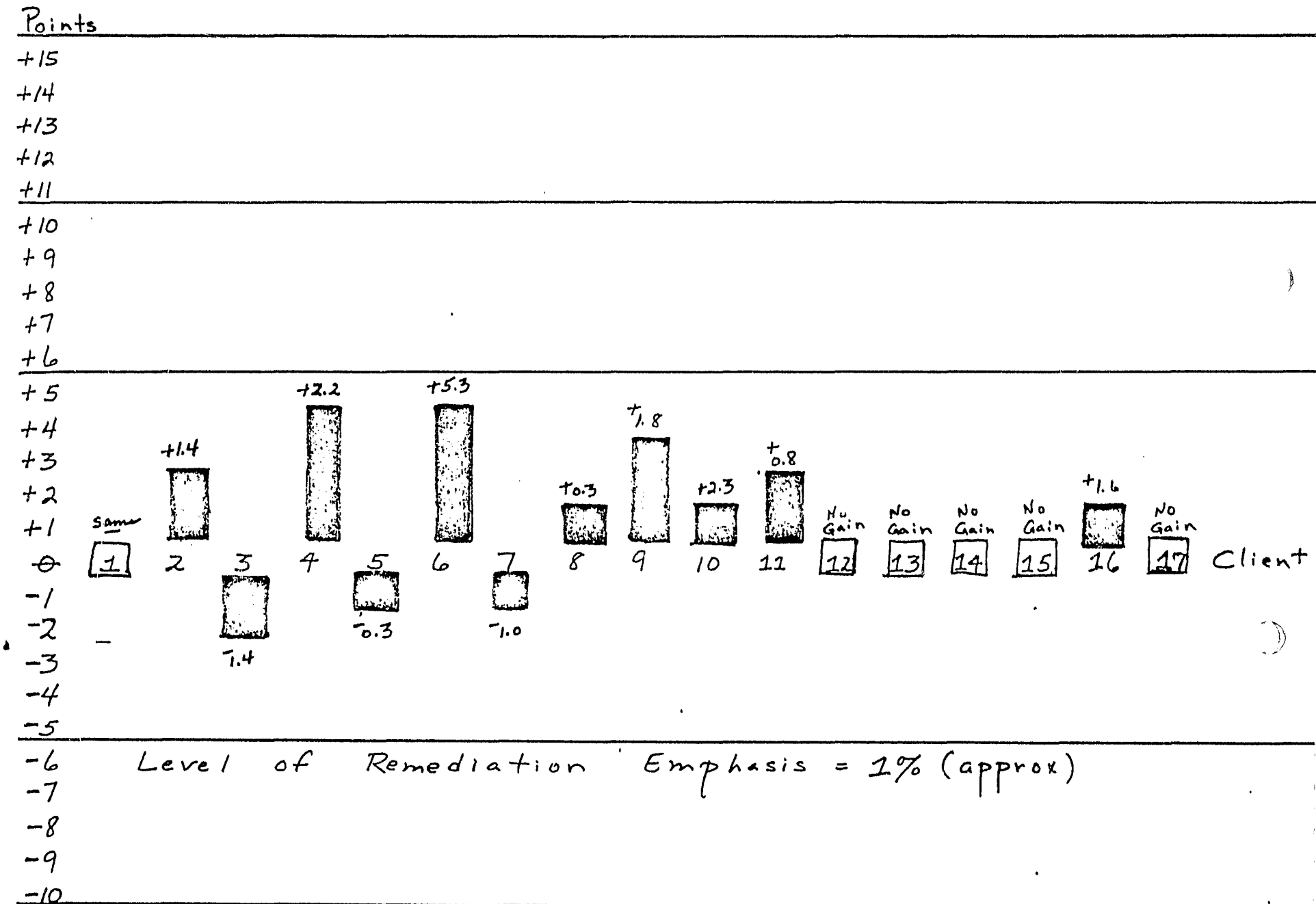


Level of Remediation Emphasis = 2% (approx)

Baltimore

GEOMETRY & SYMBOLS

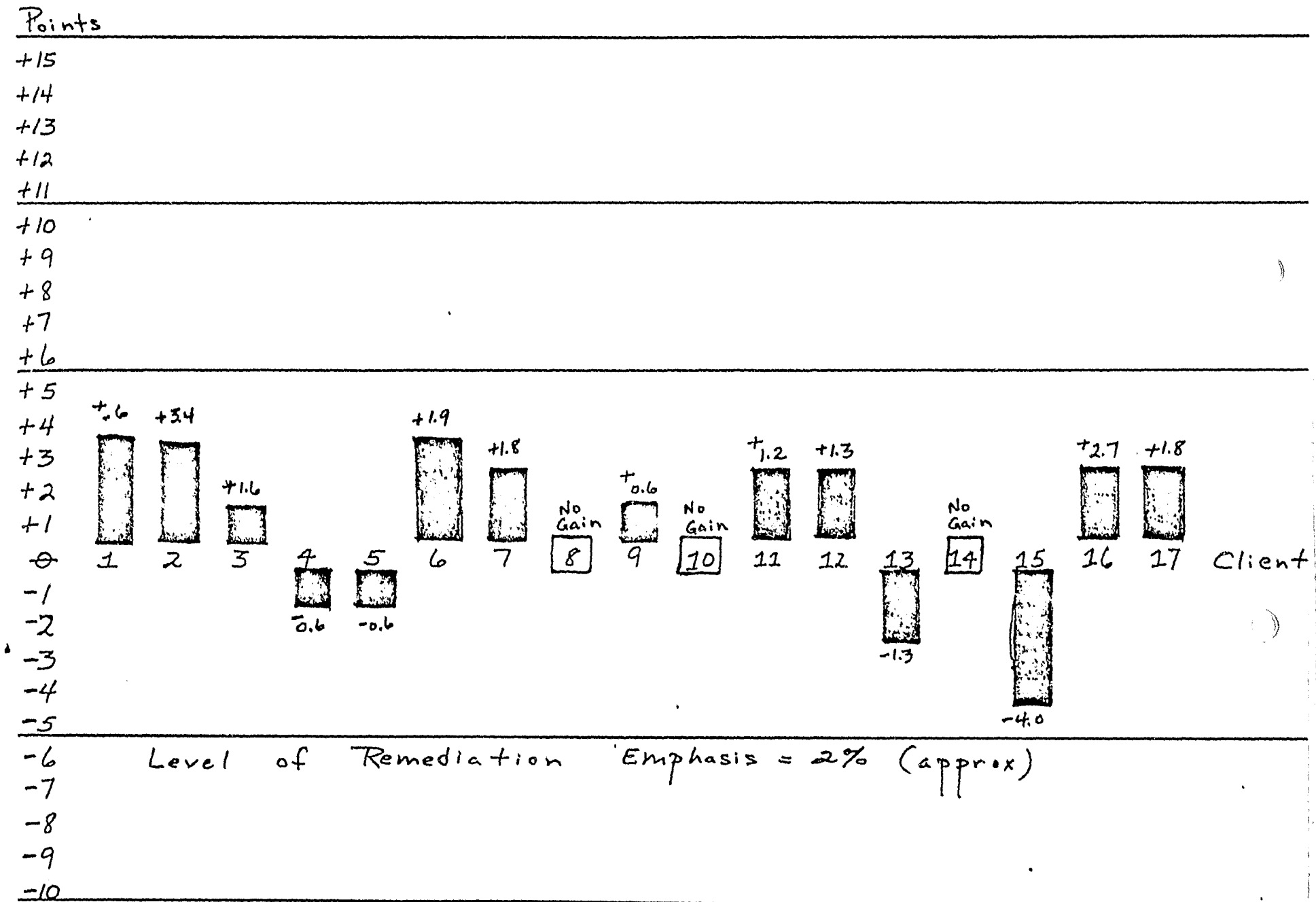
Baltimore



R. H. Moore

ADDITION

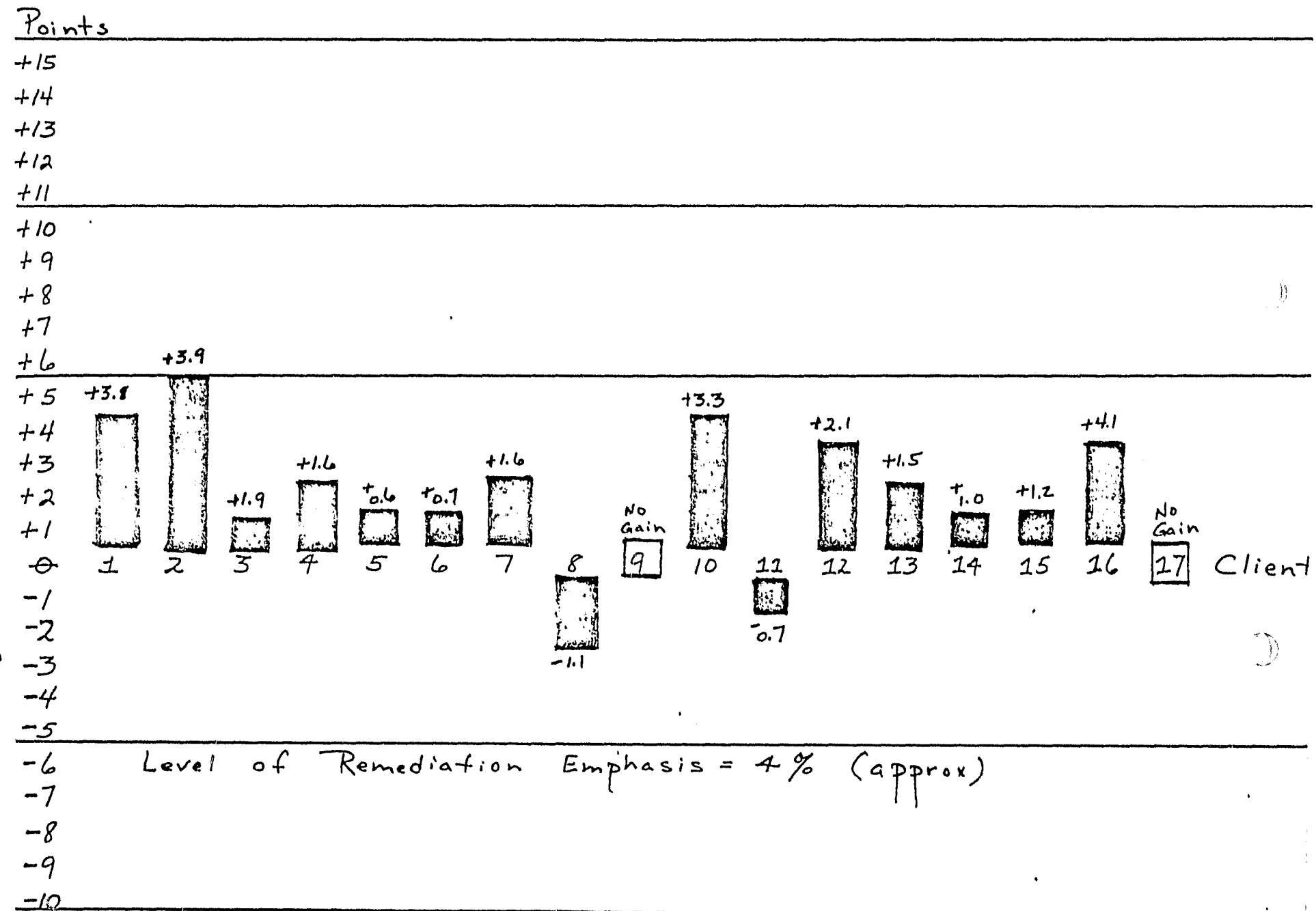
Baltimore



Baltimore

SUBTRACTION

Baltimore



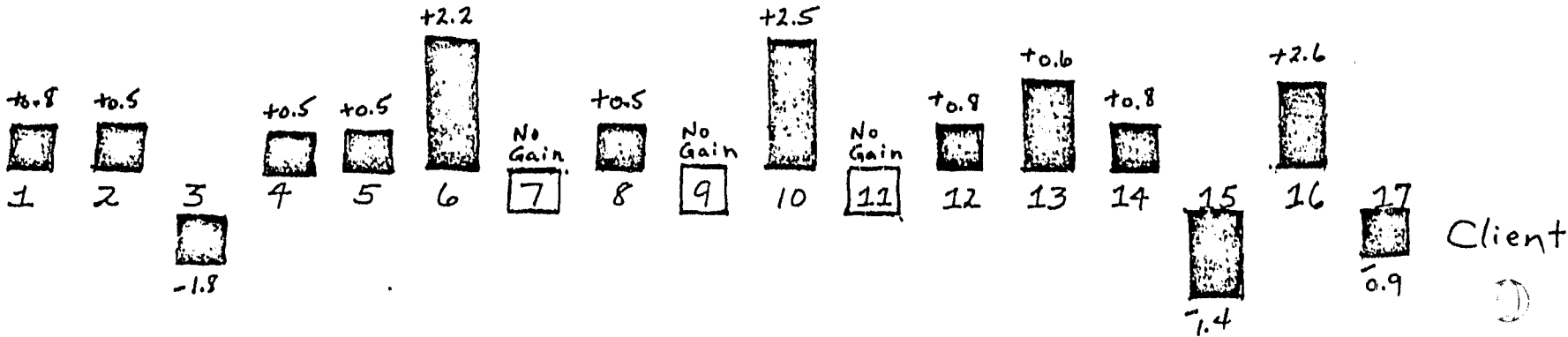
Baltimore

MULTIPLICATION

Baltimore

Points

- +15
- +14
- +13
- +12
- +11
- +10
- +9
- +8
- +7
- +6
- +5
- +4
- +3
- +2
- +1
- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



Client

Level of Remediation Emphasis = 5% (approx)

Baltimore

DIVISION

Baltimore

Points

+15

+14

+13

+12

+11

+10

+9

+8

+7

+6

+5

+4

+3

+2

+1

0

-1

-2

-3

-4

-5

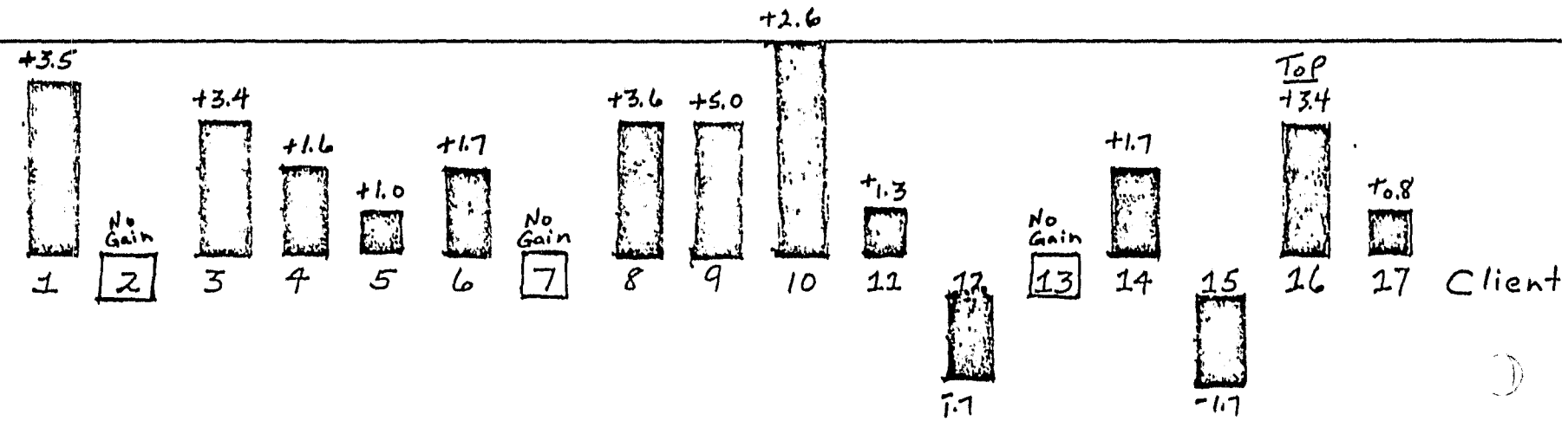
-6

-7

-8

-9

-10

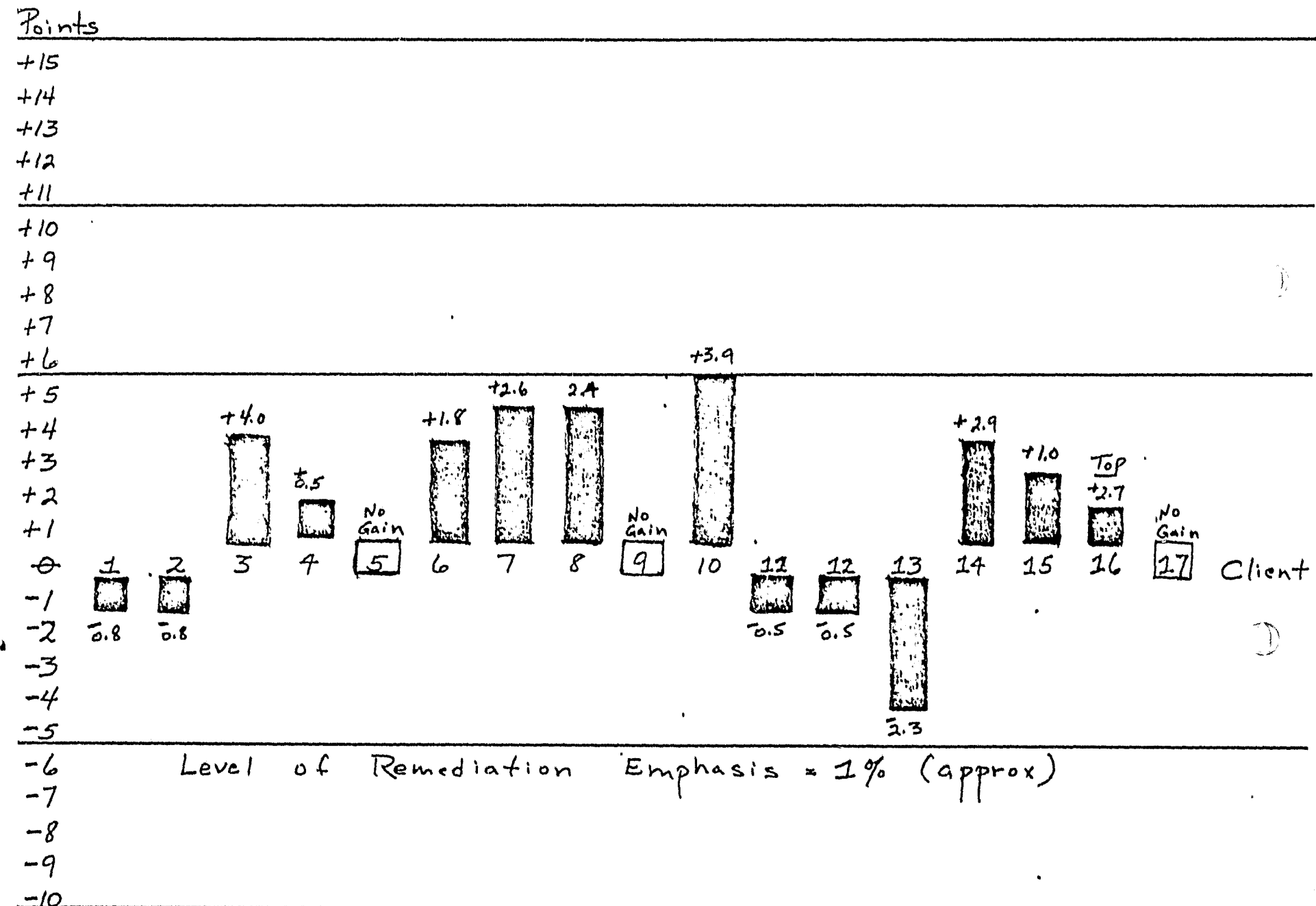


Level of Remediation Emphasis = 4% (approx)

Baltimore

MENTAL COMPUTATION

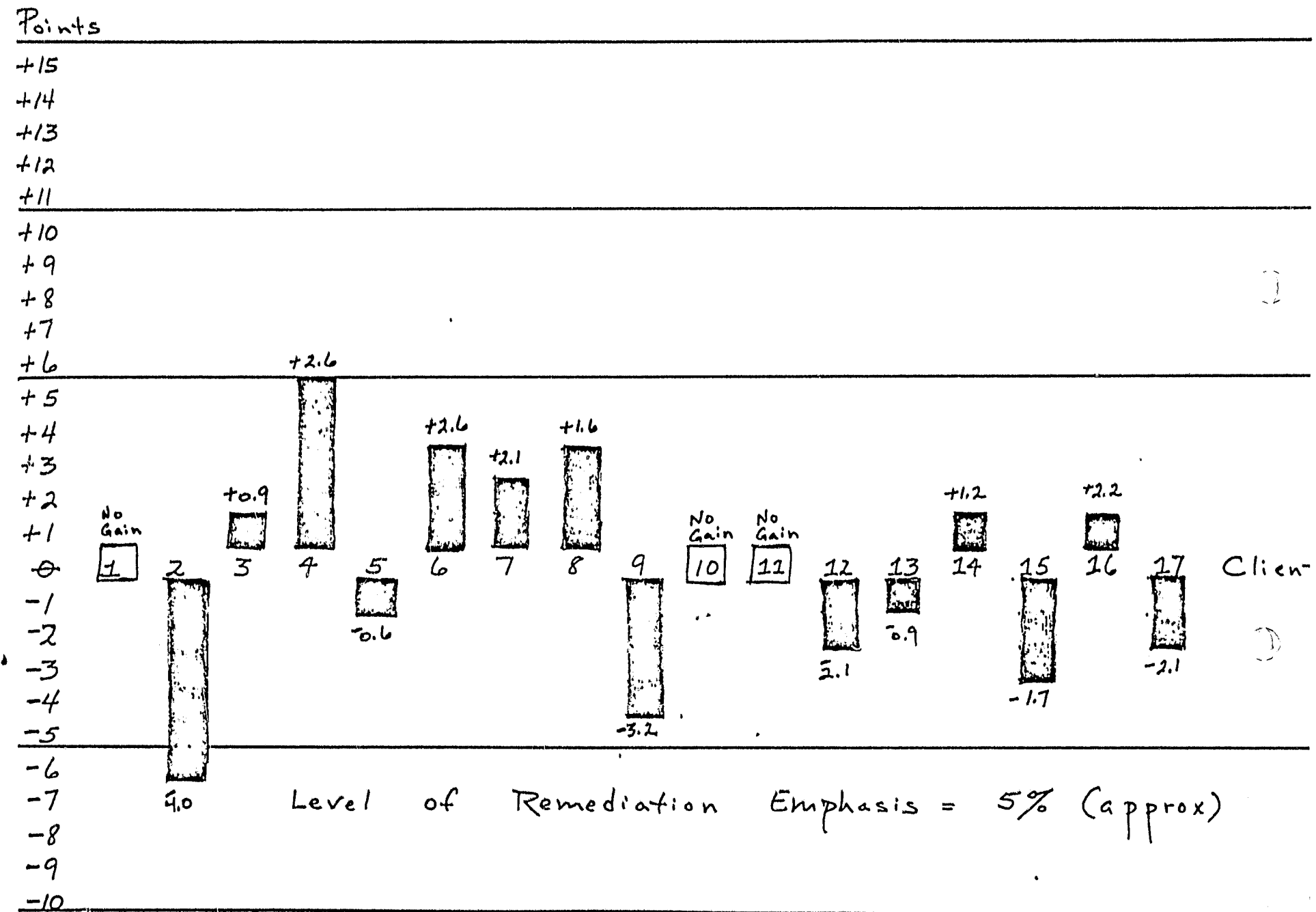
Baltimore.



Baltimore.

NUMERICAL REASONING

Baltimore



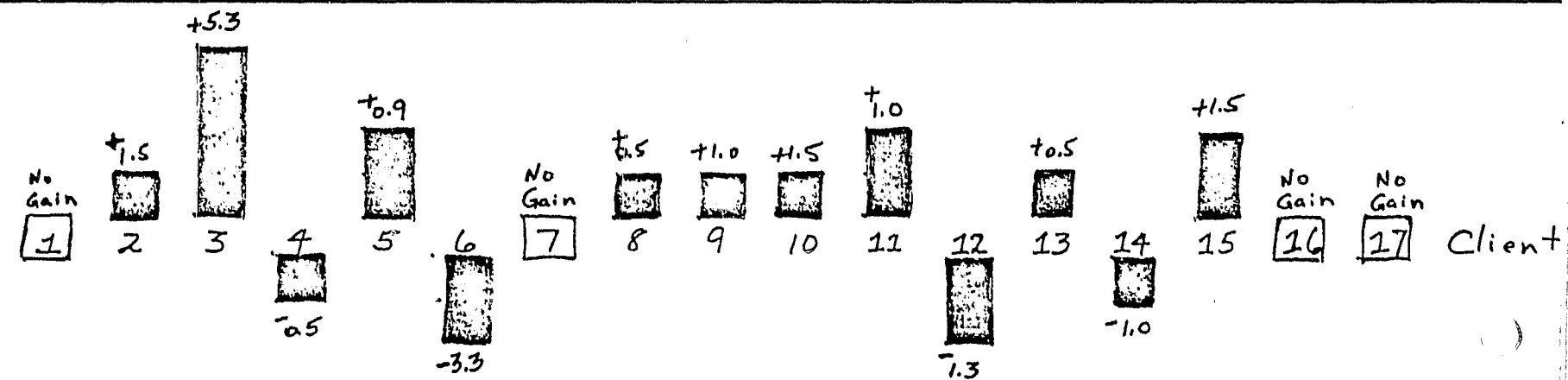
Baltimore

WORD PROBLEMS

Baltimore

Points

+15
+14
+13
+12
+11
+10
+9
+8
+7
+6
+5
+4
+3
+2
+1
0
-1
-2
-3
-4
-5
-6
-7
-8
-9
-10



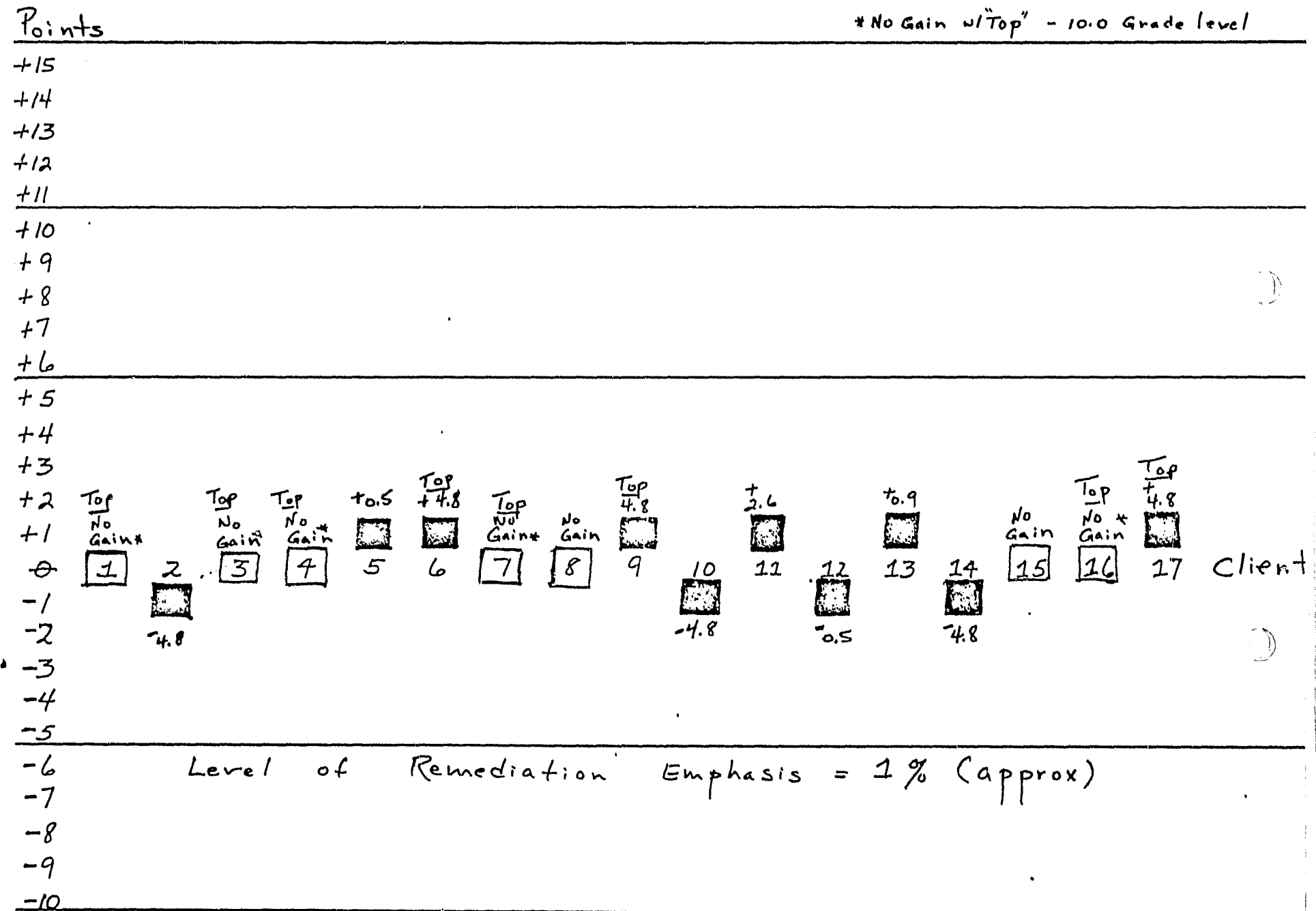
Client

Level of Remediation Emphasis = 2% (approx)

Baltimore

MISSING ELEMENTS

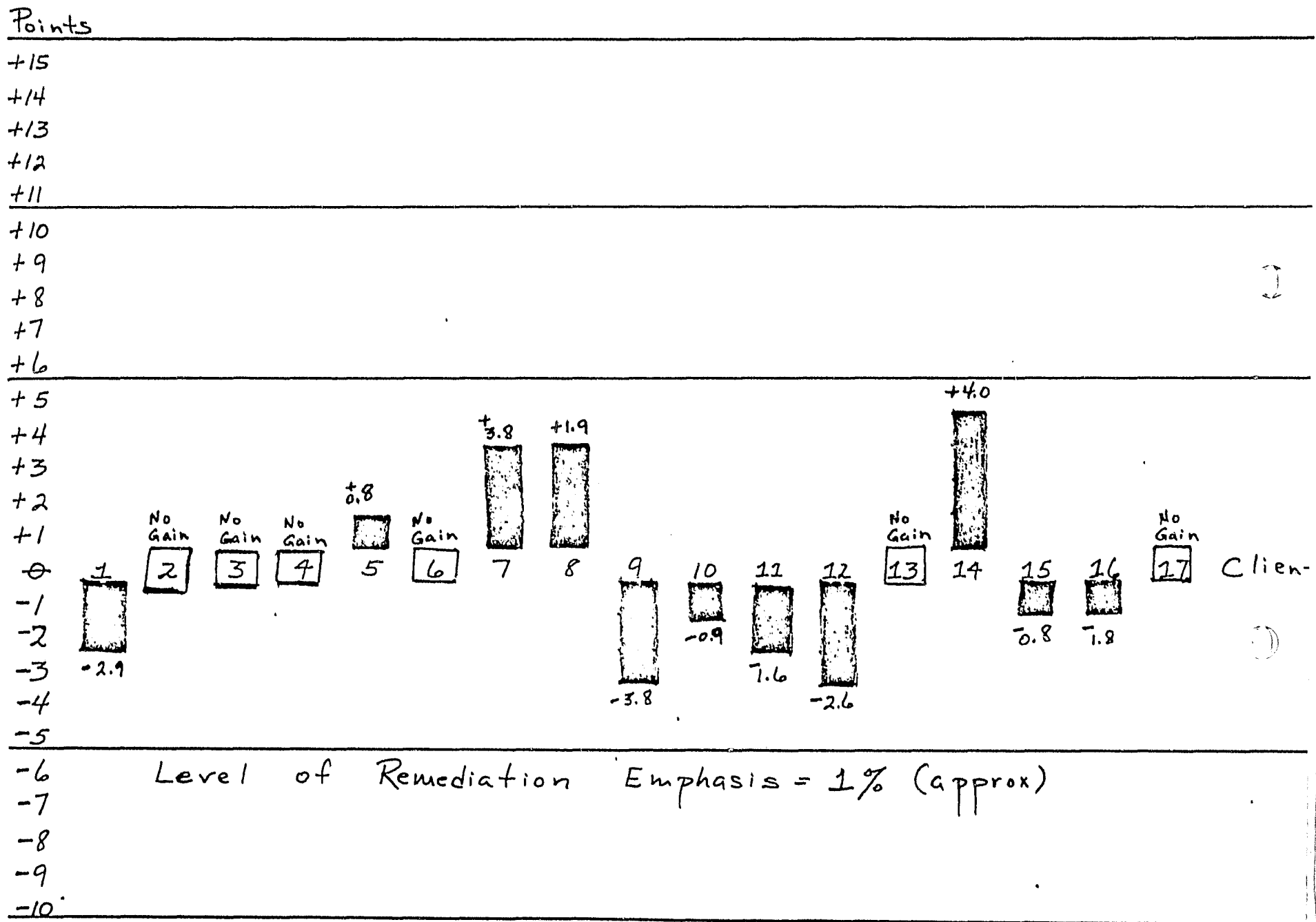
Baltimore



Baltimore

MONEY

Baltimore

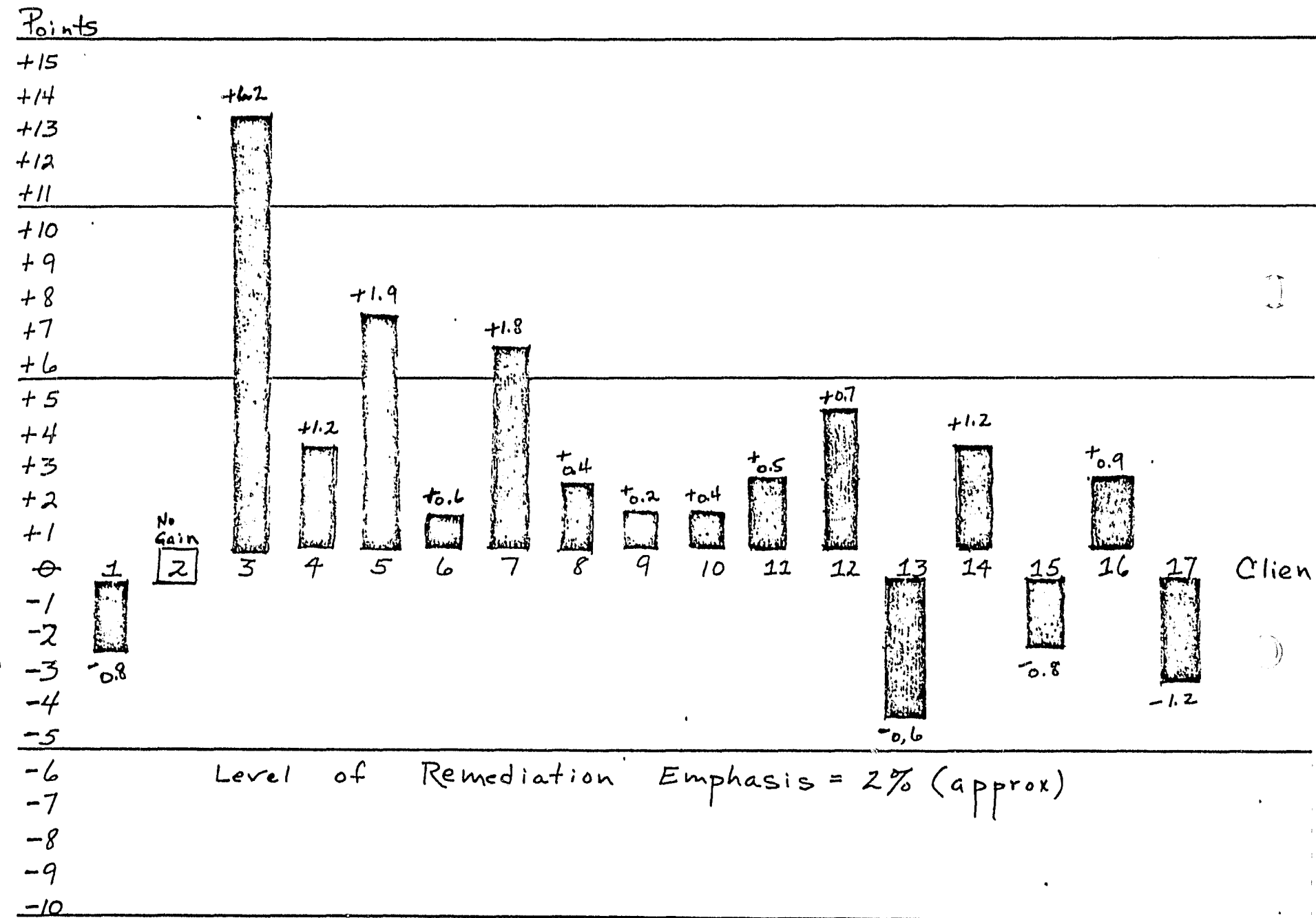


Level of Remediation Emphasis = 1% (approx)

Baltimore

MEASUREMENT

Baltimore



Clie

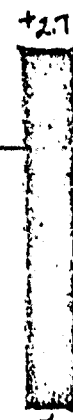
Baltimore

TIME

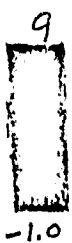
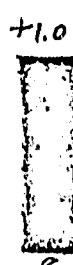
Baltimore

Points

+15
+14
+13
+12
+11
+10
+9
+8
+7
+6
+5
+4
+3
+2
+1
0
-1
-2
-3
-4
-5
-6
-7
-8
-9
-10



No Gain



No Gain



No Gain

No Gain



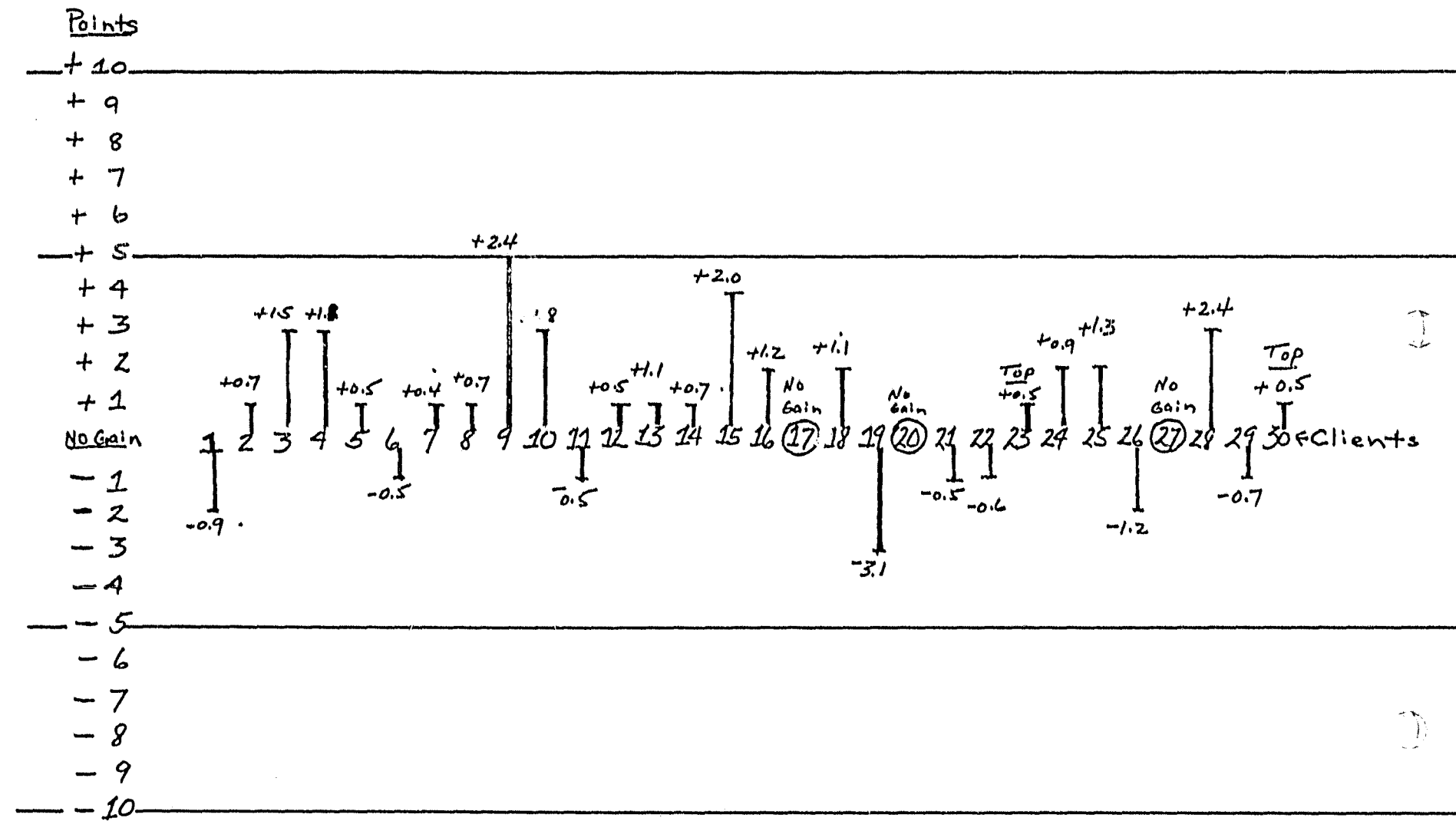
Client

Level of Remediation Emphasis = 1% (approx)

Baltimore

Numeration

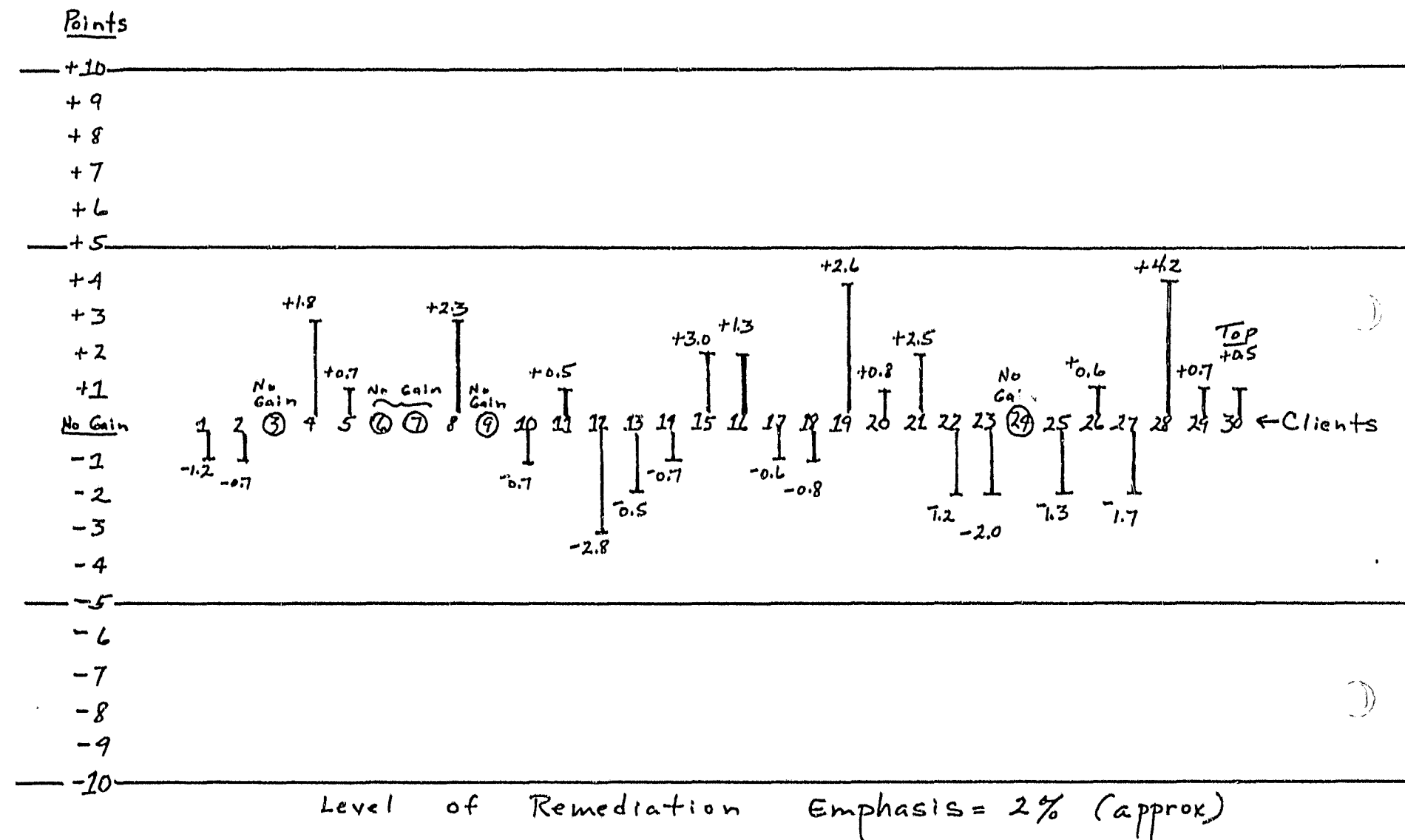
Indianapolis Site



Level of Remediation Emphasis = 2% (approx.)

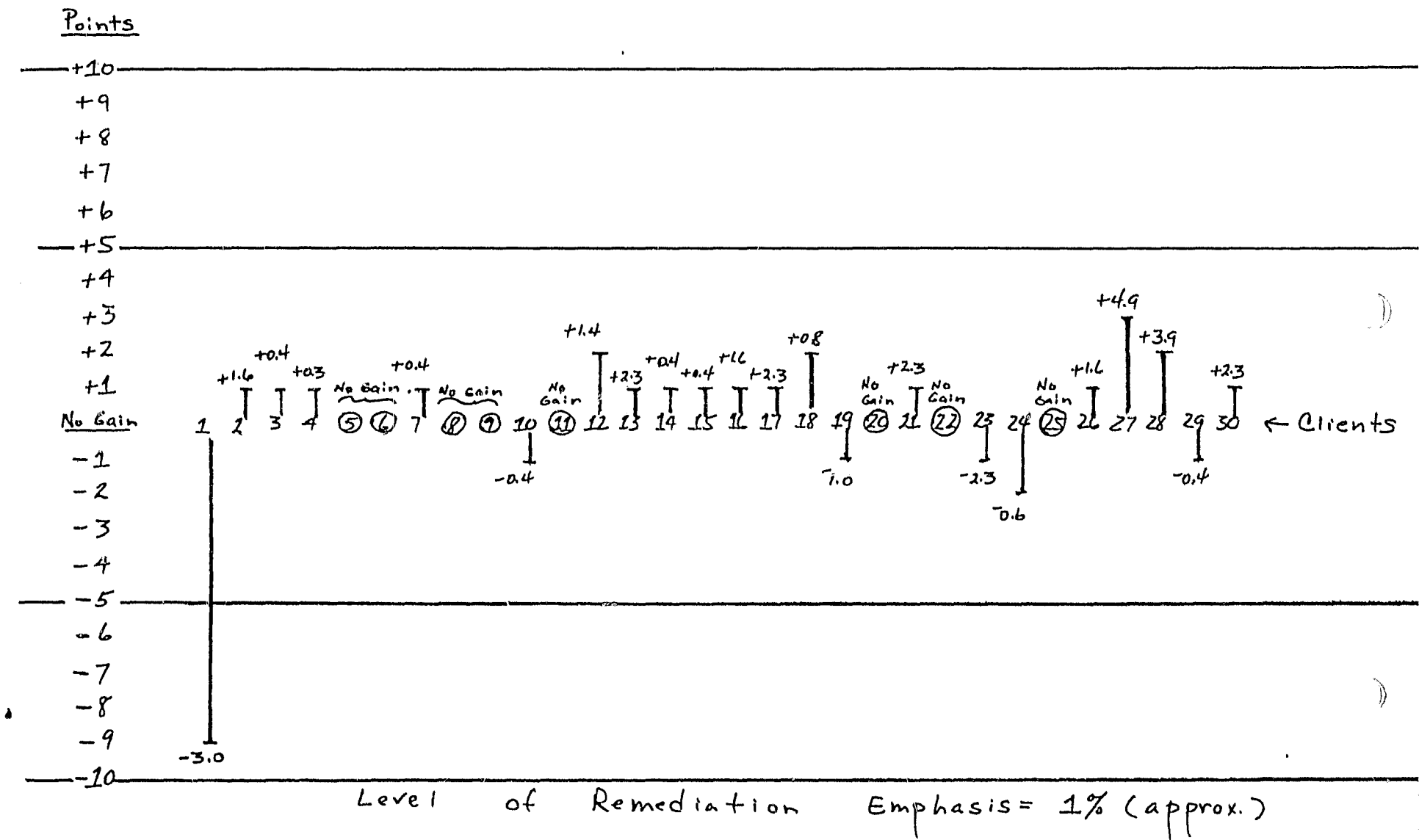
Fractions

Indianapolis Site



Geometry & Symbols

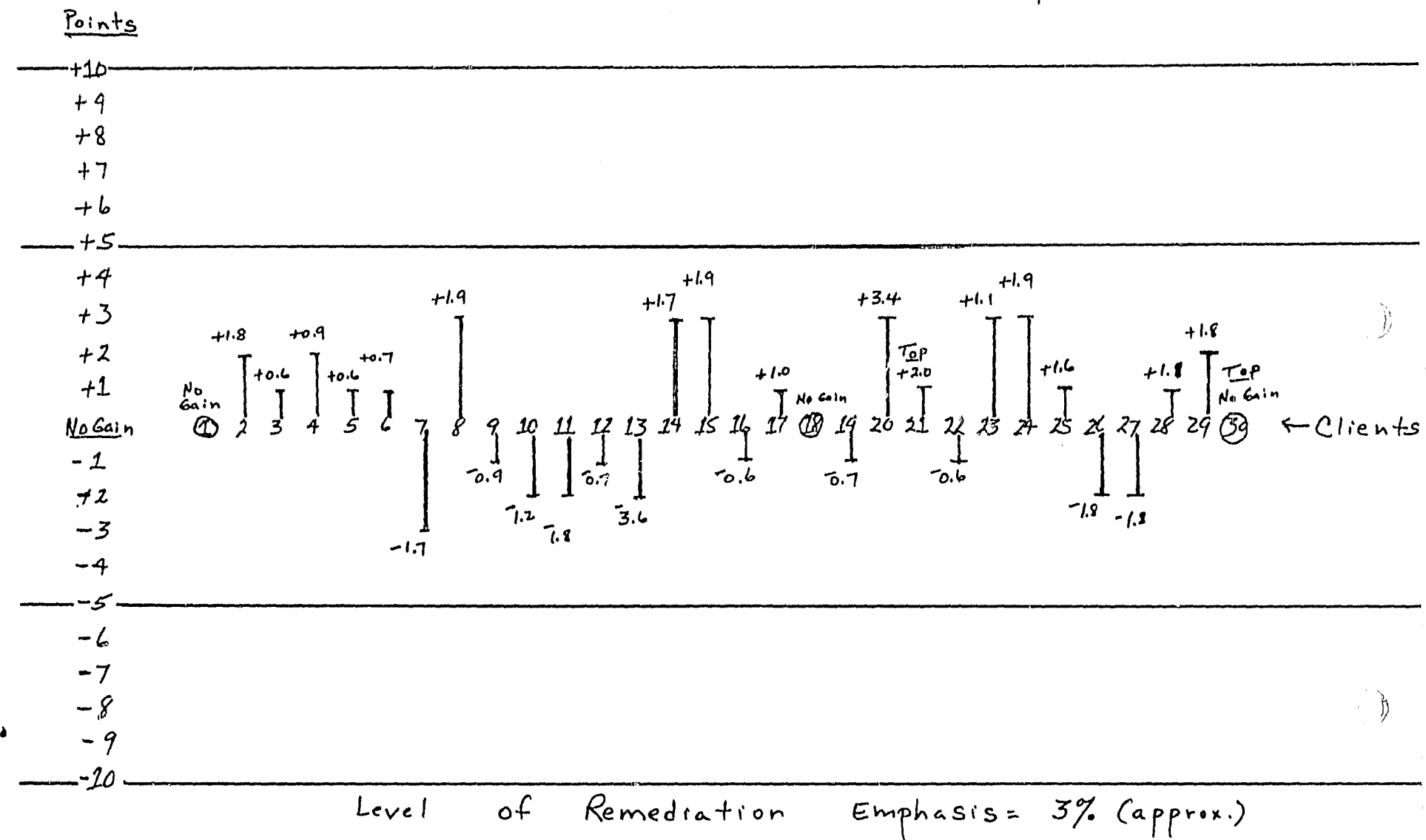
Indianapolis Site



Addition

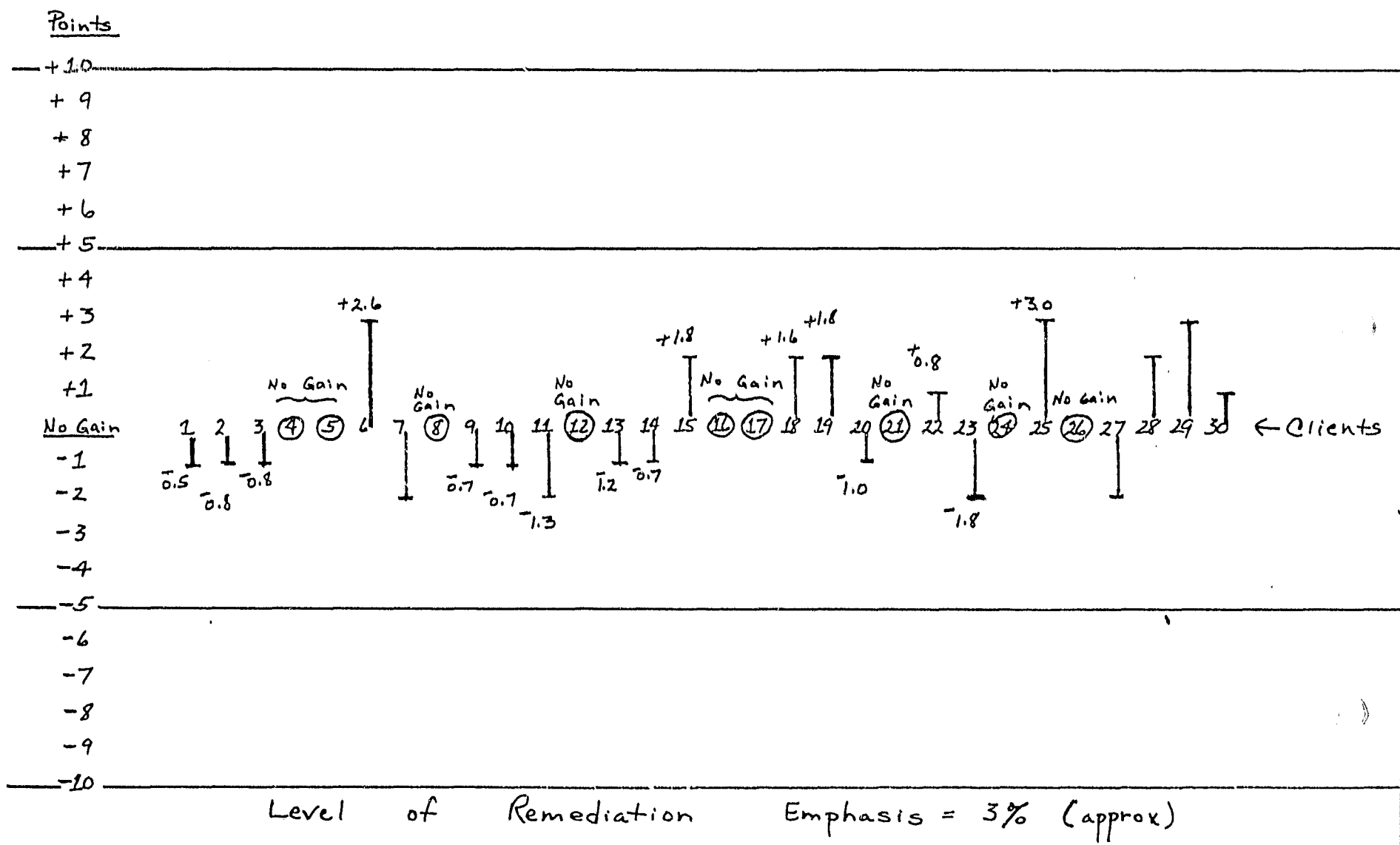
Indianapolis Site

* No Gain w/Top = 10.0 Grade Level



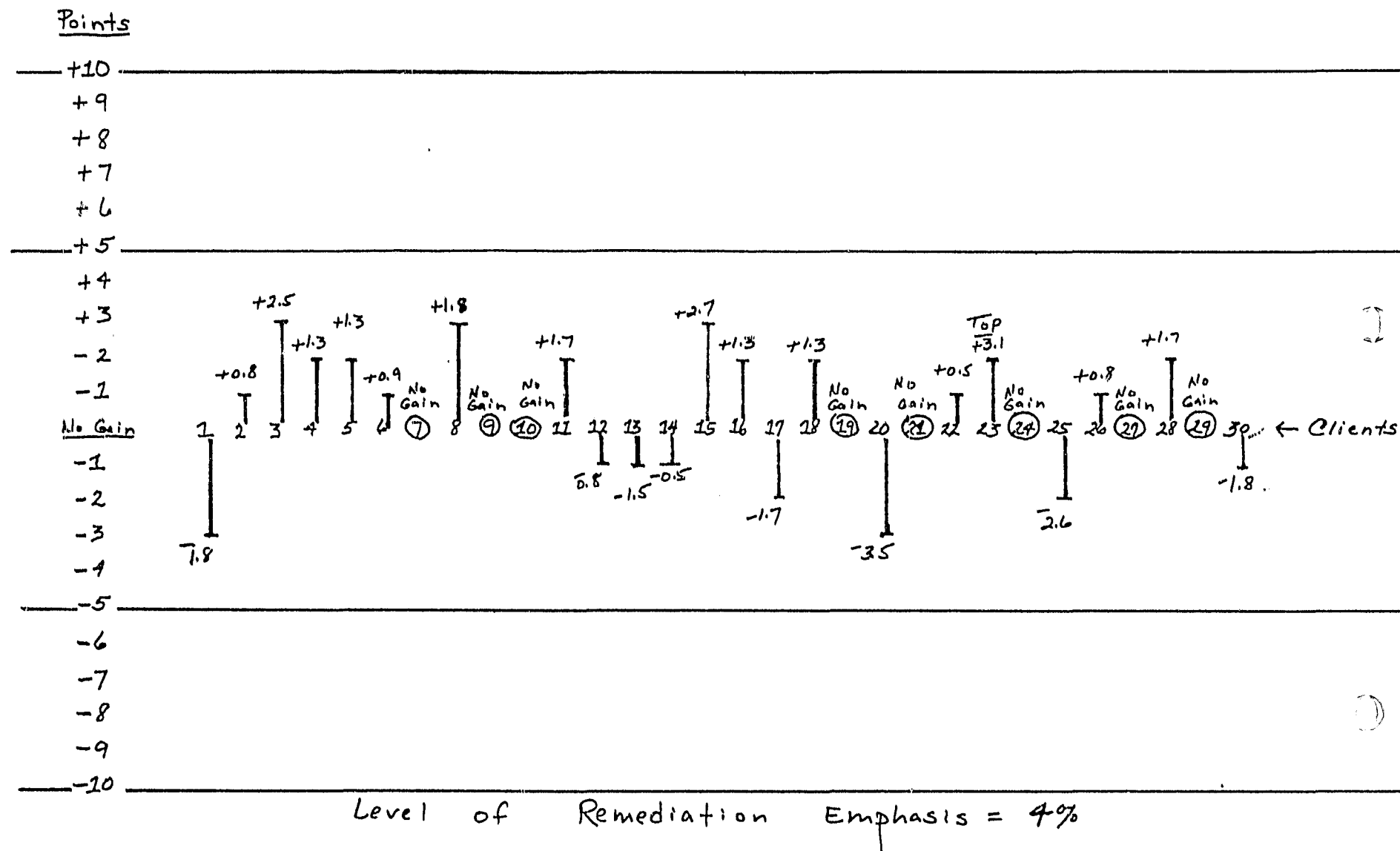
Subtraction

Indianapolis Site



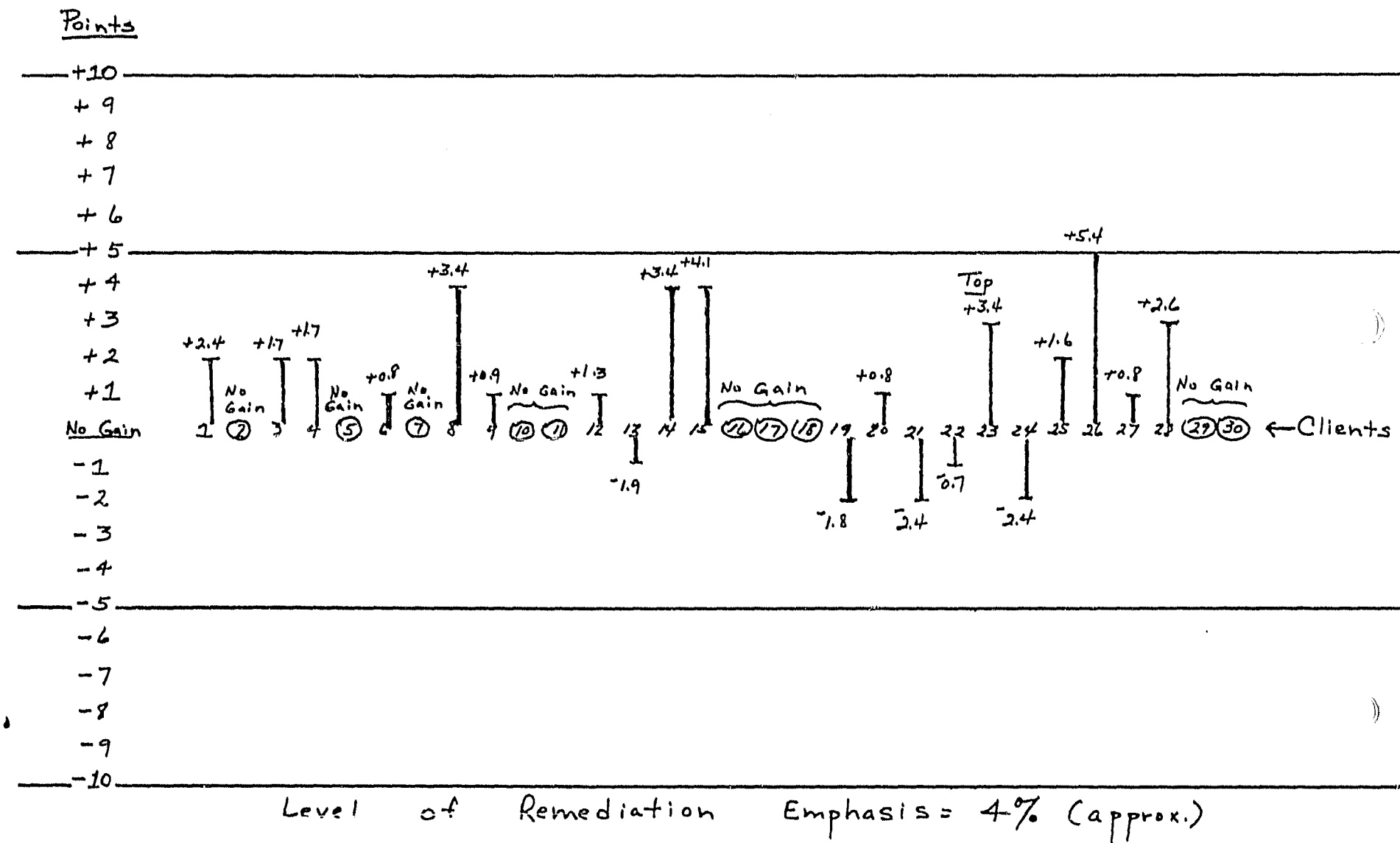
Multiplication

Indianapolis Site



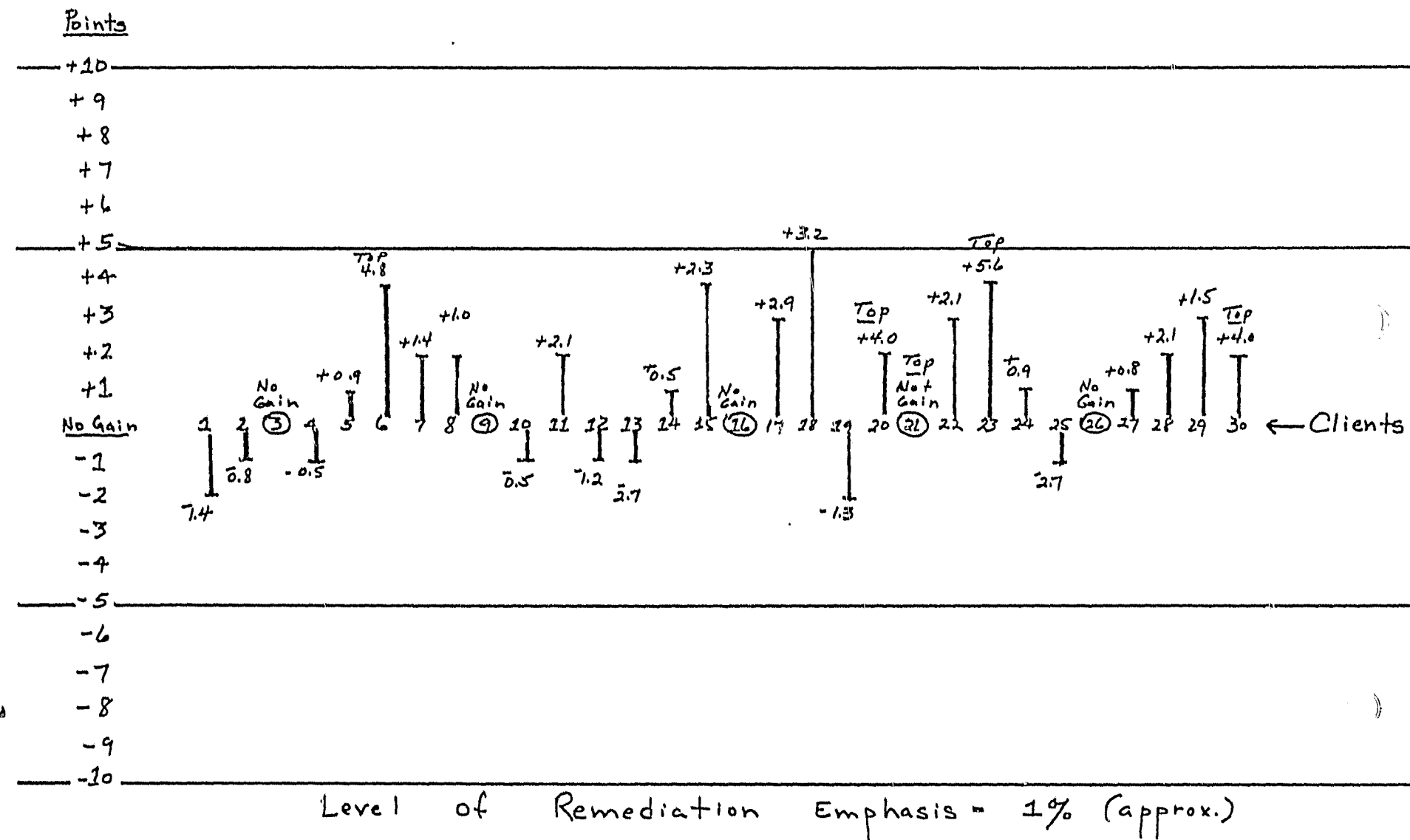
Division

Indianapolis Site



Mental Computation

Indianapolis Site



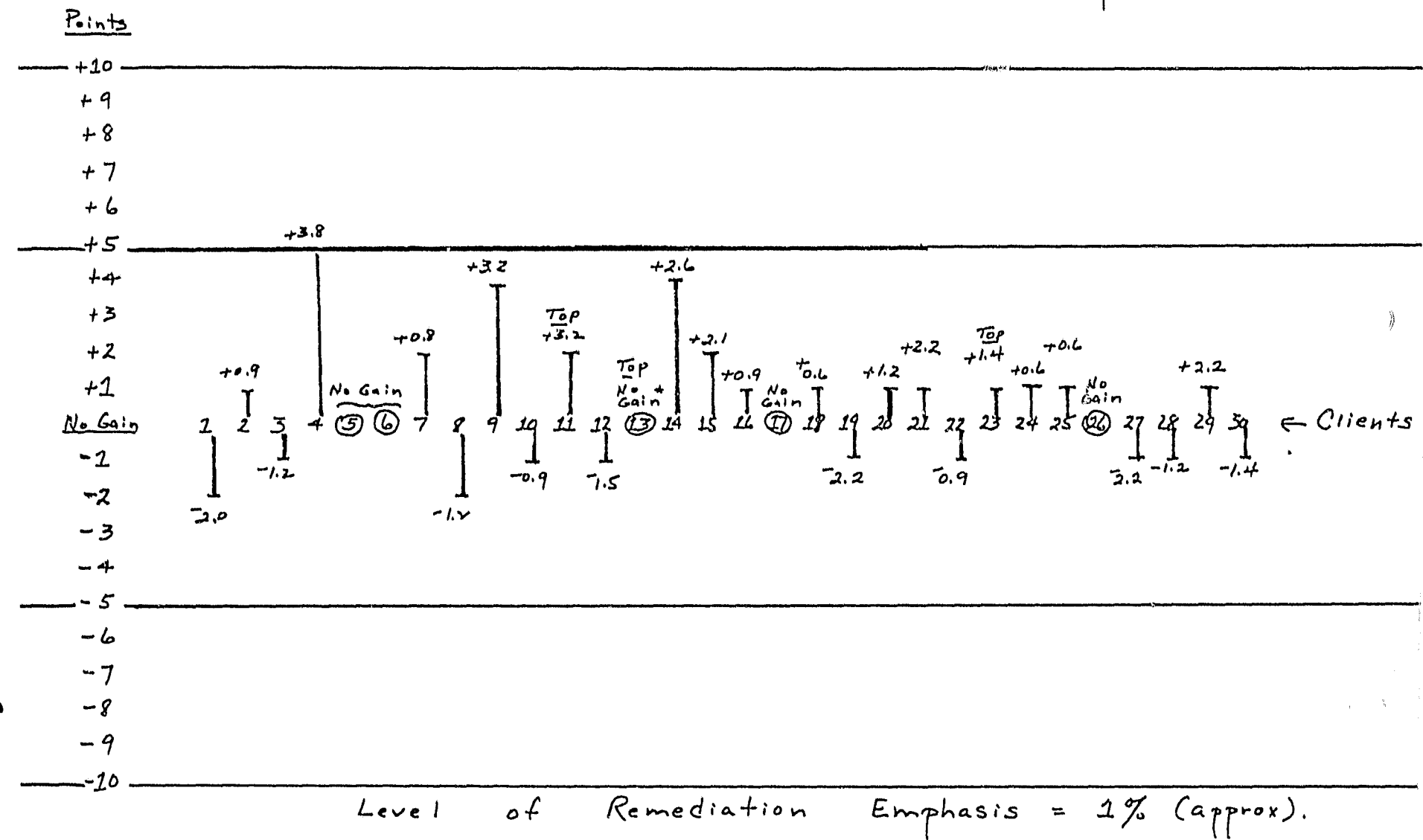
CONTINUED

1 OF 3

Numerical Reasoning

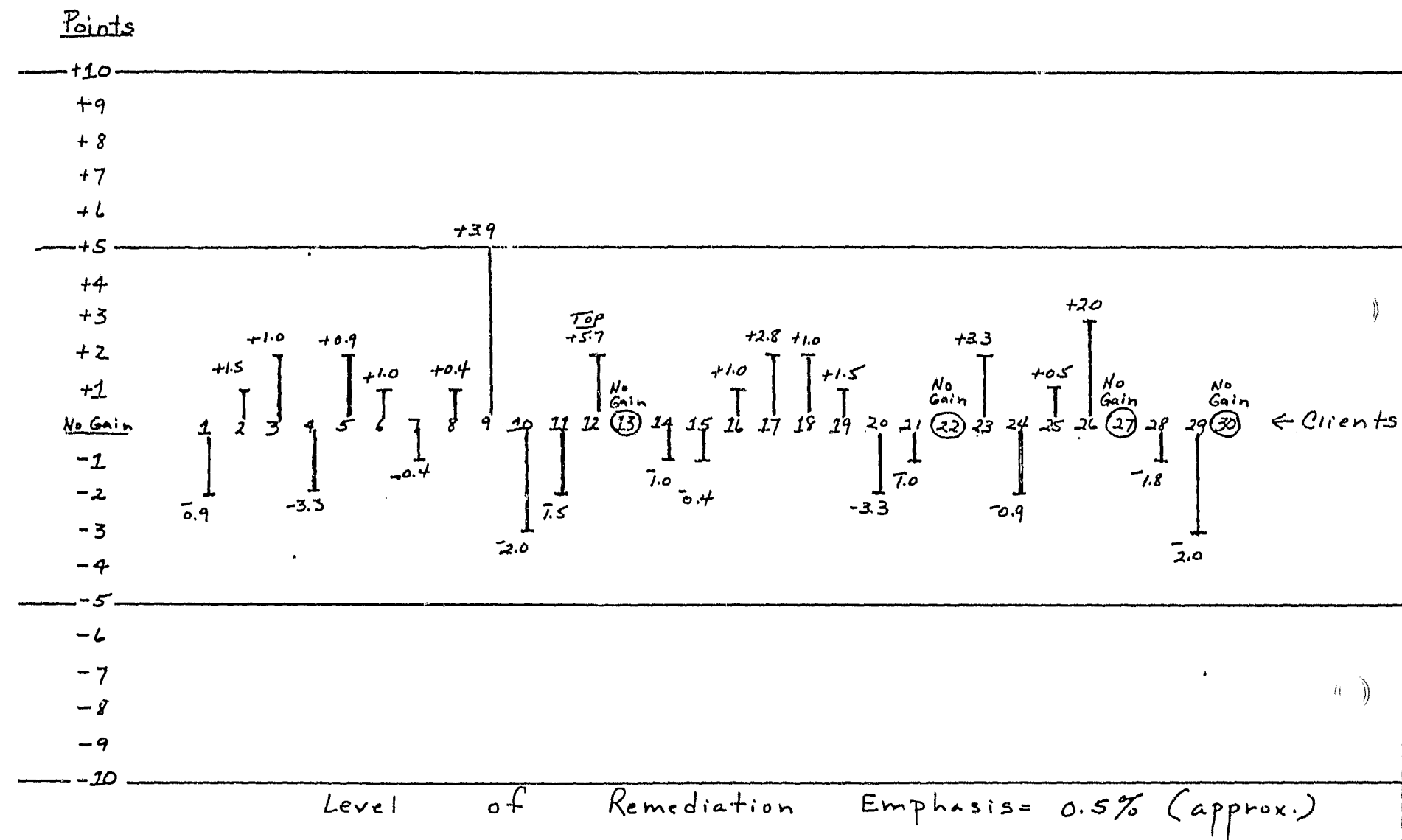
Indianapolis Site

* No Gain w/Top = 10.0 Grade Level



Word Problems

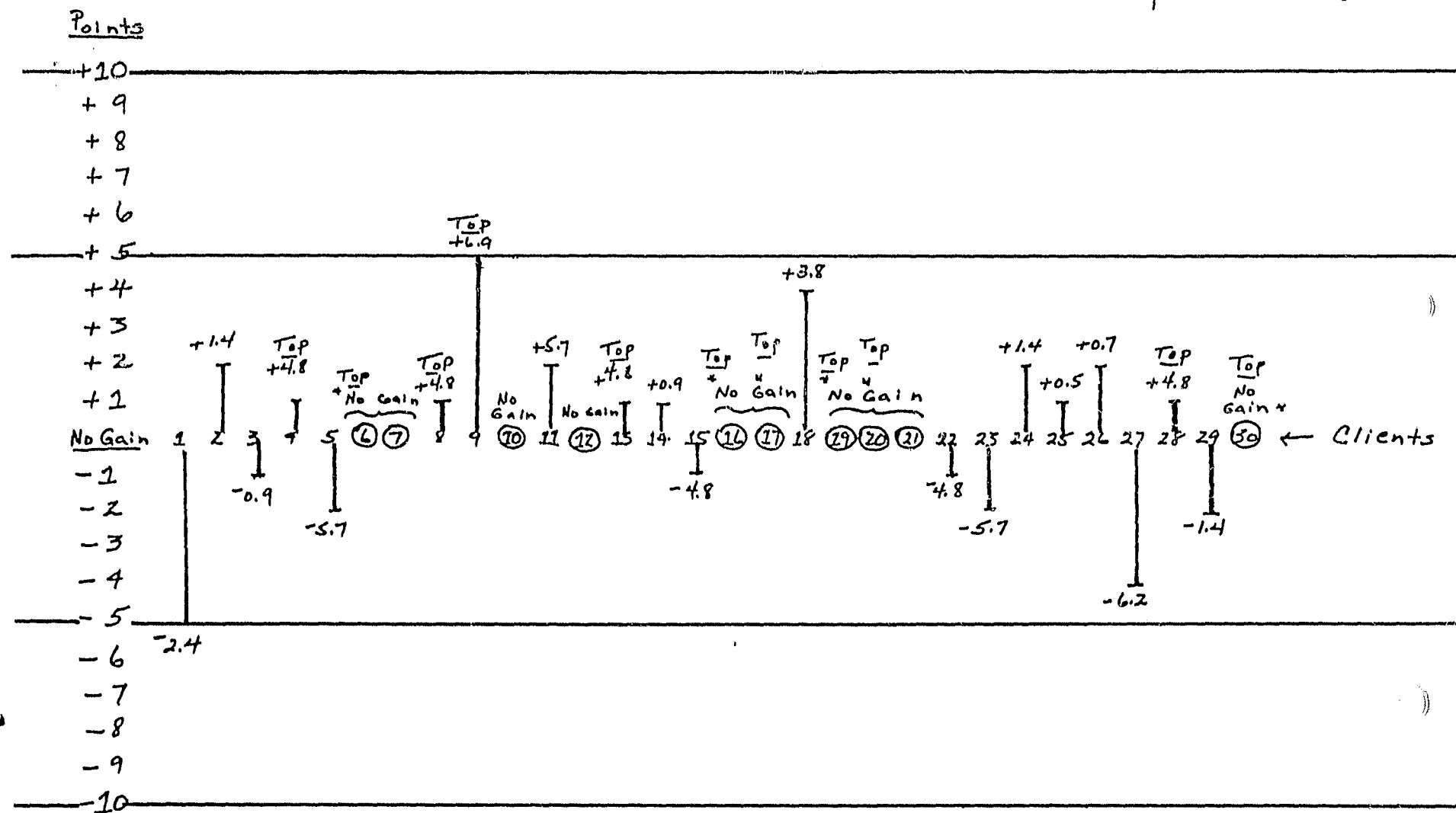
Indianapolis Site



Missing Elements

Indianapolis Site

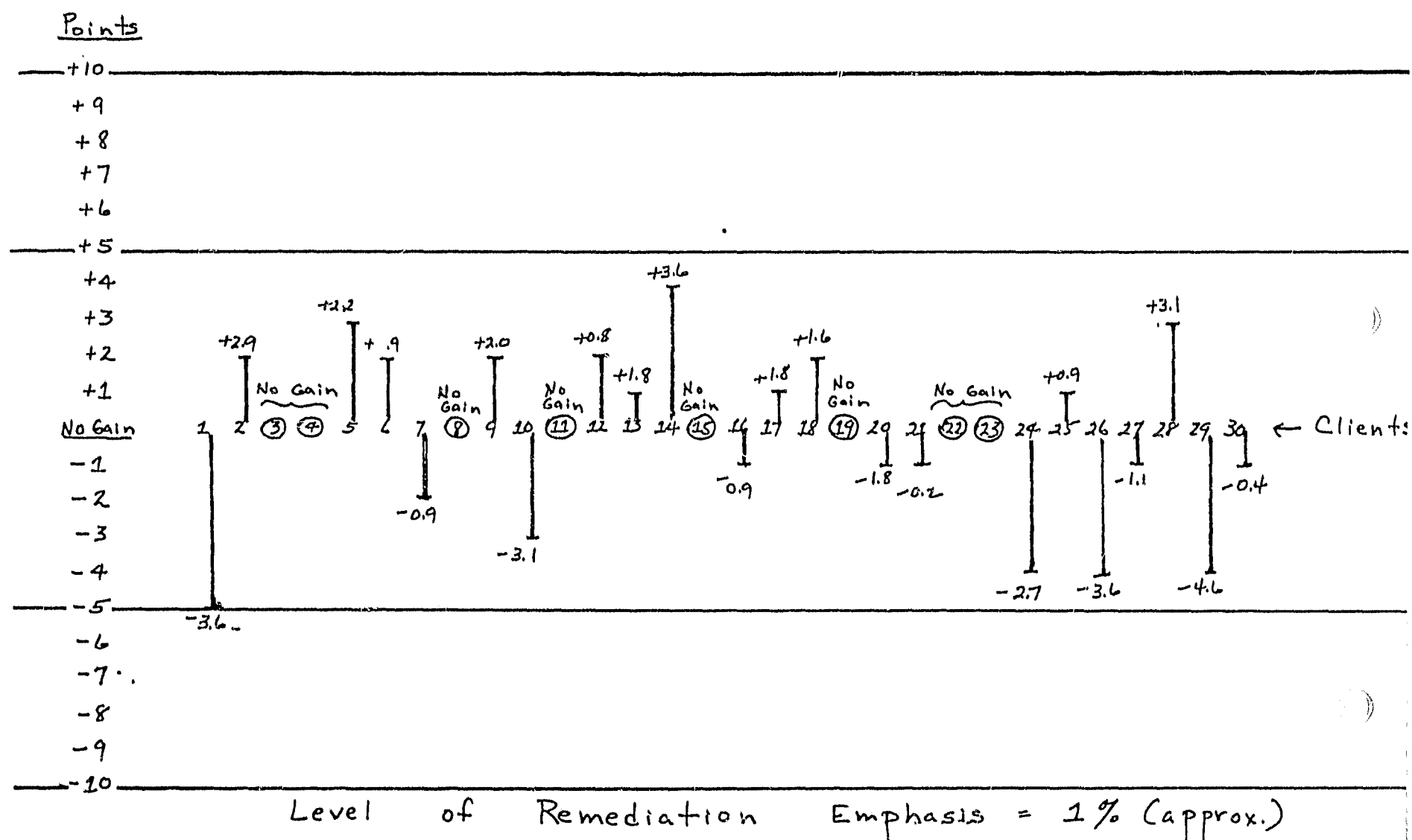
* No Gain w/Top = 10.0 Grade Level



Level of Remediation Emphasis = 0.5% (approx.)

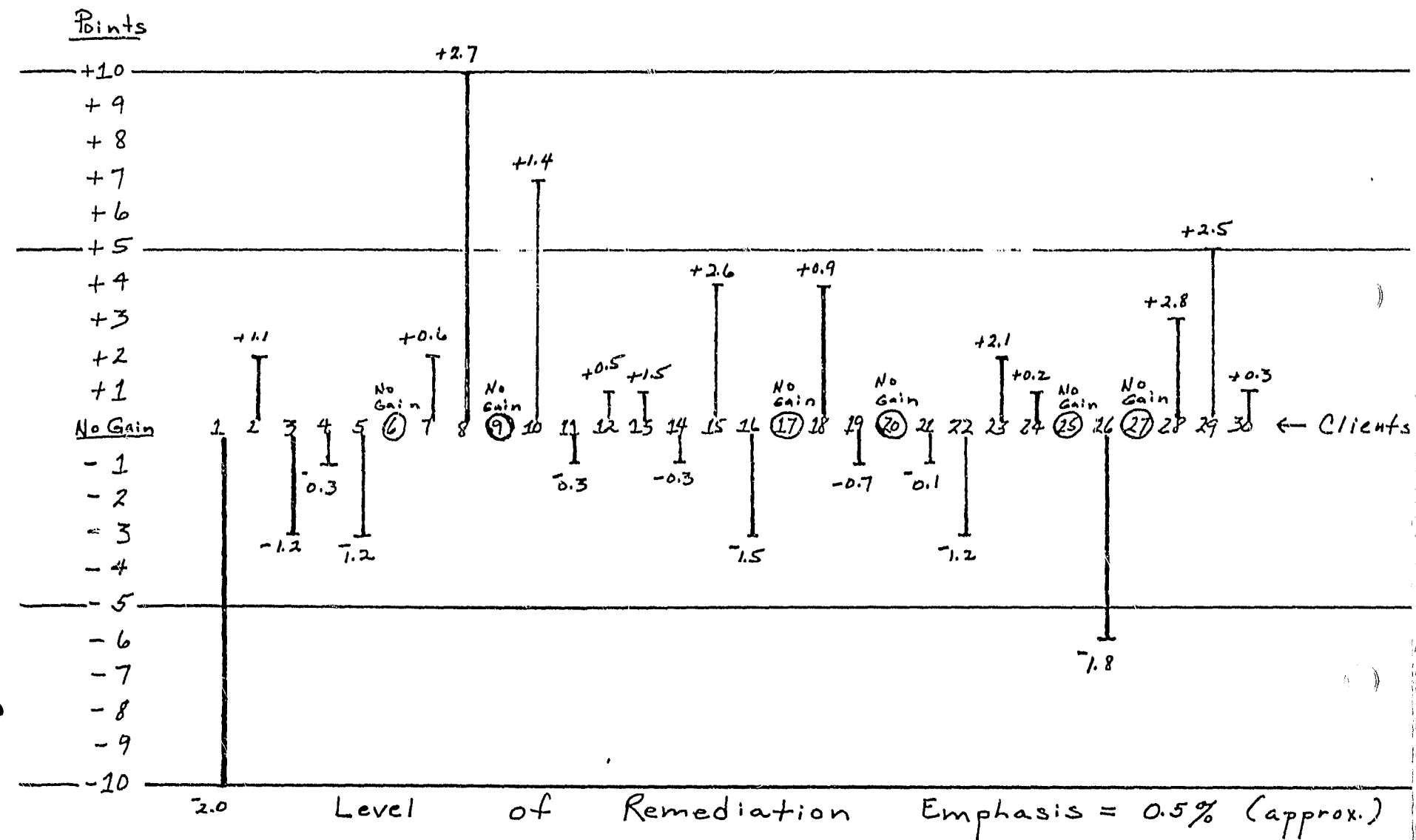
Money

Indianapolis Site



Measurement

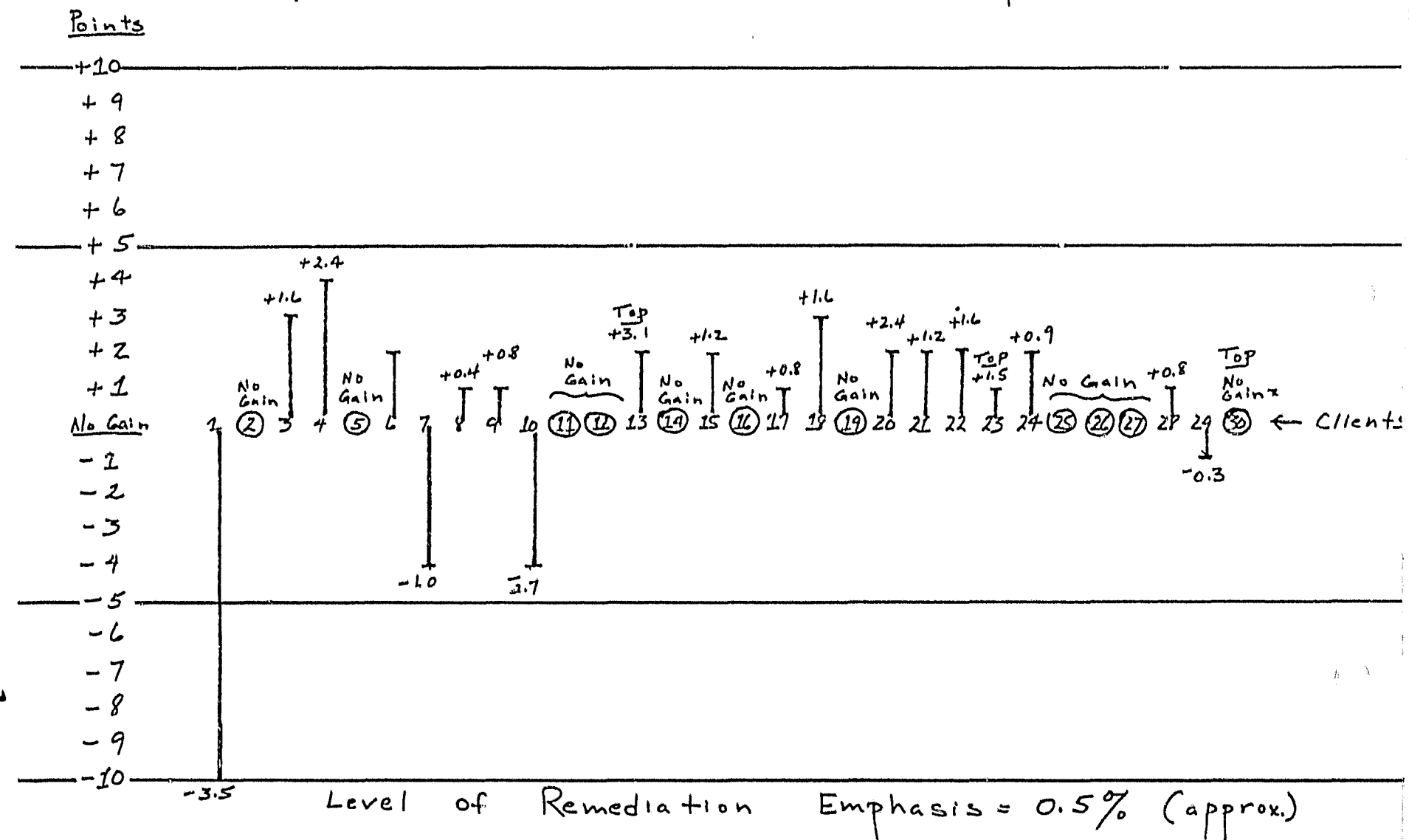
Indianapolis Site

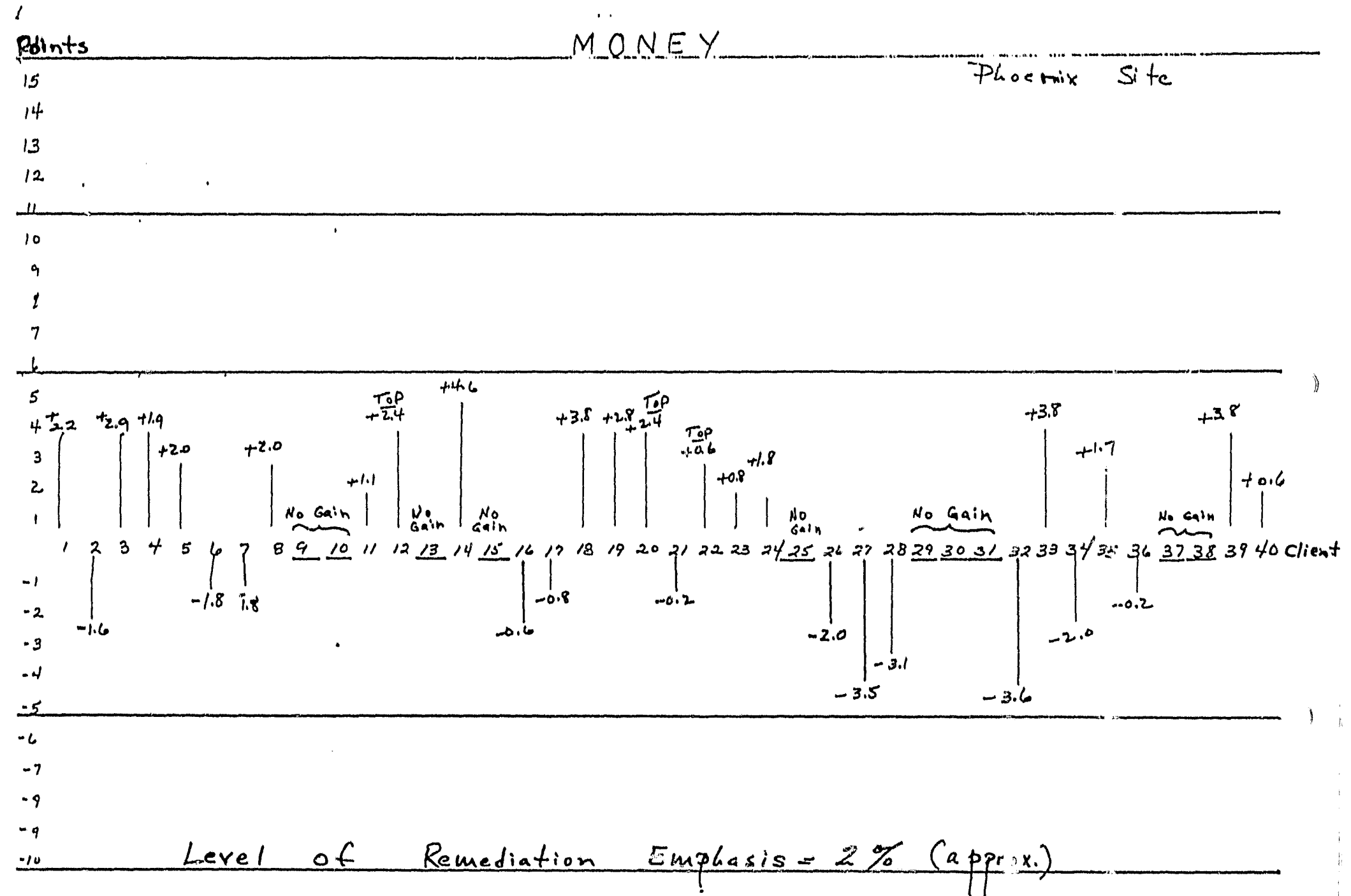


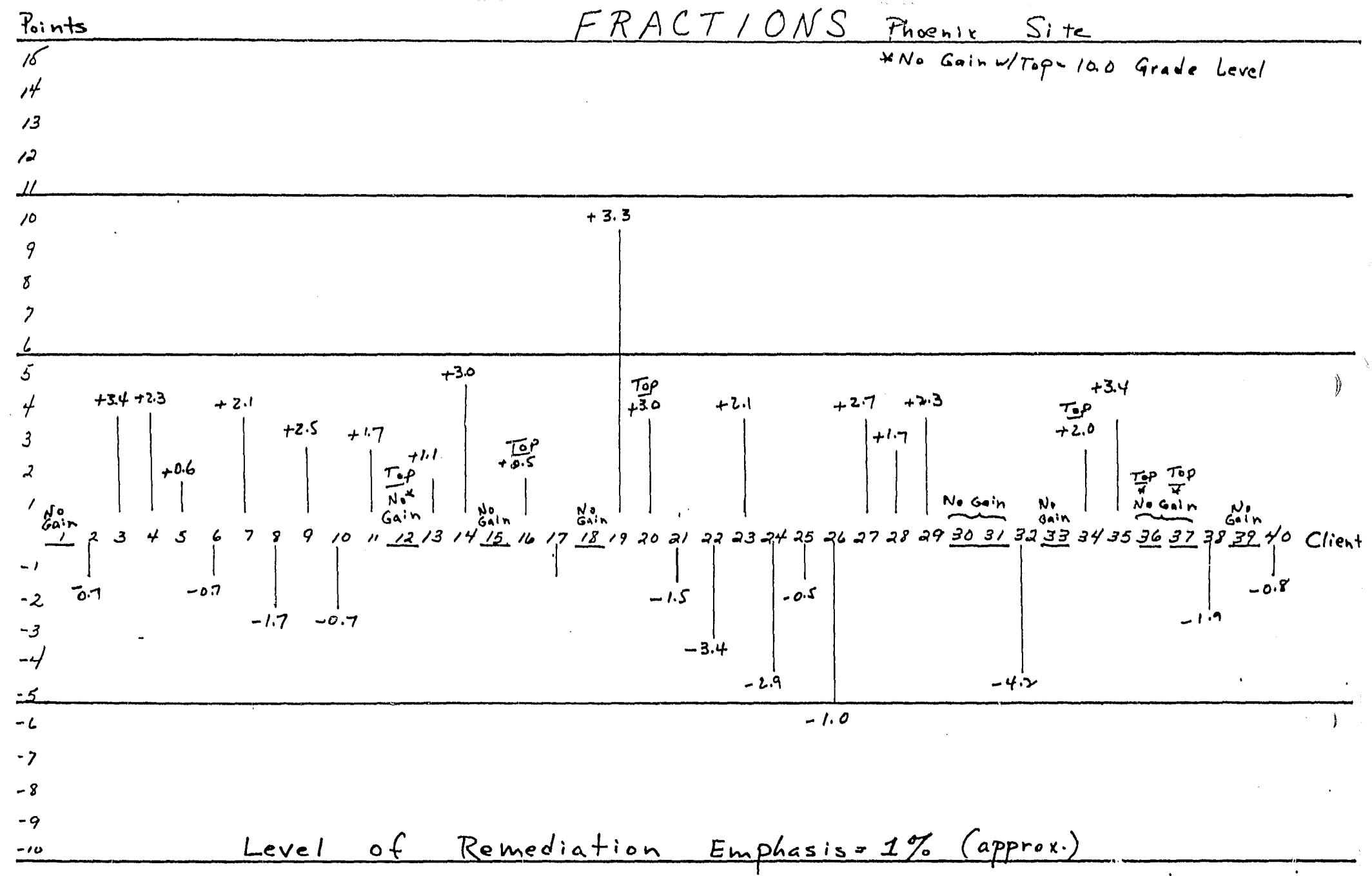
Time

Indianapolis Site

* No Gain w/Top = 10.0 Grade Level



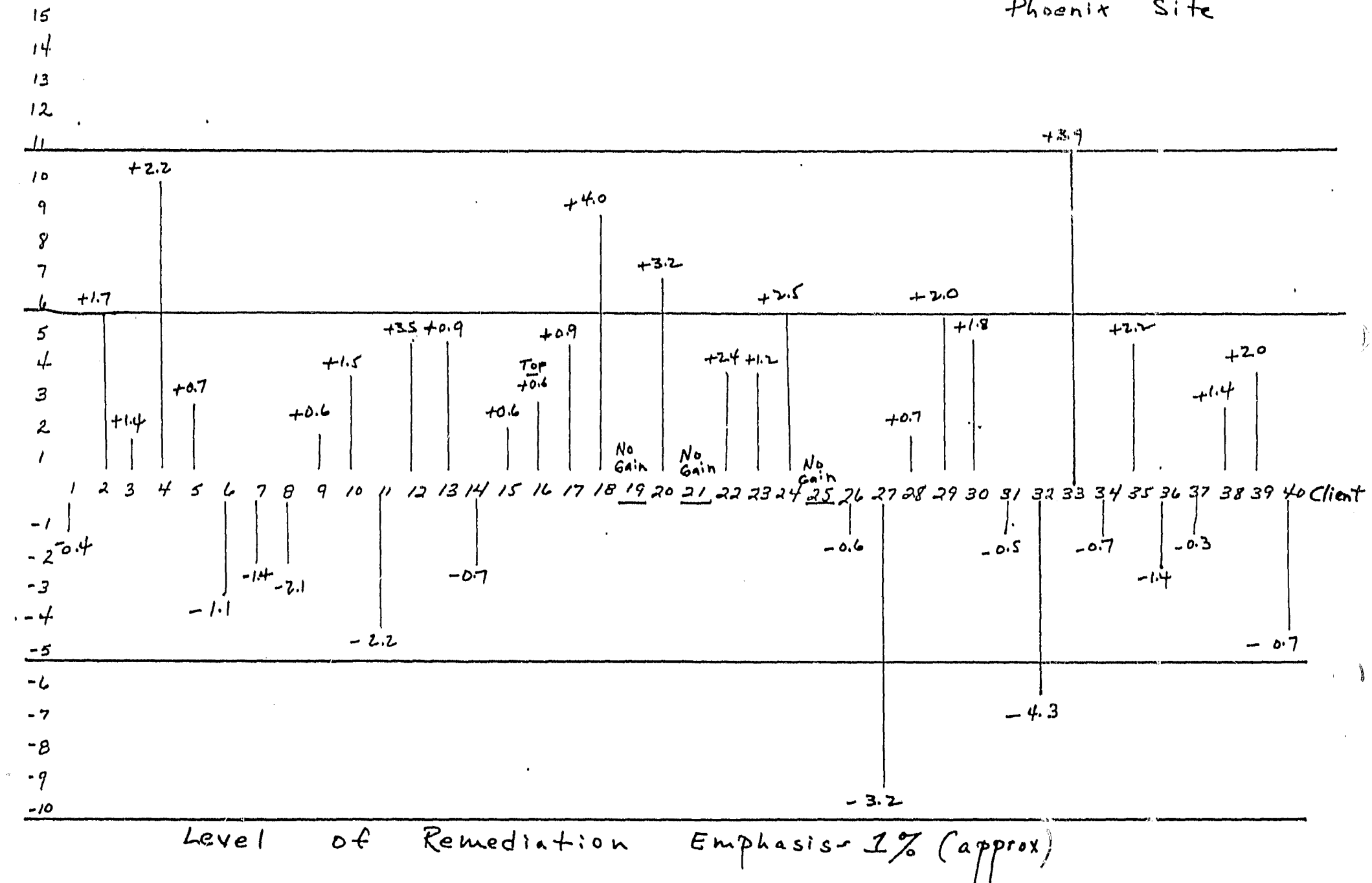




Points

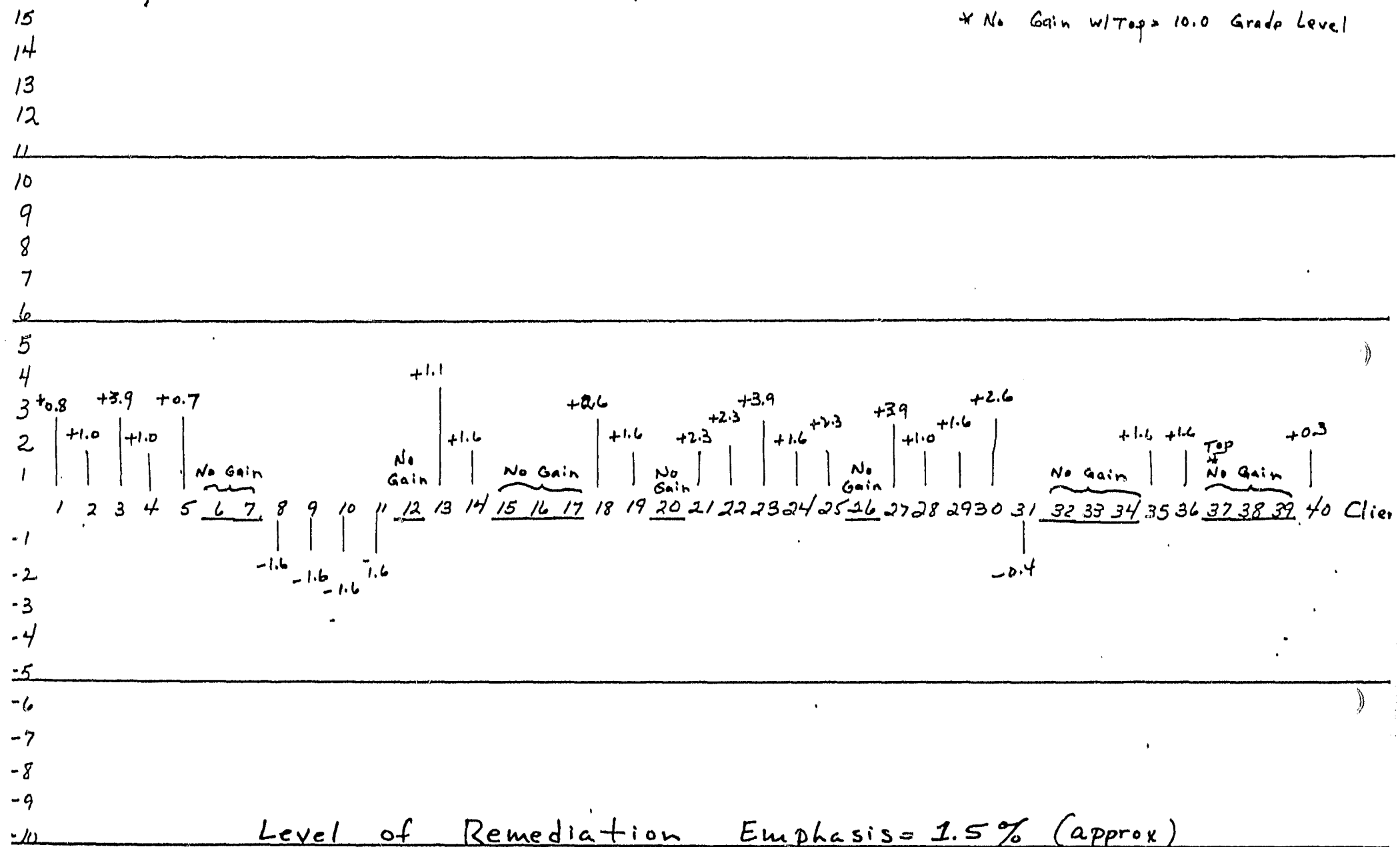
MEASUREMENT

Phoenix Site



Points GEOMETRY & SYMBOLS Phoenix Site

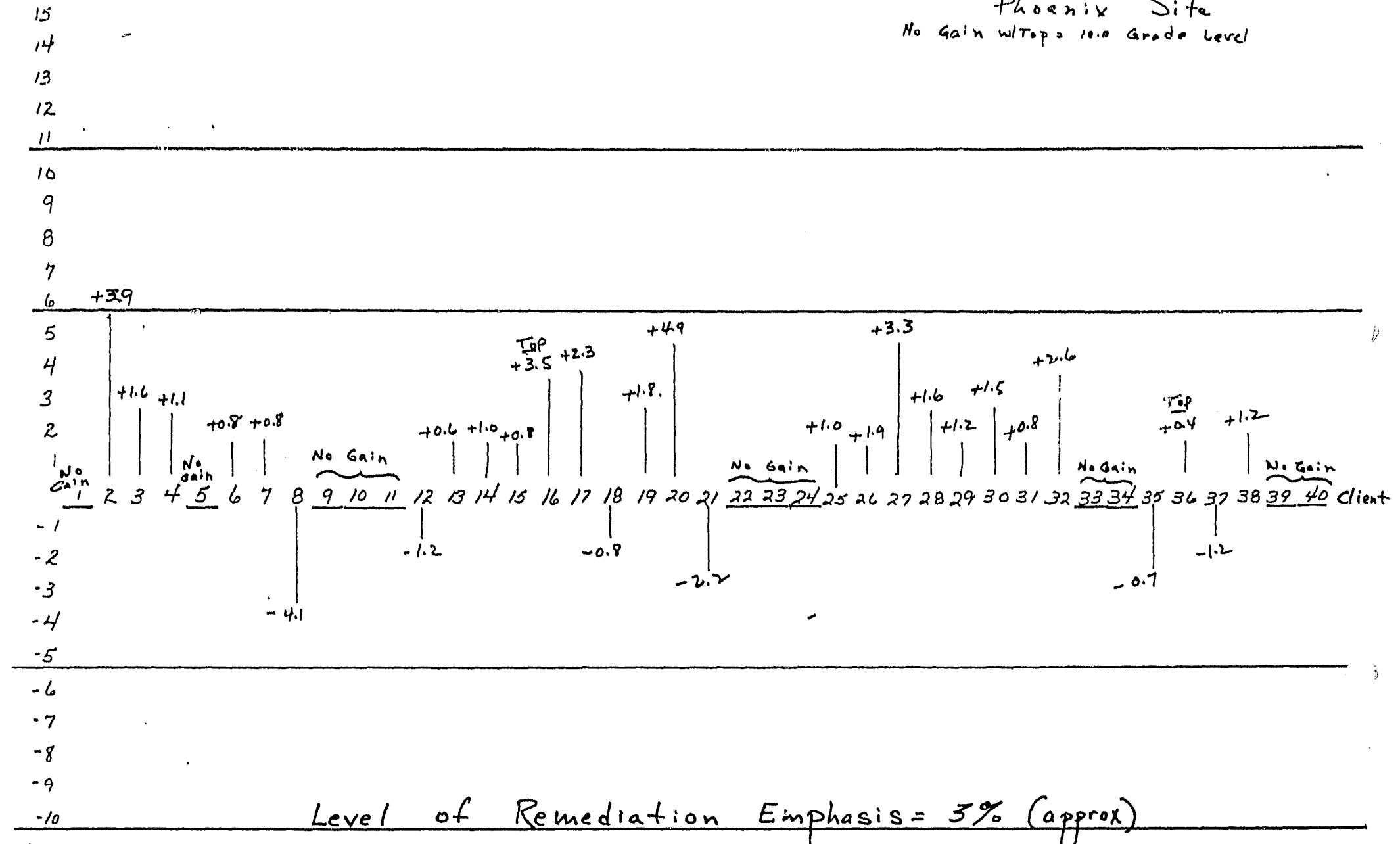
* No Gain w/Top = 10.0 Grade Level

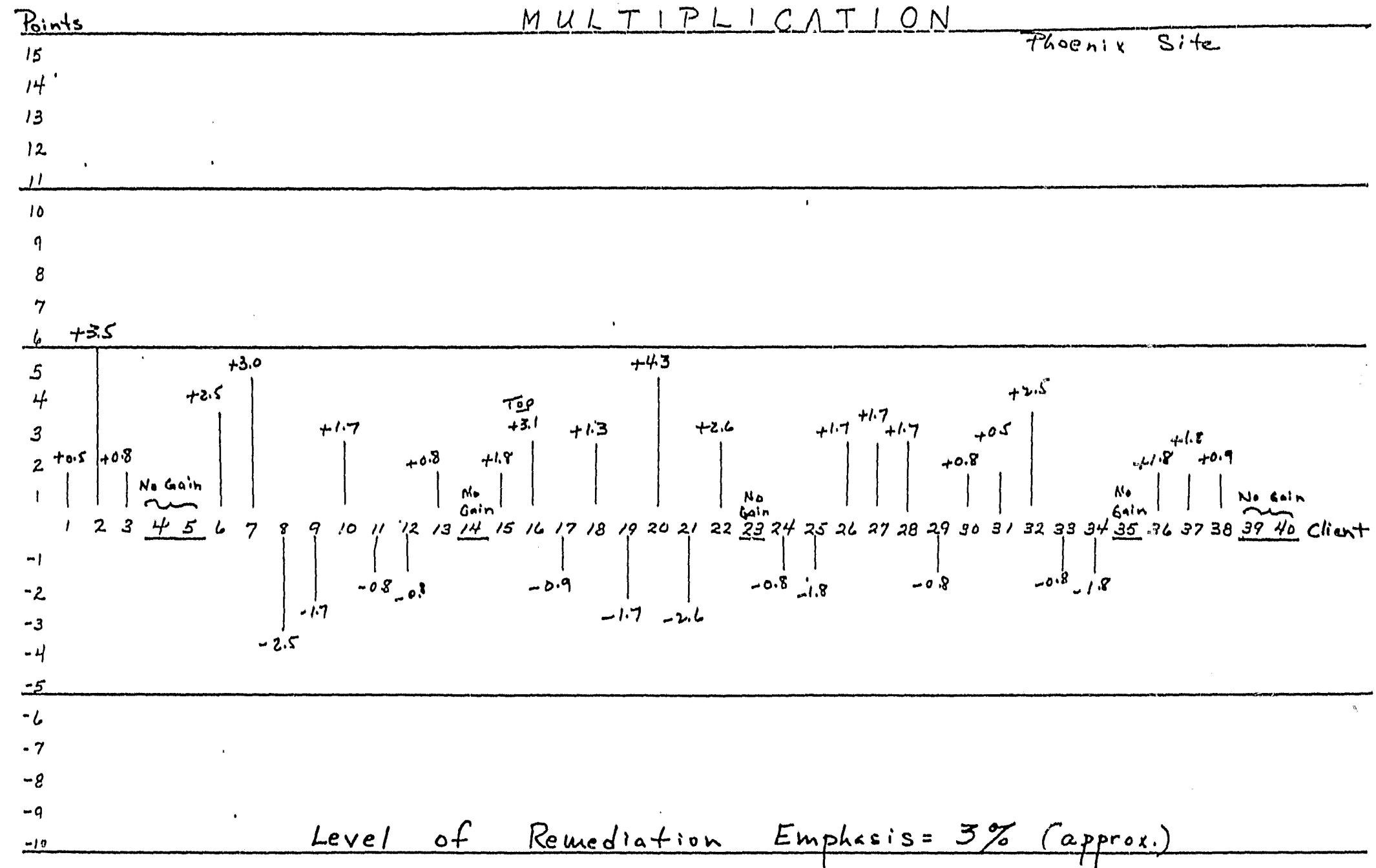


Points

SUBTRACTION

Phoenix Site
No Gain w/Top = 10.0 Grade Level

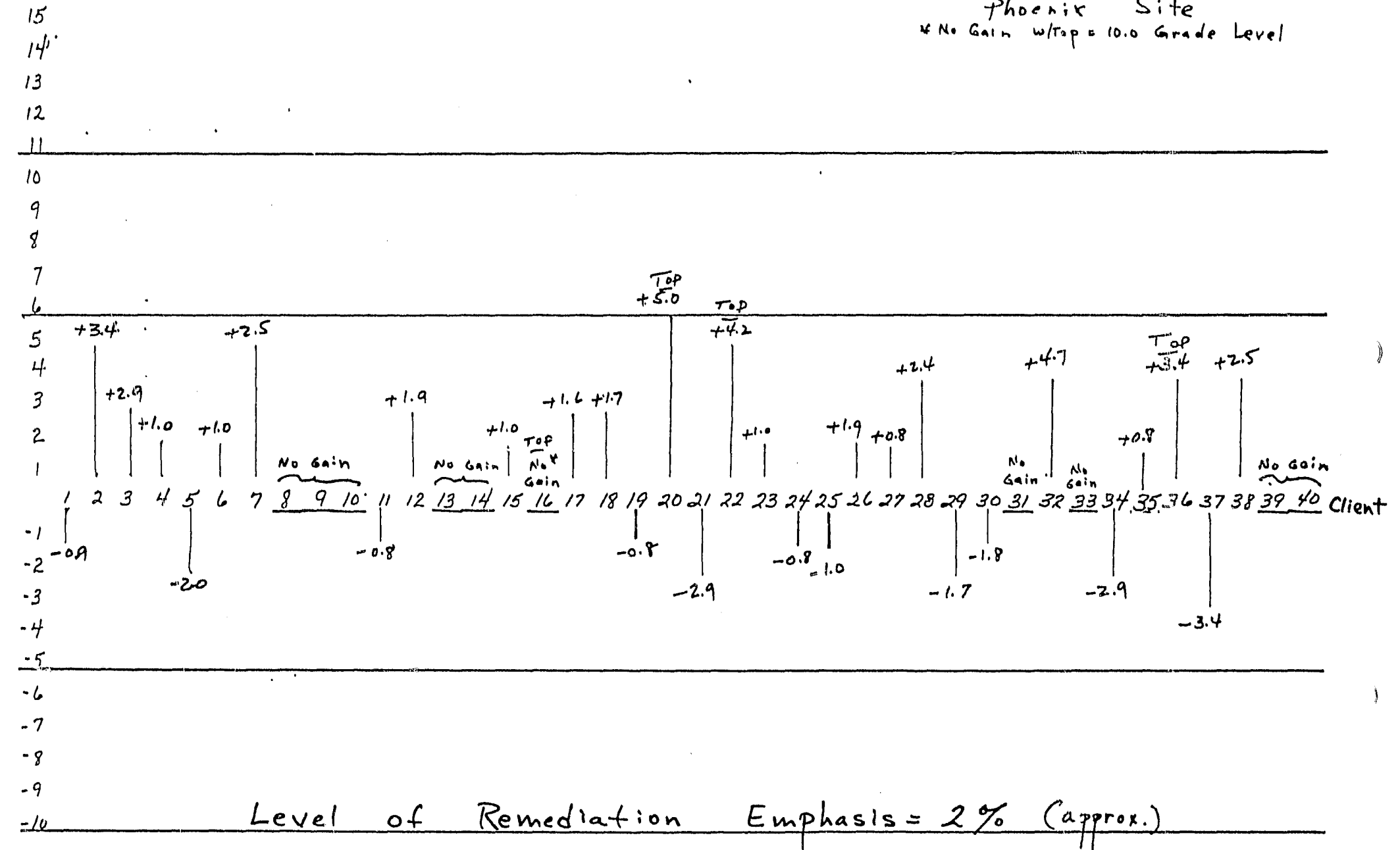


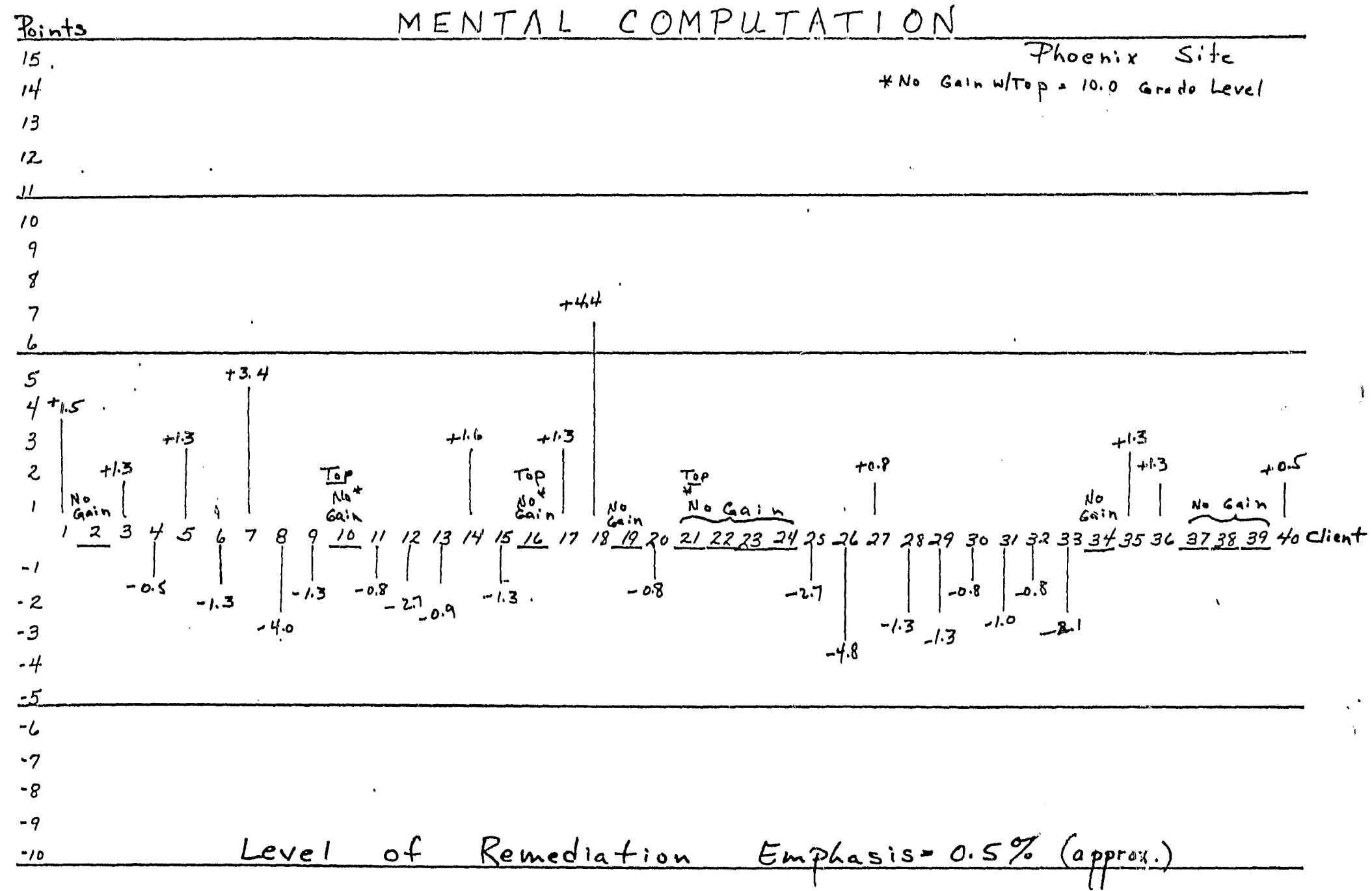


Points

DIVISION

Phoenix Site
* No Gain w/Top = 10.0 Grade Level





Points

MISSING ELEMENTS

Phoenix Site
*No Gain w/Top = 10.0 Grade Level

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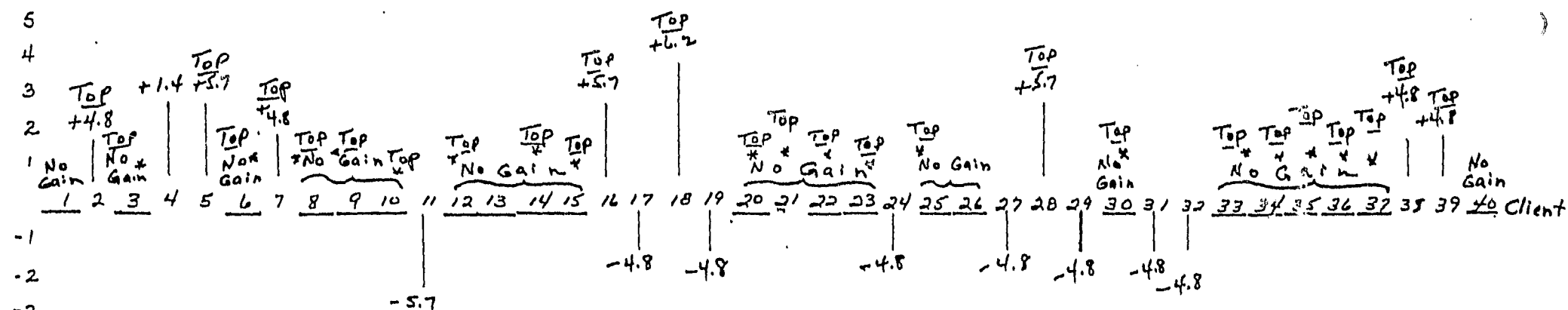
-6

-7

-8

-9

-10



Level of Remediation Emphasis = 0.5% (approx.)

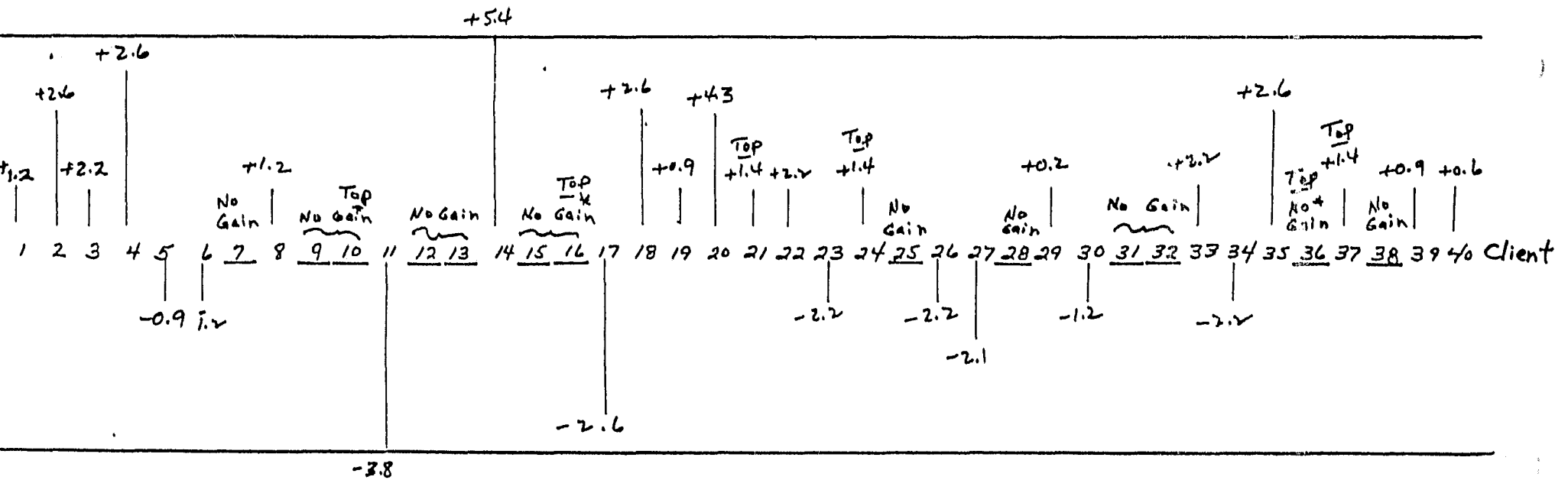
Points

NUMERICAL REASONING

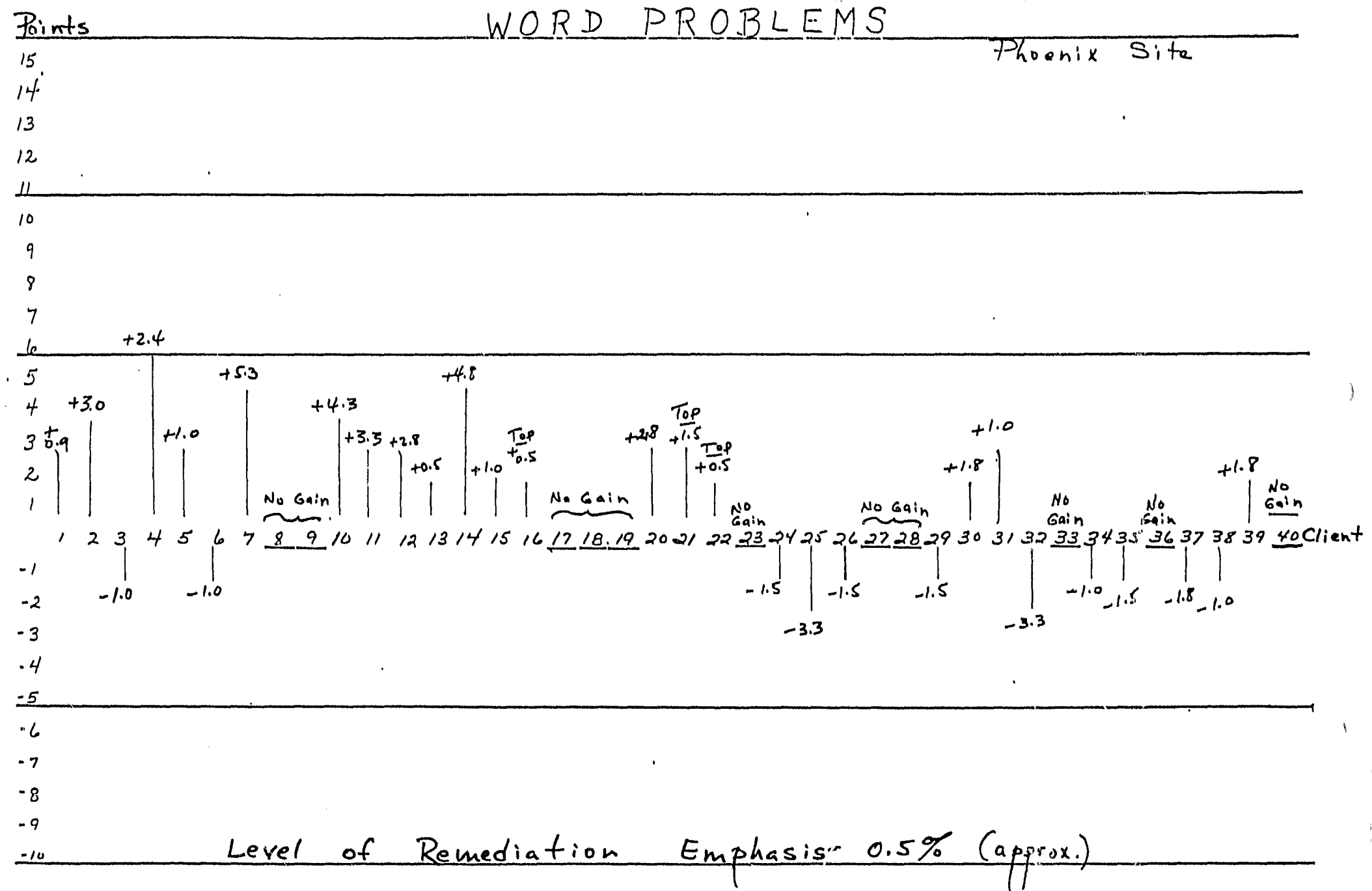
Phoenix Site

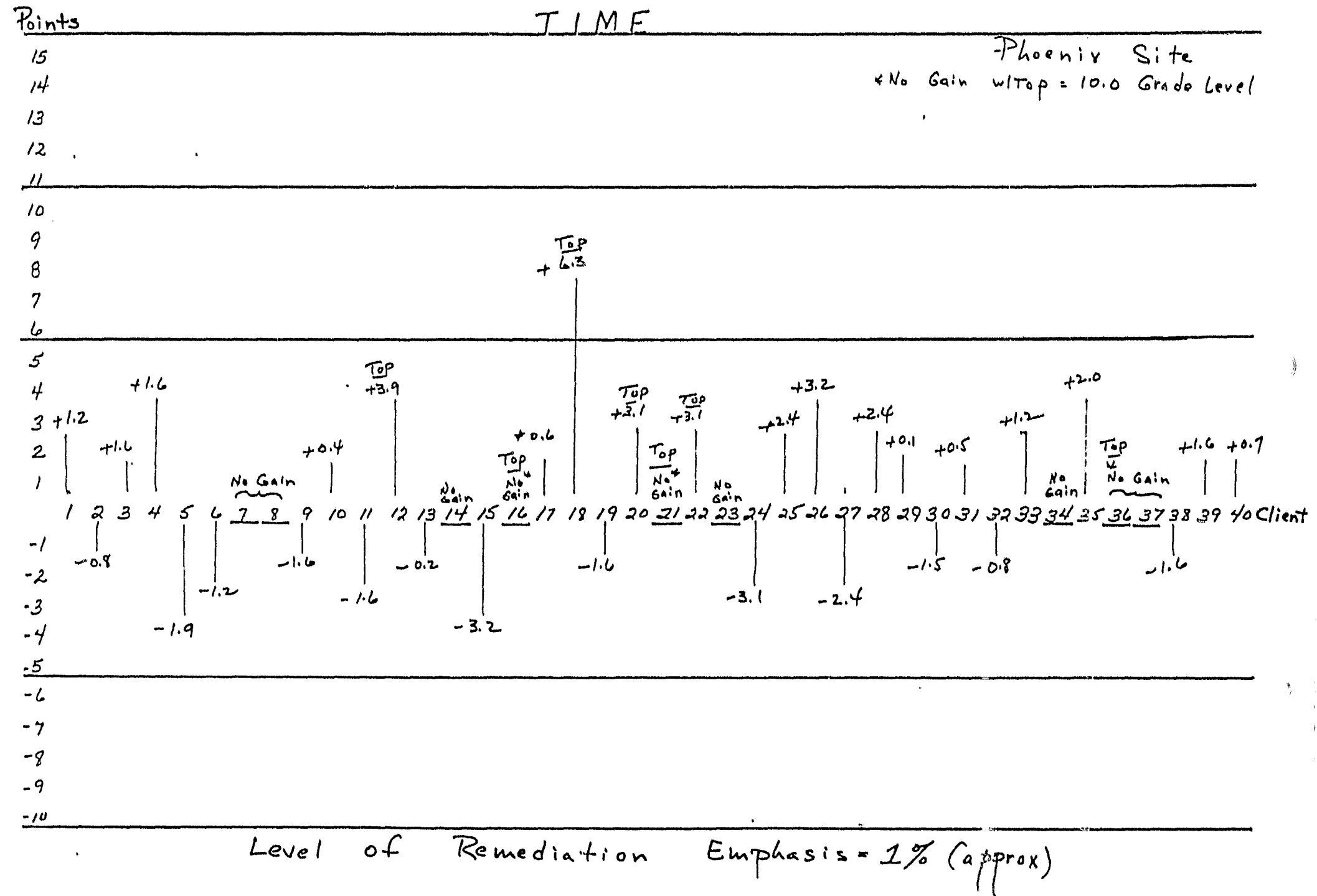
*No Gain w/Top = 10.0 Grade Level

15
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5
4
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1
-1
-2
-3
-4
-5
-6
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-8
-9
-10



Level of Remediation Emphasis = 1% (approx)





Written Language Sample

Testing for expressive language deficits was, by and large, not a part of the evaluation. Consequently, a number of professionals, internationally known in the LD field, challenged this flaw (to them) in the Project's design. Therefore, it was agreed that at the Phoenix Site Written Language Samples would be taken. For those juveniles with expressive language deficits, a portion of the remediation sessions would be assigned to allow time to include remediation in the deficit areas.

The following report indicates the criticism was well-founded. For the continuation program, Written Samples will be taken at all three Sites with individualized prescriptions designed to fit the needs.

Written Language Sample Results (See chart):

Twenty-six clients were both pre and post-tested on the Written Language Sample. The average duration between pre-test and post-test was seven months with a variance of three months minimum and ten months maximum.

Productivity:

Pre-test words - 70.6
Post-test words - 98.5
Pre-test sentences - 7.2
Post-test sentences - 9.5
Pre-test words per sentence - 9.1
Post-test words per sentence - 13.1

The post-test scores indicate that the remediation clients wrote longer samples with more sentences which were longer sentences.

On the average, they were more productive.

Syntax:

Syntax Quotient

Pre-test syntax quotient - 71.15
Post-test syntax quotient - 78.46

Slight improvements were made.

Spelling Miscue Percentage:

Pre-test spelling miscue score - 14.4
Post-test spelling miscue score - 11.4

The remediation clients misspelled three per cent fewer words on the post-test. This is a slight improvement.

Semantics:

Vocabulary Quotient:

Pre-test score - 2.5
Post-test score - 3.0

On the average slight gains were made in vocabulary.

Fog Readability:

Pre-test score - 3.8
Post-test score - 4.5

The reading level of the samples, averaged, improved .7 (seven months).

6th Grade Competence (range 0-7):

Pre-test score - 3.4
Post-test score - 4.3

Abstraction Level:

The ideation-abstraction level of the selections improved from pre-test score average of 14.7 to a post-test score average of 16.7.

PRODUCTIVITY			SYNTAX		SEMANICS			
Words	TOTAL		Quotient	Spelling Miscue Percentage	Vocabulary Quotient	Fog Readability	6th Grade Competence (0-7)	Abstraction Level
	Sentences	Words Sentences						
70.6	7.2	9.1	71.15	14.4	2.5	3.8	3.4	14.7

PRODUCTIVITY			SYNTAX		SEMANICS			
Words	TOTAL		Quotient	Spelling Miscue Percentage	Vocabulary Quotient	Fog Readability	6th Grade Competence (0-7)	Abstraction Level
	Sentences	Words Sentences						
98.5	9.5	13.1	78.46	11.4	3.0	4.5	4.3	16.7

PRODUCTIVITY			SYNTAX		SEMANICS			
Words	TOTAL		Quotient	Spelling Miscue Percentage	Vocabulary Quotient	Fog Readability	6th Grade Competence (0-7)	Abstraction Level
	Sentences	Words Sentences						

Sample Population Census

The bulk of the remediation population's files were received by mid-October, 1977. Remediation was implemented, in the main, by November 1, 1977.

The total sample population assigned to remediation by November 1, 1977, was 137. The following is a breakdown of the population by Site and the juveniles' status on a quarterly basis. (For Monthly Census, see Appendix 3).

Baltimore Site:

12/31/77	18
3/31/78	18
6/30/78	17
9/30/78	15

Baltimore initially had 23 juveniles assigned for remediation. However, 5 moved out of the state and were transferred out of the area by 12/31/77. Of the 18 remaining assigned to remediation, one female client was out She was in the program by mid-February.

As of 3/31/78, the Baltimore Site had 18 juveniles assigned. Of this number, 17 were attending remediation on a regular basis and 1 juvenile was AWOL. Eight juveniles were incarcerated and 10 were in the community.

The census at Baltimore on 6/30/78 found 17 clients assigned to remediation. All 17 were attending remediation sessions on a regular basis. Attrition for the quarter was 1 - one youth moved out of state. Eight juveniles were incarcerated and 9 were in the community.

Baltimore had 15 juveniles, from the first wave, assigned to remediation as of 9/30/78. All 15 were engaged in active remediation. Attrition for the quarter was 2. One of these 2 juveniles moved out of state; the other refused to continue in the Project.

Indianapolis Site:

12/31/78	39
3/31/78	37
6/30/78	34
9/30/78	24

The Indianapolis Site initially had 42 juveniles assigned for remediation. Three of those assigned were terminated because they were high achievers. Of the 39 assigned, 34 were in remediation as 5 had not been located as of 12/31/77.

By 3/31/78, there were 34 juveniles assigned for remediation. Twenty-one were attending remediation on a regular basis; 7 had received 4 or less hours remediation during the month of March;; 6 were AWOL as of this date; and 3 juveniles had been terminated, as they either could not be located or refused to participate. Freezing weather was a contributing factor for the small amount of time in remediation for several of the juveniles. Fourteen juveniles were incarcerated and 20 were in the community.

As of 6/30/78, Indianapolis had 24 juveniles assigned for remediation. Of this group, 20 were in remediation; 3 were AWOL; and 1 was not participating during the summer months. Attrition was 10 juveniles for the quarter. The attrition was largely due

to many clients no longer wanting to participate; several were almost 18 years of age and/or they were leaving the area. There were 8 incarcerated and 12 in the community.

In the last quarter of the initial grant program, the census at Indianapolis indicated 24 were still assigned to re-mediation from the first wave of cohorts. Twenty juveniles were receiving regularly scheduled remediation; 2 were AWOL; and 2 were being tracked only. Records do not indicate placement status of the remediation population for this quarter.

Phoenix Site:

12/31/77	60
3/31/78	56
6/30/78	55
9/30/78	50

There were 72 juveniles assigned for remediation at Phoenix. However, 9 cases were withdrawn from participating because they were high achievers; and 3 moved out of state soon after assignment. Of the 60 assigned, 40 received remediation on a regular basis; 4 were incarcerated at Alpine, an institution in eastern Arizona; 6 were AWOL; 4 were in lock-up; and 6 were not yet scheduled for remediation as they had not been located.

The sample population census as of 3/31/78 was 56 juveniles assigned. Of this number, 48 were attending remediation sessions; 5 were AWOL (from Arizona Youth Center, Tucson); 1 juvenile was in lock-up (AYC); and 1 was out of state scheduled to return to

state and program 6/1/78. Twenty-six juveniles were incarcerated and 30 were in the community.

As of 6/30/78, there were 55 juveniles assigned to the program at the Phoenix Site. There were 45 attending remediation sessions; 6 were AWOL; 2 were in lock-up; 2 were run-aways; and 1 had been terminated during the quarter. The quarterly census states that of those assigned, 14 were incarcerated and 31 were in the community.

The Phoenix Site had 50 clients (from the first wave) assigned for remediation as of 9/30/78. Forty-one clients were receiving remediation on a regularly scheduled basis; 3 were AWOL; 2 were in lock-up; 1 had refused to date to participate; and 3 were in Alpine. Attrition for this quarter was 5. All five were juveniles who were out of school.

Attrition was mostly within the group of juveniles who moved out of the Site's area; were AWOL or in lock-up; and were never located. In another section of this report, there is an analysis of effort expended on specific skill areas. This analysis compares effort in relation to pre-test/post-test scores. It also should be helpful in assessing levels of success of the remediation program in relation to time spent in remediation.

Timeline

The first two years (initial grant program) Timeline is attached. A continuation grant was funded to ACLD for an additional year of remediation. This extension of the remediation period will provide an opportunity for a fair assessment of the effectiveness of the treatment program. Also, the sample population was increased.

Timeline
(As submitted with Grant Program Application)

SUMMARY JOINT TIME AND TASK PLAN

Month	Task	ACLD	CIBLSR				
0	1. Draft RFP for Diagnostic Subcontract		*	6-9	17. Formative evaluation and feedback Same as month five	*	*
	2. Tentatively arrange for national office and begin recruiting staff	*			18. LDAC Meeting	*	*
1-3	3. Orientation meeting with ACLD Executive Committee and Adolescent Affairs Committee (October 3, 1976)	*	*	10	19. Initial Diagnostic Testing and sample selection completed		*
	4. Finalize Diagnostic RFP		*		20. Central Planning Session	*	
	5. Interview Program Directors for each site and establish site offices	*		10-11	21. Remediation Programs continue	*	
	6. Evaluate responses to Diagnostic RFP		*		22. Formative evaluation and feedback continues		*
	7. a. Planning sessions at each site with Site Advisory Committee b. Central Planning Session c. Planning Conference with LDAC	* * *	* * *		23. Data analysis for incidence study		*
	8. Develop Remediation Program Procedures a. Finalize methodology	*		12	24. First year report (LDAC Meeting)	*	*
	9. Finalize Research Design		*	12-16	25. Remediation program continues	*	
	10. Plan Orientation Conferences	*			26. Formative evaluation continues		*
	11. Finalize instruments and methodology a. Instrument Design b. Evaluation Design c. Analysis Tool Design		*	16-22	27. Initial program participants begin completion of remediation program	*	
	12. Submit Revised Workplan and Budget	*	*		28. Post tests initiated by diagnostic subcontractor as participants terminate		*
4	13. Orientation Conferences in each site with National and Local Advisory Committees	*	*		29. Impact data post test administered as participants terminate		*
	14. Diagnostic subcontractor begins initial screening and diagnostic pretests toward end of month		*	23-24	30. Remediation programs completed for all program participants	*	
	15. Pretest input data collection initiated and LD delinquents assigned to treatment or control groups as identified		*		31. Impact data analysis initiated		*
	16. Remediation program initiated in each site as youth are identified and assigned.	*		24	32. Second year report completed		*
					33. Debriefings of program participants and affected agencies including National and Local Advisory Groups in each site	*	*
				25-36	34. Data analysis and interpretation and preparation of final report (with informal input by ACLD)	(*)	*

TIMELINE
(Revised 11/22/76)

Nov/Dec.

ASAP Letter to Site Advisory Committees re Jan. Meeting (Crawford)
Contact organizations re telephon in Jan. (Program Directors)
Revise Budget (Kret & Crawford)

12/13-14 Omaha - with Diagnosticians (Creighton Institute; OGC; ACLD; NIJJDP)
8:00 A.M.
each day

Suggested Agenda:

1. Approach to diagnosis
2. Final approval on consent forms
3. Report on telephon and scheduling
4. Plan for orientation
5. Information Brochure

12/15 *Indianapolis, Project Director visitation to site office

12/16 *Baltimore, Project Director visitation to site office

12/17 *Phoenix

*(Meeting with key individuals from various organizations
involved in telephon)

Jan.

1/12 Inservice telephon (Creighton at each site)

1/17 Procedures Guidelines from Diagnosticians

1/17-21 Telephon at each site

1/24 Screening commences

1/24-25 Central Planning at Diagnostician's site (Program Directors;
Project Secretary; Creighton Institute and Project Director)

1/26 Baltimore Site Advisory Committee Meeting

1/27 Indianapolis Site Advisory Committee Meeting

Feb.

2/5 Phoenix Site Advisory Committee Meeting

2/7 Feedback from experts due

2/11 Creighton, Project Director, NIJJDP at Diagnostician's site
Discuss feedback/plan; ACLD Conference Presentation

2/24 Rough draft of Revised Workplan to LDAC - mailed in one package

March

3/9-12

ACLD Conference - Washington, D.C.

3/13-14

LDAC Meeting - Washington, D.C.

3/15

Orientation - Baltimore

3/16

Orientation - Indianapolis

3/17

Orientation - Phoenix

3/28

In-depth diagnosis commences

April

4/8

ACLD-R&D Project Revised Workplan due

4/11

Writing prescriptions commences

May

5/2

Start implementing program

May-Sept.

Write prescriptions and parent conferences

October

10/3-4

LDAC Meeting - Indianapolis

ACLD-R&D PROJECT
1st Year Revised Timeline 5/25/77

1977

4/1 Site Progress Reports Due

4/12 Deficits Code List to Creighton
Programs/Materials/Equipment Code List to Creighton

4/15 Site Policy and Procedures Manual to Project Office
Site Program Materials and Equipment Lists to Project Office
Rough Draft of Evaluation Forms:
(a) Tracking Form (Creighton)
(b) Standard Format for Prescription (ACLD)
(c) Student Rating Form for "Perceived Probability of Success" (Creighton)
(d) Individual Contract Form (Creighton)
(e) Lesson Planning Form (ACLD)
(f) Monthly Activity Tally Form (Creighton)

4/16-28 Cataloguing Resource Materials
Revise Budget

4/30 Quarterly Progress Report Due

5/1 Site Project Progress Reports Due
Information Brochure Available

5/6 Phoenix SAC Meeting

5/17-18 Central Planning Session - Omaha

5/19 Meeting in Omaha - Finalize Remediation/Evaluation Plans
(Joel, Bonnie and Dorothy)

5/25 Revised Workplan to LEAA
Baltimore SAC Meeting

5/26 Indianapolis SAC Meeting
Project Director Site Visitation

6/1 Site Project Progress Reports Due

6/8-10 Project Director Baltimore Site Visitation

6/10 Weekly Logs Due to Creighton and Each Friday Thereafter
Copy to National Project Office In Lieu of Monthly Progress Report

(1st Year Revised Timeline 5/25/77)

2

1977

6/15 Budget requests due National Project Office (August Expenditures)
Starting Date - 2 LD Specialists at Indianapolis
1 LD Specialist at Baltimore and Phoenix Respectively

6/1-30 Replicating Materials for Remediation Program

7/1-15 Inservice Training for LD Specialists

7/1-31 Student Tracking Form Due to Creighton by Page Upon Completion
To Be Continued Throughout Progress of Project (Copy of First
Page to National Project Office)

Mat Due to Creighton - Baltimore - 1st Friday Each Month
Indianapolis - 2nd Wednesday Each Month
Phoenix - 3rd Friday Each Month

7/15 Budget Requests Due National Project Office (September Expenditures)
Starting Date - 1 LD Specialist at Each Site
ACLD Receives Materials From Diagnosticians and Prescription Process Commences

7/15-31 Remediation Program Implementation

7/31 Quarterly Progress Report Due

8/1-31 Remediation Program Continues
Weekly and Monthly Reporting Forms to Creighton - Certain Designated
Copies to National Project Office

8/15 Final LD Specialists Starting Date at Each Site (2 Each at Phoenix
and Indianapolis; 1 at Baltimore)
Budget Requests Due National Project Office (October Expenditures)

8/15-31 Orientation Conferences at Each Site, Program Staff, Participating
Key Agencies and Key Individuals with ACLD Project Director, ETS
and Creighton

9/1-30 Remediation Programs Continue
Weekly and Monthly Reporting Forms to Creighton - Certain Designated
Copies to National Project Office

10/1/77
-9/30/78 When Finalized There Will be an Addendum to Above Timeline

ACLD-R&D PROJECT
1st Year Revised Timeline 5/25/77
Addendum

1977

6/15 Starting date 1 LD Specialist, Indianapolis

7/13 Baltimore Site Advisory Committee Meeting with ETS, Creighton
and ACLD-R&D

8/16- Baltimore Orientation Conference
8/17 Indianapolis Site Advisory Committee Meeting

8/19 Phoenix Orientation Conference

January 1978
(Revised 7/78)

TASK SCHEDULE

1/1-31/78 Data Collecting and Reporting
Remediation Continues - All Sites

1/6 ETS - Researchers Meeting - Chicago, Illinois

1/10 ACLD Oversight Committee Meeting - Phoenix, Arizona

1/16-18 Directors' Central Planning Session - Phoenix, Arizona

1/27 Submit Continuation Grant Proposal

1/30 Quarterly Progress Report Due

2/1-28 Data Collecting and Reporting
Remediation Continues - All Sites

2/20-24 Indianapolis and Baltimore Site Meetings - Evaluation and Planning

2/27-28 Phoenix Site Meeting - Evaluation and Planning

3/1-31 Remediation Continues - All Sites
Data Collecting and Reporting

3/1-4 ACLD International Conference - Kansas City, Missouri
and Oversight Committee Meeting

3/5-6 LDAC Meeting - Kansas City, Missouri

4/1-30 Data Collecting and Reporting
Remediation Continues - All Sites
Recruiting for September 1978

4/3-4 Indianapolis Site Meeting - Evaluation and Planning

4/5-6 Baltimore Site Meeting - Evaluation and Planning

4/10-11 Phoenix Site Meeting - Evaluation and Planning

4/30 Quarterly Progress Report Due

5/1-31 Data Collecting and Reporting
Remediation Continues - All Sites
Recruiting for September 1978

5/9-10 Baltimore Site Meeting - Evaluation and Continuation
Planning with Operations People

(Revised 7/78)

TASK SCHEDULE - Cont.

5/10-11	Indianapolis Site Meeting - Evaluation and Continuation Planning with Operations People
5/22-23	Phoenix Site Meeting - Evaluation and Continuation Planning with Operations People
6/1-30	Revise Programmatic Guidelines, Policy and Procedures Remediation Continues - All Sites Data Collecting and Reporting Site Visitation and Evaluation Informed Consent
7/1-31	Data Collecting and Reporting Remediation Continues - All Sites Informed Consent
7/31	Quarterly Progress Report Due
8/1-31	Data Collecting and Reporting Remediation Continues - All Sites Post-Testing - 1st Wave of Cohorts Pre-Testing - 2nd Wave of Cohorts In-Service for Staff - All Three Sites (Methods: Remediation, Data Reporting, Fiscal, etc.) Central Planning Session - Program Directors
9/1-30	Data Collecting and Reporting Remediation Continues - 1st Wave of Cohorts Remediation Continues - 2nd Wave of Cohorts Trackers - rescheduling End of Present Grant Program
10/1-31	Data Collecting and Reporting Remediation - All Sites - 2nd Wave of Cohorts LDAC Meeting Oversight Committee Meeting following ACLD Board Meeting Site Evaluations and Visitation
<u>Continuation</u> 11/1-30	Data Collecting and Reporting Remediation - All Sites Interim Report for Two-Year Project
12/1-31	Data Collecting and Reporting Remediation - All Sites

Problems

A. Administrative

The primary administrative problem was mainly in the realm of logistics. They were staggering from the initiation of the Project. Most activities appeared to be of equal importance and equally complex.

Gaining the cooperation of key agencies at each Site consumed many hours of travel and meetings. In most cases, each participating school district's Board of Education was approached by representatives of both grants. Numerous meetings were conducted with key individuals from the courts, corrections, educational agencies and advisory groups. In one school district, the School Board requested (and we acquiesced) the Informed Consent letters to parents be written in both Spanish and English. This was done to be certain that all parents would understand the purpose of their son/daughter's participation. The problems and solutions of gaining Informed Consent have been well documented in previous progress reports.

The assignment of caseloads to LD Specialists by geographic area was the next major logistic. The sample population was particularly transient at the Phoenix Site. Throughout the months of remediation, scheduling was an administrative headache. One practical aid was the Student Tracking Form (STF), particularly page 4 (See Appendix 3). Using page 4 of the STF enabled the LD Specialists to track their caseloads.

There were some internal management problems. These were duly reported, documented and resolved.

B. Program

1. A major program problem was one of circumstances beyond our control. The sample population, according to the Project's design, was to be 12-15 year old juvenile delinquents. As it turned out, the average age of the sample population was 15.6 years when they started in the program. By the fall of 1978, most of those participating were 16.6 - 18.0 years of age.

Few of the juveniles had received special services for LD. By and large, the LD adolescent not receiving any assistance during their elementary school years, is one with a severe emotional overlay. So, the staff were faced with writing an academic treatment program for actually a multi-handicapped population. The greatest difficulty was developing resource material that could be adapted to the varying deficits; but material whose content would be interesting to the older adolescent. The point is, an academic treatment model is difficult to implement and conduct with the older adolescent. Especially when one is restricted to presenting strictly academic intervention to a population that has experienced academic failure without intervention all their school years.

2. The second program problem was lack of feedback from the formative evaluator. The most constructive feedback would have been from the Monthly Activity Tally (MAT) reports. Unfortunately, the

data was not translated in any form from the researcher to the program staff.

Major program revisions were not made because of not receiving the feedback. Program modifications were made through the Program Director's assessments and evaluations of each Site's on-going remediation program. Additional technical assistance was issued by the Project Office. This assistance was produced by the Project Director's surveying the MAT reports and making recommendations from the information available.

3. Summary: In sum, in examining the charts analyzing the remediation program on an individual basis, there appears to be significant progress in the basic skill areas. Also, there is evidence of some progress in the more abstract skill areas.

ACLD-R&D PROJECT

10-1-76 to 10-31-78 (Original Schedule + 1 Month Extension)

	Total Expenditures	% Of Total	Balance (Deficit)	Budget Total
<u>SCHEDULE A - PERSONNEL</u>				
Project Office	102,305.96	106.5	(6,266)	96,040
Phoenix Site	134,076.02	110.8	(13,041)	121,035
Baltimore Site	117,425.27	96.2	4,620	122,045
Indianapolis Site	130,377.15	98.4	2,093	132,470
Substitutes/Leave	570.00	7.6	6,930	7,500
Total Schedule A	484,754.40	101.1	(5,664)	479,090
<u>SCHEDULE B - FICA/FRINGE BENEFITS</u>				
Benefits	87,723.16	90.3	9,424	97,147
Total Schedule B	87,723.16	90.3	9,424	97,147
<u>SCHEDULE C - TRAVEL/PER DIEM</u>				
Project Office	26,791.76	93.9	1,714	28,506
Phoenix Site	6,489.67	53.2	5,728	12,218
Baltimore Site	6,416.04	62.9	3,784	10,200
Indianapolis Site	10,638.18	79.5	2,736	13,374
LDAC	8,263.91	64.0	4,716	12,982
Oversight Committee	6,060.07	108.2	(460)	5,600
Total Schedule C	64,659.63	78.1	18,218	82,880
<u>SCHEDULE D - OFFICE FURNITURE & EQUIPMENT</u>				
Project Office	7,880.28	81.8	1,757	9,637
Phoenix Site	1,328.41	83.0	272	1,600
Baltimore Site	1,278.31	79.9	322	1,600
Indianapolis Site	1,445.75	90.4	154	1,600
ACLD	0	0.0	120	120
Total Schedule D	11,932.75	82.0	2,624	14,557

ACLD-R&D PROJECT

(10-1-76 to 10-31-78)

	Total Expenditures	% Of Total	Balance (Deficit)	Budget Total
<u>SCHEDULE E - OFFICE SUPPLIES</u>				
Project Office	3,087.50	116.5	(438)	2,650
Phoenix Site	5,670.03	98.6	80	5,750
Baltimore Site	7,490.22	119.9	(1,240)	6,250
Indianapolis Site	7,606.27	121.7	(1,356)	6,250
Oversight Committee	61.51	31.0	138	200
Total Schedule E	23,915.53	113.3	(2,815)	21,100
<u>SCHEDULE F - CONTRACTUAL SERVICES</u>				
Project Office	735.00	54.5	615	1,350
Phoenix Site	0	0.0	2,700	2,700
Baltimore Site	118.13	4.4	2,582	2,700
Indianapolis Site	430.26	15.9	2,270	2,700
LDAC	4,191.50	103.5	(142)	4,050
Oversight Committee	3,450.00	78.4	950	4,400
Contract for Trackers ¹	21,148.82	70.5	8,851	30,000
Total Schedule F	8,924.89	49.7	8,975	17,900
<u>SCHEDULE H - OTHER EXPENSES</u>				
Project Office				
Rent and Maintenance	9,727.22	108.1	(727)	9,000
Telephone	9,714.06	111.0	(964)	8,750
Postage	1,574.52	82.9	325	1,900
Insurance	2,771.96	92.4	228	3,000
Printing	2,150.27	89.6	250	2,400
Other	429.92	43.0	570	1,000
Total Project Office	26,367.95	101.2	(318)	26,050
Phoenix Site				
Rent and Maintenance	6,300.00	105.0	(300)	6,000
Telephone	2,560.34	96.6	90	2,650
Postage	410.68	102.8	(11)	400
Other	248.10	82.7	52	300

ACLD-R&D PROJECT

(10-1-76 to 10-31-78)

	Total Expenditures	% Of Total	Balance (Deficit)	Budget Total
Total Phoenix Site	9,519.12	101.8	(169)	9,350
Baltimore Site				
Rent and Maintenance	6,550.00	119.1	(1,050)	5,500
Telephone	2,416.94	91.2	233	2,650
Postage	353.53	88.5	46	400
Other	179.50	60.0	120	300
Total Baltimore Site	9,499.97	107.4	(651)	8,850
Indianapolis Site				
Rent and Maintenance	7,312.42	108.3	(562)	6,750
Telephone	2,442.57	92.2	207	2,650
Postage	620.70	155.2	(221)	400
Other	192.83	64.7	106	300
Total Indianapolis Site	10,568.52	104.7	(470)	10,100
Oversight Committee				
Telephone	488.14	48.8	512	1,000
Other	39.85	4.0	960	1,000
Total Oversight Committee	527.99	26.4	1,472	2,000
Total Schedule H	56,483.55	100.3	(136)	56,350
Total Project	759,542.73	98.7	9,481	769,024

35

¹Contract for Trackers - as approved by LDAC (included in Project total but not in totals for Schedule F)

OFFICE FURNITURE, FIXTURES AND EQUIPMENT INVENTORY

Identification No.	Description	Acquisition Date	Cost
<u>Baltimore Site</u>			
B-100	IBM Selectric Typewriter	12/ 8/76	\$495.00
B-106	8' Masonite Folding Table	2/11/77	209.08)
B-107	4 Global 902 Black Chairs	2/11/77	")
B-108	Ledu Unilamp	2/11/77	")
B-109	Electric Lamp	2/11/77	")
B-139	8' Masonite Folding Table	1/26/78	407.27)
B-140	Desk	1/26/78	")
B-141	Desk	1/26/78	")
B-142	Desk	1/26/78	")
B-143	Desk	1/26/78	")
B-144	Folding Chairs (10)	1/26/78	")
B-145	Desk Chairs (4)	1/26/78	")
B-147	Desk	10/ 3/78	85.96)
B-148	Black Hi-back Chair	10/ 3/78	")
B-149	Rug	10/31/78	25.00
	2-Drawer File Cabinets (2)	10/31/78	56.00
Total			\$1,278.31

Indianapolis Site:

I-206-215	Conference Chairs (10)	11/29/76	\$ 270.00
I-216-218	Coat Trees (3)	11/23/76	22.50
I-220-222	Masonite Chair Mats (3)	11/23/76	22.50
I-223-224	Lamp Tables (2)	11/23/76	30.00
I-225	Black Metal Credenza	11/23/76	10.00
I-226	Bookcase, 2 shelves	9/ 5/78	10.00
I-300	File Cabinet, 4-drawer	6/24/77	54.08
I-301	File Cabinet, 4-drawer	12/ 9/76	55.16
I-302	File Cabinet, 4-drawer	12/ 9/76	55.16
I-303	File Cabinet, 4-drawer	12/ 9/76	55.16
I-304	File Cabinet, 2-drawer	11/22/76	36.52
I-305	File Cabinet, 4-drawer	9/18/78	73.60
I-306	Typewriter, IBM Selectric	11/29/76	513.00
I-307	Typewriter Table	12/ 3/76	27.00
I-310	Storage Cabinet	9/ 8/78	93.20
I-417	Blackboard	9/18/78	25.00
I-418	Bulletin Board	9/18/78	18.68
I-219	Steno Chair	2/28/77	59.19
I-413-415	Waste Baskets (3)	11/23/76	15.00
Total			\$1,445.75

OFFICE FURNITURE, FIXTURES AND EQUIPMENT INVENTORY

Identification No.	Description	Acquisition Date	Cost
<u>Phoenix Site:</u>			
P-100	Desk	10/ 8/76	93.45
P-101	Desk	10/ 8/76	93.45
P-102	Desk	10/ 8/76	129.10
P-200	Executive Chair	10/14/76	67.20
P-201	Executive Chair	10/23/76	71.35
P-202	Steno Chair	10/14/76	51.19
P-300	File Cabinet, 4-drawer	10/14/76	74.55
P-311	File Cabinet, 4-drawer	8/24/77	75.55
P-301	Typewriter, IBM Selectric	11/ 1/76	524.90
P-321	Typewriter Stand	11/ 1/76	21.00
P-302	Blackboard and Stand	12/29/76	126.67
Total			\$1,328.41

Project Office:

Pro-100	Desk, 72"	10/ 8/76	102.90
Pro-101	Desk, 60"	10/ 8/76	93.45
Pro-102	Steno Desk	11/23/76	201.02
Pro-200	Executive Chair	11/25/76	67.20
Pro-201	Executive Chair	10/ 8/76	67.20
Pro-202	Steno Chair	10/14/76	51.19
Pro-230-217	Conference Chairs (14)	10/14/76	739.41
Pro-300	File Cabinet, 4-drawer	10/14/76	74.55
Pro-301	File Cabinet, 4-drawer	3/22/78	82.95
Pro-303	Dictation Equipment, Sanyo	11/ 1/76	208.81
Pro-303A	Sanyo Midget Memoscriber	11/ 1/76	72.07
Pro-304	Typewriter, IBM Correcting Selectric	1/11/76	879.80
Pro-318	Olivetti Adding Machine	11/24/76	84.27
Pro-322	Storage Cabinet	7/26/77	102.32
Pro-327	Kodak Carousel	2/15/78	237.72)
Pro-328	Kodak Projector 750H	2/15/78	")
Pro-250	Conference Table	11/ 2/76	157.50
Total			\$3,222.36

BUDGET NARRATIVE

A. Personnel (Schedule A)

Salaries were based on those prevalent at the various sites for similar functions. Considerable savings were realized by the delay in hiring part of the staff to match the assignment of students to the remediation program. These savings from the original budget permitted remediation for all clients who consented to participate to continue through the summers of 1977 and 1978. They were almost sufficient to fund personnel costs through the one-month no-cost extension (October 1978).

A cost-of-living increase of 5% was granted with NIJUDP/LEAA approval for all staff members who had been on staff for a minimum of six months as of October 1, 1977. Merit raises averaging 3% (with a maximum of 5%) were similarly granted after the anniversary of employment. Funds for these increases became available from delayed hiring and vacancy savings. The overage in the Project office budget resulted from the one-month no-cost extension. In addition to these factors, maintaining the program for all clients who participated through the summer of 1978, produced the overage in the Phoenix Site personnel budget. The Phoenix Site had the largest sample population, hence the need for continuing full staffing. The programs were sustained on the same basis in Baltimore and Indianapolis entirely within their original allocations.

With Program Directors and LD Specialists working closely with one another, the budget item for substitute teachers was not

used as much as anticipated.

B. Fringe Benefits (Schedule B)

The Fringe benefit schedule was approximately as follows:

	1977	1978
FICA	5.85%	6.05%
Unemployment Comp.	3.2	3.6
Retirement	7.0	7.0
Hospitalization and Medical Insurance	3.0	3.1
Life, Accident and Industrial Insurance	1.55	1.75
Total	20.60%	21.50%

An amount equal to 21% of the total personnel schedule less the allowance for substitutes was included in the approved budget. Almost 10% of this amount remained unexpended at the end of the original grant plus extension period for the following reasons:

1. Because of the small group initially involved, it was impossible to obtain hospital, medical, accident and life insurance until December 1976. (Two months' premiums were thus not expended).

2. Unemployment claims from persons leaving the Project have been minimal, thus our experience has been very favorable and our rates at a relatively low level.

3. Industrial insurance experience has also been favorable with relatively few claims. This experience qualified the Project for a substantial dividend which was used to reduce the second year's premium on this insurance.

C. Travel (Schedule C)

1. Air Travel and Per Diem

Careful planning and combining of long distance travel schedules

into sequential visits enabled the Project personnel to accomplish the necessary air travel within budgetary allowance. Savings were realized in this budget by the cancellation (with NIJJDP/LEAA approval) of the last two Advisory Council (LDAC) meetings. Because it had been anticipated that the ACLD Oversight Committee would accomplish part of its function immediately before or after the LDAC meetings and economy would result from coordinating the schedule of these two activities, an overrun of the Oversight Committee budget resulted. The savings in the former (\$4,716) far exceeded the deficit in the other (\$460).

2. Local Travel

Considerable saving in the local travel budget was achieved because of the smaller than anticipated caseload developed at each site. Expeditious scheduling and placement of personnel at institutions contributed to this saving. The relatively small population of clients in certain Indiana institutions obviated the budgeted trips to those institutions. Similarly, doubling up helped reduce anticipated travel expenses.

The use of Special Problem Consultants was minimized so that the travel allowances for this purpose were largely untouched.

Considerable of the travel expense savings were anticipated when the contract for tracking services was drawn between the Project and Creighton. This necessitated earmarking the savings in travel expenses to pay for the Creighton-supplied tracking services.

D. Office Furniture and Equipment (Schedule D)

The loan of furniture at the Indianapolis Site permitted a slight saving. Similarly, the ACLD's providing file space at its National Office saved the cost of a file cabinet. A substantial saving in this category resulted from the reduction in copies and Xerox equipment rental at the Project Office. That was implemented jointly by the Project management and NIJJDP/LEAA Project Monitors. Off-setting this were the overruns in supplies and copies at the Indianapolis and Baltimore Site Offices (Schedule E).

Advantage was taken of sales and discounts whenever they were available in the purchase of furniture and equipment. Particularly, advantageous arrangements were made in the purchase of furniture for both the Project and Phoenix Site offices.

E. Office and Teaching Supplies (Schedule E)

As indicated under D, copies made at the Baltimore and Indianapolis Site offices overran their line budgets by a total of over \$2,000 and thus offset the \$1,600 allowance for copying included in the Project office budget (savings indicated in Schedule D above). Movement of the Baltimore and Indianapolis Site offices to more suitable quarters necessitated the reprinting of letterheads.

Budgets for teaching supplies allowed the purchase of needed materials at all Sites and provided for uniformity in basic teaching materials but flexibility in the acquisition of supplementary materials.

F. Contractual Services.

While fewer than the full complement of anticipated LDAC meetings were held, the full budget of their consulting fees was expended. All members requested payment for their time. (The original budget anticipated that about 1/3 would be funded from their primary position). Two members also requested reimbursement for their travel time.

In addition to the fees for LDAC and Oversight Committee members, allowances in this category were made for Special Problem Consultants. The use of these consultants was minimized to allow transfer of the funds to support Trackers provided under contract by Creighton. The Budget was redrawn to allocate \$30,000 for the Creighton contract - it should be noted that the reversion of \$9,481 includes \$8,851 of the monies earmarked to satisfy this contract commitment.

The budget for the Oversight Committee was under-expended by \$950 because an interim audit rather than the final Project audit was performed. While these funds are being reverted, a similar appropriation is included in the continuation for the Final Project Audit.

G. Other Expenses (Schedule H)

Rent, telephone and postage expenses were very close to the budgeted rate. Thus, the one-month extension resulted in minimal overruns at each of the Site offices and Project office. Allowances

for maintenance and other miscellaneous expenses, printing and the unused portion of the Oversight Committee budget almost offset the aforementioned overrun.

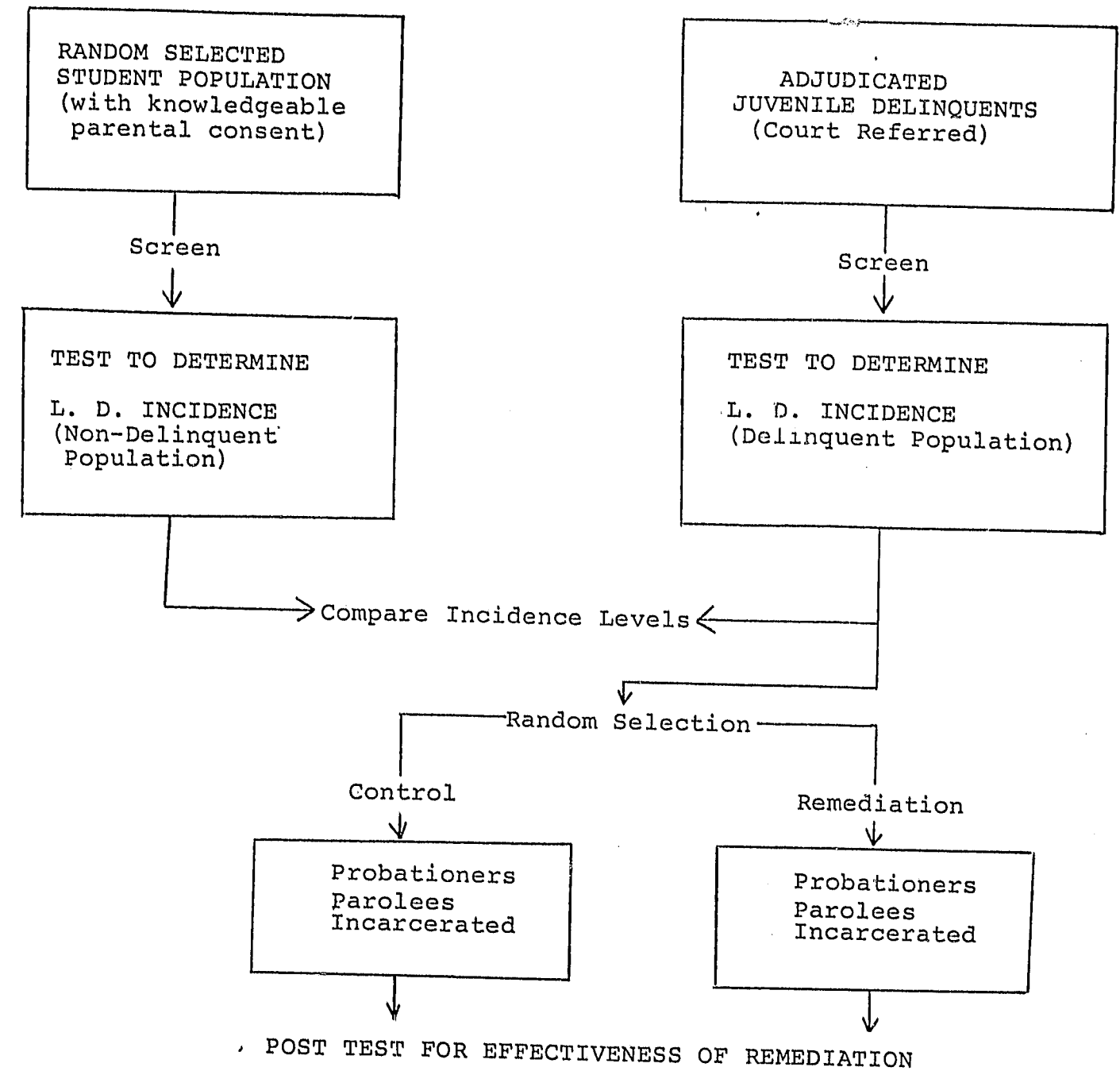
H. Budget Summary

A total of \$759,649 or 98.8% of the original grant of \$769,024 was expended or committed during the twenty-five months from October 1, 1976, to October 31, 1978, in behalf of the ACLD-R&D Project. The unexpended balance of \$9,481 has been reverted to NIJJDP/LEAA to conclude the Project's fiscal commitment.

LD-JD LINK CHART
PAPERS PUBLISHED
ORGANIZATIONAL CHART

APPENDIX 1

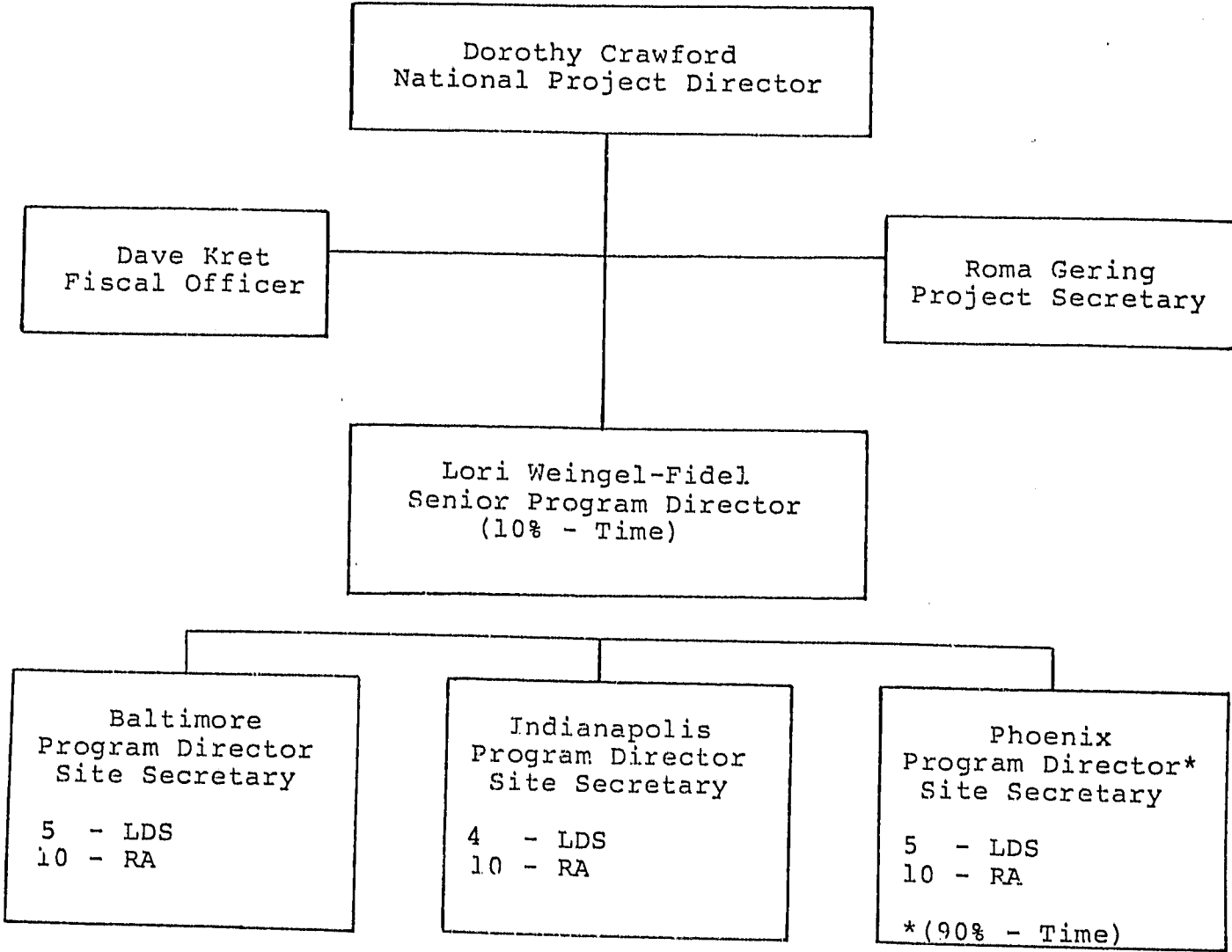
LD - JD LINK AND REMEDIATION STUDY



National Criminal Justice Reference Service

- NCJ - 46416, Campbell, Definition and Prevalence of Learning Disabilities
- NCJ - 46418, Barrows, et al., Psychoeducational Diagnostic Services for Learning Disabled Youths: Research Procedures
- NCJ - 46419, Greguras, et al., Establishing an Operational Definition of Juvenile Delinquency
- NCJ - 50004, Broder, Establishing the Reliability of Self-Reported Delinquency Data
- NCJ - 50483, Broder, Deriving Measures of Delinquency From Self-Reported Data
- NCJ - 50951, Broder, et al., Some Observations on the Link Between Juvenile Delinquency and Learning Disabilities

ACLD R&D Project
Staff Organizational Chart



LDS = Learning Disability Specialist
RA = Research Assistants

Remediation Component
National Project Office
2701 East Camelback Road
Suite 450
Phoenix, Arizona 85016
(602) 955-4462

APPENDIX 2

PRESCRIPTION CODE

PRESCRIPTION FORM

MATERIALS CODES

MATERIALS MOST FREQUENTLY USED - ORDER OF PREFERENCE

FORMATIVE EVALUATION PROCEDURES AND FORMS

PRESCRIPTION CODE

Language

- 11 Receptive
 - 11.1 Phonology
 - 11.2 Morphology
 - A. Nouns
 - B. Verbs
 - C. Pronouns
 - D. Adjectives
 - E. Adverbs
 - F. Prepositions
 - G. Possessives
 - H. Conjunctions
 - 11.3 Semantics
 - A. Word Association-Synonyms, Antonyms, Homonyms, Puns, Multiple Meanings
 - B. Logical Statements
 - C. Classification
 - D. Verbal Analogies
 - E. Inclusion-Exclusion (some, none, all, etc.)
 - F. Detect Errors
 - G. Non-Literal Understanding (idiom, metaphor, simile, proverb)
 - H. Problem-Solving
 - I. Use of Articles
 - 11.4 Syntax
 - A. Word Order
 - B. Types of Sentences
 - C. Transformations
 - 11.5 Receptive Vocabulary (meaning of words)
 - 11.6 Oral Comprehension (facts, main ideas, concepts through listening activities)
 - 11.7 Vocabulary Building
 - 11.8 Oral Recall
- 12 Expressive
 - 12.1 Phonology
 - 12.2 Morphology (See 11.2 - A through H)
 - 12.3 Semantics (See 11.3 - A through I)
 - 12.4 Syntax (See 11.4 - A through C)
 - 12.5 Basic Word Definitions
 - 12.6 Articulation
 - 12.7 Vocabulary Building
 - 12.8 Discussion and/or Conversation Skills
 - 12.9 Building rapport through Discussion
 - 12.10 Oral Reading

Reading

- 21 Comprehension
 - 21.1 Main Ideas
 - 21.2 Sequence (time, place, ideas, events, steps)
 - 21.3 Comparison
 - 21.4 Inference
 - 21.5 Distinguish Fact and Fiction: Fact and Opinion
 - 21.6 Character Traits
 - 21.7 Sense Relationships (time, place, cause-effect, events, characters)
 - 21.8 Anticipate Outcomes
 - 21.9 Recognize Author's Tone, Mood, Intent--Interpret Emotions
 - 21.10 Draw Conclusions; Make Generalizations
 - 21.11 Critical Judgments
 - 21.12 Word Meanings (Antonyms, Synonyms, Homonyms, Multiple Meanings, Figurative Meanings)
 - 21.13 Basic Word Definitions
 - 21.14 Reading with Accuracy
- 22 Word Attack
 - 22.1 Sight Vocabulary
 - 22.2 Context Clues
 - 22.3 Phonetic Analysis
 - A. Consonants
 - 1. initial, medial, final
 - 2. consonant blends
 - 3. consonant digraphs
 - 4. silent consonants
 - B. Vowels
 - 1. short
 - 2. long
 - 3. digraphs
 - 4. diphthongs
 - 22.4 Structural Analysis
 - A. Compound Words
 - B. Contractions
 - C. Inflectional Endings
 - D. Suffixes
 - E. Prefixes
 - F. Syllables
 - 22.5 Dictionary Skills
 - A. Alphabetizing
 - B. Use of Guide Words
 - C. Definitions--Multiple Word Meanings
 - D. Pronunciation
 - E. Special Usage (abbreviations, plurals, homonyms, etc.)

- 23 Study Skills
 - 23.1 Following Directions
 - 23.2 Using Reference Skills
 - A. Table of Contents and Index
 - B. Dictionary
 - C. Encyclopedia
 - D. Glossary
 - E. Library
 - 23.3 Outlining
 - 23.4 Skimming
 - 23.5 Note Taking
 - 23.6 Reading Schedules
 - 23.7 Map Reading
 - 23.8 Vocabulary Building
 - 23.9 Applications and Forms

Spelling

- 31 Oral
- 32 Written
 - 32.1 Sound Symbol Integration (phonic)
 - 32.2 Structural Analysis
 - A. Root + Affix
 - B. Root + Inflectional Ending
 - C. Syllabication
 - 32.3 Vocabulary Building

Written Language

- 41 Productivity
 - 41.1 Mechanics
 - 41.2 Appearance
 - 41.3 Copying with Accuracy
- 42 Syntax
 - 42.1 Word Order
 - 42.2 Noun-Verb Agreement
 - 42.3 Verb Tense
 - 42.4 Descriptive Words (adjective, adverb)
 - 42.5 Sentence Variety
 - A. Simple
 - B. Compound
 - C. Complex
 - 42.6 Paragraph Formation
 - A. Topic Sentence
 - B. Development (supporting details)
 - C. Transitions
 - D. Conclusions

- 43 Abstraction - Ideation
 - 43.1 Concrete-descriptive (simple descriptions, names of objects, simple sentences, denotation of size, color, appearance)
 - 43.2 Concrete-imaginative (infer ideas, generalize)
 - 43.3 Abstract-descriptive (stories dealing with time and sequence, characters assigned roles)
 - 43.4 Abstract-imaginative (stories with plot, imaginative setting, figures of speech, moral values, continuity, relationships)

- 44 Vocabulary
 - 44.1 Vocabulary Building

Arithmetic

- 51 Computation
 - 51.1 Addition of Whole Numbers
 - A. No regrouping
 - B. Regrouping
 - C. Vertical
 - D. Horizontal
 - E. Columns
 - 51.2 Subtraction
 - A. No regrouping
 - B. Regrouping
 - C. Vertical
 - D. Horizontal
 - 51.3 Multiplication
 - A. No regrouping
 - B. Regrouping
 - C. Vertical
 - D. Horizontal
 - 51.4 Division
 - A. Even
 - B. Remainder
 - C. Set up for student
 - D. Student sets up
 - E. Averaging
 - 51.5 Fractions
 - A. Factoring numbers
 - B. Reducing to lowest terms
 - C. Equivalent factors
 - D. Decimal equivalents
 - E. Percentage equivalents
 - 51.6 Addition of Fractions
 - A. Like denominators
 - B. Unlike denominators
 - C. Mixed numbers
 - D. Vertical
 - E. Horizontal

- 51.7 Subtraction of Fractions
 - A. Like denominators
 - B. Unlike denominators
 - C. Mixed numbers
 - D. Vertical
 - E. Horizontal
- 51.8 Multiplication of Fractions
 - A. Simple fractions
 - B. Mixed numbers
- 51.9 Division of Fractions
 - A. Simple fractions
 - B. Mixed numbers
- 51.10 Addition of Decimals
 - A. No regrouping
 - B. Regrouping
 - C. Vertical
 - D. Horizontal
 - E. Columns
- 51.11 Subtraction of Decimals
 - A. No regrouping
 - B. Regrouping
 - C. Vertical
 - D. Horizontal
- 51.12 Multiplication of Decimals
 - A. No regrouping
 - B. Regrouping
 - C. Vertical
 - D. Horizontal
- 51.13 Division of Decimals
 - A. Even
 - B. Remainder
 - C. Decimal in division
 - D. Set up for student
 - E. Student sets up
- 51.14 Percent
 - A. Application
 - B. Changing percents to decimals
 - C. Changing decimals to percents
 - D. Changing percents to fractions
- 51.15 Measurement
 - A. Linear
 - B. Liquid
 - C. Weight
 - D. Dry
 - E. Metric
 - F. Temperature
 - G. Time (e.g., Calendar)

- 51.16 Telling Time (clock skills)
- 51.17 Money
- 51.18 Square Root
- 51.19 Exponents
- 51.20 Ratio
- 51.21 Graphs
- 51.22 Interest
- 51.23 Geometry
 - A. Shapes-Recognition
 - B. Circumference of a Circle
 - C. Perimeter
 - D. Area
 - E. Angles
 - F. Volume
 - G. Surface
- 51.24 Accuracy in computations
- 51.25 Solving mathematical equations
- 51.26 Changing decimals to fractions
- 51.27 Changing decimals to percents
- 51.28 Algebra
- 52 Concepts
 - 52.1 Counting
 - 52.2 One to one correspondence
 - 52.3 Numerals
 - 52.4 Sets
 - 52.5 Seriation
 - 52.6 Spatial relations
 - 52.7 Place value
 - 52.8 Odd-even numbers
 - 52.9 Properties (commutative, associative, distributive)
 - 52.10 Symbol/Abbreviations
 - 52.11 Roman Numerals
 - 52.12 Terminology
- 53
 - 53.1 Mental arithmetic
 - 53.2 One step word problems
 - 53.3 Two step word problems
 - 53.4 Problems with irrelevant information
 - 53.5 Problems with missing information
- 54 Motivation
 - 54.1 General motivational activities

PRESCRIPTION CODE ADDENDUM

Reading

- 21 Comprehension
 - 21.15 Specific Factual Information
- 22 Word Attack
 - 22.4 Structural Analysis
 - G. Stressed Syllables

Written Language

- 43 Abstraction - Ideation
 - 43.5 Advanced Factual Writing (Summaries, Book Reports)

Arithmetic

- 51 Computation
 - 51.4 Division
 - F. 2 Digit Divisors

Date _____

Client Name _____

Address _____

Phone _____ Code _____ D.O.B. _____

P.O. _____ Phone _____

School	Grade
--------	-------

Remediation Site _____

1. The first step in the process of creating a new document is to create a new document. This is done by clicking on the "File" menu and then selecting "New". This will open a new document window.

2. The second step is to create a new document. This is done by clicking on the "File" menu and then selecting "New". This will open a new document window.

3. The third step is to create a new document. This is done by clicking on the "File" menu and then selecting "New". This will open a new document window.

4. The fourth step is to create a new document. This is done by clicking on the "File" menu and then selecting "New". This will open a new document window.

5. The fifth step is to create a new document. This is done by clicking on the "File" menu and then selecting "New". This will open a new document window.

6. The sixth step is to create a new document. This is done by clicking on the "File" menu and then selecting "New". This will open a new document window.

7. The seventh step is to create a new document. This is done by clicking on the "File" menu and then selecting "New". This will open a new document window.

8. The eighth step is to create a new document. This is done by clicking on the "File" menu and then selecting "New". This will open a new document window.

9. The ninth step is to create a new document. This is done by clicking on the "File" menu and then selecting "New". This will open a new document window.

10. The tenth step is to create a new document. This is done by clicking on the "File" menu and then selecting "New". This will open a new document window.

Test Results

Reading Level or Grade Placement _____

Letter Identification - (Summary of Findings) - _____

Word Identification

Word Attack

Word Comprehension

Passage Comprehension

Grade Placement _____ Summary of Diagnostic Profile _____

Numeration

Prescription
Page Three

Fractions _____

Geometry & Symbols _____

Addition _____

Subtraction _____

Multiplication _____

Division _____

Mental Computation _____

Numerical Reasoning _____

Word Problems _____

Missing Elements _____

Money _____

Measurement _____

Time _____

Prescription
Page Four

Specific Language Disability Test (Malcomesius)

Test I Visual to Motor - Far point copying
Evaluation of performance _____

Test II Visual to Motor - Near point copying
Evaluation of performance _____

Test III Visual Discrimination
Evaluation of performance _____

Test IV Visual Memory
Evaluation of performance _____

Test V Visual Memory to Motor
Evaluation of performance _____

Prescription
Page Five

Test VI Auditory Discrimination

Evaluation of performance _____

Test VII Auditory Memory to Motor

Evaluation of performance _____

Test VIII Auditory to Visual

Evaluation of performance _____

Test IX Comprehension

Evaluation of performance _____

Test X Auditory to Motor (Spelling)

Evaluation of performance _____

Prescription
Page Six

Written Language Sample

Productivity _____

Syntax _____

Semantics _____

MATERIALS AVAILABLE LISTED IN CODE NUMERICAL ORDER

Code No.	Item	Publisher
00	Teacher Made Materials	
01	Panasonic Cassette Recorders	DLM
02	(Open)	
03	Super A, Book A-1 (Green)	SRA
04	Book A-2 (Dk. Blue)	"
05	Book A-3 (Red)	"
06	Book A-4 (Yellow)	"
07	Activity Sheets A-1 (Green)	"
08	Activity Sheets A-2 (Dk. Blue)	"
09	Activity Sheets A-3 (Red)	"
10	Activity Sheets A-4 (Yellow)	"
11	Task Cards (Green)	"
12	Task Cards (Dk. Blue)	"
13	Task Cards (Red)	"
14	Task Cards (Yellow)	"
15	Super B, Book B-1 (Orange)	"
16	Book B-2 (Light Blue)	"
17	Book B-3 (Purple)	"
18	Book B-4 (Pink)	"
19	Activity Sheets B-1 (Orange)	"
20	Activity Sheets B-2 (Light Blue)	"
21	Activity Sheets B-3 (Purple)	"
22	Activity Sheets B-4 (Pink)	"
23	Task Cards (Orange)	"
24	Task Cards (Light Blue)	"
25	Task Cards (Purple)	"
26	Task Cards (Pink)	"
27	Concepts for Communication, Unit 1	DLM
28	Unit 2	"
29	Unit 3	"
30	Career Flip Book	"
31	Photo Sequential Cards	"
32	Building Match-Ups	"
33	Many Faces of Youth	"
34	Homophone Cards	"
35	Buzzer Board	"
36	Pattern Cards	"
37	Date Wheel	"
38	Car Match-Ups	"
39	Car Rally Game	"
40	Short Cut Game	"
41	The New Action Unit, Book 1	Scholastic Book Services
42	Book 2	"
43	Book 3	"
44	Anthology	"
45	Play Book	"
46	Skills Book	"
47	Cassette A	"
48	Cassette B	"
49	Cassette C	"
50	Spirit Master Sheets	"
51	The Teaching Guide	"

(Baltimore)

MATERIALS AVAILABLE LISTED IN CODE NUMERICAL ORDER - Page 2

<u>Code No.</u>	<u>Item</u>	<u>Publisher</u>
52	Story Telling Posters	DLM
53	Many Faces of Youth Posters	"
54	Functional Signs	"
55	Functional Signs - Match-ups	"
	Specific Skills: Multi-Level Set B	Barnell Loft
56	Working with Sounds A	"
57	Working with Sounds B	"
58	Working with Sounds C	"
59	Following Directions A	"
60	Following Directions B	"
61	Following Directions C	"
62	Using the Context A	"
63	Using the Context B	"
64	Using the Context C	"
65	Locating the Answer A	"
66	Locating the Answer B	"
67	Locating the Answer C	"
68	Getting the Facts A	"
69	Getting the Facts B	"
70	Getting the Facts C	"
71	Getting the Main Idea A	"
72	Getting the Main Idea B	"
73	Getting the Main Idea C	"
74	Drawing Conclusions A	"
75	Drawing Conclusions B	"
76	Drawing Conclusions C	"
77	Detecting the Sequence A	"
78	Detecting the Sequence B	"
79	Detecting the Sequence C	"
	Gillingham Green Kit	Educators Pub. Service
80	Gillingham Manual	"
81	Phonics Drill Cards	"
82	Dictionary Technique	"
83	Phonetic Word Cards	"
84	Syllable Concept	"
85	Little Stories	"
86	Intro. to Diphthongs	"
87	The Tea Cup Whale	"
88	Contraction Puzzle Board	DLM
89	Compound Word Game	"
90	Sound Foundations Program I	"
91	Sound Foundations Program II	"
	Language Training for Adolescents	Educators Pub. Service
92	Manual	"
93	Phonetic Word Cards - Jewel Case	"
94	Phonics Drill Cards	"
95	A Spelling Workbook	"
96	Affix and Root Cards	"

(Baltimore)
(Rev. 8/18/77)

MATERIALS AVAILABLE LISTED IN CODE NUMERICAL ORDER - Page 3

<u>Code No.</u>	<u>Item</u>	<u>Publisher</u>
	Language Training for Adolescents	Educators Pub. Service
97	Johnson Handwriting Program	"
98	Shopping Lists Game I	DLM
99	Shopping Lists Game II	"
100	Shopping Lists Game-Coins & Bills	"
101	Basic Practice In Addition	Love Pub. Co.
102	Basic Practice in Subtraction	"
103	Basic Practice in Multiplication	"
104	Basic Practice in Division	"
105	Book A-Acquiring Arithmetic Skills	Webster-McGraw Hill
106	Book B-Building Arithmetic Skills	"
107	Book C-Continuing Arithmetic Skills	"
108	Book D-Directing Arithmetic Skills	"
109	Teachers Manual	"
110	Moving Up In Numbers	DLM
111	Dividing Machine	"
112	Multiplying Machine	"
113	Calculation Cubes	"
114	Place Value Building Set	"
115	Place Value Paper	"
116	Place Value Board	"
117	Coin Stamp	"
118	Place Value Building Set	Ideal School Supply
119	Date Wheel	DLM
120	Moving Up In Money	"
121	Amusement Park Game	"
122	Buy & Sell	"
123	Clock Stamp	"
124	The Answer Is...What's the Problem	"
125	Written Language Cards - Affective	"
126	English That We Need	Frank E. Richards
127	Getting Ready to Drive	"
128	Learning Functional Words & Phrases for Everyday Living	"
129	More English That We Need	"
130	Meeting Basic Competencies in Reading	"
131	Understanding English	"
132	Hits Program, Cassettes (Level 1)	ModuLearn, Inc.
133	Hits Program, Cassettes (Level 2)	"
134	Hits Program, Cassettes (Level 3)	"
135	Hits Program, Cassettes (Level 4)	"
136	Hits Program, Workbooks (Level 1)	"
137	Hits Program, Workbooks (Level 2)	"
138	Hits Program, Workbooks (Level 3)	"
139	Hits Program, Workbooks (Level 4)	"
140	Hits Program, Charts (Level 1)	"
141	Hits Program, Charts (Level 2)	"
142	Hits Program, Charts (Level 3)	"
143	Hits Program, Charts (Level 4)	"

CONTINUED

2 OF 3

(Baltimore)
(Rev. 11/21/77)

MATERIALS AVAILABLE LISTED IN CODE NUMERICAL ORDER - Page 4

<u>Code No.</u>	<u>Item</u>	<u>Publisher</u>
144	Hits Program, Teacher's Guide (Level 1)	ModuLearn, Inc.
145	Hits Program, Teacher's Guide (Level 2)	"
146	Hits Program, Teacher's Guide (Level 3)	"
147	Hits Program, Teacher's Guide (Level 4)	"
148	Thought Tracking - Level 1	Ann Arbor Pub.
149	Thought Tracking - Level 2	"
150	Thought Tracking - Level 3	"
151	Thought Tracking - Level 4	"
152	Cues & Comprehension - Level 1	"
153	Cues & Comprehension - Level 2	"
154	Cues & Comprehension - Level 3	"
155	Cues & Comprehension - Level 4	"
	Michigan Program Spelling Series, Workbooks	"
156	Level 1	"
157	Level 2	"
158	Level 3	"
159	Level 4	"
160	Level 6	"
161	Level 7	"
	Michigan Program Spelling Series, Cassettes	"
162	Level 1	"
163	Level 2	"
164	Level 3	"
165	Bestsellers Readers	Fearon-Pitman Pub.
166	Pacemaker Readers	Fearon Pub.
167	Creative Growth With Handwriting - TG	Zaner-Bloser
168	Creative Growth With Handwriting - Workbooks	"
169	Handwriting Workbook: Manuscript	"
170	Handwriting Workbook: Cursive	"
171	Breakthrough Reading Series	Allyn & Bacon, Inc.
172	Allyn and Bacon Literature Series	"
173	Merrill Mathematics Skiltapes-Workbooks Kit	Charles E. Merrill Co.
174	Mathematics Around Us Workbook (Level 3)	Scott, Foresman & Co.
175	Mathematics Around Us Workbook (Level 4)	"
176	Mathematics Around Us Workbook (Level 5)	"
177	Calculator	
178	Dictionary	
179	Encyclopedia	
180	Atlas	
181	Maryland Drivers Manual	

(Baltimore)
(Rev. 2-9-78)

MATERIALS AVAILABLE LISTED IN CODE NUMERICAL ORDER - Page 5

<u>Code No.</u>	<u>Item</u>	<u>Publisher</u>
182	Getting Started (Communications 1)	Follett Publishing Co.
183	On The Way (Communications 2)	"
184	Full Speed Ahead (Communications 3)	"
185	Basic Education Reading Series, Teachers Manual (Book 1)	"
186	Basic Education Reading Series, Student Workbook (Book 1)	"
187	Basic Education Reading Series, Student Workbook (Book 2)	"
188	Coping Skills Series, <u>Budgeting</u>	"
189	Coping Skills Series, <u>Finding Work</u>	"
190	G.E.D. High School Equivalency Test Review Book	Arco Publishers
191	Arithmetic Made Simple Review Book	"
192	Almanac	Information Please Pub. Co
193	Hidden Words (Word-Find Puzzles)	
194	Compass	
195	Protractor	
196	Pacemaker True Adventure Series	Fearon Publishers, Inc.
197	Getting A Job	"
198	Working Makes Sense	"
199	Using Dollars and Sense	"
200	Money Makes Sense	"
201	English Made Simple Junior Series Specific Skills Series	Doubleday & Co., Inc. Barnell, Loft Ltd.
202	Locating the Answer D	"
203	Locating the Answer E	"
204	Locating the Answer F	"
205	Getting the Main Idea D	"
206	Getting the Main Idea E	"
207	Getting the Main Idea F	"
208	Getting the Facts D	"
209	Getting the Facts E	"
210	Getting the Facts F	"
211	Detecting the Sequence D	"
212	Detecting the Sequence E	"
213	Detecting the Sequence F	"
214	Drawing Conclusions D	"
215	Drawing Conclusions E	"
216	Drawing Conclusions F	"
217	Following Directions D	"
218	Following Directions E	"
219	Following Directions F	"

(
(
(Baltimore)
(Rev. 7-28-78)
(Rev. 7-21-78)

MATERIALS AVAILABLE LISTED IN CODE NUMERICAL ORDER - Page 6

<u>Code No.</u>	<u>Item</u>	<u>Publisher</u>
220	Using the Context D	Barnell, Loft Ltd.
221	Using the Context E	"
222	Using the Context F	"
223	Working With Sounds D	"
224	Working With Sounds E	"
225	Working With Sounds F	"
226	Mathematics Around Us - T.E. (Level 3)	Scott, Foresman & Co.
227	Mathematics Around Us - T.E. (Level 4)	"
228	Mathematics Around Us - T.E. (Level 5)	"
229	Mathematics Around Us - Student Textbooks (Level 3)	"
230	Mathematics Around Us - Student Textbooks (Level 4)	"
231	Mathematics Around Us - Student Textbooks (Level 5)	"
232	Measuring Tape	
233	Ruler	
234	Thesaurus	
235	Readiness for Map Skills A	Xerox Education Publ.
236	Map Skills for Today B	"
237	Map Skills for Today C	"
238	Map Skills for Today D	"
239	Map Skills for Today E	"
240	Shoptalk (Metals and Machines)	Allyn and Bacon, Inc.
241	Moving Up in Story Problems	DLM
	Mathematics Around Us	Scott, Foresman & Co.
242	Text (Level 6)	"
243	Workbook (Level 6)	"
244	Text (Level 7)	"
245	Workbook (Level 7)	"
246	Text (Level 8)	"
247	Workbook (Level 8)	"
248	Hip Reader Vol. I	Book-Lab, Inc.
249	Teacher's Manual	"
250	How Hip Are You - Book 1	"
251	How Hip Are You - Book 2	"
	Specific Skills Series, Secondary Set	Barnell Loft, Ltd.
252	Working with Sounds - Booklets G-L	"
253	Following Directions - Booklets G-L	"
254	Using the Context - Booklets G-L	"
255	Locating the Answer - Booklets G-L	"
256	Getting the Facts - Booklets G-L	"
257	Getting the Main Idea - Booklets G-L	"
258	Drawing Conclusions - Booklets G-L	"

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MATERIALS AVAILABLE LISTED IN CODE NUMERICAL ORDER - Page 7

<u>Code No.</u>	<u>Item</u>	<u>Publisher</u>
259	Specific Skills Series, Secondary Set (Cont.)	Barnell Loft, Ltd.
260	Detecting the Sequence - Booklets G-L Teacher's Manual	"
261	Merrill Mathematics Skilltapes	Charles Merrill Co.
262	Understanding Fractions 1	"
263	Addition of Fractions	"
264	Division of Fractions	"
265	Subtraction of Fractions	"
266	Understanding Fractions 2	"
267	Multiplication of Fractions	"
268	Non-Fiction Books	
269	Fiction Books	
270	Student-Made Materials	
271	Imma Whiz (Multiplication & Division Game)	Kenworthy Edu. Svc.
272	The Job Ahead (A Career Reading Series)	SRA
273	Division of Whole Numbers I	Merrill Math. Skilltapes
274	Division of Whole Numbers II	"
275	Decimals I	"
276	Decimals II	"
277	Percents I	"
278	Percents II	"
	Getting it Across	Steck-Vaughn Co.

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MATERIALS AVAILABLE LISTED IN CODE NUMERICAL ORDER

<u>Code No.</u>	<u>Item</u>	<u>Publisher</u>
00	Teacher Made Materials	
01	Voxcom Educational Kit	Carter Inst. Materials
02	Dictionaries	
03	Semel Audit. Process, SAAP Intermediate Base Unit	Follett
04	Semel Audit. Process, SAAP Advanced Base Unit	"
05	Thought Tracking: Level III	Ann Arbor
06	Thought Tracking: Level IV	"
	Language Training for Adolescents	Educators Pub. Serv.
07	The Snow Goose	"
08	The Abecedarian Book	"
09	Exercise in Precise Reading	"
10	Curriculum Outline & Guide to Supp. Materials	"
11	The Student Workbook	"
12	Jr. Precis. Practice Pad	"
13	Jewell Case	"
14	Affix and Root Cards	"
15	Spelling Workbook	"
16	Johnson Handwriting Program	"
	Point 31-Corrective Reading Center	Reader's Digest
17	Decode Workbook	"
18	Decode Teacher's Edition	"
19	Decode Audio Package (3 tapes)	"
20	Magazine Reader, Vol. 1, #1	"
21	Magazine Reader, Vol. 1, #2	"
22	Activity Book #1	"
23	Activity Book, T. Ed.	"
24	Audio Package #1 (6 tapes)	"
25	Magazine Reader, Vol. 2, #1	"
26	Magazine Reader, Vol. 2, #2	"
27	Activity Book, #2	"
28	Activity Book, #2, T. Ed.	"
29	1 Audio Package #2 (6 tapes)	"
30	Magazine Reader, Vol. 3, #1	"
31	Magazine Reader, Vol. 3, #2	"
32	Activity Book #3	"
33	Activity Book #3, T. Ed.	"
34	1 Audio Package #3 (6 tapes)	"
35	Teachers Guide (includes all levels)	"
	Action Library 1A	Scholastic Book Services
36	The Mystery Carnival	"
37	Lane Four	"
38	The Zero People	"
39	The Chase	"
40	That Face in the Mirror	"
41	Teacher Guide	"

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MATERIALS AVAILABLE LISTED IN CODE NUMERICAL ORDER - Page 2

<u>Code No.</u>	<u>Item</u>	<u>Publisher</u>
	Action Library 2	Scholastic Book Services
42	The Girl Who Knew Rule 1	"
43	One Punch Away	"
44	Crash at Salty Bay	"
45	The Race Driver	"
46	No Girls Allowed	"
47	The Teaching Guide	"
48	Action Short Story Anthology (Fallen Angel)	"
49	Double Action Short Story Anthology	"
50	Scholastic Action Magazine	"
51	Action Unit Books, Book 1	"
52	Action Unit Books, Book 2	"
53	Action Unit Books, Book 3	"
54	Double Action Unit Books, Book 1	"
55	Double Action Unit Books, Book 2	"
	V-Memory Cards	DLM
56	Level III	"
57	Level IV	"
58	V-Sequential Memory Exercises	"
59	English That We Need	Frank Richards
60	Understanding English	"
61	More English That We Need	"
62	Word List	
63	Syllable Concept	Dolch
64	Sight Phrase Cards	Frank Richards
65	Know Your States	Dolch
	Systems for Success	
66	Book 1	Follett
67	Instructor's Guide (0-4)	"
68	Book II	"
69	Instructor's Guide (5-8)	"
	Hip Reader Program Ext. Set	Book Lab, Inc.
70	Hip Reader Vol. 1, Workbook	"
71	Hip Reader, Vol. 1	"
72	Hip Reader, Vol. 2	"
73	Fourth Reading Helper	"
74	Fifth Reading Helper	"
75	Sixth Reading Helper	"
76	Seventh Reading Helper	"
77	Eighth Reading Helper	"
78	Ninth Reading Helper	"
79	Events in History	"
80	Blacks in Early American History	"
81	Frederick Douglas, Great Abolitionist	"
82	Harriet Tubman; The Moses of Her People	"
83	Montgomery Bus Story	"
84	Phyllis Wheatley, Young Poet	"

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MATERIALS AVAILABLE IN CODE NUMERICAL ORDER - Page 3

<u>Code No.</u>	<u>Item</u>	<u>Publisher</u>
	Hip Reader Program Ext. Set	Book Lab
85	Schl. At Midnight	"
86	Robert Smalls, Brave Seaman	"
87	Let's Talk About Drugs	"
88	Teachers Manual	"
89	Getting Ready to Drive	Frank Richards
	Venture I Series	Follett
90	Flying High	"
91	Gearing Down	"
92	Inside Track	"
93	On the Boards	"
94	Racing to Indy	"
95	Touchdown	"
	Venture II Series	
96	In the Chutes	"
97	Line Drive	"
98	Fall Line	"
99	Match Point	"
100	Slap Shot	"
101	Split Decision	"
102	Getting and Holding a Job	Frank Richards
103	Jobs From A to Z	"
104	Teenagers at Work	"
105	Service Occupations	"
106	All About the Family	"
107	Foundations of Citizenship	"
108	Foundations of Citizenship-TE Key	"
109	Family Life - Book 1	"
110	Family Life - Workbook 1	"
111	Family Life - Book 2	"
112	Family Life - Workbook 2	"
113	Application Forms	"
114	Your Government and You	"
115	Your Government and You - Teacher Guide	"
116	Communications - I	Follett
117	Communications - II	"
118	Communications - III	"
119	I Want a Job	Frank Richards
	Accent on Personality Series	Follett
120	Understanding the Automobile	"
121	You and They	"
122	Instructor's Book	"
123	You Are Heredity and Environment	"
124	You Are Heredity and Environment (Instructor)	"
125	Taking Stock	"
126	Taking Stock (Instructor's Book)	"
127	You and Your Needs	"
128	Magazines - Newspapers	"
	Accent on Personality Series	"
129	Activity Cards, "Newspaper"	"

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MATERIALS AVAILABLE LISTED IN CODE NUMERICAL ORDER - Page 4

<u>Code No.</u>	<u>Item</u>	<u>Publisher</u>
130	Lefty-Righty Cards	Michigan Products/
131	Great American Work Book	Frank Richards
	Useful Arithmetic	"
132	Volume 1	"
133	Volume 1 (Teacher's Key)	"
134	Volume 2	"
135	Volume 2 (Teacher's Key)	"
136	Learning About Measurement	"
	Learning Skills Series - Arithmetic	Webster-McGraw Hill
137	Acquiring Arithmetic Skills	"
138	Building Arithmetic Skills	"
139	Continuing Arithmetic Skills	"
140	Directing Arithmetic Skills	"
141	Teacher's Manual	"
142	Reading for Mathematics	Frank Richards
143	Mystery Sentence Coloring Book	"
144	Banking, Budgeting and Employment	"
145	The Bank Book	"
146	Gillingham Manual	Educational Pub. Serv.
147	Phonics Drill Cards	"
148	Know Your Signs	Frank Richards
149	Functional Words for Everyday Living	"
150	Games	
151	Meeting Basic Competencies in Reading	Frank Richards
152	Useful Science	"
153	Books (From Personal Sources)	
154	Group Sounding Game	Dolch
155	Take-Sound Matching Game	"
156	Sound Foundations Program I	DLM
157	Sound Foundations Program II	"
158	Phonic Word Builder, II	Book Lab, Inc.
159	Spellbound	Educators Pub. Serv.
160	Spellbound - Teacher's Manual	"
	Link to Writing, Reading and Spelling	
161	Book 1	"
162	Book 2	"
163	Book 3	"
164	E-Z Grins	
165	Right-Line Chalk Board	Michigan Products
166	Individualized Ordered Tasks, Book 1	Modern Education Corp.
167	Individualized Ordered Tasks, Book 2	Love Publishing
168	Math Riddles	"
169	Skill Seekers I	Frank Richards
170	Skill Seekers II	Addison Wesley Pub.
		"

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MATERIALS AVAILABLE LISTED IN CODE NUMERICAL ORDER - Page 5

<u>Code No.</u>	<u>Item</u>	<u>Publisher</u>
	Success With Mathematics Series	Addison Wesley Pub.
171	Book 1	"
172	Book 1 - Teacher's Edition	"
173	Book 1 - Duplicating Masters	"
174	Book 2	"
175	Book 2 - Teacher's Edition	"
176	Book 2 - Duplicating Masters	"
177	Book 3	"
178	Book 3 - Teacher's Edition	"
179	Book 3 - Duplicating Masters	"
180	Skill Cards	"
	Figure It Out	Follett
181	Book I	"
182	Book I - Instructor's Book	"
183	Book 2	"
184	Book 2 - Instructor's Book	"
	Using Money Series	Frank Richards
185	Counting My Money	"
186	Making My Money Count	"
187	Buying Power	"
188	Earning, Spending & Saving	"
189	Learning About Time	"
190	Rite-N-Save	Teacher's Aids
191	Coin Stamp	DLM
192	Money Kit	Frank Richards
193	Clock Stamp	"
194	Parchetry Blocks	DLM
195	Design Sets 1	"
196	Design Sets 2	"
197	Secret Codes for Fun	Frank Richards
198	Basic Drivers Ed	Interstate
199	Basic Drivers Ed - Teacher's Manual	"
200	Action Skills, Book I	Scholastic
201	Action Skills, Book II	"
202	Action Skills, Book III	"
203	Action "Chances-Skill Book"	"
	Action Library 3-A	"
204	That New Girl	"
205	Ride Along	"
206	Mystery of the Spider's Web	"
207	Calling Station E-A-R-T-H	"
208	The Drop Out	"
209	Teaching Guide 3A Dittos	"

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MATERIALS AVAILABLE LISTED IN CODE NUMERICAL ORDER - Page 6

<u>Code No.</u>	<u>Item</u>	<u>Publisher</u>
	Action Library #4	Scholastic
210	Crazy George	"
211	Day After Tomorrow	"
212	The Break In	"
213	Dead Start Scramble	"
214	Teacher's Guide Dittos	"
215	Independent Language, Arts, Activ.	Fearon Publishing
216	Reading Comprehension, Book 1	Educators Publishing
217	Reading Comprehension, Book 2	"
218	Reading Comprehension, Book 3	"
219	Reading Comprehension, Book 4	"
220	Getting It Together - Reader	Science Research Assoc.
221	Getting It Together - Resource Book	"
222	Getting It Together - Teacher's Guide	"
223	Getting It Together - Teacher's Key	"
224	The Job Ahead - Reader	"
225	The Job Ahead - Resource Book #1	"
226	The Job Ahead - Resource Book #2	"
227	The Job Ahead - Resource Book #3	"
228	The Job Ahead - Resource Book #4	"
229	The Job Ahead - Instructor's Manual	"
230	Individual Corrective English, Book 3	McCormick-Mathers Pub.
231	Individual Corrective English, Book 4	"
232	Individual Corrective English, Book 5	"
233	Reading Comprehension, Part 1, Grade 4	Taskmaster, Inc.
234	Reading Comprehension, Part 2, Grade 4	"
235	Reading Comprehension, Part 1, Grade 5	"
236	Reading Comprehension, Part 2, Grade 5	"
237	Reading Comprehension, Part 1, Grade 9-12	"
238	Reading Comprehension, Part 2, Grade 9-12	"
239	Capitalization & Abbrev., Grade 4-6	"
240	Nouns, Pronouns, Verbs, Grade 4-6	"
241	Adjectives and Adverbs, Grades 4-6	"
	Conjunctions, Prepositions & Interjections, Grade 4-6	"
243	Singular Plural Collectives, Grade 4-6	"
244	Punctuation & Possessives, Grade 4-6	"
245	Compound Words & Contractions, Grade 4-6	"
246	Suffixes and Prefixes, Grade 4-6	"
247	Root Words, Grade 4-6	"
248	Syllabication, Grade 4-6	"
249	Synonyms & Antonyms, Grade 4-6	"
250	Homonyms & Homographs, Grade 4-6	"
251	Craft Skill Pack, Primary (A)	Crofts
252	Craft Skill Pack, Intermediate	"
253	Super Kit B - Comics	Science Research Assoc.
254	Super Kit B - T.M.	"

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MATERIALS AVAILABLE LISTED IN CODE NUMERICAL ORDER - Page 7

<u>Code No.</u>	<u>Item</u>	<u>Publisher</u>
255	Language Is You, Book I	Addison-Wesley
256	Language Is You, Teacher's Ed.	"
257	Your Job and Your Future, Book I	Duplicated Materials
258	Your Job and Your Future, Book II	"
259	Speaking With a Purpose	"
260	Speak Correctly, Please!	"
261	Verbal Math	"
262	People, Top Picks	Reader's Digest Service
263	People, Top Picks, Audio	"
264	People, Top Picks, Duplicating Masters	"
265	Mystery, Top Picks	"
266	Mystery, Top Picks, Audio	"
267	Mystery, Top Picks, Duplicating Masters	"
268	Science Fiction, Top Picks	"
269	Science Fiction, Audio	"
270	Science Fiction, Duplicating Masters	"
271	Readers Workshop	"
272	My Country	Steck-Vaughn
273	American People	"
274	Real People at Work	Changing Times Ed. Serv.
275	Action Skills Book	Scholastic
276	Action Unit Book 1	"
277	Action Unit Book 2	"
278	Action Unit Book 3	"
	Action Library, 2A	"
279	Bag Full of Trouble	"
280	Forest Fire	"
281	Mystery of the Crying Child	"
282	Now is Now	"
283	Stop Thief!	"
	Action Library, 4A	"
284	Girl Alone	"
285	Mystery of Pink House	"
286	On the Run	"
287	Popnut	"
288	The Strike-Out Gang	"
	Double Action Library 2	"
289	A Federal Case	"
290	Campus Mystery	"
291	Demolition Man	"
292	Night Driver	"
293	TV Camera Three	"

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(Rev. 9/1/78)
(Rev. 9/26/78)
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MATERIALS AVAILABLE LISTED IN CODE NUMERICAL ORDER - Page 8

<u>Code No.</u>	<u>Item</u>	<u>Publisher</u>
	Turner-Livingston Reading Series	Follett Publishing Co.
294	The Money You Spend	"
295	The Town You Live In	"
296	The Jobs You Get	"
297	The Person You Are	"
298	The Friends You Make	"
299	The Family You Belong To	"
300	Teacher's Guide	"
	Accent/Consumer Education Series	Follett Publishing Co.
301	The Law and You	"
302	Understanding Consumer Credit	"
303	Knowing How to Budget and Buy	"
304	Insuring Your Life, Income, Property	"
305	Teacher's Guide, Revised	"
306	New Reading Thinking Skills, Grade 3	Continental Press
307	Reading Thinking Skills, Grade 4	"
308	Reading Thinking Skills, Grade 5	"
309	Reading Thinking Skills, Grade 6	"
310	The Merriam Webster Dictionary	Pocket Books of N.Y.
311	The Merriam Webster Thesaurus	"
312	The Red Pony	Bantam Publishers
313	Our Bodies, Our Selves	Boston Women's Health Book Collective
314	Anchor Language Arts, Intermediate	Educational Service, Inc.
315	ABC's of Hand Tools	General Motors
316	Simon Game	Milton Bradley Electronics
317	The Search (Black Literature Series)	Scholastic
318	Scope - Poetry - Activity Kit	"
319	Scope - Frauds & Hoaxes - Activity Kit	"
320	Tables, Charts & Graphs, Book A	"
321	Tables, Charts & Graphs, Book B	"
322	Tables, Charts & Graphs, Book C	"
323	Word Mastery, Book B	"
324	Word Mastery, Book C	"
325	Dictionary Skills, Book A	"
326	Dictionary Skills, Book B	"
327	Dictionary Skills, Book C	"
328	Map Skills, Book A	"
329	Map Skills, Book B	"
330	Map Skills, Book C	"

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MATERIALS AVAILABLE LISTED IN CODE NUMERICAL ORDER - Page 9

<u>Code No.</u>	<u>Item</u>	<u>Publisher</u>
331	Creative Expression, Grade 2, Dinosaur Bones	Scholastic
332	Creative Expression, Grade 3, Jungle Sounds	"
333	Creative Expression, Grade 4, Ghost Ships	"
334	Creative Expression, Grade 5, Cook Up Tales	"
335	Creative Expression, Grade 6, Stickleback	"
336	Reading Comprehension, Grade 4, Feedback	"
337	Reading Comprehension, Grade 5, Match	"
338	Reading Comprehension, Grade 5, Challenge	"
339	Reading Comprehension, Grade 6, Spark	"
340	Fantastic Stories	"
341	Dimensions	"
342	Spotlight	"
343	Chillers & Thrillers	"
344	Sprint	"
345	Trackdown	"
346	Real Life Reading Skills	"
347	Law, You, Police, Justice, Teachers Guide	"
348	Law, You, Police, Justice, Posters	"
349	Law, You, Police, Justice, Student Books	"
350	Law, You, Police, Justice, Log Books	"
351	Law, You, Police, Justice, Record	"
352	Modern English, Level 7	Heath & Co.
353	Modern English, Level 7, Workbook	"
354	Modern English, Level 8	"
355	Modern English, Level 8, Workbook	"
356	Modern English, Level 9	"
357	Modern English, Level 9, Workbook	"
358	Pal Paperbacks	Xerox
359	Language Exercises - Red	Steck-Vaughn
360	Language Exercises - Blue	"
361	Career Education Curriculum	
362	Cook Book for Boys & Girls, Betty Crocker	Golden Press
363	Mastery Drills in Arithmetic, Gr. 6	John Green Co.
364	Mastery Drills in Arithmetic, Gr. 8	"
365	Modern Algebra, w/Teacher's Key	"
366	Modern Geometry, w/Teacher's Key	"
367	General Math	"
368	Taskmaster Math Pak, V	"
369	Taskmaster Math Pak, VI	"
370	Taskmaster Math Pak, VII	"
371	Taskmaster Math Pak, VIII	"
372	Wide World	Scholastic
373	113 Developmental Reading System	"

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MATERIALS AVAILABLE LISTED IN CODE NUMERICAL ORDER - Page 10

<u>Code No.</u>	<u>Item</u>	<u>Publisher</u>
374	New Reading-Thinking Skills, Level 1 and 2	Continental Press
375	Reading-Thinking Skills, Level 5.1 and 5.2	"
376	Reading-Thinking Skills, Level 6.1 and 6.2	"
377	English Made Easier	Amsco School Publications
378	GED, #1, Writing Skills Test, MC Personal	Contemporary Books
379	GED, #3, Science Test, M. Chance Personal	"
380	GED, #4, Reading Skills Test, M. Chance Personal	"
381	GED, #5, Mathematics Test, M. Chance Personal	"
382	Grammar & Spelling, Vol. I, w/tapes - MC	Educational Recordings, Unl.
383	Natural Science, Vol. IV, w/tapes - MC	"
384	General Math, Vol. V, w/tapes - M. Chance	"

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MATERIALS AVAILABLE LISTED IN CODE NUMERICAL ORDER

<u>Code No.</u>	<u>Item</u>	<u>Publisher</u>
00	Teacher Made Materials	
	Michigan Prescriptive Program in English	Ann Arbor
01	English Study Materials	"
02	Test Book	"
03	Response and Prescription Sheet Booklet	"
04	Acetate Overlay-Answer Key	"
05	Letters, Sounds and Words	Consulting Psy. Press
06	Verb-Tense Boards	DLM
	Lincs to Writing, Reading and Spelling	Educators Pub. Service
07	Book 1	"
08	Book 2	"
09	Book 3	"
10	Structural Spelling and Reading Cards	"
	Learning the English Language	"
11	Skill Book I	"
12	Teacher's Guide - Book I	"
13	Skill Book II	"
14	Teacher's Guide - Book II	"
	Key Ideas in English	Harcourt, Brace Jovanovich
15	Level I - Workbook	"
16	Level I - Answer Key	"
17	Level II - Workbook	"
18	Level II - Answer Key	"
19	Level III - Workbook	"
20	Level III - Answer Key	"
21	Sentence Game B	"
22	Writing Road to Reading	William Morrow Co.
23	70/Set Phonogram Cards	"
	The Mature Students' Guide to Reading	SRA
	and Composition	
24	Student Book	"
25	Teacher's Manual	"
26	Flash Cards	"
27	Thinklab Kit	"
28	Additional Teacher's Guide	"
29	Voxcom Educational Kit	Carter Instruc. Materials
30	Panasonic Cassette Recorders	DLM
31	Dictionaries	Super City
	Thought Tracking	Ann Arbor
32	Level I	"
33	Level II	"
34	Level III	"
35	Level IV	"
	Critical Reading	"
36	Workbook A	"
37	Workbook B	"
38	Workbook C	"
39	Workbook D	"

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MATERIALS AVAILABLE LISTED IN CODE NUMERICAL ORDER (Page 2)

<u>Code No.</u>	<u>Item</u>	<u>Publisher</u>
40	Hip Reader, Volume 1	Book Lab, Inc.
41	Hip Reader, Volume 2	"
42	Teacher Manual for Hip Reader	"
43	Sight Words for the Seventies	"
44	Functional Signs	DLM
45	Functional Signs - Match-ups	"
46	International Signs and Symbols	"
47	Pacemaker Core Vocabulary	Fearon Publishers, Inc.
48	Getting Ready to Drive	Frank Richards
	Point 31 - Magazine	Reader's Digest
49	Level 1 - Reader No. 1	"
50	Level 1 - Reader No. 2	"
51	Level 2 - Reader No. 1	"
52	Level 2 - Reader No. 2	"
53	Level 3 - Reader No. 1	"
54	Level 3 - Reader No. 2	"
	Humor: Making People Laugh	Scholastic Book Services
55	Anthology	"
56	Logbook	"
57	Teaching Guide	"
	Getting Together: Problems you Face	"
58	Anthology	"
59	Logbook	"
60	Teaching Guide	"
	Imagination: The World of Inner Space	"
61	Anthology	"
62	Logbook	"
63	Teaching Guide	"
	Sports: A Mirror of Our Society	"
64	Anthology	"
65	Logbook	"
66	Teaching Guide	"
67	Driving	"
68	Study Skills	"
69	The Jobs Book	"
70	Scope Visuals 23: Context Clues	"
71	Scope Visuals 13: Getting Applications Right	"
	TV: Behind the Tube	"
72	Anthology	"
73	Logbook	"
74	Teaching Guide	"
	Action Books	"
75	The Chase	"
76	That Face in the Mirror	"
77	One Punch Away	"
78	The Race Driver	"
79	Stop Thief!	"

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MATERIALS AVAILABLE LISTED IN CODE NUMERICAL ORDER (Page 3)

<u>Code No.</u>	<u>Item</u>	<u>Publisher</u>
	Action Books	Scholastic Book Services
80	Mystery of the Crying Child	"
81	Skyjacked	"
82	Wade's Place	"
83	Ride Along	"
84	The Drop Out	"
85	The House on Willow Street	"
86	On the Run	"
87	The Strikeout Gang Strikes Again	"
88	Recipe for Reading	Walker Ed. Book Corp.
89	Corrective Reading Program - Teacher Materials	SRA
90	Corrective Reading Program - Student Materials Book	"
91	Remedial Reading Drills-Hegge, Kirk & Kirk	George Wahr
	Glass Analysis for Decoding Only	Walker Ed. Book Corp.
92	Set I - Word Booklets	"
93	Set II - Word Booklets	"
	Michigan Programmed Spelling	Ann Arbor
94	Level 1	"
95	Level 2	"
96	Level 3	"
97	Level 4	"
98	Level 5	"
99	Level 6	"
100	Level 7	"
101	Level 8	"
102	Word Attack Manual and Test Booklet	Educ. Pub. Service
103	Word Attack Manual - Teacher's Answer Key	"
104	Spellbound	Educators Pub. Service
105	Spellbound - Teacher's Manual	"
106	Written Language Cards - Careers	DLM
107	Written Language Cards - Affective	"
	Michigan Arithmetic Program	Ann Arbor
108	Addition 0-10	"
109	Addition 10-20	"
110	Multiplication Level I	"
111	Multiplication Level II	"
112	Subtraction Level I (20-10)	"
113	Subtraction Level II (20-10)	"
114	Division	"
115	Teacher's Manual	"
116	Teacher Script A	"
117	Teacher Script B	"
118	Bonus Points	"
119	The I Hate Math Book	Creative Publications
120	Shopping Lists Game I	DLM
121	Shopping Lists Game II	"
122	Shopping Lists Game - Coins & Bills	"

(Phoenix)

MATERIALS AVAILABLE IN CODE NUMERICAL ORDER (Page 4)

<u>Code No.</u>	<u>Item</u>	<u>Publisher</u>
	Using Money Series	Frank Richards
123	Counting My Money	"
124	Making My Money Count	"
125	Buying Power	"
126	Earning, Spending & Saving	"
127	Learning About Measurement	"
128	Learning About Time	"
129	Useful Arithmetic Volume I	"
130	Useful Arithmetic Vol. I-TK	"
131	Useful Arithmetic Volume II	"
132	Useful Arithmetic Volume II-TK	"
	Sequential Mathematics	Harcourt, Brace Jovanovich
133	Addition/Subtraction	"
134	Teacher's Edition	"
135	Multiplication/Division	"
136	Teacher's Edition	"
137	Photo Math	Oddo Publications
	Cuisenaire Rods	Creative Publications
138	Introductory Set	"
139	Student Activity Cards	"
140	A Photo Text Guide	"
	Fraction Match-Ups	DLM
141	Ratio Forms	"
142	Pie Forms	"
143	Percents, Decimals & Ratios	"
	Action Library 2	Scholastic
144	The Girl Who Knew Rule One	"
145	No Girls Allowed	"
146	That New Girl	"
147	Witches Get Everything	"
148	A New Life For Sarita	"
149	The Day After Tomorrow	"
	Career Education	California Literacy Booksto
150	Occupations 1	"
151	Occupations 2	"
152	The World of Work	"
	Survival Reading	"
153	Signs Around Town	"
154	Label Talk	"
155	Read Instructions First	"
	Your Personal Business	"
156	Letters and Announcements	"
	Be Informed Units	"
157	Social Security	"
158	Finding a Job	"
159	Taxes	"
160	Banking	"
161	Measurements	"
162	Nutrition	"
163	Study for Driver License	"
164	Becoming a Car Owner	"

(Phoenix)
(Rev. 10/21/77)

MATERIALS AVAILABLE IN CODE NUMERICAL ORDER (Page 5)

<u>Code No.</u>	<u>Item</u>	<u>Publisher</u>
	A New Look Common Fractions	Continental Press
165	Part 1	"
166	Part 2	"
167	Part 3	"
168	Giant Plastic Dice	Educational Teaching Aids
169	Real Life Reading Skills - Workbook	Scholastic
170	Real Life Reading Skills - Visuals	"
171	Young and Black in America	Vintage Sundial
172	Young and Black in Africa	"
173	Slavery in the United States	Franklin Watts, Inc.
174	Trouble Shooting Mathematics Skills	Holt, Rinehart & Winston
	Mathematics for Individual Achievement	Houghton-Mifflin
175	Teacher's Ed. - Grade Level K	"
176	Student Book - " " "	"
177	Teacher's Ed. - Grade Level 1	"
178	Teacher's Ed. - Workbook - Level 1	"
179	Student Book - Grade Level 1	"
180	Teacher's Ed. - Grade Level 2	"
181	Teacher's Ed. - Workbook - Level 2	"
182	Student Book - Grade Level 2	"
183	Teacher's Ed. - Grade Level 3	"
184	Teacher's Ed. - Workbook - Level 3	"
185	Student Book - Soft Cover - Level 3	"
186	Student Book - Hard Cover - Level 3	"
187	Teacher's Ed. - Grade Level 4	"
188	Teacher's Ed. - Workbook - Level 4	"
189	Student Book - Grade Level 4 - Units 1-5	"
190	Open	"
191	Teacher's Ed. - Grade Level 5	"
192	Teacher's Ed. - Workbook - Level 5	"
193	Student Book - Grade Level 5	"
194	Teacher's Ed. - Grade Level 6	"
195	Teacher's Ed. - Workbook - Level 6	"
196	Student Book - Grade Level 6	"
197	Teacher's Ed. - Grade Level 7	"
198	Teacher's Ed. - Workbook - Level 7	"
199	Teacher's Ed. - Grade Level 8	"
200	Teacher's Ed. - Workbook - Level 8	"
201	A Guide to Behavioral Objectives	"
	Diagnostic Tests (6 total)	"

(Phoenix)
(Rev. 9/30/77)
(Rev. 10/20/77)
(Rev. 11/2/77)

MATERIALS AVAILABLE IN CODE NUMERICAL ORDER (Page 6)

<u>Code No.</u>	<u>Item</u>	<u>Publisher</u>
202	Snowbound	Dell
203	Incident at Hawk's Hill	"
204	The Outsiders	"
205	Where the Red Ferns Grow	Bantam
206	Chariots of the Gods	"
207	Red Sky at Morning	Pocketbooks
208	The Hobbit (2)	Ballantine
209	Big Foot	Dell
210	The Bermuda Triangle	Avon
211	UFO Enigma	Ballantine
212	Go Ask Alice	Avon
213	It's Not the End of the World	Bantam
214	Logan's Run	"
215	Fantastic Voyage	"
216	Brave New World	Perennial Classic
217	Animal Farm	Signet
218	Great Lakes Triangle	Faucet
219	A Wind In the Door	Dell
220	A Wrinkle in Time	Dell
221	Mystery From Forgotten Worlds	"
222	O. J. Simpson	Tempo
223	Guinness Book of World Records	Bantam
224	The Pleasure of His Company	Popular Library
225	Why Am I Afraid to Love	Argus
226	Why Am I Afraid to Tell You Who I Am	"
227	Driver's Handbook	Bantam
228	Dawn	Ballantine
229	The Adventures of Tom Sawyer	Scholastic Book Services
230	Phantom Toll Booth	Random House
231	The Unexplained	Bantam
232	Slapshot	Tempo
233	Charlie's Angels	Ballantine
234	Harold and Maude	Avon
235	The Lords of Flatbush	Bantam
236	Dorp Dead	Camelot
237	Pardon Me, You're Stepping on My Eyeball	Bantam
238	The Secret of Terror Castle	Random House
239	Fahrenheit 451	Ballantine
240	Star Wars (4)	Ballantine
241	Computational Skills Development Kit	SRA
242	The Memory Book	Ballantine Books
243	How to Develop a Super Power Memory	Signet Books
244	The World Almanac	
245	The Book of Lists	
246	Roget's Thesaurus	

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(Rev. 4/27/78)
(Rev. 6/7/78)

MATERIALS AVAILABLE IN CODE NUMERICAL ORDER (Page 7)

<u>Code No.</u>	<u>Item</u>	<u>Publisher</u>
247	Adventures with Arithmetic - Fractions	Creative Publications
	Proving the Rule Series	
248	Rules and Individuals	
249	What Do You Expect?	
250	Who Do You Think I Am?	
251	In Whose Interests?	
252	Why Should I?	
	Michigan Prescriptive Program	Ann Arbor
253	Mathematics Study Materials	"
254	Response and Prescription Sheet Booklet	"
255	Acetate Overlay Answer Key	"
256	Programmed Spelling for High School and College	"
	Cambridge G.E.D. Program	Cambridge Book Co.
257	Teacher's Guide	"
258	Correctness and Effectiveness of Expression	"
259	Introduction to Reading	"
260	Introduction to English	"
261	General Mathematic Ability	"
262	Introduction to Arithmetic	"
263	Daughters in High School (Poetry)	Daughters, Inc.
	Spectrum Mathematics Series	Laidlaw Brothers
264	Green Book - 6th Grade	"
265	Yellow Book - 5th Grade	"
266	Blue Book - 7th Grade	"
267	Purple Book - 8th Grade	"
268	Thinking Skills	Innovative Services, Inc.
	Encyclopaedia Britannica III	Encyclopaedia Britannica, Inc.
269	Micropaedia - Ready Reference	"
270	Macropaedia - Knowledge In Depth	"
271	Propaedia - Outline of Knowledge	"
272	A New Look at Decimals	Continental Press
273	Breakthrough Reading Series	Allyn & Bacon
	Basic Skills in Mathematics	Allyn & Bacon
274	Unit 1 - Subtracting Whole Numbers	"
275	Unit 2 - Multiplying Whole Numbers	"
276	Unit 3 - Dividing by One-digit Numbers	"
277	Unit 4 - Dividing by Two-digit Numbers	"
278	Unit 1 - Fraction Concepts	"
279	Unit 2 - Adding Fractions With Like Denominators	"
280	Unit 3 - Adding Mixed Numbers with Like Denominators	"
281	Unit 4 - Subtracting Fractions and Mixed Numbers	"

(Phoenix)
(Rev. 6/7/78)
(Rev. 1/23/79)

MATERIALS AVAILABLE IN CODE NUMERICAL ORDER (Page 8)

<u>Code No.</u>	<u>Item</u>	<u>Publisher</u>
	Basic Skills in Mathematics	
282	Unit 5 - Adding and Subtracting Fractions with Different Denominators	Allyn & Bacon
283	Unit 6 - Multiplying Fractions	"
284	Unit 7 - Dividing Fractions	"
285	Unit 1 - Decimal Concepts	"
286	Unit 2 - Adding and Subtracting Decimal Numbers	"
287	Unit 3 - Multiplying Decimal Numbers	"
288	Unit 4 - Dividing Decimal Numbers	"
289	Unit 5 - Dividing and Rounding Decimal Numbers	"
290	Unit 6 - Percent Concepts	"
291	Unit 7 - Percent Applications	"
292	Unit 1 - Temperature	"
293	Unit 2 - Length	"
294	Unit 3 - Capacity	"
295	Unit 4 - Weight	"
296	Reading and Writing Large Numbers	"
297	Money	"
298	Multiplying by Powers of 10	"
299	Whole Number Equations 1	"
300	Whole Number Equations 2	"
	Patterns, Sounds and Meanings	
301	Clues to Consonants	Allyn & Bacon
302	Teachers	"
303	Views on Vowels	"
304	Teachers	"
305	Letters and Syllables	"
306	Teachers	"
307	Syllables and Words	"
308	Teachers	"
	Study Skills for Information	
309	Study Skills, 1	"
310	Teachers	"
311	Study Skills, 2	"
312	Teachers	"
313	Study Skills, 3	"
314	Teachers	"
315	Study Skills, 4	"
316	Teachers	"
	Basic Skills in Mathematics	
317	Teacher's Guide - Whole Numbers	"
318	Teacher's Guide - Fractions	"

(Revised 1/23/79)

MATERIALS AVAILABLE IN CODE NUMERICAL ORDER (Page 9)

<u>Code No.</u>	<u>Item</u>	<u>Publisher</u>
	Basic Skills in Mathematics (Cont.)	Allyn & Bacon
319	Teacher's Guide for Decimals and Percents	"
	Shoptalk: Vocational Reading Skills	"
320	Agriculture	"
321	Automobile	"
322	Carpentry	"
323	Electricity	"
324	Electronics	"
325	Metal and Machinery	"
326	Teacher's Guide	"
	Breakthrough	"
327	The Big Ones	"
328	Busy Signal	"
329	Point in Time	"
330	How It Is and Coming Through	"
331	The Big Ones 1	"
332	On The Level and Full Count	"
333	The Time Is Now and With It	"
334	Way Out and Over the Edge	"
335	Prime Time and Over and Out	"
336	Play it Again and From the Top	"
337	Beyond the Block	"
338	Beyond the Block 1	"
339	Out of Sight and Where It's At	"
340	On the Spot and Making the Scene	"
341	Winner's Circle	"
342	The Cool World	"
343	The Cool World 1	"
344	On the Level	"
345	Over the Edge	"
346	Way Out	"
347	Full Count	"
348	Coming Through	"
349	Where It's At	"
350	With It	"
351	The Time Is Now	"
	You and Your Work	"
352	1978 (Paper)	"
353	Classic American Short Stories	"
354	Teacher's Guide	"
355	A Guidebook For Teaching Composition	"
356	A Guidebook For Teaching Creative Writing	"
357	One Thing at Once, Revised Edition	Addison-Wesley Pub. Co.
358	One Thing at Once, Teacher's Edition	"
359	Two Blades of Grass, Revised Edition	"
360	Two Blades of Grass, Teacher's Edition	"

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MATERIALS AVAILABLE IN CODE NUMERICAL ORDER (Page 10)

<u>Code No.</u>	<u>Item</u>	<u>Publisher</u>
361	Three-O'Clock Courage, Revised Edition	Addison-Wesley Pub. Co.
362	Three-O'Clock Courage, Teacher's Edition	"
363	Four Corners of the Sky, Revised Edition	"
364	Four Corners of the Sky, Teacher's Edition	"
365	Five-Words-Long, Revised Edition	"
366	Five-Words-Long, Teacher's Edition	"
367	Six Impossible Things, Revised Edition	"
368	Six Impossible Things, Teacher's Edition	"
369	Seven Is a Handy Figure, Revised Edition	"
370	Seven Is a Handy Figure, Teacher's Edition	"
371	The Eighth Day of the Week, Revised Edition	"
372	The Eighth Day of the Week, Teacher's Ed.	"
373	Boggle	Selective Educ. Equip., Inc.
	Mott Basic Language Skills Program	Allied Education Council
374	Book 1303	"
375	Book 1304	"
376	Book 1305	"
377	Book 1306	"
378	Book 1607	"
379	Book 1608	"
380	Book 1609	"
381	Book 1610	"
382	Book 1911	"
383	Book 1912	"
384	Book 1913	"
385	Book 1914	"
386	Book 1320 Teacher's Manual	"
387	Your Perfect Right	Consulting Psychologists
388	Improving Word Skills	Educators Pub. Serv., Inc.
	Aftermath Duplicating Series	Creative Publications
389	Aftermath 1A	"
390	Aftermath 1B	"
391	Aftermath 2A	"
392	Aftermath 2B	"
	Adventures With Arithmetic	"
393	Decimals	"
394	Percent	"
395	Fraction Dominoes	"
	The SRA Spelling Series: Word Study I & II	Science Research Assoc., Inc.
396	Consumable Text	"
397	Teacher's Ed. of Consumable Text	"
398	Consumable Text	"
399	Teacher's Ed. of Consumable Text	"

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(Revised 1/23/79)

MATERIALS AVAILABLE IN CODE NUMERICAL ORDER (Page 11)

<u>Code No.</u>	<u>Item</u>	<u>Publisher</u>
	Reading for Understanding - 5 Thru College	Science Research Assoc., Inc.
400	General Edition	"
401	Placement Test	"
402	Additional Teacher's Handbook	"

11.00 RECEPTIVE LANGUAGE

Baltimore

Basic Reading Education
Specific Skills Series
Breakthrough Reading Series
Phonogram Cards
Initial Reading Deck
Tape Recorder
Action Cassette

Indianapolis

English That We Need
Understanding English
More English That We Need
Individual Corrective English
Turner-Livingston
Newspaper
Top Pics
Reader's Workshop
Verbal Math
Action Library
G.E.D.
Action Unit Books
Reader's Digest Books
Scholastic Action Magazine
Venture Series
Outside Selected Books
Dictionary #02

Phoenix

Teacher Made Materials
Michigan Prescriptive Program
in English
Letters, Sounds and Words
Key Ideas in English
70/Set Phonogram Cards
Panasonic Cassette Recorders
Dictionaries
Real Life Reading Skills
Proving the Rule Series

12.00 EXPRESSIVE LANGUAGE

Specific Skills Series
Basic Education Reading
Breakthrough Reading Series
Phonogram Cards
Many Faces of Youth Posters
Basic Reading Materials:
Action Books
Bestsellers Books, Library Books,
English Made Simple
Initial Reading Deck

Action Unit Books
Venture Series
Real People At Work
Scholastic Action Magazine
Dictionary #02
Thought Tracking
Magazines
Newspapers
Activity Cards
Outside Books
Top Pics
Action-Double Action Libraries
Turner-Livingston
Hayes Advanced Vocabulary 153
G.E.D.
Vox Com

Michigan Prescriptive Program
in English
Letters, Sounds and Words
Structural Spelling and Reading
Cards
Key Ideas In English
Panasonic Cassette Recorders
Dictionaries
Proving the Rule Series
Cambridge G.E.D. Program
Paperbacks

21.00 READING, COMPREHENSION

Baltimore

Basic Reading Education
The New Action Unit
Breakthrough Reading Series
Specific Skills Series
Allyn and Bacon Literature Series
Bestseller Books, Action Books,
Library Books
Getting Ready to Drive
(E.D. High School Equivalency
Review Book
Getting the Main Idea
Drawing Conclusions
Getting A Job
G.E.D. Study Guide

Indianapolis

G.E.D.
Action-Double Action Libraries
Reader's Digest Books
Action Unit Books
Hip Readers-Black Series
Venture Series
Thought Tracking
Top Pics
Scholastic Action Magazine
Craft Skill Pack
Reading Comprehension Book
Black History Series
Turner-Livingston

Phoenix

Teacher Made Materials
Learning The English Language
Panasonic Cassette Recorders
Thought Tracking
Critical Reading
Hip Reader
International Signs and Symbols
Point 31 Magazine
Getting Together
Driving
The Jobs Book
Scope Visuals 13
Action Books
Action Library 2
Career Education
Survival Reading
Be Informed Units
Real Life Reading Skills
Paperback Books
Adventures With Arithmetic
Proving the Rule Series

(22.00 READING, WORD ATTACK

Specific Skills Series
DLM-Sound Foundations Program I.
Basic Reading Ed, I
Functional Words and Phrases
Bestseller Books, Action Books,
Library Books
Hit Program Cassettes & Workbooks
Specific Skills Workbooks
Dictionary
Getting Started
Language Training for Adolescents
Phonetic Cards
Little Stories
Meeting Basic Competencies in
Reading

Reader's Workshop
Hip Reader
Venture Series
Scholastic Action Magazine
TaskMaster
Action Unit Books
Spellbound
Curriculum Outline
Phonics Word
Dictionary
Spellbound
Reader's Digest
Top Pics

Teacher Made Materials
Letters, Sounds and Words
Learning the English Language
Writing Road To Reading
70/Set Phonogram Cards
Flash Cards
Dictionaries
Hip Reader
Corrective Reading Program
Remedial Reading Drills
Word Attack Manual
Paperback Books

23.00 READING, STUDY SKILLS

Baltimore

Dictionary
Almanac
Atlas
Arco G.E.D. Prep
English Made Simple
Encyclopedia
Maryland Driver's Manual
Getting Ready to Drive

Indianapolis

Action-Douhle Action Libraries
G.E.D.
Action Unit Books
Hip Readers
Dictionary
Hayes Vocabulary
Turner-Livingston
Taskmaster
Top Pics
Black History Series
Curriculum Outline
Let's Talk About Drugs
Exercise in Precise Reading

Phoenix

Teacher Made Materials
Composition
Dictionaries
Real Life Reading Skills
Paperbacks
Cambridge G.E.D. Program

31.00 SPELLING, ORAL

Michigan Programmed Spellers

Systems for Success
Spellbound
#10 Curriculum Guide
G.E.D.
How to Spell
Taskmaster
Dictionaries

Teacher Made Materials
Writing Road to Reading
70/Set Phonogram Cards
Morrison McCall Spelling Scale
Michigan Programmed Spelling
Spellbound

32.00 SPELLING, WRITTEN

Baltimore

Michigan Programmed Spellers
Basic Reading Education
Michigan Spelling Series
Dictionary
English Made Simple .
Thought Tracking

Indianapolis

G.E.D.
Spellbound
Dictionaries
How to Spell
Thought Tracking
#10 Curriculum
Systems for Success

Phoenix

Teacher Made Materials
Linc to Writing, Reading and Spelling
Writing Road to Reading
70/Set Phonogram Cards
Morrison-McCall Spelling Scale
Panasonic Cassette Recorders
Dictionaries
Michigan Program Spelling
Spellbound
Roget's Thesaurus
Michigan Prescriptive Program
Cambridge G.E.D. Program

41.00 WRITTEN LANGUAGE - PRODUCTIVITY

Zaner Bloser
English Made Simple
More English We Need
Getting Started

Newspapers
Magazines
Taskmaster
Hip Reader
Activity Cards
Scholastic Action Magazine
English That We Need
More English That We Need
Individualized Corrective
English
Thought Tracking
Communications
Turner-Livingston
Johnson Handwriting Program

Teacher Made Materials
Writing Road to Reading
Panasonic Cassette Recorders
Dictionaries
Proving the Rule Series
Cambridge G.E.D. Program
Real Life Reading Skills

42.00 WRITTEN LANGUAGE, SYNTAX

Baltimore

English That We Need
More English That We Need
English Made Simple Jr. Series
Thought Tracking
G.E.D. High School Equivalency
Review Book
Understanding English
English Made Simple

Indianapolis

English That We Need
Independent Language Arts
Activities #215
Dictionary #02
Individual Corrective English
Turner-Livingston
G.E.D.
Taskmasters
More English We Need
Newspapers
Magazines
Hip Readers
Activity Cards
Scholastic Action Magazine

Phoenix

Teacher Made Materials
Michigan Prescription Program
in English
Verb Tense Boards
Learning the English Language
Key Ideas in English
Sentence Game
The Mature Students' Guide to
Reading and Composition
Dictionaries
Roget's Thesaurus
Real Life Reading Skills
Proving the Rule Series
Cambridge G.E.D. Program

43.00 WRITTEN LANGUAGE, ABSTRACT

Allyn and Bacon Literature Series
New Action Unit
English Made Simple
Basic Education Reading Workbooks
Faces of Youth Posters
Bestellers Books, Library Books,
English Made Simple

Newspapers
Magazines
Taskmaster
Hip Readers
Activity Cards
Scholastic Action Magazine
G.E.D.

Teacher Made Materials
Dictionaries
Written Language Cards
Proving the Rule Series
Michigan Prescriptive Program
Cambridge G.E.D. Program

51.00 COMPUTATION MATH

Baltimore

Scott Foresman Tests and Workbooks
Learning Skills Series
Moving Up in Numbers
Math Skills Tapes
Mathematics Around Us
Merrill Skilltape Booklets
Arithmetic Made Simple
Lafollet Learning Skills Series
Continuing Arithmetic Skills
(Directing Arithmetic Skills
Math Around Us
Calculator

Indianapolis

Figure It Out
Skill Cards
Skill Seekers
Success With Mathematics
Turner-Livingston
Everyday Math
System For Success
Outside Books
Teacher Made

Phoenix

Teacher Made Materials
The I Hate Math Book
Using Money Series
Sequential Mathematics
Photo Math
A New Look At Common Fractions
Trouble Shooting Mathematics Skills
Mathematics for Individual Achievement
Computational Skills Development Kit
Adventures with Arithmetic
Michigan Prescriptive Program-Mathe-
matics
Cambridge G.E.D. Program

52.00 MATH CONCEPTS

Scott Foresman Text and Workbooks
Math Skills Tape Workbooks
Mathematics Around Us
Arithmetic Made Simple
Merrill Skilltape Booklets
(G.E.D. High School Equivalency
Review Book
The Answer is...What's the Problem

System For Success
Skill Seekers
Teacher Made
Outside Books
Figure It Out
Skill Cards
Success With Mathematics

Teacher Made Materials
Using Money Series
Photo Math
Cuisenaire Rods
A New Look At Common Fractions

53.00 PROBLEM SOLVING MATH

Baltimore

Mathematics Around Us
Arithmetic Made Simple
Merrill Skilltapes Booklets
G.E.D. Review Book
Using Dollars and Sense

Indianapolis

Figure It Out
Learning Skills Series
Success With Mathematics
Skillseekers
Skill Cards
Verbal Math
Systems For Success
Teacher Made
Outside Books

Phoenix

Teacher Made Materials
Thinklab Kit
Using Money Series
Sequential Mathematics
Mathematics for Individual Achievement

These procedures are for completing the Monthly Activity Tally (MAT), the Student Tracking Form (STF) and the Director's Weekly Log (LOG) as part of the Formative Evaluation of the Learning Disabilities-Juvenile Delinquency Research and Demonstration Project. Please complete the MAT, STF and LOG as carefully and accurately as practically possible. Where and when the flow of remediation program information is incongruent with the forms, use them as general guides until appropriate revisions of the forms can be made.

Monthly Activity Tally (MAT)

General

The MAT (yellow) should be completed for every student involved in LD-JD remediation activities. Ideally, the LD Specialist should complete the MAT on an ongoing basis throughout the reporting period. Site Program Directors should send all completed MAT forms to the Project Office on the following monthly schedule:

Baltimore - first Friday of each month
Indianapolis - second Wednesday of each month
Phoenix - third Friday of each month

MAT forms should be filed with NCSC through the Project Office every month for each student in remediation, even though some youth may not have received remediation for the entire monthly reporting period.

Step 1.

Reporting Period - the indicated monthly reporting period should begin with either (1) the first day of remediation activity for the youth, or (2) the day following the last reporting day of the previously filed MAT for that youth.

Step 2.

Name of Student.

Step 3.

Name of Teachers - Indicate the name of the teacher(s) involved in the remediation effort for this reporting period.

Step 4.

Place of Remediation - Indicate the location of the remediation activities for this reporting period. If more than one location was used indicate all locations.

Step 5.

Date - Indicate the calendar date of the activity.

Step 6.

Activity - Briefly describe the activity involved. All interactions with the youth should be described.

Step 7.

Prescription Code - Match the appropriate prescription item to the activity described in Step 6 and indicate the code using the Prescription Codes listing. An activity may not be matched with a prescription item, in this case no code is indicated. It is anticipated that quite a few remediation activities will not be linked to prescription items. On the other hand, some activities may encompass several prescription items; this should be appropriately indicated on the MAT form with multiple codes.

Material Code - Indicate the materials utilized for the described activity in Step 6 by using the Material Codes listing. Teacher made materials should be noted by "TM."

Step 8.

Duration - Indicate the length of time engaged in the activity in minutes.

Step 9.

Rating - Rate the activity as very successful (++), moderately successful (+), neutral (0), and unsuccessful (-).

Step 10. (page two)

Skill - Describe the skill or task which the activity or activities described on page 1 of the MAT were designed to develop in the youth.

Step 11.

Prescription Code - Indicate the link between the skill described in Step 10 and the prescription by using the Prescription Code listing.

Step 12.

Progress Rating - Indicate the skill level achieved for the skill described in Step 10, using the ratings T, C, M, X, and 0 as described below:

T - Instructional level: Student needs teacher help (demonstration, instruction, physical guidance, etc.) at least 85% of the time in order to complete the task correctly.

C - Independent level: Student can correctly complete the task with minimal teacher involvement.

In indicating a "T" or "C" progress rating further denote whether the student is making positive progress (+), is maintaining the same skill level (0), or

is dropping in skill level (-). For example, a student achieving the independent level on a particular skill with increasing proficiency would receive a progress rating of C+.

- M - Skill Maintenance level: Student can perform the skill completely and independently.
- X - Mastery level: Student is able to apply the skill in new learning situation without difficulty and without review.
- O - Not worked on: Skill has been listed as a weakness for the student but it hasn't been worked on this month.

Step 13.

Comments - Note any comments.

Student Tracking Form (STF)

General

The STF (white) is used to monitor the movement of the student through the remediation program. The LD Specialists will complete the form for every student and the Site Program Directors are responsible for submitting the completed pages to NCSC at the following remediation milestones:

- STF Page 1: "Diagnostic Summary Reviewed" and once again at the time of filing of the final report.
- STF Page 2: Completion of initial contacts with student, school and/or parents.
- STF Page 3: "Student Success Rating" filed with NCSC.
- STF Page 4: When modifications are noted.

Copies of completed pages of the STF should be filed on an as available basis, mailed with the monthly MAT or Weekly Log mailings. (Copies of pages 1 and 4 should be sent to the Project office.)

Step 1. (Page 1)

Student Information - Self explanatory.

Step 2.

Diagnostic Summary Reviewed - Check box and note date when the ETS student diagnosis has been reviewed. Comment.

Step 3. (Page 2)

Initial Contacts - Indicate the nature, extent and outcome of the initial contacts made with the student, student's school, and the

student's parent(s) or guardian(s). These are contacts made prior to the initiation of remediation. If no contacts are made with the school, student or parents prior to remediation indicate as such and submit STF Page 2 to NCSC.

Step 4. (Page 3)

First Impression Planning - Briefly describe planning of remediation approach after initial contact with student but before the first individual prescription is written. Indicate the general approach to be taken in the first remediation session.

Step 5.

Initiate Remediation - Check box and date to indicate the initiation of remediation with student.

Step 6.

Remediation Prescription Written - Check box and date indicating that the individual prescription has been written.

Step 7.

Contract Negotiated - Indicate if a formal or informal (verbal) contract or agreement has been completed between the student and the LD Specialist detailing the remediation program to be pursued. Check the appropriate box indicating whether the student gave his consent to the agreement, formally or informally. Explain as necessary or desirable.

Step 8.

Success Rating - Student - Student indicates his/her expected success in the remediation program. Details of procedures for Step 8 will be furnished by NCSC.

Step 9.

Success Rating - Teacher - LDS indicates expected success of the remediation program. Details of procedures for Step 9 will be furnished by NCSC.

Step 10. (Page 4)

Modifications in Remediation Program - Note and explain any changes in program setting, location, remediation personnel and/or schedule. For example, a change of remediation from one classroom or school to another, or from 10:00 a.m. to 2:00 p.m. should be indicated.

Director's Weekly Log (LOG)

Self explanatory as noted on green Log forms.

Student and Teacher Rating of Expectations for Remediation Success

Purpose

The purpose of these ratings is to measure the expectations that the student and the teacher, independently, have about the success of the student's remediation program.

Procedures

Student Rating: Once the student's remediation prescription has been written and a formal (contract) or informal explanation of the remediation program has been presented to the student (this corresponds roughly to Step 7 of the Instructions for completing the Student Tracking Form), the "Student Rating of Expectations" should be administered to the student. Place the student rating sheet (example on next page) in front of the student and instruct him/her as follows:

Now that I have told you what we're going to be doing, I would like you to do something for me. Some of the people I am working with are very interested in how well you think this program is going to work for you - whether or not it is going to do any good. The sheet that you have in front of you has the numbers 1, 2, 3, and 4 with a bunch of stars after them. If you think this program is not going to help you at all circle the number 1 with only one star after it. If you think the program is going to help a little bit circle the number 2 with the two stars after it. If you think the program is going to be pretty good, then circle the number 3 with the three stars after it. Or, if you think this program is going to help you a whole lot, circle the number 4 with the four stars after it. Do you understand? (Repeat if necessary)

I would like you to do your ratings in secret. We're interested in what you think; so I don't want you to show me what number you circled.

After the student has completed his rating, instruct him/her to fold the rating sheet, place it in the accompanying envelope, and seal the envelope.

Teacher Rating: On the outside of the envelope provided, the teacher should rate the expected success of the remediation program with the student in question using the same 4 point scale described above. The Teacher Rating can be made before or after the student makes his/her rating but no later than the second classroom encounter with the student. This sequence corresponds to the events to be noted on page 3 of the Student Tracking Form.

Coding the Ratings: It is extremely important that the student code is noted on the outside of the envelope, since no identifying marks are made on the student rating form.

Mailing: Once the student and teacher ratings have been completed, the sealed envelope should be mailed to NCSC. The preferred procedure is to mail the rating envelopes, as completed, to NCSC with other correspondence.

STUDENT RATING OF EXPECTATIONS

(Circle the number that is most appropriate)

- | | | |
|---|------|----------------|
| 1 | * | (not at all) |
| 2 | ** | (a little bit) |
| 3 | *** | (pretty good) |
| 4 | **** | (a whole lot) |

Requests for Results of Individual Diagnostic Assessments

From time to time, you may receive requests from school or court personnel for the results of individual diagnostic assessments or for other information about the children in the project. All such requests should be directed to NCSC. After evaluating the appropriateness of each request in the light of ethical constraints regarding the release of personally identifiable information, we shall try to comply with the request as fully and as quickly as possible. These requests should be sent by the designated official in each organization with whom we have maintained contact, rather than by individual principals, teachers or professionals within the organization.

Steps in the Release of Test Results

1. ETS will prepare sentence reports for all parents who returned the requests for summaries, except those whose children were excluded from the diagnostic procedures because of random selection or lack of time. A letter for these parents has been prepared under ACLD-R&D Project letterhead.

2. Before the letters are sent to parents, each school and court authority will be notified that a specified number of letters are being sent to parents on a specified date. The notification will allow enough time (approximately three weeks) for the authority to respond with its own request for test results. We will assume responsibility for notifying authorities when ETS provides us information concerning the planned mailings.

4. If an authority with which there is an information transfer agreement (i.e., a department of corrections) generally requests tests results, achievement test scores will be sent, as well as copies of the parents' sentence reports.

Reporting Period _____ to _____

Place of Remediation: _____

[illegible]

MONTHLY ACTIVITY TALLY (Page 2)

[illegible]

Comments:

STUDENT TRACKING FORM (Page 1)

Student's Name: _____ Code #: _____ Birthdate: _____ (CA# _____)

Guardian's Name: _____ Address: _____

Home Telephone: _____ Business Telephone: _____

School Corporation: _____ School: _____

Class Placement/Grade: _____

Probation Officer: _____ Phone: _____

☐ Diagnostic Summary Reviewed Date: _____

Comments: _____

☐ Terminated Program Date: _____

☐ Reasons: _____

Final Report Filed Date: _____

STUDENT TRACKING FORM (Page 2)

Student's Name: _____

Code #: _____

☐ Initial Contact with School Date: _____

Person making contact: _____ Telephone ☐ In Person ☐

Outcome: _____

☐ Initial Contact with Student Date: _____

Person making contact: _____

Location: _____ Duration: _____

Outcome: _____

☐ Initial Contact with Parents or Guardians Date: _____

Person making contact: _____

Telephone ☐ In Person ☐ Student Present ☐

Location: _____ Duration: _____

Outcome: _____

Comments: _____

STUDENT TRACKING FORM (Page 3)

Student's Name: _____

Code #: _____

☐ First Impression Planning for Remediation (Describe briefly): _____

☐ Initiate Remediation (first classroom encounter) Date: _____

☐ Remediation Prescription Written Date: _____

☐ Success Rating - Teacher Date: _____

☐ Contract Negotiated Date: _____

Informed Consent ☐ Non-Consent ☐

Explain: _____

☐ Success Rating - Student Date: _____

Comments: _____

()

Student's Name: _____

Code #:

Modifications in Remediation Program Setting, Location, Personnel, and Schedule

[illegible]

Week of _____ to _____

Baltimore LJ

Indianapolis ☐Phoenix ☐National ☐

Director: _____

Instructions: Many factors can impact on the course of a project: students, teachers, curriculum, time schedules, communication flows, the community, physical arrangements, agency policies, staff problems, unanticipated happenings, and any interaction thereof. As a project director your responsibility is to track and control the above to achieve optimal program operation and effectiveness. Please use this perspective to address the four topics and questions below and mail the completed form to: Ingo Keilitz, Institute for Business, Law and Social Research, Creighton University, Omaha, Nebraska 68178.

1. What were your major intents for this week? _____

2. Briefly list your major activities this week. _____

3. Major accomplishments or significant events for this week: _____

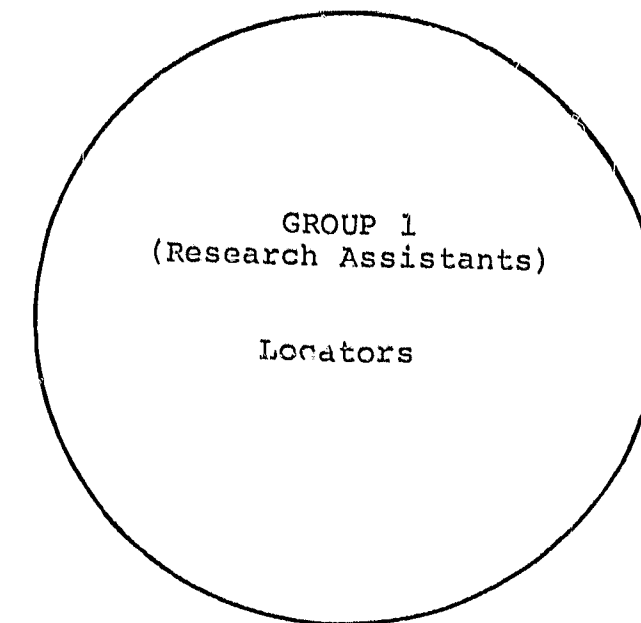
4. Problems and/or unintended outcomes: _____

(Attach additional sheets if necessary)

APPENDIX 3

SCHEDULING/TRACKING DIAGRAM

MONTHLY CENSUS



Duties

1. Locate client
2. Obtain correct address, phone
3. Obtain schedule-school, work
4. Inform of Project
5. Schedule appointment with member from Team #2
6. Send all data to Team #2

Materials

1. STF (Student Tracking Form)
2. Log Book
3. Calendar appointment Book to record mileage and time.

GROUP 2
(Learning Disability
Specialist)

Testing Data Collectors
and Reviewers

Duties

1. Review file data
2. Determine additional testing
3. Administer and score additional testing
4. Send complete packet to Team #3

Materials

1. STF
2. Log Book
3. Calendar appointment Book to record mileage and time
4. Test protocols, booklets
5. Written Language format
6. Stopwatch

GROUP 3
(Learning Disability
Specialist)

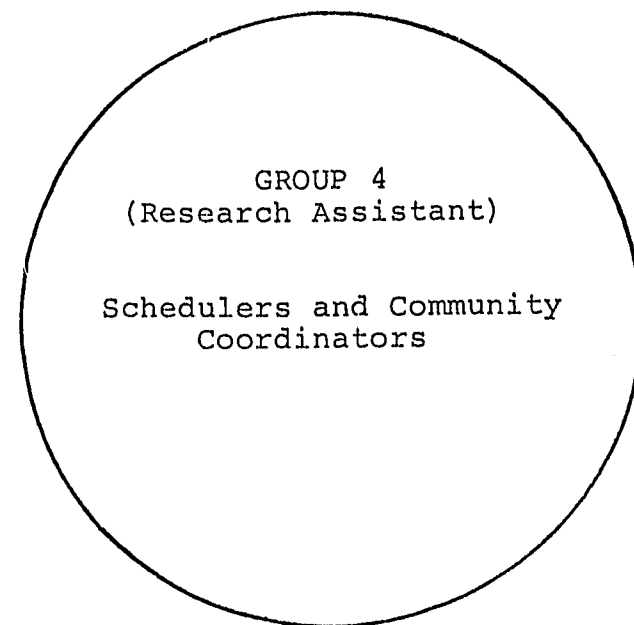
Prescription Writers

Duties

1. Write Prescriptions

Materials

1. Diagnostic Summary
2. Prescription format
3. Manual - materials
4. STF

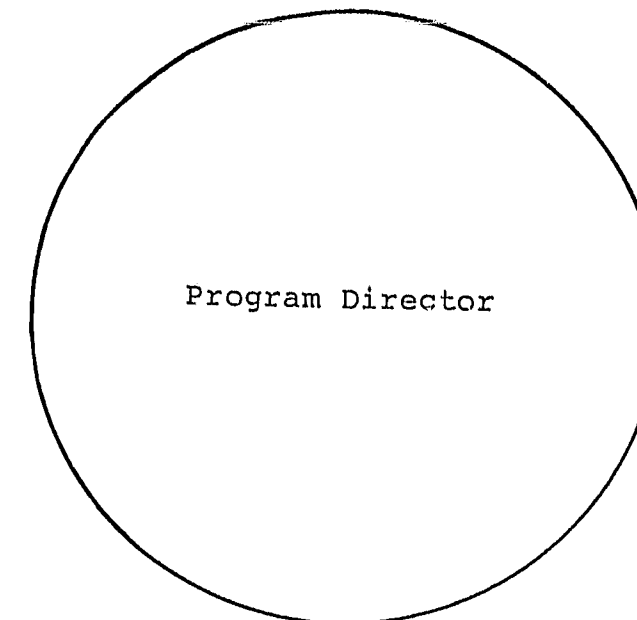


Duties

1. Make all necessary contacts in the community - school, placement facility, etc. Coordinate
2. Assign clients to Specialists
3. Arrange first remediation sessions as well as subsequent schedules

Materials

1. STF
2. Schedule sheets
3. Log



Duties

1. Oversee Groups 1, 2, 3, 4 - Circulate among all groups to ensure quality control.
2. Intercede as needed when problems arise.

SAMPLE POPULATION CENSUS

	<u>Baltimore</u>		<u>Indianapolis</u>		<u>Phoenix</u>	
		In		In		In
<u>1977</u>	<u>Assigned</u>	<u>Remediation</u>	<u>Assigned</u>	<u>Remediation</u>	<u>Assigned</u>	<u>Remediation</u>
August	23*	12	19	10	20	10
September	18	17	22	20	25	20
October	18	17	34	28	35	26
November	18	17	40*	29	72*	33
December	18	17	39	34	60	40
<u>1978</u>						
January	18	17	39	33	58	43
February	18	18	37	33	58	48
March	18	17	34	32	56	48
April	18	18	34	28	56	48
May	18	17	34	28	56	48
June	17	17	34	20	55	45
July	17	17	24	20	50	44
August	17	15	24	20	50	42
September	15	15	24	20	50	41

*This number denotes initial number of juveniles assigned to remediation population.
The number listed as "in remediation" each month is that of only those in active remediation; those juveniles AWOL, run-aways or other special status were not in this count.