1-1-1977

Case study of a secondary school model for special needs students at the Eagle Hill School.

Dewey McGowen
University of Massachusetts Amherst

CASE STUDY OF A SECONDARY SCHOOL MODEL FOR

SPECIAL NEEDS STUDENTS AT THE

EAGLE HILL SCHOOL

A Dissertation Presented

By

DEWEY McGOWEN

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

November, 1977

Education

CASE STUDY OF A SECONDARY SCHOOL MODEL FOR

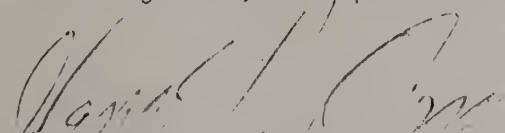SPECIAL NEEDS STUDENTS AT THE

EAGLE HILL SCHOOL

A Dissertation Presented

By

DEWEY McGOWEN

Approved as to style and content by:

_____
Peter Wagschal, Chairperson of Committee

_____
Gene Orro, Member

_____
Robert Randolph, Member

_____
Mario Fantini, Dean
School of Education

iii

ACKNOWLEDGEMENTS

The writer wishes to express his sincere appreciation and gratitude to the many friends that gave me their enthusiastic support, understanding encouragement, and time while carrying out this study. It would be inappropriate not to single out the concern and dedication of my Dissertation Committee Chairman, Dr. Peter Wagschal, who has the courage to look at differences critically and be constructive in his criticisms, and invested expertise, time, and effort through the many crises of this course of study.

Grateful acknowledgement is also extended to the members of my committee, Dr. Gene Orro and Dr. Robert Randolph, who gave up their valuable time to assist and encourage.

A special point of appreciation is made to Charles MacDonald, the Headmaster of Eagle Hill School, whose faith in the students and faculty was demonstrated many times by his encouragement to go look, talk, and ask questions of anyone and everyone. He pointed out the school motto, "Do it for him, do it with him, watch him do it with him, watch him do it, and finally, let him do it himself."

My indebtedness to Ms. Patricia Baskin, who contributed much time and support from the study's inception to its conclusion, makes me humble and enriched by her friendship.

I thank Ms. Sheila K. Rooney for her kindness and assistance. To Curtis, Heidi, and Lea Beth, my children, I am grateful for their understanding and sacrifices. Finally, I must acknowledge the support of my parents, Dewey and Ann P. McGowen. Eria McGowen, my grandmother, and James J. Curtis, my father-in-law, were always there to help me with my children which allowed me to stay on task.

iv

ABSTRACT

Case Study of a Secondary School Model for
Special Needs Students at the Eagle Hill School
(February, 1978)

Dewey McGowen, B.S., Springfield College

M.Ed., Boston University, Ed.D., University of Massachusetts

Directed by: Dr. Peter Wagschal

This case study presents the formative and summative process
of a private school serving special needs students in a secondary pro-
gram.

The school's philosophy and the administrative policies which
implement it are outlined. Eagle Hill's educational program is designed
to serve the academic and social needs of learning disabled students.
The program's basic orientations are toward individualized education and
student success, utilizing the linguistic method of teaching language
arts mastery in a structured and supportive environment.

The curriculum developed by Eagle Hill is presented in detail,
with a course outline and the objectives of each available subject.
The school's emphasis on mastery of basic language skills following
the linguistic teaching method is evident.

On-site observations, interviews and information about Eagle
Hill's living and learning environment are presented in order to provide
illustrations of the ways in which the school carries out its philosoph-
ical belief in treating the total child, not just the handicap.

Data concerning student academic achievement for both the student body as a whole and for the population split into three groups according to I.Q. test scores was collected and analyzed. The data show significant results in two areas:

1. Lack of correlation between tested I.Q. and academic performance improvement at Eagle Hill;

2. The difference in gains between math and spelling lead to questions about the centrality of these two areas to the learning disabled syndrome.

Also included is a case study of randomly selected student, "Billy B.". The study follows Billy's progress through his educational program at Eagle Hill, provides linear perspective on the ways in which the various aspects of Eagle Hill's educational program are implemented and provides concrete examples of how the school's philosophy of treating the whole child is successful.

The major implication of the study is that Eagle Hill's program is a successful one, the only areas of reservation being career preparation and the lack of adequate follow-up studies on students after they leave the school. Residentiality may be an important factor in the school's success.

The study suggests several areas of further research, chiefly for studies on the feasibility of public regional temporary residential centers for the remediation of learning disabled children.

TABLE OF CONTENTS

(Continued)

LIST OF TABLES

LIST OF FIGURES

C H A P T E R   I

INTRODUCTION

One of the largest obstacles encountered by special needs stu-
dents is our educational structure's continual underestimation of their
potential. With the exception of a relatively small number of progres-
sive secondary schools, the public educational system has failed to
deal with the learning needs of individual special needs students or
their mainstreaming, career education, and guidance problems. In many
public high schools, programs for special needs students are inadequate
or non-existent.

A redefinition of current public secondary school instructional
programs has been mandated by the needs of our rapidly changing, complex
society and by federal and state legislation guaranteeing the right of
all children to a free and appropriate education. The inability of many
local school systems to provide appropriate educational programs has
forced them to turn to those private schools which offer instructional
strategies based on the individual differences of special needs students.
This deficiency in public education provides an ample rationale for close
study of the programs available to special needs students at private
secondary schools.

As an initial step in the necessary compiling of information
about the programs being developed and used by private secondary schools

1

for special needs students, this descriptive case study of one such in-
stitution, the Eagle Hill School in Hardwick, Massachusetts, will ful-
fill the following objectives;

1. To provide a detailed description of the formative process util-
    ized by Eagle Hill School for the delivery of educational ser-
    vices to special needs, secondary school students, including
    the areas of educational philosophy and purpose, administrative
    and supervisory policies, and implementation procedures.

2. To provide in-depth information concerning the objectives, con-
    tent, and methods of delivery of Eagle Hill's curriculum.

3. To provide an overview of Eagle Hill's educational climate and
    function through personal observation of and interviews with
    students and teachers and observations concerning Eagle Hill's
    general living environment.

4. To provide specific information on Eagle Hill's student assess-
    ment procedures; to present, describe and analyze statistics
    concerning student progress in assessed areas during their stay
    at Eagle Hill School.

5. To present the case study of a randomly selected student in or-
    der to provide linear perspective on the formative and summer-
    tive process of Eagle Hill's educational model, and to provide
    concrete examples to illustrate statistical findings concerning
    the student population.

6. Finally, to analyze and summarize significant findings of the
study and to outline implications and explore avenues of re-
search suggested by the findings.

History

The right of American children to a free public education has
long been one of our society's most cherished concepts. Deeply rooted
in the egalitarian ideal on which the country was founded, our belief
in access to public education has historically been considered so basic
to the health of the nation that it has been included as a requirement
of most State constitutions. The concept is fair, just, and consistent
with our democratic ideals. Unfortunately, its implementation has, for
the major part of our history, been influenced by the notion that equal-
ity of access to public education is the right, not of all children, but
of all "normal" children.

One of the many definitions of "normal" is "of, relating to, or
characterized by average intelligence or development." Normalcy is, by
definition, a characteristic of the majority of the population, bring-
ing those who do not possess "normalcy" into dealing, in terms of rights,
from a minority position. Weintraub and Abeson (1974) state that "pub-
lic policy determines the degree to which minorities, in this case the
handicapped, will be treated inequitably by the controlling majority.
It is almost axiomatic that those with power to distribute resources
and benefits will not allocate those resources and benefits equitably
to all who may have interest."

Handicapped children in America have generally been denied access not only to "quality" public education, but to any public education at all. Many states have, as part of their compulsory attendance laws (the instrument whereby the ideal of free public education is supposedly transformed into reality), sections which specifically prohibit public school attendance by those whom the state views as physically or mentally unsuitable. Even where no such legislation exists, school officials have generally succeeded in keeping handicapped children out of public schools by employing various administrative strategies. The effect of this policy, whether manidrested in its legal or implicit form, has been to severely limit the range of educational opportunities available to handicapped children. The educational options open to handicapped children have generally been restricted to home care (possibly in conjunction with whatever programs the community or state offered), expensive private schooling (state tuition grants being generally hard to obtain), or confinement in a state institution. As recently as 1971, according to Weintraub et al. (1971), of an estimated seven million handicapped children in the United States, only fifty percent were receiving the educational services they needed, and one million were receiving no educational services at all.

A fundamental change in the educational status of handicapped children was instituted in 1971 by a decision handed down by the Eastern Pennsylvania United States District Court. The Pennsylvania Association for Retarded Children (PARC) and thirteen mentally retarded school-age children brought a class-action suit against the Secretary of Education

and Public Welfare, the State Board of Education, and thirteen named school districts, representing the class of all of Pennsylvania's school districts. The three-judge panel found for the plaintiffs, who had charged that the defendants had denied free access to public school educational opportunities to school-age mentally retarded children, and ordered that the defendants could not implement any law which denied mentally retarded children such access.

Later that same year, in Mills vs. Board of Education, a class-action suit was brought against the Washington, D.C., Board of Education, the Department of Human Resources, and the mayor by the parents and guardians of seven children with a variety of handicaps, charging the defendants with failure to provide a public education for all children. The federal court found for the plaintiffs and handed down a very specific order which stated that not only were the defendants required to provide a publicly supported education for the defendants, but that they must provide the court with a list of every school-age child not receiving such an education and undertake a search for all previously unknown children in need of such services. The defendants failed to comply with the order within the allotted time period, claiming that it would be impossible for them to fulfill the requirements of the order unless they received more funds from Congress or diverted funds from other educational areas for which they had been earmarked. The court replied that education took priority over the preservation of financial resources and that if sufficient funds were not immediately available, the District of Columbia would have to equitably expend such funds as

were available to insure that no child would be entirely excluded from a suitable publicly supported education. The court thereby set a precedent denying defendants in future cases any leeway for nonfulfillment of possible judgments on the grounds of lack of financial resources.

These two cases were the beginning of the groundswell of change in public policy concerning the educational rights of the handicapped. They were followed, in relatively short order, by cases in many other states, including Massachusetts.

Legislation

The Bartley-Daley Special Education Act, also known as Chapter 766, became law in Massachusetts in 1972. It was not the result of litigation against the state; however, given the trend clearly established by the two court decisions cited above, and the fact that there were grounds in Massachusetts for similar kinds of court cases, it was decided to draft suitable legislation before the state became involved in litigation.

Massachusetts' Chapter 766 is intended to insure that every child between the ages of three and twenty-one who has special needs receives a special education which benefits him. It does not require that a child be labeled as "learning disabled," "mentally retarded," or "emotionally disturbed" to be eligible for special education services. A child with "special needs" is any school-age child who, because of temporary or more permanent adjustment difficulties or attributes

arising from intellectual, sensory, emotional, or physical factors, cerebral dysfunctions, perceptual factors, or other specific learning disabilities, or any combination thereof, is unable to progress effectively in a regular school program and requires special classes, instruction periods, or other special educational services in order to successfully develop his individual educational potential. In addition to alleviating the stigma often attached to specific diagnostic labels, this broad "umbrella" category insures that no child will go without an appropriate educational program simply because he does not fit any neat category. The inclusion, however, of several types of handicaps under the term "special needs" does not mean that all children so labeled will be lumped together in classrooms. On the contrary, the Bill underlines the crucial role of an appropriate individualized education.

The initial step taken to implement the provisions of 766 is the referral of a possible special needs child's case for evaluation to the local Special Education Department Head or school principal. The referral may be made by the child's parent(s), a school official, a teacher, the family doctor, a judicial officer, or the person having custody of the child. Upon referral, the school sends the child's parents a notice which must include:

1. The name and position of the person who referred the child;

2. The inception and completion dates of the evaluation;

3. A description of the assessments to be made;

4. A statement of the type of evaluation suggested;

5. A statement that, before the evaluation begins, the parent has the right to meet with the chairperson or one member of the core evaluation team to discuss the reason for the child's referral for evaluation;

6. A statement of the possibility of a home visit, with parental consent;

7. A statement of the parents' right to attend and participate in all meetings during which the educational plan is being written;

8. A statement that the parents have the right to bring a person of their choice to all meetings where the educational plan is being developed and written;

9. A statement that the parents may request or refuse an additional assessment by a specialist who is not a member of the core evaluation team;

10. A statement that within ten days after the evaluation is completed, the parents will be sent a notice explaining the results of the evaluation. (The parents will also receive a copy of the suggested educational plan and a complete description of the choices available to the parents regarding the plan.);

11. A statement of where the child will be placed during the evaluation process;

12. A statement that the parent has the right to appeal the decision on the placement of the child in any part of the educational plan.

Following notification to the parents, an assessment, evaluation, and educational plan must be completed within thirty school working days. The type of evaluation done depends on the amount of time the child will spend away from the classroom during the evaluation: intermediate, if less than twenty-five percent; full core, if more of the child's time is needed.

A full-core evaluation includes diagnostic testing and assessment of the child in seven or more different learning areas and may require assessments from specialists in various areas. Professionals, such as the classroom teacher, report on the child's performance in the areas of language, behavior, thinking and acting s-ills, interests, and feelings toward himself. A home visit is also included.

The core evaluation team (CET) includes the following persons:

1. The parent(s);

2. A nurse, social worker, guidance counselor, or adjustment counselor (responsible for home visit);

3. CET Chairperson, appointed by the Special Education Administrator;

4. A psychologist;

5. The child's current teacher or, if evaluation is taking place at the beginning of the school year, last year's teacher (The Massachusetts ACLD suggests that, if the child is a junior or senior high school student, the representative teacher should be the one in whose class the child is having difficulties.);

6. Representative from the school (responsible for presenting the child's educational history);

7. Physician (responsible for physical examination and assessment of pertinent medical findings);

8. Specialist, if needed, with parental consent;

9. Any professional outside of the school system involved in working with the child (parental consent necessary for participation);

10. Person responsible for assisting the teacher in implementing the child's school plan;

11. Vocational educator, upon the request of the CET Chairperson or parent, when the student is sixteen to twenty-one years old. (If the educational plan indicates a vocational program, a vocational technical school director shall be called upon for advice.).

Upon completion of the evaluation, the members of the CET share the results of their assessments. The product of this process is a detailed educational plan designed to strengthen skill areas in which the child is experiencing difficulty and to maximize his existing skills. The plan includes the materials, teachers, and specialists needed to instruct the child in chosen areas, such as motor skills, self-help skills, language, reading, writing, mathematics, socialization, speech, and others. The plan must also define the extent and areas of progress deemed necessary for the eventual return of the child, if possible, to a regular classroom setting.

One of eleven program options will be recommended in the plan. They are:

1. Regular class placement;

2. Regular class placement with extra instructional periods;

3. Regular class placement in conjunction with use of a resource room;

4. Special class placement;

5. Teaching or treatment at home;

6. Special day school;

7. Hospital placement;

8. Residential school placement;

9. Occupational training program in a public school;

10. Special class placement with occupational training;

11. Other combinations or modifications.

The completed educational plan is presented to the parents who have the right to reject or accept it. If parents are unable to agree with the findings and recommendation of the local evaluation team, they are entitled to an extensive appeals procedure involving the Department of Education, the Bureau of Child Advocacy, the State Advisory Commission, and, ultimately, the courts.

If the educational plan is accepted, the process of implementation begins. During the course of the child's placement in a special education probram, parents are entitled to a quarterly written progress report and an interview with the child's teacher(s), a review of the child's progress, and a new educational plan, if necessary, within ten months of initial placement and on a yearly basis thereafter.

This legislation, along with that passed by many other states, was supplemented and reinforced in November, 1975, when the "Education for All Handicapped Children Act" (Public Law 94-142) was signed into law by the President. Passage followed overwhelming endorsement of the House-Senate conference agreement in the Congress, with the House giving its approval to the conference report by a vote of 404 to 7. The Senate approved the report the next day by a margin of 87 to 7.

The major thrust of the legislation is the commitment of the federal government to pay to the states an annually increasing portion of the national average expenditure per public school child, multiplied by the number of special needs students receiving services in each state school district in the nation.

The Bill is an outgrowth of Public Law 93-380, the Education Amendments of 1974, which created the first entitlement for handicapped children, based upon factors of the number of all children aged three to twenty-one in each state multiplied by $8.75. This formula (called the "Mathias formula" after its originator), amounting to a total annual authorization of $680 million, was authorized for fiscal 1975 only, because of the desirability of infusing emergency funds into the state educational systems without interfering with the process of determining a permanent funding formula, as is now embodied in Public Law 94-142.

The Mathias formula will be retained until the new funding formula goes into effect in fiscal 1978. For fiscal 1976 and 1977, authorization ceilings of one-hundred million and two-hundred million dollars, respectively, were set. In 1978, when the new formula is implemented,

payments will be made according to the following scale:

Fiscal Year	% National Average Expenditure/Child	Authorization Ceiling
1978	5	$387 million*
1979	10	775 million
1980	20	1.2 billion
1981	30	2.32 billion
1982	40	3.16 billion

*The actual monetary figure will fluctuate with inflationary-deflationary adjustments in the national average per-pupil expenditure.

Public Law 94-142 contains a substantial pass-through to the local school districts. In the first year of the new formula, fifty percent of the funds going to each state would be allocated to the state education agency, and fifty percent would be allocated to the local education agencies. In the following year, fiscal 1979, the local education agency entitlement will be enlarged to seventy-five percent of the total allocation to a given state, with the state education agency retaining twenty-five percent. This seventy-five percent/twenty-five percent arrangement beginning in fiscal 1979 will become the permanent distribution arrangement. The current state control of all funds remains in effect for the remainder of fiscal 1977.

The law requires that states and their local school districts must fulfill the following requirements by the beginning of the 1978 school year in order to receive federal funds:

1. Capability of implementing extensive child identification pro-
    cedures;

2. Assurance of nondiscriminatory testing and evaluation procedures;

3. Provision of a detailed plan and timetable for reaching the goal
    of full service for each handicapped child;

4. A guarantee of regular parent or guardian consultation;

5. Proof of development and maintenance of comprehensive personnel
    development programs, including in-service training;

6. Assurance that each handicapped child will be provided special
    education in the "least restrictive" environment;

7. A guarantee of confidentiality of records;

8. Assurance of an effective policy guaranteeing the right of all
    handicapped children to a free public education at no cost to

9. A guarantee of the development and maintenance of an individual-
    ized educational program for all handicapped children.

Official, written documentation of fulfillment of all of the
above requirements must be provided by every school district applying
for federal funds.

Under the new law, the state educational agency has been made
responsible for the establishment of a single line of authority within
one state agency for the education of all handicapped children within
that state. The single educational agency's responsibilities include:

1. Centralization of authority, both for the state itself and from
    the standpoint of the federal government as a participant in
    the educational mission;

2. Encouragement of the best utilization of educational resources;

3. The guarantee of complete and thoughtful implementation of the comprehensive state plan for the education of all handicapped children within the state;

4. Ensuring day-by-day coordination of efforts among involved agencies;

5. Termination of the bureaucratic "bumping" of children from agency to agency with the result of no agency's being finally responsible for the child's educational welfare;

6. The directing of public responsibility where children are totally excluded from an educational opportunity;

7. Assurance that the state agency which typically houses the greatest educational expertise has the responsibility for the supervision of the educational mission of all handicapped children;

8. The provision of a responsible public agency to which parents may turn when their children are not receiving the educational services to which they are entitled.

The law contains provision for the establishment of self-monitoring procedures for the evaluation of the effectiveness of its individualized programming and least-restrictive-environment provisions.

In addition, each state is required to set up an advisory panel, composed of individuals involved in or concerned with the education of handicapped children. The panel's duties include:

1. Advising the state education agency on any unmet educational needs of handicapped children in the state;

2. Publicly commenting on rules and regulations issued by the state
   and procedures proposed by the state for distribution of funds;

3. Assisting the state in developing and reporting such data as may
   assist the United States Commissioner, who is charged with the
   compilation and analysis of data concerning the educational
   status of the nation's handicapped children;

The law also includes provision for special education funding
assistance for children being educated in private settings. The require-
ments for assistance under such circumstances are:

1. That children are placed in or referred to such schools by the
   state or local education agency as a means of carrying out pub-
   lic policy;

2. That an individualized education program, as required by the law,
   is maintained for such children in private facilities;

3. That the special education is provided in private facilities at
   no cost to parents or guardian;

4. That the children served in such facilities are accorded all of
   the educational rights they would be entitled to if served di-
   rectly by public agencies.

Nonfulfillment of any of the requirements of the law is consid-
ered grounds for the withholding of federal funds.

Legislative Impact

The United States government has now put its law-making power and funding capabilities to work to insure that the concept of free public education becomes a reality for all children, including the handicapped.

Both Chapter 766 and Public Law 94-142 have mandated similar educational goals for handicapped children. The long-range effectiveness of these goals is as yet undetermined. Public Law 94-142 contains provisions for the collection of data pertaining to the effectiveness of individualized instruction, "mainstreaming", and procedures designed to prevent erroneous classification of children. These studies will provide, when completed, some basis for determining whether the goals set forth in the legislation are educationally valid for handicapped children.

For the present, the area of greatest legislative impact pertains to the actual delivery of required educational services. Many local school systems have been unprepared, philosophically, financially, or structurally, to deal with an influx of large numbers of special needs students. Local school districts, by virtue of the federal and state legislation, have been relieved of the extra cost involved in educating such students, but are unready to undertake the task of providing them with effective educational programs. Often lacking trained teachers and adequate facilities, faced with administrative, staff, and parental resistance, many school districts have placed special needs students in private schools. According to the October 1, 1976 census

taken by the Massachusetts Department of Education, Division of Research and Planning and the Division of Special Education, there were at that time 5076 special needs students enrolled under the provisions of Chapters 750 and 766 at 192 private schools both in and out of the state. Such schools, which must meet state requirements, have had the motivation and structure to research, develop, implement, and evaluate a variety of education programs directed specifically to special needs students.

The experience and knowledge acquired over the years by private schools for special needs students should provide a large fund of useful information for public educational systems which, if they are to fulfill the obligations placed on them by law, need to avail themselves of all possible sources of educational expertise.

This case study, in its exploration of one possible source, Eagle Hill School, is addressed to that need.

C H A P T E R   I I

METHODOLOGY

Evaluative Alternatives

The process of selecting the most effective means of treating
the data to be collected during this study necessitated a review of
evaluative alternatives. Scriver (1967), Stake (1967), and TenBrink
(1974) have stated that evaluation is the process whereby information
is obtained, recorded, and used to make judgments.

The process of making judgments in order to effectively imple-
ment administrative or educational strategies is one form of education-
al evaluation; assessment of the output of a given existing program in
terms of effectiveness or value is another.

The first process, formative evaluation, is designed to improve
or modify a program while it is still dynamic and fluid; the second,
summative evaluation, is described by Scriver (1967) as being designed
to appraise a program or strategy after it has been established.

A distinction has been made by Suchman (1969) between evaluation
as a general social process and evaluation research using the scientific
method. Stake (1967) states that the general social evaluation process
(informal) consists of making judgments of worth regardless of the bases
for such judgments. The informal approach to evaluation is one which

depends upon casual observation, implicit goals, intuitive norms, and subjective judgments. Studies based on informal methods are generally used by those who occasionally require capsule information quickly, such as journalists, institutional spokesmen, business executives, legislators, etc. Mann (1969) maintains that while informal evaluations are practical and often show some insight, the extent of bias is usually undeterminable, creating difficulties in assessing accuracy.

Formal methodology, or evaluative research, however, utilizes the scientific method for collecting data which relates to the degree to which a specified program or activity achieves a desired effect.

A major distinction between informal and formal methods of evaluation has been made by Wiley and Wittrock (1970). They maintain that an informal evaluation is based on one's own values, data, experience, theory and knowledge, none of which needs to be made explicit. The formal method, however, requires that all criteria utilized in the evaluative process be both explicit and measurable; this requirement is paramount to any formal methodology.

There are several types of formal and informal evaluative methods which vary chiefly in the particular area of the program chosen as the main focus of study. The evaluative alternatives which were reviewed are:

1. Assessment of effort/assessment of effect;

2. Program accounting;

3. Program structure evaluation;

4. Program process evaluation;

5. Program input evaluation;

6. Program outcome evaluation;

7. Program description;

8. Case study.

The following is a brief explanation of the characteristics of each type of methodology reviewed:

1. <u>Assessment of Effort/Assessment of Effect</u>. Paul (1956) states that the assessment of effort is generally concerned with criteria which involve the energy invested or action taken by program personnel, such as number of home visits made, completion of assigned tasks, meeting attendance, etc. Assessment of effect is based specifically on appraisal of the results of a program, i.e., changes in attitude and/or behavior, or a reduction in disability. The major concern here is gram outcome and the factors which may influence it, such as staff resistance, lack of motivation among students and cultural factors.

2. <u>Program Accounting</u>. A formal evaluative method which focuses mainly on the maintenance and quantitative analysis of project records. The major concern of this approach is with teacher-student contacts or the number of students exposed to the program. Its basic weakness, according to Caro (1971), arises from the inability of most agencies or institutions to undertake the followup procedures necessary for the collection of data pertaining to program outputs or results.

3. <u>Program Structure Evaluation</u>. Evaluation of program structure is primarily concerned with the allocation of program resources, such as physical facilities, student/teacher ratios, etc. The major weakness of this approach is that it provides very little information on the qualitative aspects of the program.

4. <u>Program Process Evaluation</u>. The most important aspect of program process evaluation is the study of the deployment of appropriate procedures and the effect of such deployment on the continuity of the program. One disadvantage of this approach is that traditional programmatic approaches are generally favored and innovative approaches somewhat penalized.

5. <u>Program Input Evaluation</u>. According to Glass (1969), formal approaches to the evaluation of educational programs have often been based on program inputs. Factors such as teacher qualifications and student/teacher ratios are collected, typically by on-site visitations. Studies based on these factors, among others, have generated discussion concerning the judgment of authorities and their influence on the objectivity of a report or study utilizing this method.

6. <u>Program Outcome Evaluation</u>. The most fundamental type of evaluative technique because its primary concern is the degree to which the institution or program has achieved its desired results. McLean (1974) maintains, however, that this approach is weak in its need for extensive followup studies to provide information on the variables which influence programmatic outcome.

7. <u>Program Description</u>. Characterized by McLean (1974) as a detailed program description which includes minimum standardized information on students and program characteristics. Rein and Weiss (1969) recommend the informal descriptive approach as being most suitable for:

   a. Innovative programs in which rigorous methodologies or controlled conditions seem to be unrealistic;

   b. Rapid feedback of program results;

   c. Programs in which data collection problems exist;

   d. Situations where administrative constraints prevent the free flow of information.

In a case study, the researcher conducts an in-depth investigation of a unit--a person, family, group, institution, or community. He gathers pertinent data about the present status, past experiences, and environmental forces that contribute to the individuality, standards and behavior of the unit. After analyzing the sequences and interrelationships of these factors, he constructs a comprehensive, integrated picture of the unit as it functions.

The researcher gathers data about a carefully selected sample with the intent of making valid generalizations about the group that the sample represents. Case studies may examine the total life cycle of a unit or may focus on a specific phase of it. A case study is set within an adequate social framework, and the type of case determines the structure of the framework. Case study data may come from numerous sources such as questionnaires, interviews, documents, records, and/or

tests. A case study differs from a survey in that, instead of gathering data concerning a few factors from a large number of social units as in a survey, the case study utilizes more exhaustive and qualitative data in a narrower scope. Case studies, with their descriptive quality which is lacking in a quantitative study, are often used to supplement the survey method. Young (1956) claims that "the most meaningful numerical studies in social science are those which are linked with exhaustive case studies describing accurately the interrelationships of factors and of processes. The two methods are often interdependent.

There are a few limitations to the case study method of research. Case study researchers, because of the descriptive nature of their work, must guard against subjective interpretation of data. Facts must be reported precisely and objectively and judgments must be suspended until adequate evidence supports a conclusion. The most basic limitations, perhaps, is that generalizations drawn from a single case cannot be applied in all cases to a given population. However, according to Van Dalen (1962), "case study data also prove useful when the researcher needs to illustrate statistical findings, for concrete examples drawn from individual cases may help readers understand statistical generalizations more readily."

The case study method, with its enhancement of and interdependency with statistical survey findings is the method of choice for this case study.

Methodological Strategy

The need for a complete and detailed study of the complex struc-
ture of the educational program of the Eagle Hill School necessitated a
methodological approach that would utilize all available sources of data
and obtain the greatest possible amount of information regarding each
area of the structure under consideration. The data collection tech-
niques utilized to obtain the maximum amount of necessary information
are as follows:

1. On-site visitations;

2. Interviews with the headmaster, administrative staff, teachers,
    and students;

3. Review of school records; and

4. Review of documents.

Several or all of these techniques were utilized in collecting
data about each area of the institution and its program in order to pro-
vide a clear perspective of the function of and relationships between
all areas. These areas are:

1. Philosophy of Eagle Hill School

    a. History of the school

    b. Evolution of educational philosophy

    c. Goals and objectives

2. General Structure

    a. Facilities

    b. Size of student body

    c. Staff size

    d. Student/teacher ratios

    e. Recreational opportunities

    f. Calendar and daily schedule

3. Organizational Structure

    a. Hierarchy of authority

    b. Areas of responsibility and accountability

    c. Administrative staff/teaching staff interfaces

    d. Administrative procedures

4. Implementation of Educational Program

    a. Teaching staff

        (1) backgrounds

        (2) areas of special interest and skills

        (3) responsibilities

        (4) in-service training

    b. Curriculum

        (1) development

        (2) purpose

        (3) course outlines

        (4) vocational preparation

    c. Evaluative procedures

        (1) students

            (a) diagnostic

            (b) placement

            (c) psychological profiling

            (d) academic performance

(2) teachers

(3) program effectiveness

Implementation of Methodological Strategy

In November of 1976, an initial interview with Headmaster Charles MacDonald was conducted, during which the purpose and scope of the study were discussed and cooperation of personnel and accessibility of records and documents assured.

A series of interviews with Headmaster MacDonald and Director of Education George O. Thompson were initiated to provide an overview of Eagle Hill's (1) philosophy, (2) history, (3) objectives, (4) general and organizational structures, and (5) educational program.

On-site visitations provided an opportunity for observations of classroom activities, methods and materials in use, recreational activities, facilities and general environment, and interviews with several students and members of the teaching staff.

The major focus of the study was the curriculum offered by Eagle Hill School: its development implementation and effectiveness evaluation techniques. An extensive review of student records was made with emphasis on instruments and procedures utilized in the admissions and placement process, individualized curriculum development, and academic performance and progress.

Course outlines were obtained and reviewed, with emphasis upon general and specific objectives, methods and materials, and criteria for placement and advancement.

In order to provide perspective on the coordination of the various personnel and procedures needed to implement Eagle Hill's education plan and to provide a specific linear view of that implementation process, a second case study was undertaken. After review of student records, one student was randomly selected as being representative of the typical student at Eagle Hill School. The case study encompasses the student's (a) background, (b) early development, (c) public school educational history, (d) experiences with his public school's special education structure, (e) testing and diagnostic procedures, (f) admission to Eagle Hill School, (g) placement and curriculum development plan, (h) academic performance, (i) social and emotional adjustment, and (j) future academic prospects. The case study utilizes data collected from records and interviews with the student and his teachers.

This case study will serve to illustrate any generalized trends, events and behaviors which become evident through treatment of the statistical data collected on the student body as a population.

C H A P T E R   III

PHILOSOPHY OF EAGLE HILL SCHOOL

Eagle Hill School's educational philosophy is based on the con-
cept of individually prescribed instruction. Each student is viewed as
an individual who is unique. The recognition of his unique individual-
ity is a source of validation. This in turn points toward understanding
that each individual is unique with his own set of abilities, aptitudes,
interests, and needs.

Each student is continually exposed to a comprehensive diagnos-
tic program, which assesses these factors. The resulting diagnosis is
fitted to a specific academic program for each student. The academic
programs have two significant characteristics:

1. All academic work at Eagle Hill is ungraded. A student begins
    his work at whatever ability level he happens to have attained
    on a standardized academic evaluative instrument regardless of
    his age or specified grade level. He progresses at whatever
    pace he is able, without comparison to the progress rates of
    his fellow students. His rate of development may be fast or
    slow in relation to others, but it is his own rate and is not
    influenced by factors external to him. In fact, no two students
    will progress at precisely the same rate. Each student competes
    against his own past performance, not against impossible arti-
    ficial norms. A student at Eagle Hill is never presented with

an academic challenge he cannot meet. Rather, he is continually
presented with challenges he can accomplish, thereby reinforcing
his growth through success and he receives positive reinforce-
ment about being a worthwhile person who can achieve.

2. The major key to the philosophy is program flexibility. This
    is maintained by continuing evaluation of each student's pro-
    gress and development. The diversity of student interests and
    needs necessitates a system that can readily accommodate chang-
    ing demands. As each student progresses, his program changes
    with him. He need not wait for others to "catch up," nor is he
    castigated or made to feel guilty for "holding others back." A
    student may be doing "fourth-grade work" in spelling at the same
    time he is doing "seventh-grade work" in mathematics. Within
    each subject-matter category, he is homogeneously grouped, al-
    though his overall academic and social environment permits op-
    timal heterogeneity. Thus, he profits from the advantages of
    nonstressful cooperation among peers in the classroom and from
    interaction with fellow students of different interests, abili-
    ties and habits in the larger school structure.

Admission Policy

The school is extremely selective in its admission policies.
It takes only boys and girls of average or high intelligence and sound
emotional health who are underachieving in school because of a language
disability associated with a late and irregular development of

neurological functions. Acceptance of a student is insurance that he
or she will be living, learning and generally interacting with others
much like. him or herself.

Purpose

The bright, emotionally sound child who has not acquired language
is often an enigma to parents and a frustration to teachers. Increasing-
ly, educators and physicians are beginning to recognize that many such
children show symptoms of a late and irregular development of perceptual-
motor and language acquisition shills in association with their learning
disability. Eagle Hill School was founded specifically to give children
who have language disability an opportunity to grow and to learn norm-
ally in an environment that is responsive to their academic needs.

Administration and Supervision

The Academic Schedule

Regular students attend Eagle Hill School from mid-September
through mid-June. One-week vacations are observed at Thanksgiving,
February and April, and two weeks at Christmas. In addition to vaca-
tion times, the students are allowed a weekend at home in October,
January, March, and May.

The first class starts at 8:00 a.m., Monday through Friday,
and the last class ends at 4:00 p.m. Class size varies from one to ten

students depending upon subject, need and skill level of the individual. The academic day may be structured as a seven-plus-open-period day or an eight-period day. In the seven-plus-open-period day, the student has five forty-minute classes in the morning and one in the afternoon which have strong academic skill emphasis, followed by a one-hour class of con-commitant learning activities and a one-hour open period when he may re-ceive extra help in a given class, read for pleasure, study, participate in sports, wood, metal or motor shops, or the art program. The eight-period day consists of six forty-minute morning classes stressing aca-demic skill development, and two afternoon classes, sixty minutes in length, stressing concommitant learning including social and personal development.

In addition to the classes, a one-hour study hall is scheduled for study or personal reading each evening and forty-five minutes after supper are "free" time. Each student participates daily in a supervised activity of his choice for one hour. Various extracurricular activities (including varsity and intramural sports) are scheduled for afternoons and evenings. A wide range of activities is provided each weekend under the supervision of faculty members comprising the weekend duty staff.

Extracurricular Activities

At Eagle Hill School, emphasis is placed on outdoor recreation as an important part of the growth of each student. Activities include hiking, camping and fishing at nearby Quabbin Reservoir and its adja-cent wildlife areas. Camping and mountain climbing trips are frequently

scheduled to the Berkshire Mountains of Massachusetts and the White
Mountains of New Hampshire. In winter, ski trips are available to near-
by ski areas and to areas in New Hampshire and Vermont. Ice-fishing
trips to Rutland State Forest, trapping, hunting, skating, sledding, and
hockey are also offered. In a wooded and somewhat remote section of the
school grounds, a pioneering area is used by the students to acquire and
develop woodsmanship and campcraft skills.

Eagle Hill students are also encouraged to take advantage of
various cultural activities in surrounding areas. The school provides
transportation to local art and theater events, especially in Springfield
and Worcester. Opportunities for such exposure exist at the several col-
leges and universities in the area: Clark, Holy Cross, Springfield, and
the University of Massachusetts.

When parents have so indicated, each student at Eagle Hill is re-
quired to attend weekly church services of his choice. Various other ac-
tivities are provided at Eagle Hill. Music lessons, photography, ceram-
ics, woodworking, and auto repair are a few examples of the avocational
interests in which faculty members become involved with their students
outside the classroom.

All students actively participate on a team in a year-long in-
tramural program. This program has a variety of tournaments and/or
league games such as frisbee, throwback, deck tennis, ping pong, crab
soccer, as well as the regular team sports.

Team sports on a varsity level involving interscholastic competi-
tion are available seasonally to those students who wish to participate.

Games are scheduled with other private schools as well as junior high and junior varsity squads from public schools in the area. Varsity teams' participation may be in soccer or cross country in the fall; basketball or skiing in the winter; baseball, softball, tennis, or track and field in the spring.

Counseling - Guidance

The guidance counselor is responsible for providing personal psychological counseling to those students who would benefit most from it; providing general guidance, counseling and direction for the entire student-faculty population; and assisting in all testing and evaluation. The guidance counselor is involved in all social aspects of life at Eagle Hill School. To accomplish the above, continuous dialogue and communication with faculty members is essential as well as participation by the counselor in other areas of the curriculum. Along with his own evaluations of need for counseling, faculty members may request assistance at any time. To assist the guidance counselor in monitoring and evaluating behavioral and psychological growth, daily logs regarding student involvement (positive and negative) in situations or incidents are completed by duty staff in the dorms and by supervisors for the classroom teachers.

Though the students must not have diagnosed psychological problems of a magnitude which would require psychiatric treatment, Eagle Hill does employ a consultant child psychologist. He makes weekly visits to the school at which time he is available to students and faculty for consultation. He works directly with the guidance counselor and consults

with and discusses the program every week. He is also on call to Eagle Hill School at all times.

The guidance counselor is responsible for aiding parents in locating placement for the student when he leaves Eagle Hill School. In this capacity, he may request the assistance of the Headmaster and/or Director of Education.

Assessment of the total profile is an ongoing process with an objective of returning each child to a public or private school at the appropriate grade level. Consideration is given to the child's overall skills within the spectrum of language and associated concentration areas, work habits, study skills, stability, and parental concern for private or public schooling.

If a public school is chosen, a complete profile will be forwarded to that school's administration, with an analysis of the child's skills and a recommendation for consideration in the child's programming. To meet specific needs, either phone or personal contact is made to make the transfer easier and more fully defined to the child's needs. The Director of Education and/or Guidance Counselor will meet, upon request, with school personnel and parents to plan the optimal program available to the child.

If the selection of private schooling is made, recommendations for placement are available with evaluations based on either site visits or previous placement results. Full reports are forwarded and outlines of programming are suggested. At all times, the child is totally involved and made aware of the placement recommendation.

Duty at Eagle Hill School

Because all students at the school are residents throughout the academic year, faculty must assume the responsibility for their social edification and development as well as their academic achievement. Studies show that children learn more outside than inside the classroom and at Eagle Hill School more than fifty percent of each child's waking hours is spent in areas other than academic. These facts would indicate that a child's extracurricular activities are of paramount importance to his total growth.

For this reason, a system of duty responsibilities for staff has been evolved. The ultimate responsibility for everyone's satisfactory participation in this system rests with the Headmaster. Development of a satisfactory duty schedule and assignment of personnel to that schedule is done by the Guidance Counselor and/or Administrative Assistant. He is also responsible for organizing all non-athletic weekday and weekend extracurricular activities. These activities are to be organized in conjunction with the athletic program developed by the Director of Physical Education. When possible, activities are scheduled which positively reinforce work being done in content areas.

Duty Masters and Personnel Responsibilities

Duty Masters assist in organizing activities. They are in charge of the implementation of activities and are responsible for the total functioning of the study body while on duty. They verify that personnel know what their duty responsibilities are, when and where they

are to take place, and how they are to get to their destination. Duty Masters must be aware of the relevance of activities to the total education of the students at Eagle Hill School and be in a position to evaluate duty personnel's interaction and functioning. Duty Masters are responsible for all aspects of weekends: signup for activities, laundry check, implementation of activities, etc. At meal times, Duty Masters check tables and assist students in becoming aware of proper table etiquette, ensure that all announcements to faculty and students are made, and dismiss the student body when tables have been cleared.

Duty personnel are responsible for the safety of all students on campus, particularly those participating in their assigned activity.

Rising times are set but may vary slightly from child to child. This is determined on an individual basis by those in charge of dormitories. Inspection is an important part of the learning disabled student's education at Eagle Hill, which considers it unrealistic to expect the student to organize his academic pursuits if he cannot organize his personal belongings, himself, and his room. Students are required to overlearn this concept through successful completion of the tasks backed by positive reinforcement. Each student must pass a standby inspection of his living quarters and himself prior to attending breakfast. Before breakfast, each student is required to wash his face, neck and ears; clean his teeth and comb his hair; make his bed; hang up all his clothes properly, fold his clothes and arrange them in his drawers neatly; pair his shoes and place them in the closet; dust his shelves and desk top; arrange books, games, toys, etc. neatly on the shelves; and vacuum the

floor. Before his is dismissed to the dining hall, he must be complete-
ly dressed: shirt with a collar, pants with a belt, shoes and socks.

Part of the educational process takes place in the dining hall.
Personnel assigned morning rising and inspection are also required to
attend breakfast. All faculty are required to attend the noon meal un-
less attending an inservice meeting.

Evening personnel proctor study hour in dormitories. Study hour
is a time set aside for independent academic pursuits. Duty personnel
assist students in completing homework assignments and organizing their
hour to complete work. Hours are set aside for those who need more time
to complete their work.

Bed times are set according to age and ability of the child to
handle the hour set (a point of constant re-examination). Each child
must take a shower before going to bed and must change his underwear
every day. Following showers, everyone must be in his respective room
preparing for bed. No student is allowed in another's room without the
expressed consent of all the residents of that room. Lights out means
lights, radios, phonographs are shut off; students get into bed to go
to sleep. Once lights are out, duty personnel periodically check to
be sure this rule is followed. At this time, any atypical behavior
such as rocking to get to sleep, sleepwalking, crying out in sleep,
frequent nightmares, etc. is noted and reported via the dormitory log.

Medical

The child with the specific learning disability syndrome is recognized as having a language acquisition and use abnormality due to physiological causes. Psychological abnormalities as a result of these physiological problems are closely entwined. Whereas language tutorial instruction forms the core of the program at Eagle Hill School, the ability of the child to respond to that instruction in an optimal fashion is considered to be dependent upon both physiological and psychological health. Medical care at Eagle Hill is not separated from the program as it forms an integral part of the treatment of the disorder for which the children are accepted to the school.

There are four facets to this care:

1. Diagnostic (Diagnostic Unit, School)

   a. Visual

   b. Auditory

   c. Motor

   d. General medical

2. Illness Care

   a. Diagnostic

   b. Therapeutic

3. Remedial

   a. Emotional support

   b. Support of perceptual-motor training

   c. Medication program

   d. Dietary control

4. Research

Facilities include a fully equipped infirmary with examining room, nurse's office, six beds for patient care, infirmarian's quarters, and bath.

Full-time medical coverage is provided for the children. The medical staff consists of:

1. Medical Director -- part-time and on call

2. General Physician -- on call

3. General Surgeon -- on call

4. Neurologist -- consultation

5. Clinical Psychologist (Ph.D.) -- part-time

6. R.N. Nurse Practitioner -- full-time

7. LPN -- full-time

The Mary Lane Hospital, Ware, Massachusetts, with full-time emergency room coverage, is five miles from the campus. The general medical associates of the Massachusetts General Hospital offer diagnostic services to the school.

Diagnostic Facilities

1. General medical evaluation of each applicant to the school is accomplished and particular care is documented of the functioning of the visual system, auditory system, and motor system.

2. Investigation of the child's vision, visual-motor function, and visual perception is completed and this information is shared

with the education program to insure understanding of the child's problem in this area as a therapeutic program is developed.

3. Auditory acuity, discrimination and perception are investigated and the collected data are used in the formation of a remedial program for the child.

4. Communication between medical and educational social staff is accomplished through staff meetings, conferences and daily contacts as needed to insure proper programming for a particular child and evaluation of the program.

5. The motor system evaluation allows documentation of the motor skills of the child in order that a program can be developed to insure motor skill development, general physical conditioning, appropriate psychological benefit from an organized sports program, development of sensory-motor integration, and the formation of thinking skills through motor activities.

6. General medical health assessment allows the faculty to know of specific problems or strengths in a particular child and to adapt that child's individual program to meet his needs.

7. An evaluation of a respiratory allergy responsible for the depression in the threshold of hearing for high-frequency sounds allows the modification of the youngster's program until the underlying problem can be solved.

8. Full-time coverage for illness care is offered to the student.

9. Complete laboratory services are available at the Mary Lane
    Hospital and include hematology, chemistry, bacteriology, and
    X-ray.

10. Medical coverage is provided on a twenty-four-hours-per-day
    basis through the medical director, a general physician and a
    general surgeon. Specialty and subspecialty diagnostic services
    are provided through the General Medical Association of the
    Massachusetts General Hospital.

11. The Infirmary is always open, but regular visits are planned
    after each meal and at bedtime daily. Sick children are housed
    within the Infirmary with a nurse in attendance.

12. General medical care of the children is provided by the school
    with the cooperation and knowledge of the child's personal physi-
    cian. Most illnesses are cared for on campus. Surgical problems
    are referred to the local hospital.

Remedial

Close communication exists among the medical department, the
clinical psychologist, the guidance counselor, and the Director of Edu-
cation to insure that a maximum amount of information about each child's
functioning on campus is known by those dealing with him.

Regular discussions about a particular child or behavior prob-
lem are conducted at staff meetings. The importance of the environment
and the outside-classroom activity of the children in contributing to

the total growth of the students is recognized and dealt with in this way.

The use of central stimulant medication in children with this disability has a thirty-year heritage and at Eagle Hill is under close surveillance and investigation. Although ten percent of the children use medication regularly, the effectiveness of stimulants in meeting problems of attention, figure-ground abnormalities, and general control of hyperactivity raise questions regarding the possible advantages of such treatment on a short-term basis in many children. Such investigation is a regular part of the program.

Inquiry has led to the suggestion that alterations in carbohydrate metabolism in the young child with this abnormality may adversely affect the regular functioning of these children. Dietary regulation to offset such swings in blood sugar is planned to meet individual needs. Further investigation in this area is part of an ongoing program at the school.

Research. The medical department participates in medical-led research, research into early identification of children with this abnormality, into a chemical profile of learning-disabled children, and into medical-therapeutic adjuncts to be incorporated into the overall plan of management of these students.

Academic

The Director of Education is responsible for providing an optimal educational program for each student, assisting in all testing and

analyzing results, scheduling classes and constant evaluation to ensure
progress, providing counseling, guidance, and direction of student and
staff in academic concerns.

In addition, the Director is responsible for management and
supervision of the Educational Supervisors, teachers, and all aspects of
academic concerns. This includes increasing and developing professional
growth and development of staff through inservice training, lunch and
staff meetings, observations, and evaluations--written and conferences,
providing substitutions as necessary, maintaining continuous dialogue
and communication with faculty, maintaining up-to-date records on stu-
dents, purchasing supplies and maintaining budget, developing and imple-
menting curriculum, new programs and/or research, participation in con-
ferences with parents, schools, visitors, and professionals, assisting
in securing placement for students, and other administrative duties as
requested by the Headmaster.

To accomplish the above, the Director relies upon the assistance
of the supervisors, either delegating areas of responsibility to them
or working as a team on specific areas. The supervisors are responsible
for assisting the Director of Education in providing optimal educational
experiences for all students; training and supervising teachers; develop-
ing curriculum and materials; testing and scheduling; directing and as-
sisting teachers with reports; maintaining continuous communication,
guidance and direction with staff and students; substituting for teach-
ers and other duties as assigned or requested by the Headmaster or Di-
rector of Education.

Teachers are responsible for preparation, instruction and management of all classes assigned by the Director of Education; knowing each student's academic profile, needs and best learning modality; attending staff, inservice training and lunch meetings as requested; communicating problems, successes, recommendations, etc. to administration and other teachers; creating materials to meet special needs and assisting in curriculum development; establishing rapport and communication with all students' writing reports to and conferencing with parents; evening and weekend duty assignments; professional growth and development; and any other duties assigned by the administrators.

Figure 1, on the following page, depicts the reporting responsibilities at Eagle Hill School. Figure 2 outlines specific supervisory responsibilities to students and staff.

Ongoing staff training is an important aspect of Eagle Hill's operation. This training is presented in six particular areas:

1. Training week;

2. Inservice meetings;

3. Luncheon meetings;

4. Staff meetings;

5. Class observations; and

6. School visitations.

FIGURE 1

Table of Organization of Eagle Hill School
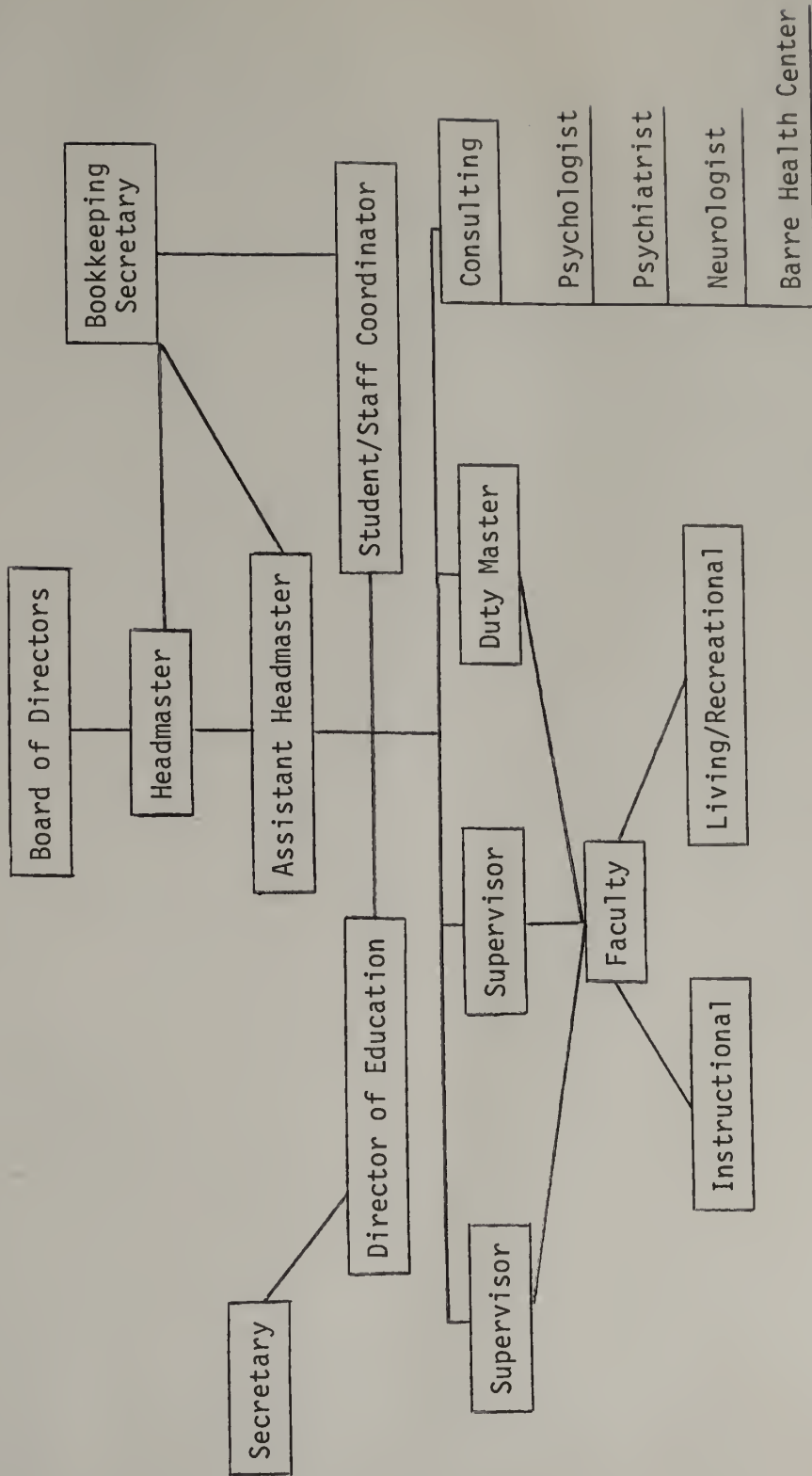
FIGURE 2

Supervisory Responsibilities
to Students and Staff

A. Testing, profiles and scheduling:
    1. Assist in testing of students three times a year;
    2. Collate relevant testing and observation material on each student;
    3. Analyze and evaluate test results, observations and teachers' input to determine specific needs of the student;
    4. Assist in scheduling students to classes and teaching assignments, making recommendations as to student group, class levels, and curriculum areas to be included in schedule;
    5. Follow-up placements as to appropriateness and meeting of need;
    6. Confer with teachers, other supervisors, Director of Education, and students to recommend schedule changes;
    7. Record all schedules in triplicate on individual sheets, schedule board and profiles;
    8. Relate reason for changes and method to effectively teach the student in his new situation;
    9. Notify, in writing, all persons affected by a schedule change.

B. Knowledge of each student and need:
    1. Be familiar with all data compiled on the student: testing, subjective evaluations, class performance, behaviors, notations in logs;
    2. Know students personally;
    3. Confer with other staff on behaviors and skills of students;
    4. Assist teachers in establishment of educational objectives;
    5. Observe students in classes and outside activities.

C. Maintain communication, guidance, direction, with teachers:
    1. Conduct classroom observations on a regular basis and/or request by teacher;
    2. Complete observation form for and conference with teacher regarding same.

Training Week

Prior to the opening of school each fall and summer, all staff participate in an intensive training program. The nature, materials and emphasis of the week varies from year to year, depending upon the number of returning staff and background training or experience of new staff. Presentation may be by guest speakers, lectures, demonstrations, film and filmstrip, workshops, discussion groups, and conferences with supervisors.

General topics cover the broad spectrum of all aspects of professional background: medical, educational, psychological, neurological, managerial and developmental areas, as well as operational routines and procedures. Specific topics have included history of the school; philosophy of the school; structure--chain of command--roles; history of learning disabled; models--dyslexic, neurological, linguistic, etc.; diagnosis; testing--types, use, administration, scoring, analysis; language acquisition; neurological functioning; sensory functions; profiles; terminology; schedules; structure--microunit--lesson planning; educational objective; remedial process; curriculum and materials; diagnostic teaching; professional materials; management of children; extracurricular values and interaction; and reports and records.

Inservice meetings. Inservice meetings, conducted either weekly or biweekly, are mandatory for all new staff and open to any staff member wishing to participate. Any topic not presented in training week is placed in this program. In addition, in-depth discussion and

presentations are conducted relating to areas covered briefly in training week, as well as specific "problems" being experienced by the first-year teachers. These meetings are conducted by the Director of Education or a supervisor.

Luncheon Meetings

Small group meetings are held every noon during lunch time in the Curriculum Center. These meetings are either curriculum or student oriented. When the emphasis is on curriculum, all teachers involved with classes of the subject being discussed will participate. During these sessions, curriculum is developed and analyzed; suggestions and recommendations for techniques, methods and lesson planning variations or modifications are added; resources, professional material and recent articles relating to subject are presented and discussed; and specific "problems" or concerns are aired.

The student-oriented form of luncheon meeting may be either all teachers working with one student or a one-to-one teacher-supervisor consultation. The small group discusses specific needs, how to meet them, skill levels, integration and reinforcement of program emphasis, management, consistency, expectations, and follow-through. The one-to-one conference includes many of the same areas of discussion as related to all students the teacher has during the day and includes suggestions for class organization, individualization techniques which best benefit the students.

Staff meetings. Staff meetings may be administrative, educational or child-oriented. These meetings are held at least once a month on a regular basis and/or called as deemed needed by administration. The meetings may be during a milk break, seventh period, or for several periods depending on topics being discussed.

Class observations. Supervisors and the Director of Education observe classes to provide subjective evaluation of teachers' demeanor, rapport and techniques; student performance, behaviors, progress, and needs; and appropriateness of materials content and level. Positive and negative impressions are recorded as well as suggestions, questions, requests for information, and conferencing. This record is completed in triplicate with one copy for the teacher to keep, one on which he responds to observation and returns to the Curriculum Center, and one for the observer. Observations are followed up with a conference between teacher and observer. The purpose of these observations is to offer the teacher support and opportunity for professional growth. It should not be a fault-finding, negative experience for either teachers or students. Teachers may and often do request observation of specific classes where they feel a need for help and guidance.

School visitations. To maintain contact with professions, techniques, methods, and programs in the field, on-site visits to public and private schools are arranged when possible.

Staff Reports to Administration and Parents

Inter-staff reports. Daily communication regarding student be-
havior and progress is essential. Staff have several means of imple-
menting communication with the guidance counselor, supervisors, Director
of Education, Headmaster, or other staff. Immediate notification of neg-
ative behavior, upset in class, frustration, or peer difficulties is
phoned to the Curriculum Center and/or guidance counselor by the class-
room teacher. The teacher explains the situation, what action he or
she has taken and observed student response to action. If deemed neces-
sary or requested, a supervisor, the Director of Education or guidance
counselor will intervene to resolve the situation. Regardless, the
teacher who will be dealing with the child next is notified and prepared
to remediate the negative behavior or attitude.

Daily logs are maintained in the dormitories/guidance office for
behaviors outside the academic day and in the Curriculum Center during
the academic day. Both positive and negative comments and observations
are recorded in these logs. Negative situations are followed up and
recorded by the guidance counselor and/or Director of Education.

Any staff member may request a conference relating to a specific
child by contacting the Director of Education or guidance counselor.
This may involve as many or few staff working with the child as agreed
necessary by the teacher and Director of Education/guidance counselor.

Informal communication occurs many times daily between teacher
and teacher, teacher and administration in the dining hall, between

class periods, at milk break, and in the Curriculum Center. These contacts are not recorded unless the information and content of discussion is of a nature which should be on record. Longer formal reports have been discontinued in favor of direct communication and logs.

Parent reports. In-depth subjective reports by classroom teachers are submitted twice a year and mailed to parents prior to conferencing. The basis of the report structure is to provide an overview for the parent indicating what the child's performance level, skills and achievements were upon assignment to the class; what was studied, how and with which materials; and what his achievement is at the time of the report including conditions under which he is able to perform and with approximate level of success.

Criteria of Scheduling

The Eagle Hill School student's schedule is individualized to meet his needs and to provide maximum exposure to those areas of major deficiency. The flexibility of the total school schedule as well as the consideration of the individual permits change to be made at any time during the school year.

At each schedule adjustment, the following criteria are evaluated. (This is not in a hierarchy of order.)

1. His level of skill in subject area or tutorial as evaluated and analyzed from formal testing information and by informal subjective evaluations. Informal evaluations are gained from supervisory

observations of class and tutorial sessions, tutorial reports and tutor-supervisor conferences.

2. His <u>chronological age</u> compared to that of class groups with whom he would be scheduled. His age as compared to his performance level.

3. The <u>number of years</u> he has been <u>at Eagle Hill School</u> so he will not be placed with boys who have not developed a set of expectancies toward learning or vice versa.

4. His <u>peer relationships</u> with other student(s) assigned to the class.

5. <u>Previous educational experience</u>.

6. <u>Grade-level expectancy</u> for the return to public school in the fall, if possible.

7. <u>The possibility of placement</u> in public/private school the following year.

8. His <u>personal interests and experience</u>.

9. <u>Behavioral factors</u>--attitude, dependability, self-image, confidence.

10. <u>Relationship to teachers</u>--whether he responds better to male or female guidance; interaction or personalities of student and teacher; the mode of learning to which he responds best.

11. <u>Total class load</u>.

These criteria aid in determining what ratio of tutorial and the number per day which would be most ideal for the student. The ratio

might be a one-to-one, two-to-one or three-to-one, or even four-to-one, dependent upon the individual's need, set expectancy and mode of learning. Each student in a two-to-one, three-to-one or four-to-one ratio receives at least two tutorials a day in the areas of major deficiency unless the skill levels are at or near grade level and the need is for behavioral-type adjustments to larger class units and development of study skills and habits for independent study.

The student in a one-to-one ratio may have either one or two tutorials daily, depending upon need, the number of reinforcement classes and class load. When a student is scheduled with a learning partner or class group, the following criteria are considered:

1. The number of reinforcement classes scheduled--Handwriting, Spelling Lab, Writing Workshop, Typing, Language Arts;

2. Ages and grade-expectancy level similar to others in class grouping;

3. Social compatibility of all students;

4. Similarities in deficiencies and skills mastered;

5. Need for peer relationship and/or behavioral adjustments;

6. Stimulation for learning through competition;

7. Probability of a success experience apparent.

Scheduling Form

A triplicate form is filled in after a student's schedule is complete. One copy goes to the student, one copy goes to the Headmaster, and one copy goes to the Curriculum Center.

Structured Lesson Planning

Class Structure - Lesson Planning

A. Type of class planning:

1. Read thirty minutes, spell thirty minutes

2. Decoding and spelling and writing (varied):

Time Used	Topic
5 minutes	Check homework
5 minutes	Flashcards on review words
5-10 minutes	Review reading
5-10 minutes	Spelling review--any missed above done on board or paper
5-10 minutes	Flashcards--new materials or area
5-10 minutes	Phrases on cards or paper, reading new material
5-10 minutes	Spelling of new words or vocabulary
5 minutes	Homework assigned and explained

3. Single area emphasis like spelling:

Approximate Time	Topic
5 minutes	Check homework, review word patterns being worked on
5-10 minutes	Spelling review of words mastered
5-10 minutes	Exercise to develop vocabulary
5-10 minutes	Work in dictionary, synonyms, etc.
5 minutes	Homework assigned and explained

CHAPTER   IV

CURRICULUM

Tutorial

The tutorial session may be in Language Arts, Grammar, Composition, Mathematics, or any other area of the curriculum. A tutorial is a class ratio of one student to one teacher, and the Tutorial-Language Arts classes are on a two, three or four students-to-one teacher ratio, established for the purpose of individualizing the educational process with major emphasis on remediation in the most deficient skill area(s) of the student(s). The remedial instruction is based on the application of known basic learning principles, providing success, structure, and support.

The purpose of the tutorial is to teach the complex interaction of perceptual-associational skills through the careful application of basic learning principles. These skills are presented in the appropriate sequence of difficulty beginning with letter-sound discrimination and correspondence, and progressing to the complex organization of ideas involved in determining deep meaning of critical reading or expressive language.

General objectives of the tutorial are to provide the student with a success-oriented program through a well-structured, multi-sensory approach to learning; to develop the student's self-esteem and confidence

in his abilities through success experiences; to prepare the student
for return to public or private school; to develop the student's aware-
ness and appreciation of himself and his environment; to attempt to
make the child realize his potential as a member of society and human-
ity; to provide the opportunity for the student to develop skills in
academic areas which are deficient.

Tutorial Process

The following principles are emphasized in Eagle Hill's remedial
program because they focus on the learning difficulties of the specific
learning-disabled child.

Principle 1. Remediation should initially focus on the simplest,
most basic perceptual-associational elements in reading, per-
ception of details with the gestalt of words and association
of sound with the perceived word elements.

Principle 2. The remedial teacher should plan the learning experi-
ence and modify the presentation of the task and material on
the basis of the child's performance so that the child is cor-
rect in nearly all of his responses regardless of whether they
are made aloud or to himself.

Principle 3. Perceptual and associational responses should be over-
learned until they are automatic.

Principle 4. When two discriminations or associations are mutually
interfering, the following steps should be taken consecutively:

(1) One of the discriminations or associations should be learned
     to an automatic level;

(2) The second should then be learned to an automatic level;

(3) The first should be briefly reviewed;

(4) The two should be integrated starting with tasks where the
     only difference between the two needs to be perceived; and

(5) In graduated steps, both should be made automatic when
     the tasks require discriminations and associations in addi-
     tion to the mutually interfering ones.

Principle 5. There should be frequent reviews of basic perceptual,
     associational and blending skills and as rapidly as possible,
     these reviews should involve actual reading.

The program begins by presenting linguistic elements at their
simplest level. The student is required to make only one discrimination
beginning with the initial position--perceptually, this is the easiest
task for the child.

During this first stage and all following stages, the child is
being exposed to and learning visual and auditory discrimination, letter
position that leads to proper left-right sequencing and basic sound-
symbol relationships within a continuum of complexity progression.
Since each perceptual-associational element is presented within the
words, difficulties with blending are avoided. The structure of the
material enables the child to abstract relationships and discover the
generalizations necessary for accurate decoding. Through the overlearning

of each of these elements, the student's response becomes automatic
and stable, allowing him to read fluently and naturally.

These basic skills, visual and auditory discrimination, sound-
symbol association, left-right sequencing, abstracting, blending, and
automatization are all necessary to the natural decoding act. Eagle
Hill utilizes the following framework in the tutorial to enhance the
acquisition of language.

Students demonstrating severe deficiencies in the basic decoding
skills are assigned to a one-to-one Tutorial which meets at least one
period daily. Major emphasis of study relates to developing skills and
techniques for the mechanics of decoding and automatic response to the
printed symbol. A linguistic approach and method is employed to insure
whole-word recognition and fluency.

In conjunction with the decoding skills, encoding (spelling),
handwriting (cursive form) and vocabulary development (comprehension,
meaning and usage) of all words introduced are mastered. In all other
classes, the student is expected to use and is responsible for correct
decoding, encoding and usage of linguistic patterns mastered in the tu-
torial.

Specific Objectives

    A. Decoding

        1. To develop automatic recognition and response to the symbols
of our language (alphabet);

2. To attain automatic sound-symbol relationships within word patterning;

3. To develop left-right directionality in visual tracking;

4. To attain automatization of meaningful perceptual-associational skills with words;

5. To develop automatized integration of two or more elements;

6. To improve ability to read fluently in phrases and in sentences;

7. To develop increased ability to read for comprehension;

8. To initiate an understanding of and a desire to read for personal development and enjoyment.

B. Encoding

1. To develop an automatic recognition of sounds relating to the symbols of language;

2. To develop a knowledge of word patterns related to sound-symbol association;

3. To create an awareness of the structure and use of linguistic generalizations within the language;

4. To develop a left-right directionality and spatial organization necessary in written work;

5. To attain mechanical skills necessary for neatness and organization of papers;

6. To develop automatization and accuracy in encoding words through use of the linguistic patterns and generalizations;

7. To develop word knowledge to allow for greater variety and precise expression of thought;

8. To attain and achieve automatic application of basic encoding skills in composition of sentences;

9. To develop basic skills and techniques necessary for success in communication of ideas through the written word.

C. Handwriting

1. To establish an automatic sound-symbol relationship between the aural, printed and cursive symbol of the language;

2. To automatize the fine-motor skills of rhythm, left-right directionality, hand-eye coordination, the spatial orientation involved in cursive writing;

3. To develop uniform size-shape form of language symbols;

4. To attain skills necessary for the organization and neatness of written work;

5. To develop a form of cursive style natural to the particular individual.

D. Comprehension

1. To create an awareness and understanding of the components necessary for and external factors affecting comprehension (oral presentation of materials and discussion);

   a. To develop the ability to relate experiences with past and present events--associative, direct and vicarious;

   b. To develop the ability for logical thinking--problem-solving, development of sequencing;

   c. To develop the ability to make generalizations and classifications--concept formation;

d.   To develop the ability to derive implications made in actions, events or statements--concentrative comprehension;

e.   To develop the ability to analyze, interpret and derive correct conclusions;

f.   To develop the ability to produce new ideas and do creative thinking;

g.   To develop an awareness within the student of his set--expectations, feelings and mode of operation;

h.   To develop interest and a desire to seek new information and experience;

i.   To develop environmental awareness through comparing with and comprehending past experience.

2.   To develop a vocabulary necessary for expression and understanding of ideas;

a.   To develop a word-object association relating to definition and usage in conjunction with the decoding and encoding skills as learned in the structured linguistic readers;

b.   To develop a work-action association relating to definition and usage;

c.   To provide opportunities to automatize understanding and usage of learned vocabulary through practice in oral and written expression.

3. To provide opportunity for the development of concepts in relation to:

    a. Self--goals, abilities and capabilities;

    b. Physical environment--the world around him;

    c. Social relationships;

    d. Spatial orientation--distance, size, placement, directionality, body image;

    e. Time relationships--minutes, days, weeks, months, year, past, present, future, age;

    f. Concrete and abstract reasoning;

4. To develop and attain successful application of study skills required for interpretation;

    a. To understand differences of meaning in different types of sentences;

    b. To understand and be able to use indefinite and definite terms;

    c. To develop an understanding and usage of the use of repetition, rhyme and rhythm for emphasis;

    d. To develop skills of sequencing of thought and reasoning to make logical deductions;

    e. To develop the ability to recognize and relate personal experience to visual words used to describe;

    f. To develop skills in abstracting and drawing conclusions based on experience;

g. To develop skills and the ability to use contextual clues to discover word meaning and develop vocabulary;

5. To develop the ability to understand and apply sequencing within sentences and stories;

   a. To increase awareness of relationships among ideas;

   b. To understand sequence of events;

   c. To attain skills necessary to follow organization of ideas and materials;

   d. To develop and follow logical sequential order in expression;

6. To develop ability to interpret and understand inferences through:

   a. Anticipating results based on preliminary thinking from title, pictures;

   b. Anticipating ideas, endings through use of clues;

   c. Grasping connotation of words and phrases;

7. To develop the student's reading and study skills in:

   a. Classification of appropriateness of actions, things, positions, relationships;

   b. Understanding similarities and opposites;

   c. Following directions from simple to complex;

   d. Generalizing from related details;

   e. Evaluating generalizations in terms of amount of data;

   f. Organizing ideas;

g. Synthesizing ideas;

h. Identifying and solving problems;

i. Recalling and relating details to the main idea;

j. Maintaining comprehension level while improving speed
    in reading;

k. Building a larger vocabulary;

l. Learning the three steps to complete comprehension--
    details, main idea and message;

E. Language Arts

1. To coordinate with the student's program being studied in
    Language Arts classes;

2. To reinforce and automatize the skills required of oral ex-
    pressive language;

    a. To increase awareness and successful use of expressing
        complete thought in statements and questions;

    b. To increase awareness of word meaning depending on sen-
        tence context;

    c. To develop an awareness of voice tone, volume, rate of
        delivery in oral expression;

    d. To develop automatic sequencing of ideas and structur-
        ing of oral paragraphs;

3. To reinforce and automatize the skills required for written
    language arts;

    a. To increase awareness and successful automatization of
        word meaning depending on sentence context;

b. To develop automatic usage of sentence mechanics--capitals, periods, question marks, and exclamation marks;

c. To develop the ability to recognize and use the simple and compound sentence.

Introduction to Language

The Language Department of Eagle Hill School offers a variety of courses to meet the needs of students. These courses aim to remediate language disabilities and to develop language abilities.

The student's disabilities are expressed in a variety of characteristics. Because of this variety in deficiency, a student's educational program should remediate specific disabilities and further develop acquired abilities. Deficiencies in normal language development are especially characteristic of the learning-disabled child.

Language courses presently offered in the curriculum are:

1. The Tutorial;

2. The Tutorial--Language Arts 2:1, 3:1 or 4:1;

3. Language Lab;

4. Language Arts;

5. Literature;

   a. Oral

   b. Visual-Oral

   c. Reading

   d. Speech

e. Writing Workshop

f. Handwriting

g. Spelling Labs

h. Typing

i. Career Orientation

Several groupings by skill level in each curriculum area are scheduled. These courses interrelate and overlap in material presented and skills taught. Their emphasis is in developing the informational background of the student, as well as developing skills and concepts.

Not every student takes the same set of language courses. Each student is assigned to classes according to his individual needs and skill levels. Students could be exposed to any of the courses offered in the Language Department.

In scheduling, language classes take priority over other class assignments. Criteria for scheduling a student in the language class include: skills as measured by objective tests, observations, age, interests, personality, grade-level expectation, previous educational experience, number of years at Eagle Hill School, behavioral patterns, learning expectancy set, reaction to modes of presentation and teachers, personality and other factors in the affective domain. Specific criteria are listed for each area of the curriculum.

When students are evaluated as needing a course of study in a curriculum area or a part of a curriculum area, the individual or group is scheduled for the course and a teacher is assigned. Up to six students

per class has proved to be a desirable number; however, at the high-skill levels, eight to ten students in a grouping is equally effective and proves to be an excellent transition experience toward the more traditional school setting.

Scheduling is a continuous and flexible process. Major scheduling periods usually occur four times a year: following testing at the beginning of the school year and at midyear, in November, and in the spring. Any student's schedule may be changed at any time his needs warrant it. This process of individualization is considered essential to meeting the educational growth and needs of the student. Teachers and/or supervisors recommend the majority of changes. It is sometimes deemed appropriate to act on requests made by the student, helping him to become more intimately involved with his educational program. The Director of Education and supervisors handle these changes. They notify the student and teachers affected. The records of the Curriculum Center, the guidance counselor and the schedule board are changed. Rationale and suggestions for effectively teaching the student in the new situation are made by previous teachers.

Class groupings are essential in developing social and communicative skills in students. It would not be realistic for the student to have all one-to-one situations. By limiting the size of classes, however, individual needs can be met.

The teaching strategies in language classes are based on known learning principles. The teacher microunits to the simplest elements of a particular language skill, concept or fact. Presentations are

modified and varied involving auditory, visual and kinesthetic approaches to insure success. The elements should be overlearned to criterion or for automatization. The new elements are expected to be integrated with previously learned elements. Continual review and practice are essential. Success, structure and support are the foundation of the teaching strategies.

The Language Department curriculum is understood to be an ongoing curriculum and not a final product. Coordination is not only interdepartmental, but intradepartmental.

Encoding

Although most students are involved in a Spelling Lab at some point, nonreaders and beginning readers receive encoding instruction during the tutorial session. This process reinforces recognition of sould-symbol relationships, awareness of linguistic patterns and synthesis of whole words from parts as required for decoding.

It is not unusual for decoding and encoding skills to develop and automatize simultaneously during the initial stages of linguistic development. However, encoding, especially in written form, is a more complex process than decoding. Therefore, acquisition of automatic encoding skills is attained at a slower rate as more linguistic patterns and families are introduced.

As the student learns to decode a word, he also learns to encode it both orally and in written form. Meaning of words must be discussed and understood. Usage in sentences is also recommended.

The process for teaching spelling in the tutorial emphasizes the phonolinguistic approach, enabling the student to learn to encode applying the skills and generalization learned in decoding. This approach is used and reinforced in the Spelling Lab. The program seeks to attain mastery and automatization of all the basic linguistic word patterns:

1. The short vowel of the consonant-vowel-consonant (cvc);

2. Compound and multi-syllable words and

3. Blends in initial and final position;

4. The long vowel in the consonant-vowel-consonant-silent e (cvcé);

5. Compound and multi-syllable words using cvc and cvcé patterns;

6. The long vowel in consonant-vowel (cv);

7. The diphthongs in the consonant-vowel-vowel-consonant (cvvc);

8. The less common family groups such as ance-ence, measure, etc.

Handwriting

The cursive form of written expression is taught to all students. Cursive writing is more advantageous to the learning-disabled child than is manuscript because it aides in correcting deficiencies in left-to-right directionality, sequencing and spatial relationships. It also reduces the tendency for reversal and inversion of letters.

The modified Johnson method is taught if the student has not previously learned another method. Emphasis is on developing uniform plant, form, size, and shape to insure legibility.

Students demonstrating deficiencies or difficulty in this skill area are assigned to a Handwriting class to supplement and reinforce work done in tutorial. The student is taught the basic strokes and letter families. Initially, samples are sometimes provided for the student to trace and practice until the movement, shape and spacing is mastered. Usage in words studied in decoding and encoding occurs as rapidly as possible.

The process of learning handwriting is a progressive development of skills from the printed symbolization (manuscript) to the orthography of the morpheme. Included in this developmental process are various subdivisions which are necessary for the student to become proficient in handwriting--spatial relationships, visual discrimination, revisualization, sound-symbol relationships, and good work habits. The student must become familiar with the spatial relationships and the visual discriminations which allow him to reproduce the correct form for specific letter sounds. Though he may be able to make the correct and appropriate oral responses, it is necessary that he be able to revisualize the form, thus permitting him to appropriately transfer it into this own graphic model of production.

When a student has had previous training in cursive writing, remediation continues using the method with which he is familiar. The student having no cursive writing experience is taught a modified Johnson method. Automatization of consistent size, slant, form, alignment, and spacing is stressed to obtain legibility and fluency.

A student is assigned to a Handwriting class based on his writing sample obtained through the Myklebust Test or at the recommendation of staff. The classes are individualized to remediate the specific deficiency of each child, at his own rate of learning.

As soon as the student demonstrates the ability to write legibly and with a degree of fluency, he is rescheduled to a Spelling Lab or other class requiring written work. He is required to maintain and/or improve legibility and fluency in all written assignments.

In general, the objectives of the Handwriting class are to attain gross and fine-motor skills required for cursive writing, to develop an awareness of cursive-form correspondence with both sound and manuscript form of letters, to provide opportunities to practice and automatize skills necessary for legibility, to provide opportunities to practice consistency of shape, size and slant, to develop an awareness and practice of properly spacing and aligning written work, and to increase fluence of the physical act of writing.

Specific Objectives

1. To develop gross and fine motor skills;
    a. To attain fine motor skills of shoulder, arm-hand and finger movement;
    b. To attain awareness of and ability to automatically perform left-right directionality;
    c. To master spatial relationships of up-down, left-right, large-small;

d. To develop hand-eye coordination;

e. To develop rhythm of movement in fine motor areas;

f. To develop visual and tactile awareness of shape and form;

2. To develop sound-symbol relationships;

   a. To attain automatic auditory recognition and discrimination;

   b. To master the ability to relate sound to symbol for all letters of the alphabet;

   c. To automatically produce in cursive writing all letters in upper and lower case forms from dictation or memory;

3. To enhance the development of work habits and skills;

   a. To automatize correct posture for writing;

   b. To create an awareness and use of positioning of materials being used;

   c. To develop an awareness of lighting;

4. To attain a neat, readable system of writing expressive of the student's personality;

   a. To develop awareness and understanding of basic system being used: Johnson, Rinehart, Palmer, Pitman; (If the student is a non-writer, the Johnson method is taught.)

   b. To provide opportunity for development of a natural letter formation suitable to the individual;

   c. To develop consistency in forming basic strokes of letter forms;

   d. To master uniformity of size, slant, spacing, and alignment;

   e. To master fluency when writing a series of letters or words;

f. To develop skills necessary for word formation through in-
dividual letters.

Multiunit Tutorial Language Arts

The multiunit Tutorial Language Arts group is a transitional
class consisting of two, three or four students to one teacher. It was
created for students who have completed the "linguistic series" in de-
coding in a one-to-one Tutorial, and who need class experience with
other students in preparation for their return to public school classes.
In the one-to-one situation, the student often becomes very dependent
upon the tutor. He receives one hundred percent of the attention during
the class period. The small group student/teacher ratio is narrow enough
to give the individual attention necessary in the student's areas of
weakness, but also places demands of cooperation and interaction upon
the student. Thus, it is a stepping stone from the one-to-one to the
twenty-to-one ratio of a traditional school.

The specific areas of concentration vary according to the indi-
vidual needs of each student in accordance with the philosophy of Eagle
Hill. Thus, students are grouped so that the levels of abilities are
similar. The emphasis changes from decoding to expressive language and
comprehension.

The multiunit tutorial meets twice daily in place of the one-
to-one and Language Arts classes, following on a continuum of skill de-
velopment for integrated language acquisition.

Decoding

Decoding may be either oral or silent in form. The oral practice insures accuracy is maintained or continues remediation of areas which have not been mastered. Silent reading is employed to develop vocabulary, improve comprehension skills, provide background information, and stimulate interest in reading. Curriculum Center resources and personnel are available to guide and advise in selection of books at a vocabulary and syntactical level at which a student should be able to realize success.

Decoding is included in every class of multiunit tutorial. The students progress from review of linguistic readers to low reading level/ high interest books to uncontrolled materials. A wide variety of subjects and styles is introduced to provide background information and to broaden interests.

Encoding

Spelling skills are a deficient area for almost all of learning-disabled students, often several grade levels below decoding abilities. The phono-linguistic approach to spelling provides a structured, micro-united program. Because most students in a Tutorial Language Arts grouping will have had or be in a Spelling Lab class, emphasis is on reinforcing skills acquired in the Spelling Lab, correct usage in written expressive work and/or specific words relating to special topics. Commonly used words in American life are used as a guide to vocabulary development and spelling. In addition to learning the spelling of new words which

are introduced, students learn meanings and definition through description, function, concept, and abstractions.

As much as possible, spelling is taught using a diagnostic approach remediating certain families of words, or affixes, consistently misspelled by the student. Immediate correction of mistakes is made.

Expressive Language

This area receives greater emphasis after basic decoding skills are mastered. Sometimes oral expression skills are well developed when the student enters a Tutorial Language Arts class. If they are not, time is spent in developing effective oral communication. In almost all cases, students do need extensive training in written expressive language.

Many students return to a conventional educational system requiring awareness and knowledge of traditional grammar. These skills are developed through an integrated Language Arts approach emphasizing total language development. The program includes the most useful and functional aspects of the traditional, structural and transformational grammatical models designed to help students better express their ideas in speech and/or writing.

Tutorial Language Arts 2:1

The 2:1 Tutorial Language Arts class is designed to be a transitional phase from the dependency on the one-to-one situation for success

in reading to a semi-independent situation requiring sharing of the
teacher's attention and behavioral adjustments necessary for group
functioning.

This class meets for two periods daily with the same teacher.
As in the one-to-one tutorial, the major emphasis is decoding. Accur-
acy, fluency and mastery of linguistic families in oral decoding is
stressed. Review of linguistic materials is necessary to develop skills
and habits. Multi-syllable word attack skills, use of context, vocabu-
lary development and affixes are studied in preparation for introduction
of non-linguistically controlled reading.

Language Arts skill development is a second area of emphasis.
Usage of basic sentence mechanics recognition; usage and function of
the basic parts of speech within simple and compound sentences; struc-
ture and syntax of sentences; and organization of ideas into simple para-
graphs is studied for mastery and automatization in written expression.

Review and development of encoding, handwriting and oral lan-
guage skills acquired in the one-to-one tutorial is continued. Skills
learned in the two-to-one ratio are further reinforced in Spelling Lab,
Writing Workshop and/or Language Arts classes as scheduled to meet the
individual student's needs.

Special Objectives

1. Decoding

   a. To attain automatic sound-symbol relationships within word
      patterning;

b. To attain automatization of meaningful perceptual-associa-
    tional skill with words;

c. To improve ability to read fluently in phrases and in sen-
    tences;

d. To develop multi-syllable word attack skills;

e. To develop increased ability to read for comprehension;

f. To develop and expand vocabulary through understanding of
    words in context;

g. To develop and expand vocabulary through study of lexigonic
    groupings;

h. To attain good study skills in reading for interpretation
    and analysis of materials;

i. To create an understanding of and a desire to read for per-
    sonal development and enjoyment;

2. Encoding

    a. To maintain an automatic recognition of sounds relating to
        symbols of language and word patterns;

    b. To develop and maintain mechanical skills necessary for neat-
        ness and organization of papers;

    c. To attain integration of linguistic patterns into compound
        and multi-syllable words;

    d. To apply use of linguistic patterns and generalizations
        automatically and accurately in encoding words;

    e. To increase awareness of and efficiency in the use of lexi-
        con within the English language;

f. To develop word knowledge to allow for greater variety and precise expression of thought;

g. To attain and achieve automatic application of basic encoding skills in composition of sentences and paragraphs;

h. To further develop skills and techniques necessary for success in communication through written expression;

3. Handwriting

a. To maintain previously acquired fine motor skills and automatized sound-symbol relationships involved in cursive writing;

b. To develop and increase fluency in the physical act of cursive writing while maintaining neatness and organization of written work;

4. Comprehension

a. To create an awareness and understanding of the components necessary for and external factors affecting comprehension:

    (1) To develop the ability to relate experiences with past and present events--associative, direct and vicarious;

    (2) To develop the ability for logical thinking--problem solving, development of sequencing;

    (3) To develop the ability to make generalizations and classifications--concept formation;

    (4) To develop the ability to derive implications made in actions, events or statements--concentrative comprehension;

(5) To develop the ability to analyze, interpret and derive correct conclusions;

(6) To develop the ability to produce new ideas and do creative thinking;

(7) To develop an awareness within the student of his set-- expectations, feelings and mode of operation;

(8) To develop interest and desire to seek new information and experience;

(9) To develop environmental awareness through comparing with and comprehending past experiences;

b. To develop a vocabulary necessary for expression and under- standing of ideas;

(1) To develop a word-object association relating to defi- nition and usage in conjunction with the decoding and encoding skills as encountered in the reading;

(2) To develop a word-action association relating to defi- nition and usage;

(3) To provide opportunities to automatize understanding and usage of learned vocabulary through practice in oral and written expression;

(4) To develop basis non-linguistically controlled vocabu- lary necessary for accurate expression of ideas;

(5) To develop the ability to derive meaning from antonyms and synonyms;

(6) To develop the ability to derive meaning from root words;

(7) To develop the ability to derive meaning from suffixes and prefixes;

c. To provide opportunity for the development of concepts by generalizing and categorizing in relation to:

(1) Self--goals, abilities and capabilities, or the lack of them in all aspects of self-development;

(2) Physical environment--the world around him;

(3) Social relationships;

(4) Spatial orientation--distance, size, placement, directionality, body image;

(5) Time relationships--minutes, days, weeks, months, year, past, present, future, age;

(6) Concrete and abstract reasoning;

d. To develop and attain successful application of study skills required for interpretation;

(1) To understand differences of meaning in different types of sentences;

(2) To understand and be able to use indefinite and definite terms;

(3) To develop the ability to anticipate ideas and see relationship between objects and their anticipated use or action;

(4) To develop an understanding and usage of the use of repetition, rhyme and rhythm for emphasis;

(5) To develop an understanding and usage of shifts in meaning, shades of difference in meaning of synonyms;

(6) To develop skills of sequencing of thought and reasoning to make logical deductions;

(7) To increase ability in making deductions and drawing conclusions from decoded materials;

(8) To develop the ability to recognize and relate personal experiences to visual words used to describe;

(9) To develop skills and the ability to use contextual clues to discover word meaning and develop vocabulary;

(10) To develop skills in abstracting and drawing conclusions based on experience;

e. To develop the ability to understand and apply sequencing within sentences and stories;

(1) To create understanding of sense, cause and effect relationships;

(2) To create the ability to build concepts of time relationships;

(3) To increase awareness of relationships among ideas;

(4) To understand sequence of events;

(5) To attain skills necessary to follow organization of ideas and materials;

(6) To develop and follow logical sequential order in expression;

f. To develop and acquire an appreciation of concepts and
    styles of writing;

    (1) To acquire concepts basic to the understanding of story
         setting and actions;

    (2) To develop understanding of the author's intent and
         purpose, mood and tone;

g. To develop ability to interpret and understand inferences
    through:

    (1) Anticipating results based on preliminary thinking
         from title, pictures;

    (2) Anticipating ideas, endings through use of clues;

    (3) Relating cause and effect, definitions, feelings and
         emotions, relationships;

    (4) Grasping connotation of words and phrases;

h. To develop the student's reading and study skills in:

    (1) Classification of appropriateness of actions, things,
         positions, relationships;

    (2) Understanding similarities and opposites;

    (3) Following directions from simple to complex;

    (4) Generalizing from related details;

    (5) Evaluating generalizations in terms of amount of data;

    (6) Organizing ideas;

    (7) Using tables of contents, index and glossary;

    (8) Identifying and solving problems;

    (9) Reading and using maps, directions;

(10) Recalling and relating details to the main idea;

(11) Maintaining comprehension level while improving speed in reading;

(12) Using resource materials--dictionary, atlas, glossary;

(13) Building a larger vocabulary;

(14) Learning the three steps to complete comprehension-- details, main idea and message;

5. Language Arts

a. To further develop and automatize skills required for recognition and use of grammatical concepts;

(1) To increase awareness and successful automatization in recognition of word functioning in sentences;

(2) To master recognition of noun, verb, adjective, and adverb in sentences;

(3) To correctly use nouns, verbs, adjectives, and adverbs in the construction of sentences;

(4) To create understanding and automatic correct usage of subject and verb in person, number and tense;

(5) To develop an awareness of word meaning depending on sentence context;

(6) To develop and/or maintain automatic recognition of intonation through use of sentence mechanics--capitals, commas, exclamation marks, and quotation marks;

(7) To develop mastery and automatic usage of the mechanical conventions of written English--periods, question

marks, exclamation marks, commas, capitals, quotation marks;

(8) To develop ability to recognize and use a variety of sentence forms--simple, compound;

b. To develop basic skills required for expressive language usage;

(1) To increase awareness and automatic recognition of a complete simple or compound sentence;

(2) To master automatic construction of simple and compound sentences;

(3) To develop ability to write expressively through concise choice of words and variety of syntax and sentences;

(4) To develop the ability to recognize and use a topic sentence;

(5) To develop the ability to construct simple paragraphs relating to the topic sentence through sequencing events (time, explanatory), directions and descriptions;

(6) To create opportunity to write creatively and imaginatively;

(7) To develop the student's ability to communicate through means of the written word;

(8) To develop ability to write personal, thank you and business letters.

Tutorial Language Arts 3:1

The 3:1 Tutorial Language Arts program is a transitional stage for students who have mastered the mechanics of linguistically controlled decoding in the one-to-one or two-to-one tutorial. The program is designed to develop classroom behaviors and study habits necessary for success in larger groupings; to strengthen academic skills essential to success when studying independently; and to provide opportunities to share by helping or accepting help from other students.

The major areas of emphasis are concept development, comprehension of orally or silently decoded materials, and Language Arts skills for written expressive language. Review of previously acquired skills in decoding, encoding and expressive language (oral and written) is maintained in conjunction with learning new materials.

All students in the three-to-one are assigned to a Writing Workshop to insure practice and application of skills studied in the three-to-one. A student may also be assigned to a Handwriting, Spelling Lab, Typing, or Literature class to further reinforce specific needs.

Specific Objectives

1. Decoding

    a. To review and maintain mastery of all skills previously acquired in the one-to-one and/or two-to-one ratio;

    b. To develop and master automatized skills in sound-symbol relationships within word patterning, ability to read

fluently in phrases and sentences, and multi-syllable word
attack skills;

c. To develop increased ability to read for comprehension;

d. To develop an understanding and practice of change in read-
ing process to fit the kind of reading required--skimming,
careful for information and detail, survey, "reading" illus-
tration, enjoyment, poetry;

e. To develop and expand vocabulary through understanding of new
words in context;

f. To develop and expand vocabulary through study of lexigoni-
cal groupings;

g. To create an understanding and desire to read for personal
development and enjoyment;

2. Encoding

a. To maintain an automatic recognition of sounds relating to
symbols of language and word patterns;

b. To develop and maintain mechanical skills necessary for
neatness and organization of papers;

c. To attain integration of linguistic patterns into compound
and multi-syllable words;

d. To apply use of linguistic patterns and generalizations
automatically and accurately in encoding words;

e. To attain awareness of affixes and root words as linguistic
patterns and apply use to encoding multi-syllable words;

f. To increase awareness of and efficiency in the use of lexicon within the English language;

g. To develop word knowledge to allow for greater variety and precise expression of thought;

h. To attain and achieve automatic application of basic encoding skills in composition of sentences and paragraphs;

i. To further develop skills and techniques necessary for success in communication through written expression;

3. Handwriting

a. To maintain previously acquired fine motor skills and automatized sound-symbol relationships involved in cursive writing;

b. To develop and increase fluency in the physical act of cursive writing while maintaining neatness and organization of written work;

4. Comprehension

a. To create an awareness and understanding of the components necessary for and external factors affecting comprehension;

(1) To master skills necessary for relating experiences with past and present events--associative, direct and vicarious;

(2) To develop and master the skills related to logical thinking--deductive reasoning, problem-solving, sequencing;

(3) To develop the ability to make generalizations and classifications in both concrete and abstract concept formation;

(4) To attain the ability to derive implications made in actions, events or statements--concentrative comprehension;

(5) To master the processes necessary to analyze, interpret and derive correct conclusions;

(6) To develop the ability to produce new ideas and do creative thinking;

(7) To develop an awareness within the student of his set-- expectations, feelings and mode of operation in varying situations;

(8) To develop interest and a desire to seek new information and experience;

(9) To enhance and create an understanding of environmental awareness through comparing with and comprehending past experiences;

b. To develop a vocabulary necessary for expression and understanding of ideas;

(1) To develop a word-object association relating to definition and usage in conjunction with the decoding and encoding skills as encountered in reading and previous experiences;

(2) To develop a word-action association relating to definition, usage and synonyms;

(3) To provide opportunities of automatize understanding
and usage of learned vocabulary through practice in
oral and written expression;

(4) To develop vocabulary necessary for accurate expres-
sion of ideas;

(5) To develop the ability to derive meaning from antonyms
and synonyms;

(6) To develop the ability to derive meaning from root
words;

(7) To develop the ability to derive meaning from suffixes
and prefixes;

(8) To develop the ability to derive meaning from similies;

(9) To develop the ability to derive meaning from stated
definition;

c. To provide opportunity for the development and mastery of
concepts by generalizing and categorizing in relation to:

(1) Self--goals, abilities and capabilities or the lack of
them in all aspects of self-development;

(2) Physical environment--the world around him;

(3) Social relationships;

(4) Spatial orientation--distance, size, placement, direc-
tionality, body image;

(5) Time relationships--minutes, days, weeks, months, year,
past, present, future, age;

(6) Concrete and abstract reasoning;

d. To develop and attain successful application of study skills
required for interpretation;

   (1) To understand differences of meaning in different types
of sentences;

   (2) To understand and be able to use indefinite and defi-
nite terms;

   (3) To develop the ability to identify, analyze and relate
to story characters and settings;

   (4) To learn to anticipate ideas and see relationships be-
tween objects and their anticipated use or action;

   (5) To increase an understanding and usage of the use of
repetition, rhyme and rhythm for emphasis;

   (6) To attain an understanding and use of shifts in meaning,
shades of difference in meaning of synonyms;

   (7) To develop the ability to abstract figures of speech
based on resemblance or similarities, metaphors, simi-
lies, personification, apostrophe, allegory, and homo-
phones;

   (8) To develop skills of sequencing of thought and reason-
ing to make logical deductions;

   (9) To increase ability in making deductions and drawing
conclusions from decoded materials;

  (10) To increase the ability to recognize and relate person-
al experience to visual words used to describe;

  (11) To develop ability to analyze, infer and interpret the
story elements--main idea, main character, plot, mood,

theme and headings;

(12) To maintain skills in abstracting and drawing conclusions based on experience;

(13) To master skills and the ability to use contextual clues to discover word meaning and develop vocabulary;

e. To develop the ability to understand and apply sequencing within sentences and stories;

(1) To create understanding of sense, cause and effect relationships;

(2) To create the ability to build concepts of time relationships;

(3) To increase awareness of relationships among ideas;

(4) To understand sequence of events;

(5) To attain skills necessary to follow the development of plot;

(6) To master and automatize skills necessary to following organization of ideas and materials;

(7) To develop and follow logical sequential order in expression;

f. To develop and acquire an appreication of concepts and styles of writing;

(1) To acquire concepts basic to the understanding of story setting and actions;

(2) To develop understanding of the author's techniques--flashback, foreshadowing, humor, poetic use of language,

descriptive, literal, figurative, formal, and informal
language;

(3) To develop understanding of the author's intent and
purpose, mood and tone;

g. To develop ability to interpret and understand inferences
through:

(1) Anticipating results based on preliminary thinking from
title, pictures;

(2) Anticipating ideas, endings through use of clues;

(3) Relating cause and effect, definitions, feelings and
emotions, relationships;

(4) Thinking of logical explanation;

(5) Grasping connotation of words and phrases;

h. To develop the student's reading and study skills in:

(1) Classification of appropriateness of actions, things,
positions, relationships;

(2) Understanding similarities and opposites;

(3) Following directions from simple to complex;

(4) Outlining;

(5) Generalizing from related details;

(6) Evaluating generalizations in terms of amount of data;

(7) Organizing ideas;

(8) Using tables of contents, index and glossary;

(9) Synthesizing ideas;

(10) Identifying and solving problems;

(11) Reading and using maps, directions;

(12) Supporting opinions with proof;

(13) Recalling and relating details to the main idea;

(14) Maintaining comprehension level while improving speed in reading;

(15) Using resource materials--dictionary, encyclopedia, atlas, footnotes, diagrams, glossary;

(16) Building a larger vocabulary;

(17) Learning the three steps to complete comprehension--details, main idea and message;

5. Language Arts

   a. To further develop and automatize skills required for recognition and use of grammatical concepts;

      (1) To automatize successful recognition of word functioning in sentences;

      (2) To master recognition of noun, verb (tenses and forms), adjective, adverb, preposition, conjunction, and pronoun;

      (3) To correctly use the above parts of speech in construction of sentences;

      (4) To master understanding and automatize correct usage of subject and verb in person, number and tense;

      (5) To develop automatic and correct usage of the mechanical convention of written English--periods, question marks, exclamation marks, commas, capitals, apostrophes, and quotation marks;

(6) To identify kinds of type or print and its uage;

(7) To develop the ability to recognize, construct and
     use a variety of sentence forms--simple, compound and
     complex;

(8) To increase awareness, recognition and usage of clauses
     and phrases within sentences;

b. To develop basic skills required for expressive language
    usage;

(1) To increase awareness and automatic recognition of com-
     plete sentences--simple, compound and complex;

(2) To master automatic construction of and effective usage
     of simple, compound and complex sentences;

(3) To develop ability to write expressively through con-
     cise choice of words and variety in syntax and sentences;

(4) To master recognition and use of topic sentences in
     paragraph;

(5) To master the skills necessary to correctly write per-
     sonal (formal and informal) and business letters;

(6) To develop the skills necessary for basic outlining to
     enhance organization, structure and direction of expres-
     sive written materials;

(7) To develop an understanding of and ability to construct
     simple paragraphs relating to topic sentences through
     the use of narration, description, exposition, and ar-
     gument;

(8) To increase awareness and usage of transitional phrases and/or connective words when writing compositions of more than one paragraph;

(9) To create opportunity to write creatively and imaginatively;

(10) To develop the ability to respond in concise written expression to essay and open-end questions;

(11) To develop the skills of proof reading and self-correction of one's written work;

(12) To develop the student's ability to communicate through means of the written word.

Tutorial Language Arts 4:1

Students who demonstrate mastery of decoding mechanics and literal comprehension, multi-syllable word attack skills and a functional knowledge of basic language arts skills are assigned to the four-to-one tutorial. The needs of these students are met with a program emphasizing vocabulary development, figures of speech, critical reading, deep meaning, abstract concepts, analysis and relationships, thinking skills, use of resource materials, expressive written language skills, styles of writing, outlining, research papers, and creative writing.

Specific Objectives

1. Decoding

    a. To review and maintain mastery of all skills previously acquired in decoding;

b. To develop increased ability to read critically and for deep meaning;

c. To automatize the practice of changing reading process to fit the reading required--skimming, carefully for information and details, survey, "reading" illustration, poetry, and enjoyment;

d. To become aware of various styles and literary forms of written language;

e. To expand and enrich vocabulary development through increased understanding and appreciation of use in context;

f. To increase automatic recognition and meaning of affixes and root words;

g. To create an understanding and desire to read for personal development and enjoyment;

2. Encoding

a. To maintain mechanical skills necessary for neatness and organization of papers;

b. To master integration of linguistic patterns into compound and multi-syllable words;

c. To automatically and accurately apply linguistic generalizations and patterns when encoding any written work;

d. To increase awareness of and efficiency in the use of lexicon in the English language;

e. To develop word knowledge for greater variety and precise expression of ideas in written communication;

f. To master syllabification of multi-syllable words including affixes to enhance accuracy in encoding;

g. To further develop skills and techniques necessary for success in communication through written expression;

3. Handwriting

a. To maintain previously acquired fine motor skills and automatized sound-symbol relationships involved in cursive writing;

b. To increase fluency in the physical act of cursive writing while maintaining neatness and organization of written work;

4. Comprehension

a. To create an awareness and understanding of the components necessary for the external factors affecting comprehension of either orally presented or read materials;

(1) To automatize the ability to relate experiences with past and present events--asociative, direct and vicarious;

(2) To increase the ability for logical thinking--problem-solving, sequencing, concrete related to abstract concepts, forecasting, deductive reasoning;

(3) To increase the ability to automatically make generalizations and classifications--concrete and abstract concept formation;

   f. To master syllabification of multi-syllable words including
       affixes to enhance accuracy in encoding;

   g. To further develop skills and techniques necessary for suc-
       cess in communication through written expression;

3. Handwriting

   a. To maintain previously acquired fine motor skills and auto-
       matized sound-symbol relationships involved in cursive writ-
       ing;

   b. To increase fluency in the physical act of cursive writing
       while maintaining neatness and organization of written work;

4. Comprehension

   a. To create an awareness and understanding of the components
       necessary for the external factors affecting comprehension
       of either orally presented or read materials;

       (1) To automatize the ability to relate experiences with
            past and present events--asociative, direct and vicar-
            ious;

       (2) To increase the ability for logical thinking--problem-
            solving, sequencing, concrete related to abstract con-
            cepts, forecasting, deductive reasoning;

       (3) To increase the ability to automatically make general-
            izations and classifications--concrete and abstract
            concept formation;

(4) To increase the ability to interpret and understand inferences and implications made in actions, events or statements--concentrative comprehension;

(5) To master and automatically apply when needed, the processes of analysis and interpretation for derivation of correct conclusions;

(6) To increase the ability to produce new ideas and do creative thinking;

(7) To increase awareness within the student of his set in varying situations--expectations, feelings, mode of operation--and develop strategies to insure completion of a given task;

(8) To increase interest and a desire to seek new information and experiences;

(9) To develop a knowledge of how to and where to locate new or additional information;

(10) To enhance environmental awareness through comparison and understanding of past experiences;

b. To develop a vocabulary necessary for expression and understanding of ideas;

(1) To develop word-concept (concrete or abstract) association relating to definition and usage in conjunction with oral and written language;

(2) To develop awareness of changing meanings of words through common usage of the time period involved;

    (3)   To provide opportunities to automatize understanding and usage of learned vocabulary through practice in oral and written expression;

    (4)   To increase vocabulary necessary for accurate expression of ideas through use of synonyms, structure and syntax within a sentence, and elimination of ambiguous wording;

    (5)   To understand and correctly use antonyms and synonyms;

    (6)   To apply knowledge and understanding of root words in deriving meaning of multi-syllable words;

    (7)   To apply meaning of affixes for understanding definition and use of newly encountered words in reading or for use in compositions;

    (8)   To develop the ability to derive meaning from all figures of speech;

    (9)   To develop the ability to derive meaning from a stated definition;

c. To provide opportunity for the development and/or mastery of concepts by generalizing and categorizing in relation to:

    (1)   Self--goals, abilities and capabilities in all aspects of self-development;

    (2)   Social relationships and expectations;

    (3)   Physical environment--the world around him;

    (4)   Economic and business world;

    (5)   Future orientation;

d. To develop, apply and master study skills required for success in interpretation;

   (1) To understand how the role of syntax, word usage and structure of sentence influence the meaning;

   (2) To attain functional application of definite and indefinite terms;

   (3) To master the ability to identify, analyze and relate to story characters and settings;

   (4) To acquire the ability to anticipate ideas and see relationships between objects and their anticipated use or action;

   (5) To attain an understanding and master usage of shifts in meaning, shades of difference in meaning of synonyms;

   (6) To develop an ability to abstract figures of speech based on similarities or resemblances (similies, personification, apostrophe, allegory); contrast (antithesis, epigram, irony); and other relations (metonymy, hyperbole, climax, interrogation, exclamation, vision);

   (7) To increase skills of sequencing of thought and reasoning to make logical deductions;

   (8) To increase ability in making deductions and drawing conclusions from decoded materials;

   (9) To increase ability to associate personal experiences to visual words used to describe;

   (10) To attain the ability to analyze, infer and interpret the story elements--main idea, main character, plot,

mood, theme, headings, message, and purpose of author;

(11) To master skills in abstracting and drawing conclusions based on previously acquired knowledge or experience;

(12) To maintain skills and the ability to use contextual clues;

(13) To develop the ability to distinguish between opinion and fact, fiction and non-fiction;

e. To develop the ability to understand concepts of and apply sequencing within sentences and stories;

(1) To become proficient in the ability to recognize, understand and explain cause-and-effect relationships;

(2) To master the ability to build concepts of time relationships;

(3) To interpret and analyze relationships among ideas;

(4) To demonstrate the ability to sequence events;

(5) To automatically employ skills required to follow and interpret the development of plot and subplot;

(6) To attain skills necessary to organize and integrate ideas from several source materials;

(7) To automatize logical sequential order in expression;

f. To develop and acquire an appreciation of concepts and styles of writing;

(1) To acquire concepts basic to the understanding of story setting and actions;

(2) To acquire and develop the ability to compare and appreciate various kinds of writing--fiction, non-fiction, biography, drama, poetry, historical fiction, myths, and legends;

(3) To develop understanding of the author's techniques-- flashback, foreshadowing, humor, poetic use of language, descriptive, literal, figurative, formal and informal language;

(4) To develop understanding of the author's intent and purpose, mood and tone;

g. To develop ability to interpret and understand inferences through:

(1) Anticipating results based on preliminary thinking from title, pictures;

(2) Anticipating ideas, endings through use of clues;

(3) Relating cause and effect, definitions, feelings and emotions, relationships;

(4) Thinking of logical explanation;

(5) Formulating hypotheses;

(6) Grasping connotation of words and phrases;

h. To develop the student's reading and study skills in:

(1) Classification of appropriateness of actions, things, positions, relationships;

(2) Understanding similarities and opposites;

(3) Following directions from simple to complex;

(4) Outlining;

(5) Generalizing from related details;

(6) Evaluating generalizations in terms of amount of data;

(7) Organizing ideas;

(8) Drawing logical conclusions;

(9) Using tables of contents, index and glossary;

(10) Synthesizing ideas;

(11) Identifying and solving problems;

(12) Reading and using maps, directions;

(13) Supporting opinions with logic and/or proof;

(14) Recalling and relating details to the main idea;

(15) Maintaining comprehension level while improving speed in reading;

(16) Using resource materials--dictionary, encyclopedia, atlas, footnotes, card catalogs, diagrams, glossary;

(17) Building a larger vocabulary;

(18) Learning the three steps to complete comprehension-- details, main idea and message;

(19) Note taking;

5. Language Arts

a. To further develop and automatize skills required for recognition and use of grammatical concepts in oral and written language;

(1) To automatize recognition of word functioning in sentences;

(2) To master recognition of noun, verb (tense and form), adjective, adverb, preposition, conjunction, pronoun, infinitive, participle, and interjection;

(3) To correctly use the parts of speech in construction of sentences orally and in written form;

(4) To automatize correct usage of subject and verb in person, number and tense;

(5) To master and automatize correct usage of the mechanical conventions of written language--periods, question marks, exclamation marks, commas, capitals, apostrophe, quotation marks, semicolons, parentheses, hyphens, and dashes;

(6) To master the ability to recognize, construct and use a variety of sentence forms--simple, compound and complex;

(7) To develop proficiency in the ability to recognize and use clauses and phrases within sentences;

(8) To develop an awareness of and the ability to vary grammatical and syntactical structure of sentences for emphasis and clarity;

b. To develop mastery of skills required for usage in expressive language;

(1) To automatically construct correct simple, compound and/or complex sentences;

(2) To master effective use of simple, compound and complex sentences in various forms of written communication;

(3) To increase the ability to write expressively using concise choice of words and varied syntax of sentences;

(4) To master and automatize recognition and use of topic sentences in paragraphs;

(5) To automatize the ability to write correct personal and business letters;

(6) To master the skills necessary for outlining to enhance organization, structure and direction of expressive written matter;

(7) To master the skills required to construct simple paragraphs through use of narration (history, biography, memoirs, journal, travel, news, fiction); description, exposition (definition, how to, essays, criticisms, editorials, book reviews); argument (debate); discourse (sermons, lectures, orations, speeches); and propaganda (advertisements);

(8) To increase awareness and master usage of transitional phrases and/or connective words when writing compositions of more than one paragraph;

(9) To increase ability to and ease of writing expressively in various styles of writing;

(10) To increase understanding and use of the principles of good composition--mechanics of structure, unity, mass or emphasis, and coherence--quality of character, clearness, force, and elegance;

(11) To develop the ability to respond in concise written expression to essay and open-end questions;

(12) To create opportunity to write creatively and imaginatively;

(13) To master the skills required for proof reading and correcting written material;

(14) To encourage the student to practice the proof reading of work until it becomes habitual;

(15) To develop the student's ability to communicate through means of the written word.

Mathematics Tutorial

Throughout the year, several mathematical tutorials are conducted. The need for mathematics tutorials is limited because of the favorable class size of ten students. Students having a mathematics tutorial fall into one of three categories:

1. The student whose mathematics skill level is such that he requires constant individual attention in the subject;

2. The child is not able to function within a class of students approximately his age and it is determined socially disadvantageous for him to be placed in a class with younger or older students; and

3. The student who has advanced beyond the highest class offered and is capable of handling higher subject matter.

The tutorial may be in addition to a regular class, and is assigned on a one-to-one, two-to-one or three-to-one basis.

In general, the objectives are the same as for the mathematics program--to attain an awareness and understanding of concepts with a mathematics base; to develop understanding and automatic recognition of numbers; to automatize basis computational skills; to develop and attain discipline and logical thinking abilities necessary in processing mathematics; to attain the ability to apply computational skills to problem-solving and daily needs; to develop an awareness of values; and to enhance self-confidence and self-esteem through experiencing success situations.

Specific Objectives

1. To automatize pre-number concepts;

2. To automatize number forms, facts and concepts;

3. To automatize serial order of numbers one to one thousand;

4. To master concepts of time and measures;

5. To master and automatize the skills necessary for correct computation of examples involving addition processing, subtraction, multiplication, division, fractional numbers, decimals, and percentages;

6. To develop an awareness and understanding of the use of square root;

7. To develop the ability to apply computational skills to the processes of measurements--perimeter, surface and volume;

8. To attain the ability to recognize and apply the correct computational process necessary to solve word problems;

9. To develop the ability to employ computational processes correctly through practical application in day-to-day situations;

10. To develop an awareness and understanding of the use and value of mathematics in personal life;

11. To develop an ability to understand algebraic equations and functions;

12. To develop skills required for mastery of algebraic computation and application;

13. To provide opportunities to experience success situations daily;

14. To increase confidence and self-esteem through mastery of skills having practical application in daily living.

Spelling Lab

The Spelling Lab provides daily intensive exposure and drill in encoding. Encoding refers to the ability to internally verbalize a given morpheme into correct component phonemes and to orthographically reproduce these into graphemes (written symbols which record the particular sounds of a language). The complexity and difficulty of this task is much greater than in decoding. Therefore, when comparing encoding and decoding abilities, most persons perform at a lower skill level in encoding. Remediation and acquisition of encoding skills are correspondingly a slower process.

Kenneth Goodwin states, "The teaching of spelling is only as good as its base and in the case of phonics it has been a weak and shaky one." For this reason, as well as the fact that many of the students have failed to learn spelling under the traditional methods, a phono-linguistic approach to spelling is emphasized.

In this structured, microunited, KAV approach, the linguistic generalizations and constructs learned in decoding are applied to the encoding process. Any linguistic pattern generalization or structure must be valid, without exceptions, in at least seventy-five percent of the words in that classification. Rote memorization of word lists is eliminated in favor of automatized recognition and application of the basic linguistic patterns and structure of words. Immediate overcorrection reduces the probability of continual misspelling of a given word.

Vocabulary is developed as each word is discussed regarding meaning or classification and used correctly in a sentence. Handwriting skills are reinforced.

Students must have attained a functional level of recognition for the majority of sound-symbol relationships and ability to transfer this recognition to the cursive written forms. Other considerations for placement in a Spelling Lab are reading level; visual, auditory and/or fine motor difficulties; current spelling ability; age; peer interaction; and personality. Classes vary in size from four to fifteen students.

General objectives of the Spelling Lab are to enhance automatization of mastered cursive writing skills; to develop automatic usage of sound-symbol relationships in encoding; to increase awareness and application of linguistic patterns in the construction of words; to develop the ability to automatically and correctly spell words based on application of generalizations; to increase and enhance development of vocabulary; to provide adequate practice and review to insure mastery of spelling generalizations; to develop an awareness of the lexicon of language; and to develop the basic skills of spelling required for written expressive language.

Specific Objectives

1. To maintain automatic use of correct cursive form, spacing, legibility, and fluency within word units;

2. To develop the ability to discriminate sound by recognizing, segregating and labeling component elements within a morpheme;

3. To develop the ability to synthesize sounds and reproduce them as graphemes;

4. To develop the ability to use tactile tongue positions to supplement the auditory modality in discrimination of sounds;

5. To master and automatize recognition and use of all the basic linguistic patterns;

6. To develop automatic usage of proven spelling generalizations in word patterning;

7. To master skills necessary for encoding multi-syllable words;

8. To develop automatic recognition and encoding of special word groups;

9. To attain and develop vocabulary skills through definition and usage of words spelled;

10. To develop automatic recognition and meaning of affixes;

11. To develop an awareness and usage of lexicon of the English language;

12. To attain mastery of encoding skills to provide for automatic use in written expression;

13. To increase the ability to express ideas clearly and imaginatively in writing;

14. To provide opportunities for realization of success in spelling.

Language Lab

The purpose of the Language Lab is the reinforcing of skills learned in Tutorial and Oral Language Arts classes within a larger group setting. The classes vary in number from four to ten students.

A student's performance in Tutorial or Language Arts class may indicate a need for additional exposure, drill and/or practice in a particular skill area such as cursive writing techniques, spelling or practice in total encoding and composition. He is then scheduled in a Language Lab. Assignment to a Language Lab is based on the individual student's need or area of greatest deficiency.

Each Language Lab has a program based on structured, linguistically controlled approach to learning. Content is developed applying the proven learning principles of microuniting to the simplest increments of skill development, modification of presentation to ensure success, over-learning for automatization, integrating with previously learned elements, and continual review and practice through a spiral exposure.

The general objectives of the Language Lab are:

1. To provide supportive remediation of a student's deficiency through massive practice in controlled, structured material;

2. To provide reinforcement of encoding, handwriting and/or decoding studied in the tutorial;

3. To provide reinforcement and controlled structure in written application of skills learned in oral composition classes;

4. To provide a success-oriented opportunity for development of attitude and skills required for independent study; and

5. To provide success-oriented group experiences and projects for development of the individual's awareness of self, others and environment.

Specific objectives fall into three categories--handwriting, spelling and the combined language lab.

Handwriting

1. Motor skills--development of fine motor skills of shoulder, arm-hand, fingers; develop left-right directionality; develop

spacial relationships of up-down, right-left, large-small; develop hand-eye coordination; develop rhythm of movement in fine motor areas; develop visual and tactile awareness of shape and form;

2. Develop sound-symbol relationship--auditory recognition and discrimination, ability to relate sound to symbol for all letters of the alphabet, and ability to produce in print and cursive writing all letters in upper and lower case forms;

3. Development of work habits and skills--posture of ease in writing, positioning of materials being used, and awareness of lighting; and

4. Attain a neat, readable system of writing expressive of the student's personality--to develop skills necessary for word formation through individual letters, to develop awareness and understanding of the basic system being used (Johnson, Rinehart, Palmer, or Pitman), to provide opportunity for development of a natural letter formation suitable to the individual.

Spelling

To develop automatic usage of sound-symbol relationships used in encoding; to attain automatic recognition and encoding of words through a phono-linguistic method of spelling; to develop automatization in recognition and usage of all the basic linguistic patterns: cvc, cvcc, cv, cvvc; to acquire an awareness of and automatic usage of

proven spelling generalizations in basic word patterning; to develop automatization of skills necessary for encoding of multi-syllable words; to develop automatic recognition and encoding of special word groups; and to develop an awareness of the lexicon of language.

Combined Language Lab

To develop automatization of encoding of basic linguistic patterns through massive drill and practice; to reinforce and perfect handwriting skills learned in Handwriting Lab and/or tutorial; to develop automatic decoding of cursive writing; to develop vocabulary through word usage in sentence formation; to develop vocabulary through word-symbol relationship; to develop automatization in awareness and usage of sentence; to develop automatic usage of the mechanical conventions of written language--period, question mark, comma, exclamation mark, capitals, apostrophe, and quotation marks; to develop the ability to recognize and use a variety of sentence forms; to develop the skills necessary for writing paragraphs and stories; to develop creative and imaginative compositions; to develop oral expression through group projects related to language; to develop fine motor skills and hand-eye coordination through group projects relating to language--picture writing, murals; to develop good study skills and habits through independent work; to develop the ability to communicate by means of written language; and to develop the student's ability to understand and successfully respond to his environment through personal development and adjustment, self-motivation, awareness of others, and organization of self and materials.

Language Arts

The Language Arts program incorporates the philosophies of Piaget, Inhelder, Moffet, and Brunner in its structure. A language experience, spiraled, student-centered approach is emphasized. This is supplemented by instruction which integrates usage of traditional, structural and transformational grammars. The Bryant Principles (see tutorial curriculum for details) are practiced in every class.

The curriculum encompasses all aspects of language acquisition, usage and modalities. Sequential growth and development of skills are realized through usage and practice of listening, speaking, reading, and writing.

Initially, the student becomes aware of how he is using language and how he might use it through listening and talking. He learns to sequence or order his words, interpret experiences and communicate with others. Reactions to his expression and feedback from the audience (individual, small group, teacher) aid in expanding cognitive and verbal capacities.

Written expression is introduced at the reading level of the student as a correlation of spoken language. At the higher levels of performance, students participate in a Writing Workshop gaining additional practice in written language.

Progression follows a continuum providing opportunities to increase the ability to understand and express oneself using varying points of view, ways of thinking, and vocabulary in oral presentation,

sentence structures and writing forms. Included in this progression are thinking skills, mechanics, punctuation, mood, tone, syntax, grammatical meaning, parts of speech, figures of speech, transitions, and types of paragraphs. Growth is from personal to impersonal, from concrete to abstract concepts, from simple to complex modes of expression. Functional skills and use for everyday living activities are stressed.

All students participate in a Language Arts class or combined Tutorial-Language Arts class. Reading level, oral language abilities, usage, needs, age, learning mode, behavior, and personality are considerations for assignment to a class group.

Nonreaders and very low-level readers are assigned to oral expressive language classes. Students who have mastered the cvc and ccvcc linguistic patterns in decoding are assigned to classes where the major emphasis is oral but a minimal amount of linguistically controlled writing is included. When decoding of three or four linguistic patterns have been mastered, the emphasis on oral and written expression is balanced.

A student who enters a Tutorial-Language Arts class may also be assigned to a regular Language Arts class if it is deemed advisable by the Director of Education to meet his needs. Students in the three-to-one or four-to-one Tutorial-Language Arts do not participate in the larger group classes as they receive instruction during two periods daily.

General objectives are to provide opportunities for development of oral and written language aided by a structured, microunited continuum;

to attain awareness of and develop increasingly effective usage of language; to develop the ability to attend, relate and interpret receptive language; to develop the ability to communicate with various audiences; to increase thinking abilities through expanded cognitive and verbal capacities; to increase the ability to understand and use varied sentence structures and writing forms; to develop increased confidence in one's ability to communicate effectively and meaningfully with others; and to develop the ability to perform the functional skills of communication required in various everyday life situations.

Specific Objectives

Oral expressive language. To develop the ability to attend and understand meaning of communication by others, to create an awareness of and ability to order own world, to attain the ability to follow the meaning of sequences, to develop the ability to observe meaningful body language associated with verbal communication, and to develop the ability to concentrate on and interact in discussions; to increase ability for spontaneity in oral expression; to increase awareness, understanding and use of articulation, voice and rhythm in expression; to develop the ability to recall, summarize and interpret communications; to increase the ability to pre-organize thought for effective and meaningful speech; to develop and increase use of cognitive skills to attain the ability to classify and categorize, to attain the ability to make and understand comparisons, to attain the ability to derive conclusions from inferred meaning and contextual clues, to master spatial orientation

concepts, to master the ability to sequence time, events and attributes, to develop the ability to understand and use word-symbol or word-events in concrete relationships, and to develop increased awareness, understanding and use of abstract concepts; to increase vocabulary through experience and practical application; to attain efficiency in using syntactical patterns and grammatical structures in oral language styles; to develop awareness of and response to modalities--hearing, seeing, feeling, smelling, tasting; to develop an awareness and ability to recognize parts of speech by function--"naming word"--noun, "action word"--verb, "describing word"--adverb, articles--modifiers, be, and helpers--verb "to be"; to promote reasoning ability and skills required for logical thinking; to increase awareness of and ability to analyze the manipulation of language for persuasive purposes; and to provide social growth experiences.

Written expressive language. (In all following objectives, the code letters indicate applicable level(s) with proper linguistic controls.)

        N -- Nonreader and low, low level - Oral

        V -- Short vowels - minimal writing with only short vowels

        L -- Three to four linguistic patterns - more balanced
              oral/written program

        2
        3   Tutorial Language Arts levels
        4

1. To coordinate language with the decoding level of tutorials,
    cursive writing of Handwriting and spelling of the Spelling

2. To provide opportunities to master and develop automatic usage
   of the mechanical conventions of written English:

   --Period - end of sentence (VL234)

           - after abbreviation (L234)

           - after initial (L234)

           - after command or request (234)

           - in outlines (34)

           - inside quotation marks (234)

   --Question mark (VL234)

   --Exclamation mark (VL234)

   --Apostrophe - contractions (L234)

             - possessive form of nouns (L234)

   --Comma - after greeting of friendly letter (L234)

           - after closing of friendly letter (L234)

           - between day and year (NVL234)

           - between town and state (NVL234)

           - to separate words in a series (VL234)

           - between name and abbreviation (Jr.) (L234)

           - after an introductory word (34)

           - after last name when written first (234)

           - in written conversation (234)

           - in note-taking (234)

           - to separate parts of entry in bibliography (34)

           - to set off name in direct address (L234)

           - after "yes" and "no" at beginning of sentence (VL234)

           - to indicate pause (4)

- to set off a transitional phrase (234)

- to set off a group of words used to add information (234)

- before connective in a sentence joining two main
  clauses (VL234)

--Quotation Marks - around exact words of a speaker (234)

- to set off titles of articles (VL234)

- to set off chapters (4)

--Indenting (NVL234)

--Underlining - titles of books (NVL234)

- to state direction in a play (4)

--Colon - after greeting of business letter (L234)

- in play direction (4)

- to signal a list (L234)

- in writing time (234)

--Hyphen - in syllable division (L234)

- prefixes in dictionary entries (234)

--Semicolon - between closely related sentences (34)

- before adverbial connectives (4)

- in a series with items containing commas (34)

--Capitalization - beginning of a sentence (NVL234)

- proper names (NVL234)

- I (NVL234)

- initials (NVL234)

- days of week (NVL234)

- months (NVL234)

- closing of letter (L234)

- first line of poetry (34)

- greeting of letter (L234)

- geographical names (VL234)

- abbreviations (L234)

- names of streets, avenues, roads, and rural
  routes (NVL234)

- names of buildings, companies and stores (L234)

- names of railroads and ship lines (L234)

- names of schools (VL234)

- names of languages and groups of peoples (L234)

- titles of books, poems, reports, and stories
  (VL234)

- titles of persons (e.g., father, mother, etc.)
  (NVL234)

- in written conversations (234)

- in outlines (34)

- proper adjectives (234)

3. To attain the ability to understand function and/or definition,
   recognize and master usage of the parts of speech, such as:

   --Naming word - noun - common (NVL234)

                        - proper (NVL234)

                        - concrete (NVL234)

                        - abstract (L234)

                        - passive (VL234)

   --Noun form - singular (NVL234)

                  - plural (NVL234)

- collective (L234)

- compound (VL234)

- hyphenated compound (34)

--Noun function - simple subject (NVL234)

- adjective (L234)

- adverb (234)

- object of a preposition (VL234)

- noun of direct address (vocative) (L234)

- appositive (34)

- direct object (VL234)

- indirect object (L234)

--Action word - verb - action (NVL234)

- linking (NV limited) (L234)

- irregular (L234)

- state of being (NV limited) (L234)

--Verb form - plain (NVL234)

- tenses - past (NV234)

- present (NVL234)

- future (L234)

- auxiliaries (NV limited) (L234)

- with singular and plural (NVL234)

- person (NV limited) (L234)

--Verb function - predicate (VL234)

- position (NVL234)

- voice - active/passive (234)

- mood - indicative, imperative, subjunctive (34)

- as a noun (34)

- as an adjective (34)

--Adjectives - limiting (NVL234)

- descriptive (NVL234)

- pronominal (234)

- numeral (L234)

--Adjective forms - proper (VL234)

- suffixes used (234)

--Adjective function - modifier (VL234)

- comparison (234)

--Pronoun - personal (VL234)

- demonstrative (L234)

- relative (L234)

- indefinite (234)

- interrogative (234)

- reflexive and intensive (L234)

- reciprocal (L234)

--Pronoun form - nominative (VL234)

- possessive (L234)

- objective (VL234)

--Pronoun function - replace a noun (NVL234)

- subject of finite verb (nominative) (34)

- after linking verbs (nominative) (VL234)

- modify gerund (possessive) (34)

- object of verb (objective) (234)

- number (indefinite) (234)

--Adverbs - time (when) (L234)

        - place (where) (L234)

        - manner (how) (L234)

--Adverb form - comparative-superlative (234)

        - suffixes (L234)

--Adverb functions - modifier of verbs (L234)

        - modifier of adjectives (234)

        - modifier of adverbs (34)

--Conjunctions - coordinating (NVL234)

        - suboriginating (34)

--Conjunction forms - pure (NVL234)

        - correlatives (234)

        - conjunctive adverbs (34)

--Conjunction functions - connect words, phrases, independent

        clauses (NVL234)

        - introduction subordinate class and

        connect to main clause (34)

--Prepositions - noun (L234)

        - objective pronoun (L234)

--Preposition functions - relationship to other words in the

        sentence (L234)

        - adverbial phrase (34)

        - adjective phrase (34)

--Interjections - form, one word (VL234)

--Interjection functions - express sudden feeling (VL234)

        - express strong feeling (VL234)

4. To create understanding and automatization of correct usage:

--Nouns - as subject, objective and possessive (NVL234)

      - as singular and plural (NVL234)

      - agreement with verb (NVL234)

--Verb - active/passive voice (VL234)

      - mood - indicative, subjective, conditional, and im-
           perative (234)

      - tense - present (NVL234)

           - past (NVL234)

           - future (VL234)

           - present perfect (L234)

           - past perfect (L234)

           - future perfect (234)

--Adjectives - articles a, an, the (NVL234)

      - descriptive - series (NVL234)

           - as condition or quality (NVL234)

           - suffixes (234)

      - pronominal - possessive, demonstrative, inter-
           rogative, relative, indefinite (234)

      - numeral - cardinal (VL234)

           - ordinal (L234)

--Pronouns - by case: nominative, possessive and objective (L234)

      - gender - masculine, feminine and neuter (L234)

      - person - first, second and third (L234)

      - agreement with verb (L234)

      - agreement with noun in compound sentence (L234)

      - singular indefinite pronoun agreement (34)

--Adverb - suffixes (234)

      - word order affecting meaning (234)

--Conjunctions - coordinating correctly - similar or opposite
         ideas (NVL234)

        - negative and positive correlatives (VL234)

        - cause and effect (234)

        - as introductory words (34)

        - transition between paragraphs (L234)

        - subordinating - use of adjective, adverb and
           noun clauses (34)

--Prepositions - include objective case of noun or pronoun (L234)

        - phrase usage - as adjective, as adverb (34)

--Interjections - in conversations (VL234)

        - attention (VL234)

--Sentence order - eliminate double subject - verb agreement
        (L234)

        - eliminate redundant - John, he; that, there
        (VL234)

--Word usage - double negative (L234)

      - change of meaning (VL234)

      - homonyms (VL234)

5. To develop the ability to recognize and use a variety of sen-
tence patterns--simple, compound and complex:

--Parts - subject - simple, complete and compound

      - predicate - simple, complete and compound

--Simple patterns - subject (S) - verb (V) (NVL234)

                     - adjective (A) (NVL234)

                     - S V Object (O) (L234)

                     - S V Modifier (M)

                     - S V Complement of Equality (CE) (234)

                     - SVC of Description (CD) (234)

--Compound patterns - combine two or more simple sentences into one (NVL234)

                     - independent clauses to, conjunction (NVL234)

                     - independent clauses using I (234)

--Complex patterns - one main and at least one dependent clause (234)

                     - one main and a compound dependent clause (34) (compound-complex or complex-compound)

--Phrases (234) - have no subject or predicate, cannot be a complete sentence

                     - are simple, complex or compound

                     - are prepositional or infinitive

                     - can be used as adjective, adverb or substantive (subject of verb)

--Clauses (234) - have subject and predicate, can be sentence if words rearranged

                     - are simple, complex or compound

                     - can be main, subordinate or coordinate

--Faults (NVL234) - fragments, run-on because independent clauses not related

--Kinds of sentences (NVL234) - declarative, interrogative, im-
perative and exclamatory

6. To develop skills required to use written expression in para-
graph forms

--Understand and use unity of theme, idea, topic (234)

--Understand and use topic sentences (L234)

--Understand and use concept of coherence (L234)

--Understand and apply structure or ordering of ideas by:

- sequence of time (VL234)

- descending order of significance (L234)

- ascending order of significance (234)

- expanding a paragraph (VL234)

- compressing a paragraph (VL234)

- general statement elaborated by illustration or collection
of detail (L234)

- comparison - likenesses and/or differences (234)

--Understand and apply use of consistency of verb tense, person
number of pronouns and nouns, and person number use and verb
(L234)

7. To understand, recognize and construct various types of para-
graphs (VL234) (see full explanation in Writing Workshop curric-
ulum)

8. To develop skills necessary to express ideas clearly and accur-
ately in written composition and communication

9. To develop and master the ability to write letters correctly--
friendly, informal and formal; invitations and thank you's; and
business (L234); and parts of letters--heading, greeting, body,
closing, and signature (VL234)

10. To understand, recognize and construct various styles of compo-
sition (see full details under Writing Workshop curriculum) (234).

Cognitive skill development.

1. To increase and develop vocabulary for accuracy, clarity and
variety in written expression (NVL234)

2. To develop awareness and use of figures of speech (see Writing
Workshop curriculum) (L234)

3. To increase awareness and understanding of semantics and lexi-
con (234)

4. To increase ability to understand and apply concepts at concrete
and abstract levels to self and self-perception (VL234), rela-
tionships (spatial, temporal and structural) (VL234)

5. Comparisons and inferences of exact and inexact senses (234)

Study skills related to expressive language.

1. To develop and automatize the ability to alphabetize to the first,
second, third, and fourth letter (NVL234)

2. To attain the ability to use the dictionary--entry word, find
word, guide word (L234)

3. To attain the ability to use reference materials including table of contents (234), index (234), bibliographies (234), card files or indexes (34), and catalogs (34)

4. To develop and attain ability to proofread to: correct for capitalization (NVL234), punctuation (NVL234), noun usage (VL234), noun-verb agreement (VL234), repetition of words (especially introductory) (L234), and verb tense consistency (L234), improve clarity before rewriting by: combining sentences (VL234), eliminating fragments (NVL234), eliminating run-on sentences (L234), incorporating new vocabulary (234), and checking relevancy (34), and insure correct content and form (234).

Organizational skills related to written expression.

1. To develop the ability to classify words by categorizing (NVL234)

2. To attain the ability to structure ideas through lists of words or phrases (VL234), realignment of sentences (NVL234), and outlining by topical or sentence form (234)

3. To develop the ability to take meaningful notes from reading materials (34), from visual sources (movies, TV, film strip, pictures) (34), and from oral presentations (34)

4. To automatize the ability to structure a page mechanically by using: heading, including name, date, day (NVL234), margins (NVL234), line usage spacing (NVL234), and indenting paragraphs (VL234)

5. To attain the ability to maintain a neat, organized notebook

6. To develop the ability to structure a term research paper (34).

Career Orientation - Language Arts

Career Orientation - Language Arts is designed to meet the specific needs of the older student who, because of the severity of language acquisition disability, will probably terminate formal education at a maximum level of high school or vocational training. The curriculum offers a broad spectrum of subjects related to developing realistic and positive attitudes concerning future social and vocational goals; planning for a career; acquisition of skills needed to meet work, family and social challenges; and exploration of how interests correlate with occupational choices and/or opportunities.

Field trips are planned to allow students to observe work conditions in factories, offices, construction, farming, etc. Movies and resource materials supplement on-site observation to form a basis of class discussions.

Too often, a student can name only two or three jobs he feels he might be considered for or which he is considering. These are often unrealistic choices which have been made with limited or no knowledge of alternate choices. This program is designed to enrich the student's awareness of viable choices, requirements and potential for growth in each area.

Specific skills relating to financial management, community responsibilities, home maintenance and personal habits and attitudes are developed by stressing practical application to daily experiences. The program raises some questions and problems with which each student may have to contend after leaving school. Although solutions are not resolved, students work together, under supervision, to discover facts-- information and options available from which they may choose a course of action.

Criteria for placement. The student who, chronologically, should be entering or in high school but is demonstrating language acquisition achievement of a first to fourth-grade level, is considered for placement in a Career Orientation - Language Arts class. Additional considerations are skills, attitude, peer relationships, need for understanding materials offered, and potential benefit to the student.

General objectives. General objectives of the Career Orientation - Language Arts class are to make students aware of life situations they will face now or in the future; to become familiar with possible methods of handling these situations; to develop an awareness of and ability to use a vocabulary related to finance, commerce, government, and various occupations in day-to-day living; to attain an awareness and understanding of the need to constantly make decisions, and accept responsibility for these decisions; to provide opportunity to practice some of the skills necessary for day-to-day living in the home; to develop and increase language skills required in work and home; to develop a realistic understanding of the world around him and how his attitude can create

a positive role in it for him; and to attain an awareness of occupational possibilities.

Specific Objectives

1. To attain awareness of occupational possibilities in area of interest;

2. To attain an understanding of qualifications necessary for job;

3. To attain an awareness of need for specific skill development and training;

4. To develop an awareness and understanding of a positive attitude about working;

5. To develop an awareness and understanding of where and how to look for a job;

6. To develop the skills necessary to complete application forms;

7. To develop an understanding of and ability to request references;

8. To attain the skills needed to successfully participate in a job interview;

9. To develop and understand the skills needed for sound financial management of personal funds and budgets, advertisements and purchasing, checking accounts, savings accounts and interest, and borrowing money--loans, mortgages, credit rating, and credit cards;

10. To attain an awareness and understanding of terminology, procedures and responsibility in ownership of property;

11. To develop an awareness and understanding of types, use and validity of contracts;

12. To attain an awareness of economic factors of supply and demand relating to prices;

13. To attain an understanding of and skills necessary in handling money and making change;

14. To attain an awareness of community structure and individual involvement (government structure, individual rights and voting power);

15. To develop an understanding of taxation and an individual's assessment;

    a. Type of assessment--property or real estate, income (Federal, state and local); excise, sales gasoline, and luxury taxes;

    b. Need for services and programs;

16. To develop an understanding of regulations and laws within the community;

17. To attain an awareness and understanding of the types of insurance and how they work;

18. To develop an awareness, understanding and skills necessary to do one's own minor home repair and upkeep;

19. To develop an awareness and understanding of environmental controls and concerns relating to present and future life situations;

20. To develop and increase vocabulary.

Writing Workshop

In comparison to decoding, written expressive language is ex-
tremely more complex and demanding. Most specific learning-disabled per-
sons who are just acquiring the art find it a task which is both phys-
ically and mentally exhausting.

The physical act requires all of the fine motor skills-direc-
tionality, spatial orientation, rhythm of hand and arm, hand-eye coor-
dination, controlled movements of hand and controlled relaxation/firmness
of cursive writing. Simultaneously, the mental processes of recalling
of words, structuring word order idea sequence, grammatical syntax to re-
late to what has been written and what might be written, automatically
using mechanical conventions, conceptualizing to affirm word choice is
correct, and using visual imagery and sub-vocalization for spelling form
and applicable generalization must be automatically synchronized with
the motorical act of coding to the orthographic form.

The purpose of the Writing Workshop is to assist students in de-
veloping the ability to compose or write with ease and confidence by re-
inforcing and augmenting, through practical application and experience,
those aspects of written language studied in the Tutorial and Language
Arts classes. The initial phase and emphasis, however, focus both on
increasing fluency and comfort in the physical act and on content.

Each element of mechanical conventions, syntax, grammar or
structure not automatically used by the writer is isolated for remedia-
tion until it becomes mastered, i.e., the child may be capitalizing the

the first word of a sentence but not the proper names, writing fragments and run-on sentences, mixing verb tenses, splitting infinitive, overusing "and" or "then", and including irrelevant material. The student is aware of and must master use of one aspect such as capitalizing proper nouns before mention or remediation is undertaken of any of the other misuses. This method is the application of the "Bryant Principles." He must be responsible for any skills learned in his Tutorial or Language Arts classes.

Principles of composition structure and types of paragraphs are introduced and studied in concurrence with the remediation of specific mechanical or grammatical applications. The student, who has acquired some of these principles and uses them in his oral language, is encouraged to transfer them to the written form. He experiences a variety of types of writing and is made aware of situations in which they are most effective.

Criteria for placement. To be assigned to a Writing Workshop class, the student must be able to write the cursive forms in word groupings. It is desirable that he also have some spelling skills (i.e., CVC, CCVCC and CVCE, or CV patterns to a seventy to eighty percent level of accuracy) and be able to write a simple sentence or question. Most students participating in a multiple Tutorial - Language Arts class are automatically assigned to a Writing Workshop until they demonstrate the ability to compose the basic types of paragraphs, letters and research papers; to use structure, outlines and proofreading; and to demonstrate fluency and concise expression. Age, behavior, still level, previous experience, and needs are other considerations in scheduling a child to a specific class.

General objectives are to develop and automatize the physical act of writing; to provide opportunity to practice and develop written expressive language skills; to attain an awareness, understanding and use of the types of paragraphs; to develop and master the skills of writing personal and business letters; to provide the opportunity to develop personal style of writing; to develop an awareness of the importance of communication; to develop skills in thinking and sequencing; to improve accuracy of communication through improved expressive skills; to increase awareness and acquire appreciation of words and language; to develop and enhance confidence in the ability to express self through written communication; and to reinforce and supplement skills acquired in Tutorial and Language Arts classes.

Specific Objectives

1. To develop a non-fatiguing fluency of cursive writing through practice;

2. To improve the ability to transcribe automatically, thus allowing concentration to focus on content;

3. To automatize the application of mechanical conventions of language to one's own work;

4. To attain an awareness and use of varied sentence structures;

5. To increase vocabulary usage to provide clarity, precision and interest for the reader;

6. To master the five methods of developing or structuring paragraphs;

7. To attain an awareness of and develop the ability to compose

paragraphs using narration, description, exposition, and argumentation;

8. To attain an awareness of and ability to use journalistic writing;

9. To develop the ability to create some of the poetic forms;

10. To master the skills necessary for written correspondence--personal and business;

11. To increase the ability to interpret, understand and use figures of speech in expressive language;

12. To increase thinking and sequencing abilities;

13. To increase the acquisition and usage of vocabulary through study of synonyms, antonyms, prefixes, suffixes, and lexicon;

14. To develop awareness and appreciation of a variety of authors' styles through selected exposure;

15. To create one's own writing style;

16. To develop increased ability to understand and discuss concrete and abstract concepts;

17. To provide support, encouragement and success to enhance the student's confidence in his ability to express ideas in written form;

18. To stimulate an appreciation of the pride in using written language for self-expression.

Literature

The literature curriculum has been designed to be readily adaptable to the needs of all students, to a variety of reading levels and

class sizes, and to integration with other aspects of the total curriculum. Most students have had minimal exposure to the forms, styles and concepts of literature. Often, previous experiences have been frustrating or failure situations. Negative attitudes have been created due to deficiencies or inability to attend, sequence events, recall detail or story lines, understand vocabulary in context, interpret and evaluate meaning, relate to personal experiences or past knowledge, become involved with the story or characters, visualize events or situations from the verbal input, or to read with sufficient fluency to gain comprehension and pleasure.

Although the goals and objectives are consistent, there are three methods of presentation of literature in this curriculum:

1. The auditory approach of Oral Literature for non-readers or low-level linguistic students who demonstrate a preference for learning through the aural modality. Oral literature materials are presented primarily from tapes, records, teacher readings, student retelling, role play, dramatizations, etc. Gradual introduction of visual stimuli occurs using pictures relating to a story, student drawings, film strip (after listening to record or story first), and movies;

2. The Visual Literature grouping. These students are low-level readers who exhibit auditory reception and processing difficulties. Initial presentation of a story is through a series of pictures, silent film strip or movie. The teacher then tells the story as the visual stimuli is shown; students dramatize

role play, or tell story in own words; and finally (in situa-
tion where film strip or movie is used), the sound track which
includes background noise or music is added to the visual stim-
uli. As the student develops increased skills and ability to
cope with auditory stimuli, multiple presentations are reduced;

3. The Reading Literature program. Reading material must be on an
appropriate level to insure successful decoding and understand-
ing. This level of the literature program may involve a separ-
ate literature class, be integrated into the Tutorial - Language
Arts class either as group study or semi-independent reading, or
as an independent study program. Students in the Tutorial -
Language Arts groups may be required to read from one to four
books of their own choice each month. The continuum of avail-
able materials includes the controlled vocabulary readers, high
interest/low level reading books, abridged and modified classics,
children's books, teenage literature, contemporary and modern
works, and the classics.

Although many skill areas are presented in literature classes,
the primary purpose must be that of stimulating a desire to read for per-
sonal growth, pleasure and enrichment.

Criteria for Placement

Literature classes are not mandatory as many students partici-
pate in four or five language-oriented classes daily. The program is
also integrated with other areas of the curriculum.

When a student is assigned to a Literature class, consideration is given to his reading level, comprehension skills, vocabulary development and needs, learning modality preference, and retention of previous exposure to literature. Age, behavior, personality, and the other language-oriented assignments are additional factors. To be in a Reading Literature of independent study, the student must have completed the linguistic reading series.

General objectives are to develop an interest and desire to listen to or read books for personal growth, enrichment and pleasure; to provide opportunities to attain an awareness and understanding of the types of literature; to attain the ability to interpret and evaluate the author's intent and/or meaning in relationship to one's own world and experiences; to develop an awareness and understanding of the basic literary concepts; to improve fluency and comprehension; and to develop confidence in one's ability to read literature through providing opportunities for success experiences.

Specific Objectives

1. To develop an awareness and understanding of the importance of developing listening skills;

2. To develop listening etiquette;

3. To improve and develop expressive language skills;

4. To develop interpretive and evaluative skills on concrete and abstract levels;

5. To develop and expand general background information;

6. To attain an understanding of styles in literature;

7. To attain an appreciation for the writer's skill;

8. To attain understanding of character, plot, setting, and mood in literature;

9. To provide opportunities to discern relevance and value of literary works to student's life;

10. To attain understanding and appreciation of literature through increased vocabulary;

11. To gain understanding of universal themes.

Mathematics

All students participate in at least one mathematics class daily. All students have a language disability, but do not necessarily have difficulty in math. Some are severely handicapped in the field of math, some mildly handicapped needing only slight remedial aid, and others are performing at grade level or even above grade level in this area.

An initial concern is that the individual child meet with success. Classroom activities are designed so that the student realizes this success in every endeavor. To surmount possible problems created by language deficiencies, nearly all written language is eliminated during the first months of the school year. Directions are given orally, repeated frequently or by the use of examples. Textbooks are rarely used by students because they are usually written in linguistically uncontrolled material at the grade level of the math material presented. The full elimination of written language does not continue. First, an

oral vocabulary is developed, followed by a sight vocabulary, and finally a written vocabulary at the appropriate level. Word problem situations are presented with linguistic-controlled vocabulary consistent with reading skill levels of the individual.

A maximum class size of ten students provides opportunities for individual as well as group instruction. Two periods are sometimes scheduled for a student who may need such supervised reinforcement. Tutorials are given in the case of a severe handicap or if there is no class grouping available at the appropriate level.

Small class size permits the utilization of many varied teaching techniques. For example, a group may function as a unit or on individual tracks. This also allows constant awareness on the part of the instructor of developing behavioral patterns within the group. The hyperactive student's energy can thus be channeled into constructive activity.

The achievement of a child is not determined by the comparison of his performance to that of others, but by comparison to his own earlier performance. Grades are not specifically given but superlative jobs are recognized and noted in progress reports. The prime consideration in introducing new materials is first understanding. The child must understand the reasons for the material, recognize the particular goals of the material, and independently perform the operations involved. In addition, the child must be able to apply to material and to verify what he has done.

Success is probably the most important aspect of mathematics. On completion of a given unit, the child should compute examples with

at least an eighty to ninety percent level of accuracy. Teacher-designed
tests are used to test the teacher's effectiveness in developing the stu-
dent's understanding and mastery of the skill, and to provide a diagnos-
tic tool for the teacher.

Concomitant with the teaching of math is handwriting and organi-
zation. The formation of the numerals is important. Organization of the
problems on the page, though not necessarily in a particular format,
must have some spacing and numeration. Each paper handed in must con-
tain the student's name, the date written out, and the day of the week
(no abbreviation), all located in the upper right-hand corner of the page.

Sequence of numbers and quantity occurs through the child's
progression in mathematics. At first, just the numbers one to one hun-
dred are exposed, and then learned. This is later expanded to hundreds,
thousands and millions. As fractions and decimals are taken up, their
sequences are also learned.

A perceptually handicapped child may have difficulty developing
new conceptual relationships due to deficient generalization and abstrac-
tion skills. To prevent difficulties in this area, new concepts are de-
veloped through the manipulation of concrete objects. Explanations are
related to previous experience, to tangible materials, to everyday sit-
uations, and to common language expressions.

The continuum of the math curriculum is a structured, micro-
united program. The progression of skills and concepts include: pre-
number concepts; number concepts; number sequence; time; addition (single
digit, double digit with and without carrying, three digit, multiple

digit, and checking); subtraction (one, two and three-digit, with and without borrowing); multiplication (tables, single digit, one digit times two digits, two digits times two digits, etc.); division (single digit, check by multiplication, remainders, double digit, multiple digit); fractions (concepts related to time, money, measurements, number parts, addition, subtraction, multiplication, and division); decimals (relationship with money, fractions, addition, subtraction, multiplication, division, rounding off); percentages (three types); square roots; perimeter and surface; algebra; and geometry.

Homework is given every night to provide a review and reinforcement of class material at a second and different time of day.

Criteria for Placement

The primary consideration for assignment to a Mathematics class is the individual's mastery of computational skills. Age, peer interaction, personality, and learning modality are also important factors. If there is no appropriate age or peer group at a student's skill level, or if his disability in mathematics is extreme, he is assigned to a one, two or three-to-one Tutorial. This assignment may be in addition to a regular class.

When a student exhibits difficulty in understanding a concept while others in his class are ready to advance along the continuum, he is reassigned to a class studying that concept at a slower pace or with more individualized attention. Conversely, if he masters a concept, he can receive individual instruction within that class at the next continuum

level or he will be reassigned to a higher-level class. This rescheduling may occur at any time at the request of the teacher and with the approval of the Director of Education

General objectives are to attain an awareness and understanding of concepts with a mathematics base, to develop understanding and automatic recognition of numbers, to automatize basic computational skills, to develop and attain discipline and logical thinking abilities necessary in processing mathematics, to attain the ability to apply computational skills to problem-solving and daily needs, to develop an awareness of values, and to enhance self-confidence and self-esteem through experiencing success situations.

Specific Objectives

1. To automatize pre-number concepts;

2. To automatize number forms, facts and concepts;

3. To automatize serial order of numbers one to one thousand;

4. To master concepts of time and measures;

5. To master and automatize the skills necessary for correct computation of examples involving addition processing, subtraction, multiplication, division, fractional numbers, decimals, and percentages;

6. To develop an awareness and understanding of the use of square root;

7. To develop the ability to apply computational skills to the processes of measurements (perimeter, surface and volume);

8. To attain the ability to recognize and apply the correct computational process necessary to solve word problems;

9. To develop the ability to employ computational processes correctly through practical application in day-to-day situations;

10. To develop an awareness and understanding of the use and value of mathematics in personal life;

11. To develop an ability to understand algebraic equations and functions;

12. To develop skills required for mastery of algebraic computation and application;

13. To provide opportunities to experience success situations daily;

14. To increase confidence and self-esteem through mastery of skills having practical application in daily living.

Art

Most students are assigned to one period of art daily. "Art" at Eagle Hill School is an extension of the Language Arts program, using a medium other than words for expressive communication.

Many aspects of the total program emphasis are involved in the student's participation in this class. He is made aware of himself and his environment, required to attend to detail in both observations and planning, encouraged to develop a sense of self-discipline and organization, trained to develop fine motor skills and coordination through manipulation of tools, and encouraged to produce meaningful communication by means of visual composition.

The Art program places special emphasis on extending the student's consciousness in observation and in developing the motor skills necessary in transmitting the sensory impression into a meaningful visual statement. The Art curriculum is designed to be an integral part of and an extension of the total language immersion milieu of the school. Creative and expressive communication is developed and strengthened using media other than words. Remediation of deficiencies in basic motoric, neurological and cognitive skills necessary to language processing is reinforced.

Criteria for placement. Any student may be assigned to a daily morning or biweekly afternoon Art class. Consideration is given to the individual's need for improving self-concept or self-esteem; increasing awareness of himself and his environment; developing skills relating to fine motor functioning, hand-eye coordination and organization; acquiring the ability to maintain attention to detail; and self-discipline. Additional factors for placement in a class are needed for individual attention, academic load and stress of his schedule, level of language development, age, and social behaviors.

General objectives are to provide opportunities for the attainment of nonverbal expressive communication; to develop fine motor skills and coordination through manipulation of material; to attain the ability to organize projects and maintain self-discipline needed to complete the tasks; to attain an awareness of self, one's environment and relationships between both; to develop the ability to attend to detail, sequence, follow directions, recall previous information or experiences, and make

relationships; to attain the ability to work with a group or independently; to progress from reliance on concrete concepts for production of and expression to attaining an awareness of the abstract concepts and aesthetic qualities in nonverbal expression; to develop an awareness of, understanding of and ability to successfully use various art media for expression; and to attain an awareness of self-esteem and confidence through success experiences.

Specific Objectives

1. To develop an appreciation and understanding of the care of tools and materials;

2. To increase the ability to observe a global view and discriminate detail within as well as use detail to construct the global dimension;

3. To master the skills needed to follow directions, sequence and recall experiences;

4. To develop and increase hand-eye coordination;

5. To develop and improve fine motor skills and movements;

6. To attain mastery of skills required for structuring organization of work;

7. To improve awareness, understanding and use of directionality and spatial orientation;

8. To provide opportunity for creative and expressive experiences through a variety of media;

9. To provide opportunity for exploration of materials and processes; ·

10. To develop the ability to understand and use concrete concepts;

11. To attain an awareness of abstract concepts;

12. To attain the ability to work with a group and independently;

13. To develop a sense of pleasure and satisfaction from art experiences;

14. To attain an awareness of enjoyment to be gained from art as a pursuit in leisure time.

Wood and Metal Shop

The wood and metal shop are combined into one program. Basic skills are emphasized in both areas at a prevocational-training level. The curriculum in woodworking is designed to include general background information, preparation and qualities of specific raw materials, design and planning procedures, appreciation for the natural beauty of the wood, training in proper function and care of tools and equipment, practice in correct usage of hand and power tools, the process of handcarving, simple and complex furniture construction, and finishing techniques.

Only selected students are permitted to participate in metal working. This program stresses the mastery of methods and techniques necessary for welding, brazing, bending, cutting, and forming metal. Awareness and understanding of the properties of metal and reaction to heat are obtained through practice and experimentation using a variety of scrap metal in creating sculptures. Safety practices are impressed on students.

In addition to the pre-vocational training aspect, this curriculum has intrinsic value to all students. It presents opportunities to acquire basic skills for avocational pursuits; to develop and improve fine motor skills; to gain practice in planning and organizational skills; to develop and apply thinking skills in a practical mode of expression; to realize satisfaction and a sense of accomplishment through a successfully completed project; and to enhance self-esteem.

Criteria for placement. Students may be assigned to the wood and metal shop at any time during the year. The maximum class size is six students. Consideration is given to age, previous experience, interest, need for specific skill development or reinforcement, stress and load of academic schedule, peer interaction, and behaviors.

General objectives are to develop an awareness and understanding of properties, strengths and use of wood and/or metal; to develop understanding of and skills necessary for working with hand and power tools; to develop skills needed for planning and projecting a design as a scale drawing; to develop a respect for tools and equipment including proper use and maintenance; to increase and reinforce fine motor skills and coordination; to develop and increase ability to perform cognitive thinking and reasoning tasks including sequence, spatial conceptualization association, and reference to previous experiences; to provide opportunities to attain interest and increased knowledge for avocational or personal use; to develop the self-discipline, organization and self-control to successfully structure and execute a planned project; to attain an understanding of safety practices when working with wood or metal and to

automatize application of these at all times; to enhance and improve concepts of self-esteem and confidence through success experiences; and to attain the ability to work successfully either with others or independently.

Specific Objectives

Woodworking:

1. To attain an awareness and understanding of the processing of lumber from trees to specific sizes and grades;

2. To attain an awareness and understanding of the properties and strengths of a variety of types of wood;

3. To attain an understanding and skills necessary for finishing techniques including sawing, planing, sanding, and protective finishes;

4. To develop vocabulary related to woodworking including terminology used in lumber yeards, shop, construction, design, tools, and techniques;

5. To develop an understanding of the functions of hand tools and master the skills required to use hand tools successfully;

6. To create at least one project using only hand tools;

7. To augment use of hand tools through acquisition and mastery of the skills and methods needed for handcarving;

8. To develop the skills necessary to translate a mental image of a project or design to scaled drawings picturing two views;

9. To develop an understanding of and the ability to apply concepts of structural strength with visual aesthetics and/or functionality;

10. To master the ability to recognize, name, explain function, and use all tools found in a wood shop;

11. To develop an awareness and understanding of the limitations and advantages of power tool usage;

12. To develop the skills and ability to use power tools properly and safely through practical experiences;

13. To attain an understanding and practice of safety standards and requirements when working with wood, hand and power tools, and flammable materials;

14. To attain the ability to work with others or independently;

Metal Working:

1. To develop and increase vocabulary through acquisition of terminology related to metal and welding processes;

2. To develop the skills necessary for using welding equipment to cut, weld and braze;

3. To attain an understanding of the different uses and functions of an arc welder and gas torches;

4. To automatize safety procedures, rules and standards relating to welding equipment, processes and techniques;

5. To create sculptures and designs from a variety of scrap metals;

6. To attain an awareness and understanding of the properties of metals, especially in relation to effects of heat and cooling, size, type, and stress;

7. To attain a level of skill development enabling the student to work independently;

8. To attain pleasure and satisfaction from successful completion of projects;

9. To develop interest in craft as a potential vocational or avocational pursuit.

Small Motor and Auto Repair

The small motor and auto repair shop curriculum is designed as a pre-vocational training program. Introduction to tools, parts, repair methods, and operation of small appliances, two and four-stroke engines, and automobile engines as well as auto body work are included in the course. Safety factors are stressed such as: use of proper tools for the job, care of tools and equipment, hazards near combustible and explosive elements, use of caustic or poisonous materials, and protection of eyes.

Each student is required to learn the tools (name, use, location in shop, and description), the parts, and how the unit operates. He must demonstrate his understanding of this material by disassembling and reassembling a model prior to working, under supervision, on a repair unit.

In the auto body shop, students learn the methods needed to remove dents to straighten fenders, bumpers, etc. and to repair rusted areas. Application, sanding and blending of body filler is practiced in preparation for painting the car body or part. Students are reminded that their study is merely an introduction to the skills and knowledge required to work independently and further study would be needed if this

field is chosen as a vocation.

General objectives are to introduce the student to practical ex-
periences in general repair work relating to appliances, small motors
and automobiles; to develop, at a pre-vocational level, an awareness,
consideration and understanding of skills, training, and knowledge re-
quired for job placement in these fields; to provide opportunities to de-
velop interest and increase knowledge for an avocation or personal use;
to develop knowledge of and the ability to use tools and equipment; to
attain an awareness of manuals and exploded-view diagrams as guides in
repair work; to reinforce and maintain fine motor skills of hand-eye co-
ordination, sequencing, directionality, finger and wrist dexterity; to
enhance and reinforce cognitive skill areas of short and long-term memory
recall, association, reference to previous experiences, and reasoning;
to develop self-discipline, organization and self-control in structuring
and executing a task; to enhance and improve concepts of self-esteem and
confidence; to attain the ability to work successfully with others and in-
dependently; and to attain an understanding of safety requirements and
needs in a shop and the application of same at all times.

Specific Objectives

Small Appliances:

1. To develop an awareness and understanding of electric motor
    operation;

2. To attain an understanding of and ability to use the proper
    tools correctly for a given purpose;

3. To develop respect for tools and equipment, including correct maintenance care and load limitations of each;

4. To develop the ability to disassemble and reassemble small applances;

5. To attain an awareness of the basic principles of electricity;

6. To develop and increase vocabulary through acquisition of related terminology;

7. To attain an understanding and practice of safety standards and requirements;

8. To attain an awareness and understanding of one's present limitations and capabilities without supervision or additional study;

Small Motor Repair:

1. To master the recognition of names, sizes and use of tools needed in small motor maintenance and repair;

2. To attain an understanding of the principles of combustion and operation of two and four-cycle engines;

3. To master recognition of parts by name, shape and function;

4. To attain the ability to properly and successfully disassemble, inspect and reassemble a two or four-cycle engine;

5. To develop a procedure and the ability to follow the sequence for diagnosing cause of engine malfunction and related equipment parts;

6. To acquire the ability to successfully replace parts, make adjustments, otherwise service machines for proper efficient performance;

7. To develop an awareness and automatic practice of safety procedures and standards;

8. To develop and increase vocabulary through acquisition of related terminology both orally and as printed sight words;

9. To attain the ability to follow a simple manual, diagram or exploded view to locate part or parts arrangements;

10. To develop an awareness, understanding and automatic practice of tool and equipment care and storage necessary for an efficient shop;

11. To attain an awareness and practice of safety precautions and procedures around combustible, explosive and caustic materials;

12. To attain the ability to work with others or independently;

Automotive Repair:

1. To master the recognition of names, sizes and use of tools needed in auto maintenance and repair;

2. To attain an understanding of basic terminology relating to automotive parts and function;

3. To develop the skills necessary to complete basic routine maintenance such as oil change, grease, tune up, battery and transmission checks, etc.

4. To provide opportunities, under supervision, to participate in repairs of engines, transmissions, electrical systems, brakes, suspension systems, and exhaust systems;

5. To develop an awareness, understanding and automatized usage of safety practices related to tools, equipment, supplies, and

procedures in an efficient, safe shop;

6. To attain the ability to follow a simple manual, diagram or exploded view to locate part or parts arrangements;

7. To develop and increase vocabulary through acquisition of related terminology both orally and as printed sight words;

8. To attain the ability to work with others or independently;

9. To attain an awareness and understanding of one's present limitations and capabilities in working without supervision or additional study;

Auto Body Repair:

1. To develop an awareness and understanding of methods and tools used to remove dents in sheet metal;

2. To attain the skills and ability necessary to straighten metal including basic principles of properties, resiliency and stress;

3. To develop the techniques and related skills necessary for removing rust areas;

4. To develop the techniques and related skills necessary for repairing holes in metal;

5. To develop the skills and techniques required in touch-up and full-body painting;

6. To master recognition of names, sizes and proper use of tools needed in body repair work;

7. To attain awareness, understanding and automatic application of safety standards and procedures related to use of tools, equipment and process of auto body repair;

8. To develop and increase vocabulary through acquisition of re-
   lated terminology both orally and as printed sight words;

9. To develop an awareness of visual and tactile senses for shap-
   ing and finishing.

Afternoon Activity Classes

The afternoon activity class program offers a broad spectrum of
subjects having less academic stress than the traditional classes which
may enhance the individual's life as a pleasurable and satisfying avoca-
tion. The program consists of activities designed to provide opportuni-
ties for introduction to and exploration of areas of interests; reinforce-
ment of remediation for specific motor, visual and/or auditory skills;
development of positive social behavior and peer interaction; and attain-
ment of concomitant skills related to recreational, creative, community
service, and personal growth activities.

Each class meets twice a week for approximately ten weeks. Staff
submit ideas and topics which they would like to teach during the session.
A list is compiled from which students select four preferences in prior-
ity order. The student is guaranteed assignment to one of his choices.
The Director of Education may assign him to any other class so that spe-
cific needs of the individual may be met. All students are required to
participate in Physical Education and Health classes.

Criteria for Placement

The semi-elective system of the afternoon class program guaran-
tees a student one of his choices of activity. The decision to assign

him to one choice over the others is made after consideration of his so-
cial and academic needs, age, behaviors, prior interest and knowledge,
relationship with staff and other students who will be involved, and
possible expenses involved. Assignment to classes not of his choice
are made using the same considerations with greater emphasis given to so-
cial and academic needs.

The number of activities the student participates in depends
upon the daily schedule. If the seven-period-day schedule is in effect,
the student participates in Physical Education, Health, open periods,
and one activity. If the eight-period-day schedule is in effect, the
student participates in Physical Education, Health and three to four ac-
tivities or Health, a sport (includes Physical Education), and two activ-
ities.

The "open period" at the end of the seven-period day (3:00 p.m.
to 4:00 p.m.) provides opportunities for students to receive extra help
from teachers; to use the library for research; to read independently;
to participate in varsity sports; pick-up games; unsupervised recreation;
crafts or shop projects; to rest and relax; or to "visit" with staff and/
or students.

Figure 4 lists the types of classes offered in the afternoon
activity program.

Photography - Filming

The Photography - Filming program is designed to increase lan-
guage expression through a visual approach and to develop and reinforce

FIGURE 3

Types of Classes Offered,
Afternoon Activity Class

Career (discussion)	Bowling	Physical Education
Ski Lessons	Skiing	Needlecraft
Motorcycle Repair	Cooking	Leather
Decorative Arts	Belchertown	Piano
Mock Schedule	Riflery	Wood Shop
Tutorials	Motor Shop	Archery
Exploring	Trumpet	Horse Care
Film	Science	Weightlifting
Sketch	Driver Ed. (classroom)	Driver Ed. (road)
Art	Speech	Crafts
Photography	Football	Comics
Outdoor Skills	Guitar	Cards
Hiking	Sculpture	Current Events
Models	Maple Syrup	Nature Study
Intramurals	Gymnastics	Gourmet Cooking
Yearbook	Judo	Local History
Stained Glass		

those skills of relating to detail within a global body, sequencing, at-
tending, short and long-term memory required in reading and language ac-
quisition.

The program was instituted in conjunction with Kodak Research
Laboratory as an afternoon program. Results of research projects and
experimentation of methods, techniques and procedures indicate students
participating in filming tend to make better overall gains in language
areas, especially expressive language, usage and sequencing; while those
involved in still photography and darkroom procedures improve in decod-
ing accuracy, spelling and recall of facts and detail. These results
are tentative due to the limited sample involved in the studies and con-
tinue to be investigated for validity.

Goals and objectives are determined for each group and individual
within the program. As more information is gathered and evaluation of
this and the program confirms or denies its value, it will be eliminated
or further developed and expanded in the curriculum.

Extracurricular Activities

It is the responsibility of a residential school to provide for
all areas of education, social as well as academic. Many areas of con-
cern are dealt with at Eagle Hill that, indirectly related to the aca-
demic program, are social in nature. Dormitory living provides a secure
family-like atmosphere where children experience peer involvement with
continuous guidance by faculty. Personal hygiene and care of one's own
and others' belongings are priorities. The combination of structure

and family living conveys the importance of meaningful organization of one's self without oppression, and develops a genuine concern on the part of the student for his own well-being and the well-being of his environ-ment and those around him. This is important to the learning-disabled child, since part of the syndrome is disorganization of self and mater-ial, as well as a lack of awareness of the environment around him. Each student must undergo inspection prior to going to breakfact both for per-sonal hygiene and for organization and neatness of living quarters.

Students dine family-style with members of the faculty. Students take turns being waiters at their respective tables. Faculty become in-volved in dialogue with the students at their tables. Faculty require a reasonable amount of table etiquette and instruct those boys who need guidance in this aspect of social behavior. Periodically, seating ar-rangements are changed to provide opportunity to relate to other students and faculty at the dining table.

Students are required to participate in small group activities daily between 4:00 p.m. and 5:00 p.m. unless they are a member of a var-sity squad or assigned to afternoon study hall. These activities are supervised by faculty on the duty staff for the day.

The activities are announced and students sign up for the one in which they wish to participate, at the noon meal. Acltiities vary according to interest and needs of students and staff, availability of resources and materials, and weather. Examples are:

Arts and crafts projects   Wood Shop

Hiking   Touch Football

Maple Syrup-making	Nature Walk
Yearbook	Fishing
Mystery Ride	Ping Pong
Walk to Hardwick	Games - indoor
Trip to Ware	Visit to local farm
Motor Shop	Skating
Outdoor Games--e.g., King of the Mountain, Steal the Flag	Bicycling
	Skiing - downhill and cross country

Sports Program - Intramural and Intermural

Intramural. Participation is mandatory for all students. The student is assigned to a team in one of two leagues according to his age, physical aptitude, competitive spirit, and peer relationships. Each team is coached by a faculty member and plays at least one game a week. Games are scheduled by league playoff and include such activities as frisbee, throw back, deck tennis, bombardment, crab soccer, dodgeball, basketball, etc. Cumulative records are maintained for the year. Awards for individual achievements and first-place teams of both leagues are made at the final Banquet.

Intermural sports are offered seasonally for students wishing to play competitive situations. A daily two-hour practice is mandatory other than game days. Prior to each game, the student must have an eligibility form signed by each of his teachers affirming positive academic performance and classroom behavior.

Competition is scheduled by the Physical Education director with public and private schools in the area. Varsity sports, by season, are:

Fall: Cross Country, Soccer

Winter: Basketball, Ski Team

Spring: Baseball, Softball, Tennis, Track and Field

Five nights each week, there is a mandatory supervised study hour. Teachers are available to assist students with assignments. Before retiring, each student must shower and prepare for bed (i.e., brush teeth).

Weekend Programs

Weekends begin with Student Bank. Each student receives his spending money for the week at this time. Admission fees for groups going to special activities are arranged separately. A student is encouraged to budget his spending money.

The faculty supervise weekend programs on a rotating basis. The program consists of a variety of activities both on and off campus as well as free time, special Saturday-night study hall for students who have no completed assignments during the week, and regular Sunday evening study hall.

Students may attend Sunday-morning religious services with a faculty member at one of the local churches. Other activities vary, depending on season, availability of program or facility, staff-student ratio, student interest, and expenses. Some of the activities which might be offered are:

--Free time on campus

--Field trips to several neighboring farms

--Skiing--at Eagle Hill School, slopes in this area and up north
   at Sugarload, Cannon Mountain, Mt. Tom, etc.

--Coffee House at Eagle Hill School--local performers and faculty

--Swimming at Springfield YMCA and at Eagle Hill School, in season

--Ski-doo races

--Movies on campus weekly; off campus on occasion for educational
   purposes

--Plays and concerts at any of the many colleges and universities
   in the area

--New English Aquarium

--Professional Hockey

--Drag Racing

--Auto Races

--Sky Diving

--Roller Skating

--Dances--on campus

--Basketball Hall of Fame

--Monadnok Mountain, camping

--Mt. Washington, mountain climbing

--Camping trips

--Rock and Folk concerts

--Eastfield Mall shopping sprees

--Bowling--both candlepin and ten pin

--Springfield Armory

--Eastern States Exposition

--Fishing trips

--Hiking and nature walks

--Hunting and Skeet shooting for older boys

--Square Dancing

--Anderson Antique Auto Museum

--Boston Museum of Science

--Forest Lake (recreation center)

--Mountain Park (recreation center)

--Hogback Mountain, skiing

--Holy Cross--plays, concerts and sports

--Karate Demonstration

--Riverside Park (recreation center)

--Benson's Animal Farm

--Rutland State Park

--Cape Cod field trips

--Auction Barn, Northfield, Massachusetts

--Berkshire East and Killington, Vermont, skiing

--Deep Sea Fishing, Newburyport, Massachusetts

--Hampton Beach, New Hampshire

--Tours of:

    Logan Airport

    Charlestown Navy Yard

    Commonwealth of Massachusetts Fisheries and Game Preserves

    Higgins Armory

    Holyoke Museum

Worcester Science Museum

Springfield, Ware and Worcester Libraries

Norcross Wildlife Sanctuary, Walen, Massachusetts

Raytheon Company, Bedford, Massachusetts

General Motors, Pontiac Plant, Massachusetts

Palmer Fish Hatchery

Quabbin Reservoir Camping Area

State Police Headquarters, Monson

Sturbridge Village

Western Regional Library, Springfield, Massachusetts

Westover Air Force Base

Freedom Trail, Boston

Yankee Atomic Electric Plant, Rowe, Massachusetts

Typing

Typing is offered at Eagle Hill School because it is helpful in developing fine motor control and muscle memory. Muscle memory is substituted for eye memory by learning the correct reaches of the keyboard.

The Eagle Hill School Typing Manual is used to teach the keyboard. No student is asked to type anything he is not capable of reading. He is in a success-oriented program for acquiring a skill to reinforce reading and spelling abilities.

After a basic knowledge of the keyboard is acquired, rhythm is developed when the students are told to keep the carriage moving,

no matter how slowly. Speed comes with the confidence and knowledge that the correct reaches are made.

After the keyboard is learned, books appropriate to his reading and spelling skills are incorporated (see below). These materials reinforce the work being done in the Tutorial class:

--Reading Series I, W. M. Sullivan Workbooks

--Weekly Reader booklets

--Merrill Linguistic Readers Workbooks

--The Harper Row Basic Reading Program Workbooks

--SRA Comprehensive Reading Series Workbooks

--Essentials in English Workbooks

--Materials from the tutor's handbook

--Vocabulary sheets

General objectives are to develop fine motor skills and neurological impress required for typing; to provide additional exposure to and reinforcement of basic language elements being studied in tutorials; to supplement and reinforce spelling generalizations and patterns acquired in Spelling Labs and Tutorials; to provide opportunity to acquire a skill which will be an asset to the person throughout his life.

Specific Objectives

1. To master the fine motor, hand-eye coordination required for typing;

2. To automatize the tactile location of the keyboard;

3. To automatize tactile response to visual stimuli;

4. To develop rhythm and fluency of typing speed;

5. To reinforce and automatize sound-symbol relationships;

6. To reinforce language skills acquired in Tutorial;

7. To develop and improve spelling skills or reinforce skills acquired in Spelling Lab;

8. To develop comprehension skills;

9. To improve and increase vocabulary development.

Health Education

Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. Most students have concerns about themselves such as physiological changes that are affecting them; foods they are told are "good" for them; why they have to conform to personal hygiene requirements; reason for required physical education; anxiety of being "different" or unpopular; should they smoke, drink or use drugs; pain; dreams; sex and dating; and many others.

The curriculum is designed for a three-year topic rotation with flexibility to respond to the needs and interest of the students within a class group. The three major programs are:

1. Physiological (body systems and functions);

2. Personal and Community Health (physical fitness, grooming, communicable and non-communicable diseases); and

3. Mental and Social Health (psychological dating, peer relationships, family, death, etc.).

Many areas are interrelated on the broad health spectrum and, therefore, may be introduced and discussed each year. These areas might be personal hygiene in the close community, nutrition, drugs, smoking, sex education, and peer relationships. Depth and detail of information discussed on a given topic depends on the age, interest and background of the group participants.

It is important that the questions which are directly or indirectly raised by a student are discussed openly and factually in language meaningful to him. In this manner, his needs can be met, misconceptions and anxieties can be diminished, and growth can occur in an environment conducive to good health.

Criteria for placement. All students are assigned to a weekly health education class. Classes are composed of ten-to-one student-teacher ratio. Age, personality, maturity, peer interaction, knowledge of subjects, and needs are considerations for determining a class grouping.

Motor Training and Physical Education

Specific learning-disabled children frequently manifest neurological and/or developmental dysfunctions which contribute to deficient perceptual motor performance. These deficiencies may be exhibited in one or more areas of gross or fine motor functioning and termed as severe, moderate or mild. A combination of mild deficiencies may be as detrimental to the individual's learning process and acquisition of

language as one severe deficiency. Remediation needs are determined by analysis of diagnostic tests and observation of daily performance in living and classroom situations.

Diagnostic testing is administered to each child upon entrance in the fall, at midyear, and in the spring. At any time, a staff member may submit a request to the Director of Education that readministration and evaluation be performed on an individual. The AAPHER test is used as an instrument to measure fitness, strength and endurance. The Eagle Hill School Motor Screening Test (a modification of the Lincoln-Oseretsky and Purdue motor perception tests) measures gross motor body awareness, spatial orientation, laterality, directionality, locomotor skills, agility, and balance, as well as fine motor skills of eye-hand and eye-foot coordination; unilateral, bilateral, and quadralateral movements; and rhythm. Attention--short and long term--and memory-span abilities are observed.

The intent of the motor training program is to develop within each individual the ability to perform gross and fine motor skills automatically at his maximum functional level, both in specific drills and daily situations. Purposeful neurological and physical control enhance self-image and confidence, improve attention and performance requiring fine perceptual motor coordination in the classroom, and increase the viability of success in academic and personal growth.

The physical education program is designed to provide opportunities for growth and development of the total child--physical, mental, social, and emotional. The development and improvement of physical

fitness, strength and endurance; specific skills relating to individual and team sports; rules and game play; and gymnastics provide the basis of the curriculum. Concomitant attributes of self-esteem, self-confidence, cooperation and teamwork, self-improvement, concern for others, good sportsmanship, fair play, and personal enjoyment for leisure activities are emphasized in all aspects of the curriculum.

As a student demonstrates a willingness, desire and readiness to accept responsibility and leadership, he is given guidance, support and encouragement to develop this potential in supervised situations.

Competitive situations are conducted in a non-pressured, non-threatening environment through in-class games and sports. Greater emphasis is given to competing against one's previous skill or performance record as a measure of growth and success. All activities and performance goals are adjusted to be within the capacity of the individual to realize success.

Criteria for placement--motor training. Any student exhibiting deficiencies in areas of gross or fine motor development and/or performance as determined by the AAPHER and Eagle Hill School Motor Screening tests is assigned to a motor training class. Age, severity and type of disability; personality and attitude are considerations for placement in a specific group. When remediation of the deficiency is effected and use of the skills is transferred to other situations, the student is re-scheduled to a Handwriting, Typing, Art, or Wood Shop class to continue fine motor control development depending on his greatest need.

Criteria for Placement--Physical Education.

A minimum of two hours' active participation in physical education classes each week is mandatory for all students. Waiver for participation is granted only upon written notification from a doctor prohibiting physical activity. Consideration is given to age, physical size and condition, social behavior, peer interactions, and athletic abilities.

When the eight-class-period day is in effect, students may opt to participate in a varsity sports program. This requires participation in five class-hours of calisthenics, skill drills and exercises plus five hours of team practice and scrimmage each week.

When the seven-class-period day is in effect, students wishing to play varsity sports participate in two hours of physical education weekly. Practice for team sports is held during the afternoon open period and activity time.

Summary

Academic Curriculum

Eagle Hill's academic curriculum is basically oriented toward:

1. Individual programming;

2. Development of student proficiency in language arts; and

3. Enhancement of students' self-esteem.

Individual programming. Every student, upon admission to Eagle Hill, is given a complete battery of tests designed to assess his academic strengths and weaknesses. An individualized curriculum is then developed which provides the student with maximum opportunities to maintain and improve existing strengths and remediate weaknesses. Tutorials and labs are scheduled in conjunction with regular classes to provide extra remediation where needed. The value of individualized curricula and instruction for special needs students is now generally accepted by the educational community and is now required by law. Eagle Hill's thorough diagnostic evaluations, curriculum planning, inservice teacher training procedures, and maintenance of small class size contribute to the effective delivery of individualized curricula and instruction.

Curriculum mastery. The curriculum reflects the philosophy of Eagle Hill School in that it is specifically designed to deliver individualized educational service. The classrooms by design are small, in that they can seat a maximum of seven students. The student is viewed as a unique individual with his own set of values and interests.

C H A P T E R   V

OBSERVATIONS

Students

The exceptional openness and cooperation of the Headmaster (chief administrator) toward the researcher and the study seemed to set the tone of acceptance, by acceptance, for all of the administrators and faculty; acceptance by the students was gained on an individual basis. During the initial appointment with the Headmaster, the researcher outlined the intent and scope of the proposed study of Eagle Hill's educational program for special needs students at the secondary level. After some discussion, it was agreed that the study could be undertaken upon receipt by the Headmaster of a proposal and that all aspects of Eagle Hill's program would be open to observation, investigation and discussion. Meetings were held with students who were randomly selected by the Headmaster and the researcher. Each student interviewed was informed of my interest in finding out something about the school and asked if he would show me around and talk about his perspective on the school and its program. All of the students selected agreed to this procedure. Each student was asked the following questions during the interview:

1. Where are you from?

2. Do you like it here?

3. What did you do before you came here?

4. Do you feel you are really being helped?

5. What are the teachers like?

177

6. What do you do for fun?

7. What was your school like back home?

8. What things do you like about this school?

After the informal interviews, the students' responses were cat-
alogued and rated. The twenty students that were interviewed gave posi-
tive responses to questions about Eagle Hill School. All felt that they
were learning at the school and the consensus about the teachers was
that they were "not bad."

Teachers

The Headmaster was asked to explain his selection process of
teachers. He pointed out that the type of teacher he looked for had to
have experience in other fields of human services in addition to teaching.
These fields included camp counselor, recreational work, hospital volun-
teer, and Peace Corps worker. In other words, jobs that caused them to
provide direct service to young people.

The view that he presented was very supportive to some of my ob-
servations, such as teaching the functional activity of making maple
syrup to a group of students. Various academic areas were covered and
converted into a functional activity of the total project. This one ac-
tivity mentioned involved three teachers and twelve students. The most
important part of the activity I observed was that the teachers commun-
icated with each other and discussed various planned learning experiences
together with the students.

In order to confirm my observations, I interviewed one of the teachers, in which a series of questions were asked. The questions were the following:

1. Who chose the activity?

2. Why was it chosen?

3. What was the type of learning activity that had been planned for the students? Why?

4. Who selected the students?

5. Did the administration support this activity? Why?

The particular activity (making maple syrup) was developed by two math teachers who grew up in an area that made maple syrup, and therefore had the expertise. The teachers felt this was a good activity in which they could reach some of the students that found it difficult to progress academically. This was a vehicle in making the student feel successful, translating academic experience into a functional experience. The teacher I interviewed pointed out that it was deliberately planned for all student activities, and academic programs are planned from the time the student gets up in the morning to the time he goes to bed. I commented that this makes a long day for the teachers. He responded that you could see how the students changed. Some are hostile, combative and non-trusting. Others are shy and withdrawn. With a planned individualized program and a two to three student ratio, it is   worth the effort when you get results. The support of the administrati   in the activity lies in the fact that any required materials are provided by the school.

The occasion also provided an opportunity to discuss with two of the students what they felt about the project. They reflected that functional experiences in the math and science areas, which include measuring, timing and heat changing liquid consistency, were supportive to their academic experience.

On another occasion, I informally interviewed a teacher who came from the New York area, and asked him to respond to the question, "Why did you come to Eagle Hill School?" His reply was unexpected. He stated, "Eagle Hill has taught me to teach." He went on to say that he had three years of experience as a teacher and was tenured with good rating. He felt the "rat race" and abuse of children did not bring job satisfaction. He was looking for a better place and if he did not find it, he would have left the teaching profession. At the time, Eagle Hill was looking for teachers to work in their summer school program. This gave him the chance to see Eagle Hill and for Eagle Hill to see him. Three years later, he states, "I'm here seeing what education can do to help kids."

With that ringing endorsement, arrangements were then made to include this writer in the next faculty meeting in which the major business would be having the faculty respond to questions concerning the study and an inventory sample, which would investigate their feelings about risk-taking and a sociometric test. After a strategy meeting with the Headmaster, it was decided that he would introduce the writer and the teachers as a group would be informed of the intent and scope of the study. In addition, their cooperation would be solicited.

By this time, I felt I had come to know some of the faculty and felt very comfortable being in their company. I had the opportunity to observe them in many interactions with the students in academic and after-school activities. In other words, my feeling toward them was very warm and positive.

Some of the teachers whom I had not had the opportunity to meet raised some questions, such as, "Who is behind the study?" Some of these teachers also raised some objections about the confidentiality of their responses. I assured them that all responses would be kept private and confidential. My tabulations and analysis would be presented at a faculty meeting.

I then asked if they would take a copy of the inventory and read it thoroughly first, then ask any questions they might have. Some of the questions raised were:

1. Why do you want us to list our names?
2. Who's going to see this?
3. Aren't you forcing me to pick between people I like?
4. Why don't we have an envelope to put our responses in?
5. Couldn't we have a ballot box?

Needless to say, I was reaching the nerve center of this group of teachers who had given the appearance of strength and self-confidence. They made it clear that they did not want anyone from the outside examining their social unit. Their wish for secrecy was honored; their responses would be enclosed in envelopes and returned in a secured ballot box. After three days, I checked the ballot box and found no responses.

An informal inquiry was made with some teacher administrators. They suggested that at this time, the administration was in the process of reorganizing. My conclusion based on my observations is that this is a very sincere, hard-working group of teachers who spend a great deal of time with children. This was the end of the school year and they had simply "had it" with everyone.

General Living Environment

Eagle Hill's goal is to provide an informal but structured and supportive living environment for its special needs students. Many students at the school have had a history of social and behavioral problems. The living environment at Eagle Hill is structured to give the student as much support as possible while giving him the opportunity to grow socially and begin to handle responsibility. The children live in dormitories with roommates. Since the school's experience with special needs children suggests that many of them have difficulty organizing themselves or their physical surroundings, their environment and time is as structured as possible without being unduly restrictive. Each child is responsible for daily straightening of his room and personal hygiene. There is a daily schedule for classroom attendance, extracurricular activities, study, mealtimes, hygiene, and bedtimes. By learning to function on a schedule, the students are being taught how to plan and organize. Support during this process is provided by the presence and availability, on a round-the-clock basis, of concerned adults. Faculty take their meals with students, giving each a chance to interact in different settings, to share personal experiences, and giving faculty an additional

perspective on each student's progress, social as well as academic.

Development of student proficiency in language arts. The majority of Eagle Hill's special needs students have had a history of being unable to maintain age/grade-level competency in language arts. Their handicaps have prevented them, in their early school years, from acquiring basic mastery of reading, writing, spelling, and verbalizing skills. The curriculum in public primary and secondary schools is based on the assumption that students have not only mastered basic language skills, but, as grade level rises, are able to comprehend increasingly sophisticated material and concepts. Many of the students at Eagle Hill were, upon admission, reading, writing, spelling, and verbalizing at a level of up to seven years below that commensurate with their ages. Thus, the major curricular emphasis at Eagle Hill is on helping the student develop and maintain competency in language skills. The school's basic language arts teaching approach is linguistic. The school's experience with special needs students suggests that most special needs students' learning disorders limit their ability to master language through a phonics approach. Major emphasis is, therefore, placed on automatization of the word formation character patterns: CVC, CVCC, CV, CVCℓ, and CVVC. Course materials and methods are designed to provide the student with exposure to and practice with these patterns until encoding and decoding of them is automatic. However, the statistics tend not to support that effort when compared with the math gains. Coordination of curriculum, daily communication among faculty members, and maintenance of small class size ensure that each student is exposed to materials and methods in all

classes which are geared to his specific linguistic automatization level. No student is introduced to more difficult material in any of his classes until he has shown consistent mastery (generally eighty percent or more) of previously introduced skills and concepts.

Enhancement of students' self-esteem. One of the prevailing psychological characteristics of special needs children is damaged self-esteem. A fear of failure, brought about by not being able to keep up academically, is often presented. In addition, many special needs students suffer from varying degrees of motor impairment, which further increases their feelings of worthlessness and isolation from other children. Eagle Hill maintains that these two factors often become incorporated into the child's learning problems, and that attempts to deal only with academic problems without also attempting to overcome the child's lack of self-esteem are largely unsuccessful. Thus, Eagle Hill's curricula and teaching methods are designed to promote student success. A student's progress is never compared with that of other students, only with his own previous performance. He is not expected to perform at any new academic level until he has achieved consistent mastery, or "success", at his present level. Students with motor control impairment, however minor, are placed in motor control classes. These classes consist of drills and exercises designed to promote the automatization of whatever motor control difficulties the student has, and are run on the same "success" basis as the rest of the curriculum. Thus, Eagle Hill's curriculum treats the whole child, not only by remediating his academic weaknesses, but also by overcoming concomitant psychological problems, often providing the special needs student with his first feelings of success.

C H A P T E R   VI

STATISTICS

Student Assessment

A teacher who was well acquainted with the test procedures was selected by the headmaster. The following report was compiled.

A complete diagnostic assessment is made on each student and submitted for review by the staff. The students are given educational, medical, and psychological evaluations in which a profile is developed. Eagle Hill School operates within the concept of ungradedness and individualized programs, which makes testing a major focal point for reporting progress. The figure on the following page lists the battery of tests administered to each student to determine language achievement.

Standardized testing is the major instrument used to objectively report educational progress. The tests are carefully selected for use with special needs children. The selection is based on the following criteria: (a) reliability, (b) validity, (c) east of administration, (d) ease of scoring.

Test Result Analysis

In analyzing and evaluating the information, each test is given multiple consideration with others of the battery.

1. Gilmore-Oral Reading - Selected for use because time factor or rate is not a part of the computation in obtaining the accuracy score as found in other oral tests. Subjective diagnosis evaluation (SDE) of recorded objective data:

FIGURE 4

Tests Administered

Gilmore (oral reading) Paragraph	Form _
Accuracy	
Comprehension	
Slosson (word recognition)	
Stanford Achievement	Form _, Level _
Word Meaning (vocabulary)	
Paragraph Meaning (silent reading)	
Spelling	
Language (grammar and Punctuation)	
Math Computation	
Concepts	
Application	
Bryant	Correct/Possible
Short vowels	20
Long vowels	10
Consonants: initial	22
final	15
blends	20
Vowel combinations	10
Vowel with r	5
Vowel with w	3
Polysyllabic	20

a. Accuracy-comprehension chart - comparison of current and
previous raw scores by number of paragraphs read and the
amount of errors in individual paragraphs gives a broad
overview of gains made in paragraph production.

Individual paragraph scores are examined to determine how
the standard score was obtained. Raw score when converted
to standard score does not indicate the amount of para-
graphs attempted and the errors in each so two students
could have the same standard score but each could have
read a different number of paragraphs and have different
remedial needs.

The number of errors recorded paragraph by paragraph have
significance. Less than five errors in section before
ceiling-level paragraph if followed by well over ten er-
rors in the ceiling-level might be an indication of
fatigue factor rather than skill. Significance of a
greater number of errors in the basal paragraphs when
followed by fewer errors in the following two or three
paragraphs, may indicate initial test anxiety or stress,
over and above actual skill ability.

b. Type of error analysis provides an index of not only the
types of error the student is making, but how he is making
the error. The record of words missed might give a pic-
ture of linguistic pattern, letter confusion, or word at-
tack deficiencies.

2. <u>Bryant Phonic Test</u> is a test of nonsense syllables that reflects the various elements necessary to the decoding process. SDE of recorded objective data:

   a. Numerical ratio of words correctly decoded so the number presented provides a key to accuracy in linguistic patterns.

   b. Complete analysis of the student's specific ability in decoding of elements and linguistic patterns is obtained through the sub-scores of the test. These are indicators of specific breakdown areas which require remediation.

   c. When analysis is used in conjunction with the analysis of the Slosson and the Gilmore evaluation, a pattern of deficiencies, true skills, and splinter skills can usually be detected.

3. <u>Slosson Word Recognition Test</u> is indicative of sight word or splinter-skill ability of the student. It is also an indicator of use of context by the student when compared to the performance in the Gilmore. It may be used individually but is more meaningful when used in conjunction with the Bryant Phonics Analysis and the Gilmore. The Slosson analysis sheet records specific errors at each linguistic level. Once again comparison of Bryant and Gilmore error lists at these levels gives an opportunity to discover deficiencies of the specific sound-symbol which may correspond with the student.

4. <u>Stanford Achievement Test</u> is a paragraph meaning, spelling, vocabulary, language, punctuation, and capitalization test.

   a. Paragraph Meaning (silent reading) - The first portion of the Stanford analyzed is the paragraph meaning. In this sub-test basic interest is in how many of the items were attempted in relationship to the total number. Several students, due to various factors, feel it is necessary to finish this test although their functioning level makes this impossible.

   Another gauge in this area is the number of items correct in comparison to the number of items attempted. If a student is capable of only finishing one half of the items but of those he has nearly all of them correct, then speed is the factor in his poor performance, not comprehension.

   b. The Spelling section is analyzed in a comparison of number of words presented, number attempted, and number correct. There is no linguistic progression or consistency of patterns presented at any level or on any of the forms. Further analysis is therefore not attempted.

   c. The above format of analyzing the number of items on the test and their relationship to the number of items attempted and the number correctly answered is applied to the remaining sub-tests of the Stanford.

5. <u>Handwriting</u> - Handwriting samples are administered three times during the academic year. These samples, or copies of them, are attached to the student's profile along with the composition sample with its analysis.

Reading (Decoding)

Four tests are given in order to ensure a valid assessment of a student's reading ability and to adequately evaluate the overlapping of skills and abilities involved in reading.

1. The <u>Gilmore</u> yields grade-level evaluation or oral reading accuracy, comprehension and rate, as well as an assessment of the types of errors made. It evaluates the child's reading performance at the most complex level. At least five basic areas of complexity which affect performance on the Gilmore are: (a) perceptual--which includes figure-background, aural feedback, automatization (speed of processing), auditory discrimination, and visual discrimination; (b) association-- including the basic graphemephonome association and the speed with which these associations take place; (c) psychological-- which includes the fear of reading due to past failure or frustration, or a fear of reading aloud due to speech difficulties; (d) physiological--especially ocular-motor control, speech patterns; and (e) cognitive--including thought sequence, set expectancy, concepts, and vocabulary.

2. The <u>Slosson Oral Reading Test</u> is a test which yields a grade-level assessment of word recognition ability. This test reduces the need for left-right orientation, precise ocular-motor control, language fluency, context confusion (comprehension of a continuing context), punctuation; and it also reduces the possibility of problems due to difficulties with figure-background perception, aural feedback, psychological block to books (not to individual words, however). If the level of performance on the Slosson exceeds that on the Gilmore, it would suggest that one or several of the factors above is significantly responsible for poor reading ability.

A child with a good visual memory, however, or one who had had extensive practice with the words on the Slosson may score at a higher level than his actual word attack abilities. In order to determine this, a further test must be administered.

3. The <u>Bryant Phonics Test</u> is a test designed to measure the reader's basic phonic and word attack skills. It results in scores indicating the reader's knowledge of long and short vowels, single consonants, digraphs, diphthongs, and affixes, as well as the speed with which these skills can be processed and applied. It eliminates the possibility of word recognition based solely on good visual memory or extensive practice rather than on basic word attack skills by the use of nonsense syllables. Of the decoding battery thus far described, the Bryant

Phonics most purely measures the basic perceptual, associational, and linguistic elements upon which coded language is built.

4. The <u>Woodcock Reading Mastery Tests</u> are a battery of five individually administered reading tests for use from Kindergarten to Grade 12. These tests are letter identification, word identification, word comprehension, and passage comprehension. A total reading index is obtained by combining performance on the five tests. It is useful for clinical and diagnostic purposes as a supplement and/or intermediary test between the regularly administered tests.

Reading (Cognitive)

In order to determine more accurately the optimum level at which the child is to read and understand material when not under the pressure and anxiety of accuracy and fluency required in oral reading, the Stanford Achievement Paragraph Meaning and Word Meaning tests are administered. The Paragraph Meaning section allows the reader to combine his maximum decoding skills with his best cognitive skills (ability to take advantage of context), in an effort to understand a number of paragraphs and questions specifically designed in their complexity and variety to assess the ability to read for meaning. The test has an adequate time allotment which allows most children performing at the given level span to complete the work required. Some children who are learning disabled, however, are poor automatizers. They may perform well at the comprehension task, but not have

sufficient time to complete the paragraphs. Therefore, the score achieved does not reflect their true ability to comprehend. The Word Meaning section of the test is structured to allow the testee to demonstrate his understanding of the vocabulary words presented and to select a word with a similar meaning. He must employ his decoding skills with cognitive (how the word would be used in context) and associative reasoning.

Encoding (Spelling)

1. The <u>Stanford Spelling Achievement Test</u> is a standardized measure of frequency vocabulary spelling ability with nationalized norms. It is a more accurate measure of encoding on the primary levels where the words are dictated by the examiner. At the intermediate and advanced levels, the multiple choice structure provides a less accurate measure of the child's ability to encode. However, it is used because it has a standardization and suggests a guide to his proficiency in this area of language.

2. The <u>Myklebust Picture-Story Test</u> is a test designed to assess the student's production on the written usage scale. It measures not only the total output of written quantity (words, sentences, words per sentence), but also possesses norms for assessing the abstract and concrete quality of the work written. This test enhances the east of placement of the students into a proper program according to his needs. It allows for a diagnostic assessment of handwriting skills and an informal look at the spelling process of the student in a relatively uncontrolled situation.

The learning-disabled student may or may not perform well on this test depending upon his willingness to write words incorrectly and fail to use proper grammatical structure in order to write the story he actually gets out of the Myklebust picture.

3. The Eagle Hill School Composition Sample is similar to the Myklebust except in timing and scoring details. Eagle Hill School looks for not only the completed sentence but also the length of sentence and the spelling.

Auditory Acuity

1. The Wepman Auditory Discrimination Test is a test designed to assess the student's ability to discriminate between sounds, some of which are relatively similar. This test is important because the learning-disabled student, while registering perfect hearing with no deficiency, may possess an auditory discrimination problem which will not allow him to function properly in an auditory-verbal world.

2. The Goldman-Fristoe-Woodcock Auditory Discrimination Test is a test which allows the examiner to assess the presence of an auditory discrimination deficiency in both isolated and noise-filled background situations. The learning-disabled student may well function adequately in an isolated auditory discrimination setting, but when confronted with the everyday background noise he is of necessity to encounter, he loses the power of discrimination because of distraction by the background noise in various manners.

3. The <u>Audiogram</u> is a test which measures auditory acuity by the recording of the frequency of sound registered by the student. This test is useful in measuring left-right dominancy and many deficiencies therein. It also measures laterality.

4. The <u>Flowers Costello Test of Central Auditory Acuity</u> is designed to assess the presence of auditory discrimination deficiencies. Diagnosis of specific areas of difficulty or sound confusions is obtained through the use of the "low pass filter" test. Deficiencies in distinguishing sounds could be reflected in the student's ability to acquire language, both the decoding and expressive aspects. The competing messages test provides diagnostic information relating to the child's ability to attend, to filter extraneous sounds, and to employ auditory closure.

Visual Acuity

The <u>Keystone Visual Discrimination Test</u> is a visual survey test giving information of the child's binocular efficiency. It is a screening test involving simultaneous, perception, vertical exposure, lateral posture, near- and far-point depth perception, and usable vision (right eye, left eye, near-far point). This test is useful in assessing the child's visual problems which if existent, will impair his perception of the graphemeword tracking skill (left to right) necessary for the decoding process.

Intelligence

Since Eagle Hill School reports of only those students of average or above-average intelligence processing, intelligence testing is a necessity before acceptance. Readministration of this intelligence scale is at times appropriate.

1. The Wechsler Intelligence Scale for Children (WISC) and Wechsler Intelligence Scale for Adults (WAIS) are tests designed to give a valid estimate of the intellectual capacity of a student. They test both the verbal and performance areas with sub-tests in each. It is not unusual for the learning-disabled child to demonstrate a discrepancy (15 points or more is significant) between verbal and performance scores, though either may be higher (not necessarily verbal higher than performance or vice versa).

2. The Slosson Intelligence Test is a test which can be used in conjunction with the WISC or WAIS but is not really valid by itself. It is less encompassing than the WISC or WAIS, but a good supplementary evaluation.

3. The Peabody Picture Test is a test which measures the knowledge of words rather than the ability to express that knowledge. This information is useful in determining whether the student has deficiencies in knowledge or word meaning or simply in expressing the meaning of words he understands.

Visual Motor

Since some learning-disabled students have motoric deficiencies which must be addressed, the following tests are used in assessing the student needs before his placement in a motor program.

1. The <u>Doll-Oseretsky</u> is a test which assesses both the gross and fine motor control sophistication possessed by the student. It was chosen over the Lincoln-Oseretsky because it delved more deeply into the fine-motor aspect.

2. The <u>Southern California Motor Accuracy Test</u> is a test which assesses the eye-hand coordination of a child and the crossing midline. Also for informal diagnosis of motor deficiency and as an aid to the proper scheduling of a student, the <u>Eagle Hill School Motor Test</u>, an unpublished test, is utilized. It assesses a multitude of motor skills and is a good checklist for faculty to periodically report progress in the motor area.

Language Arts

The <u>Stanford Language Skills Test</u> is designed to measure the student's knowledge of structure for capitalization, punctuation, and usage of the English language. It is administered because it has a wide standardization, a variety of forms at each level, and it can be administered easily to a group. Also, the test diagnostically allows for a quick item analysis of the student's grammar and usage breakdown point which facilitates the remediation process for the student within his language arts and tutorial classes.

Mathematics

1. The <u>Stanford Achievement Test - Math Computation</u> was selected
    to aid in analysis of performance on the basic skills required
    in addition, subtraction, multiplication, division, fractions,
    decimals, and percentages. Math concepts are not stressed
    until these basic functions are mastered. The math test level
    administered to a student may differ from the reading test
    level because math skills often develop in advance of reading
    skills.

2. <u>Key Math</u> is an individually administered test containing 14
    sub-tests in three major areas:

Content	Operations	Applications
Numeration	Addition	Word Problems
Fraction	Subtraction	Missing Elements
Geometry & Symbols	Multiplication	Money
	Division	Measurement
	Mental Computation	Time
	Numerical Reasoning	

Individual strengths and weaknesses can be identified and
analyzed to implement proper remediation in each area.

Informal Evaluations

Because a continuing diagnostic teaching environment is inherent in
Eagle Hill's structure, current informal evaluations are constantly being

made. Informal evaluation is divided into two parts: (a) academic (in classroom settings), and (b) nonacademic (during leisure time outside the classroom). The teachers eat with the students and provide an atmosphere in which the student can see the instructor in a different setting and role-- that of a friend who can share some personal experiences with the student. This informal evaluation continues between the teacher and the student after normal school hours. For example, if, in the evening, a student is unmotivated to complete, or is having difficulty with his homework assignment, his teacher and "friend" is available to provide support in the form of expecting the student to complete his assignment and providing concrete help with the homework, if necessary.

To facilitate data gathering, informal tests have been constructed to aid the faculty.

1. Expressive Language Checklists are used to record conversations with the student, noting details of speech; a picture is presented to the student about which he then tells a story or describes it; the student verbalizes a common story; and the student reverbalizes a short story or fable told to him.

2. Grammar and Composition Informal Test

   a. The student writes as much as possible about a picture he chooses. He is given a 45-minute period to write.

   b. These compositions are then analyzed as to the particular area being covered in class as well as overall progress in written usage.

Eagle Hill's testing program must be considered a multiphasic tool which not only allows for objective standardized data-measuring progress, but also an ongoing diagnostic teaching tool which enables the faculty to be aware of and meet with the individual needs of the student.

Testing Profile Reports

The profile was designed to provide a means of obtaining a more comprehensive evaluation of the theoretical and actual skills and deficiencies of each student. The format was constructed for the following usage: (1) easy examination of total test battery results as no single test score can give the entire picture of the student's functioning level; (2) in-depth diagnostic analysis of tests as the score means nothing in terms of remediation; (3) attainment of the individual student's comparative standing with the norms of other populations--which is the score's function; (4) determination of what the student doesn't know as well as what he does know; and (5) comparison of student's rate of progress throughout each academic year.

The composition of the profile entails: (1) standard scores of fall, mid-year, and final testing; (2) numerical ratio of incorrect replies to total examples of a given test; (3) computation and listing of the actual errors made on a given test; (4) a record of the student's rate of performance; (5) specific type of deficiency relating to silent reading and language skills in the areas of vocabulary, spelling, and comprehension; (6) analysis of handwriting and composition of fall and spring samples; (7) personal data; (8) background information of value to a teacher and/or tutor

including behavioral aspects, best modality of learning, physical problems--
poor eyesight, hearing, speech--aspects of family and home situations which
might affect relationship of tutor and student, previous school information,
if available, materials, levels, and approaches used previously with students
at Eagle Hill School, and student schedules of subject and teacher--each
schedule change is recorded as it is made to facilitate communication be-
tween staff regarding performance and purpose of each student in class.

Areas of Statistical Significance

The statistics presented in Table 1 revealed significant gains in
Math. The least amount of gain was in Spelling. There appeared to be no
significant correlation between IQ test scores and grade level performance.
In the Language section of the Stanford Achievement Test, Group C, the
highest IQ group, showed a significant achievement gain over groups A and
B. However, Group C was significantly lower in the Stanford Achievement
Word Meaning test.

On the Slosson and the Gilmore (accuracy) oral reading tests,
greater gains in the grade level were made in groups A and B than in C.

A look at the significant improvement in the math area tends to
raise the question, "How do these 'learning disabled' students learn to
master abstract concepts needed for computational processes?" At Eagle
Hill, the students are given extra tutorial help in math and language.
In the language area, Eagle Hill has a great investment in curriculum time
where the advancement as compared to math is not very dramatic.

On the other hand, the spelling deficiency, which is an integral part of the "learning disabled" handicap, appears to be difficult to alleviate. From the data, it is not known why the students do better deriving meaning from the context of material rather than from the mastery of spelling skills.

Gilmore Oral Reading

Accuracy. The Grade Level Differential (G.L.D.) at time of admission was the same for groups A and B (6.1). However, it was significantly lower for Group C (3.8).

Comprehension. The G.L.D. on admission was lower for Group C (2.2) than for Group A (5.0) and Group B (4.4). The greatest gain, by Group A, was 2.2; whereas groups B and C were 1.5 and 1.4, respectively. The reasons for this result are not clear.

Slosson Oral Reading

G.L.D. on admission was significantly lower for Group C (3.4). Groups A and B were 6.1 and 5.8, respectively. As for gain, Group B had the highest Grade Level Gain (G.L.G.) of 2.1. Group A gained 1.8 and Group C 1.6.

Stanford Achievement Test

Word Meaning. G.L.D. on admission was significantly lower for Group C (3.4) than groups A and B (6.5 and 5.9). Looking at the high and low groups, you find Group A with a G.L.G. of 1.4 and Group C with .9.

Paragraph Meaning. The G.L.D. on admission was significantly lower for Group C (4.2) than for groups A and B (7.4 and 6.5). However, there was no significant difference in G.L.G. (1.6, 1.7, 1.7).

Spelling. G.L.D. for Group C (5.8) was lower than the A and B groups (7.1 and 7.0). Among the three, there is no significant difference in G.L.G. among groups A (.9), B (1.0), and C (1.0).

Language. The G.L.D. for Group C is 5.3, which is lower than groups A and B (7.6 and 6.7). The most dramatic gain is seen in Group C. The G.L.G. for Group C (2.8) is significantly higher than A (1.8) and B (1.8).

Math (Computation). G.L.D. for Group C (5.1) is less than groups A and B (7.1 and 6.4). There is no significant difference in the rate of G.L.G. among the three groups. Group A advanced 2.3; Group B, 2.5; and Group C, 2.6.

General Remarks

The study seems to indicate that the G.L.G.'s for all three groups show no strong relationship between IQ test scores and performance improvement under the Eagle Hill curriculum. While the G.L.D.'s for all three groups show progress, Group C is a very complex group and indicates a need for in-depth study. It has the higher IQ, but a significantly lower lag upon admission than groups A and B. The three groups are comparable in all areas except the Stanford Language, where Group C shows one grade-level gain higher than groups A and B. Group C, however, also has a significantly lower G.L.D. in that area upon admission.

TABLE 1

Mean Grade Level Performance Improvement of 57

Secondary Students at Eagle Hill School

	Mean Grade Level Differential[a] on Admission	Mean Grade Level Gain[b] At Time of Re-testing[c]	Mean Grade Level Differential At Time of Re-testing
GILMORE ORAL READING			
Accuracy	5.8	1.5	4.3
Comprehension	4.2	1.7	2.5
SLOSSON ORAL READING	5.4	1.9	3.5
STANFORD ACHIEVEMENT TEST			
Word Meaning	5.6	1.3	4.3
Paragraph Meaning	6.4	1.7	4.7
Spelling	6.8	1.0	5.8
Language	6.8	2.1	4.7
Math (Computation)	6.4	2.5	3.9

[a]Difference between actual grade level performance and grade level performance dictated by chronological age.

[b]Performance improvement at time of re-testing.

[c]Mean stay at school at time of re-testing - 1.7 years.

TABLE 2

Comparison of Mean Grade Level Performance Improvement of 57
Secondary Students at Eagle Hill School Grouped According to WISC[a] Test Scores

	GROUP A 21 Students WISC IQ of 90 or less Mean WISC IQ – 82.0 ALS[b] – 1.8 years			GROUP B 25 Students WIDC IQ of 91–109 Mean WISC IQ – 99.2 ALS[b] – 1.7 years			GROUP C 11 Students WISC IQ of 110 or more Mean WISC IQ – 116.7 ALS[b] – 1.6 years		
	G.L.D.[c] On Admission	G.L.D. At time of re-testing	G.L.G.[d]	G.L.D. On Admission	G.L.D. At time of re-testing	G.L.G.	G.L.D. On Admission	G.L.D. At time of re-testing	G.L.G.
GILMORE ORAL READING									
Accuracy	6.1	4.6	1.5	6.1	4.7	1.4	3.8	2.4	1.4
Comprehension	5.0	2.8	2.2	4.4	2.9	1.5	2.2	.8	1.4
SLOSSON ORAL READING	6.1	4.3	1.8	5.8	3.7	2.1	3.4	1.8	1.6
STANFORD ACHIEVEMENT TEST									
Word Meaning	6.5	5.1	1.4	5.9	4.7	1.2	3.4	2.5	.9
Paragraph Meaning	7.4	5.8	1.6	6.5	4.8	1.7	4.2	2.5	1.7
Spelling	7.1	6.2	.9	7.0	6.0	1.0	5.8	4.8	1.0
Language	7.6	5.8	1.8	6.7	4.9	1.8	5.3	2.8	2.8
Math (Computation)	7.1	4.8	2.3	6.4	3.9	2.5	5.1	2.5	2.6

[a] Wechsler Intelligence Scale for Children (Full Scale IQ).

[b] ALS = Average Length of Stay at Eagle Hill at time of re-testing.

[c] G.L.D. = Grade Level Differential (difference between actual grade level performance and grade level performance dictated by chronological age).

[d] G.L.G. = Grade Level Gain (performance improvement at time of re-testing).

IQ scores lend themselves to easy labeling, which sometimes results in just that--labeling. WISC scores could be confined under below normal or dull normal intelligence categories, learning disabled students who do not achieve their potential because of these labels. The question arises whether in evaluating poor academic achievement in children, rather than considering intelligence scores exclusively, perhaps the student's fear of failure and fulfilling his prophecy of failure should also be weighed.

C H A P T E R   VII

CASE STUDY: BILLY B.

In order to illustrate the procedures and programs described, and
as a test of the effectiveness of such an approach, one student was random-
ly selected as being representative of the students at Eagle Hill School.
A comprehensive review was made of his history, admission, and education
at the school. The application in his case was considered as typical.
Based on the experiences of this student, projections can be made for
adopting a similar path in public schools for the education of children
with such learning disabilities.

Billy B. was born into a middle-class family on May 26, 1961, the
third of four children. His father, William A., 42, is employed as a
firefighter; his mother, Betty R., 35, is a lab technician.

His mother's pregnancy and Billy's delivery were normal, as was
his early development. At age 7 years 9 months, Billy was given the
Wechsler Intelligence Scale for Children (WISC), at which time he was
found to have an IQ of 90, placing him within the average range of intel-
ligence. His academic performance was below average, however, and he
experienced increasing difficulty in performing up to his grade level over
the next several years, having to repeat the fifth grade.

During the 1972-73 school year, Billy's teacher sought help from
the school's special education program. To determine the scope of Billy's
problem, as well as to determine his eligibility for special education

benefits, Billy's teacher initiated a month-long period of close observation. She was not required to diagnose or pinpoint causes, simply to report on behavioral symptoms exhibited by Billy. The following are the classroom behaviors exhibited by Billy during this period.

1. Loses place easily while reading orally;

2. Has marked difficulty in spelling;

3. Does not hear "fast" (apt to say "Huh?", "What?"; then respond before you can repeat the request);

4. Fails to associate sounds with their symbols;

5. Does not express himself well orally;

6. Speaks indistinctly; slurs, mumbles;

7. Responds monosyllabically;

8. Makes written reversals;

9. Sometimes moves slowly;

10. Is hyperactive; has little self-control, is impulsive;

11. Has difficulty in focusing; eyes wander, are jerky;

12. Shifts from lower to upper case frequently;

13. Cannot concentrate; is easily distracted by auditory and visual stimuli;

14. Has short memory span for auditorily presented materials;

15. Does not voluntarily work up to potential;

16. Daydreams excessively; does not participate;

17. Has good and bad days; behavior varies;

18. Sometimes cannot tolerate pressure to perform within prescribed time limitations.

After an interview with Billy's parents, during which it was deter-
mined that there had been no unusual developmental variations from the norm
during his early years, he was examined by a physician. The doctor's diag-
nosis indicated that Billy had a cerebral dysfunction.

In November, 1972, Billy's WRAT scores were: Reading, 3.0; Spelling,
2.7. His WISC full-scale IQ at this time was 83. The educational plan
drawn up for Billy provided for his working in small groups and attending
remediation sessions for a 36-minute period each day. A recommendation was
also made that consideration be given to entering Billy in a private school.

In March, 1973, Billy was again examined by a physician, whose
further findings are included in Appendix A.

In June, 1973, Billy's teacher reported his progress after 6 months
in the tutorial program: "Bill needs individual attention; he is very con-
cerned about his progress and ability . . . becomes easily frustrated. He
is an auditory learner but has visual and auditory problems along with
coordination problems. Acts up in class when frustrated." The report
indicates some progress, but states that his adjustment has not generally
been satisfactory.

Because of Billy's lack of significant progress in the tutorial
program at his public school, his parents contacted Headmaster Charles
MacDonald at Eagle Hill School, and Billy was accepted as a student there
for the 1973-74 school year.

When Billy arrived on campus on September 16, 1973, and was given a
room in the dorm, the next thing was academic assessment. His test scores
were:

TEST SCORES   BILLY B.

<u>Test</u>   <u>September (73)</u>

Gilmore (oral reading) Paragraph   Form C

    Accuracy   3.2

    Comprehension   2.3

Slosson (word recognition)   2.8

Stanford Achievement   Form W, Level P-2

    Word Meaning (vocabulary)   3.1

    Paragraph Meaning (silent reading)   3.1

    Spelling   2.6

    Language (grammar and punctuation)   3.0

    Math Computation   2.7

Bryant   Correct/Possible

	Correct	Possible
short vowels	4	20
long vowels	0	10
consonants: initial	18	22
final	8	15
blends	13	20
vowel combinations	0	10
vowel with r	0	5
vowel with w	0	3
polysyllabic	1	20

Based on the assessment depicted above, the following schedule was developed, effective September 24, 1973.

Math	(M&W) Art
Typing	(T&Th) Nature Study
Spelling	(F) Health
Language Arts	(M-F) Soccer
Literature	
Tutorial	

Descriptions of the above classes, along with the report of each teacher of Billy's participation during the first weeks of class, were prepared in November, 1973. These individual class reports follow.

MATH REPORT - November 1973

Billy displayed a negative attitude in the first few weeks of classes by not participating in class activities and class work. Recently his outlook towards the daily assignments has improved; now Billy is one of the class leaders, participating in every task. Billy's performance has been consistently improving and he is beginning to meet the teacher's expectations. If his positive attitude and diligent work continue, he can be expected to make satisfactory gains.

Addition

Addition facts (written)	92%
Addition facts (oral)	90%
Double digit (no carrying)	90%
Double digit (carrying)	90%
Triple addition	88%
Multiple columns	85%

Subtraction

Subtraction facts (written)	95%
Subtraction facts (oral)	90%
Multiple digit (no borrowing)	95%
Multiple digit (borrowing)	90%

Multiplication

Reflected strengths	2,3,4,5
Reflected weaknesses	6,7,8,9

Division - not applicable

Double Division - not applicable

TEACHER: JL

TYPING REPORT - November 1973

Billy has learned to touch type and knows the correct finger place-
ment on the keyboard of 22 letters of the alphabet, the semi-colon, period,
apostrophe, question mark, and comma. Billy has trouble keeping his right
hand in the proper position on the home row. When attention is called to
this, proper finger placement on all right-hand keys is then achieved.
Otherwise, he uses incorrect fingering. Capitalization is another problem
for him. He needs to be reminded that first words in a sentence and names
must always be capitalized. He has good speed and is making steady progress
in this class.

One day a week is usually set aside for making pictures on the typewriter, which involves following directions. Billy is able to do this with a high level of accuracy.

TEACHER: HB

SPELLING REPORT - November 1973

For the first weeks of school, the entire class reviewed the simple CV, VC, CVC word patterns. Then the class was divided into two groups. The group with lower skill levels has been presented with the generalizations for the use of "c" and "k" at the beginning of CVC words; the doubling of "f," "l," "s," and "z" at the end of words with short vowel sounds; and for the use of a silent "e" following the letter "v" at the end of words. Progress with the first two generalizations has been slow, but the third generalization seems easier for the students to grasp.

The second group of spellers, after having a review of some of the beginning spelling generalizations, were given a systematic repetitious presentation of initial blends starting with "bl" and proceeding alphabetically through "br," "cl," "cr," etc. Some compound and multisyllabic words have also been introduced. These act as good morale boosters as they are longer words than are generally used in the class. At present, this group is working on words with long vowel sound "ir" with silent "e" while continuing to review all that was mentioned above.

Billy has made significant progress in spelling class. During the first weeks, he was in the group that was working on generalizations

for "k" and double consonants at the end of words. However, since he automatized these quickly, he was transferred into the second group. Although he missed the presentation of several of the initial blends, he is also experiencing success here. He can spell initial blends with eighty-five to ninety percent accuracy. His accuracy is less when asked to write them in sentences. Multisyllabic words are a little more difficult but with assistance, he can break them down into syllables and spell them with eighty-five to ninety percent accuracy.

Billy does his homework on time, works well in class, and has a positive relationship with his classmates.

TEACHER: GS

LANGUAGE ARTS REPORT - November 1973

The Language Arts classes provide practical daily exposure to many aspects of expressive language. Students who have not mastered the decoding and encoding of the linguistic materials participate in groups where the emphasis is on oral expressive language, sequencing, and vocabulary development. Written work is limited to the linguistic level of decoding with stress on the mechanics of sentence structure.

Since September, grammar work in the class has involved review of previously learned concepts and the introduction of several new parts of speech. Review work has covered the noun, verb, adjective, and article. This work was checked through the student's compositions, worksheets, and oral class work.

The new parts of speech being worked on include the noun phrase, pronoun, and adverb. These are not learned as isolated concepts, but rather each new concept is studied within the framework of previously learned parts of speech. The student works with these through massive exposure on worksheets and the blackboard in class. This consistent repetition will allow the student to overlearn the concept and know how to use it when writing.

To enhance writing skills, the student is kept constantly aware of sentence structure, how words are used, capitalization, and punctuation. By reviewing the four kinds of sentences, the student is constantly encouraged to vary his sentence style to make his writing more interesting.

Composition skills have been centered around the descriptive and narrative paragraphs. The student is given a topic and must answer certain questions which will make a coherent paragraph. All writing is done during class. This allows the teacher to give help, especially in spelling words, thus enabling the student to express his ideas fully.

To add variety to their writing, a unit on advertising and the media has been included. MEDIA MIND, Nelson & Co., Ltd. publishers, has been used as a guide text to stimulate thinking and class projects. Working in such a unit allows the student to study a new style of writing and a different usage in language.

As more grammar skills are learned, a greater emphasis on proofreading and the outline will be placed on the class. At present, proofreading can be done only for basic punctuation and verb agreement. As writing skills improve, more help can be given in proofreading.

When Billy was first changed to this class, he was shy and reluctant to participate in class work. Although he might not comprehend a concept, he was reluctant to question, thus his difficulties were not known until he was questioned about a grammatical concept in class. At present, however, Billy has been responding more favorably in the class. He has even expressed a confusion about a concept being worked on in class. With constant writing practice, review, and the opportunity to question, Billy's skills should show a consistent improvement.

TEACHER: RA

ORAL LITERATURE REPORT - November 1973

Literature classes at Eagle Hill School are an important daily aspect of total language development. Students who have not mastered the mechanics of decoding participate in an oral or visual literature class, gaining an awareness of vocabulary styles, characters, plots, and forms of writing. For those who have the ability to decode nonlinguistically controlled materials, the classes offer an opportunity to practice reading both orally and silently; to develop multisyllable word-attack skills and vocabulary; and to acquire skills necessary in critical reading for pleasure and information.

Oral Literature has provided the students with the opportunity of broadening their background information while developing their listening skills. The students were asked to demonstrate their listening comprehension during class discussions and other activities by recalling details,

summarizing events, using related vocabulary, making comparisons, and drawing conclusions. Expressive language was also developed by the above means as well as through oral presentations of homework assignments and role playing.

In presenting a literary work to the class, background information on the topic to be covered is first requested from the students and pro-vided by the instructor. Any concepts which may be new to the students are also discussed. The work is then read to the class with the instructor pausing to explain vocabulary or concepts, to re-emphasize important as-pects or to ask or answer questions. Various related activities are conducted following the completion of a short story and are interspersed with the reading if the story is longer. Such activities include viewing filmstrips and movies, finding pictures in magazines to depict the setting or characters, drawing maps of the setting, drawing actual or imaginary scenes from the story and role playing. Besides oral questioning, the students are also presented with true/false and multiple-choice tests. The tests are designed to determine how well the students can recall details and vocabulary and to assist the students in becoming accustomed to taking tests.

The first works read to the class were short stories. "Snapshot of A Dog" by James Thurber stimulated an extensive class discussion of the dog in the story as well as of personal experiences with dogs and other pets. Thurber shared his memories of his dog in a descriptive and humorous manner, and the class pointed out the descriptions which made the scenes seem humorous.

Most of the works covered in class have dealt with famous Americans. Both fictional and non-fictional accounts were given in short story form. "Barnum's First Circus" by Laura Benet is a fictional account of an experience Phineas T. Barnum might have had as a young boy. While Barnum Senior was away for a few days, Phineas collected an assortment of freaks and curiosities for a small sideshow. Barnum's gift of showmanship was well illustrated, and the students attempted to play his role.

Another short story read was "Helen Keller" by Van Wyck Brooks. The story gave a brief sketch of Helen Keller's life and prompted many statements of disbelief from the class as well as some supporting arguments. As related activities, the students described certain things (tree, mountain, rainbow, etc.) as they would to a blind person and they identified small objects merely by touch. THE STORY OF HELEN KELLER by Lorena A. Hickok will be the next major work presented to the class.

Following a movie on Abraham Lincoln as a frontier boy, the students requested more information on his life. The book ABRAHAM LINCOLN by Bella Koral was chosen by a student and was read to the class over a period of two weeks or more. The book introduced many new vocabulary words and concepts as well as historical information to the class.

Billy's attention in class is inconsistent. Sometimes Billy seems to be apart from the class and has difficulty answering questions on the reading. Most often, however, Billy is well aware of the events of the story and can sequence and summarize them. He was able to retell nearly an entire story to a student who had missed the reading. Billy's quizzes, however, show an inconsistency possibly related to his attention in class.

Most of Billy's homework assignments have shown imagination and creativity. He has been conscientious about promptly turning in complete assignments. Oral presentations of homework have been enjoyable for Billy as well as for the student audience. His special contributions have been in role playing.

                                        TEACHER: DR

TUTORIAL REPORT - November 1973

Decoding (Reading): When Billy entered the tutorial in September, he could accurately decode CVC (consonant-vowel-consonant) words that had "a" and "i" as their vowels, and had some skills in decoding words that had "e," "o," and "u" as their vowels. He would often confuse the vowel sounds of "e," "o," and "u" and substitute one sound for another.

He can now decode all short vowel CVC words with at least a ninety percent level of accuracy. This was accomplished through reading in LET'S READ Books I, II, and III by Bloomfield and Barnhart; the use of MERRILL worksheets; flashcards; the Language Master (a machine that helps to rein- force his skill in recognizing the sounds of the vowels in CVC words); teacher-prepared worksheets; and practice exercises at the blackboard.

At first, Billy could decode some of the fifty basic sight words compiled from the "Hern Frequency List" and "Dolch Word List." He can now decode, with at least a ninety-five percent level of accuracy, all fifty words on the list.

Although Billy initially confused "b" and "d" in words, he can now
decode, with at least a ninety percent level of accuracy, words that begin
or end with these two letters. This was accomplished through the use of
teacher-prepared worksheets, flashcards, and games devised by the teacher.

Billy also read sections of "Ranger Rick's Nature Magazine," and
stories from MERRILL'S LITERATURE APPRECIATION KIT. This practice in
reading has been helpful in improving his fluency, for there has been a
noticeable change in it since September.

Billy's ability to decode new words has greatly improved as a
result of the constant review of CVC words and of his renewed confidence
in his own ability.

Encoding (Spelling): Billy could encode CVC words that had short
"a," "o," "u," or "i" vowels, but he had difficulty spelling short "e"
CVC words. He can now encode, with a ninety percent level of accuracy,
all CVC words when dictated orally. This was accomplished by repeated
drills and teacher-made worksheets. In September, Billy was unable to
encode the days of the week and the months of the year. He is now able
to spell, with a ninety-five percent level of accuracy, both the days
of the week and the months of the year. This was accomplished by daily
review sessions, teacher-prepared worksheets, blackboard exercises, and
having him write the day and month on all homework.

Handwriting: Although Billy's handwriting was legible, it notice-
ably improved when he formed his letters carefully and avoided rushing
through the words in practice exercises. One of the exercises used to

reinforce his handwriting ability was to trace lightly the letters on a piece of sandpaper. Billy had some difficulty making a small "u" when it was connected to another letter. When he was made aware of this fact, his ability in this area improved.

Comprehension: Billy has little difficulty understanding what he reads. After orally reading any page from SRA Book 3, "Ranger Rick's Nature Magazine," or MERRILL'S LANGUAGE APPRECIATION KIT, he is able to answer orally three comprehension questions correctly. Billy is also able to integrate information, and has little difficulty associating and organizing concepts.

Billy has made progress in his ability to put objects in order. In September, he had little knowledge or order; for example, he thought that July was the first month of the year, and often confused the order of the days of the week. He is now able to put the days of the week and the months of the year in their proper order. The teacher used a very concrete approach to attain this end: he made cardboard cards with the names of the months and days of the week on them, and then had Billy practice putting these in their proper order.

Billy's oral vocabulary was more highly developed than his written vocabulary at the beginning of the year. Although this still is true, he has made progress in bridging the gap between the two.

Expressive Language: When he entered the tutorial, Billy was unable to distinguish between nouns and verbs, but he is now able to label, with a ninety percent level of accuracy, both nouns and verbs. This was

accomplished through the use of teacher-prepared worksheets, practice exercises, and drills during class. He is presently working on adjectives, and is able to write a coherent, simple sentence.

TEACHER: PG

AFTERNOON ART REPORT - November 1973

Students have had an opportunity thus far to express themselves through various drawing media, painting, graphic design, and linoleum block printing. Beyond learning specific techniques and skills, the program is designed to develop the child's ability to use line, color, texture, and shape in effective visual expression. Classes have been exposed to pertinent prints and works of art, instructed in the use of materials, and encouraged to use materials in imaginative ways. It is felt that this background will aid the child in the future in designing three-dimensional art forms, including sculpture in various materials or crafts such as pottery, leather work, and weaving.

In this Art class, Billy has done several drawings that required him to use color, line, and/or texture to depict objects and has participated in a group project in which he experimented on mixing colors. He has also done a linoleum print in three colors requiring careful planning, skillful use of tools, and correct printing procedures.

Billy missed several class activities due to his participation in a team sport. He has not been enthusiastic about several of the projects

but has worked on them, although not as successfully as desired. He must
frequently be encouraged to develop an idea more fully or persuaded to
spend more time and effort to achieve results of higher quality.

Billy has little trouble following directions and he uses tools
and materials adequately. He gets along well with others in the class,
but is not able to attend to any task for a long duration of time. Through
demands being placed on him to complete a given portion of a project within
a set period of time, and then allowing him to change activities, he has
shown some increase in attention span.

TEACHER: SS

NATURE STUDY REPORT - November 1973

For the students of Eagle Hill, an awareness of the physical en-
vironment can provide many hours of unstructured and enjoyable activities.
The school's rural setting has permitted the six students enrolled in
Nature Study to interact with a great variety of biotic communities.
Field trips, which take the students off campus, are an integral part of
the class and the class has visited a second-growth pine forest, recently
formed marsh land, a small pond rich with awatic life, the Quabbin Reservoir,
and a hardwood forest.

Emphasis has been placed upon recognition, identification, and
aesthetic enjoyment of plant and animal species encountered in the field.
Developing patience and the ability to walk quietly aids the student with
a greater opportunity to observe life forms around him. "Silent" hikes

are conducted periodically on which sign language is employed to call class members' attention to interesting natural phenomena. During these hikes, many observations made have been of fascinating quality. Even the instructor has been astounded at the thoroughness of the students' abilities of observation.

During inclement weather, indoor projects and activities involve all of the students. One popular project was the construction of "crystal gardens" for display in the Nature Study classroom and in the school library. By combining the correct amounts of salt, water, ammonia, blueing, and porous rocks, the students were able to observe the formation of intricate salt crystals. Another popular indoor project was the creation of a nature collage. This was made by cutting pictures from magazines and working together to place them in a unique arrangement graphically showing the many facets of the natural world.

It is hoped that through a meaningful interaction with the environment, a sense of responsibility for and appreciation of life forms will be instilled in the six young people enrolled in this class.

Nature Study has provided Billy with many new experiences and numerous facts which he has absorbed. He is conscientious about approaching situations in the correct way to insure success. Silent hiking, use of sign language, and a general inquisitiveness allow him anonymity in the field--a necessary quality for good natural observations. He is well accepted by the other class members and relates well in a group project

such as collage making. The teacher hopes that Billy will continue to search for interesting natural objects and phenomena after the class sessions are finished.

TEACHER: JS

HEALTH REPORT - November 1973

Health classes, designed to meet the needs of each child, have been basically concerned with nutrition, personal hygiene, care of the teeth, eyes, and ears. The prevention and treatment of communicable diseases and the necessity of personal cleanliness in dormitory living have been stressed. Health classes generally start with a movie which provides a foundation for classroom lectures and discussions, and thus far have dealt with the topics of nutrition, smoking, and dental hygiene.

Students were presented with information regarding the four basic food groups and the importance of a well-balanced diet, and encouraged to express their opinions about nutrition.

With regard to smoking, two movies sponsored by the American Cancer Society were presented. THE HUFFLESS, PUFFLESS DRAGON is an animated film dealing with peer pressure and smoking. The other movie, A BREATH OF FRESH AIR, is more scientifically oriented and presents facts and figures dealing with diseases among smokers and non-smokers. After reviewing these movies, the students engaged in oral discussion about smoking and drew posters expressing their views concerning smoking.

The movie, TAKE TIME FOR YOUR TEETH, was presented in conjunction with the lesson about dental hygiene. The students were shown the correct way to brush and floss teeth. Also explained was how a cavity forms, as well as the consequences of improper dental care. After reviewing the movie, students were given a "disclosing tablet" which revealed areas of the mouth where plaque was present due to improper brushing. Students then discussed proper dental care and created posters regarding some phase of dental hygiene.

Class discussion and personal experiences are an important part of the class.

Billy is an active and eager participant in health class activities. He appears to take a serious interest in the subject and often asks questions and/or contributes information based on his own experiences which initiates further class discussion of a given topic.

Billy's mature attitude towards the class has been a major factor in deterring negative behavior on the part of fellow students. If a classmate begins to act up, Billy quickly exhibits his disapproval and the disruptive behavior generally ceases. Billy has been a most cooperative, helpful student and it's a pleasure to have him as a member of the class.

TEACHER: ER

SOCCER REPORT - November 1973

Soccer is offered to Eagle Hill students in lieu of Physical Education class. Participants of the program may play on either the junior

varsity or varsity teams. Boys who have the skills, and the will to practice hard to develop and increase their skills, are chosen to compete on these teams. The schedule of interscholastic competition consists of twelve games played against local high school freshmen and junior varsity high school teams. Basic areas of emphasis are (1) the teaching of skills and rules necessary to play the game of soccer, (2) the development of physical fitness, and (3) the encouragement of team play and good sportsmanship.

Billy, although one of the smallest and youngest boys on the team, is probably one of the most aggressive players. Because of this and his extensive skills, Billy was on the starting lineup of the junior varsity team and started in several of the varsity games as well. Billy always put out maximum effort on the field.

In practice, Billy worked hard to get in shape. He gave his complete attention to the drills, and was always trying to improve himself. If Billy continues his hard work, he will certainly become a sizable asset to any team for which he may play.

TEACHER: PR

The following schedule was prepared for Billy's term beginning in January, 1974. Reports of his progress in the various classes are reproduced following the schedule.

1:1 Tutorial	(M&W) Guitar
Math	(T&T) Origami
Literature	(F) Health
Social Studies	(M&W) Basketball
Language Arts	(T&T) Tutorial
Art	(F) Basketball

TUTORIAL REPORT - April 1974

The 1:1 Tutorial affords each child the daily opportunity to receive intense, individualized remediation for his specific language deficiencies. The material is presented via a structured, linguistically controlled program using methods, materials, and techniques designed to meet the child's specific needs.

Billy began working with his present tutor in January. He had difficulty making this adjustment as he was attached to and felt comfortable with his previous tutor. Initially, he was reduced to tears daily because of this change. Billy was decoding at this time in LET'S READ V, Bloomfield and Barnhart, studying the "ch" (chick) pattern. The tutor gave constant praise to increase Billy's self-confidence. Within a week Billy began to make a more positive adjustment. However, Billy continued to become quite upset when any new element was presented, and often accepted failure without trying. The tutor praised Billy's ability and encouraged him to meet the challenge of new word patterns. When he was successful, he was given a great deal of praise which led to a much more

positive attitude in class. Billy will now openly discuss with his tutor his fear of failure. With continued success and gentle but firm encouragement from the tutor, Billy's confidence has increased and he now seldom resists when asked to perform a new task.

Billy very quickly and accurately completed all of the blends presented in LET'S READ V. He worked diligently, often doing more than was required for homework. Billy has now completed most of LET'S READ VI which presents diphthongs. He is currently studying "aw" and "au" (example: paunch, sprawl). Initially, Billy had a great deal of difficulty with these patterns as many of the words were totally unfamiliar to him. He would recognize such words as "haul"; however, he could not apply this "au" sound to new words presented, and once again admitted defeat without trying. Once again, his fear was discussed, praise given, and Billy is now willingly and determinedly attacking this pattern. To give further drill on this pattern, the tutor gave Billy a deck of flashcards containing "au" words which he studied until he could recognize them with ninety-five percent accuracy. However, when these same words were encountered in sentences, his accuracy level dropped to eighty percent. He realizes that he must continue to review these patterns until his level of accuracy is ninety percent and does all required drill willingly. The tutor keeps a daily score of Billy's reading and he is constantly trying to improve upon his score. He is now averaging three errors per page.

Billy is also reading FREDERICK DOUGLAS FIGHTS FOR FREEDOM by Margaret Davidson. This is uncontrolled reading. Billy can transfer

patterns studied in LET'S READ VI to this book, thus showing him that what he has learned in the linguistic series enables him to read unstructured books.

To insure retention of all diphthongs studied and automatized ("ee," "ea," "oo," "ai," "ay," "oa," "ow," and "ou") the tutor plays a daily game with Billy. Words from each pattern are written on the chalkboard. Billy receives a point for those accurately read--the tutor a point for those missed. Billy enjoys this competition and works diligently to receive all points. He delights in impressing his tutor at this game.

Billy is also required daily to read a deck of flashcards containing those diphthongs he has mastered. He performs with ninety percent accuracy on this exercise.

Patterns being studied are given for homework assignments to be used in definitive sentences. This also develops vocabulary skills.

All written work is required to be incursive. Billy can accurately form most of his letters. He has difficulty with "u" when connected with another letter (making a "v"). The tutor prepares worksheets for Billy which contain words including "u." Billy initially traces the words and then writes each three times. Attention has also been paid to capitalization and punctuation rules. Words encountered on homework assignments that are not capitalized are circled. Billy can make corrections and give the reason for the necessary capitalization. Although Billy has made progress in this area, further remediation is necessary.

Daily encoding drill is given in conjunction with words being studied for reading. This reinforces decoding skills by focusing attention of details within words. Billy can spell these dictated words with ninety percent accuracy and in dictated sentences. There is constant review, as in all aspects of the Tutorial, of previously automatized patterns.

Billy has made significant gains at Eagle Hill this year. He has progressed through the short vowels, blends, and completed most of the diphthongs presented in LET'S READ VI. Although his self-confidence has increased and he is more receptive to materials, he needs a great deal of continued support in unfamiliar situations. Further exposure to and completion of the linguistic series is also necessary.

TEACHER: MW

MATH REPORT - April 1974

Billy has been placed in a class which has concentrated on mastering the division processes. His work is carefully examined daily and as each step is automatized, he is advanced on an individual basis. Addition, subtraction, and multiplication operations must have been at a level of ninety percent accuracy to enter the unit on division and must remain there in order to proceed in the division series.

The class period is divided into three portions. In the first section of the class, students are asked to complete fifteen problems which incorporate review work (addition, subtraction, and multiplication)

with the current work (division). In the second part, either individual areas of weakness are examined and explained, or the class, if brought together as a whole, to work in the area of practical math. During these periods, telling time, making change, and oral word problems are discussed. Class time is devoted to explaining vocabulary found within word problems which helps the students in the acquisition of math comprehension skills. The final portion of the class is involved in the distribution of homework assignments.

Commercial products such as Quizmo, Multo, Seventeen, and flash-cards, as well as teacher-made devices, are used in conjunction with class activities. A series, AMERICAN ARITHMETIC (Grades 3-5), by Upton Fuller, is used as a supplement to daily worksheets.

Billy is able to add, subtract, and multiply any problem to a level of ninety percent accuracy whether presented orally or written in vertical or horizontal form. Recently Billy began a unit on single-digit division. It has been a very slow process for Billy to master. Day-to-day retention has been poor. Billy is very willing to work at mastering division, however. Now Billy is able to divide problems of the type 747 ÷ 3 to a level of eighty percent accuracy.

Oral word problems also have been an area in which Billy has found difficulty. Billy can determine which of the four basic operations should be used to solve the equation about fifty percent of the time. Once deciding which operation should be used, Billy computes the solution correctly seventy-five percent of the time.

Billy's homework and classwork are consistently done well. Behavior and peer relationships have steadily improved all term. illy is more positive in his attitude and math abilities now than in November. He is well liked by his peers.

TEACHER: JL

ORAL LITERATURE REPORT - April 1974

The class has heard the novel HIS ENEMY, HIS FRIEND by John Tunis. It is the story of a German soccer player who had been a soldier in occupied France. He must return after the war to play against a young French soccer star who is the son of a man he alledgedly killed during the war. Tunis created a moving story about the feelings of respect and distrust of the two men.

The following short stories have been read and discussed in class: "Lobo," "Bingo, The tory of My Dog," and "Wully, The Story of A Yaller Dog," all by Ernest Thompson Seton; "Log The Man Dead" by Eugene Burdick; "RMS Titanic" by Hanson W. Baldwin; "Archerfish" by Edward L. Beach; "The Reluctant Hero" by William McFee; "Three Skeleton Key" by George C. Toudouge; "The Interlopers" by H. H. Munro; "Without Words" by Elliot Merrick; "The Monster" by Steven Crane; the following six by O. Henry: "The Ransom of Red Chief," "A Retrieved Reformation," "The Last Leaf," "The Skylight Room," "One Thousand Dollars," and "The Gift of the Magi;" Ernest Hemingway's "The Killers," "A Day's Wait," "Indian Camp," and "The Short Happy Life of Francis Macomber."

From the GOLDEN TREASURE CHEST OF ADVENTURE STORIES by Byrna and Louis Untermeyer, selections were read from the following: "The Merry Adventures of Robin Hood" by Howard Pyle; "Kon-Tiki" by Thor Hyerdahl; "The Count of Monte Christo" and "The Three Musketeers" by Alexander Dumas; and "Winning the Wilderness" by Daniel Boone.

The behavior and attitude Billy has exhibited in the oral literature class has been inconsistent. At times, he takes an interest in the selection but frequently he does not. When he doesn't, his behavior is rather negative and he must be reminded to be attentive. When he is interested, he will occasionally volunteer information relating to the literature and answer questions from the teacher. However, he often must be encouraged to do so.

Although Billy has some difficulty with the vocabulary presented, he is usually able to follow the plot of the selections and recall facts in class discussions. Occasionally, Billy is confused by the narrative. He is able to express reasonable opinions on character motivation and concepts mentioned in the literature.

TEACHER: LT

LANGUAGE ARTS REPORT - April 1974

The major emphasis of this class has been constant drill, repetition, and practice in the parts of speech which have been learned in class, in conjunction with the introduction of new grammatical concepts which recently have included the simple verb tenses--present, past, and future--

and the singular and plural forms of nouns. When working on an individual part of speech, students work on controlled worksheets, grammar games, or oral exercises.

Composition skills have been expanded beyond the simple descriptive and narrative paragraphs. The class has been working on factual writing where they must try to list as many points as possible about a given subject without interjecting their own personal opinions. This type of work has also been beneficial in encouraging them to find more than the superficial traits or images.

After working on the unit on advertising, its styles and writing techniques, the class worked on role playing. After several class sessions of teacher-initiated work, each student began to create his own role playing situations. He is required to list his characters, giving a brief description of each, placing them in a particular situation, and offer several possible solutions to resolve the dilemma. Other classmates are selected to act out the roles. These exercises proved not only helpful, but enjoyable for all class members.

Although some homework consists of teacher-prepared worksheets, some exercises consisting of brief paragraphs have been given. This is not done too often because of the students' linguistic level and limited ability in spelling.

Billy has been very conscientious in class in both grammar and composition work. He experiences some difficulty when working on grammatical concepts, but is not afraid to question and seek out additional help.

Earlier in the year when writing, he often hesitated to ask to have diffi-
cult words spelled. This problem no longer exists. He questions, helps
his classmates when he can, and takes pride in his written work.

In oral work, Billy is somewhat of a "ham" which makes the work
more pleasing to the class. He is more certain of himself when speaking
in front of his peers, placing a great deal of effort in doing his best.
His written work and extra assignments also have been near, well organized,
and prompt.

TEACHER: RA

SOCIAL STUDIES REPORT - April 1974

What things do all people have in common? How do people differ?
Students began their study of these questions with an opaque projector
presentation from the WORLD OF CHILDREN, a photo-essay about growing up
in different cultures. The class talked about relationships between
peoples in many societies as illustrated by the pictures. Included in
this discussion were ideas of responsibility of one person to another and
of the meaning of dependence and independence.

The study of the Eskimo was designed to encourage the understanding
of another way of life. Particular attention was paid to survival among
the Eskimos--the demands of food, shelter, and clothing. Students studied
elements of the material culture of Eskimos--igloos, fishing gear, etc.--
as well as how Eskimos related to one another in terms of the above ideas
of responsibility, independence, and dependence.

Students used their new understanding in several projects. First, there was a NASA simulation game about astronauts stranded on the moon. Assuming the roles of these men, students had to rank-order their remaining possessions. Making oxygen the first item on the list made the students aware that they must sometimes expand their definition of survival beyond food, shelter, and clothing.

Second, students chose to participate in one of three group projects. One was a Game of Life in which players proceed from "baby" to "adult," progressing through all the intervening stages. The other was a simulation game in which students create their own societies. Third, some of the younger students designed collages on one or more themes--transportation, sports, etc.

The class is now beginning a new unit about "Growing Up Black." Students have discussed their own experiences with, and attitudes about, people of other races. They have also briefly discussed their own friendship experiences in order to contrast them later with the experiences of those children they are about to study.

Along with the above cultural studies, students have studied the geography and climate of North America as well as current events. Current events was concerned almost exclusively with the energy crisis and what we could do about it.

Class work included discussion, acting of skits, use of opaque projector, worksheets, map study and map making, simulation games, snow lodge construction, collage making, game invention and development, and listening to short stories. Materials and references used in class include:

Movies: HERITAGE OF SLAVERY

              NANOOK OF THE NORTH

Newspapers: Boston Globe, New York Times, Know Your World

BOOKS: THE WORLD OF CHILDREN

              CONFLUENT EDUCATION, Roger Brown

              GROWING UP BLACK, Jay David, ed.

              GUESTS IN THE PROMISED LAND, Kristin Hunter

              THE BLIND BOY AND THE LOON AND OTHER ESKIMO STORIES, Maher

              THE SCENE, Thomas Murray

              ALASKA, National Geographic

              VANISHING PEOPLES OF THE EARTH, National Geographic

              CITIES, Stull

Billy entered class with a vague understanding of the course material. Since then, he has gained a significant amount of knowledge. His recall of material studied in class has been approximately ninety percent. His homework reflects substantial effort. When sentences are requested for vocabulary words, he exceeds the request by putting the words in a short story of one or two pages.

For a while, Billy was prone to moodiness in class. However, he would lose it in his own joy of involvement. He didn't want to make collages. But once begun, he worked enthusiastically and with fine results.

Billy is a very valuable member of the class. His participation is generally intelligent and inspiring to other students. He exhibits strong leadership abilities.

                                        TEACHER: JC

MORNING ART REPORT - April 1974

The main emphasis in this class has been silk-screen printing and sculpture in several media. Students received instruction on the properties of various materials and in effective ways to use them, and compared building techniques as used in clay and papier mache with subtractive methods of sculpture involved in the carving of plaster of Paris. They have also been encouraged to compare three-dimensional sculpture to two-dimensional art forms such as painting and printmaking, and to express themselves competently in each.

Projects in which students have participated include animal furniture constructed with papier mache, candle making, wax sculpture, clay pottery and sculpture, silk-screen printing, sand casting and sculpture in plaster of Paris, and kite making.

Students have also been exposed to relevant books, pieces of sculpture, prints, and observed the silk-screening process at a local business.

Billy's work and attitude have both improved substantially over the past several months. At first, he avoided any project that appeared difficult or would take a long time to complete. He was willing to help other students on their projects and was confident to work on something suggested and planned by the teacher. After discovering that he was just as capable as anyone in his class, he began to initiate his own projects and completed them very successfully. Rather than getting frustrated over mistakes, he now accepts problems in a positive way. He either works them out by himself or asks for suggestions.

TEACHER: SS

GUITAR AND AUTOHARP REPORT - April 1974

The afternoon music program includes vocal music and instrumental instruction on piano, guitar, autoharp, trumpet, and percussion. These activities are offered to provide each interested student with a valid form of creative musical expression.

The guitar class of three students, and the guitar-autoharp class of two students, each meets with the instructor twice a week. The meetings alternate: one meeting is a 1:1 with the teacher, the next a group meeting. At the group meeting, the students share with their classmates the material they have learned since the last group meeting. These classes provide the students with an opportunity to perform in front of an audience; to share new chords, songs, and styles learned; and to encourage and provide each student with the incentive to practice his instrument.

When the instructor meets with each student individually, full chords rather than single notes are taught. This approach is more advantageous to most beginning and intermediate students, since they are very quickly able to play simple songs. In this way, the students derive immediate satisfaction from their own instruments, and immediate confidence in their own abilities. Through the use of full chords, the student accustoms his fingers to the keyboard. He can then more easily progress to more difficult chords and to playing individual notes with ease.

An important aspect of music lessons at Eagle Hill School is the individual attention each student receives. Since each child advances at his own pace, it is necessary that the material presented progress at a

rate comfortable for the student. Furthermore, each student has a personal preference for the type of material he wants to learn. This preference is considered by the teacher for the student's general lessons and so that those students preferring folk or classical to "rock" music, and vice-versa, may learn the instrument through the mode they most enjoy.

As an exposure to superior models is an important aspect in the development of any musician, a field trip was arranged to the home and workshop of a local musician--instrument maker. The students were able to see and play a variety of instruments including six- and twelve-string guitars, autoharps, banjos, dulcimers, violins, and various percussion instruments. The musician then played a guitar, a dulcimer, and a violin in succession, encouraging the music students to accompany him on their instruments. The students were able then to observe a practiced musician firsthand, as well as to themselves participate in the songs played.

Having the use of a nylon-stringed guitar enabled Billy to learn to play the guitar more easily. With the difficulties encountered by a steel-stringed guitar removed, Billy became more enthusiastic about learning and practicing chords and songs.

It was initially difficult for him to remember chord positions, but with practice, he has now mastered eight basic chords and is presently learning four others. Rhythm and strumming styles also presented a problem for him. Beginning with simple rhythms, Billy has been progressing more quickly to complicated strumming patterns. He can apply his present knowledge of chords and rhythm in three songs already and will soon begin a fourth, which he will play in an upcoming student talent show.

Billy is attentive in class, and courteous to the other students when they play. He is somewhat hesitant to play for other people, but he does accompany his classmates in the group les . He practices diligently between meetings, and appears to very much enjoy the guitar.

TEACHER: LS

ORIGAMI REPORT - April 1974

Origami is the oriental art of paper folding. To fold a model out of paper requires good hand, eye, and fine motor coordination as well as patience and retention of basic folding patterns.

During the first class sessions, elementary models involving relatively simple folds were introduced: the box, cup, and hat. When these were mastered, the Classic Chinese Flapping Bird was presented. With the advent of the Christmas season, the class turned to making a variety of Christmas decorations. Following the Christmas holidays, a few weeks were spent working with some more difficult animal models.

At this time, it became evident that the students were losing interest in Origami. Most of the class had reached their optimum skill level and were beginning to experience frustration. Therefore, major emphasis of the class was in model building. Students now spend class time working on plastic models. With the assistance of the instructor and fellow classmates, each student is realizing success. In some cases, this has been the first opportunity for students to really construct their own model. Topics of study include painting and glueing techniques, learning to follow directions, and finally, proper cleanup of the work area.

Billy has exhibited a very low tolerance for failure in Origami and plastic model building. The instructor has always encouraged him and verbally praised him for even the smallest gains. Billy has made some gains; he has learned some skills. He can, with encouragement, execute the basic Origami folds of mountain, valley, reverse, and petal. The instructor has attempted to help Billy complete a plastic model. Several attempts have failed because Billy has lost or destroyed pieces of his models between classes.

In general, Billy's class behavior has been acceptable. Occasionally, after he has "given up" for the day, he has distracted his classmates from their work. In conclusion, it can be stated that Billy enjoys model building and Origami although his desire for easy success often creates frustration for him and obscures his accomplishments.

TEACHER: GS

AFTERNOON TUTORIAL REPORT - April 1974

Billy meets once weekly in a 1:1 Tutorial during afternoon for additional decoding, encoding, and handwriting skills development. In addition to this Afternoon Tutorial, Billy also met with the instructor in a daily Tutorial until a schedule change in February.

Although Billy initially confused "d" and "p" in words, he can now decode, with at least a ninety percent level of accuracy, words that begin or end with these two letters. This was accomplished through the use of teacher-prepared worksheets, flashcards, and games devised by the teacher.

Billy can now decode all words containing initial and final blends, with at least a ninety percent level of accuracy, that were presented in LET'S READ IV and V, by Bloomfield and Barnhart. In addition to these texts, MERRILL worksheets, flashcards, MERRILL LINGUISTIC READER V, and practice exercises at the blackboard were used. At first, he had some difficulty distinguishing between "split" and "spilt" but he is now able to accurately decode, with at least a ninety-five percent level of accuracy, these two words. This was accomplished by repeated drills and worksheets. Billy has made continuous and significant progress in his ability to decode new words and to comprehend what he reads.

Billy can now encode (spell), with at least a ninety percent level of accuracy, all the words with initial and final blends that were presented in LET'S READ IV and V. This goal was attained through the use of practice exercises at the blackboard and faily reviews.

Billy has greatly reduced his tendency to become aggravated with himself when he makes a mistake. He seems to be much more confident when working with all the material covered in class. This new confidence, along with the success, have helped to give Billy the enthusiasm and desire to increase his ability to read.

TEACHER: PG

HEALTH REPORT - April 1974

The Health classes this winter have covered various body systems. The discussion of the skeletal system emphasized functions of bones, their

basic structure and the part they play in the human body. The movie HUMAN BODY - SKELETAL SYSTEM, Coronet, showed movement of the bones through fluoroscopy (a type of X-ray). The circulatory system including heart diseases, diseases of the blood vessels, the microscopic makeup of the blood, and how it circulates throughout the body were discussed after two movies from the American Heart Association, PUMP TROUBLE and CIRCULATION OF THE BLOOD. The unit on respiration covered the gross as well as microscopic structure of the lungs. The relationship of breathing and its effect on the cardiovascular system was also included. The movies BREATHING EASY and POINT OF VIEW from the American Cancer Society were used to introduce this unit.

The nervous system unit dealt with the structure of the brain, sensory impulses, and simple reflex actions. the movie HUMAN BODY - NERVOUS SYSTEM, by Coronet, helped explain the function of the nervous system.

GATEWAYS TO THE MIND, an AT&T movie, was valuable in helping to explain the sensory system. Discussion on this topic included the five senses that humans have, how they work, and the relationship to the other systems of the body. The unit on digestion covered the digestive process from when the food enters the mouth until it enters the blood stream. The breakdown of proteins, starches, and lipids was discussed in this section. Two movies, HOW A HAMBURGER TURNS TO YOU and WHAT'S GOOD TO EAT, by the New England Dairy & Food Council, helped to answer questions the students had on digestion. Each class presentation or lecture was supplemented by experiments, diagrams, and blackboard work. The lecture or discussion

period following the movies allowed the students to interact with the teacher and their peers. They are always encouraged to express their ideas and opinions on the topics.

Billy has established himself as somewhat of a leader in the Health class by his behavior and attitude. Billy appears to have a genuine interest in the material presented. He is attentive during movies and lectures, and is consistently involved in class activities (volunteering to assist the teacher in experiments concerning the senses) and discussions (asking about hypothetical situations or relating an anecdote relevant to the topic being discussed). If Billy senses that another student is acting inappropriately, he will make this known verbally, and generally his opinion is valued by his peers such that the activity ceases. Billy is conscientious, cooperative student; and it is a pleasure to have him in the class.

TEACHER: ER

BASKETBALL REPORT - April 1974

Because the students participating in the Basketball program range in a wide spectrum of ability and experience, it was necessary to divide the program into two areas. Players returning from last season's team and those who entered the program with some experience in playing participated in a competitive interscholastic schedule with area public junior high schools and freshman teams. Those students entering the program on a novice level were placed in a separate group stressing the development of basic skills of basketball. Drills and competitive skill games were used as methods for individual development, with stu-

dents of equal basketball ability competing against one another in the skill games.

The two main objectives of the basketball classes are developing gradient skills such as shooting, ball handling, and rebounding; and developing team play from those students involved in the competitive program.

Billy's basketball season was curtailed quite a bit due to his arm injury. Before that time, Billy developed skills in shooting, ball handling, and passing. He also developed into an aggressive defensive ballplayer. Billy was taught the concept of team play, and he adjusted to this quite well in game situations. He showed a great deal of desire, but his over-aggressiveness sometimes hindered his performance due to fouls and personal frustration. His attitude was a positive addition to the team's success. Billy was a pleasure to coach.

TEACHER: RD

At the end of his first year at Eagle Hill School, Billy B. was again tested with the diagnostic battery to determine any changes in his level of achievement. The results, showing the comparison to his beginning scores are presented below.

TEST SCORES   Year: 1973-74

Test	September	June
Gilmore (oral reading) Paragraph	Form C	Form C
Accuracy	3.2	5.1
Comprehension	2.3	4.2

Slosson (word recognition)   2.8   4.6

Stanford Achievement   Form W   Form W
                                            Level P2   Level P2

    Word Meaning (vocabulary)   3.1   3.6

    Paragraph Meaning (silent reading) 3.1   4.4

    Spelling   2.6   3.4

    Language (grammar & punctuation) 3.0   2.5

    Math Computation P_2W 2.7 I_1Y 5.7

Bryant   Correct/Possible   Correct/Possible

short vowels	4	20	18	20
long vowels	0	10	5	10
consonants: initial	18	22	19	22
final	8	15	13	15
blends	13	20	20	20
vowel combinations	0	10	10	10
vowel with r	0	5	2	5
vowel with w	0	3	2	3
polysyllabic	1	20	15	20

Upon his return to school in the all of 1974, Billy was again
tested to determine his retention over the summer break. These results
are shown below.

                  TEST SCORES   Fall 1974

Gilmore (oral reading) Paragraph   Form C

    Accuracy   4.8

    Comprehension   6.7

Slosson (word recognition)		5.0
Stanford Achievement		Level P2X
Word Meaning (vocabulary)		4.0
Paragraph Meaning (silent reading)		4.1
Spelling		2.8
Language (grammar & punctuation)		4.2
Math Computation		I_2X 5.6
Bryant		Correct/Possible
short vowels	16	20
long vowels	4	10
consonants: initial	21	22
final	14	15
blends	19	20
vowel combinations	10	10
vowel with r	3	5
vowel with w	2	3
polysyllabic	9	20

A student program plan was developed for illy, and this individualized plan is set out below.

STUDENT PROGRAM PLAN

Name of Student: Billy B.   Date: 9/19/74

A. Reason for Admission:

Returning student for second year. Diagnosed as learning disabled. Chronological age of 13. Testing indicates 1-5 year lag in language devel-

opment and 2-year lag in math. Informal observation and past performance indicates abilities above those indicated by formal testing situations.

B. Identification of the needs of the child:

Analysis of formal testing indicates need for tutorial to remediate recognition of CVC and C-polysyllabic patterns. Need for encoding, multiplication, division, and fraction work in math. Small classes for individualization and structure. Oral expression and mechanics of sentences. Structured activities to foster interaction and growth.

C. Program Plan:

9/22/74

Language Arts (7:1)

Tutorial (1:1)

Writing Workshop (6:1)

Art (5:1)

Math (8:1)

Spelling (7:1)

Wood Shop (6:1)

Typing (8:1)

Health (12:1)

Soccer (12:1)

1/6/75

Writing Workshop (6:1)

Wood Shop (6:1)

Math (8:1)

Tutorial (3:1)

Spelling (7:1)

Tutorial (3:1)

Leather (6:1)

Art (5:1)

Health (12:1)

Basketball (10:1)

3/3/75

Tutorial (3:1)

Writing Workshop (6:1)

Scheduled into daily sports program -

structured dormitory situation -

Math (8:1)

Spelling (7:1)

Tutorial (3:1)

Literature (6:1)

Greenhouse (7:1)

Fishing (6:1)

Health (12:1)

Baseball (12:1)

responsible for housekeeping
chores on intermural team.
Selected weekend activities.

Reports on Billy's progress during Fall 1974 are as follows:

1:1 TUTORIAL REPORT - November 1974

Decoding. Billy is presently reading in LET'S READ IX, Bloomfield
and Barnhart, which marks the end of that linguistically controlled series.
During the first two months of the term, LET'S READ VII and VIII were
used for review reading and worksheet drills. Billy can decode words
in LET'S READ VII and VIII with approximately ninety to ninety-five per-
cent accuracy, although often he accents the wrong syllables of multi-
syllabic words; thus the words seem to have been decoded incorrectly.
Often when a multi-syllabic word presents a problem to Billy, it helps
if the tutor divides the word into syllables. Billy now is able to do
this independently and this ability has become a useful tool in decoding
long or unfamiliar words. Because Billy has just begun reading in LET'S
READ IX, his accuracy level for the words in that reader is as yet unde-
termined. Billy dislikes working in the LET'S READ series because he
feels it's "baby work" and much of the reading he has done for homework

has been from books which are more interesting and challenging to him.
FOUR STARS FROM THE WORLD OF SPORTS, by Clair and Frank Gault, which
gives brief autobiographies of Hank Aaron, Roger Stauback, Lew Alcindor,
and Bobby Orr was used for reading and comprehension questions during
the first four weeks of the term. Billy quickly finished the book and
then began reading MY SIDE OF THE MOUNTAIN by Jean George. Presently,
Billy has completed about one-half of that short novel and is excited
about the reading material to the point that he often takes the book to
read during his free time. In class, decoding work is also done in KNOW
YOUR WORLD and YOU AND YOUR WORLD, Xerox publications, which are current
event newspapers written for students. Although Billy still has trouble
with some multi-syllabic words, and often reads suffixes inaccurately,
he has basically mastered the linguistically controlled reading patterns.

Encoding and Handwriting. Billy's encoding ability is not as
high as his decoding ability. Because he is enrolled in a Spelling Lab,
less emphasis is placed on this area during tutorials. However, at
least twice weekly a section of tutorial is devoted to spelling, in
which the tutor dictates a list of words from either LET'S READ V and VI.
Billy initially had difficulty spelling words with three-letter ending
blends such as "twelfth" and "strength". He also would often omit the
"t" in words such as "ditch" and "stretch". His accuracy levels on both
of these types of words has greatly increased. Because Billy often mis-
spelled homonyms such as "their", "they're", and "there" in his written
work, the tutor spent time during tutorial to study homonyms.

TEACHER: AS

HEALTH REPORT - November 1974

Billy is one of the more mature students in Health class and he listens courteously during lectures; but, much of the material covered is review for Billy. The instructors often call upon Billy to share his knowledge about a particular subject. In this way, Billy is drawn more into class discussions, during which he usually remains silent when he is not challenged by the material at hand.

TEACHERS: AS & MC

LANGUAGE ARTS REPORT - November 1974

Initially, the major emphasis was placed upon oral expression in describing objects, situations, and feelings. Students were encouraged to use all their senses (sight, hearing, taste, touch, and smell) to identify and explain various things such as objects from their rooms, pictures, and items presented by the teacher. Once description was mastered, students were encouraged to place objects or people in various situations, developing narrative paragraphs.

Giving and following directions was another area stressed. The students were first shown how to follow instructions. A problem would be described and an eventual outcome stated; the students would then list all the necessary steps to arrive at the desired ends. Each member of the class was required to participate in following all instructions so that he would be able to understand how one must proceed in a logical way to get the desired results. Once the student successfully completed these exercises, he was asked to instruct the rest of the class in some procedure of his choice.

Most of the written work done during the class periods related to capitalization, punctuation and the identification of nouns, verbs, adjectives, and pronouns. Linguistically controlled worksheets and short compositions were the materials used.

Billy's performance in Language Arts was highlighted by his determination to succeed. His ability to describe using all his senses showed much improvement during the course. Initially, he had some difficulty conceptualizing the idea that the sense of sight was only one of several ways to perceive and present objects and situations. After encouragement from the teacher and continued practice on his own, he was able to satisfactorily complete that aspect of the Language Arts program.

Billy was quite capable in the areas of narration and giving and following directions. He seemed to enjoy being able to use his imagination within the structure already established as well as when he was given free rein as to subject matter. Capitalization, punctuation and parts of speech have been areas of difficulty for Billy. He needs and is continually receiving practice in the use of final punctuation marks, commas and grammatical syntax.

TEACHER: SR

WRITING WORKSHOP REPORT - November 1974

The class emphasis has been on gaining an ability to express oneself clearly and concisely through writing. Descriptive, narrative storylines have been used exclusively in all class work to date. Initial class work was concerned with sentence formation and its basic elements.

In developing the paragraph outline form, gathering of ideas in a chronological order was stressed. STORIES YOU CAN FINISH, an American Education Publication, was a reference text for developing stories having more than one paragraph, and using two to three fictitious characters within the story.

Students are constantly urged to proofread their papers when they finish writing to check for punctuation of the sentence, agreement of subject with predicate, and spelling within each student's level. At present, most students are experiencing difficulty with this procedure and will need more practice in this area.

MAKING IT STRANGE, Haper and Row, stimulated thinking and provided experience in brief writing exercises wherein a student relied more on his imagination than on personal experience.

Billy has been very conscientious and eager to work in class. His compositions are longer, showing improvement in organization, and staying to one main idea. He has been doing work on adjectives to en-hance his writing and make it more interesting.   In isolated exercises, he has little trouble working with adjectives and nouns. However, he has experienced difficulty when he must assimilate this work to his composi-tions. With the chance for individual help and practice, Billy should progress in this area.

TEACHER: RA

SPELLING LAB REPORT - November 1974

The primary emphasis since September has been on the initial and final consonants, blends and the short vowel sounds as found in the CVC, CCVC, CVCC, CCVCC patterns. Certain specific generalizations were studied. Among these was the "ck" generalization; the use of "g" and "j" with the sound of "j"; the doubling of the "f", "l", "s", or "z" when found at the end of the word; and adding "-er", "-ed", and "-ing" endings.

Billy has shown considerable improvement in his automatization of the CVC patterns. In September, he was achieving a seventy-five to eighty percent level of accuracy and has recently been performing at a consistent average of ninety-five percent. Presently, Billy is working on words containing initial blends. He has an excellent attitude in class and continues to be a serious and conscientious learner.

TEACHER: PG

MATH REPORT - November 1974

Billy has been making positive gains in the areas of double and triple multiplication, as well as simple and double division. He has proven himself capable of completing problems with a ninety-five percent degree of accuracy when they are presented in class. Regardless of the difficulty involved, Billy works conscientiously and carefully, thus insuring successful solutions. Recently, Billy has been introduced to fractions. This is a stimulating change for Billy because he is close-ly observing his progress, and he is happy about this advancement. Billy had retained very little from last year, so he was asked to start with

a review of reducing and changing from improper to proper fractions and use the common denominator. Currently, he is performing with an eighty-five percent level of accuracy.

At times, Billy becomes extremely frustrated when computing his daily problems, and tends to give incomplete answers. However, when explained to Billy that this process is needed in order to successfully complete future work, he slowed down and is performing accurately. His nightly assignment is submitted regularly and is usually neatly written. Billy is happy with his progress, and with this present attitude, he could make reasonable gains in the months to come.

TEACHER: JL

ART REPORT - November 1974

Billy has not hesitated to choose projects requiring great amounts of time and effort, nor has he given up when experiencing difficulty while working on them.

His first project was an Inkle belt. Billy had great difficulty following the procedure necessary to weave his belt and was unable to avoid practices that caused mistakes. He needed and accepted a great deal of help to complete it to his satisfaction.

He enjoyed weaving a basket and has worked competently on it, though not to completion. He has also enamelled several copper shapes and is now working on a design in symmography.

Although Billy had trouble understanding a procedure in the case of his belt, he has shown a greater ability to plan ahead and manipulate materials to advantage in all other media. He has been very helpful to others in the class and has assisted the teacher in preparing materials for class use.

TEACHER: SS

SOCCER REPORT - November 1974

Billy was the team's starting center. Small but aggressive, he would challenge any opposing player. However, he would not carry this positive attitude of a game situation into practice. He frequently became defensive, almost to the point of sulking, when he was corrected.

TEACHERS: RP & CW

WOOD SHOP REPORT - November 1974

Afternoon shop class was designed to acquaint students with power and hand tools; uses, strengths and identification of various woods; and to apply this knowledge on projects of their choice. Students were required to make a scale drawing before starting their project.

It seemed that Billy might have "bitten off more than he could chew" with the size of his project and the little time and experience that he had. At the time that this report was written, completion was still in sight and Billy was diligent and undaunted. The complexity of the project taught him much about design and a variety of structural techniques. Billy was a pleasure to have in class.

TEACHER: SL

TYPING REPORT - November 1974

Billy has been working from a compilation of worksheets from Science Research Associates and Merrill, Fries Books 5 and 5A, and PALO ALTO 11, Harcourt, Brace, and World. Books 5 and 5A deal mainly with sentence structure. Book 11 deals with spelling changes necessary when endings are added to root words. Billy is self-motivated in this class and works diligently all period.

TEACHER: HB

Billy's mid-year testing, compared with the Fall 1974 figures, reflected the following:

TEST SCORES

Test	September	Mid-Year
Gilmore (oral reading) Paragraph	Form C	Form B
Accuracy	4.8	5.3
Comprehension	6.7	5.5
Slosson (word recognition)	5.0	5.9
Stanford Achievement	Level P2X	Level 11W
Word Meaning (vocabulary)	4.0	4.7
Paragraph Meaning (silent reading)	4.1	4.3
Spelling	2.8	3.6
Language (grammar & punctuation)	4.2	3.3
Math Computation	I_2X 5.6	I_2W 6.2

Bryant	Correct/Possible		Correct/Possible	
short vowels	16	20	17	20
long vowels	4	10	6	10
consonants: initial	21	22	22	22
final	14	15	12	15
blends	19	20	18	20
vowel combinations	10	10	10	10
vowel with r	3	5	3	5
vowel with w	2	3	3	3
poly-syllabic	9	20	13	20

The Spring 1975 reports follow.

TUTORIAL REPORT - Spring 1975

The 4:1 Tutorial-Language Arts class meets twice daily with the same teacher. Because these students have mastered the mechanics of decoding, the emphasis is expanded to include vocabulary development, comprehension, thinking skills, grammar, oral and written expressive language.

Initially, placement of the students in this tutorial was determined by the results of their mid-year test scores and the material covered noun-verb and subject-predicate. Prepositions, adverbs, conjunctions, and the different kinds of verbs have also been covered utilizing the same methods.

Students are also required to do outside reading and some time each week is allocated to discussing the students' progress in their

respective books. Upon completion, each student is asked to write a report about the book.

Billy's overall performance in Tutorial has generally reflected a consistent and concentrated effort throughout the class. His positive attitude has been a key factor in his development in decoding, comprehension, and grammar.

In oral decoding, Billy has a tendency to read very quickly, therefore skipping words he is not able to decode. This has been remediated by constant attention to detail in oral reading by the tutor. An effort has been made to transfer this attention to detail into silent decoding. This is done by requiring summaries and asking questions concerning the reading assignment.

In vocabulary work, Billy has been inconsistent in preparing acceptable definitions. Though he does obtain a workable understanding of a new word, through discussions and definitions, he has had difficulty working a new word into his writing vocabulary.

In class discussions and written and oral quizzes, Billy has been able to demonstrate a consistent understanding and retention of reading assignments. However, his desire to progress through a book as rapidly as possible has resulted in occasional lapses in memory of particular passages. As previously mentioned, more attention to detail has been used to help remediate this problem.

In grammar, Billy has had difficulty retaining the ability to identify a preposition and its object in a sentence. The worksheets and

class lectures have increased his ability to locate prepositions and objects from a seventy percent level of accuracy to eighty-five percent. He is also able to identify the subject-predicate, verb (linking or action) in a compound or a simple sentence given by the teacher at a ninety percent level of accuracy. Billy needs more drill in the areas of capitalization, punctuation and sentence structure. The weaknesses in these areas have hampered his written expression. Though he is able to express himself, his sentences are often fragmentary or run-on, thus making his writing unclear. Teacher-prepared worksheets have been introduced in these areas to remediate the problems.

Billy's encoding and vocabulary skills have been supplemented by his work in his spelling class. However, attention has been given to correlate decoding and encoding skills. Spelling corrections are also made on all written assignments.

Billy's willingness to discuss his confusion about reading assignments has helped him come to an understanding of the various authors' use of flashbacks. Initially, the varying time sequence was difficult for Billy. However, after reading JOHNNY GOT HIS GUN, Billy is able to anticipate and understand the reason for the author's use of flashback.

Billy's eagerness to learn and willingness to participate in class discussions and exercises have been major factors in his progress in the Tutorial.

TEACHER: LET

MATH REPORT - Spring 1975

Billy had been working on fractions, decimal, and percentage prob-
lems. However, after the February vacation, he was unable to compute these
problems with an acceptable degree of accuracy. It was apparent that he
had not automatized the processes necessary for accurate computation, and
it was decided that an intensive review was necessary.

Billy had difficulty retaining many of the essential concepts and
processes of fractions, decimals, and percentage problems; therefore, he
has worked to reinforce his skills in these areas in particular. His work
was inconsistent from day to day and his level of accuracy was often less
than fifty percent. Many of his mistakes were the result of his careless-
ness; therefore, he was required to work slowly and deliberately on each
example. Through individual remediation and daily repetition of fraction,
decimal, and percentage examples, Billy has shown a marked improvement.
He is now able to compute these examples with eighty-five percent accuracy,
although he requires frequent reviews to retain this material. Part of
Billy's success can be attributed to a more positive attitude towards math
and his eagerness to progress to more difficult material.

TEACHER: MW

SPELLING LAB REPORT - Spring 1975

Billy has mastered the "g" - "j" generalization at a seventy-five
percent level of accuracy and words in this pattern will be periodically
reviewed to increase his accuracy. In words ending in "-ace" or "-ase",

Billy was ninety percent accurate. Presently, all previously learned patterns are integrated into multi-syllable words for Billy to spell which he is doing with seventy-five percent accuracy. In writing paragraphs, Billy is averaging three to four errors per fifty words.

Many of Billy's errors stem from word endings and reversing the last two letters of a word. Remediation is being continued to enhance Billy's sound-symbol relationship.

Although complete, Billy's homework assignments indicate some carelessness; when he is asked to spell a word he misspelled in a paragraph, he can often do it correctly. Billy is being encouraged to work more carefully.

TEACHER: BA

WRITING WORKSHOP REPORT - Spring 1975

Since the beginning of March, the primary emphasis has been on paragraph development, focusing on content and sequencing. To develop this skill, use of outline techniques is continually stressed for all aspects of writing.

Skills and techniques which the student has previously studied are continually reinforced within their papers. These may include punctuation, capitalization, sentence structure, agreement, proofreading, and spelling. Expectations for use and accuracy are based upon individual skills and progress. Whenever a student questions any of these skill areas, individual help is given to him so that he may continue with regular class work.

Continued work in STORIES YOU CAN FINISH and two scholastic pub-
lications has been used to stimulate both oral and written exercises.
These publications have provided topics for writing. afforded concrete
examples in outlining and word usage, and presented interesting exercises
for the students.

Billy has demonstrated a sincere desire to do the work, showing
enthusiasm to participate and succeed in the class. Understanding the
methods of outlining has in itself presented little difficulty for him.
However, when required to transfer these ideas to his written composition,
he has experienced difficulties. To help him, he has been receiving
individual help to develop an understanding of the concepts and their
application to writing. Continued practice and help should allow Billy
to make consistent gains in this area.

Billy has maintained a positive attitude about the work and class,
working well with his peers and accepting comments from the teacher in a
positive manner.

The use of outlining techniques has been beneficial for Billy in
his writing. Initially, his work was vague and general in regard to de-
tail pertaining to a given topic. Since he has begun using the outline
form, along with individual assistance, his writing has begun to show
improvement in content and development.

TEACHER: RA

UNITED STATES HISTORY REPORT - Spring 1975

Lectures included the Revolutionary War--its causes, course and aftermath; pre-Constitutional history; the United States Constitution; and early United States history through the War of 1812.

Development of group discussion skills centered around a topic in which the students expressed interest, i.e., race relations and racial unrest in America. Background information was provided in a presentation of how the plight of the Blacks has changed since Colonial times. Several prominent Black people such as Crispus Attucks, Dred Scott, George Washington Carver, and Dr. Martin Luther King, Jr. were introduced to the students via lectures and movies. Then discussion of their work, successes or failures ensued. The students were encouraged to make decisions about the value of violent versus non-violent protests, segregation versus forced integration, and the importance of the making and enforcing of related laws.

Billy has shown improvement in all aspects of the History class. Initially, he was confused about notetaking procedure, i.e., what to write and how to phrase it. With practice, many questions and teacher assistance, he can now maintain a complete and accurate set of class notes.

During class discussions, Billy participated freely. He sometimes "stood corrected" about some of the information he recited; however, he would refer to his notes to insure that the information there was correct as well. He always accepted this type of criticism in a positive, jovial manner.

Billy's performance level has also improved from about sixty percent accuracy to seventy percent accuracy. He needed some assistance in the form of extra review to be able to recall information found in his notes, readily asked for assistance when he felt he needed it.

Billy was a productive and enthusiastic member of the class. He completed all assignments on time and each one reflected effort on his part. For all these reasons, Billy was a pleasure to have in class.

TEACHER: SR

In June, 1975, the following notation was entered in Billy's personal record: "As agreed during parent conferencing on April 12th, Billy will return home for the summer vacation. A reading list will be provided and independent reading will be encouraged by his parents throughout the summer. Recommended return to Eagle Hill School to continue program on September 14, 1975."

Upon returning in the fall of 1975, Billy was retested and achieved the following levels:

TEST SCORES   Fall 1975

Test

Gilmore (oral reading) Paragraph

    Accuracy   6.6

    Comprehension   5.8

Slosson (word recognition)   5.0

Stanford Achievement   Level I_1X

Word Meaning (vocabulary)	5.6
Paragraph Meaning (silent reading)	5.7
Spelling	3.3
Language (grammar & punctuation)	4.6
Math Computation	5.9

Bryant

	Correct	/Possible
short vowels	20	20
long vowels	6	10
consonants: initial	19	22
final	13	15
blends	16	20
vowel combinations	9	10
vowel with r	1	5
vowel with w	0	3
polysyllabic	16	20

The following Student Program Plan was developed for Billy in September, 1975.

A. Reason for Admission:

Returning student from previous academic year. Diagnostic testing indicates 2-3 year deficit in language and 2-year deficit in math.

B. Identification of the needs of the child:

Based on past performance and current testing, Billy needs Language Arts tutorial, small math and language classes in order to receive special attention from his instructors. Needs constant review and practice to

facilitate learning. Needs structured social and academic environment to foster growth and awareness.

C. Program Plan:

Writing Workshop (7:1)   Billy will participate in intermurals,
Language Arts Tutorial (3:1)   is scheduled into daily and weekend
Spelling (7:1)   supervised activities and is living in
Math (10:1)   structured dormitory situation.
History (9:1)
Language Arts Tutorial (3:1)
Film Class (6:1)
Health (10:1)
Physical Education (10:1)

Reports of Billy's class participation are given below.

HEALTH CLASS REPORT - November 1975

Topics covered during the reporting period have been Marriage and Family Planning, Body Systems I, Mental Health, and Childhood Diseases. Since each topic was presented by a different teacher, reports of individual progress is assumed to be satisfactory barring further comment.

MATH REPORT - November 1975

Initially, Billy exhibited deficiencies in several areas of computational math. Through daily practice and remediation, he was able to improve in most of the units presented in class, though it is apparent

that he requires frequent review to retain and utilize this material.
Billy needed intensive review of addition, subtraction, multiplication,
and division of fractions, reducing fractions, and changing fractions from
proper to improper form. Through intensive review and additional daily
practice, he is now able to compute these problem examples with eighty-
five percent accuracy. Billy had some difficulty in the unit on decimals,
mainly when changing fractions to decimal equivalents. He had no specific
difficulties in addition, subtraction, multiplication, and division of
decimals, although he frequently made careless miscalculations as a result
of poor organization and attempting to work too rapidly. He was reminded
to work slowly and carefully at all times and eventually reached an eighty-
five percent level of accuracy in decimals. Billy is presently working
with percent equivalents and Type-1 percent problems where he is experi-
encing difficulty in retaining the proper skills for computing these
problems.

                                          TEACHER: MW

3:1 TUTORIAL-LANGUAGE ARTS REPORT - November 1975

     Oral decoding was a highly successful activity for Billy. His
reading has been very fluent and he attacks multisyllable words with little
or no difficulty. He generally reads the material with about ninety percent
accuracy.

     Comprehension of material read silently presented little problem.
Questions on material read were answered with eighty-five percent accuracy
and summaries written always included main events and were also written in
a logical sequential order.

Billy's papers were always neat and legible. Therefore, his handwriting was not emphasized in the class because his work was consistently neat.

An area of difficulty and frustration for Billy was the concept of the pronoun. He had no difficulty in correctly identifying them both in oral and written exercises, but pronoun cases were difficult for him at times.

He understands the nominative and objective case and their proper usage in his own writing. However, when given a worksheet where he must substitute pronouns for nouns, he finds the transfer difficult, especially with plurals. When his written work contained numerous inaccuracies, the mistakes were reviewed and correct answers were supplied by the tutor to reinforce correct usage.

Billy's work in vocabulary development has been satisfactory and successful. His answers are accurate during oral vocabulary drills and he achieves an eighty-five percent level of accuracy on worksheets. Billy can successfully define words from his reading and use them in the proper context eighty percent of the time.

In recall of events and interpretation of the material read, Billy had no special difficulties. His performance in these areas was generally accurate. In oral and written expression, Billy has been able to express his ideas accurately. He uses complete sentences and precise vocabulary. His thoughts are properly sequenced and presented in a logical fashion.

Billy's behavior has been consistently cooperative and pleasant. He is always eager to participate in class and is a definite asset to it. He relates well with his classmates. His assignments are always neat, complete, and passed in on time. He puts forth his best effort and is a hard-working student.

TEACHER: KR

PHYSICAL EDUCATION REPORT - November 1975

The AAHPER Physical Fitness Test was administered to each student as a guide in determining areas of physical limitations. Students were then given a choice from three separate areas of concentration--flag football, soccer, or tennis.

Billy elected to participate in the flag football unit. During this unit, specific playing skills, such as passing, receiving, ball carrying, blocking, centering, pass coverage, and defensive line play were presented. Play calling, specific pass patterns, and running plays were also covered as well as the general concepts of game play, teamwork, and rules. Students were exposed to all positions during game play and given leadership opportunities through play calling or "captaining" a team.

Billy has the speed and agility to perform exceptionally well in this sport. When actual playing began, Billy best qualified to play the wide receiver slot. He can accurately perform any pass pattern the quarterback calls and usually completes a pass play. Billy has been an inspiration to other teammates, never failing to give his fullest effort.

TEACHER: JL & KT

U.S. HISTORY REPORT - November 1975

Lectures included post- War of 1812 political and social developments, i.e., the development of sectionalism which eventually led to the Civil War. The Civil War and the Reconstruction are the present topics being studied.

Additional development of group discussion skills occurred in a once-a-week class centering around more recent topics of current events which were of interest to the students, e.g., World War II and its effect on the modern world.

TEACHER: SR

SPELLING LAB REPORT - November 1975

Billy entered the Spelling Lab retaining the skills he had learned previously. Billy is performing above the teacher's expectations and he is increasing his ability weekly. When given compound words, he can accurately spell any CVC pattern (picnic, matter) with a ninety percent level of accuracy. With this accuracy in the CVC pattern groups, the emphasis was changed in the CVC pattern. Billy is experiencing confusion in this phase, oftentimes spelling "pail" for "pale." Frustration and disgust with these confusions cause Billy to.express negative comments, which is understandable. The teacher explained to Billy and the class that these synonyms are difficult but must be remediated. Currently, Billy is attempting to overcome this difficulty and is performing in a positive manner.

Billy's assignments are submitted punctually. All work has been acceptable and neatly written. Billy is exhibiting to the teacher that he is willing to attempt to increase his spelling abilities.

TEACHER: JL

WRITING WORKSHOP REPORT - November 1975

Billy's strong point thus far in this class has been his written homework assignments. Since September, he has consistently shown imagination in his work. The length of his writing has been from a half-page to a page-and-a-half, depending on his interest in the topic. He has been able to successfully write a concise topic sentence and follow this with a unified paragraph. Billy still needs to improve in his sentence structure and punctuation. At first, he did not know when he was writing a run-on sentence or misplacing a comma. Through classwork exercises, Billy now recognizes his mistakes in this area and is making fewer of them. His spelling errors have also been reduced from about eight to four or five per paper. Billy has completed all of his homework assignments on time. He enjoys communicating with his classmates in class, but he is never a problem. Given his attitude and performance, the teacher believes Billy capable of continuing improvement.

TEACHER: JH

At the mid-year point, Billy was again tested on his skills. The summary of these results is presented below, compared with the fall results.

TEST SCORES

Test	September	Mid-year
Gilmore (oral reading) Paragraph	Form D	Form C
Accuracy	6.6	7.0
Comprehension	5.8	9.7
Slosson (word recognition)	5.0	5.6
Stanford Achievement	Level I-I	Level I-I
Word Meaning (vocabulary)	5.6	4.1
Paragraph Meaning (silent reading)	5.7	4.6
Spelling	3.3	4.0
Language (grammar & punctuation)	4.6	4.3
Math Computation	I-II 5.9	I-II 5.9

Bryant	Correct/Possible		Correct/Possible	
short vowels	20	20	19	20
long vowels	6	10	3	10
consonants: initial	19	22	21	22
final	13	15	14	15
blends	16	20	19	20
vowel combinations	9	10	8	10
vowel with r	1	5	2	5
vowel with w	0	3	3	3
polysyllabic	16	20	16	20

Reports of Billy's work during the Spring term are reported below.

LEATHER CLASS REPORT - Spring 1976

Leather classes teach the students the techniques of making simple leather articles (belts, bracelets, wallets, pouches, sun visors, pocketbooks, plant hangers, hats). Working with leather involves the use of knives, needles, punches, and stamps allowing cutting, sewing, stamping, staining, and simple decorating skills to personalize articles. All work is supervised by the instructor who stresses safety through the proper use of tools. The student is required to work out all projects on paper before transferring his ideas to leather. The completion of one project is required before another can begin.

Billy came to class with some previous leather-working experience. He completed several wristbands, a belt, and a sun visor. He then injured his finger which caused him some difficulty in using the tools and completing projects. His attitude remained positive and he worked on designing projects for construction when his finger healed. He is presently working on a sun visor design.

TEACHER: VC

HORSECARE REPORT - Spring 1976

Students are driven off campus to a nearby farm where each student is given a responsibility to perform. The overall purpose of the class is to expose the students to the maintenance and upkeep of the barn and its surroundings, the care of horses, as well as the equipment necessary to groom and harness a horse properly.

Billy has been an active participant in the Horsecare class. His willingness to be involved in all projects and his assistance in helping the students who aren't as confident or experienced with horses have made him a truly enjoyable student. He has always been very cooperative with the teacher and his interaction with his peers has been exceptional. Billy seems to really enjoy this class as evidenced by his fine attitude and dedication.

TEACHER: PM

SKI REPORT - Spring 1976

This winter ski class was divided into groupings of beginners and intermediates. Beginners were taught the fundamentals of walking and climbing hills along with performing the snowplow, snowplow turn, and proceeding into the stem turn. The intermediate group quickly reviewed these fundamentals and concentrated more in developing stem turns and then stem christies along with proper traverses between these turns. Whenever possible, on-the-slope instruction was given utilizing Eagle Hill's facilities.

Billy willingly participated in pre-season conditioning exercises. As a result of previous skiing and practice, Billy has mastered the snow-plow turn. Although he has begun to perform the stem christie, further practice is necessary in order to perfect this skill. Because Billy has a positive attitude, he is a pleasure to have in class.

TEACHER: KR

3.1 TUTORIAL REPORT - Spring 1976

During the oral reading exercises done in class, Billy usually de-
codes with ninety percent accuracy. Although he initially overlooked im-
portant punctuation marks (commas and periods) he has recently shown a
much greater awareness of them and consequently is able to read orally
with more expression. Billy has also begun to decode unfamiliar words
more successfully. He already knew how to use a dictionary and he consis-
tently did all assigned vocabulary work accurately. Although dictionary
definitions were not always clear to Billy, he did not hesitate to ques-
tion them during class and thereby gain an understanding of the words.
In oral quizzes, Billy usually demonstrated a knowledge of the meaning of
eighty percent of the words; writing sentences including these words was
more difficult for him.

Billy's contributions to class discussions indicate that he is
able to remember the details as well as the major events of the novel and
stories he read. Billy is able to form his own opinions about characters
and events in the story. His ability to express clearly these ideas
orally to the other students in class has shown a great deal of improve-
ment. Billy is confident of his ideas and often defends them from dif-
fering opinions of his classmates.

In writing the answers to questions about the theme in stories he
had read, Billy has some difficulty. He does attempt to answer all ques-
tions, however, and usually writes several sentences for each of his
answers. Billy generally writes in complete sentences; however, he often

uses phrases beginning with "because" or "but." Recently, Billy has taken more care with his assignments and his spelling and handwriting have improved accordingly.

After reading one of the short articles in STRANGELY ENOUGH, by C. B. Colby, the students were asked to write a summary of the article and then an explanation for the strange occurrence. Billy is able to summarize the major events accurately and he is beginning to include more details as well. He is capable of creating imaginative explanations.

Billy quickly attained a ninety percent accuracy level in identifying concrete nouns and adjectives in sentences presented on teacher-prepared worksheets. He still has difficulty in recognizing abstract nouns. Billy had been exposed previously to simple action verbs; however, he needed review work in this area. Billy now can identify simple action verbs, verb phrases, and verbs of being with ninety to ninety-five percent accuracy when they are presented in teacher-prepared worksheets. He has achieved this same level of accuracy in using the past and present tenses of these verbs. Billy was initially confused about when to use the past participle of a verb. However, in assigned sentences, Billy can now choose between the simple past and the past participle with eighty-five percent accuracy. Billy has also achieved this same level of accuracy in working with the punctuation and capitalization dealt with in class.

Billy has consistently done all homework assignments. Lately, however, he has been putting more effort into all of his work and the quality of it has improved. At times, between class activities, Billy

tended to talk too much; however, he always worked diligently on any specific classwork.

TEACHER: BA

LITERATURE REPORT - Spring 1976

Two books, CASES OF SHERLOCK HOLMES, by Sir Arthur Conan Doyle, adapted by William Kottmeyer, and THE GREAT CHEESE CONSPIRACY, by Jean Van Leewen, have been completed in Literature class thus far this term. Although the books were dissimilar in most ways, parallels were drawn between characters in those books. Both books lent themselves well to discussions of hero versus anti-hero, the psychology of detective versus that of criminal, and the whole notion of character motivation. In addition to such discussion, class time was also spent on the vocabulary from the reading.

Billy had little difficulty with the material presented thus far in Literature class. His decoding abilities were developed enough so that he was always able to complete reading assignments. In most class discussions, Billy was an active participant, and he showed an excellent ability to correctly relate story details and sequences. He was also able to separate unimportant details from major events and he could summarize book chapters and whole stories concisely both orally and in written form. Billy was just beginning to look beyond the factual surface level in his reading and look for character traits, motivations, and double meanings. He became particularly adept at orally pinpointing character personality traits, and he was able to write brief character sketches.

With respect to supplementary activities such as making book jackets and posters, Billy has shown much creativity and enthusiasm.

TEACHER: AS

SPELLING LAB REPORT - Spring 1976

Billy has been working on spelling words containing initial and final blends. Initially, he had difficulty distinguishing between "ck" and "k" in the final position and "ch" and "tch" also in the final position. Billy was introduced to the generalizations which apply to words with these sounds and now has less difficulty encoding these words. If Billy is reminded to think of the generalization before attempting to write, his spelling is usually correct. Billy is able to spell the words with blends plus those containing the "v" as the second consonant and those with "ar" with ninety percent accuracy when presented orally.

Billy approaches his spelling work with a serious attitude. Initially, he had some difficulty with the homework assignments, but his work has steadily improved. Billy uses most of the words correctly in sentences or in paragraphs. At times, however, he will transpose two letters of a word when he writes it in a sentence.

Billy is always enthusiastic about performing accurately each day and he enjoys competition with himself as well as with the other students.

TEACHER: AS

WRITING WORKSHOP REPORT - Spring 1976

Primary emphasis of the writing workshop has been placed on correct grammatical usage and sentence structure. Declarative, exclamatory, and interrogative sentences have been studied. Billy is able to use these three sentences appropriately in isolation or within the context of a story. Grammar usage which has been studied in class is always used correctly in Billy's writing.

Composition work has been done well throughout the term. Billy is able to sequence his thoughts and follow one topic through the story. His compositions have feasible conclusions.

The practical writing unit has been of interest to Billy. He has enjoyed the letter-writing section and has composed several letters requesting free materials. After receiving replies to his letters, Billy asked if he could write additional letters. Billy's interest in the unit has been reflected in the high quality of his work.

Homework and classwork are done well consistently. Billy is an active participant in class discussions and only contributes in a positive manner. His relationship with his peers is good, although Billy is younger than the rest of the students.

TEACHER: JL

MATH REPORT - Spring 1975

The instructor has collated all the board work, worksheets, and quizzes and has averaged out each child's level of performance. Billy's achievement levels are as follows:

90% reducing of fraction

90% changing improper to

    proper fraction

95% addition of fractions

    with unlike denominator

95% subtraction of fractions

    with unlike denominator

90% division of fractions

95% addition with like denominator

95% subtraction with like denominator

95% subtraction with borrowing

90% multiplication of fractions

95% addition of decimals

Billy mastered the skills needed in the areas of addition, subtraction, multiplication, and division of fractions with a 93% level of accuracy. This level of success applies to both in-class and homework assignments. The only areas where Billy tends to have difficulty is in changing from improper to proper fractions and reducing. He has asked for additional help in order to advance into decimals.

Billy found the area of decimals much easier than fractions.

One of the main objectives has been to have Billy work slowly and accurately. In the past, he rushed through his daily assignments in a very short period of time, making careless mistakes. Lately, Billy is working more slowly and carefully in completing his assignments and has shown improvement in his math work.

                              TEACHER: JL

BASKETBALL REPORT - Spring 1976

Because of his leg injury, Billy saw only limited action on both the varsity and junior varsity levels. While unable to play, Billy was a

great asset, volunteering to keep statistics, usually a "shot chart" at
home games, and occasionally keeping score at away games. He also worked
at reconditioning his leg, managing to strengthen it enough to play in
the last few games of the season with limited effectiveness. Billy's
greatest contribution to the team, whether playing or not, was his enthus-
iasm for the game and encouragement for his teammates.

<div align="right">TEACHERS: DS & KT</div>

HEALTH CLASS REPORT - Spring 1976

Health classes were designed to acquaint the students with the
physical and social aspects of such topics as alcohol and alcoholism,
venereal disease, mental health, heart disease, respiration and smoking,
human reproduction and contraception. Each topic was presented through
such media as movies, pamphlets, and lectures given by the teachers.
Class discussions and questions were encouraged at all class sessions and
responded to by the teachers as factually and opnly as possible.

Billy was a mature and active participant in class discussion and
contributed to group work through questioning peers and challenging their
ideas. Billy was a leader figure in group work and seemed particularly
interested in such topics as alcoholism, human reproduction, venereal
disease, and respiratory diseases. He was a welcome participant in class.

<div align="right">TEACHERS: SG, AS, MC, JG</div>

ART REPORT - Spring 1976

Billy has enjoyed experimenting with new materials as well as im-
proving former skills. His projects include pen-and-ink drawings, bottle
cutting, and wood relief sculpture. Billy has learned to use tools com-
petently, perservered on his projects until the desired results were
obtained, assisted in the silk screening of intramural shirts, and helped
prepare other materials for class use.

<div style="text-align: right">TEACHER: SS</div>

LEATHER CLASS REPORT - Spring 1976

Billy comes to every class with a positive attitude and has demon-
strated a willingness and effort to master the various leather techniques.
After making a few simple hair barrettes, he moved on to more difficult
items. He has completed a wristband, a belt, and several hanging plant
holders requiring him to cut, sew, stamp, and stain.

<div style="text-align: right">TEACHER: VC</div>

FILM CLASS REPORT - Spring 1976

The major emphasis of the class is to develop the concept of film
as a means of communication. Three different modes of filmmaking are ex-
plored--photography, television, and movie making. Students are encouraged
to express a feeling or make a statement through snapshot sequences. The
videotape machine provides the students with immediate feedback as to how
they look and sound. The students, with supervision, decide on a topic

and role play the scenes. The students also plan a movie script. The students choose parts, decide on the action and sequence the events. The students must communicate through facial expression and body movements as the movie is filmed without sound.

Billy had used a camera previously and was eager to photograph. He offered suggestions concerning where and what to photograph. Billy anticipated working with the videotape camera and initially wanted to film. He handled the camera well but was urged to participate as an actor. Billy enjoyed watching himself on the screen which prompted him to participate more in the role playing. Due to Billy's participation with the soccer team, he was unable to attend every class. However, Billy was able to film half of the movie.

TEACHER: MN

Billy's end-of-term test results are given below, contrasted with his performance in September, 1975.

TEST SCORES	1975-76	
	September 75	June 76
Gilmore (oral reading) Paragraph	Form D	Form D
Accuracy	6.6	7.2
Comprehension	5.8	9.7
Slosson (word recognition)	5.0	5.9
Stanford Achievement	Form X Level I-I	Form W Level I-II

Word Meaning (vocabulary)	5.6		5.5	
Paragraph Meaning (silent reading)	5.7		5.0	
Spelling	3.3		3.6	
Language (grammar & punctuation)	4.6		6.7	
Math Computation	5.9		6.0	

Bryant	Correct/Possible		Correct/Possible	
short vowels	20	20	17	20
long vowels	6	10	7	10
consonants: initial	19	22	21	22
final	13	15	14	15
blends	16	20	20	20
vowel combinations	9	10	9	10
vowel with r	1	5	4	5
vowel with w	0	3	2	3
polysyllabic	16	20	18	20

The Student Program Plan developed for Billy in September, 1976 is presented below.

A. Reason for Admission:

Return student from 1975-76 school year. Current testing suggests deficiencies remain in all academic areas. Results show below age/grade-level expectancies of five years in silent reading comprehension, spelling; four half years in language (grammar) and oral reading accuracy; three half years in vocabulary, and 3 plus years in math. It should be noted he tests poorly--test failure syndrome--and performs at a high level in day-to-day classes.

B. Identification of the needs of the child:

Basic skill development at middle math levels. Development of multi-syllable word attack skills and vocabulary; study skills acquisition, concept (concrete and abstract) development, ability to relax in testing situations through increase of self-confidence and self-esteem.

C. Program Plan:

Tutorial (4:1)

History (8:1)

Math (8:1)

Spelling (8:1)

Writing Workshop (6:1)

Woodsmanship (6:1)

Health (3:1)

Physical Education (10:1)

Program includes intramurals, structured daily and evening activities, dormitory responsibilities.

WRITING WORKSHOP REPORT - Fall 1976

Developing ideas relating to a topic never seemed to present any difficulty for Billy. Keeping the tenses in proper agreement, capitalizing, using correct sentence structure, and forming paragraphs, did appear as problem areas. Paragraph form and capitalization were two areas that were remediated quickly. Billy developed an understanding of the various types of sentence structure. This enabled him to vary his sentences and thus add variety to the subject matter of his assignments. More work and review is needed to correct the problem of using proper tense agreement

between subject and verb. Billy has shown an understanding of paragraph development through the use of facts or incident, definition, description, and comparison. His description of an accident was one of his best efforts.

TEACHER: AC

SPELLING LAB REPORT - Fall 1976

Billy has been achieving a seventy-five percent level of accuracy on the first attempt to encode dictated words and eighty-five to ninety percent on successive attempts. Initially, he demonstrated some diffi-culty in applying the doubling rule for the suffixes "er," "ed," and "ing." Following review and practice, Billy presently produces such errors less frequently, achieving a ninety to ninety-five percent level of accuracy. During didtation exercises involving more complicated linguistic patterns, Billy works slowly, often requesting to have a word repeated before de-riving an attempted spelling of the word.

Billy has demonstrated a positive attitude in class. He seems to be a conscientious student attempting to perform to the best of his abili-ties and seeking to improve.

TEACHER: LB

HEALTH CLASS REPORT - Fall 1976

A variety of health and safety related principles (American Red Cross First Aid) were covered during the fall term. Students received up-to-date information from pamphlets, the AMERICAN RED CROSS INSTRUCTIONAL BOOK, and the FIRST AID TEXTBOOK prepared by the American Red Cross during

the first part of class. The rest of the class period was devoted to discussion and evaluation of the presented material. Ideas, personal experiences, and questions on the presented information were encouraged at all times. Health aspects covered were cardio-pulmonary resuscitation and mouth-to-mouth resuscitation. Such situations as encountering an unconscious or non-breathing person when alone or in the company of some-one else and how to react were discussed. Initial steps of simple diag-nosis and evaluation centered on the necessity to react immediately.

Signs and symptoms of electrical shock, heat (sun) stroke, heat exhaustion, and frostbite were covered in class. Basic first aid of pre-vention, causes, and cures were given, and feedback of information was required from the students.

The subject of alcohol was discussed through the use of such pamphlets as "What's Wrong With . . . Beer" by Fred W. Dies; "Alcohol, Your lood, and Your Brain" by Dr. L. R. Curtis; "Alcohol is America's #1 Drug Problem" by Earl Dodge; and "The Big Lie About Moderate Drinking" reprint from Pageant-Hillman Periodicals, Inc. Serious discussion and concern followed spot reading of facts and figures in the pamphlets. Much interaction occurred as the students were concerned with the benefi-cial and/or harmful effects of alcohol on their physical and mental de-velopment. Problems such as teenage drinking, social drinking, amount consumed, different physical and mental personalities, driving while drinking, and legal aspects of drinking were all discussed.

Billy contributed very positively in his Health classes. He has a keen interest in learning about his physical world, both internally and

externally. Personal experiences concerning minor cases of heat exhaustion and frostbite added pertinent discussion to the class. Billy related well to his classmates and teacher.

TEACHER: MB

WOODSMANSHIP REPORT - Fall 1976

The Woodsmanship class provided the opportunity for the basic outdoor skills to be discussed and experienced. The class was non-academic and took place outside whenever possible. Some of the areas covered were wild plant identification, animal study, the care and use of camping equipment, and rifle and pistol marksmanship. The students were taught to have a conservation-oriented attitude when dealing with the natural resources. Gun handling and shooting were instructed in a very structured and safety-conscious manner to develop a proper attitude toward firearms.

Billy was an eager participant in all class activities, and often related his own experiences in the outdoors. He seemed to have the proper attitude when dealing with the natural resources. He was very safety-conscious when handling firearms and enjoyed target shooting very much. He interacted well with the other students and the teacher. Billy was sincerely interested in learning woodsman's skills and was a pleasure to have in class.

TEACHER: GJS

U.S. HISTORY REPORT - Fall 1976

The U.S. History class is designed to develop the student's knowledge of U.S. history using the text EXPLORING OUR NATION'S HISTORY by

Sidney Schwartz and John R. O'Connor, movies, teacher-prepared lectures, quizzes, and competitions; the student's map-reading skills through the use of a note-taking ability; and ability to freely participate in class discussions. The topics discussed thus far have included a general survey of global geography; a more detailed study of U.S. geography to enhance the related study of historical information; and a historical study beginning with the European explorers through the Revolutionary War.

Billy has shown improvement in all aspects of the History class. Initially, he had difficulty keeping a complete set of notes, which led to problems with his performance in the other areas. When the problem was noted by the teacher, it was remedied by slowing down the class periodically and checking Billy's notes. If it was discovered that he did not understand something, it was re-explained. This has evolved into a process whereby Billy will stop the teacher and ask questions which will clarify his understanding of the material. This has also led to his being more attentive in class and more willing to participate in class discussions.

Billy's performance levels are presently about seventy-five percent accuracy on quizzes and eighty percent accuracy on homework assignments. He still has some difficulty distinguishing East from West when reading a map, but this is improving with continual practical application.

In conclusion, it can be said that Billy's improved efforts have helped him become a more productive member of the class. He has always been cooperative and this quality coupled with his improvements have made him a pleasure to have in class.   TEACHER: SR

4:1 TUTORIAL REPORT - Fall 1976

Billy's attitude and behavior in class have been positive. Home-
work assignments are completed with accuracy and clarity of organization
and ideas. Much work has been done to increase Billy's fluency and com-
prehension. He can decode unknown words approximately ninety to ninety-
five percent of the time. His response to comprehension exercises has
been at an eighty percent level of accuracy. When he has a question,
he does not hesitate to ask. Billy has demonstrated an ability at writing
clear, concise, and well-phrased essay-type answers to comprehension exer-
cises. Identification of the parts of speech is accurate eighty percent
of the time.

TEACHER: LS

ALGEBRA REPORT - Fall 1976

Algebra classes are provided for students who have mastered the
basic arithmetical computational skills. These basic skills are reviewed
while algebra terminology, functions, and processes are introduced on a
micro-united, structured continuum.

The majority of students in the class were either familiar with the
basic operations of Algebra, or were exposed to the fundamentals last year.
The text used in class is ALGEBRA I MODERN EDITION by Welchons, Kricken-
berger, and Pearson. ALGEBRA MEANING AND MASTERY by Daniel W. Sanader
is used as a supplemental text.

The areas covered in Algebra I are solving variables, evaluating
algebraic expressions, and adding and multiplying positive and negative
numbers.

Billy experienced a great deal of difficulty in the early stages of Algebra. He often confused the correct procedure in solving the "powers of numbers." This process frustrated Billy until he realized the simple error he was committing. After overcoming this problem, Billy began advancing rapidly and achieving an eighty-five percent degree of accuracy. When introduced to advanced Algebra methods of solving variables, Billy continued to perform accurately. Currently, he is working at a ninety percent level of accuracy in all areas covered thus far. At present, Billy is being introduced to the solving of lengthy algebraic expressions (i.e., $7y + 2y + 16 = 3y + 46$).

Billy has displayed a positive attitude in class, and this attitude is also reflected in his nightly assignments. His papers are legible, and with sufficient accuracy. Billy takes an active role in class and is willing and anxious to learn.

TEACHER: JL

PHYSICAL EDUCATION REPORT - Fall 1976

Basic rules and regulations as well as proper skills and fundamentals of such diverse sports as football, jogging, soccer, tennis, and weight training (conditioning) were taught. Groups of ten students rotated from activity to activity every two weeks. After demonstrating a reasonable degree of proficiency in the performance of skills through drills and strategical game situations, the group moved into actual game play.

Teamwork, good sportsmanship, desire to improve oneself, both physically and mentally, congeniality between participants, and a working

knowledge of the sport or activity were strived for in the presentation of material throughout the class period. Within the framework of the well-structured program, individualized goals and techniques were developed to meet the needs of each student. Billy's competencies have been rated as follows:

Key: 1 - Nonusable; 2 - Inconsistent; 3 - Learned but not mastered;
      4 - Mastered; 5 - Automatized

Football		Soccer		Tennis
Throwing	4	Dribble	5	Forehand
Catching	4	Trapping	5	Backhand
Kicking	4	Passing	5	Serve
Knowledge of sport	4	Tackling	5	Grip
		Knowledge of sport	5	Positioning

Jogging		WT-Training	Attitude	
Warmups - Stretching	4	Warmups - situps, pushups	Desire	4
Interval Training (1/4 mile)	4	2 Sets, each 10X:	Personal Improvement	3
Relay Races (200 yards)	4	Military press	Ability to work with others	4
Fartlek Training (2-1/4 miles)	4	Bench press		
		Curls (seated)	Ability to listen to instructions	3
Run-Walk Finish	4	Situps with weight behind head		

TEACHER: MB

MOCK SCHEDULE REPORT - Spring 1977

Mock Schedule is an afternoon class with a different goal or activity every period. To date, the class has engaged in bowling and hiking activities with plans for more challenging hikes, target shooting, archery, and organized sports as the weather permits. The purpose of the class is to allow the students to explore a multitude of activities and to allow the students to develop their socialization skills in a variety of situations. Ideas are suggested by the students; they then discuss the possibilities, and choose the activity they prefer for the next class.

Billy is a very positive influence on the class. He participates actively and socially in whatever activity is chosen. He was particularly helpful in bowling class in showing the other students how to keep score.

TEACHER: RR

4:1 TUTORIAL REPORT - Spring 1977

Initially, Billy's attitude and behavior in class and towards learning in general were inconsistent. Recently, there has been a great improvement as evidenced by his willingness to participate in class. Homework assignments are also completed in an acceptable form and on time.

Remediation to increase Billy's comprehension and reading accuracy has resulted in observable day-to-day gains. Word attack skills have improved as suggested by increased comprehension of reading assignments, which now reaches a ninety percent level of accuracy. This is also evident

in his ability to abstract ideas and draw inferences after reading comprehension material. Decoding words of higher complexity (<u>au</u>thorization as opposed to h<u>au</u>nt) is a result of improved skill in isolating basic word attack skills and applying them in other areas. His ability to encode and decode polysyllabic words that have been reviewed is not at a ninety-five percent level of accuracy.

TEACHER: LS

ALGEBRA REPORT - Spring 1977

All students in Algebra classes are grouped according to skills and the majority are working at the same level. This class has relied on the text ALGEBRA I by Krickenberger, Welchons, and Pearson for explanation and examples rather than the traditional worksheets and board work. Because many of the students could be leaving for other schools next year, it is felt that they should learn how to work with minimal teacher supervision.

The materials covered since the beginning of this term are adding, multiplying, dividing polynomials, dividing a polynomial by a monomial, simplifying expressions containing parentheses, and enclosing terms in parentheses.

Billy, currently working at a faster rate of speed, is increasing his accuracy level to a ninety percent level. He frequently completes an assignment more quickly than expected. He is now learning to use his mind instead of scrap paper to solve algebraic expressions. He comprehends algebraic concepts much easier than in November. Billy is willing to

learn, often requesting additional amounts of work so he may advance faster. His nightly assignments are always completed with great care. Billy's attitude is one of total cooperation, always willing to give his fullest.

TEACHER: JL

WRITING WORKSHOP REPORT - Spring 1977

Initially, Billy's compositions were generally well planned, but contained a sizable number of run-on sentences and sentence fragments. Occasionally, he would omit capital letters and punctuation. At the start of classes, Billy exhibited a lack of interest and motivation. When this was brought to his attention, he made an effort to improve his performance. After completing exercises aimed at remediating Billy's writing problems, his writing has become more polished and grammatically correct. For example, his recent compositions averaged fifty percent fewer run-on sentences and sentence fragments, and are punctuated correctly seventy-five percent of the time. Billy has learned to use fine topic sentences to introduce his subject matter. With encouragement, Billy has shown that he can improve his skills and now exhibits an improved class attitude.

TEACHER: GS

UNITED STATES HISTORY REPORT - Spring 1977

Billy has shown improvement in both attitude and performance in all aspects of the class. Initially, he needed continual guidance in the maintenance of his notes and encouragement to participate in class

discussions. However, after discussing these matters with him, he has succeeded in becoming more productive in both areas. His accuracy on quizzes averages eighty-five percent and on homework assignments, he averages ninety percent accuracy. It is felt that because of his improved attitude and participation, he will maintain those accuracy levels and remain a productive member of the class.

TEACHER: SR

LITERATURE REPORT - Spring 1977

The books used thus far have been BLACK LIKE ME by John Howard Griffin and THE TROJAN HORSE by Shirley Barker.

Billy has been reluctant to participate in class discussions at times, and it has been noted that these are the occasional times that he rushes or skims through his assignments. After confronting him with this, the teacher has noticed marked improvement in his work. Continued demands are put on him to insure that he produces to the best of his ability. He reads orally in the selected texts with an eighty-five to ninety percent level of accuracy. Billy was particularly interested in the background material to BLACK LIKE ME, which was concerned with the treatment of Black athletes in the past and present. Billy presently completes all of his assignments as required and presents a more accurate representation of his capabilities. His behavior in the classroom has been acceptable and he relates with his peers in a positive manner. Continued hard effort and desire will, nevertheless, lead to increased improvement.

TEACHER: PM

HEALTH REPORT - Spring 1977

Each class is designed to emphasize how the information relates to and is of importance to each student individually. Each child participates in two of the classes as listed.

Personal Hygiene. Microscope study develops awareness of difference between healthy and dirty hair, microbes under fingernails, etc.; practice in proper manicures; care of face and hands; brushing of teeth. Discussion of acne--causes, care and deep-seated infection.

Nutrition and Diet. Presentation through lecture and visual aides of four basic food groups, how food makes the body work, importance of breakfast, which foods are nutritional, scientific and unscientific ways to lose weight including pills, massage, steam baths, saunas, and fad diets.

Muscle - Kinesiology. Introduction to muscles, what they are, how they work, how they perform together to create movements. Demonstration and discussion of simple movements to see how muscles move and respond.

Sex Education. Designed with consideration of age, maturity, social awareness and need. Presents terminology, social trends, related issues and feeling, sexuality and what it means (i.e., being a boy or a girl), problems encountered at various age levels.

Body Systems. Review of the function of all body systems and the control each has on the body. Detailed study of how the nervous, respiratory, digestive, circulatory, and urinary systems function is presented as they pertain to each child in activities.

Personal and Social Health. Younger students discuss feelings to learn to recognize and accept as healthy, emotions of fear and frustration. Older students study identification as a means of value acquisition as it applies to their beliefs and prejudices.

TEACHERS: Various

PHYSICAL EDUCATION REPORT - Spring 1977

Billy's participation in Physical Education activities during the period was rated as follows:

Key: 1 -- Nonusable; 2 -- Inconsistent; 3 -- Learned but not mastered;
4 -- Mastered; 5 -- Automatized.

Basketball		Gymnastics		Wrestling	
Passing	4	Balance		Take Downs	4
Dribbling	5	Flexibility		Offensive Position	4
Shooting	4	Ability to Spot		Defensive Position	4
Knowledge of Sport	5	Knowledge of Sport		Knowledge of Sport	4

Volleyball		Floor Hockey		Optional	
Serve	4	Dribbling	4	Weight Training	
Overhead Hit	4	Passing	4	Jogging	4
Forearm Hit	3	Shooting	4		
Knowledge of Sport	4	Knowledge of Sport	4		

Attitude	4	Knowledge of Workout	4
Desire to Improve	3	Ability to Work with Others	4

Based on Billy's progress in automatizing basic skills and confidence in his ability to cope with the public school situation, in June of 1977, it was recommended that he be placed in transitional private placement with specific decision pending his public school plan.

Summary

Case Study of Billy B.

The case study of Billy B. provided not only a vehicle through which to gain perspective on the ways in which the various techniques, procedures and personnel involved in Eagle Hill's educational program are coordinated, but also, by a linear chronicling of Billy's history up to the present, an opportunity to assess its effectiveness for a typical student.

Billy's public school history was one of academic failure and behavior problems. During Billy's evaluation at his public school, the school psychologist observed that he was very nervous and tense, administered the WISC--on which he achieved a Full Scale score of eighty-three-- and concluded in her report that his "cognitive ability is average, but his performance and Full Scale I.Q. indicate Borderline and Dull Normal potential, respectively." No mention is made of Billy's fear of failure or his poor grasp of language, either of which could have influenced to a large degree his low Full Scale score, thereby invalidating the test as a reliable measure of potential. Teacher access to Billy's evaluation records could conceivably have set up a situation of self-fulfilling

prophecy in which, if Billy's potential is perceived as Borderline to Dull Normal at best, he could be viewed as already performing up to his full potential. The educational plan developed at the public school for Billy called for only thirty-six minutes of remediation per day. His remediation teacher noted that Billy "tied himself up in knots" with worry over his performance and that the most difficult obstacle to over- come was his attitude toward himself and others. The teacher's strategy, according to her progress report, seems to have consisted of attempting to "provide a low-pressure situation." This statement is ambiguous at best and certainly gives no indication of a well-thought-out plan of positive and active support; rather, it indicates a sort of passive approach lacking in confidence and direction. Billy made little pro- gress in his remediation program, yet it was recommended that he continue in the same program.

In his four years at Eagle Hill School, Billy has made remarkable progress. His latest WISC Full Scale I.Q. score (as of May of 1977) is 109. He is happy, accepted by his peers, a hard-working student, and a class leader. The following is a list of Billy's achievements during the past year:

--Outstanding Citizenship Award

--Candidate for Headmaster's Cup

--Citation for Academic Achievement

--Most Improved Player - Basketball

--Most Valuable Player - Baseball

Billy is now considered to be ready for a return to public school with the provision that he receive some special attention to support and maintain his progress. This sample provides validation to Headmaster MacDonald's statement that Eagle Hill's educational program's success rests on the philosophy of "Do it for him, do it with him, watch him do it, and finally, let him do it himself."

Implications

The following implications are suggested by findings of this study:

1. The relationship between student and teacher at Eagle Hill School is based upon mutual trust and confidence and is extremely important to the effective implementation of the educational program;

2. The low teacher-to-pupil ratio at Eagle Hill is an integral part of the implementation of its program. In class, the ratios vary from one-to-one to one-to-seven, depending upon the student's needs and ability to work in larger groups;

3. The faculty and staff communication network provides daily monitoring of student progress and adjustment.

C H A P T E R   VIII

CONCLUSIONS

The purpose of this chapter is to outline and summarize significant findings of the study and to discuss implications and avenues of further research suggested by the findings.

Significant Findings

The findings of the study have been grouped into four major areas and will be presented and discussed as follows:

a. Eagle Hill's theoretical base and implementation;

b. Living and learning environment;

c. Statistical findings based on secondary school population;

d. Case study of "Billy B.".

Eagle Hill's Curriculum

The curriculum at Eagle Hill is basically oriented toward proficiency and success. The implementation framework is based on individualized programs utilizing the linguistic approach in a non-graded structure. The theoretical basis for Eagle Hill's approach to the learning disabled child is founded on certain precepts of psycho-linguistics.

The basis for the utilization of an individualized curriculum has already been mandated by law. While still the subject of some debate

305

among professional educators, both the Massachusetts Chapter 766 and
Federal Public Law 94-142 call for the development and implementation
of an individualized educational plan for every special needs child.

Eagle Hill's rationale for the utilization of individualized
instruction is that each student is educationally unique, with his own
specific set of academic strengths and weaknesses; and that a program
geared to these characteristics is necessary for enhanced achievement.

Educational program flexibility is considered extremely impor-
tant and all programs are designed to change and progress with the stu-
dent's needs. In terms of individualization, this means that the child
is encouraged to progress at his own rate without pressure about main-
taining pace with his age group in all, or any subjects.

Eagle Hill's commitment to non-gradedness is manifested by its
belief that L.D. children benefit most from cooperative, non-competitive
classroom atmospheres. The student is never in academic competition
with his peers, only with his own performance.

Due to their handicap, special needs secondary students have
histories of not being able to maintain age/grade level competency in
the public schools. The school's curriculum is focally designed to help
the student improve his proficiency in language arts which are the corner-
stone on which public school curricula are based.

All of the foregoing aspects of Eagle Hill's curriculum combine
to provide the major thrust of the school's educational program which is
intended to enhance student self-esteem.

Special needs children with learning disabilities suffer from damaged self-esteem. Some students inevitably also have physical deficits. Some students, in addition to difficulties in acquiring language skills, suffer impairment of gross and/or fine motor skills, speech, and are often hyperactive.

Sometimes, undiagnosed in their early years, such children become the object of scorn and teasing of their peers which effects the development of ego-strength and self-esteem. They normally may end up being considered "slow" and "behavior problems" by both their parents and teachers.

As the school curriculum that children are expected to master becomes more difficult and complex, the learning disabled child begins to fall further and further behind his classmates. If the child receives "social" promotions in school, he has a decreasing ability to handle new material since he has never mastered the previous year's curriculum. If he is held back in an effort to allow him to gain mastery through re-exposure to material, he suffers social consequences.

Learning disabled children often exhibit extraordinary tension and anxiety when faced with a new task or when being diagnostically tested. Repeated past failures tend to lower self-esteem and create a pattern of fear of failure. Anti-social behavior is often present as a result of damaged self-esteem.

Eagle Hill's philosophy is that it attempts to deal only with such childrens' academic problems without addressing the child's lack of

self-esteem and resulting behaviors are largely unsuccessful. Thus, Eagle Hill's curriculum is designed to establish a pattern and mastery of subject while developing a greater self-esteem.

Implementation

1. Individualization. Each incoming student at the school is given an extensive diagnostic work-up, the results of which are then utilized to create an individualized instruction plan for him. The student begins classes at whatever mastery level he has attained regardless of his age or previous grade level. The student is allowed to progress at whatever pace he is able, with frequent retesting to determine if the individualized package being utilized is still meeting his needs. One student's progress is never measured against another's or against that of the class. Non-gradedness is an integral part of Eagle Hill's curriculum and philosophy. A student never competes against arbitrary standards.

2. Language Arts. Eagle Hill's approach to developing language arts proficiency in its students relies on a combination of individualization and linguistics. All course materials, at whatever level, are designed to present the student with exposure to and practice with the four major word formation character patterns: cvc, cvcc, cvce, and cvvc. Each student's individualized program provides him with exposure in all subjects to the appropriate word formation character pattern level he is currently

mastering. Most Eagle Hill students, upon admission, are, in addition to their regular classes, assigned to tutorials. These classes are remediatory in nature, going back to the most basic building-block characteristics of language. Many children, upon arrival at Eagle Hill, are so deficient in mastery of basic language skills that their first tutorials are conducted only orally. The basic principle of this approach is that the auto-matization of these basic skills, such as auditory-visual dis-crimination, left-right sequencing and sound-symbol relation-ships, will give the student his first experience with academic success, no matter how small.

3. Success. Eagle Hill's educational program is firmly committed to the concept that children with learning disabilities require exposure to programmed success as well as to remediation of lan-guage difficulties.

The school's curriculum, delivery system and general learn-ing environment are designed to guarantee success for its stu-dents. Diagnostic testing procedures are extensive, providing a detailed profile of the student's academic strengths and weaknesses upon admission. The student then begins work at whatever level he has previously attained. Initial success is insured by controlling the size and difficulty of learning tasks. The first few steps are small enough to be readily with-in the student's capabilities and students are exposed to new material only when they have attained an eighty-five to ninety

percent mastery at their present level. By breaking the pattern of academic failure and consequent fear of failure, Eagle Hill's approach implements the concept that self-esteem is a necessary prerequisite to effective learning.

Eagle Hill's implementation has several other facets which help to promote student success. Class size is very small; academic classes have a maximum student/teacher ratio of seven to one and tutorials are on a one-to-one basis. Maintenance of communication within staff and between staff and students is an essential program component. Personal and academic problems are shared and signs or instances of individual difficulties automatically instigate alert signals throughout the system.

The factors cited above help prevent any student from getting lost in the system or developing problems, either academic or emotional, that go undiagnosed or unremediated. Students with gross or fine motor control problems are treated on the same "success" basis as in the academic curriculum and the school's program places a heavy emphasis on physical activity and group athletics.

Living and Learning Environment

In addition to implementing a highly sophisticated, multi-sensory, integrated and sequential academic curriculum, Eagle Hill School immerses its students in a structured, informal and supportive full-time living and learning environment. As stated before, many learning disabled students, by the time of their admission to Eagle Hill, have a

long history of academic failure with attendant feelings of inadequacy and damaged self-esteem. Such students have often developed anti-social or non-constructive behavior patterns. Eagle Hill's model not only provides for the remediation of the students' academic difficulties, but offers him an opportunity for social adjustment and enhancement of self-esteem through a controlled group-living situation. The teachers at Eagle Hill have a great deal of responsibility to the maintenance of the living and learning environment. In addition to their academic responsibilities, faculty are considered responsible for the social development of the students, and perform various extracurricular functions.

The students' structured dormitory-style living is considered by the school to be an important part of remediating their learning and social difficulties. By requiring the student to maintain his person and immediate living quarters and learn to follow a fairly set routine in terms of schedule, the school provides the child with an opportunity for self-organization and discipline. The regulations also illustrate to students the importance of considerate behavior in getting along in group situations. Students are encouraged to be more social than solitary, although time is allowed for private pursuits. There is a wide range of extracurricular activities offered with emphasis on outdoor recreation, field trips, arts, and crafts. It is mandatory that each student participate in intramural team sports and optional that he participate in intermural athletics. All such activities are supervised by faculty. Faculty are also present at all meals and are available to help with homework in the evening. In general, faculty function as social role models,

advisors and friends as well as academic teachers. Eagle Hill's counseling and medical staff provide additional support to the student. The medical department is engaged in research into the causes and treatment of learning disabilities.

The general concept of Eagle Hill's program is that it is important to treat the total child, maintain open and frequently used communication networks among administration, faculty, family, and student, and to provide as much support and structure as is necessary to help the student learn to help himself.

Statistical Findings

There are three areas in which the data on the secondary school population have significance.

First, there does not seem to be any significant correlation between tested I.Q. and academic performance improvement. Only in the Language section of the Stanford Achievement Test did those with tested I.Q.'s of more than 109 show any noticeably greater gain in achievement than the rest of the student body. Oddly enough, the same group showed the least amount of gain in the S.A.T. Word meaning section.

Second, the area of largest achievement gain for the entire student body and groups A and B is in math. In contrast, the area of least improvement for the student body as a whole (and Groups A and b) is in spelling.

Does this mean that difficulties in computation are an indirect result of non-mastery of language, are not generally central to the learning disability condition and are therefore easily remediable once students acquire the basic language skills necessary to understand and execute mathematics? Does it mean that spelling is generally quite central to the learning disability condition; that is is the area that is the least remediable; and that part of language mastery for learning disabled students consists of acquiring skills in learning to extract meaning from context? This situation is made even more interesting by the fact that Eagle Hill's curriculum invests a larger amoung of time in remediating spelling that it does in math.

Finally, the statistics show that although the majority of Eagle Hill's students do not make up all the ground lost before their arrival at the school (the average lag between age and grade level performance ranges from 4.2 to 6.8 years), most students attain a rate of improvement that, for the first time in their lives, begins to approach "normal". Even if these students never attain complete mastery commensurate with their ages, this first experience with success and achievement can have an enormous impact on the students' outlook and later life experiences.

Case Study of "Billy B."

The randomly selected case study of Billy B. was included in this study for two reasons:

1. To provide a concrete example for illustrative purposes of how
    the varying aspects and disciplines of Eagle Hill's educational

program are coordinated in implementation; and

2. To serve as a randomly selected typical case from which to evaluate the effectiveness of Eagle Hill's program.

Billy's improvement, both academically and socially, during his stay lends weight to Eagle Hill's philosophy that it is important to treat the whole child and that success and self-esteem are central to the remediation of learning disabilities.

Billy evolved at Eagle Hill from a child who exhibited classic learning disability syndrome symptoms, academic failure, fear of failure, short attention span, hyperactivity, tension, frustration, etc. into a young man who is considered a class leader, socially accepted by his peers, self-confident, academically improved, and ready for a return to public school.

Eagle Hill's education program obviously suited Billy's needs, and, considering his case as typical, point to the effectiveness of the program for its secondary school population as a whole.

Implications and Suggested Areas of Further Research

While the study indicated that Eagle Hill's educational program fulfills its stated objective of preparing its students for a return to a mainstream high school environment, it has also raised as many questions as it has answered. A wide variety of research projects are needed in order to provide a full and complete picture of the larger effects of such a program.

The effects of residentiality at Eagle Hill School may have
more wide-reaching consequences than any other facet of the program.
Eagle Hill's environment is structured and supportive. The basic con-
cern is helping each student overcome his handicap. Most important, per-
haps, is the fact that at Eagle Hill, a learning disability handicap is
normal! How much of the success of the program in terms of enhancing
self-esteem is brought about by the fact that the student is suddenly
"just one of the guys," rather than the "one with the problem." Finding
oneself with a ready-made peer group with a built-in commonality may
provide a student with a measure of security he has never known since
he began school. He finds that none of his symptoms or problems are
unique or of any particular significance to the other students since they
all have symptoms or problems of their own. Not only can he find accept-
ance among their peers, he can aspire to be and succeed as a leader in
positive areas such as citizenship and athletics.

How important is the child's home environment to the severity
of his learning problems and adjustment problems. Is there any signifi-
cant connection between the socio-economic status, attitudes and environ-
ment of the student's family, community and school and his handicap? If
a child's home environment has consisted of parents who are concerned,
but uninformed, he may be viewed as "slow" or a "problem child," which
damages self-esteem, as does the teasing or scorn of other children. At
Eagle Hill, not only is he an equal to his peers, but he is surrounded
by adults who view him as a valuable individual who happens to have a
specific, correctable problem, and who are committed to supporting him

and helping him overcome it. All of these questions lead to an even
larger one: "What happens to these students when they leave Eagle Hill
School and return to another high school environment? One of the few ma-
jor criticisms that can be leveled at the Eagle Hill program is its lack
of follow-up procedures for its students. There are several areas in
which knowledge would be valuable to an evaluation of the long-range ef-
fectiveness of Eagle Hill's program. Does the academic improvement and
increased self-esteem achieved during a student's stay at Eagle Hill with-
stand the return to another type of academic environment where they are
once again the abnormal minority? If the stress is too great, what be-
comes of the student? If the student makes a successful transition, how
many go onto college? What sorts of careers do they enter?

Based on the results of such a follow-up study, a case might
be made that Eagle Hill has a responsibility beyond mainstreaming stu-
dents. If a significant number of mainstreamed students do not continue
to go beyond high school or vocational school level, then Eagle Hill has
a responsibility to provide significant vocational guidance and training.
Since most of Eagle Hill students maintain a so-called normal pace of
achievement while at the school, but do not generally make up ground lost
before their admission, many learning disabled students never achieve
language mastery commensurate with their ages or intelligence. Eagle
Hill's Career Orientation course, part of the Language Arts curriculum,
is designed for those students whose handicap is severe enough to warrant
the belief that they will not continue beyond the high school or vocation-
al school level. The course is general and is designed to help the teenage

student who reads on a first to fourth grade level become aware of life and job situations he will face upon leaving school. Aside from this course, and one on small engine repair, there is no vocational preparation of any kind at Eagle Hill School. In view of the fact that Eagle Hill has not undertaken any follow-up studies on its students and therefore has little data on what careers their students finally undertake, a more intense commitment to career guidance and vocational training is suggested.

Several areas of research into the intrinsic nature of learning disabilities are suggested by the findings of the study, particularly by the seeming lack of correlation between I.Q. test scores and learning disabilities and the large difference in rates of improvement between spelling and math. In addition, several general areas of further research are suggested:

1. Research into possible significant differences in achievement, social adjustment and life experiences between those whose learning disability problems were diagnosed in the pre- or early primary years when compared to those whose problems were diagnosed and treated in the later primary, early secondary years.

2. Research into any possible significance between undiagnosed, untreated L.D. and juvenile delinguency.

3. Research into the possibility that large numbers of children classified as educable retarded are actually L.D., and are only classified as retarded because of their poor grasp of language

and fear of failure which causes them to do poorly in testing situations.

The final recommendation of this study is that using Eagle Hill as a model, research should be conducted into the possibility of establishing regional residential centers for L.D. students. Such centers are already in existence for children in crisis, in trouble with the law, or handicapped severely enough to warrant removal from the home environment. Such a group of residential centers would provide not only an ideal environment for further sorely needed studies and research into the nature, needs and treatment of L.D., but would provide a regional model in which local communities would find it economically feasible to treat L.D. students according to the law and provide ideal inservice training for special needs teachers. This type of regional network would remove remediation of L.D. from the arena of crisis intervention to the area of diagnostic and preventive strategies.

BIBLIOGRAPHY

Abercrombie, M. L. J. Marianne Frostig developmental test of visual perception. <u>Perceptual and Motor Skills</u>, 1974. (Monograph Supplement, 3-VI8).

Ackerman, L. Training programs: goals, means and evaluation. <u>Personnel Journal</u>, 1968, <u>47</u>, 725-727.

Ackerman, L. Let's put motivation where it belongs--within the individual. <u>Personnel Journal</u>, 1970, <u>49</u>, 559-562.

Allen, H. B. <u>Applied English linguistics</u>. New York: Appleton-Century-Crofts, Inc., 1958.

Allport, F. H. <u>Theories of perception and the concept of structure</u>. New York: John Wiley, 1955.

Ashton-Warner, S. <u>Teacher</u>. New York: Simon and Schuster, 1963.

Ayres, J. Patterns of perceptual-motor dysfunction in children: factor analytic study. <u>Perceptual and Motor Skills</u>, 1965.

Bandura, A., & Walters, R. H. <u>Social learning and personality development</u>. New York: Holt, Rinehart & Winston, 1963.

Bannatyne, A. D. A suggested classification of the causes of dyslexia. <u>Word Blind Bulletin</u>, London: ICAA, Spring, 1966 <u>1</u>(5).

Bannatyne, A. D. The teaching of children with minimal neurological dysfunctioning. <u>Word Blind Bulletin</u>, September, 1965, <u>1</u>(4).

Barsch, R. H. <u>The parent teacher partnership</u>. Arlington, VA: The Council for Exceptional Children, Inc., 1969.

Bartley, S. H. <u>Principles of perception</u>. New York: Harper, 1958.

Bellugi, U. (Ed.). The acquisition of language. <u>Child Development</u>, 1964.

Bender, L. The psychological treatment of the brain-damaged child. <u>Quarterly Journal of Child Behavior</u>, 1951, <u>3</u>, 123-131.

Bender, L. (Ed.). Psychopathology of children with organic brain disorders. Springfield, IL: Charles C. Thomas, 1956.

Bender, L. Specific reading disability as a maturational lag. <u>Bulletin Orton Society</u>, VII, May, 1959.

Bennet, C. C. An inquiry into the genesis of poor reading. <u>Teachers College, Columbia University, Contribution to Education</u>, 1938, <u>755</u>, 139.

Blaney, J. J. Cognitive style as an input to a mathematics curriculum system: an exploratory study in the educational sciences. Unpublished doctoral dissertation, Wayne State University, 1970.

Blatt, B. B. <u>Massachusetts study of educational opportunities for handicapped and disadvantaged children</u>. Boston: Massachusetts Advisory Council on Education, 1971.

Bloom, B., et al. <u>Taxonomy of educational objectives</u>. New York: David McKay Company, Inc., 1956.

Bloom, B. S.; Hastings, J. T.; and Modaus, G. F., <u>Handbook on Formative and Summative Evaluation of Student Learning</u>, McGraw-Hill Book Company, 1971.

Blum, A. H.; & Broverman, D. M. Children's cognitive style and response modification. <u>Journal of Genetic Psychology</u>, 1967, <u>110</u>, 95-103.

Broverman, D. M. Cognitive style and intra-in dividual variation in abilities. <u>Journal of Personality</u>, 1960, <u>28</u>, 240-256 (a).

Broverman, D. M. Dimensions of cognitive style. <u>Journal of Personality</u>, 1960, <u>28</u>, 167-185 (b).

Broverman, D. M. Generality and behavioral correlates of cognitive styles. <u>Journal of Consulting Psychology</u>, 1964, <u>28</u>, 487-500.

Broverman, D. M.; Broverman, I. K.; & Klaiber, E. L. Ability to automatize and automatization cognitive style: a validation study. <u>Perceptual and Motor Skills</u>, 1966, <u>23</u>, 419-437.

Broverman, D. M.; Vogel, W.; Broverman, I. K.; Palmer, R. D.; & Klaiber, E. L. The automatization cognitive style and physical development. <u>Child Development</u>, 1964, <u>35</u>, 1343-1359.

Browning, R. M.; & Stover, D. O. <u>Behavior modification in child treatment: an experimental and clinical approach</u>. Chicago: Aldine, 1971.

Bryant, N. D. Characteristics of dyslexia and their remedial implications. *Exceptional Children*, December, 1964.

Bryant, N. D. Reading disability: part of a syndrome of neurological dysfunctioning. Paper presented at International Readin g Association meeting, 1962.

Bryant, N. D. Some principles of remedial instruction for dyslexia. *The Reading Teacher*, April, 1965.

Budoff, M. Learning potential among institutionalized young adult retardates, reprinted from the *Journal of Mental Deficiency*, November, 1967, *72*(3).

Budoff, M.; Meskin, J.; & Harrison, R. H. Educational test of the learning-potential hypothesis. *American Journal of Mental Deficiency*, 1971, *76*(2).

Bundy, R. F. Computer-assisted instruction...where are we? *Phi Delta Kappan*, April, 1968, *XLIX*.

Caro, F. G. *Readings in evaluation research*. New York: Russell Sage, 1971.

Carroll, J. B. The analysis of reading instruction: perspectives from psychology and linguistics. Chicago: National Society for the Study of Education, 1964.

Carroll, J. B. *The study of language: a survey of linguistics and related disciplines in America*. Cambridge: Harvard University Press, 1961.

Clements, S. D. *Minimal brain dysfunctions in children: terminology and identification*. Task Force I Document of the National Project on Minimal Brain Dysfunctions in Children, Washington, DC: U.S. Government Printing Office, March, 1966.

Clements, S. D.; Lehtinen, L. E.; & Lukens, J. E. *Children with minimal brain injury*. Chicago: National Society for Crippled Children and Adults, 1964.

Cohen, R. The neurological study of children with learning disabilities. *Exceptional Children*, December 11, 1964.

Cole, E. M. Reading and speech problems as expressions of a specific language disability. Disorders of Communication Research Publication, 1964, XLII.

Commonwealth of Massachusetts. Chapter 766: an act further regulating programs for children requiring special education. Boston: Massachusetts State Purchasing Agent, 1972.

Commonwealth of Massachusetts. Office of children annual report. Boston: Massachusetts State Purchasing Agent, 1974.

Creswell, T. J.; & McDavid, V. Linguistics and the teaching of reading. Elementary English, January, 1963, 40.

Critchley, M. Developmental dyslexia. Springfield, IL: Charles Thomas, 1964.

Cruickshank, W. M.; Bentzen, F. A.; Ratzeburg, F. H.; & Tannhauser, M. T. A teaching method for brain-injured and hyperactive children. Syracuse: Syracuse University Press, 1961.

Davidson, P. O.; Clark, F. W.; & Hammerlynck (Eds.). Evaluation of behavioral programs in community, residential, and school settings. Champaign, IL: Research Press, 1974.

Delacato, C. H. The diagnosis and treatment of speech and reading problems. Springfield, IL: Charles C. Thomas, 1963.

Delacato, C. H. The treatment and prevention of reading problems. Springfield, IL: Charles C. Thomas, 1964.

Denova, C. C. Is this any way to evaluate a training activity? You bet it is! Personnel Journal, 1968, 47, 488-493.

Drake, C. The diagnosis and treatment of dyslexia in children. Wellesley, MA: PERC, 1965.

Drake, C.; & Schnall, M. Decoding problems in reading. Wellesley, MA: PERC, 1965.

Dreikurs, R. Psychology in the classroom: a manual for teachers. New York: Harper and Row, 1968.

Duncan, R. L. What's the best way to teach reading? School Management, December 8, 1964.

Dunn, R.; & Dunn, K. Practical approaches to individualizing instruction: contracts and other effective teaching strategies. Parker Publishing Co., 1975.

Dunn, R.; & Dunn, K. Educator's self-teaching guide to individualizing instructional programs. Parker Publishing Co., 1975.

Durkin, D. Linguistics and teachers of reading. Education, November, 1965, 86.

Durkin, D. Linguistics and the teaching of reading. The Reading Teacher, March 16, 1963.

Durkin, D. Phonics and the teaching of reading. New York: Bureau of Publications, Teachers College, Columbia University, 1962.

Durrell, D.; & Murphy, H. The auditory discrimination factor in reading readiness and reading disability. Education, 1953, 73.

Edward, Sr. Mary. A modified linguistic versus a composite basal reading program. The Reading Teacher, April 17, 1964.

Ellingson, C.; & Cass, J. Teaching the dyslexic child: new hope for non-readers. Saturday Review, April 16, 1966.

Engel, M. Dilemmas of classification and diagnosis. The Journal of Special Education, 1969, 3, 231-239.

Erikson, E. H. Childhood and society. New York: Norton, 1950.

Eustis, R. S. The primary etiology of the specific language disabilities. Journal of Pediatrics, 1947h, 31.

Eustis, R. S. Specific reading disability: information for parents and teachers. Independent School Bulletin, July, 1954.

Evans, G. W.; & Spradlin, J. E. Incentives and instructions as controlling variables of productivity. American Journal of Mental Deficiency, 1966, 71, 120-132.

Faigel, H. C. Language disability. American Journal of Diseases of Children, September, 1965, 110.

Fenichel, C. M. The teacher-man program evaluated. The Journal of Education, 1966, 1, 45-51.

Flesch, R. Why Johnny can't read--and what you can do about it. New New York: Harper, 1955.

Flower, R. M.; Gofman, H. F.; & Lawson, L. I. (Eds.). Reading disorders. Philadelphia: F. A. Davis Co., 1965.

Fodor, J. A.; & Katz, J. J. The structure of language. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1964.

Fries, C. C. Linguistics and reading. New York: Holt, Rinehart & Winston, 1963.

Frostig, M. Corrective reading in the classroom. The Reading Teacher, 1965, 18(7).

Gallagher, J. R. Can't spell, can't read. Atlantic Monthly, June, 1948, 181.

Gallagher, J. R. Specific disability: a cause of scholastic failure. New England Journal of Medicine, March 23, 1950, 242.

Gardner, G. E.; & Sperry, B. Basic word ambivalence and learning disabilities in childhood and adolescence. American Journal of Psychotherapy, July, 1964, 18.

Gates, A. I. Improvement of reading. New York: Macmillan, 1929.

Gearhart, W. R.; & Willenberg, E. F. Application of pupil assessment information: for the special education teacher. Denver, CO: Love Publishing Company, 1970.

Gibson, E. Perceptual development. Child Psychology, 62d Yearbook. Chicago: National Society for the Study of Education, University of Chicago Press, 1963.

Glass, G. The growth of evaluation methodology. Chicago: Rand McNally, 1971.

Gleason, H. A., Jr. Linguistics and English grammar. New York: Holt, Rinehart & Winston, Inc., 1965.

Gofman, H. Etiologic factors in learning disorders of children. <u>Journal of the Neurological Sciences</u>, 1965, <u>2</u>.

Goldberg, L.; & Rasmussen, D. Linguistics and reading. <u>Elementary English</u>, March, 1963, <u>40</u>.

Gronlund, N. E. <u>Stating behavioral objectives for classroom instruction</u>. New York: The MacMillan Company, 1970.

Hallgren, B. Specific dyslexia. <u>Acta Psychiat. et Neurol. Scand.</u>, 1950. (Supplement 65)

Hardy, W. <u>Dyslexia in relation to diagnostic methodology in hearing and speech disorders</u>. Baltimore: John Hopkins University Medical Institution, 1963.

Hardy, W. G. On language disorders in young children: a reorganization of thinking. <u>Journal of Speech and Hearing Disorders</u>, 1965.

Haring, N. G. <u>Behavior of exceptional children: an introduction to special education</u>. Columbus, OH: Charles E. Merrill Publishing Co., 1974.

Harrison, R.; Singer, J.; Budoff, M.; & Folman, R. Level of aspiration as a function of learning-potential status in the educable mentally retarded. <u>Psychological Reports</u>, 1972.

Hellmuth, J. (Ed.). <u>Learning disorders</u> (Vol. I). Seattle: Special Child Publications, 1965.

Hellmuth, J. (Ed.). <u>Learning disorders</u> (Vol. II). Seattle: Special Child Publications, 1966.

Hellmuth, J. (Ed.). <u>Educational therapy</u> (Vol. I). Seattle: Special Child Publications, Fall, 1966.

Hellmuth, J. (Ed.). <u>The special child in century 21</u>. Seattle: Special Child Publications, 1964.

Hill, J. E. Symbols and their meanings. Oakland Community College, 1969. (Mimeographed)

Hollis, J. W.; & Hollis, L. U. <u>Organizing for effective guidance</u>. Chicago: Science Research Associates, Inc., 1965.

Howes, V. M. Individualization of Instruction, a teaching strategy. London: The Macmillan Company, Collier-Macmillan Limited, 1970.

Kemp, J. E. Instructional design. Belmont, CA: Fearon Publishers, 1971.

Kephart, N. C. Perceptual-motor aspects of learning disabilities. Exceptional Children, December, 1964, 31.

Kephart, N. C. The slow learner in the classroom. Columbus, OH: Charles E. Merrill Publishing Co., 1960.

Kephart, N. C. The brain-injured child in the classroom. National Society for Crippled Children, 1963.

Kirk, S. A. Educating exceptional children (2nd ed.). Boston: Houghton Mifflin Co., 1972.

Kirk, S. A. Teaching reading to slow learning children. Boston: Houghton Mifflin Co., 1940.

Kirk, S. A.; & McCarthy, J. J. The Illinois test of psycholinguistic abilities: an approach to differential diagnosis. American Journal of Mental Deficiency, 1961.

Kirk, S. A. Special education for handicapped children: first annual report of the national advisory committee on handicapped children. (U.S. Department of Health, Education, and Welfare, Office of Education). Washington, DC: U.S. Government Printing Office, 1968.

Klapper, Z. S. Reading retardation: II. psychoeducational aspects of reading disabilities. Pediatrics, February, 1966, 37(2).

Kolstoe, O. P. The employment evaluation and training program. American Journal of Mental Deficiency, 1960, 65, 17-31.

Kolstoe, O. P. Teaching educable mentally retarded children (2nd ed.). New York: Holt, Rinehart & Winston, 1976.

Kugel, R.; & Wolfensberger, W. Changing patterns in residential services for the mentally retarded. Washington, DC: President's Committee on Mental Retardation, 1969.

Language and learning. Harvard Educational Review, 34(2).

Lefevre, C. A. Linguistics and the teaching of reading. New York: McGraw-Hill, 1964.

Lehmann, I. J.; & Mehrens, W. A. Educational research: readings in focus. New York: Holt, Rinehart & Winston, 1971.

Lennon, G. D.; & Bodine, R. J. Teaching roles in independent study. In R. A. Weisgerber (Ed.), Developmental efforts in individualized learning. Itasca, IL: Peacock Publishers, Inc., 1971.

Mackie, R. P. Special education in the U.S.: statistics 1948-1966. New York: Teachers College Press, Columbia University, 1969.

Mann, J. Evaluating educational programs. The Urban Review, 1969, 4, 12-13.

Miller, L. E. A follow-through high school program for the mentally handicapped. American Journal of Mental Deficiency, 1954, 58, 553-556.

Money, J. (Ed.). The disabled reader: education of the dyslexic child. Baltimore: The John Hopkins Press, 1966.

Money, J. (Ed.). Reading disability. Baltimore: The John Hopkins Press, 1962.

Monroe, M. Children who cannot read. Chicago: University of Chicago Press, 1932.

Myklebust, H. Neurological learning disorders in children. Conference on Children with Minimal Brain Impairment. Urbana, IL: Easter Seal Research Foundation, 1963.

Myklebust, H. R. Learning disorders: psychoneurological disturbances in childhood. Rehabilitation Literature, December, 1964, 25(12).

O'Day, E. F. Programmed instruction: techniques and trends. New York: Appleton-Century-Crofts, Inc., 1971.

O'Neill, L. P. Evaluation of relative work potential: a measure of self-concept development. American Journal of Mental Deficiency, 1968, 72, 614-619.

Orton, S. T. Reading, writing and speech problems in children. New York:
    Norton, 1937.

Orton, S. T. Special disability in spelling. Bulletin Neurological In-
    stitute, New York, June, 1933.

Orton, S. T. Special disability in writing. Bulletin Neurological In-
    stitute, New York, June, 1933.

Osgood, C. E.; & Sebeck. Psycholinguistics. Bloomington, IN: Indiana
    University Press, 1965.

Pearson, G. H. J. A survey of learning difficulties in children. Psycho-
    analytic Study of the Child (Vol. VII). New York: International
    Universities Press, 1952.

Piaget, J. The language and thought of the child (3rd ed.). New York:
    Humanities Press, 1959.

Popham, J. W. The instructional objectives exchange. Phi Delta Kappan,
    November, 1971, LII.

Prieve, E. A.; & Wentorf, O. A. Training objectives--philosophy or
    practice? Personnel Journal, 1970, 49, 235-240.

Ringis, R. H. The bank concept: a way to facilitate individualized
    instruction. In R. A. Weisgerber (Ed.), Developmental efforts
    in individualized learning. Itasca, IL: Peacock Publishers, Inc.,
    1971.

Rioch, D. Mck.; & Weinstein, E. A. Disorders of communication. Baltimore:
    Williams and Wilkins, 1964.

Robinson, H. A. (Ed.). Meeting individual differences in reading.
    Chicago: University of Chicago Press, 1964.

Saporta, S. Psycholinguistics. New York: Holt, Rinehart & Winston,
    1961.

Schilder, P. The psychological implication of motor development in
    children. Proceedings of the Fourth Institute on the Exceptional
    Child, Child's Research Clinic of Woods Schools, 1937.

Shields, O. L. Remediation of learning disabilities in a public school system. Mental Retardation, December, 1965.

Silver, A. A.; & Hagin, R. Specific reading disability: teaching through stimulation of deficit perceptual areas. Paper read at AOA Meeting, New York, 1965.

Slingerland, B. H. Meeting the needs of dyslexic children. Academic Therapy Quarterly, Winter 1965-66, I(2).

Smith, D. E. P.; & Carrigan, P. M. The nature of reading disability. New York: Harcourt, Brace & World, 1959.

Soffietti, J. P. Why children fail to read. Harvard Educational Review, 1955, 25.

Strauss, A. A.; & Lehtinen, L. E. Psychopathology and education of the brain-injured child: fundamentals and treatment of brain-injured children (Vol. 1). New York: Grune and Stratton, 1947.

Strauss, A. A.; & Kephart, N. C. Psychopathology and education of the brain-injured child (Vol. 2). New York: Grune and Stratton, 1955.

Stuart, M. F. Neurophysiological insights into teaching. Palo Alto, CA: Pacific Books, 1963.

Taylor, E. M. Psychological appraisal of children with cerebral defects. Cambridge: Harvard University Press, 1961.

Taylor, J. G. The behavioral basis of perception. New Haven, CT: Yale University Press, 1962.

Taylor, R. W. What price quality in education? The Unfinished Journey: Issues in American Education, New York: John Day Co., 1968.

Templin, M. Certain language skills in children: their development and inter-relationships. Minn.: University of Minnesota Press, 1957.

Thompson, L. J. Reading disability: developmental dyslexia. Springfield, IL: Charles C. Thomas, 1966.

Tompkins, C. The last skill acquired. The New Yorker, September 14, 1963.

Trabasso, T.; & Bower, G. H. Attention in learning. New York: John Wiley & Sons, Inc., 1968.

Van Dalen, D. B. Understanding Educational Research, McGraw-Hill Book Company, 1962.

Vernon, M. D. Backwardness in reading: the study of its nature and origin. New York: Cambridge University Press, 1957.

Wapner, S.; & Werner, H. Perceptual development. Worcester, MA: Clark University Press, 1957.

Weisgerber, R. A. Perspectives in individualized learning. Itasca, IL: Peacock Publishers, Inc., 1973.

Weiss, B. J. (Dir.). Language, linguistics and school programs. National Council of Teachers of English, 1963.

Wepman, J. M. Auditory discrimination, speech and reading. Elementary School Journal, 1960, 60.

Wepman, J. M. The interrelationship of hearing, speech and reading. The Reading Teacher, 1961, 14.

Whiting, D.; Schnall, M.; & Drake, C. Automatization in dyslexic and normal children. Wellesley, MA: PERC, Inc., 1965.

Wilson, R. G.; & Lindsay, H. G. Applying linguistics to remedial reading. The Reading Teacher, May, 1963, 16.

Wise, C. M. Introduction to phonetics. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1957.

Woodring, P. Can Johnny read? Saturday Review, January 20, 1962.

Woods, N. E. Delayed speech and language development. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1964.

Wyatt, G. L. Treating children with non-organic language disorders. Wellesley, MA: Wellesley Public Schools, terminal report on research study, December, 1964.

Young, V. Scientific Social Surveys and Research, Englewood Cliffs, NJ: Prentice-Hall, Inc., 1956.