

1993

An investigation of the practices and perceptions of three regular elementary teachers regarding the integration of students with severe disabilities

Beth L. Wright
University of Northern Iowa

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**An investigation of the practices and perceptions of three
regular elementary teachers regarding the integration of students
with severe disabilities**

Wright, Beth Louise, Ed.D.

University of Northern Iowa, 1993

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AN INVESTIGATION OF THE PRACTICES AND PERCEPTIONS
OF THREE REGULAR ELEMENTARY TEACHERS REGARDING
THE INTEGRATION OF STUDENTS WITH SEVERE DISABILITIES

A Dissertation
Submitted
In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

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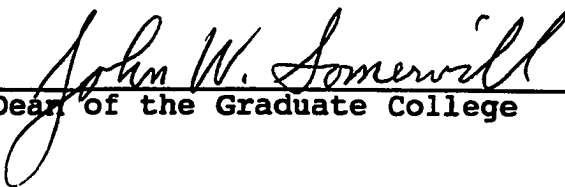
**AN INVESTIGATION OF THE PRACTICES AND PERCEPTIONS
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**An Abstract of a Dissertation
Submitted
In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education**

Approved:



Faculty Advisor



Dean of the Graduate College

**Beth L. Wright
University of Northern Iowa**

July 1993

ABSTRACT

Regular classrooms have been increasingly identified as the placement of choice for special-needs children, including those diagnosed to have severe disabilities. Undergirding this movement has been an increase in research unfavorable to segregated, homogeneous and favorable to integrated, heterogeneous instructional arrangements. The knowledge base regarding how to facilitate the regular-class integration of severely disabled students, however, is in its infancy.

The purpose of this inquiry was to examine regular elementary teachers' practices and perceptions concerning their instruction of students with severe disabilities who had been integrated into their classrooms. Participant observation, interviewing, and constant comparative methods were employed to render a holistic understanding of 3 elementary teachers' strategies, support service usage, and views relative to their integrated education of severely disabled pupils.

Instructional strategy examination areas included style, subject matter, purpose, and methods. The investigated teachers were found to have structured and inclusive styles. Identified elements of their structure involved use of routines and relatively fixed schedules. Inclusiveness was reflected in their supportive postures and flexible responses to students and curricula. Employment of

meaningful, story-related, and attitude-expanding subject matter was common to the 3 instructors. Their identified purposes involved the facilitation of psychologically safe and peer-interactive environments wherein multilevel curricula were provided. Common elements supporting the latter entailed use of heterogeneously structured cooperative groups, related activities, and whole language instruction. Methodologically, these teachers employed individual behavior management techniques and peer buddies.

Three identified categories of support service were provided on a direct (in-class) basis. Included were instruction in whole language, development of integrated students' appropriate behavior, and facilitation of their peer support networks. One common perception was found. All instructors had positive views regarding their experiences as teachers in integrated classrooms.

The data suggest that integrated instructional arrangements may be enhanced by structures affording predictability and facilitating peer interaction and collaboration. Classroom climates that promote acceptance of human diversity and all students' positive self-concepts are also indicated. Employment of a wide range of academic-behavioral approaches, including whole language instruction, appears important. Support service provision may encompass development of integrated students'

**academic-behavioral skills and peer understanding of their
needs and goals.**

This effort is dedicated to my father, Wayne K. Wright, who inspired, encouraged, and delighted in my graduate studies and who passed away during the final proofing of this document.

CHAPTER ONE

INTRODUCTION

Background and Purpose

Debate regarding the most appropriate environment for students identified as having special instructional needs has increasingly favored regular classroom placement. Undergirding this dialogue has been an increase in research favorable to heterogeneously grouped, integrated classes (Dawson, 1987; McHale & Simeonsson, 1980; Voeltz, 1980; Wang & Birch, 1984a). An increase in research unfavorable to traditionally organizationally, segregated classes has also evidenced (Blatt, Biklen, & Bogdan, 1977; Dawson; Gartner & Lipsky, 1987; Will, 1986).

Concerning the latter, the validity of special education placement decisions and processes (Bogdan & Taylor, 1976; Gollnick & Chinn, 1986), provision of least restrictive environment (Gartner & Lipsky, 1987; Wang & Walberg, 1988), and the quality of instruction delivered in special classes (Freagon, 1989; Karp, 1987; Oakes, 1986a) have been challenged. On the contrary, much of the research literature has indicated that when regular classroom teachers used individualized, adapted, and cooperative instructional strategies, all students have been afforded academic and social benefits in integrated settings (Madden & Slavin, 1983; W. Stainback, S. Stainback, & Bunch, 1989, chap. 1). Additionally, heterogeneously grouped classes

have fostered understanding of and respect for human diversity and promoted lasting friendships between disabled and nondisabled students (Forest, 1987; J. Strully & C. Strully, 1984). Indeed, earlier support for isolated special education programs, including those serving students diagnosed to have severe disabilities, has decreased. Sentiment has shifted toward programs that are integrated into the mainstream (Certo, Haring, & York, 1984; S. Stainback & W. Stainback, 1988a; W. Stainback, S. Stainback, & Bunch, 1989, chap. 2; Wang, Reynolds, & Walberg, 1986).

Given the negative characteristics and outcomes ascribed to segregated instructional arrangements and the positive characteristics and outcomes attributed to integrated arrangements, it is not surprising that some educational leaders have advocated that regular and special education merge into a single, unified structure (Gartner & Lipsky, 1987; O'Brien & Forest, 1989; Reynolds, Wang, & Walberg, 1987; S. Stainback, W. Stainback, & Forest, 1989; W. Stainback & S. Stainback, 1984). The proposed solution "is to eliminate the need to remove students from regular classes by allowing regular [and] special educators . . . to work cooperatively to serve virtually all students in regular classrooms" (Skrtic, 1987, p. 38).

The knowledge base, however, concerning how to structure, promote, and facilitate integrated education is in its infancy, and no consensus regarding the agenda for

change exists (Hagerty & Abramson, 1987; Kauffman, 1989; Lipsky & Gartner, 1989; Sapon-Shevin, 1988; S. Stainback et al., 1989). Furthermore,

because heterogeneous, integrated educational programs for students with severe handicaps are relatively new, there is little information about the . . . skills that educators need in order to provide quality services in these settings. . . . [and] implementation of quality educational practices . . . remain[s] a complex problem. (Arick, Falco, & Brazeau, 1989, p. 372)

Thus, although the merger of regular and special education has been proposed, little is known about how it can be facilitated. More specifically, in cases where integration has been instituted, what are the regular classroom teachers' practices and perceptions concerning students who have been diagnosed to have severe disabilities and integrated into their classrooms? The purpose of this study was to contribute to this body of research by providing descriptive, qualitatively developed data of regular elementary educators' actions and understandings regarding their provision of integrated instruction to pupils with severe disabilities.

Research Questions

Initial, focusing research questions which guided the investigation included the following:

1. What strategies, rules, and routines reflect the instructional delivery mode of regular elementary teachers when working with students who have been diagnosed to have severe disabilities and integrated into their classrooms?

2. What support services are applicable to the instructional delivery mode of regular elementary teachers when working with students who have been diagnosed to have severe disabilities and integrated into their classrooms?

3. What are the perceptions of regular elementary teachers concerning instruction for students who have been diagnosed to have severe disabilities and integrated into their classrooms?

4. Do regular elementary teachers have additional concerns regarding their provision of instruction to students who have been diagnosed to have severe disabilities and integrated into their classrooms?

Assumption

It was assumed that this study could contribute to understanding the actions, support service needs, perceptions, and concerns of regular elementary teachers regarding their instructional delivery to students who have been diagnosed to have severe disabilities and integrated into their classrooms. This understanding involved the actions, support service needs, perceptions, and concerns of 3 such regular elementary educators. While cautious generalization may be applicable to comparable, translatable situations, generalizability of findings was not intended as an immediate outcome of this study in a new research area.

Justifications

The Case for the Area of Inquiry

Three ideological positions have supported the integration movement and lent importance to this research pursuit. First, children are more alike than different (Adler, 1982; Lipsky & Gartner, 1989; Martin, 1975), and differences among them are not discrete but vary along a continuum (Bogdan & Taylor, 1976; W. Stainback & S. Stainback, 1984; Taylor & Bogdan, 1977). Succinctly, "individual differences are always and only differences in degree, never differences in kind" (Adler, p. 43). Thus,

there are not . . . two distinct types of students . . . those who are special and those who are regular. Rather, all students are unique individuals, each with his/her own set of physical, intellectual, and psychological characteristics. (W. Stainback & S. Stainback, 1984, p. 103)

A second position is that all children deserve equal educational quality (Bennett, 1988; Forest & Lusthaus, 1989; Greer, 1988; Wang & Walberg, 1988). Because homogeneously grouped, lower ability classes have been frequently reported to have lower educational quality than homogeneously grouped, upper ability or heterogeneously grouped classes, provision of equal educational quality appears best facilitated through use of integrated settings (Dawson, 1987; Freagon, 1989; Goodlad, 1987; Oakes, 1986a, 1986b). Furthermore, variations in pedagogy to meet unique learner

needs need constitute the same educational quality (Adler, 1982).

The final ideological belief extends beyond student characteristics and educational quality to the matter of ethically principled behavior. Accepting atmospheres within schools are needed wherein,

the natural associations and informal solutions that the rest of us develop can also apply to the lives of disabled students. One begins with the assumption that integration is not an experiment to be tested but a value to be followed, and then solutions arise. (Ferguson & Asch, 1989, p. 137)

And,

in the end. . . . [i]t's not just discovering the best pedagogy. Nor even is it a matter of what works or what people's civic entitlements are. It's a matter of what's right--for the child and community. . . . What's right is to make sure that the exceptional child can make the same claim on us as every other child. Perhaps, by reason of compassion, that claim may be greater, but it certainly can never be smaller. (Greer, 1988, p. 296)

Indeed, rather than asking if integration works, a more salient question may be, "How can we make it work?" (Bogdan, 1983a, 1983b; Bright, 1986; Taylor, 1982). W. Stainback and S. Stainback (1989c) noted that "the movement to educate students with severe disabilities in regular education is relatively new. There is critical need at this point in time for ideas on how to make it successful" (p. 275).

The Case for the Methodology

"Qualitative methods . . . can be particularly useful for discovering and interpreting the organization of

peoples' behavior in specific social situations" (Brady & Cunningham, 1985, p. 242). Silverman (1985) expressed a similar view. It was believed that a qualitative investigation of regular elementary teachers' practices and perceptions concerning the integration of severely handicapped students could potentially yield a needed, in-depth, and holistic portrayal of what these teachers do and believe concerning integration processes (W. Stainback & S. Stainback 1989c). And, as such, it could contribute to answering the question, "How can we make it work?"

Limitations and Delimitation

Some limitations applied to this investigation. A concern that might be viewed as a limitation was the number of teachers investigated. In the immediate study, the original sample size was 2. Although it increased to 3 when a substitute temporarily replaced 1 teacher, this sample size, when compared to many quantitative studies, was small. Poupard (1982/1983), however, noted that the number of participants in qualitative research needed to be "small enough to allow for intensive study" (p. 16). Canning (Note 1) and Goetz and LeCompte (1984) offered concurring views.

But, while the intensive study of one small group maximized opportunity to comprehend its particular practices and perspectives--an important concern in a new area of inquiry--it minimized opportunity to have more generalizable findings. Subsequent comparative analysis seeking

similarities and differences among many comparable groups, on the other hand, would have potential for more generalizable results and, thus, theory development (Glaser & Strauss, 1970). Furthermore, such theory development would be an appropriate and needed pursuit following careful, preliminary identification of activities and beliefs in particular situations (W. Stainback & S. Stainback, 1989c). Clearly, however, theory concerning the integrated instruction of students identified to have severe disabilities was not an intended outcome of this investigation.

A third limitation of this study also related to generalizability. Succinctly, all teacher subjects provided instruction in the same grade level, i.e., second grade.

Finally, a delimitation involved time available for field work. Although a research period of 1 year with post hoc analysis was recommended (S. Stainback & W. Stainback, 1988b), the duration of the data collection period was approximately 1/2 year (October 1990 through early April 1991) and did not include post hoc analysis. Given that end-of-year classroom activities were often atypical, including less focus on learning new material and more on synthesis and evaluation, the investigator's cessation of research in April seemed appropriate.

Definition of Terms

Integration: "Integration into the societal mainstream was established . . . as one of the major corollaries of the principle of normalization" (Wolfensberger, 1980b, p. 318).¹ In school settings, it has been "the process of making whole, of bringing together all children and having all children learn all that they are capable of being" (J. Strully & C. Strully, 1989, pp. 62-63). Although the quantity of interaction between disabled and nondisabled students has been important, the quality of such interaction has been important and critical (Berres & Knoblock, 1987). Wolfensberger noted that the latter was dependent upon the social acceptance of the integrated student. In this study, integration was defined as the full-time placement and inclusion of severely handicapped students in regular classrooms and programs, including academic, social, recreational, and other forms of activity.

Severely disabled students: For the purposes of this investigation, severely disabled students included those who had been evaluated by a transdisciplinary team and determined to have intense educational, social, psychological, and/or medical needs consequent in a categorical funding weight of 3.6 (Area Education Agency 7, 1985; Area Education Agency 7, 1989; Orelove & Sobsey, 1987; Schrag, 1984).² Specific diagnoses of students determined to have severe disabilities included mental retardation;

autism; Down's Syndrome; developmental disabilities; health, sensory, or motor impairments; and/or emotional-behavioral disorders (Berres & Knoblock, 1987; Orelove & Sobsey; Thousand, 1987).

Support services: In this study, support services referred to supplementary assistance provided to severely disabled students, their regular classroom teachers, and/or their peers, as needed, in order that they received appropriate educational programs. Such services could have been rendered on a direct, consultive, and/or collaborative basis by special or regular educators; aides; physical, occupational, and/or communication therapists; psychologists; reading, learning, and/or behavior experts; administrators; parents; and/or others. Furthermore, the nature of these services could have included student assessment and/or monitoring; program planning, modification, development, delivery, and/or evaluation; resource-equipment procurement and/or adaptation; counseling; networking; and/or other (Davis, 1980; Fox et al., 1986; Orelove & Sobsey, 1987; Shafritz, Koeppel, & Soper, 1988; W. Stainback & S. Stainback, 1989b; Villa & Thousand (in press); Will, 1986).

Strategies, rules, and routines: Instructional strategies were defined as materials and procedures designed to elicit particular learner outcomes. In addition to large-group instructional strategies, they included

(small-group and/or) individual (approaches and/or) adaptations in the style, subject matter, purpose, and/or the method of teaching (Dick & Carey, 1985; Good, 1973; G. Hawes & L. Hawes, 1982). References to rules pertained to specific principles of conduct that were either generally known and observed by members of a class (Morris, 1978) or were known and observed by individuals. Finally, routines were defined as those general habits or practices that were regularly followed by class members in given environments throughout the school days (Morris; Webster, 1954).

CHAPTER TWO
REVIEW OF THE LITERATURE

Introduction

Placement preference for students with special needs, including those with severe disabilities, has increasingly favored the regular education classroom (Dawson, 1987; Wang & Birch, 1984a; Will, 1986). This shift from segregated, homogeneous to integrated, heterogeneous student groupings has been supported in the educational literature (Madden & Slavin, 1983; W. Stainback et al., 1989, chap. 2; Wang et al., 1986). The knowledge base, however, concerning how to optimally facilitate this integrated schooling has not been well developed, and no agreement exists regarding the instructional processes that best support it (Arick et al., 1989; Lipsky & Gartner, 1989; Taylor, 1982).

The purpose of this study was to contribute to this body of knowledge by providing descriptive, qualitatively developed data of regular elementary teachers' practices and perceptions concerning their instructional delivery to pupils with severe disabilities. Initial and primary areas of research included the strategies, rules, routines, and support services used by these teachers. Other areas of investigation involved their perceptions and concerns regarding their provision of instruction to severely disabled students.

In the following literature review, the integration movement is examined from three perspectives. The first of these is a discussion of historical events leading up to and supporting the call for the merger of special and regular education. Issues related to tracking and special class placement are discussed. A more analytical examination of integration proceeds. Included in the latter are position papers, reviews of research, and efficacy studies. Best-practice recommendations follow. These involve curricular and environmental adaptations.

Historical Examination of the Integration Movement
Prior to Passage of Public Law 94-142

Historically, most children diagnosed as severely disabled "have been excluded from public educational services on the assumption that their disabilities made efforts to teach them not only fruitless but a waste of scarce resources" (Donder & York, 1984, p. 1). Fernald (1903), cited in Orelove and Sobsey (1987), wrote,

The great majority of the thirteen hundred children who we have seen in special classes have been tried in ordinary schools, and have been shown to be incapable of receiving any proper benefit from instruction, having for the most part learned little or nothing beyond certain habits of discipline. (p. 347)

Although racially based, judicial precedence for segregated, i.e., separate but equal, education was established in the 1896 ruling in the case of Plessy v Ferguson (Stevens & Wood, 1987). Isolated instructional

arrangements were not limited, however, to black students or those with disabilities. As a response to radical changes in the characteristics of the American population and urban life at the turn of the century, nondisabled students were tracked or ability grouped according to their race and social class (Oakes, 1986b). With justification subsequently offered through intelligence testing, tracking advocates asserted that students of presumed lower ability would academically and psychologically prosper in segregated settings with specially trained instructors (Knight, 1951; Oakes, 1986a; Ysseldyke & Algozzine, 1982).

Nondisabled students were separated by tracks within schools following compulsory attendance laws. Many disabled students, however, remained outside the public schools altogether (W. Stainback et al., 1989, chap. 1), and doubts concerning their educability persisted. Douglass (1934) reported that "there were hundreds of thousands of children so constituted by biological inheritance, so influenced by undesirable environmental factors, or so handicapped by accident, that they could gain little from the ordinary school" (p. 352). Excluded from the mainstream of public instruction, numerous handicapped students from 1900 to 1950 resided in institutions or family homes wherein varying "educational efforts were made, with results that ranged from modest to extraordinary" (Donder & York, 1984, p. 1). Others were served in special classes within public school

buildings or in privately funded special schools (Schulz & Turnbull, 1984; W. Stainback et al., 1989, chap. 1).

Precedence for segregated educational arrangements was overturned, however, in the 1954 Supreme Court judgment in the case of *Brown v the Board of Education*. The court's new decision held that racial segregation generated psychological feelings of inferiority in the oppressed group (Stevens & Wood, 1987), and that "'separate but equal' facilities for the races [were] inherently unequal and [resulted] in a denial of the liberties guaranteed under the Bill of Rights" (Nolte, 1969, p. 153). Interpretation of this ruling later expanded to include students with disabilities (Stevens & Wood).

Most students diagnosed to have learning disabilities, behavioral disorders, and/or mental retardation were educated in special classes within regular school buildings until approximately 1970. Those with physical and/or sensory disabilities received instruction primarily in residential schools (Schulz & Turnbull, 1984). Students diagnosed as "severely or profoundly developmentally handicapped [,however,] were generally still denied educational services of any type, and resided primarily in the back wards of large state and provincial institutions" (W. Stainback et al., 1989, chap. 1, pp. 6-7). There were approximately 128,000 persons diagnosed to have mental retardation who resided in public institutions in 1950.

This number increased to 164,000 and 187,000 in 1960 and 1970, respectively (United States Bureau of the Census, 1975). At Willowbrook, a New York residential institution that served severely and profoundly mentally retarded children, less than 20% of its residents received instructional services (Rivera, 1972).

Impetus for integration of the handicapped heightened in the 1970s (Reynolds & Birch, 1982; Schulz & Turnbull, 1984). Wolfensberger advanced the normalization principle in 1972, which held that when people were placed in normal environments, they tended to be normal and vice versa. Advocacy for normalized educational environments for all disabled persons, including the severely disabled, was expressed.

During that same year, a judicial rendering that all mentally retarded "children [were] capable of benefiting from education" was made in the case of the Pennsylvania Association for Retarded Children v the Commonwealth of Pennsylvania (Stevens & Wood, 1987, p. 14). The state of Pennsylvania "was enjoined from excluding mentally retarded students from [its] schools" (Ysseldyke & Algozzine, 1982, p. 216). Furthermore, the ability of all children to benefit from education, and the right of all children to receive an appropriate education were affirmed in the 1972 litigation of Mills v the Board of Education in the District of Columbia (Stevens & Wood; Ysseldyke & Algozzine).

Immediately succeeding years offered continuing promise for the educational inclusion of students with severe disabilities. The legislative enactment of Section 504 of the Rehabilitation Act of 1973 stipulated that all new facilities receiving federal funding (Reynolds & Birch, 1982) must be "constructed to be readily accessible to and useable by handicapped persons. Further, programs conducted in existing facilities must be made accessible, by structural changes if necessary" (Orelove & Hanley, 1979, p. 220).

Subsequent to Passage of Public Law 94-142

In 1975, the passage of the Education for All Handicapped Children Act or Public Law 94-142 (P. L. 94-142) impacted all states receiving federal funding for education (Orelove & Sobsey, 1987). The law "brought together many of the judicial principles . . . that had emerged from legal proceedings so rapidly in the early 1970s" (Reynolds & Birch, 1982, p. 34). Major components of this landmark legislation included the guaranteed rights of all disabled youth to a free, appropriate education in the least restrictive environment³ as well as the generation of individual education plans and the use of nondiscriminatory evaluations, support (or related) services, parental involvement, and due process (Gartner & Lipsky, 1987; Schwartz, 1984).

Other benefits resulted from the passage of P. L. 94-142. "The concept and practice of individualized instruction" was refined (Will, 1986, p. 3), and special education funding to provide that instruction was increased (Gartner & Lipsky, 1987). This funding facilitated the provision of new services to 500,000 severely disabled students and improved services to several million others (Will), both unrestricted by student location (Gartner & Lipsky). Among these advancements were the development of informationally sequenced curricula and better methods for student monitoring and evaluation. Also included was the wider adoption of curriculum-based assessment, which improved identification of children's instructional entry points (Will).

Passage of the aforementioned bill did not further the goal of educating all disabled students in regular classrooms as much as many scholars had anticipated (Gartner & Lipsky, 1987; Lipsky & Gartner, 1989; W. Stainback et al., 1989, chap. 1). Although the inclusion of least restrictive environment concerns was designed to facilitate "maximum integration of students with their peers. . . . the reality in schools [has turned] out to be far different" (Gartner & Lipsky, pp. 376-377). "Implementation of P. L. 94-142 has resulted in a system that encourages categorization, stereotyping, and exclusion" (Skrtic, 1987, p. 38).

Disadvantages of homogeneous, segregated settings. Use of segregated, homogeneous classrooms has continued in special (Gartner & Lipsky, 1987) as well as regular (Goodlad, 1987) education despite criticism in much of the related literature (Dawson, 1987; Lipsky & Gartner, 1989; Ysseldyke & Algozzine, 1982). Contrary to the earlier noted belief that ability grouping would academically and affectively benefit students presumed to have lesser abilities (Stevens & Wood, 1987), the reverse has been generally reported true for students in both special and regular education classes (Dawson; Gartner & Lipsky; Madden & Slavin, 1983; Oakes, 1986a; Skrtic, 1987; Will, 1986). Dawson and Shepard (1987) likened the detrimental consequences of lower tracked, regular education placements to special education placements.

Operation of the dual system of regular and special education has also been found inefficient and expensive. Costs required for assessment and staffing have exceeded those for instruction (Commission on the Financing of Free and Appropriate Education for Special Needs Children, 1983; Gartner & Lipsky, 1987; Lipsky & Gartner, 1989; Shepard, 1987; W. Stainback & S. Stainback, 1984).

More specific problems concerning the processes and outcomes of student placement in special education classes and lower tracked, regular education classes, i.e.,

low-average ability and vocational classes,⁴ are now presented. The former precedes the latter.

Criticism of the placement process has been broadly directed at the use of diagnostic tests, the nature of placement decision making, and the proportionality of students within classification groups. Discussion of these advances in the same order.

Fundamental among placement issues raised in the literature were the use and interpretation of evaluation instruments. The validity and reliability of tests used for classification and placement have been repeatedly challenged (Bogdan & Taylor, 1976; Gartner & Lipsky, 1987; W. Stainback et al., 1989, chap. 2; Wang & Walberg, 1988; Ysseldyke & Algozzine, 1982). Gartner and Lipsky described these tests as "barely more accurate than a flip of the coin" (p. 372). Classifications resulting from these tests have been characterized as inconsistent, owing to varying evaluator interpretations, state eligibility requirements, and official test cut-off points (Bogdan & Taylor, 1976; Gartner & Lipsky; Lipsky & Gartner, 1989; McDowell, 1986b; Wang et al., 1986; Ysseldyke & Algozzine).

These classifications have also been found to be stigmatizing, instructionally unuseful, and generally permanent (Bogdan & Taylor, 1976; Edgerton, 1967; Gartner & Lipsky, 1987; Lipsky & Gartner, 1989; Martin, 1975; McDowell, 1986b; W. Stainback & S. Stainback, 1984; Wang et

al., 1986; Wang & Walberg, 1988; Will, 1986; Ysseldyke & Algozzine, 1982). Pertaining to the instructional unusefulness of special education classifications, W. Stainback and S. Stainback wrote that "few, if any [instructional methods could] be clearly dichotomized into those applicable only for special or only for regular students" (p. 103). Gartner and Lipsky addressed the relative permanence of these classifications, stating that less than 5% of students had been declassified and returned to the mainstream of regular education.

Other placement problems evidenced in the literature review. These involved placement decision-making practices and the proportionality of male, minority, and lower socioeconomic class representation in the various educational tracks.

Placement decision making has been viewed as the orderly and natural outgrowth of student testing and classification. Some pedagogues, however, have characterized it as discretionary, influenced by program funding and classroom space, inconsistent, and even unrelated to student evaluations (Gartner & Lipsky, 1987; Nevin & Thousand, 1986; Reynolds et al., 1987; Ysseldyke & Algozzine, 1982). Gartner and Lipsky wrote that "students with seemingly identical characteristics [have qualified] for different programs" (p. 374).

Inconsistency in placement decisions and student classifications has resulted in another criticism of the placement process. Some students, particularly the economically disadvantaged, have reportedly fallen through the classification and program eligibility cracks. These pupils have been described as inadequately served and victimized by a fragmented continuum of educational services (Commission on the Financing of Free and Appropriate Education for Special Needs Children, 1983; Reynolds et al., 1987; Will, 1986).

Finally, many scholars reported that a disproportionately high number of male, minority, and lower socioeconomic class students has been placed in the labeled, i.e., special education, and lower tracked groups. Conversely, these pupils have been underrepresented in talented and gifted programs (Gartner & Lipsky, 1987; Goodlad, 1987; Lipsky & Gartner, 1989; Oakes, 1986a; Schrag & Divoky, 1975; Wang et al., 1986). Additionally, "these differences in placement by race and social class [have appeared] regardless of whether test scores [or] counselor and teacher recommendations . . . [were] used as the basis for placement" (Oakes, p. 14).

The placement process has been, thus, unfavorably described as using invalid and unreliable tests to create virtually irreversible, stigmatizing, and instructionally unuseful classifications. Placement decisions have been

found to be arbitrary, inconsistent, and to produce a fragmented continuum of educational services. Additionally, male, minority, and lower socioeconomic class students have been overrepresented in special education and lower tracked classes.

Discussion now turns to the disadvantages reportedly occurring after student placement in lower tracked or special education classes. The identified problem areas involved instructional quality and climate, administrative leadership and service-supply coordination, and staff collegiality and cooperation. Presentation advances in the same order.

When compared with upper-ability-tracked and heterogeneously grouped classes, the educational quality in lower tracked, regular and special education classes has been described as inferior, nonfacilitative of lifelong learning, and even growth retarding (Adler, 1982; Dawson, 1987; Finn, 1986; Gartner & Lipsky, 1987; Goodlad, 1987; Karp, 1987; Oakes, 1986a, 1986b). Students placed in lower tracked classes have reportedly experienced a watered-down curriculum, characterized by less direct instruction and access to knowledge (e.g., less synthesis and more memorization) and fewer opportunities to learn (e.g., less homework and instructional time) (Adler; Freagon, 1989; Karp; Madden & Slavin, 1983; Oakes, 1986a; Sizer, 1984). Furthermore, these pupils have lacked the benefits of

teacher variety, educational goal clarity, and summatively evaluated curriculums (Freagon; Gartner & Lipsky).

Lower tracked, regular and special education classes have been depicted as having unfavorable climates. They have been reported to foster negative self-fulfilling prophecies and attitudes toward school and to not foster atmospheres wherein long-term friendships could develop (Freagon, 1989; Gartner & Lipsky, 1987; McDowell, 1986b; Oakes, 1986a).

The separate funding and staffing of special and regular education have created administrative and staff relationship problems concerning student placement (Lipsky & Gartner, 1989; W. Stainback & S. Stainback, 1984; Will, 1986). Will stated that most building principals have ascribed responsibility for students with learning problems to administrators of special education. She explained that this has minimized principals' empowerment to maintain high standards and ownership for attaining goals in special education classes. Lipsky and Gartner expressed a similar view. Coordinated student service delivery and material-equipment use within the dual system have also been compromised, resulting in duplicated service provision and material-equipment acquisition, respectively (W. Stainback & S. Stainback).

Special and regular educational professionals within the aforementioned dual system have been frequently

described as adopting mutually exclusive, competitive, and uncooperative attitudes towards each other. Restricted opportunity for all educators to pool expertise, problem solve, and complement instruction has reportedly resulted (Sapon-Shevin, 1988; W. Stainback & S. Stainback, 1984; W. Stainback et al., 1989, chap. 2).

Difficulties subsequent to student placement in lower tracked or special classes have, thus, included lower instructional quality and unfavorable classroom climate. Additional problems have concerned reduced principal involvement in maintaining standards and attaining goals, uncoordinated service delivery and supply use, and uncooperative attitudes between regular and special educators.

Advantages of heterogeneous, integrated settings. In contrast to the reported disadvantages of homogeneous and segregated classroom arrangements, existing and potential advantages of integrated arrangements manifested in the literature review (Dawson, 1987; Flynn & Kowalczyk-McPhee, 1989; Orelove & Hanley, 1979; S. Stainback & W. Stainback, 1988a; W. Stainback et al., 1989, chap. 1; Voeltz, 1980). These benefits were described as applicable to regular and special education students, staff, and local communities (Brown, Branston, et al., 1979; Commission on the Financing of Free and Appropriate Education for Special Needs

Children, 1983; Dawson; Madden & Slavin, 1983; Wang & Birch, 1984a; Wang & Reynolds, 1985). Discussion proceeds in the same order.

W. Stainback and S. Stainback (1984) wrote that, in integrated educational arrangements, each child's unique instructional needs can be addressed through a continuum of program "options available to every student" (p. 107). "Eligibility for educational and related services . . . [can] be based on the abilities, interests, and needs of each student as they relate to instructional options and services" (W. Stainback et al., 1989, chap. 2, p. 20). Pupils experiencing learning problems but not meeting current eligibility criteria can also be served (Will, 1986) because they can have educational "rights without labels" (Gartner & Lipsky, 1987, p. 387). And, "it seems logical to assume that an educational system that is equipped to deal with major student differences will also appreciate and be able to deal with relatively minor student differences" (Brown, Branston, et al., 1979, p. 12).

Indeed, "recent research and experience have . . . demonstrated that, when given individualized, adapted, and cooperative learning programs, all students can be provided an opportunity to achieve their potential in integrated settings" (W. Stainback et al., 1989, chap. 1, p. 3). For elementary students with and without disabilities, flexible and adapted integrated classes have been described as

preferable to segregated classes owing to the academic benefits afforded by such environments (Dawson, 1987; Elias, Goble, Schefer, & Jaco, 1983; Madden & Slavin, 1983; McDowell, 1986a; Nevin & Thousand, 1986; Oakes, 1986a; Wang & Reynolds, 1985). The above-described students in these settings have reportedly experienced reading and math skill gains. Furthermore, disabled students in integrated programs have achieved significantly greater reading and similar math scores, when compared to their counterparts in segregated programs (Wang & Birch, 1984a; Wang & Reynolds). Dawson explained that both high- and low-ability regular education pupils experienced greater academic achievement when placed in classes with more than 33% high-ability students and less than 33% low-ability students than vice versa.

Integrated arrangements were also supported in the literature on affective bases (Dawson, 1987; Oakes, 1986a, 1986b). McDowell (1986a) noted that when instructional environments have been adapted to support diversity, "students of all ability levels [have] achieve[d] more . . . personally and socially" (p. 14). This personal and social growth has been reflected in the improved self-concepts and attitudes toward learning of disabled and nondisabled, elementary and secondary students (Madden & Slavin, 1983; Oakes; Thousand & Villa, 1989; Wang, n.d.; Wang & Birch, 1984a).

Students in integrated settings have also been provided the opportunity to interact and experience unconditional acceptance, friendship, and interdependence (Elias et al., 1983; Flynn & Kowalczyk-McPhee, 1989; J. Strully & C. Strully, 1984, 1985a, 1985b; W. Stainback & S. Stainback, 1981; W. Stainback et al., 1989, chap. 1; Thousand & Villa, 1989). This interaction has reportedly facilitated approved social behaviors by students diagnosed to have behavioral problems (Brown, Branston, et al., 1979; S. Stainback et al., 1989). Finally, integrated settings have been found to promote positive attitudes by nondisabled pupils toward their disabled peers (Flynn & Kowalczyk-McPhee; McHale & Simeonsson, 1980; Voeltz, 1980) and, thus, respect for and acceptance of human differences (Brown, Branston, et al.; Dawson, 1987; Forest, 1987; S. Stainback & W. Stainback, 1988a; W. Stainback et al.; Wang, n.d.).

Brown, Branston, et al. (1979), S. Stainback and W. Stainback (1986), W. Stainback and S. Stainback (1987), and others indicated that school principals and teachers of special and regular education can benefit from integrated education. Principals can be empowered to directly coordinate services and resources according to student needs as well as to monitor and maintain the success of all programs within their buildings (W. Stainback & S. Stainback; Will, 1986). Regular educators can ameliorate their appreciation for diverse human potential along with

their instructional skill repertoires (Brown, Branston, et al.; Heller & Schilit, 1987; Thousand & Villa, 1989). Additionally and importantly, instructors of both regular and special education students can participate in collaborative and problem-solving activities (Brown, Branston, et al.; Flynn & Kowalczyk-McPhee, 1989; W. Stainback & S. Stainback, 1984) wherein they can "share their expertise and pool their resources . . . to get maximal 'mileage' from their instructional efforts" (S. Stainback & W. Stainback, p. 1).

Integrated instructional arrangements have also reportedly benefited local communities. As earlier noted, operation of the dual regular and special education system has posed not only educational but economical disadvantages. Integrated environments, however, have favored less formal and timely instructional assessment over more formal and timely eligibility assessment. They have also supported coordinated acquisition and use of resources and services. For these reasons, less restricted, integrated programs have been promoted as less expensive to operate than more restricted, segregated programs (Elias et al., 1983; Gartner & Lipsky, 1987; Lipsky & Gartner, 1989; W. Stainback & S. Stainback, 1984; W. Stainback et al., 1989, chap. 2; Wang, n.d.). Indeed, "very substantial economies of time, effort, and money can be achieved simply by expanding the instructional options that are included in the 'regular'

education program" (Commission on the Financing of Free and Appropriate Education for Special Needs Children, 1983, p. 191).

Summarily, integrated educational arrangements have been found beneficial to regular and special education students, staff, and local communities. Individualized instruction has been found possible for all rather than for specially classified students. These settings have, additionally, furthered the academic and affective development of both regular and special education students.

Principals' empowerment to coordinate and monitor all school activities in order to maximally serve all students has been another cited advantage of integration. Other benefits have included regular educators' ameliorated instructional delivery skills and understandings of student potential. Regular and special class teachers' opportunities to pool resources and capabilities and, thus, better meet the instructional needs of all of their students have also been reported. Finally, because these educational programs require less expenditure, integration has been found beneficial to local tax payers.

This preponderantly unfavorable regard for segregated and favorable regard for integrated grouping arrangements paved the way for the call to merge or integrate special and regular education (Lipsky & Gartner, 1989; McDowell, 1986a; Reynolds & Birch, 1982; Reynolds et al., 1987; W. Stainback

& S. Stainback, 1984). An analytical examination of this integration movement follows. Position papers concerning merger precede presentation of reviews of research and efficacy studies.

Analytical Examination of the Integration Movement

Position Papers

Views supporting integration. As reflected in the preceding literature review, "professional opinion increasingly [favored] integration efforts" (Schutz, Williams, Iverson, & Duncan, 1984, p. 17). Reynolds and Birch (1982) noted that, indeed, "the history of education for exceptional children [could] be told in terms of one steady trend--progressive inclusion" (p. 27).

Culmination of this trend evidenced in 1984 when W. Stainback and S. Stainback encapsulated many of its issues and advocated for the merger of special and regular education. Rationales offered for this merger concerned the instructional needs of students and operation of the dual system of special and regular education. Regarding the former, the authors explained that students and instructional methods could not be discretely grouped for special and regular education, and that all students deserved individually tailored education. They advanced that students' instructional needs did not justify a dual system.

Inefficiency resulting from this dual system was the second premise underlying W. Stainback's and S. Stainback's advocacy for merger (1984). The authors noted that student classification was unnecessary, expensive, and instructionally irrelevant. They explained that such classifications were deleterious to providing a continuum of services and facilitative of stereotypical assumptions about eligible students. It was also advanced that the dual system fostered competition between and service duplication by special and regular education providers.

Implications of the Stainbacks' merged system included the following:

1. All students would be viewed as having a variety of physical, cognitive, and psychological characteristics, and no students would be labeled according to particular characteristics.
2. All personnel and resources from special and regular education would be united and coordinated to better meet the instructional needs of all students.
3. All students would receive individually appropriate instruction in flexibly structured, regular education classes.
4. All students would be heterogeneously grouped as much as possible, with homogeneous arrangements for specific classes, e.g., community living skills.

5. Instructional personnel would be trained and assigned according to instructional, not disability, categories.

6. Support personnel would assist, on request, any teachers or students in areas such as program planning or instructional assessment.

7. Funding could be based on program elements or needs, but it would not be based on the number of children per disability category (W. Stainback & S. Stainback, 1984).

Another significant endorsement for integration was provided by Will, Assistant Secretary in the Office of Special Education and Rehabilitation (1986). Will noted that special education's eligibility processes and requirements fragmented services, stigmatized students, and polarized staff. She stated that regular classrooms should be adapted to meet diverse student needs, including those of students with disabilities. Additional endorsements for the integration of students with special needs followed (Commission on the Financing of Free and Appropriate Education for Special Needs Children, 1983; Gartner & Lipsky, 1987; Greer, 1988; McDowell, 1986a; Reynolds et al., 1987; Sapon-Shevin, 1988; Skrtic, 1987; Westling, 1989).

Advocates of integration differed in their views about its implementation. One area of difference concerned the extent to which students with varying degrees of disability should be integrated. Some supported the full integration

of students with mild-to-moderate disabilities but the partial integration of those with severe disabilities (Brown, Branston, et al., 1979; Brown, Branston-McClean, et al., 1979; Gartner & Lipsky, 1987; McDonnel & Hardman, 1989). Others expressed the view that all students, including those with severe disabilities, should be fully integrated (Berrigan, 1989; Bogdan, 1983b; Forest & Lusthaus, 1989; Schutz et al., 1984; J. Strully & C. Strully, 1985a).

Integration advocates also differed in their emphasizing of changes necessary to successful integration. Broadly, these changes involved curricular and administrative matters, the latter of which Bogdan (1983b) noted were often more problematic. The need for comprehensive administration-related change at the federal, state, and local levels was underscored by Hagerty and Abramson (1987), Reynolds et al. (1987), W. Stainback and S. Stainback (1987), Westling (1989), and Will (1986).

Paramount among administrative recommendations of those advocating integration was the restructuring of special education funding. Schutz et al. (1984) explained that "proponents of integration [did] not dispute the fact that severely handicapped students required special educational services [and, thus, funding]; it [was] the separate, segregated nature of the provision of these services that they questioned" (p. 18). The risk of lost funding through

integration was exemplified by Wang and Reynolds (1985). These authors reported that a successful integration program was discontinued when its students were targeted for decertification, and the school district feared forfeiture of monetary reimbursement.

The Commission on the Financing of Free and Appropriate Education for Special Needs Children (1983) recommended, "Congress should encourage states . . . to maintain slow learners and other children experiencing learning problems in regular classrooms by enacting legislation to ease some of the current rigidity within Federal categorical programs" (p. 194). Suggestions for alternative and less rigid arrangements included funding by program or design elements (Lipsky & Gartner, 1989), funding for particular support personnel and/or adaptive schools (S. Stainback et al., 1989), and continuing funding by child count and categorical weight for several years post integration (Commission on the Financing of Free and Appropriate Education for Special Needs Children).

Some integration proponents emphasized need for administrative change at the local level. Freagon (1989) advanced that school boards should be held accountable for their policies concerning inclusion and for the educational outcomes of all their respective students. She also suggested that school accreditation be linked to the provision of equity and excellence for all students,

including those with disabilities. Finally, Skrtic (1987) stated that integration necessitated sweeping changes in the bureaucratic administration of schools. He explained that standardized, factory-like approaches to organizational management would have to bend in favor of more fluid, collaborative, and problem-solving approaches.

Other integration advocates emphasized need for curricular change (Clough, 1988; Little, 1988; Sapon-Shevin, 1988; Wang et al., 1986). Although research findings supporting best practice in classroom integration are reviewed subsequently, broad curricular changes espoused by proponents of integration are noted here. First, regular and special educators were called upon to accept joint ownership of the existing dual system and to become partners in building a new, coordinated system (Gartner & Lipsky, 1987; Sapon-Shevin; Wang et al.; Westling, 1989). The need to expand the range of regular classroom services was also underscored (Commission on the Financing of Free and Appropriate Education for Special Needs Children, 1983; Lipsky & Gartner, 1987; Nevin & Thousand, 1986; Wang & Walberg, 1988). Of particular importance was regular educators' ability to assess diverse student needs and adapt the curriculum accordingly (Little; W. Stainback et al., 1989, chap. 2; W. Stainback, S. Stainback, Courtnage, & Jaben, 1985; Wang et al.).

Pedagogues with varying degrees of support for integration expressed different views regarding when commencement of integration should occur. At issue was the still developing research base on integration. Some advocates noted that experimental integration programs had already demonstrated success (Wang & Walberg, 1988), and that adoption of integration could not await completion of all experimental research and field testing (Reynolds et al., 1987; W. Stainback & S. Stainback, 1989a). Others indicated that completion of research and testing should precede implementation of integration (ACLD, 1986; Heller & Schilit, 1987; Will, 1986). More specifically, the ACLD asserted that "before models [were] proposed to replace existing programs, a validated data base [should] be developed" (p. 62).

Views not supporting integration. Although endorsed by many scholars, the integration movement has not been without its critics (Hersh & Walker, 1983; Kauffman, Gerber, & Semmel, 1988; Vergason & Anderegg, 1989). In this section of the literature review, the positions of these nonsupporters are presented. Initial, detailed focus is given to the views of one critic. A synthesized review of other positions follows. Topical inclusions in the latter are the historical precedence for segregated education, the alleged inappropriateness of regular classrooms for integration, the justifiability and benefits of labeling in

the testing and placement process, and the flawed research methodology employed in some studies of integration.

Lieberman (1985) provided a direct rebuttal to the call for merger advanced by W. Stainback and S. Stainback (1984).

While acknowledging that their merger plan was desirable, Lieberman explained that it could not be viewed as realistic in the present or foreseeable future.

Disputing the Stainbacks' first premise for merger (W. Stainback & S. Stainback, 1984), Lieberman (1985) asserted that students' instructional needs justified a dual system. In his supporting argument, he alleged that disabling conditions not only made disabled people different, they restricted their options for living. These restrictions, he stated, made handicapped children distinctly different from their nonhandicapped peers. He explained that curricular expectations in regular education classes were inflexible and demanded student conformity. Special education classes, conversely, were disabled children's best hope for individualized, adapted, and flexible curricula. Lieberman addressed the Stainbacks' assertion that regular and special education methodologies were not distinctly different. To this, he explained that the critical concern was not the methods but rather their implementors and places of implementation, i.e., specially trained teachers in specialized settings. Lieberman countercharged, thus, that disabled students were uniquely different from nondisabled

students, and these differences required that disabled students receive instruction from specially trained teachers in specially designed environments.

Lieberman (1985) also challenged the Stainbacks' premise that the dual system was inefficient to operate (W. Stainback & S. Stainback, 1984). He addressed their claim that student classification was unnecessary and detrimental to individualization, explaining that it facilitated special placement and made individualization possible. To the Stainbacks' charge that classification restricted the service continuum, he asserted that criteria were needed to separate handicapped from other students needing help. The author also spoke to the stigma of the deviant label, explaining that overuse had minimized its negative effect. He did not deny lacking cooperation between special and regular educators but added it was not necessarily consequent to the dual system nor correctable by merger. Lieberman, hence, disclaimed charges of systemic inefficiency and credited the system for appropriately identifying and serving disabled students.

With bases rooted in both the past and the present, Lieberman (1985, 1992) and others stepped forward to voice opposition to integration (D. Fuchs & L. Fuchs, 1988; Hersh & Walker, 1983; Jenkins & Pious, 1991; McAndrews, 1986). Some asserted that the regular education mainstream had been historically unwilling and unable to serve all students well

(Gottlieb, 1981; Kauffman, 1989; Mesinger, 1985; Vergason & Anderegg, 1992). The latter authors noted that prior to passage of P. L. 94-142, "half of the 8 million handicapped children in this country had been provided an inadequate education and 1 million had been provided no educational intervention" (p. 46). Educational history did not suggest, wrote Kauffman, "that a single program of general education [had] ever been so supple or accommodating of extreme heterogeneity of learners to serve all students well, nor [did] a logical analysis suggest that such a program [was] possible" (p. 267). Critics advanced that, indeed, regular education's failure to adequately serve special-needs students prompted passage of P. L. 94-142, and regular education had not improved in that regard (Hersh & Walker; Vergason & Anderegg).

Regular educators were described in the literature as unprepared to meet the unique needs of disabled students because they lacked the training, expertise, and resources to provide a continuum of services (Kauffman, 1989; McAndrew, 1986; Mesinger, 1985; O'Reilly & Duquette, 1988; Vergason & Anderegg, 1989). Although not opponents of integration, Arick et al. (1989) identified and prioritized the following in-service need areas of regular educators serving integrated pupils: teaching students with specific handicaps, teaching functional curriculums, teaching appropriate behaviors, identifying and developing

appropriate curricula, promoting social integration, and designing and using therapeutic techniques and adaptive equipment.

Some opponents of integrated instruction charged that disabled students would tax regular educators' already overburdened schedules and diminish these students' opportunities to receive necessary classroom supports (Baker & Zigmond, 1990; Jenkins & Pious, 1991; Kauffman et al., 1988; McAndrew, 1986; Vergason & Anderegg, 1989). O'Reilly and Duquette (1988) surveyed 189 Canadian elementary teachers providing integrated instruction. The researchers reported that, although the respondents were generally favorable to integration, "the teachers lament[ed] the lack of individual attention that they [could] give to the handicapped children in the classroom" (p. 12).

Regular classrooms were also deemed unsuitable for students with disabilities owing to the overall quality and more strident nature of instruction in the mainstream. Mesinger (1985) noted that the generally poor quality of regular education spurred the effective schools research movement. That, in turn, led to increased teacher accountability for student achievement, reliance upon standardized curricula, and a mainstream that was less accommodating to students with learning problems (Kauffman et al., 1988; Lieberman, 1992). Quintessentially, antagonists of integration advanced that it was the

tailoring and quality of instruction provided students with special needs that should take precedence over the place of its delivery (Dubow, 1989; Gottlieb, 1981; Kauffman, 1989; Vergason & Anderegg, 1992).

Challengers of integration cautioned that problems loomed in the mainstream's affective climate, as well. Not all regular educators could and/or were willing to cope with student diversity, noted Hersh and Walker (1983), Jenkins and Pious (1991), Kauffman et al. (1988), and Mesinger (1985). Moreover, of those who could and/or were willing, some regular educators were presumed to have negative attitudes toward and low expectations of students with disabilities (Danby & Cullen, 1988; Hersh & Walker). The latter authors speculated, "Teacher expectations for handicapped students are likely to be very low in comparison with . . . nonhandicapped children. The implications of these findings for the mainstreaming process are certainly less than promising" (p. 151). Nondisabled students would also develop negative attitudes, some critics charged, when disabled students' inappropriate behaviors and lower performance became more visible (Danby & Cullen; Hersh & Walker; Kauffman et al.; McAndrew, 1986; Vergason & Anderegg, 1979).

Pedagogues challenging integration also defended the use and promoted the overall benefits of labels in the testing and special education placement process (Dubow,

1989; Gottlieb, 1981; Kauffman, 1989; Kauffman et al., 1988; Lieberman, 1985; Mesinger, 1985; Rhoades & Browning, 1977). While not discounting some stigmatizing effects of labeling, Gottlieb, Kauffman, Kauffman et al., and Lieberman asserted that statements about these effects were exaggerated. "Moreover, interviews with children suggested that many [felt] more stigmatized if they [were] pulled out for assistance in a special class" (Kauffman, p. 264). Also not discounting the arbitrary nature of testing cut-offs and program eligibility criteria, Kauffman advanced that they were necessary for funding allocation and special program delivery. It was asserted, thus, that the problems associated with labeling were minimized, or at least balanced, by instructional benefits (Dubow; Kauffman; Kauffman et al.; Mesinger).

Challengers of integration, additionally, indicated that some disabled students were afforded affective benefits from segregated settings (Dubow, 1989; Rhoades & Browning, 1977). They explained that students with special needs often sought and better communicated with students facing similar challenges. Without labels and the instructional placements that resulted, these students would have had fewer opportunities to "establish a special type of peer relationship characterized by mutual exchange of trust and empathetic understanding of the successes, joys, stresses and hardships of life" (Rhoades & Browning, p. 24).

The research base used to advance the integration movement was strongly rebuffed (Hallahan, Clayton, McKinney, Lloyd, & Bryan, 1988; Lloyd, Crowley, Kohler, & Strain, 1988; Vergason & Anderegg, 1989). Some of this research, such as that conducted by Carlberg and Kavale (1980), Dawson (1987), Madden and Slavin (1983), and Schulte, Osborne, and McKinney (1990), was based on "efficacy studies comparing handicapped students in special versus general education settings and . . . in less versus more intensive special education placements" (Hallahan et al., p. 29). Other studies, such as those conducted by Affleck, Madge, Adams, and Lowenbraun (1988), Wang and Birch (1984b), and Zigmond and Baker (1990), compared the effects of particular integration models on disabled students in regular and resource classrooms.

Integration critics charged that most integration-related research findings were not only mixed but also had questionable validity owing to poorly defined treatments and subjects, lack of random assignment, weakly designed experiments, and technically inadequate tests (Anderegg & Vergason, 1987; Danby & Cullen, 1988; D. Fuchs & L. Fuchs, 1988; Hallahan et al., 1988; Kauffman, 1989). Excepting Danby and Cullen, the above critics asserted that research conducted on the Adaptive Learning Environments Model (Wang, n.d.; Wang & Birch, 1984a, 1984b) was flawed by such methodological problems. Conveying their general

concern about the research base underlying the integration movement, D. Fuchs and L. Fuchs wrote,

Before endorsing a merger of special and general education, we hope parents, teachers, researchers, and policymakers insist on additional empirical studies of full-time, large-scale mainstreaming and persuasive evidence that such programs indeed work as their creators claim they do. If these programs are implemented without sufficient validation, we fear many handicapped children and teachers may suffer. (p. 126)

Efficacy studies on integration are now presented in greater detail.

Reviews of Research and Efficacy Studies

Reviews of research and efficacy studies concerning integration are presented from two broad perspectives. More general investigations of regular versus special education placements precede more specific investigations of a particular integration model. The former is subgrouped and presented in the following order: academic outcomes of regular and special education placements, academic outcomes of less and more intense special education placements, and social outcomes of regular and special education arrangements.

Introductorily and as earlier noted, much of the research on integrated, heterogeneous settings versus segregated, homogeneous settings,

suggest[ed] not only that homogeneous grouping [was] ineffective in improving achievement . . . but that it [resulted] in a quality of education inferior to that

provided in heterogeneous classrooms, inferior with respect to instructional practices . . . and . . . student attitudes. (Dawson, 1987, p. 349)

Citing research by Carlberg and Kavale (1980), Kulik (1985), Oakes (1986a), Veldman and Sanford (1984), and others, Dawson reported that ability grouping benefited students in the upper tracks and facilitated reading gains in limited, across-grade-level regrouping, but that it did not otherwise yield overall academic and affective student gains.

Regular versus special class placement. Academic achievement outcomes of regular and special class placements are now reviewed. Those favoring special class settings were reported by Carlberg and Kavale (1980), Glavin, Quay, Annesley, and Werry (1971), and Truesdell and Abramson (1992). In a meta-analysis of 50 studies with approximately 27,000 elementary regular and special education students, Carlberg and Kavale generally reported that "special class placement [was] an inferior alternative to regular class placement in benefiting children removed from the mainstream" (p. 304). When their data were grouped by handicapping conditions, however, they found that students diagnosed to have behavioral and learning disabilities achieved significantly more in special than regular placements.

Glavin et al. (1971) compared the achievement of 61 racially and ethnically mixed elementary students with behavioral disorders and IQs of at least 70. These students

were randomly placed in regular classes ($n = 37$) and regular classes with part-time resource room support ($n = 34$) for 5 months. Pre- and posttest measurement on the California Achievement Test indicated that the disabled students in regular classes with part-time resource room support gained significantly more in reading and math than their counterparts in full-time regular classes.

Finally, Truesdell and Abramson (1992) investigated the reading achievement of 14 students with behavioral and learning disabilities. These pupils were mainstreamed for 1 academic year into regular reading classes in an ethnically mixed elementary school in Queens, New York. On pre- and posttreatment standardized tests, the disabled students achieved significantly lower reading scores than their nondisabled peers. It seems noteworthy that the comparison group in this study was not disabled students in special placements but nondisabled students in regular placements.

There were, therefore, three studies that favored special class placement for students diagnosed to have learning and behavioral disabilities. One of these was a meta-analysis.

Three investigations reported no significant achievement differences for students with mild handicaps who were placed in regular and special settings. Earlier investigations reporting such findings were conducted by Smith and Kennedy (1967) and Carroll (1967). Research

conducted by the former involved the random placement of 96 mildly retarded children having IQs between 50 and 80 in the following classroom arrangements: regular classes; regular classes with 45 minutes daily of resource room support; and regular classes with 45 minutes daily of noninstructional, small-group activity. Pre-posttreatment assessment spanned the 2-academic-year duration of the study and occurred via administration of the California Achievement Test. Analysis of variance revealed no significant differences between students placed in the three settings.

For 1 academic year, Carroll (1967) followed the achievement of 39 mentally retarded, elementary students. These students attended suburban Denver schools where they were placed in full-time special classes ($\underline{n} = 20$) and regular classes with part-time special instruction ($\underline{n} = 19$). Mean IQs for students in the segregated and partially integrated classes were 71 and 74, respectively. Pre-posttreatment scores on the Wide Range Achievement Test revealed no significant group differences in spelling and math.

A more recent investigation by Truesdell and Abramson (1992) also spanned 1 academic year. It involved mainstreaming 19 learning and behaviorally disordered students into two regular reading-writing junior high classes in an ethnically diverse part of Queens, New York. Five randomly selected nonhandicapped pupils per class

comprised the comparison group, and final course grades were the criteria for comparison. No significant differences were found.

Regular and special placements, thus, did not yield significant differences in the achievement of students with disabilities in three reported studies. The target students were diagnosed to be mentally retarded, learning disabled, and behaviorally disordered.

Academic outcomes generally favoring integrated arrangements were reported by Carlberg and Kavale (1980) and Madden and Slavin (1983). After reviewing research on integration, these investigators concluded that students with disabilities who were placed in regular classes achieved significantly more than those placed in special classes. Additional support for their conclusions was provided by Dawson (1987) and Oakes (1986a).

An early study that demonstrated achievement advantages for special needs students placed in regular classes was conducted by Carroll (1967) and cited by Madden and Slavin (1983). Carroll compared the achievement of elementary students with mental retardation placed in segregated and partially integrated classes. On pre-post analysis of standardized test scores, she found that mentally retarded students in partially integrated classes achieved significantly higher reading scores than their counterparts in segregated settings. This study was also discussed in

the previous section, where no significant differences between the groups were reported for spelling and math.

One decade later and following a 3-year inquiry, Calhoun and Elliott (1977) reported the achievement of 100 randomly selected, urban elementary students with emotional disturbance and mild mental retardation. These pupils had been placed in the following treatment conditions: special classes for mildly retarded students ($n = 25$), special classes for emotionally disturbed students ($n = 25$), and regular classes ($n = 50$). When analysis of variance was applied to pre-post scores on the Stanford Achievement Test, regularly placed students with retardation achieved significantly more than their specially placed counterparts. Although the findings were not statistically significant, regularly placed students with emotional disabilities outperformed their specially placed peers.

More recent studies also reported academic benefits for disabled students placed in regular settings. Leinhardt (1980) researched the academic achievement of 76 low-achieving students in four urban elementary schools who were placed in the following classroom arrangements: special classes with individualized reading instruction, regular classes with individualized reading instruction, and regular classes with basal reading instruction. Specially and regularly placed (both reading instruction arrangements) students totaled 44 and 32, respectively. Pre-posttreatment

assessment on the Stanford Achievement Test and other reading tests occurred at the beginning and end of the 12-month investigation. Results indicated that low-achieving students who were placed in regular classrooms and who received individualized reading instruction made significantly greater achievement gains than their cohorts in special classrooms with individualized reading instruction. There were no significant differences between students who were placed in the two regular class arrangements.

Danby and Cullen (1988) cited a study by Watkins (1986) that compared the achievement of girls with Down's Syndrome in regular and special settings. They reported that performance on a battery of standardized tests favored the regular classroom.

Summarily, one meta-analysis and several literature reviews reported achievement benefits for disabled students placed in regular environments. Four specific studies of students with behavior problems, mental retardation, and low achievement records were reviewed that supported same.

Academic outcomes of regular and special placements are now reviewed from a less versus more intense special educational perspective. Academic outcomes of 97 elementary, learning disabled students receiving three levels of special instruction in Charles County, Maryland were researched by Sabatino in 1971. In this study,

students were matched and placed in full-time special classes and placed in full-time special classes ($\underline{n} = 11$), regular classes with 40 minutes of resource room instruction daily ($\underline{n} = 27$), regular classes with 40 minutes of resource room instruction weekly ($\underline{n} = 48$), and full-time regular classes ($\underline{n} = 11$). Pre-posttreatment assessment on the Wide Range Achievement Test and other standardized instruments spanned 1 academic year. Analysis of variance revealed that, when compared to students in the other classroom structures, students placed in regular classes with 40 minutes of resource room instruction daily achieved significantly more in word recognition. Additionally, students placed in full-time special classes significantly outperformed their counterparts in reading comprehension. Therefore, for the learning disabled students in this investigation, achievement gains favored more intense special placements.

Another study (Budoff & Gottlieb, 1976) compared more and less intense special classroom arrangements and found no significant differences in the academic achievement of elementary students placed in same. Inner-city children diagnosed to be mildly retarded and having a mean IQ of 70 were randomly assigned to the following two conditions: full-time special classes ($\underline{n} = 14$) and regular classes with 40 minutes daily of resource room/learning center instruction ($\underline{n} = 17$). Post hoc analysis of covariance on

the Metropolitan Achievement Test scores revealed no significant differences for students placed in the two settings.

Finally, Schulte et al. (1990) compared the academic achievement of 52 regularly placed, learning disabled students who were randomly assigned to three supplemental-service programs. This study occurred over a 25-26 week period and in 11 elementary schools within a large heterogeneous school district. It investigated the differential effectiveness of resource room instruction for 45-50 minutes daily and for four-to-five times weekly ($n = 19$), direct consultive services (consultants worked with teachers and students) for 30 minutes per contact and for two-to-three times weekly ($n = 19$), and indirect consultive services (consultants worked with teachers) for an unspecified time on a weekly basis ($n = 14$). Pre-posttreatment scores on the Woodcock-Johnson Tests of Achievement and Essential Skills in Reading/Study Skills were subjected to analysis of variance. The authors reported that students in the direct consultive service program achieved overall significantly more than their counterparts in the resource room and indirect consultive programs.

The findings of these studies investigating the achievement benefits of more and less intense special services were, thus, mixed. Sabatino (1971) and Schulte et

al. (1990) compared the achievement of students with learning disabilities in varying degrees of special arrangements. More and less intense special services were found favorable by Sabatino and Schulte et al., respectively. Budoff and Gottlieb (1976) reported no achievement differences for students diagnosed as mentally retarded and placed in more and less intense special arrangements.

Presentation now addresses social outcomes of students placed in integrated and segregated settings, beginning with research favoring the latter. Although their findings generally favored regular classes, Madden and Slavin (1983) reported that "regardless of placement, MAH [mildly academically handicapped] students [were] poorly accepted by their nonhandicapped peers" (p. 536). In addition to investigating the social acceptance of handicapped students by their nonhandicapped peers, these scholars studied the social behaviors emanated by disabled students. They reviewed an early study by Goldstein, Moss, and Jordon (1965) wherein specially placed handicapped students made affective gains. In this 4-year study, elementary students ($n = 126$), who were diagnosed as mentally retarded, were randomly assigned to regular and special classes. Students in special classes reportedly had more positive attitudes and "showed greater verbal flexibility, fluency, and originality than regular class students" (p. 531).

A more recent social outcome investigation favorable to segregated classroom arrangements was conducted by Luftig (1988). This inquiry compared the perceived loneliness of 73 retarded, partially mainstreamed students and 181 regular students. These students averaged 13 years of age and attended four heterogeneously populated schools in two Midwestern states. On a 24-item Likert-like instrument, Luftig found that special students had significantly greater perceptions of loneliness than regular students.

An early and previously discussed study by Smith and Kennedy (1967), on the other hand, reported no social outcome differences between regular and special placements. These researchers examined the social behaviors of 96 children who were diagnosed as mentally retarded and placed in regular classes with and without resource room support. Included in the study was a variation in the frequency (daily and weekly) of resource room support. Analysis of variance applied to students' scores on the Vineland Social Maturity Scale revealed no significant differences between the groups.

Most of the research concerning the affective development of students with disabilities favored regular over special class arrangements. Literature reviews by Dawson (1987), Gottlieb (1981), Madden and Slavin (1983), and W. Stainback and S. Stainback (1981), and a meta-analysis by Carlberg and Kavale (1980) reported that

handicapped students in integrated settings generally had better self-concept, social-personality, classroom behavior, and school attitude scores than their counterparts in segregated settings. It was, additionally, advanced that interactions between disabled and nondisabled students tended to increase acceptance of the former by the latter.

Earlier studies denoting social benefits for integrated special students were reported by Carroll (1967), Budoff and Gottlieb (1976), and Calhoun and Elliott (1977). Because these inquiries were previously discussed, abbreviated presentation follows. Carroll investigated the self-concept of 39 elementary students with diagnoses of mental retardation who attended regular classes with resource room instruction and full-time special classes. Pre-posttreatment analysis of scores on the Illinois Index for Self Derogation indicated that students in regular classes with resource room instruction had significantly higher self-concepts than those in special classes.

Budoff and Gottlieb (1976) compared the social characteristics of 31 mildly retarded, elementary students in full-time special classes and regular classes with part-time resource room support. Multivariate analysis of covariance was applied to a battery of social development instruments, including those measuring self-concept. Integrated students, they reported, had significantly higher

motivation, locus of control, school morale, and self-concept scores than their segregated counterparts.

Finally, Calhoun and Elliott (1977) socially assessed 100 elementary students who had diagnoses of mental retardation and emotional disturbance and were placed in regular and two kinds of special classes. Analysis of variance was applied to pre-post assessment scores on the Piers-Harris Self-Concept Scale. The authors reported that regularly placed students had significantly better measures of self-concept than specially placed students.

More recent social outcome investigations were conducted by McHale and Simeonsson (1980), Voeltz (1980), and York, Vandercook, Heise-Neff, and Caughey (1992). McHale and Simeonsson compared the social responses of 26 randomly selected regular to 6 special (autistic and mentally retarded) students before and after minimally directed play sessions. All students attended an urban, racially mixed elementary school. Over a period of several weeks, 6 different regular students played for 30 minutes and on 5 consecutive days with the same special students. Three of the 6 were randomly selected to answer attitudinal and informational questions, the latter assessing knowledge of autism. Interactive behaviors on their first and last days of play were, additionally, observed and quantified. Verbal statements and interactive behaviors were then correlated. The researchers found that positive attitudes

prevailed before and after the week of play, with no significant differences between same. Additionally, positive attitudes expressed before the first play session were negatively correlated with non-interaction on both days of observation. A significant pre-posttreatment increase in students' understanding of autism was found, and a positive correlation between accuracy and interaction was reported.

Voeltz (1980) used a 21-item, Likert-like instrument to survey the accepting-nonaccepting attitudes of 2,636 nondisabled students to severely disabled students. The subjects resided in a heterogeneous and densely populated Hawaiian city and attended eight schools (grades 2-7) therein. Five of these schools were selected because they represented the following levels of contact with severely disabled students: no contact (two schools, $n = 423$), low contact (two schools, $n = 454$), and high contact (one school, $n = 433$). Integration of severely handicapped students had occurred for 1/2-1 year at the low-contact schools and for more than 1 year at the high-contact school. Reporting that the high-contact group had significantly higher acceptance scores than the no-contact group, Voeltz concluded that "contact with severely handicapped children was . . . clearly associated with accepting responses" (p. 461).

The views of 181 nonhandicapped students regarding and following the 1-year integration of 42 severely handicapped

classmates were sought by York et al. (1992). All subjects, who attended two middle schools in suburban Minneapolis-St. Paul, provided written responses to an open-ended, 4-item questionnaire. Among the questions raised was one asking respondents "to indicate the changes that they had noticed in their classmate with a disability since classroom integration began" (p. 252). Responses were grouped, categorized, counted, and converted to percentages. The researchers reported that "74.91% of the [respondents] indicated positive changes in their classmate with severe disabilities since the onset of general class integration" (p. 252). Moreover, these respondents "provided an extensive listing of perceived positive changes in the students with severe disabilities, particularly changes in social competencies" (p. 256).

Most of the reviewed literature, thus, indicated that integration positively impacted the social development and awareness of students with and without disabilities. Disabled students experienced gains in social interaction, self-concept, and classroom behavior and motivation. Those without disabilities experienced improved understanding and acceptance of their disabled peers.

An often cited integration program: The Adaptive Learning Environments Model. Efficacy debate often targeted the Adaptive Learning Environments Model (ALEM) developed by Wang (n.d., 1981). Presentation of this model commences

with a description of its overall characteristics. This is followed by a review of two ALEM efficacy studies (Wang & Birch, 1984a, 1984b) along with critiques of some alleging flawed methodological and reporting practices (D. Fuchs & L. Fuchs, 1988; Hallahan et al., 1988).

ALEM was described as a process-oriented and group-based instructional program designed to meet all students' diverse needs in integrated, regular class settings. It incorporated a structured and "prescriptive learning component with . . . diagnostic procedures to develop [academic] skills . . . [and an] exploratory . . . element [for] personal development" (Wang & Birch, 1984b, p. 392). More specifically, the ALEM model was characterized by the subsequently presented instructional elements:

1. Diagnostic-prescriptive-monitoring systems that were integrated into regular classrooms and that adapted existing or introduced alternative curricula, with integrated special educator support.
2. Student descriptions that reflected individual learner characteristics and needs instead of labels.
3. Individual education plans for all students that supported individual learning needs, rates, and styles.
4. Prescriptive, structured, and sequenced instruction that developed academic skills.

5. Exploratory, unstructured learning activities with a variety of options and interest areas that developed personal-social skills.

6. Classroom management techniques that developed self-management and self-responsibility (Wang, 1981; Wang & Birch, 1984a, 1984b).

Wang and Birch (1984b) conducted a 1-year (1980-1981) study of ALEM to examine its generalizability across two programs. They also investigated the presence-absence of "a positive correlation between degree of implementation of ALEM and desired classroom processes and student achievement in mathematics and reading" (p. 393). Teachers ($n = 138$) and students from 156 kindergarten through third-grade classrooms spanning 10 ethnically and economically diverse school districts took part in the inquiry. In "each of the sites, [they] participated in either the National Follow Through Program . . . or a project that involved the full-time mainstreaming of certain exceptional children" (pp. 393-4). The latter included 35 handicapped and 17 gifted students.

Measuring the degree of implementation of ALEM served two purposes. It provided information regarding the program's generalizability and statistics for subsequent analyses. Such implementation was measured by observation during the fall, winter, and spring of 1 academic year in all classrooms and by use of The Implementation Assessment

Battery for Adaptive Instruction. This instrument was designed to assess presence or absence of eight dimensions of effective, adaptive instruction (e.g., diagnostic testing, instructing, and monitoring) and four dimensions of supportive practices (e.g., arranging space and developing students' self-responsibility). A median interrater reliability coefficient of .74 was reported.

It was believed that a high degree of implementation of ALEM would correspond with a high presence of desirable classroom processes and be facilitative of desirable student behaviors, e.g., using time efficiently. The relative presence of these processes was assessed by observing all students in first- and second-grade classes ($n = 72$) in the spring. Observers, who used the Student Behavior Observation Schedule and had an average interobserver agreement of 95.5%, watched each child for five consecutive, 1-minute intervals.

Student achievement in math and reading was measured by the number of ALEM curricular objectives attained and by performance on standardized tests. Despite some lacking clarity in reporting, it appeared that students in 72 first- and second-grade classes comprised the test group for attainment of ALEM curricular objectives. First- through third-grade students in 4 of the 10 school districts comprised the test group for performance on standardized instruments.

Degree of ALEM implementation per classroom was determined by the number of dimensions observed to meet the minimum criterion of 85%. Low-, average-, and high-implementation classes had 0-5, 6-10, and 11-12 dimensions meeting criterion, respectively. Noting that an average degree of implementation was acceptable, Wang and Birch (1984b) reported that 96.4% of the 138 teachers had average-to-high degrees of ALEM implementation. They stated that their findings demonstrated the generalizability of ALEM.

Correlation of ALEM implementation degree and classroom process data yielded significant differences "across degrees of implementation in terms of the nature and frequencies of interactions between teachers and students, the types of activities in which students engaged, and the manner in which learning tasks were completed" (p. 395). For example, students in low-, average-, and high-implementation classes spent 2%, 4%, and 15.3% of their time, respectively, on student selected and exploratory tasks. Thus, "a higher degree of implementation was evidently associated . . . with higher frequency of desired student behaviors" (p. 396).

Correlational analyses suggested that degree of ALEM implementation was also and significantly related to students' reading and math achievement, as measured by ALEM curricular objectives and standardized test scores. Average percentile scores derived from the latter were presented

from different perspectives. Basic norm-referenced percentile scores were provided for tested first- through third-grade students in the National Follow Through Program. These indicated that the students were above average in reading (53rd-58th percentile) and math (51st-66th percentile). Comparable data for students in the mainstreaming program, including disabled students, were not included.

Pre-posttreatment percentile averages spanning a 12-month period were provided. They revealed that tested first- through third-grade students' reading achievement was below average (46th-49th percentile) prior to and above average (53rd-58th percentile) at the conclusion of the study. Comparable math achievement information was not offered. (It was unclear if this pre-posttreatment information represented students in the National Follow Through Program and/or the mainstreaming program.)

Additional percentile information indicating academic gains for ALEM students was also provided, but it was less complete. Included, for example, were the average percentile reading (48) and math (58) scores of first graders tested in the spring preceding the study. By comparison, first graders tested in the spring following the study achieved higher average percentile reading (58) and math (66) scores. (It was, again, unclear if this data

represented students in the National Follow Through Program and/or the mainstreaming program.)

D. Fuchs and L. Fuchs (1988) and Hallahan et al. (1988) unfavorably critiqued the previously reviewed study, as reported by Wang and Birch (1984b) and in four other articles. Broadly, the advanced criticism alleged that ALEM efficacy studies employed poor research methodology as well as incomplete and inconsistent reporting practices. Concerning ALEM's generalizability, as investigated in the above study, D. Fuchs and L. Fuchs found that the National Follow Through Program students had a higher proportion of rural and Title I eligible students than their counterparts in the mainstreaming program. They, additionally, noted that, unlike teachers in the mainstreaming group, National Follow Through Program teachers had prior ALEM experience. Such experience was particularly important upon scrutiny of Wang and Birch's aggregated finding that 96.4% of teachers had average-to-high ALEM implementation scores. Succinctly, when comparison group and high implementation scores were considered separately, 45.3% of National Follow Through Program and 9.52% of mainstreaming teachers had high-implementation scores.

The hypothesized positive relationship between the implementation of ALEM and presence of desirable processes in this study was also contested by D. Fuchs and L. Fuchs (1988) and Hallahan et al. (1988). These authors noted that

students were observed only once, data were collected primarily in National Follow Through Program classes, interrater reliability was over reported, and statistics supporting significant findings were omitted.

The alleged relationship between ALEM implementation and student achievement as well as the reporting practices related to the latter were challenged by the above-cited authors, as well. A lack of clarity was noted, for example, in the identification of classrooms involved in testing. Additionally, students from low-, average-, and high-implementation classes did not significantly differ in achievement. Comparative analysis of achievement in the National Follow Through Program and the mainstreaming program revealed no significant differences, either (D. Fuchs & L. Fuchs, 1988). Perhaps more importantly, separate reporting data for handicapped students were not provided (D. Fuchs & L. Fuchs; Hallahan et al., 1988).

Another 1-year (1980-1981) study compared "the effects of the Adaptive Learning Environments Model (ALEM), when used as a full-time mainstreaming program for exceptional students . . . with the effects of a resource room [nonALEM] approach for similar students" (Wang & Birch, 1984a, p. 33). In this single-school investigation, 108 regular, gifted, and disabled kindergarten through third-grade students were randomly assigned to regular classes wherein ALEM was employed. All regular and exceptional students in these

classes "received instruction together in all subject areas . . . on a full-time basis" (p. 34). Special educator consultive and support services were available, as needed. Randomly assigned to the nonALEM classes were 71 regular, gifted, and disabled first- through third-grade students. All students in these regular classrooms received identical instruction during the afternoon. The disabled nonALEM students, however, attended the resource room for morning tutelage in reading and mathematics. There were 11 students who were diagnosed to have disabilities in both the ALEM and nonALEM classrooms.

Assessment of classroom processes-student behaviors along with achievement in reading and mathematics transpired during the fall and spring of the 1980-1981 academic year. Observational measurement of the former occurred in both morning and afternoon sessions and was structured by the Student Behavior Observation Checklist. Morning observations of classroom processes-student behaviors compared the regular, gifted, and handicapped students in ALEM classrooms with the regular and gifted students in nonALEM classrooms. Afternoon process observations, on the other hand, compared students with handicaps in ALEM and nonALEM classes. (In conjunction with this comparison, nonALEM handicapped students were also observed in morning resource classes.) Student achievement was assessed by standardized test performance. Additionally and finally,

first- through third-grade students' attitudes and self-concepts were assessed in the spring on the Perceived Competence Scale for Children.

Results indicated that there were statistically significant differences in ALEM and nonALEM morning classroom processes and that these differences favored the former. For example, ALEM students initiated and participated in interactions with their teachers and peers significantly more than nonALEM students. Observational analysis of handicapped students' classroom processes in ALEM and nonALEM afternoon sessions revealed that ALEM students made significantly greater fall-to-spring gains than their nonALEM counterparts. Additionally, nonALEM handicapped students' process improvement in morning resource classrooms did not transfer to their afternoon regular classrooms.

With regard to achievement, ALEM disabled students made greater reading and comparable math gains, when compared to nonALEM disabled students. The reading and math gains of ALEM and nonALEM regular and gifted students were comparable.

There were no significant differences in the attitudinal and self-concept scores of regular and gifted ALEM and nonALEM students. This was not the case, however, for students with disabilities. Succinctly, handicapped

ALEM students achieved significantly better attitudinal and self-concept scores than handicapped nonALEM students.

Critics of this second ALEM study pointed to the small number of disabled students involved. They also noted the lack of information provided regarding how the school, classrooms, and teachers were selected. These factors, they countered, weakened ALEM's generalizability claims (D. Fuchs & L. Fuchs, 1988; Hallahan et al., 1988).

Challenges to classroom process findings included lacking information regarding the duration of observations, the reliability coefficient between observers, and the degree of ALEM implementation found. Comparison of morning ALEM and nonALEM classes, when disabled students in the latter were absent, created the additional problem of group incongruence. With regard to subsequent measured outcomes, however, it was conceded that students with disabilities in ALEM classes fared better than their counterparts in nonALEM classes (D. Fuchs & L. Fuchs, 1988; Hallahan et al., 1988).

Best-Practice Recommendations

A review of the literature targeted four broad areas in which regular classrooms have been modified to optimally support integrated instruction. Included were content and process curricular adaptations along with physical and affective environmental adaptations.

Content Adaptations

Paramount among content modifications was instruction in whole language (Smith, 1986; Watson, 1989) as well as in student interdependency and cooperation (Sapon-Shevin, 1990; W. Stainback & S. Stainback, 1990; Taylor, 1982). Whole language instruction was described by Smith and Watson as a highly personalized approach to reading and writing. These authors noted that story reading, writing, and sharing were fundamental. The individualized aspect of story writing, in particular, was underscored by the indication that every student wrote stories that were personally meaningful, and differences in student abilities were assumed. Teachers of whole language instruction were described as collaborators with students rather than directors of their learning.

Instructing students in order to increase their cooperation and interdependency was recommended by Sapon-Shevin (1990), S. Stainback and W. Stainback (1992), and W. Stainback and S. Stainback (1990). These authors advocated that students be taught friendship and conflict resolution skills as a regular part of the curriculum. Use of children's literature, for example, was one means of providing this instruction. Teachers' modeling of supportive, friendly styles and provision of experiences that increased understanding of another person's perspective were also indicated.

Process Adaptations

Many process adaptations were reported in the literature. Included were adapted materials (Hoover, 1990; Redden & Blackhurst, 1978) and instructional strategies (Haisley & Gilberts, 1978). Adjusting the pace of acquisition, maintenance, and review activities illustrated an adapted strategy. Another modification involved changes in input-output modalities (Cheney, 1989; Schulz & Turnbull, 1984). The use of auditory instead of visual techniques for information acquisition exemplified this approach. Adjusted reading difficulty levels and assignment lengths were indicated, as well (Hoover; Lawrence, 1988). Practiced routines, particularly for students with organizational problems, and rules were recommended by Haisley and Gilberts, Lawrence, and Moskowitz (1988). The employment of individual behavior management techniques and heterogeneous or mixed-ability group arrangements was also suggested (Berres & Knoblock, 1987; Blackham & Silberman, 1980; Glatthorn, 1987).

Physical Environment Adaptations

One recommended modification in the physical classroom involved organization of the structure and materials to facilitate maximum accessibility (Little, 1988; Orelove & Hanley, 1979; Redden & Blackhurst, 1978). Neel, McDowell, Whelan, and Wagonseller (1982) advocated that classroom organization also support varying activities, such as

individual and group work. Placement of integrated students' desks near teachers and positive peer role models was reported to support approved classroom behaviors and motivation (Charles, 1985; Little; Salend, 1983).

Affective Environment Adaptations

Advocates of integration indicated that modification of the affective environment so that all students felt important and included was fundamental to the success of integration (Biklen, 1992; Berres & Knoblock, 1987; Fox et al., 1986; W. Stainback & S. Stainback, 1990). Identified as important was the promotion of friendships, student interdependency, and appreciation of human diversity (Redden & Blackhurst, 1978; W. Stainback & S. Stainback; Villa, Thousand, W. Stainback, & S. Stainback, 1992). Developing peer support networks and emphasizing human similarities more than differences were recommended (Biklen; Fox et al.; Redden & Blackhurst; W. Stainback & S. Stainback). Also indicated was the use of peer buddies and tutors, cooperative group activities, and class-wide projects (Berrigan, 1989; Gartner & Lipsky, 1990; Guskey, 1990; D. Johnson & R. Johnson, 1988; Slavin, 1988; Wilcox, Sbardellati, & Nevin, 1987). Lloyd et al. (1988) explained,

[I]n a typical cooperative learning procedure, pupils [were] divided into groups and told to work together to master the material being taught; usually, students [were] tested individually about their mastery of the material but rewards [were] based on the accomplishment of the group as a whole. (p. 43)

CHAPTER THREE

METHODOLOGY

Introduction

Regular, untracked classrooms have been increasingly identified as the placement of choice for special-needs students, including those diagnosed to have severe disabilities (Dawson, 1987; Oakes, 1986a, 1986b; S. Stainback et al., 1989; J. Strully & C. Strully, 1985a, 1985b). While this integrated education has received considerable endorsement (Blatt et al., 1977; Gartner & Lipsky, 1987; Lipsky & Gartner, 1987; Madden & Slavin, 1983; W. Stainback & S. Stainback, 1984), there is a lack of consensus regarding how it can best be facilitated (Arick et al., 1989; Hagerty & Abramson, 1987; Kauffman, 1989; Sapon-Shevin, 1988).

The purpose of this inquiry was to augment this knowledge base by rendering descriptive, qualitatively developed data of 3 regular elementary teachers' practices and perceptions regarding their instructional delivery to students who had been diagnosed to have severe disabilities and integrated into their classrooms. This investigative pursuit focused primarily on the strategies, rules, and routines, and support services that these teachers used. Their instructionally related perceptions and concerns were also researched. Immediately following is a brief, general overview of the qualitative or ethnographic model. A

categorical presentation of methodology employed in this study is then provided. More specific information relative to the qualitative research model is provided in the latter, as appropriate.

Overview of the Qualitative Paradigm

Qualitative or ethnographic research is a discovery oriented, inductive inquiry method seeking holistic comprehension of human motives, beliefs, and perceptions as they relate to actions, relationships, and social processes (Bogdan & Biklen, 1982; S. Stainback & W. Stainback, 1988b; Taylor & Bogdan, 1984). This holistic comprehension requires simultaneous understanding of discrete, detailed events and the larger contextual situations in which they are embedded (Smith, 1983). It is reflected by rich, descriptive data that "recreate[s] for the reader the shared beliefs, practices, artifacts, folk knowledge, and behaviors of some group of people" (Goetz & LeCompte, 1984, p. 2). Methodologically, this knowledge is facilitated by intense, long-term involvement in a geographically intact field setting whereupon the researcher typically engages in participant observation and interviewing to study human behavior (Brady & Cunningham, 1985; Goetz & LeCompte; Silverman, 1985; S. Stainback & W. Stainback; W. Stainback & S. Stainback, 1989c; Taylor & Bogdan). This activity is followed by careful recording, analyzing, and interpreting of same in search of categories, relationships between

categories, and hypotheses (Glaser & Strauss, 1970; Goetz & LeCompte; S. Stainback & W. Stainback; W. Stainback & S. Stainback). Corroborated hypotheses from given studies can be used subsequently for comparison purposes in other qualitative studies seeking to build understanding and, eventually, theory about a given aspect of human endeavor (Glaser & Strauss; Silverman).

Methodology Specific to this Investigation

Site Selection and Site Access

Necessary to studying elementary level, regular educators' activities and understandings regarding integrated instruction for severely disabled pupils was the identification of an elementary, and preferably public, school wherein this instruction was provided. However, "programs of full (or nearly so) integration [were] being carried out in [only] a few states" (Lipsky & Gartner, 1989, p. 113). Although site selection became, pragmatically, a matter of availability, one school meeting all aforementioned criteria was located in the researcher's local community, a Midwestern city with a population of 32,460 and mean per capita income of \$11,144.00 (United States Bureau of the Census, 1990).

Once the site, which is known in this study as Ellis Elementary School, was identified, the researcher sought its access for this investigation. An interview with the building principal was held in March 1990; this gentleman is

herein identified by the pseudonym of Mr. D. C. During this meeting, the researcher described the general focus of her study as entailing the activities and thoughts of elementary level, regular classroom teachers concerning the integration of severely handicapped children. She additionally accounted for the qualitative methodology and settings (e.g., classrooms, corridors, cafeteria-gym, playground) to be used in as well as the duration of the study. Following discussion of these aspects of the inquiry, site access was granted pending the researcher's filing of related paper work with and responsive approval by the local director of elementary education. These papers were subsequently filed, and approval was granted.

Subject Selection, Access, and Scheduling

Bogdan and Biklen (1982) and Poupard (1982/1983) noted that holistic comprehension of a particular aspect of human endeavor required intensive study of a small number of subjects involved in that endeavor. To maximize understanding of the integration of severely disabled pupils based on regular educators' practices and perspectives, a small subject group, e.g., 3, was sought. The process of purposeful sampling was employed in their selection. This involved choosing subjects or informants according to criteria relevant to the study (S. Stainback & W. Stainback, 1988b). In this inquiry, such criteria included elementary level, regular classroom teachers who provided integrated

instruction to students diagnosed to have severe disabilities. Also included, but determined once research commenced, were the school associates with whom they frequently interacted.

In the March 1990 meeting with Mr. D. C., the investigator identified the above-noted characteristics of the desired subject group. Subsequently, the principal affirmed that the needed group could be accessed by the investigator for the stated research purposes, pending teachers' willingness to participate. He added, however, that additional research arrangement details should be discussed, developed, and finalized with the integration facilitator and support person (IFSP). This individual is also identified in this investigation by the pseudonym of Julie.

Research arrangement details were addressed in several conversations with IFSP Julie, with chief topics of concern involving subject selection and scheduling. Regarding the former, the IFSP explained that, in addition to meeting sampling criteria and expressing willingness to participate, selected teachers had to be uninvolved in other extra projects. Of 5 teachers meeting sampling criteria, Julie noted that 3 were unencumbered by other involvements. Electing to meet privately with these instructors to explain the investigation and determine their willingness to partake in it, IFSP Julie later identified 2 teachers who were

available for the study. These teachers, both of whom taught second grade, are herein identified as Mrs. Myer and Mrs. Klimesh. Access to their associates was also gained. After research began, Mrs. Klimesh took a medical leave. During that time, she was replaced by a substitute teacher, who is known by pseudonym as Mrs. Shell. This temporary instructor was informed about and agreed to participate in the present inquiry.

Scheduling concerns included ongoing, daily arrangements along with overall beginning and ending research dates. Considerations in the former involved the flexibility and amount of time the researcher sought and the flexibility and amount of time the school offered. As per the recommendation of S. Stainback and W. Stainback (1988b), the investigator expressed desire for maximally flexible scheduling. Permission to conduct one-to-two hours of research per day for four-to-five days per week was sought.

The aforementioned scheduling aspirations were relayed to the teacher subjects by IFSP Julie, who, in turn, reported their preferences to the researcher. Mrs. Myer's and Mrs. Klimesh's scheduling preferences were 8:45-9:45 a.m. and 10:45-11:45 a.m., respectively. Mrs. Myer, additionally, indicated more flexibility in her time-of-day participation than did Mrs. Klimesh. These scheduling arrangements were accepted by the investigator.

A final scheduling matter involved the delineation of starting and ending research dates. The investigator and IFSP agreed that research would begin in October 1990 and end in March 1991. However, were an additional one or two weeks required by the researcher, the IFSP indicated that an extension would be granted. A letter detailing subject and schedule details agreed upon by the IFSP and researcher was sent to the principal (see Appendix A).

Human Subjects Review

The data collection procedures of participant observation and interviewing are not usually considered intrusive or precarious in nature. Nevertheless, procedures were used to safeguard participants' rights and well being. A U. N. I. Human Subjects Review Form and an informed consent form (see Appendix B) were submitted to the University of Northern Iowa Graduate College for approval. Because Mrs. Myer, Mrs. Klimesh, and Mrs. Shell were informed of the nature of the investigation and agreed to participate in it, the consent form was developed for use with their subsequently identified associates.

Researcher Role

Once in the field, five inter-related activity areas characterized the researcher's role. These included establishing rapport, participating and observing, interviewing, taking and analyzing field notes, and corroborating findings. A previous field investigation

employing these procedural activities, except for corroboration, was conducted by the researcher in the fall of 1989. Field notes and conclusions were reviewed and accepted by Dr. W. Stainback and Dr. Stefanich, members of the committee who approved the proposal underlying this project. In the following presentation, the above activities are grouped under the headings of data collection, data analysis, and corroboration of findings.

Data Collection

Rapport building. Because the nature and quality of participating, observing, and interviewing are, in large part, dependent on the rapport between the researcher and informants, rapport establishment was identified as critical to a successful qualitative study (S. Stainback & W. Stainback, 1988b; Taylor & Bogdan, 1984). Bogdan and Biklen (1982) underscored the important link between rapport and a propitious qualitative inquiry when they stated, "You work toward winning their acceptance, not as an end, but because it allows you to pursue your research goals" (p. 119).

The researcher's initial field involvement was, accordingly, more passive and oriented toward building compatibility and identifying common ground with the informants. To accomplish this, she attempted to allow others to act and speak freely with the understanding that their statements and actions would not be used "to demean or otherwise hurt people" (Bogdan & Biklen, 1982, p. 119). She

increased her involvement by doing favors and helping out, while refraining "from developing close relationships until [she] developed a good feel for the setting" (Taylor & Bogdan, 1984, p. 42).

Participant observation. One means through which the researcher gained information regarding regular educators' integration-related practices and perceptions was participant observation. S. Stainback and W. Stainback (1988b) described this practice as observing and participating in what people did and listening to what they said. In the early stages of research, observation was the mainstay activity. Then, "to maintain the questioning stance and reflective awareness necessary to conduct the study" (W. Stainback & S. Stainback, 1989c, p. 273), the researcher gradually incorporated a moderate participation level by engaging in some but not all classroom activities.

Interviewing. While one form of data collection involved participant observation, the other involved interviewing. Periodic interviews with informants provided a framework within which they could convey their understandings and experiences in their own way (S. Stainback & W. Stainback, 1988b), and the researcher studied the relationship between their words and deeds (W. Stainback & S. Stainback, 1989c).

In this investigation, and as per the recommendation of Taylor and Bogdan (1984), the researcher sought to

facilitate casual, flexible, personal, and nonjudgmental interview conditions that encouraged informants' natural expression. And, while earlier interviews were less structured (i.e., with nondirectional, open-ended questions), later ones were more structured (i.e., with some question directionality). She, additionally, incorporated a recursive question-asking strategy, using subjects' prior responses to pattern subsequent questioning (S. Stainback & W. Stainback, 1988b).

Record Keeping. Maintaining detailed, accurate, and thorough field notes in conjunction with participant observation and interviewing was recommended by Bogdan and Biklen (1982), S. Stainback and W. Stainback (1988b), and Taylor and Bogdan (1984). In this study, the researcher took notes by shorthand while in the school and subsequently transcribed them. And, as recommended by Bogdan and Biklen, both descriptive and reflective recording occurred (see Appendix C). Included in the former were classroom and classroom-related activities, events, and conversations along with the places, sequences, and durations of same. Reflective notes contained the researcher's feelings, concerns, questions, speculations, and categorical identifications.

Data Analysis

The inextricable link between data analysis and collection was previously indicated. One reported method of

ethnographic data analysis entailed analyzing and sorting field notes in search of emergent categories, categorical relationships, and hypotheses to be affirmed, modified, or disaffirmed through subsequent data collection and analysis (Glaser & Strauss, 1970; Goetz & LeCompte, 1984; S. Stainback & W. Stainback, 1988b). It was suggested, more specifically, that categories identified in the descriptive field notes be sorted and codified in the reflective field notes (Goetz & LeCompte; S. Stainback & W. Stainback; Taylor & Bogdan, 1984). Continuing, cyclic analysis of incoming and previously existing field notes in order to affirm, modify, or disaffirm categories was indicated (S. Stainback & W. Stainback). It was explained that modified or disaffirmed categories should prompt identification of new categories to be similarly examined. It was further indicated that affirmed categories should guide succeeding data collection and analysis in order to identify, affirm, modify, or disaffirm relationships between or among such categories. Affirmed categorical relationships would then become grounded-in-data hypotheses. Moreover, hypothetical relationships affirmed through comparative qualitative studies would become grounded theory (Glaser & Strauss; Goetz & LeCompte; S. Stainback & W. Stainback). The emergent hypothesis and categorical coding processes here described were called the constant comparative and analytical index methodologies, respectively (S. Stainback &

W. Stainback; Taylor & Bogdan), and these were the procedures that the researcher used in this investigation.

Corroboration of Findings

Corroborative procedures were described in the literature as measures taken to increase the probability that the research conclusions in a given study were supported by the data and were, thus, credible. It was explained that corroboration could be established by cross checking related or corresponding findings using different data collection procedures or data sources. These data collection procedures could involve participant observation, interviews, and team research. Sources of data could include documents and multiple subjects, settings, and conditions (Goetz & LeCompte, 1984; S. Stainback & W. Stainback, 1988b; Taylor & Bogdan, 1984).

Two corroborative measures were employed in this investigation. One of these compared findings obtained via different data collection procedures. Succinctly, data collected from participant observation and interviews relative to each--separate--instructor and her associates were compared in search of similar or corresponding categorical findings. When correspondence was established, the findings were considered internally corroborated for the individual teachers involved. Both participant observation and interview procedures were used to collect data relating to the first and second research questions, concerning

teachers' employment of instructional strategies and support services. Measures of internal or teacher-specific corroboration, therefore, applied to these questions.

The other employed corroborative measure compared data across teacher subjects in search of related or common (shared) findings. When commonalities were established, the data were considered externally corroborated. Internally corroborated findings for Questions 1 and 2, noted above, were also compared across teachers to determine external corroboration. There were, therefore, internal and external measures of corroboration for these questions. Data for Questions 3 and 4, concerning teachers' perceptions and concerns, were collected only by interviews. Internal corroboration of data for these questions was not possible. Across-teacher comparisons were made, however, in search of external corroboration.

CHAPTER FOUR

RESULTS

Introduction

Educational research and debate concerning the most appropriate environment for students with disabilities has increasingly favored the regular classroom setting, and the merger of regular and special education has been proposed (Gartner & Lipsky, 1987; Skrtic, 1987; W. Stainback, S. Stainback, & Bunch, 1989, chap. 2). The knowledge base regarding how integration can best be facilitated is currently, however, in its infancy, and no consensus regarding its facilitation exists (Arick et al., 1989; Hagerty & Abramson, 1987; S. Stainback et al., 1989).

In the present inquiry, the researcher sought to identify the activities, views, support service needs, and concerns of 3 regular, elementary school teachers relative to their instructional delivery to students with severe disabilities who had been integrated into their classrooms. Qualitative research methods were employed whereby the investigator collected data through participant observation and interviews. These data were recorded and analyzed in descriptive and reflective field notes, respectively (see Appendix C). Two corroborative measures were employed.

The investigator commenced research at Ellis Elementary School on 8 October 1990 and concluded same on 3 April 1991. During that period, she spent approximately 112 hours and 30

minutes at the school site engaged in interviews and participant observation. The latter method of data collection consumed most of her on-site time, and she averaged 5 hours and 21 minutes per week thus engaged. Interview times varied according to subjects' availability.

The School

S. Stainback and W. Stainback (1991) conducted a separate investigation of integration at Ellis Elementary School. The school description provided by these researchers was used in the succeeding presentation. Ellis was a kindergarten through sixth-grade school with a student enrollment of 450. "There were two to three classes at each grade level. . . . [with an] average pupil-teacher ratio [of] 28 to 1" (p. 15).

Seven students who had been diagnosed as having severe or profound mental disabilities were integrated into regular classrooms throughout the school (S. Stainback & W. Stainback, 1991). Each of these had at least one additional disability, e.g., autism or spinal bifida. "Five of the students were classified as verbal and two as nonverbal" (p. 16). They ranged in age from 5 to 12 and were comprised by four girls and three boys.

An overall atmosphere that was supportive of the integration of students with disabilities was indicated by the researchers. "The school principal, support facilitator, a few parents (including both parents whose

children did and did not have disability labels), and several classroom teachers were strong advocates for full inclusion" (S. Stainback & W. Stainback, 1991, p. 16). Ellis Elementary was further described as a school in which a core of people, including the principal, "was committed to the philosophy that, as stated by the principal . . . '[A]ll children should be included in [general education classes]'" (p. 16).

The People

Mrs. Myer and Mrs. Klimesh were regular second-grade teachers at Ellis Elementary School, and each had one second-grade pupil who was diagnosed to have a severe disability and integrated into her classroom. At the start of the observation period, Mrs. Myer had 18 students, including her integrated student, Todd. By the close of that period, there were 21 students in her class. Including her integrated pupil, Teri, Mrs. Klimesh had a classroom of 21 students throughout the investigation. In the 3rd month of this inquiry, a medical leave of moderate length was required by Mrs. Klimesh, and she was temporarily replaced by a substitute teacher, Mrs. Shell. Support services were provided to these instructors by, primarily, IFSP Julie and Aide Dey. Mr. D. C. was the school principal. Students other than Todd and Teri are referenced in this chapter by pseudonyms reflecting their abbreviated names (e.g., Liy. and We.).

Mrs. Myer

Mrs. Myer was observed to be a tall, slim, and neatly dressed woman with short blonde hair and of early middle age. She stated that she had a bachelor's degree certifying her as a kindergarten through sixth-grade regular elementary teacher and as a kindergarten through eighth-grade social studies teacher. In the school year preceding the present investigation and when she was a first-grade teacher at Ellis, Mrs. Myer had another student with a severe disability (Teri) integrated into her classroom. An additional prior professional experience with a disabled (nonverbal) child occurred when she was employed in a preschool. She described her educational philosophy as eclectic and developmental.

The researcher observed Mrs. Myer to have an organized and efficient but also a flexible, casual, and supportive style. Her organization was reflected in the physical room arrangements, and the routine-structured rhythm and flow of activities that occurred therein. One part of Mrs. Myer's classroom, for example, was called the "reading corner" and included a rocking chair with surrounding open floor space upon which students often sat. When not on the floor in the reading corner, students usually sat in clusters of inwardly facing desks--desk groups--throughout the room. Accessible and transportable work materials were organized by type and shelved in open, lightweight crates as well as in bookcases

and on counters. Wall posters informed students of the sequential steps that comprised their story writing activities and "good second-grade manners." Among the listed manners supporting an organized, orderly classroom were reminders to "use inside voices" and "keep the room clean."

Overall classroom efficiency was encouraged by a general valuing of time and maintained by a host of routines. These routines structured material disseminating and collecting, story generating and revising, morning snacking with oral story reading, student lining up, and other activities. Interestingly, the presence and absence of these routines appeared critical to productive and nonproductive use of classroom time.

In contrast to this organizational structure, Mrs. Myer was observed to have a flexible, casual, and collaborative style. Sometimes, she changed students' activity plans in order to accommodate their work completion rates and psychological-motivational needs as well as to increase their performance fluidity. She facilitated a casual, club-like environment by frequently sitting on the floor with students while discussing the development, improvement, completion, and/or short-term planning of their work.

In addition to her organized, efficient, and flexible style, the investigator found Mrs. Myer to be an energetic, enthusiastic person with a warm, inviting personality.

Moreover, she consistently demonstrated genuine concern and support for the well-being and success of all students in her classroom. Her energy was reflected in the frequent changing of bulletin board displays and desk group arrangements. Her enthusiasm and warmth were, similarly, apparent in her oral reading of stories along with her frequent praising of students' hard work and structuring for their successful outcomes. New students and those observed to have lower ability received particularly notable support from Mrs. Myer.

Finally, this instructor fostered the sense of acceptance, belonging, and importance of each child in her classroom. Such was promoted by her structuring for and encouragement of students' cooperation, interdependency, and large- and small-group accomplishment. It was, additionally, promoted by her facilitation of all students' leadership opportunities and knowledge of classroom rights. She strengthened their understanding and acceptance of human diversity through bulletin board displays, children's literature, foreign visitors, and class-wide activities and discussions.

Mrs. Myer was interviewed by the investigator for 90 minutes, and her class was studied through participant observation for 62 hours and 48 minutes. Included in the latter figure was observation of Mrs. Myer and her students, substitute and art teachers, support services, and other

contacts of short duration. Participant observation related directly to Mrs. Myer transpired over 56 hours and 43 minutes.

Mrs. Klimesh

Mrs. Klimesh was perceived as a slender, fashionably dressed, middle-aged woman with long dark hair and a soft-spoken voice. She had bachelor's and master's degree certification, respectively, in kindergarten through 8th-grade general and kindergarten through 12th-grade reading instruction. Integrated education was also relatively new to Mrs. Klimesh, who had one prior experience as the regular class teacher of a student with severe disabilities.

In matters of personal style, Mrs. Klimesh was found to be structured, organized, and efficient but also to have a flexible approach to curriculum. Overall classroom structure evidenced by her frequently and clearly stated directions and expectations, with appropriate responding reinforced by specific and audible praise. It was found in the assigned division of tasks within cooperative group activities along with the provision of work schedules and posters depicting appropriate student conduct. Monitored and crisply paced activities, time-limited assignments, and supplementary postassignment tasks contributed, as well, to a noticeably efficient classroom. This efficiency was buttressed by a well organized classroom with centrally

clustered desk groups, a partitioned reading corner, and thematically grouped and shelved materials.

Mrs. Klimesh was also, however, the provider of a flexibly supportive and individualized curriculum. For example, academically strong students in her class expanded their instructional experiences through learning centers, while academically struggling students tempered requisite skills through taped versions of assigned reading. Input-output accommodations for students in the latter group included, as well, the use of verbal instead of written expression. Curricular flexibility was also found through the employment of related activities. Within the brisk course of her classroom activities was frequent shifting between individual, small-group, and large-group work. Mrs. Klimesh's use of heterogeneity and stratified task assignment within small groups benefited and supported students with learning problems, in particular. Additionally, many reading- and writing-related class discussions were casually located in the reading corner, where students sat close together on the floor.

The researcher engaged in interviews with Mrs. Klimesh for 1 hour and 50 minutes and in participant observation related to her class for 39 hours and 1 minute. The latter figure included observation of Mrs. Klimesh and her students, substitute and art teachers, and support services. Participant observation related directly to Mrs. Klimesh

occurred over 17 hours and 44 minutes. When it became necessary for her to take a medical leave, she was replaced by a substitute teacher, Mrs. Shell.

Mrs. Shell

Mrs. Shell was found to be a youthful, recent college graduate with bachelor degrees in science and kindergarten through eighth-grade general education. This woman of average height and physique had bouncy, shoulder length brown hair and a buoyant gait. Her manner of dress was typically casual but attractive. Although she had no prior professional experiences in integrated instruction, Mrs. Shell taught a mainstreamed boy with a learning disability in her student teaching practicum.

The researcher found Mrs. Shell to have a supportive, flexible, and efficient style. Her supportiveness and flexibility were reflected in her frequent praising of students, listening to and discussing of their concerns, and in her provision of bulletin boards supporting their positive self-concepts. Pupils with learning problems benefited especially from her warmth, encouragement, situationally flexible requirements and completion schedules, and her predictable commendation for work well done.

This teacher's positive, casual, and fun approach to learning was apparent. She engaged students in educational games, created suspense and anticipation regarding

instructional activities, and designated "mystery persons." The latter involved her announcement of an as-yet-unidentified student who was watched by her throughout a given day and later identified and afforded privileges.

Mrs. Shell's positive and casual demeanor did not diminish, however, the importance that she placed on time efficiency and quality work. Advance assignments were rendered for early work completers, and class rewards were always observed in response to class-wide accomplishment. She provided overall structure by consistently following Mrs. Klimesh's daily schedule of activity. Interview and participant observation times of engagement involving Mrs. Shell were 3 hours and 40 minutes and 14 hours and 54 minutes, respectively.

IFSP Julie

IFSP Julie, the integration facilitator and support person at Ellis Elementary School, was observed to be a middle-aged woman of warmth and dignity. She had bachelor degrees in general elementary and elementary art education as well as a master's degree in special education. The latter included instruction to students in preschool and to those diagnosed to have severe-profound disabilities.

Her role as the integration facilitator and support person was multifaceted. Julie worked with and provided support to all regular educators at Ellis who instructed

students with severe disabilities. She provided Mrs. Myer, for example, with paraphrased and shortened reading passages to supplant Todd's regular text materials. Julie also worked directly and supervised instructional aides' interactions with integrated students and their peers. Ongoing communication with parents was another critical aspect of her involvement. She worked in a middle school in the same capacity.

In addition to observing support services provided to both second-grade classrooms by IFSP Julie, the researcher interviewed this educator for 2 hours and 15 minutes. When asked to describe her philosophical alignments, IFSP Julie replied, "Inclusion, whole language, and cooperative learning." She noted that integrated students' individual goals were viewed critically at Ellis. She explained that, because the integrated students at Ellis had severe disabilities, social goals were given more importance than academic goals.

Aide Dey.

Aide Dey. was found to be a reserved but friendly woman of average build who was in the later years of middle age. Prior to her paraprofessional work at Ellis, she completed 2 years of college with emphases in psychology and art. She had previously assisted in a local high school classroom for students with behavioral problems.

Aide Dey. provided instructional assistance in four Ellis classrooms with integrated pupils. Of the 3 classroom teachers in the present inquiry, she was an instructional aide to 1, Mrs. Myer. Aide Dey.'s involvement in Mrs. Myer's class was most frequently characterized by rendering direct program delivery to the integrated pupil, Todd. She assisted Todd, for example, in his story development, writing, illustrating, and reading.

This aide was, additionally, a keen observer of and contemplator about environmental arrangements that affected students' advancement. Aide Dey. noticed, for example, that Todd became confused when presented multiple verbal directions. Her observational-contemplative attributes supported her philosophical approach to integration. In her 30-minute interview with the researcher, Aide Dey. succinctly stated, "Integration requires a process rather than a product approach in which we are answering our own questions as we go along."

Mr. D. C.

Building Principal Mr. D. C. was observed as a man who exuded energy, warmth, and enthusiasm. He attained a bachelor's degree in elementary education and a master's degree in administration and supervision. He noted that he had no training in special education but had attended a week-long workshop addressing integration. Although his professional training in integrated schooling was brief, Mr.

D. C.'s commitment to such schooling was apparent. In one of his two 30-minute interviews with the researcher, Mr. D. C. noted that all severely handicapped students at Ellis were from other school districts where they had been denied regular class integration. "All kids should be in their own home school," he firmly stated. The principal additionally asserted, "All kids should be in the same class, [and] resource room services should be provided in regular classrooms."

Mr. D. C. maintained a high level of visibility at Ellis. He was often observed interacting with teachers and students in classrooms, hallways, and common areas such as the cafeteria-gymnasium, library, and faculty lounge. This administrator seemed comfortable in these interactions, as did the teachers and students.

When asked to describe his perceived role at Ellis, the principal replied, "[To] provide support to classroom teachers and [to] help them understand what we are trying to accomplish. . . . Teachers lose faith in what they are doing because of some problem that comes up." He explained that because they are working with a "child with special needs, they look at it differently than a regular kid. . . . I have to keep challenging and encouraging their faith. [It is] the dichotomy of ownership versus supportive help."

Todd

Todd was viewed as a small, cautiously amiable and affectionate boy with blond hair, blue eyes, and rosy cheeks. He often dressed casually in sweatpants and sweatshirt and walked with a sluggish gait. Bashful with many, this pupil expressed himself more often through physical movement than oral speech, the latter of which was characterized by a hushed and raspy voice. The researcher found him to have a quiet, sweet disposition.

Todd's social insecurity was compounded by comparative social immaturity, and he was observed to practice attention-seeking and otherwise inappropriate behaviors. After an outdoor recess, for instance, he removed and left strewn across the floor all parts of a wet snowsuit. Todd also evidenced social behavior problems during an indoor recess and small group activity. While his group partners played a table game, Todd crawled beneath the table to their admonishment. Particularly in the presence of broken routines, Todd was frequently disruptive and would, for example, play noisily and at length with items atop his or a peer's desk. On one occasion, a broken routine was exacerbated for Todd by a teacher direction to interact with unknown visiting students, and he physically refused to move.

Although he was typically a reluctant participant in peer interactions, Todd seemed more natural and spontaneous

with adults. It was, in fact, not surprising for him to suddenly hug a familiar adult in the classroom. Similarly, encouragement and social reinforcement from adults were critical to his success at school.

Academically, this boy was observed to have a short attention span, to be easily distracted, and to often stare indiscriminately into space. Because he was generally unorganized, unmotivated, and unfocused, external structuring of Todd's materials and attending was usually required and provided throughout this investigation. Early in this study, this structuring was typically accompanied by one-to-one tutelage from IFSP Julie or Aide Dey. Eventually, when provided encouragement, clear and understandable directions, and attainable short-term objectives, Todd was able to work independently.

Formal evaluation of Todd occurred in August of 1990 when he was 8 years and 4 months old, and it included assessment of his physical, psychological, and educational/academic development. Physically, he was reported to have a small heart murmur with probably normal cardiac status, multiple respiratory and ear infections (with normal hearing), and hypothyroidism.

Psychological assessment included measures of Todd's cognitive, visual-motor, and language skills as well as of his socially adaptive behavior. His cognitive skills were assessed with the Kaufman Developmental Scale.

Age-equivalent scores of 3 years and 6 months and 6 years and 0 months were reported for mental processing and achievement, respectively. He was diagnosed to have Down's Syndrome and described to be functioning in the low-to-mild range of mental retardation.

The Bender-Gestalt instrument was used to assess Todd's visual-motor skills. Noting the presence of significant coordination problems, an age-equivalent score of less than 5 years and 0 months was reported.

His language skills were evaluated in the expressive and receptive domains. Using the One Word Picture Vocabulary Test to measure his expressive skills, Todd was reported to have an age-equivalent score of 3 years and 8 months. Receptive skills were assessed by the Test of Auditory Comprehension of Language; an age-equivalent score of 3 years and 10 months to 4 years and 0 months was found.

Evaluation of adaptive behavior was made using the Vineland Adaptive Behavior Scale, with an age-equivalent score of 4 years and 7 months reported. The following comments were additionally offered: Interpersonal skills were a relative strength area; communication and self-help scores reflected delayed scores; and distractible, inattentive, impulsive, and oppositional behavioral tendencies were present.

Finally, two educational/academic measures were reported. Todd's acquisition of science, social studies,

and humanities concepts was measured on the Woodcock-Johnson Knowledge Cluster, and a percentile rank of 1 was reported. His letter-word identification, math application, and handwriting skills were assessed by the Woodcock-Johnson Skills Cluster. A percentile rank of less than 1 was indicated.

Summarily, Todd was reported to have Down's Syndrome in the low-to-mild range of mental retardation with moderately delayed social and language skills. Distractible and oppositional behavior tendencies were noted.

Teri

Teri was found to be a dark-haired and dark-eyed girl of average build with a generally perky and happy disposition. She often dressed in feminine color-coordinated outfits, with a matching ribbon tied around her pony tail and into a bow. Despite occasional bouts of stubbornness, this physically fit, energetic student with pink cheeks and twinkling eyes blended into her regular second-grade class. And, like many of her female classmates, she was a member of a local Brownie troop.

Perhaps because she so readily interacted with and was accepted by her peers, Teri's social behavior was, in many ways, age-appropriate. She understood and, for the most part, suitably responded to the organization, structure, and schedules of her classroom. For example, she usually began, completed, and returned her work to the appointed place;

worked with assigned peers to record quiet listeners; and participated, with curricular modifications, in class-wide oral reading. Her approved social as well as academic conduct was promoted and reinforced by the contingent and intermittently scheduled (variable ratio) provision of Popsicle sticks. These reinforcement sticks were exchangeable for privileges at home, especially chocolate pudding.

Socially inappropriate conduct was, nevertheless, also observed. For instance, on one occasion she crept across the floor, delivered a piece of paper to a friend, and crept back to her desk. During a class discussion, Teri turned completely around in her seat and stared at the student behind her. She demonstrated defiant behavior when, for example, she physically resisted going to her cooperative group and art class. Proper social conduct was supported, however, by peers, who often reminded Teri of her reinforcement sticks and chocolate pudding.

When compared to Todd, Teri was a relatively organized and motivated student. In large-group academic activities, she was observed to be moderately inattentive and distractible. Given small-group or individual work, on the other hand, she was more focused and deliberate. Assignment completion was important to her.

Formal evaluation of Teri occurred in April of 1985 when she was 2 years and 7 months old and included assessment of

her physical, psychological, and social characteristics. Physical examination revealed minimal health problems with good ambulation and ability to move in and out of sitting positions, stand alone, walk, and to run. She had experienced, however, a small number of respiratory infections, and her right eye deviated and was less focused than her left.

Psychological evaluation included measures of expressive, receptive, and perceptual skills as well as socially adaptive behavior. In addition to parental reporting, Teri's receptive and expressive skills were assessed using the Receptive Expressive Emergent Language Scale and the Bayley Scales of Infant Development. On these instruments, her receptive skills were found to be at the 1 year and 2-6 month and the 1 year and 2-4 month levels of development, respectively. This student's expressive and perceptual skills were tested on these same scales; she was reported to be at the 1 year and 4-6 month level of expressive and the 1 year and 4-7 month level of perceptual development.

Assessment of her socially adaptive behavior was based on parental reporting along with performance on the Preschool Attainment Record and the Allpern Ball Developmental Profile. Resulting descriptive information indicated that Teri was a social girl with social skills consistent with 1 year and 6 months of development.

Teri was, summarily, reported to be a healthy, active, and social girl with Down's Syndrome. She was described to be in the low-mild to high-moderate range of mental retardation.

Presentation of Research Questions and
Organization of Results

Four broad questions guided the present investigation. First among these was the identification of strategies, rules, and routines used by regular elementary educators facilitating the integrated instruction of students with severe disabilities. Instructional strategies were defined as materials and procedures designed to elicit particular learner outcomes. They included large- and small-group and/or individual approaches and/or adaptations in style, subject matter, purpose, and methods. Presentation of strategies involves the above-identified large- and small-group components. Additionally, because they lent structure and each teacher was found to have a structured style, routines and rules are included in presentation of teacher style. The preponderance of data presented corresponds to Question 1.

The second research question concerned support services used by regular elementary teachers providing instruction to students with severe disabilities who had been integrated into their classrooms. Questions 3 and 4 involved

examination of their perceptions and concerns respectively and relative to such integrated instruction.

Research results are presented in the same order as the above questions (and strategy components) are identified. Results pertaining to Questions 1 and 2, concerning strategies and support services, are first presented according to each teacher's findings from participant observation. Subsequently provided are interview data that correspond to their participant observation findings. This comparison of participant observation and interview data presents evidence of internal (or teacher-specific) corroboration. A summary of each teacher's internally corroborated results follows. After individual teacher outcomes are reviewed, internally corroborated findings are compared across the educators. Results that were common to or externally corroborated across the 3 instructors are then identified.

Results pertaining to Questions 3 and 4, regarding perceptions and concerns, were based only on interviews. Hence, internal corroboration of these questions was not possible. Data were compared across the 3 teachers, however, and externally corroborated results are presented.

Dates are frequently provided in the succeeding presentation. These refer the reader to dated entries in the descriptive record of the identified instructors in

Appendix C. They are intended to provide representative examples and evidence of the stated findings.

Research Results Pertaining to Strategies

Style

Mrs. Myer. Results from participant observation revealed that Mrs. Myer had a structured but inclusive style. Her structure was characterized by clear but almost unfelt schedules, organization, and efficiency, and it was maintained by overlapping routines and soft-pedaled rules. Five routines reduced need for frequent provision and following of teacher directions, the latter of which have been found problematic for students with cognitive and organizational problems (Moskowitz, 1988), such as Todd. (Evidence of Todd's organizational problems was provided on 5 December, 26 November, and 13 February, when he failed to locate an assignment, take a story home, and find a pencil, respectively.) Practiced routines provided Todd the additional benefits of multiple peer models and internalized habits that were consistent with teacher expectancies. Moreover, they facilitated a classroom with less teacher verbiage, more fluidity and time on task, and a peaceful environment. When routines were broken, Todd was often observed to have maladaptive behaviors.

One of these routines involved students returning from recess, taking assigned seats, having fruit break, and listening to an oral story. When this routine was intact

(19 occasions), Todd was observed to have behavioral-directional problems twice or 10.5% of the time. When it was broken (16 occasions), he was found to have such problems 11 times or 68.8% of the time. (Note: Calculation of these percentages was determined by identifying the number of times each routine was intact and altered. Also identified were the corresponding presence and absence of Todd's behavioral-directional problems. Percentages of the presence and absence of such behavioral-directional problems when routines were intact and altered were then determined. Detailed presentation and analysis of these routines are provided in Appendix C. The reader is referred to Mrs. Myer's reflective record and Roman numeral II.)

A second, overlapping routine included oral story conclusion, clean up by desk group membership, resumed assigned seating, and writing folder distribution. Todd evidenced behavioral-directional problems twice or 9.09% of the time when this routine was intact (22 occasions). When it was altered (22 occasions), these problems evidenced 17 times or 77.3% of the time. On 23 January, for example, Mrs. Myer did not follow the pattern of cleaning up by desk group membership, resuming assigned seating, and distributing writing folders. This broken routine was observed in conjunction with a behavioral disturbance by Todd that lasted approximately 18 minutes and included but was not limited to the following: pencil tapping, burping,

grunting, classroom exiting and returning, door banging, sighing, leg slapping, and coughing.

Student movement by desk group membership was not only a component of the previous routine, it functioned separately, as well. Todd's behavioral-directional problems surfaced three times or 14.3% of the time when this routine was intact (21 occasions). These problems evidenced five times or 71.4% of the time when this routine was broken (seven occasions).

Another routine involved the designation of a "child of the day" who performed special responsibilities that varied but could include material distribution and collection, errand running, and activity leadership. Todd's classmates and child of the day designees Am. and Er., for example and respectively, distributed materials on 23 January and 11 February. Similarly, Todd and Na. called quietly seated desk groups to line up for lunch on 10 October and 12 December. On those occasions when Mrs. Myer was replaced by a substitute teacher, this routine helped facilitate normal implementation of other routines.

Story writing, based on a whole language curricular approach, was observed on almost all research days and constituted the fifth routine. Major components of same were posted on the wall and included these sequential steps: folder distribution, idea generation, story development, practice reading, friends' conferences, student-teacher

conferences, and story editing, illustrating, and publishing. Mrs. Myer maximized the time used in folder distribution by simultaneously engaging in individualized daily planning. Additionally, because students spent varying amounts of time in and sometimes repeated steps, this routine provided flexible structure. Routines, thus, structured whole class, desk group, and individual student activity over time periods ranging from minutes to days.

Rules were seldom discussed in Mrs. Myer's classroom. A poster displayed on 8 October delineated "good second-grade manners" and emphasized rules of common courtesy. Among the listed items were directives to raise hands to speak, take care of and share school supplies, "play with others nicely, listen when others speak, [and] say nice, kind words." Inculcation of the values underlying these rules or manners was typically by indirect means. Saying nice, kind words was encouraged, for instance on 23 January, when Mrs. Myer structured a writing activity wherein each student sent a get-well message to a sick peer.

Embedded within this classroom structure, Mrs. Myer evidenced an enthusiastic, warm, and, generally inclusive style. On a class-wide basis, positive and supportive statements and actions, especially in response to students' hard work, were repeatedly observed. She audibly communicated to the researcher on 29 October, while the

students were quietly seated, the difficulty of a particular spelling lesson that they had recently completed.

It was in her interactions with individual students, however, that this teacher's positive and supportive nature was manifest. She downplayed an oral reading error by Mi., who was perceived to be a bright but nervous boy. She provided emotional support on 4 February to Jsh., a gifted student who was numbed when his father left for military duty during the Persian Gulf War. Students with learning problems, particularly, benefited from the sensitivity and generosity of Mrs. Myer. To Am., a girl who was found lacking in academic strength and self-confidence, Mrs. Myer posed a question on 28 January that Am. could and did correctly answer. For having performed what she described as "good work," Mrs. Myer took Todd to a restaurant for chocolate pie (13 December). She duplicated his haircut story for sharing with his barber (28 January) and showed general enthusiasm over his increased story writing autonomy (4 February). In both large-group and individual student interactions, Mrs. Myer was observed to have an inclusive style that was reflected in her positive and supportive statements and actions.

Inclusiveness was also fostered through her collaboration, casualness, and flexibility. To exemplify, she engaged the class collaboratively through a role reversal on 25 October, wherein she was the student seeking

writing advice. Casualness was engendered through her frequent use of the reading corner, where she and the students shared stories together, with her in the rocker and students on the floor. On a day of high student absenteeism, she flexibly changed the writing format.

Collaboration with individual students, as part of the story writing routine, was seen regularly. She conferenced with students throughout the room as stories were discussed, writing was reviewed, and plans were created. On three occasions, Mrs. Myer tried new writing strategies with Todd.

In her interviews with the researcher, this educator emphasized the importance of structure in her instructional style by describing her schedule as "pretty much fixed." Without identifying any particular routines, she affirmed their importance and her reliance on them by acknowledging that they provided an environment wherein activities predictably flowed "from one thing to another." Todd's difficulties in the presence of broken or altered routines were corroborated by her statement that transitions became an issue "when the schedule [was] less clear."

Mrs. Myer corroborated the clear but low-key presence of rules in her classroom when she stated that she discussed them in the fall and "put up a chart." Rule infractions, she explained, were redressed by verbal reminders, and, if there were problems, they were discussed generically. Specific rule examples were not offered.

Evidence of her inclusive, supportive orientation was provided by her comment regarding circle of friends activities. Succinctly, she stated, "[They help] us to be aware of . . . how we can include everyone." (Circle of friends activities are described in results pertaining to support services.) Her overall personal, positive, and enthusiastic style were, additionally, revealed when she likened her role as teacher to that of missionary and said of integration, "I want others to know how exciting it is." The importance of flexibility within her predominantly structured classroom was established when she said, "If you're not going to bend, it's not going to work so well." Expansively, Mrs. Myer spoke of being alert for and responsive to "teachable moments . . . [and] when it's really clicking," she explained, "you just keep working on it more."

Confirmation of her collaborative style was provided by her firmly expressed support of whole language instruction. This instruction, which Smith (1986) portrayed as incorporating a collaborative student-teacher relationship, was described by Mrs. Myer as "so nice" and facilitative of "room to expand." Additionally, when addressing issues surrounding Todd's classroom goals, this instructor favored language characterizing her as a helper or facilitator rather than a director of learning.

Comparison of participant observation and interview data regarding teacher style, thus, provided internal corroboration of the following: Mrs. Myer was found to have a structured style that was reflected in her use of rules, routines, and a relatively fixed schedule. Her instructional style was also inclusive, as evidenced in her supportive postures, flexibility, and collaboration.

Mrs. Klimesh. Like her previously discussed colleague, participant observation of Mrs. Klimesh revealed that she had a structured but inclusive instructional style. In addition to following a structured daily schedule, Mrs. Klimesh's structured style was reflected in practiced routines and rule reminders along with frequent directions. Five routines were identified and, unlike Todd in Mrs. Myer's classroom, deviations in these routines were not found associated with behavioral problems relating to Teri. The researcher speculated that this was owing to Teri's demonstrated and, when compared to Todd, stronger organizational capacities. (On 28 November and 26 February, for example, Teri independently located supplies for a new assignment and used a cover sheet to narrow her copying focus.)

The most frequently observed routine was embedded within a curricular activity. It involved, initially, students' copying of sentences with structural errors (e.g., grammatical) that were written on the blackboard. This was

followed by a selected student's blackboard and other students' corresponding desk corrections. Justifications for blackboard corrections were typically orally presented by the student having made them, and they were followed by that student's selection of the next blackboard correction provider. Students' familiarity with this routine was demonstrated on 7 March, when at the regular time it was initiated by Mrs. Klimesh's simple request, "Li., will you get us started?"

Two clerical routines were identified. One was observed throughout the day and involved students' independent return of completed work to a particular shelf. Another involved the early morning identification of students intending to eat hot and cold lunches.

Whereas students in Mrs. Myer's class were afforded responsibility and leadership opportunities through their child of the day designation, those in Mrs. Klimesh's class were afforded similar opportunities through their VIP (very important person) designation. On 30 October and 17 December, VIP designees He. and Da., respectively, took hot lunch lists to the school office. Paper distribution was attended by Be., when he was the VIP on 27 November.

Student movement was occasionally organized by routines. Desk and cooperative group membership was observed to structure class-wide movement on three occasions.

Mrs. Klimesh's reference to and enforcement of classroom rules were each observed once. They involved listening during a class discussion (24 October) and sitting during a teacher presentation (6 March).

This teacher's frequent verbal directions and stated positive expectations regarding activity sequences and requirements provided overall and ongoing daily classroom structure. Corresponding written information was often provided on the blackboard. Assignments were frequently rendered on a time-limited basis with structured free time for early work completers. Valuing of classroom time was also encouraged by posted schedules and specifically praised efficiency of time usage. She announced, illustratively, beginning and ending assignment times (15 October and 6 March), additional projects for students finishing work early (19 December and 7 March), and work schedules and directions (23 October and 18 December). The latter was accompanied by corresponding written information. Efficient use of classroom time was also encouraged on the individual student level.

Within her overall structured orientation was the presence of an inclusive style in which supportiveness, casualness, flexibility, and sometimes elements of relaxation were observed. Bulletin boards displaying all students' work simultaneously provided general support and promoted an inclusive environment. A 9 October display

featured a class picture with students' self-portraits surrounding same. Another on 13 March exhibited their poetry. Individual students, and especially those observed to be academically struggling, were particularly supported by positive statements, encouragement, and specific praise. We., a boy observed to have learning problems, was publicly identified on 11 March as one of several class models relative to a task that was within his capabilities. When Teri orally read from a book on 19 December, her teacher responded, "Good! This is exciting. You are reading."

Casualness was engendered by students' collective seating in the reading corner for oral stories, and flexibility was observed in the use of curricular adaptations and teachable moments. The latter involved incorporation of natural times for particular areas of instruction, an example of which was her use of a winter storm on 13 March to instruct students in descriptive writing. (Curricular adaptations are presented subsequently and relative to teacher purposes.) She sometimes played relaxing music during students' work time.

Corroboration of Mrs. Klimesh's structured but inclusive style was provided in her interviews with the researcher. Evidence of her structured style was disclosed by her self-described use of a fixed schedule in a classroom where routines were followed and rules were enforced. The overall importance of structure and the orderly progression from one

activity to another was revealed on 25 March and when she stated, "The class is structured enough that the students know what to expect next." Adherence to schedules and use of time-limited activities and the earlier described sentence correction routine were demonstrated when she described the latter as a 10-minute opening segment of each day. She did not reference other routines during the interviews.

Within such overall structure, the presence of an inclusive style supporting all students, and particularly those with learning problems, was affirmed by her statement, "Every child should be recognized at some time for their talent. That sometime is a must, and to look for help is not a put down." Validation of inclusiveness was rendered, as well, by her multiple references to individually supportive classroom modifications and flexibility, as indicated by her references to teachable moments. She identified the latter as the most important aspect of her integrated classroom.

Comparison of Mrs. Klimesh's participant observation and interview data provided internal corroboration regarding her structured and inclusive style. Her use of fixed schedules and routines, and her emphasis on efficient use of classroom time were the paramount indicators of her structured style. Her inclusiveness was revealed through her supportive and flexible responses to students and curricula.

Mrs. Shell. Findings from participant observation indicated that this long-term substitute teacher had a moderately structured, inclusive, and also a fun instructional style. She maintained Mrs. Klimesh's schedule and routines, the latter of which involved students' correction of structural errors in sentences, return of completed work to a particular shelf, designation as VIP, and movement by small group. A variation, however, regarding student movement was observed. Whereas Mrs. Klimesh occasionally structured student movement according to desk and cooperative group membership, Mrs. Shell sometimes structured movement according to colors of clothing worn and oral responses to math questions. This teacher, additionally, employed a routine that increased class-wide student attending during discussions and oral reading. Entailed in same was one student's recording of quiet listeners during these activities. At their conclusion, quiet listeners were identified and stood up.

Although rule identification and enforcement were not observed, structure was also provided by her emphasis on efficient use of classroom time. She was frequently observed to provide time-limited assignments, structured free time, and praise for time-efficient behavior.

An inclusive, supportive environment, on the other hand, was nurtured through bulletin boards promoting all students' sense of belonging and reinforcement for their efforts. For

example, a 23 January bulletin board display exhibited students' individual research preparation for dinosaur reports. When, on 31 January, most students had completed these reports, Mrs. Shell rewarded their efforts with praise and free time when she said, "Excellent job, second graders. If you don't have your report done, you can work on it during free time today."

Inclusiveness was also promoted through casual student-teacher interactions in the reading corner and flexible game-like instructional formats. Upon entering a quiet but intense classroom on 12 February, the researcher saw students with faces fixed and hands writing jerkily on math papers. With pronounced deliberation, Mrs. Shell announced, "That's 2 minutes. You have 1 minute left." In a hushed voice, she then leaned toward the investigator and whispered, "These are timed tests for fun because they have their work done."

Individual students, particularly those observed to have learning problems, benefited from the inclusive and supportive environment she provided. Mrs. Shell was repeatedly observed to offer assistance, encouragement, and praise to those who were found to be academically struggling. On 28 January, she supported We. by providing initial sound reading prompts and Se. by inquiring, "How are you doing, buddy?" When Teri remained at her desk and resisted joining her reading group on 10 January, this

teacher walked and extended her hand to Teri, who momentarily got up and joined her group. Schedules were adjusted for students with learning problems on three occasions.

Data obtained through interviews with Mrs. Shell affirmed participant observation findings that she had a moderately structured and inclusive style. She revealed her structured orientation by acknowledging her continuation of Mrs. Klimesh's schedule and routines. At one point, she described the schedule as flexible, but further exploration indicated that she viewed it as fixed. For example, when the researcher asked Mrs. Shell about transitions, the interviewee noted that all students knew the schedule and, therefore, transitions were unnecessary. Moreover, she stated that they knew the consequences for not following the schedule. She directly referenced and, thus, confirmed her use of the routines involving sentence corrections, quiet listeners, and VIP designations. Corroboration of her time-efficient style was provided by her reference to the ceiling light warning system that sometimes followed unsatisfactory attending and preceded a time out. The reader recalls that previous and participant-observation-based discussion of Mrs. Shell's style described her as moderately structured. The qualifier was added because of a perceived element of fun in her presentation. In her 11 March interview, this instructor described herself as more

spontaneous than Mrs. Klimesh. The existence of a moderately structured style was, thus, affirmed.

Interview information, additionally, affirmed that this long-term substitute teacher had an inclusive style. Her statements that all people were different and had contributions to make exemplified in language the general supportiveness found through participant observation. Evidence of her flexibility was rendered through her statements regarding goal attainment. She explained that successful integration involved realizing that there were different ways to reach the same goal. For Teri, this involved making an adjustment "so she could reach the goal by some other means." The interviewee's remarks concerning whole language instruction indicated flexibility, as well. Specifically, she stated that this instruction accommodated use of related activities and made it "easier [for the integrated student] to fit in."

The internal corroboration of findings relative to Mrs. Shell's style and resulting from a comparison of participant observation and interview data, thus, indicated that she had an inclusive and moderately structured style. A structured orientation was revealed in her use of fixed schedules and routines and in her emphasis on time efficiency. Her inclusiveness, reflected by general supportiveness and flexibility, was also affirmed.

External corroboration. Individual teacher's findings that were internally corroborated by participant observation and interviews were compared in search of group commonalities. This across-teacher comparison, which followed measures of internal corroboration, provided evidence of external corroboration. Findings that were externally corroborated or common to the investigated teachers' instructional styles are now offered. Initially identified are categories and subcategories that were externally corroborated for at least 2 of the 3 instructors. Additional notations are offered in some cases. Provided at the conclusion of this section are categories and subcategories that were externally corroborated across all 3 teachers.

Two major and seemingly disparate categories of instructional style were identified and included structure and inclusiveness. The following review proceeds in the same order.

Four subcategories of structure were externally corroborated for at least 2 teachers in this inquiry. These involved use of relatively fixed schedules, routines, and rules as well as emphasis on time efficiency.

All teachers were found to follow and external corroboration was established regarding their use of relatively fixed schedules and routines. Interview data placed less importance on the kinds of routines used than on

the effects created by them. Specifically, the instructors indicated need for a predictable and orderly flow of activity.

Similarities in the nature of the teachers' practiced routines were identified. They all used routines that afforded students with cyclic or rotating leadership and responsibility opportunities. Material distribution and collection, errand running, and oral reading were among the activities typically associated with these classroom routines.

Correspondence was also found in their use of routines that synthesized curricular engagement and student movement. One such routine in Mrs. Myer's class involved pupils returning from recess, retrieving morning snacks, assuming assigned seats, and listening to an oral story. A sentence correction routine in Mrs. Klimesh's and Mrs. Shell's classes also facilitated curricular engagement and student movement. Specifically practiced activity therein involved students' copying of sentences with structural errors from the blackboard. This was followed by one student providing a blackboard sentence correction while other students made corresponding corrections at their desks. The student having provided the blackboard correction then offered a justification and selected the next correction provider. (In Mrs. Myer's class, deviations in routines were frequently observed in conjunction with Todd's

behavioral-directional problems. This pattern did not evidence in Mrs. Klimesh's and Mrs. Shell's classes, with respect to Teri.)

External corroboration concerning use of common-courtesy-based rules was established between Mrs. Myer and Mrs. Klimesh. Interview data relative to Mrs. Shell indicated similar rule usage, but this was not internally corroborated through participant observation.

Similarly, time efficiency was externally corroborated for Mrs. Klimesh and Mrs. Shell. Mrs. Myer's instructional style was not, however, characterized by a pronounced time-efficient orientation.

Inclusiveness was the second category identified to reflect the instructional style of the investigated teachers. Two subcategories were identified and included supportiveness and flexibility. Supportiveness was revealed, for example, through teachers' verbal encouragement and praise and demonstrated interest in students' work, well-being, and sense of belonging. It also evidenced in individualized curricular adaptations. External corroboration concerning the presence of a supportive posture was established across all 3 teachers.

Flexibility, the other subcategory identified relative to inclusiveness, was observed to variously include collaboration and casual student-teacher interactions and/or activities. It also was reflected in the teachers'

willingness to make curricular changes or accommodations to meet unique learner needs. All teachers were found to have interactional and/or instructional flexibility, and external collaboration was established in this regard.

Across-teacher comparison identified two categories of instructional style that were externally corroborated for all 3 teachers. These were structure and inclusiveness. Each of these had two subcategories that were also externally corroborated across all instructors. Subcategories of structure involved use of relatively fixed schedules and routines. Supportive postures and flexible responses to students and curricula were the subcategories of inclusiveness. Thus, all teachers in this inquiry were found to have instructional styles that were structured, as evidenced by their use of relatively fixed schedules and routines. Within their overall structure was the element of inclusiveness, which was demonstrated in their generally supportive postures and flexible approaches to students and curricula.

Subject Matter

Mrs. Myer. Instructional strategy concerns relating to subject matter and resulting from participant observation are now provided. Three patterns emerged in this regard. These included the incorporation of purposeful instructional activities, the facilitation of story-related interaction

and celebration, and the promotion of understanding and acceptance of human diversity.

Large-group purposeful or purposive activities relating to reading and especially writing were often observed. Relevancy was engendered, for example, when there was class-wide letter writing to military personnel in the Persian Gulf (23 January), address writing on envelopes (13 February), and, similarly, when Mrs. Myer orally read a letter from a soon-to-arrive new student (15 October). Throughout this investigation, individually meaningful writing evidenced as students generated, developed, and published stories of personal interest. Mi. enthusiastically incorporated paragraphs into his story about legendary baseball players. Rya., who was viewed as an often unmotivated student, eagerly sought and used encyclopedia information to write about cheetahs. A chimney fire that escalated into a home emergency was recounted in one of Todd's stories.

Story-related celebration and interaction were abundant. On a regular basis, Mrs. Myer orally and enthusiastically read to the class. For example, she read stories about a boy's personal struggle in name writing and a dog's notable loyalty to people on 15 October and 23 January. Class-wide discussions following oral reading were not unusual. All students, in turn, shared stories of their own making. This

occurred initially with a peer (friends' conferences) and subsequently with the class.

In addition to using purposeful and story-related instructional activities, this teacher promoted understanding and acceptance of human diversity on a large-group basis through literature, discussions, bulletin board displays, and guest speakers. On 11 October, for instance, she orally read a story about an eccentric and unkempt elderly woman who was initially feared but eventually trusted and befriended by a young boy. Another on 13 December recounted the surprise of an Afro-American boy with low self-esteem upon observing the heroism of an enigmatic and powerful black snowman. A bulletin board display on 17 December and a class discussion on 25 February heightened awareness of traditions relating to Hanukkah and contributions of famous black Americans, respectively. Mrs. Myer was, thus, found to have a subject matter orientation that favored purposeful engagement and story-related celebration and interaction and that fostered appreciation of human differences.

Corroborated findings resulting from interviews with Mrs. Myer are now offered. The importance of purposeful and meaningful tasks, especially relating to story reading and writing, was underscored by her mention of reading that was interesting (e.g., humorous), topics that were relevant (e.g., weather and money), and journal writing that was

relatively independent and, thus, more personal. There was some but not strong interview affirmation concerning classroom advancement of accepting attitudes relative to human diversity. Specifically, while addressing circle of friends activities, Mrs. Myer revealed the importance that she placed on emphasizing human similarities instead of differences.

Comparison of participant observation and interview data yielded internal corroboration of three subject matter categories or emphases. Included was Mrs. Myer's use of purposeful, story-related, and attitude-expanding activities.

Mrs. Klimesh. Subject matter emphases identified by participant observation of Mrs. Klimesh were similar to her previously discussed colleague. Mrs. Klimesh was observed to structure purposeful tasks, to emphasize story reading and writing, and to promote enhanced appreciation for human diversity. Mrs. Klimesh also, however, emphasized problem-solving approaches. These subject matter orientations were found at the class-wide level, with no small-group or individual variations identified.

Purposive tasks were found in her use of interesting and relevant story reading and writing topics. An amusing story involving homonyms and double meanings was orally read by Mrs. Klimesh on 19 November. Another on 13 December concerned a juggler who performed as a tribute to the Christ

child. Written assignments were observed to correspond with other academic activities. For example, during a fall science project, pupils wrote about butterflies in their science journals. Learning tasks were consistently provided in meaningful context. Students' provision of structural written corrections within the context of sentences (previously discussed) was one illustration.

Stories were emphasized by the frequency of and multiple arrangements for their reading. Oral and silent story reading occurred in large-group, small-group, and individual student arrangements. Bulletin board displays, as well, supported story themes and characters.

Understanding and acceptance of human differences were fostered by bulletin board displays, children's literature, and classroom visitors. On 18 October and 29 November, for example, a visitor instructed the class in Spanish language and culture.

Students' application of problem-solving techniques was facilitated through assigned work. It was supported by a wall poster listing the steps entailed in same.

Subject matter emphases corroborated through interviews included Mrs. Klimesh's use of purposeful and often story-related activities in a curriculum that also promoted acceptance of human differences and application of problem-solving strategies. Employment of meaningful instructional tasks was demonstrated through her explanation

that discrete writing components, such as use of ie, were better learned in written composition than worksheet completion. Additionally, the importance of stories was repeatedly underscored through her references to whole language instruction and frequently scheduled reading. Confirmation that subject matter emphases promoted understanding and acceptance of human diversity was provided by her comment that the children's "literature addresse[d] individual needs [concerning] minorities, cultures, [and] handicaps." The presence of a problem-solving orientation was affirmed through her explained student use of the "oops report form." As revealed to the researcher, this form guided students in their problem and potential solution identification.

There was, thus, internal corroboration of Mrs. Klimesh's use of purposeful and story-related tasks. Her focus on affective development was internally corroborated by her references to activities that promoted problem solving and acceptance of human diversity.

Mrs. Shell. Subject matter emphases identified for this instructor and resulting from participant observation generally corresponded to those identified for Mrs. Myer and Mrs. Klimesh. Mrs. Shell was found to engage students in meaningful tasks, to promote their involvement with stories, and to increase their appreciation for human diversity. From a large-group perspective, she structured interesting

and seasonally relevant reading and writing activities. In January, for example, the students listened to and wrote stories about dinosaurs. One morning, students sat in the reading corner and listened as Mrs. Shell read all but the ending of a dinosaur story. Upon her subsequent announcement that the ending would not be revealed until the next day, Jo. called out, "Oh, no! I'm going to have to get that book!" Students' story writing on that 22nd of January involved their personal predictions for the story's conclusion. After writing and taking her story ending to the appropriate shelf, Liy. took time to read her peers' predictions.

February reading and writing topics concerned Presidents' Day and black history month. Included in the latter and on 19 February was students' writing about their hypothetical loss of school privileges based on hair color. The overall importance that Mrs. Shell placed on reading was highlighted when she treated the class with brownies for achieving a group reading goal (26 February). An individual subject matter adaptation was observed on 26 February, when Teri copied and practiced writing the names of her peers while they generated reports and stories.

Data obtained through interviews with Mrs. Shell indicated that she emphasized meaningful tasks, the importance of stories, and appreciation for human differences. Her incorporation of purposive tasks was

indicated by her stated infrequent use of worksheets and daily use of story writing. The emphasizing of stories was further punctuated by her references to students' regularly scheduled reading time. Her use of subject matter that heightened social awareness was corroborated through her commentary on the Martin Luther King unit that she taught.

Comparison of participant observation and interview data provided internal corroboration concerning Mrs. Shell's use of meaningful and story-related activities. Her employment of attitude-expanding subject matter was also internally corroborated.

External corroboration. Internally corroborated subject matter emphases of the investigated teachers were compared in search of commonalities and evidence of external corroboration. This comparison identified three subject matter orientations or categories that were externally corroborated across all 3 teachers. (There were no identified subject matter categories, that applied to only 2 teachers.)

One subject matter category that was externally corroborated involved the teachers' employment of purposive or meaningful instructional activities. Examples included their use of interesting, amusing, relevant, and personally significant tasks.

The second externally corroborated category entailed use of subject matter that enhanced students' appreciation and

acceptance of human diversity and was, thus, attitude expanding. To exemplify, students were engaged in reading and writing relating to Hanukkah and black history month.

An orientation toward story-related interaction was the third subject matter category that was externally corroborated. Students' sharing of their personally developed stories illustrated this subject matter concern.

Purpose

Mrs. Myer. Instructional strategies involving this teacher's purposes that were identified by participant observation included facilitating a psychologically safe instructional environment; promoting positive peer interaction, collaboration, and/or interdependency; and providing a multilevel curriculum. In addition to her generally positive, supportive, and collaborative style, Mrs. Myer facilitated a psychologically safe environment through bulletin boards supporting all students' positive self-concepts. In October, she presented a display featuring each child's picture and family information. Another in January posted every pupil's written paragraph about snow. She also made it safe for students to reveal weaknesses or commit errors by revealing her own vulnerabilities. For example, on 30 October and after orally reading a story about a shy ghost, Mrs. Myer explained that, as a kindergarten student, she was so bashful that she hid behind a piano.

On an individual level, Mrs. Myer structured for Todd's public oral reading success by providing initial sound prompts, a peer helper, and extra practice reading. Concerning the latter, she offered psychological cover, explaining that extra time was required to practice read his long story. Every pupil, as well, was afforded leadership and responsibility opportunities through his/her child of the day designation.

Class-wide projects and rewards, verbal emphasizing of commonalities, and posted examples of helpful-considerate behaviors bolstered by teacher modeling contributed to an environment wherein positive peer interaction and collaboration were fostered and observed. Friends' conferences as well as heterogeneously structured desk and cooperative groups regularly promoted working small-group partnerships. Shared materials increased cooperative group interaction.

Curricular adaptation to varying ability levels was afforded by using heterogeneously structured cooperative groups, changing students' input-output modalities, and providing related activities. Two input-output accommodations pertaining to Todd's story (and other) writing were observed. First, his oral dictation to Mrs. Myer (or a support person) supplanted written story generation. Responsive questioning, paraphrasing, and recording of same followed and provided a model from which

Todd subsequently copied. Mrs. Myer helped him, for instance, develop a chapter about lunch hour in his book about Ellis Elementary School on 12 November. She probed, "Do you always eat lunch at school?" When Todd replied, "Yes," this teacher orally reworded and printed his response into a model sentence that he could copy. These adaptations were observed during whole language instruction. Copying or replicative activities were observed in other curricular areas. To illustrate, Todd copied from the blackboard mystery story clues that were generated by his peers. He was not the only student, however, to benefit from input-output modifications. Ram. and Mi., who were both observed to be prolific story writers, regularly accessed the school computer.

Employment of related activities was another means by which this instructor expanded curricular levels of participation. On 13 and 19 February, Todd copied model sentences and scanned a book for story ideas while most of his classmates wrote dictated sentences with embedded spelling words. Related activity engagement for classmates having achieved spelling mastery involved independent reading. When differing but related activities were observed, this teacher quietly circulated through the room, monitoring students' work. She encouraged work accomplishment through reminders and praise.

Data obtained through interviews with Mrs. Myer generally corresponded with that obtained through participant observation. Her intention to provide a psychologically safe environment was divulged when she referenced the importance of including everyone as well as when she said, "I have to meet people where they are." By indicating intentionality, as well, in her heterogeneous organization of desk and cooperative groups, she revealed deliberate structuring for overall academic and social success, which is critical to a psychologically safe environment.

There were many indicators of Mrs. Myer's intentionality with respect to the provision of a multilevel curriculum. These included direct statements and activity examples. She mentioned an open-ended writing assignment wherein students "could be as detailed or bare as they wanted . . . to be." She additionally discussed Todd's use of replicative and related or parallel activities. Replicative tasks were referenced in terms of his copying from a peer. Concerning related or parallel activities, she said, "I try to have a working curriculum, but everybody does not have to do the same thing." Mrs. Myer affirmed that students other than Todd also benefited from curricular modification affecting multiple levels of participation. The importance of heterogeneously structured cooperative and desk groups and whole language instruction in achieving a multilevel

curriculum was, particularly, underscored. She noted that cooperative group arrangements were compatible with and facilitative of reading instruction. And, because each student could work at his/her own level, she explained that whole language activities were supportive of a multilevel curriculum.

Her purposes concerning positive peer interaction were affirmed through statements indicating her regular reliance on desk and cooperative groups. Mrs. Myer indicated that she used the latter on a daily basis.

Comparison of data obtained by participant observation and interviews provided internal corroboration of three factors relative to Mrs. Myer's instructional purposes. One of these entailed her provision of a psychologically safe environment that was inclusive and success oriented. A related finding involved this teacher's intentionality in facilitating positive peer interaction. Her purveyance of a multilevel curriculum was the third internally corroborated factor.

Mrs. Klimesh. Instructional purposes that were identified by participant observation of Mrs. Klimesh's class were similar to those found in Mrs. Myer's class. These involved fostering a psychologically safe environment and positive peer interaction, cooperation, and collaboration. Included, as well, was the provision of a

multilevel curriculum wherein work quality and accomplishment were ardently promoted.

A psychologically safe environment was created through verbal statements that reduced students' apprehensions concerning making errors and requiring assistance in large-group formats. When students observed to have learning problems required special help or committed a public error, Mrs. Klimesh quickly provided them with psychological cover. When Se., for example, offered an incorrect answer during a 21 November class discussion, his teacher promptly responded, "Good guess." Je. received similar psychological protection on 9 October. Bulletin boards were displayed that singly and positively profiled all students and, thus, promoted their self-concepts. The children's self-portraits and corresponding descriptive paragraphs were exhibited on 25 October. Timelines identifying significant events in their lives were posted in November. On an individual student and revolving one-day basis, every student was afforded leadership status and opportunities through his/her VIP designation. Additionally, students identified as academically struggling were provided extra structuring for success through varied (and subsequently discussed) instructional modifications.

Cooperation, collaboration, and positive peer relationships were cultivated by advance, class-wide teacher directions to help one another in assigned cooperative group

activities. These activities, in which materials were typically shared, were followed by process-oriented discussions. Wall posters listing helping behaviors and heterogeneously structured desk groups encouraged positive peer interaction and collaboration. Illustratively, Mrs. Klimesh structured an activity on 17 December wherein each cooperative group used one book and piece of paper to identify and "record phrases, words, [and] actions which help[ed] students get along." When the students sat in their desk groups and attended individual work on 19 December, she reminded them to help each other and provided examples of helping words.

Her provision of a curriculum with multiple kinds and levels of participation was, to this researcher, most noteworthy. Its identified components included use of partial participation, changed input-output modalities, replicative instead of generative responding, related activities, heterogeneously structured desk and cooperative groups, learning centers, and multi-ability-level questioning strategies. Although whole language story writing methodology was not directly observed, this instructor indicated and demonstrated its use on 29 November. On that day, Mrs. Klimesh presented a spiral notebook containing Teri's writing, which she described as based on dictation and similar to a language experience approach.

Partial participation evidenced on 29 October when, in large-group oral story reading, Teri read a phrase that was repeated throughout the story. For several students, including Teri, taped stories were used in conjunction with written stories. Her verbally provided information, additionally, supplanted or preceded written work. Teri's reports, for example, were orally dictated and later copied from written models. Replicative tasks replaced generative tasks. When her peers generated structural sentence corrections, Teri copied correctly written sentences. Replicative activities sometimes functioned as related activities. While her classmates attended spelling work on 6 March, Teri copied sentences. Heterogeneous desk and cooperative groups supported this teacher's delivery of a multilevel curriculum. Sometimes Mrs. Klimesh stratified student responsibilities within cooperative groups to accommodate diverse student abilities. To illustrate, she structured each cooperative group to have one leader, one writer, and one class reporter on 18 December. A range of curricular opportunities was also afforded by a learning center offering enrichment for early work completers. Finally, Mrs. Klimesh facilitated multilevel class discussions by asking questions that ranged in nature from literal to interpretive and predictive.

Optimal work quality and accomplishment were promoted by her frequent monitoring and correcting of students'

activities. Such quality and accomplishment were also supported by her firmly stated expectations, time-limited assignments, posted work schedules, and contingently offered specific praise. On 18 and 23 October and 19 December, illustratively, Mrs. Klimesh posted individual and class-wide work schedules and provided specific praise for students' productivity when she was not in the classroom. Work accomplishment was also promoted on an individual student basis when, for example, she firmly addressed two pupils regarding their slow sentence correction performance (7 March). Succinctly, she stated, "I really feel that, if you would copy your sentences immediately when you come in, then you would have your work done. That's your goal, please."

Instructional purposes that were identified by participant observation of Mrs. Klimesh were corroborated in her interviews with the researcher. Interview data revealed that this teacher sought to facilitate a psychologically safe, peer-interactive, and work-oriented environment wherein a multilevel curriculum was provided. In her 25 March interview, she stated that every child needs an opportunity to teach and help another. The belief system underlying that statement was demonstrated in her 28 March interview. On that day, after identifying We. as an academically weak student, Mrs. Klimesh noted that We. read stories aloud for Teri, when "she was not able to [read]

them." This structuring simultaneously promoted We.'s self-concept and Teri's reading skills. It also affirmed this teacher's intention to provide a psychologically safe classroom.

The similarity between facilitating a psychologically safe environment and positive peer interaction and collaboration was apparent. Mrs. Klimesh's purposes relative to the latter were indicated by her references to classroom rules based on a philosophy of cooperation and classroom activities conducted within cooperative group arrangements.

The presence of a multilevel curriculum was confirmed by her stated use of an individually tailored rather than basal-like curricular approach. Regarding this, she discussed the benefits of using whole language instruction, input-output modifications, parallel or related activities, and cooperatively structured learning groups. Her emphasis on work accomplishment was affirmed by her statements concerning work schedules and time-limited activities.

There was, thus, internal corroboration of this instructor's intentionality concerning her facilitation of a psychologically safe and peer-interactive environment. Her emphasis on work accomplishment within a diverse, multilevel curriculum was also corroborated.

Mrs. Shell. Instructional strategy concerns relating to purpose and identified by participant observation of Mrs.

Shell preponderantly corresponded to those of Mrs. Klimesh. In addition to her frequent provision of encouragement and praise, Mrs. Shell nurtured a psychologically safe environment by promoting discussion of students' concerns. She facilitated, for example, dialogue about the Persian Gulf War (15 January) and a written get-well communication from the students to Mrs. Klimesh (21 January). Curricular adaptations were structured for individual students' success and positive self-concepts.

Positive peer interaction and support were encouraged through shared materials and teamwork in cooperative and other group arrangements. During the oral reading of a play, illustratively, Teri was afforded a peer helper who preread her part three words at a time.

Mrs. Shell modified the curriculum, as well, to address multiple ability levels. Adaptations specific to Teri included the following: shortening or simplifying assignments, changing input-output modalities, using replicative instead of generative tasks, differentiating between required and optional work, and using related activities. An input-output modality change occurred on 26 February when Teri engaged in written instead of oral math. Another adaption on 7 February involved use of replicative instead of generative work. While her classmates wrote about the weather on that day, Teri practiced copying the letter b. A frequently observed replicative adaptation

concerned the earlier discussed sentence correction routine. Rather than copying and correcting structural errors in sentences, Teri copied model sentences.

More generalized approaches involved using whole language instruction (22 January and 26 February) and open-ended assignments (28 January and 19 February). She assigned tasks wherein students selected from options having different difficulty levels (24 January). Accommodations for varying abilities were also afforded through use of peer assistance and heterogeneously structured desk and cooperative groups. Work quality and accomplishment were consistently promoted by monitoring, encouragement, and praise.

Teacher purposes identified through participant observation were corroborated by interviews. On 11 March, Mrs. Shell indicated that she did not want Teri to feel singled out but rather to feel like a regular child. This statement lent credence to the participant observation finding that this instructor nurtured a psychologically safe environment. Her promotion of positive peer relationships was affirmed through references to desk and cooperative groups. She noted, particularly, that academic and social goals were promoted through the latter. Intentionality relative to her delivery of a multilevel curriculum was provided repeatedly. Mrs. Shell discussed adaptations for Teri involving use of related and replicative activities as

well as input-output modifications. The employment of whole language instruction and heterogeneously structured cooperative groups for all students was also affirmed.

Comparison of data obtained by participant observation and interviews provided internal corroboration of Mrs. Shell's purposes regarding the facilitation of a psychologically safe and peer-interactive environment. Intentionality regarding her provision of an adapted, multilevel curriculum was also confirmed.

External corroboration. The teachers' internally corroborated purposes were compared in order to identify commonalities and establish external corroboration. Four identified categories were externally corroborated across at least 2 instructors, three of which applied to all teachers in this inquiry. Together, these included facilitating psychologically safe, peer-interactive, and work-oriented environments wherein multilevel curricula were provided. Five identified subcategories relative to the provision of multilevel curricula were externally corroborated across at least 2 teachers. Three of these applied to all. Initially identified in the succeeding presentation are categories and subcategories that were externally corroborated across at least 2 of the 3 instructors. Subsequently provided are those that were externally corroborated across all investigated teachers.

Provision of psychologically safe environments was observed through structuring for students' overall success and development of their positive self-concepts. It evidenced, as well, through nurturing climates wherein students' concerns could be shared. Although the teachers' methods toward this end varied, this environmental provision was corroborated across all 3 instructors.

Another category related to teacher purposes concerned the promotion of positive peer interaction and collaboration. Representative examples relative to this category involved use of desk and cooperative groups along with class projects and class rewards. Mrs. Myer, Mrs. Klimesh, and Mrs. Shell were found to have demonstrated intentionality with regard to their facilitation of classrooms wherein positive peer relationships were fostered. External corroboration of this category, thus, extended to all investigated teachers.

The third identified category relevant to teacher purposes concerned the extent to which work accomplishment was emphasized. Teacher behaviors observed in conjunction with this emphasis included announcing and posting schedules, using time-limited activities and structured free time, monitoring understanding and accuracy, and rewarding accomplishment. Participant observation and interviewing affirmed the presence of this emphasis for Mrs. Klimesh and

Mrs. Shell, but not for Mrs. Myer. It was, thus, externally corroborated to 2 of the 3 instructors.

Provision of multilevel curricula, the fourth identified category, was externally corroborated across all of the teachers. Also identified were subcategories that entailed use of heterogeneously structured desk and cooperative groups, whole language instruction, related or parallel activities, replicative instead of generative tasks, and input-output modifications.

Mrs. Myer and Mrs. Shell were found by participant observation and interviews to use heterogeneous or mixed-ability desk groups. Mrs. Klimesh was found by participant observation to use mixed-ability desk groups. Moreover, Mrs. Shell stated that her own use of same was premised on information from Mrs. Klimesh. Interviews with Mrs. Klimesh did not, however, internally corroborate her use of heterogeneously structured desk groups. External corroboration relative to use of mixed-ability desk groups was, therefore, established for 2 teachers. Employment of heterogeneously structured cooperative groups, on the other hand, was externally corroborated across all 3 instructors.

Another identified subcategory corresponding with the teachers' provision of multilevel curricula was whole language instruction. Provision of this instruction was externally corroborated to all teachers in this inquiry.

Internal corroboration affirmed that Mrs. Myer and Mrs. Shell used replicative instead of generative tasks to expand the range of curricular offerings within their classrooms. To exemplify, Teri copied model sentences while her classmates copied and corrected sentences containing structural errors. Interviews with Mrs. Klimesh did not internally corroborate her use of these activities. External corroboration of this subcategory applied, therefore, to 2 of the 3 instructors.

The final subcategory identified to support multilevel curricula was the use of input-output modifications. An example involved Todd's use of dictation in his story generation. As was the case for replicative-generative tasks, interviews corroborated use of input-output modifications for only 2 (Mrs. Klimesh and Mrs. Shell) of the 3 instructors. This subcategory of instructional purposes, therefore, was externally corroborated across 2 teachers.

Purposes that were externally corroborated across all 3 instructors in this investigation, thus, included the development of psychologically safe and peer-interactive environments wherein multilevel curricula were offered. Provision of the latter entailed use of heterogeneously structured cooperative groups, related or parallel activities, and whole language instruction.

Methods

Mrs. Myer. Having reviewed style, subject matter, and purpose, the final teacher strategy component presented concerns instructional delivery methods. Data collected by participant observation of Mrs. Myer revealed that her collaborative and casual style was reflected in her large-group, small-group, and individual student teaching methods. Large-group learning occurred less by direct instruction, e.g., telling, and more by presentation of examples with teacher-guided discussion and/or collaborative problem solving. On 25 February, for example, she displayed and described a form that the students later used to record information prerequisite to writing a report. Before directing students to employ this form, Mrs. Myer facilitated discussion, answered questions, and provided illustrative responses regarding its use.

Structure provided by routines generally reduced the need for teacher directions. When given, however, they were provided orally and without checking for students' understanding.

Small-group and individual methods were more varied. Mrs. Myer was observed to support Todd's appropriate academic and social behavior by maximizing his focus, repeating choices and directions, recruiting peer support, and praising his correct responses. Placement of his desk near the front and his supplies elsewhere along with

provision of verbal cues increased the focus of this easily distracted and usually unorganized student. Use of heterogeneously structured desk and cooperative groups supported Todd's appropriate responding in two ways. Initially, it provided a framework within which Mrs. Myer situationally requested peer assistance. Later, it facilitated development of a peer network upon which she often relied without request. Assignment of peer buddies and models helped in a similar manner. Her encouragement and usually contingent praise of this unassured boy were also important factors in his classroom performance. Other students, as well, including those observed as academically strong and weak, benefited from such encouragement and praise.

When Todd engaged in attention-seeking behaviors, Mrs. Myer's typical response was to ignore him. When this conduct also involved his inappropriate response to a distracting object, she affected object removal. Unacceptable behavior was frequently redressed by verbal reminder. Punishment, when deemed necessary, was accomplished via response cost in October and, after that, by assignment of time out.

In her interviews with the researcher, Mrs. Myer indicated that she had an eclectic approach linked to individual development levels. Interview data did not affirm her use of the previously described large-group

method. It did corroborate, however, her use of an individual behavior management approach, including her frequent employment of contingent social reinforcement and infrequent use of punishment. Also indicated was her reliance on peer buddies and role models.

Comparison of Mrs. Myer's participant observation and interview data provided internal corroboration regarding her use of an individual behavior management system. This system was characterized more by contingent social reinforcement than by punishment. Employment of peer buddies and role models was also internally corroborated.

Mrs. Klimesh. Methodological data collected by participant observation indicated that Mrs. Klimesh used teacher-directed instructional techniques. She was also found to present new information through direct (oral) instruction that was accompanied by visual supports. In a 5 March lesson educating students in their use of dictionary guide words, illustratively, Mrs. Klimesh commenced instruction by reviewing related prior work. She then verbally presented logically ordered new material with corresponding visual information on the blackboard. Guided practice with feedback and correctives followed, with class-wide participation via hand raising. Student monitoring, with correctives as needed, continued until she announced, "Most of you got the right answer." (Her

presentation did not begin with an overview but otherwise generally aligned with a direct instructional format.)

Included in her instructional presentation were focusing techniques, such as discriminately used colored chalk on the blackboard and actively structured unison responding by students. In addition to hand raising, the latter involved collective standing, reciting, and finger pointing and raising.

Application exercises were structured by verbally stated directions and expectations that were often accompanied by corresponding written information. These exercises frequently occurred in heterogeneously structured desk and cooperative groups. Students' appropriate responses were supported by teacher monitoring, correcting, and contingent praising.

At the individual student level, appropriate responding was facilitated by repeated directions and expectations, recruited peer assistance, and reinforcement. For Teri, in particular, reinforcement was typically provided by contingently delivered Popsicle sticks and/or specific praise. Inappropriate behavior was addressed by removing distractions, ignoring, and by providing reminders, proximity control, and time outs. Occasionally, in the presence of conduct problems, Mrs. Klimesh intimated that she would call Teri's parents.

Data collected through interviews did not corroborate her use of direct instructional methods. Employment of peer buddies and individual behavior management techniques, including behavior modification, however, was affirmed.

There was internal corroboration, therefore, concerning Mrs. Klimesh's employment of individual behavior management techniques. Included was her use of behavior modification. Employment of peer buddies was also internally affirmed.

Mrs. Shell. Methodological data collected by participant observation of Mrs. Shell indicated that, from a large-group perspective, she favored discussion formats, with appropriate student behavior supported by identified quiet listeners (see routines), verbally communicated directions, monitoring, and contingently delivered praise and rewards. Unsatisfactory large-group attending was corrected by verbal reminders that were sometimes provided in conjunction with closed ceiling lights and time outs. Proper individual student conduct was promoted by repeating directions, employing peer assistance, and providing reinforcement. For Teri, the latter frequently involved the contingent delivery of Popsicle sticks. Inappropriate behaviors were corrected by providing reminders, removing distractions, and instituting time outs.

The above-described interactive and discussion-oriented, large-group methodology was not affirmed by interviews with Mrs. Shell. Large-group methods that were indicated,

however, included recording quiet listeners and closing ceiling lights. She noted that brief time outs were entailed in the latter. Employment of peer buddies and behavior modification techniques was affirmed at the individual student level, particularly with regard to Teri.

Examination of Mrs. Shell's participant observation and interview data provided internal corroboration, therefore, concerning her use of closed ceiling lights, time outs, and recorded quiet listeners to support class-wide attending and discipline. Employment of behavior modification and peer buddies was indicated on an individual student basis.

External corroboration. The investigated teachers' internally corroborated methods were compared in search of commonalities and evidence of external corroboration. No common large-group methodological categories were identified. Three small-group and/or individual methodological categories were identified as common to at least 2 of the 3 teachers in this inquiry. These included use of individual behavior management systems, peer buddies, and contingent reinforcement or praise. Two of these, individual behavior management systems and peer buddies, were externally corroborated across all 3 teachers. Use of contingent reinforcement or praise was externally corroborated for Mrs. Myer and Mrs. Shell. It was also found applicable for Mrs. Klimesh by participant observation but was not internally corroborated via interview.

Small-group and/or individual methods that were externally corroborated across all investigated teachers included, therefore, use of individual behavior management systems and peer buddies.

Conclusions

Instructional strategy categorical and subcategorical findings that were externally corroborated across all 3 educators are now provided. Representative examples are included.

Two categories, structure and inclusiveness, were found to represent the instructional styles of the investigated teachers. Schedules that were relatively fixed and routines that afforded predictability were the subcategories of their structure. Two kinds of routines were common to the instructors. One synthesized curricular activity and student movement. The other afforded student leadership and responsibility opportunities. Supportive postures and flexible responses to students and curricula were the identified subcategories of inclusiveness. A supportive posture was provided, illustratively, when Todd's haircut story was duplicated so it could be shared with his barber.

Three categories of subject matter were identified. Included was subject matter that was purposive or meaningful and that enhanced students' understanding and acceptance of human diversity. Examples of the latter involved reading that was related to Hanukkah and black history month. The

importance of and student interaction relating to stories was the third identified subject matter orientation. Students' sharing of their completed or published stories provided one illustration of this interaction.

There were three categories of instructional purposes that applied to all investigated teachers. One involved the facilitation of psychologically safe environments. It was exemplified by structuring for students' overall success and positive self-concepts. Cultivating positive peer interaction, e.g., through class-wide projects and rewards, was the second category. The third concerned provision of multilevel curricula and included three common subcategories. These entailed use of heterogeneously structured cooperative groups, related or parallel activities, and whole language instruction.

Two methods were externally corroborated across the teacher group. These concerned individual and small-group activities and employed use of individual behavior management techniques and peer buddies.

Research Results Pertaining to Support Services

In this investigation, the researcher observed direct and indirect delivery of support services, as subsequently defined. Regular class support service delivery provided to the integrated student and/or her classmates was considered direct. Support services involving planning or collaboration with the instructor to support her interaction

with the integrated pupil and/or his/her classmates were viewed as indirect.

Mrs. Myer

Participant observation. Direct and indirect support service usage was found applicable to Mrs. Myer through participant observation. Identified direct service categories included whole language instruction in reading and writing, development of desirable social behavior, and facilitation of peer understanding and support. Identified indirect support service categories involved planning and developing curricular modifications that facilitated Todd's regular class participation and individual development. Aide Dey. was the primary support service provider in Mrs. Myer's class.

Direct support services relative to whole language instruction were observed to include one-to-one assistance and direction in story generating, writing, illustrating, and reading. Story generation typically involved Aide Dey.'s listening to, questioning, verbal paraphrasing, and recording of Todd's orally dictated stories. Entailed in story recording was the development of neatly printed and formatted story models from which Todd copied (format changes in the models were frequently observed). Prompting, coaching, and monitoring of his story copying and reading ensued. Direction and support in his corresponding illustrating were also provided. Brief planning sessions

between Mrs. Myer and the support service provider were observed at the commencement of whole language activities.

Direct support services involving Todd's behavior development were infrequently observed. When provided, they were comprised of reinforcing with praise and stickers and reprimanding with frowns and finger shaking.

The third identified category of direct support services concerned the development and maintenance of peer understanding and support relative to Todd's classroom activity and membership. Efforts in this regard included familiarizing classmates with his curricular adaptations and enabling their subsequent participation in same. An example of this was observed in the fall when a support service provider engaged Todd's peers in his story generating process. Sitting together with Todd and two classmates on that day, the support service person modeled listening, questioning, and recording behaviors to facilitate his new story development.

Participant observation also evidenced support services that were designed to directly inform and sensitize peers in their understanding of mental disabilities, i.e., Down's Syndrome. On 20 February, IFSP Julie distributed materials and told the students in Todd's class to complete a timed paper-and-pencil task. She provided, however, insufficient information for their successful completion of same. When his classmates were subsequently asked to describe their

feelings, one replied, "It was so confusing." To this and similar responses, IFSP Julie explained, "Everyone has times when they cannot do something." This direct effort to increase peer acceptance and support was provided during one of the regularly scheduled circle of friends activities.

Indirect support services that were identified by participant observation of Mrs. Myer involved the planning and development of instructional adaptations. Most observed planning between Mrs. Myer and support service staff entailed brief daily progress reviews and lesson planning at the outset of whole language instruction. In-depth planning was identified more through tangible evidence than observed interaction. Examples of the latter included curricular adaptations provided by IFSP Julie.

Most of these modifications facilitated Todd's participation in ongoing, regular class activities. During the course of this investigation, students in Mrs. Myer's class were assigned to write two reports. In December and February, respectively, they wrote about dinosaurs and famous black Americans. Report models from which Todd copied were provided in advance by IFSP Julie, as observed on 5 December and 27 February. Another adaptation that supported his regular class participation was observed on 24 January. To enable him to maintain pace in large-group reading activities, one-sentence synopses corresponding to each page were clipped to his text book by IFSP Julie.

A curricular adaptation designed to increase Todd's individual development was observed on 13 December. After having dictated a story about a fire, Todd did not copy from and instead drew illustrations to accompany his story model. Picture clues provided in advance by IFSP Julie guided his illustrating. Several days later (18 December), Mrs. Myer informed the researcher that this change was instituted to increase Todd's overall fluidity in the writing process. Indirect support services were, thus, found to include planning and development of curricular adaptations supporting Todd's regular class participation and individual development.

Interviews. Corroborating evidence of Mrs. Myer's support service usage is now presented, based on interviews with Mrs. Myer, IFSP Julie, and Aide Dey. Consideration of direct support services is provided first. One category of direct support service delivery identified by participant observation was the provision of whole language instruction. Aide Dey. stated that her primary academic involvement with Todd concerned his story writing and reading. Her supervisor, IFSP Julie, indicated the importance she placed on whole language instruction by describing it as one of several key components to successful integration. Direct support service delivery of whole language instruction was, thus, determined.

Minimal support service data relating to Todd's behavior development were obtained by participant observation. It was not surprising, therefore, that interview data regarding his behavior development were limited. Aide Dey. noted, however, the importance of helping Todd increase his self-esteem and meet his social goals.

Direct support service delivery relative to the enlistment of peers in Todd's adapted curricular processes was affirmed by Aide Dey. She explained that IFSP Julie modeled for his classmates so that they could be instructionally helpful.

The promotion and maintenance of peer understanding and support through circle of friends activities was strongly indicated. Mrs. Myer explained that these activities heightened recognition of similarities instead of differences. Conversely, when disabilities made differences more apparent, IFSP Julie described the activity goals as increasing students' understanding and acceptance of these differences. She described her role in the weekly meetings by saying, "[I] . . . help them work out ways to work together."

Participant observation revealed that indirect support services involved the planning and provision of curricular adaptations facilitating Todd's regular class participation and individual growth. Interviews affirmed the general provision but not necessarily the two-part nature of

adaptations. Julie commented on the adaptation planning and development process when she stated, "I act as a consultant and support person to the teachers. We collaborate on identifying and meeting the goals for the child [as well as] the supports they need to do that." Thus, there was affirmation that general classroom adaptations resulted from a collaborative process.

Internal corroboration. Direct and indirect support service provision to Mrs. Myer, Todd, and his peers was internally corroborated. Categories of support services rendered directly that were internally corroborated included instruction in whole language and development of appropriate behavior and a peer support network. Those of an indirect nature involved the planning and development of instructional adaptations.

Mrs. Klimesh

Participant observation. Data from participant observation of support service delivery provided in Mrs. Klimesh's class evidenced provision of direct instructional services. Indirect support service delivery was not found. Three categories of direct support service categories were identified. These concerned development of Teri's academic skills, appropriate behavior, and peer support system. IFSP Julie was the main provider of support services in Mrs. Klimesh's class.

Identified areas of academic support service included math and whole language instruction. The latter involved Teri's oral creation of sentences and written copying from models. On 12 November, for example, Julie instructed Teri in initial letter-sound identification specific to the word "bird." At Julie's direction, Teri then orally provided a sentence using the target word. Later that month, Julie constructed a model that sequenced events in a previously read story. Teri subsequently copied from the model under Julie's supervision. Planning sessions between IFSP Julie and Mrs. Klimesh were observed prior commencement of whole language instruction.

Provision of math instruction by IFSP Julie was observed in the hallway on 14 March. Tutelage involved one-digit vertical addition that was demonstrated through block manipulation.

Development of Teri's appropriate behavior, the second identified category, principally concerned structuring for her following of teacher directions. Typical approaches by IFSP Julie entailed repeating teacher directions and discussing noncompliance. Reinforcement by decorative stickers was employed.

The fostering of a peer support system was observed. On 26 November, illustratively, Julie monitored Teri's cooperative group activity from a secluded part of the classroom. The IFSP subsequently informed Teri's

cooperative group partner that she could help Teri read better by ensuring Teri's visual focus on the words. Modeling of initial letter-sound instruction was also provided when Julie referenced one printed word and said, "It begins with." She then produced the th sound.

Interviews. Corroboration of support services was provided by interviews with Mrs. Klimesh and IFSP Julie. Julie affirmed the general importance of whole language instruction by identifying it as a critical element of successful integration. Her discussion of Teri's reading instruction was more general. Mrs. Klimesh, however, indicated that Julie's scheduled provision of support services occurred during writing and assigned reading activities. The above provided moderate affirmation of whole language instruction through IFSP Julie's support services.

Observation of math instruction by IFSP Julie occurred once. Corroboration of the manipulative component afforded by blocks in that instruction was provided by Julie, who explained that she often used concrete objects and visualization techniques to facilitate students' conceptual understandings.

IFSP Julie stated that "working on . . . cooperative behavior" was the most important service that she provided to Teri. Saying that it was also the area of her greatest success, Julie explained that she had used a behavioristic

approach with contingent reinforcement. Her statements corresponded to participant observation findings, which identified following directions as the focus of behavioral concern and reinforcement as the vehicle for its structuring.

The third support service category affirmed by interviews concerned the fostering of a peer support system. IFSP Julie stated that one of her primary tasks was addressing the affective classroom environment. Noting that she sought to help the children find ways to help each other, she explained, "[I] act as a resource [person and provide] information to the students." Mrs. Klimesh recalled that Julie provided directions to the students regarding their modeling and peer buddy activities.

Internal corroboration. Three categories of direct support services relative to Mrs. Klimesh, Teri, and her peers were identified and internally corroborated. Included were academic services provided in math and whole language instruction. Support services designed to facilitate Teri's behavior development and peer support network were also found.

Mrs. Shell

Participant observation. Participant observation of Mrs. Shell's class indicated direct support service delivery, with three identified categories of support. These included instruction in whole language along with

facilitation of appropriate school behavior and a peer support network. Services were provided mainly by IFSP Julie.

Provision of whole language instruction to Teri involved generation and copying of sentences. On 31 January, Julie and Teri commenced developing a dinosaur report. Julie orally read a dinosaur book to Teri and directed her to recall discrete dinosaur facts. Teri verbally recalled the facts and, as further directed, provided sentences incorporating them. Julie then transcribed the sentences into a written model from which Teri copied, while receiving verbal input concerning letter identification and formation. Two kinds of reading instruction were observed. The IFSP frequently engaged Teri in letter-sound identification exercises, as observed on 23 January and 4 February. Reading instruction also entailed Teri's oral reading and sentence-embedded usage of sight words (11 February). Conferencing between Mrs. Shell and IFSP Julie was observed at the outset of whole language instruction.

Support services relative to behavior development involved IFSP Julie repeating teacher directions to Teri and requiring her correct performance of previously incorrect behavior. To illustrate, Mrs. Shell and two students were standing and conversing together on 25 February, when Teri suddenly pushed her way through the group. The teacher immediately instructed Teri to say, "Excuse me," but Teri

continued walking. Julie interceded, directing Teri to return and say, "Excuse me." Teri complied. The IFSP also praised Teri's appropriate academic attending, such as her correct writing and reading performance on 31 January and 4 February.

The final support service category identified by participant observation of Mrs. Shell involved the development of a peer support network. Activity in this regard included informing classmates regarding their instructional assistance to and interactions with Teri. Simulation exercises and general information regarding mental disabilities were also provided.

IFSP Julie provided instruction to Kr. and a group of peers on 5 and 11 February, respectively, concerning academic interactions with Teri. On the latter date, Julie, Teri, and several peers sat together in the reading corner, engaged in an instructional reading game. After distributing flash cards to everyone and saying, "[These] are the words that Teri needs to learn," Julie demonstrated use of the cards, and the game began.

Structured facilitation of increased understanding and acceptance of persons with mental disabilities through circle of friends activities was observed twice (20 and 27 February). A simulation activity designed to sensitize students to the frustrations created by mental disabilities was conducted on the earlier date. Printed worksheets

containing scrambled words and unclear directions were distributed by Julie, who informed the students that questions could not be asked and their response time would be limited. The IFSP then looked at her watch and directed the pupils to begin working. At the activity's conclusion, she asked them to express their feelings about the exercise. Predictable frustration was expressed by all but Teri, who replied, "Fine. Funny words." In closing, IFSP Julie asked the students "to think about how Teri feels when she hears confusing directions." Julie further noted, "When I asked Teri how she felt, she said, 'Fine,' because it was the same as always." The circle of friends activity observed on 27 February involved the IFSP's direct information sharing about mental disabilities.

Interviews. Of the three categories of support services identified by participant observation, whole language instruction received the least specific and only moderate corroboration by interview. Mr. D. C. indicated its general importance at Ellis when discussing instructional formats most conducive of integration. In this regard, he noted that purposeful learning activities worked well, but that packaged materials were usually not meaningful and, therefore, not helpful. Additionally, one of three books atop his desk during interviews with the researcher was An Administrator's Guide to Whole Language. General support was also rendered by IFSP Julie when she

identified her overall philosophical alignments as "inclusion, whole language, and cooperative learning." Whole language activities in Mrs. Shell's class were scheduled in the morning, and she indicated that Julie typically provided reading instruction to Teri at that time of day. Julie also affirmed her own instructional involvement in Teri's reading activities.

Behavior development was the second identified category of support service delivery. In her interview with the researcher, IFSP Julie indicated that cooperative and direction-following behavior were the most important targets of Teri's support services. Use of a behavioristic approach with contingent reinforcement was noted.

Facilitation of a peer support network by support service staff was affirmed by Mrs. Shell's and IFSP Julie's interview data. Participant observation indicated that Julie informed and guided Teri's peers regarding their instructional interactions with her. Interviews with the classroom teacher indicated that, particularly in the latter days of her substituting, the IFSP structured Teri's learning activities within group formats. Julie stated that building a positive environment wherein students worked together was paramount among her duties. She explained that, to this end, she served as a resource person to the students.

Interviews validated that circle of friends activities (which were structured by IFSP Julie) promoted students' understanding and acceptance of disabilities and, thus, contributed to the development of a peer support network. Among the purposes of these activities identified by Julie were the students' recognition that no two persons were alike and understanding that all persons had feelings, strengths, and weaknesses. Mrs. Shell stated that she was primarily an observer during but led follow-up discussions to circle of friends activities.

Internal corroboration. Three categories of direct support services relative to Mrs. Shell, Teri, and her classmates were identified and internally corroborated. Included was the provision of whole language instruction along with the promotion of appropriate behavior development and a peer support network.

External Corroboration

All teachers in this investigation were found to use direct support service delivery. Three identified categories of direct support services were externally corroborated across the 3 instructors (no categories similarly applied to 2). One of these was the provision of academic support in the area of whole language instruction. The other two involved support services relative to the development of the integrated students' appropriate behavior and peer support networks.

Conclusions

The investigated teachers were found to receive direct support services in three areas. Included was instruction in whole language along with development of the integrated students' appropriate behavior and peer support networks.

Research Results Pertaining to Teacher Perceptions

Research results regarding perceptions and concerns were based only on teacher interviews. Internal corroboration of these findings, therefore, was not established.

Commonalities among the educators, however, are reviewed and provide evidence of external corroboration.

Mrs. Myer

Two perceptions regarding the provision of integrated instruction to students with severe disabilities were expressed by Mrs. Myer. One of these was organizational and specific. This teacher indicated that small class sizes were necessary for integration to be successful.

The second perception that she shared was attitudinal and more general in nature. Notwithstanding some expression of surprise and self-doubt regarding her involvement in integrated instruction, Mrs. Myer revealed an overall positive attitude concerning that involvement. She stated in her 1 April interview with the researcher, "I never expected integration to happen to me . . . [and] I still feel not wholly skilled at sharing it." Smiling ear-to-ear,

she added, "I think it's wonderful . . . [and] I want others to know how exciting it is."

Mrs. Klimesh

Three integration-related views were expressed by Mrs. Klimesh. This instructor, like her previously discussed colleague, indicated that small classes were necessary for successful integration. She specified that maximum class size should be 21 students.

Ideas concerning assessment were also shared. Evaluation practices for teachers of integrated students at Ellis, she explained, involved dividing social and academic assessment between the teachers and IFSP Julie, respectively. Mrs. Klimesh stated, alternatively, that regular educators should assess in both domains, basing academic evaluations on work samples.

Positive perceptions about integration were expressed by this instructor. She explained that experience had demonstrated that integration, in contrast with ability grouping, promoted all students' positive self-image. Mrs. Klimesh noted, additionally, that adaptations developed for students with disabilities had proved beneficial for others.

Mrs. Shell

Mrs. Shell, who had recently graduated from college, identified three measures that would improve integration-related preservice training. These involved exposure techniques that would offer expertise and

perspective to future providers of integrated instruction. She indicated that teachers with integration experience, parents of integrated students, and videotapes of integrated classes should be included in preservice training activities.

Overall positive perceptions regarding her experience as a teacher of integrated instruction were also relayed. Mrs. Shell reflected, "It was very rewarding for me. . . . Having Teri complete hard projects was more rewarding than with Liy." "Integration is worthwhile," she added, "and we're going to have to deal with it."

External Corroboration

Two identified categorical perceptions were externally corroborated. One of these, which was organizational in nature, was common to 2 of the 3 teachers in this investigation. Mrs. Myer and Mrs. Klimesh stated that small class size was an important component of successful integration programs. The second category was externally corroborated across the 3 educators and concerned their attitudes toward integration. All expressed notably positive views regarding their experiences as teachers of integrated instruction.

Conclusions

The teachers in this study shared one viewpoint. They all had overall positive perceptions relative to their

delivery of instruction to students with severe disabilities who had been integrated into their classrooms.

Research Results Pertaining to Teacher Concerns

Mrs. Myer

Mrs. Myer voiced social-affective and curriculum-related concerns, which are presented in the same order. She expressed discomfort regarding circle of friends activities wherein Todd was present and publicly discussed. His placement at Ellis instead of his neighborhood school was the source of a second social-affective concern. He experienced, she explained, infrequent opportunities for home-based interaction with his school cohorts.

Curricular concerns were also noted. Inadequate time and opportunity to plan and develop classroom adaptations, particularly in concert with IFSP Julie, were indicated. Frustration regarding her perceived inability to consistently provide Todd with meaningful work was also expressed by Mrs. Myer.

Mrs. Klimesh

This instructor's concerns closely mirrored those of Mrs. Myer. Mrs. Klimesh stated that she had insufficient planning time and reservations about her ability to consistently provide meaningful work to Teri. She also relayed qualms regarding school placement when she said, "I really think, for it to be most beneficial, the [integrated] student should be in a neighborhood school . . . because

those are the children they will see in stores and [elsewhere in the community]."

Mrs. Shell

Two concerns were voiced by this long-term substitute teacher, one of which corresponded to a view recounted by Mrs. Myer. Mrs. Shell expressed discomfort regarding discussions about Teri that tended to discount Teri's presence. Specifically referenced were discussions by her peers, teacher(s), and parents that transpired in circle of friends activities and parent-teacher conferences.

Her second concern was revealed from an evolutionary perspective. Early in her substitution experience, Mrs. Shell stated that her paramount concern was her ability to manage Teri's behavior. She noted that this compunction diminished as she familiarized herself with Teri's behavior management system and classroom adaptations. By the end of her substituting, however, this teacher identified her primary concern as having appropriately high expectations of Teri and not shielding her too much.

External Corroboration

Three identified categorical concerns were externally corroborated across 2 of the 3 instructors; none applied to all. Mrs. Myer and Mrs. Shell expressed social-affective concerns regarding relatively public discussions of integrated students. Placement of integrated pupils in nonneighborhood schools minimized their community-based,

social interaction opportunities, as described by Mrs. Myer and Mrs. Klimesh. The lack of planning time for and consistently meaningful nature of integrated pupils' instructional activities was also indicated by the latter teachers.

Conclusions

Several concerns were identified as common to 2 of the 3 investigated teachers. No concerns were found, however, that were externally corroborated to all.

Overall Research Results

Research results that were common to and, thus, externally corroborated across all 3 instructors are now offered. Presentation of the teachers' employment of strategies (including style, subject matter, purpose, and methods) precedes that of support services. A succeeding review of their perceptions and concerns advances in the same order.

The investigated teachers were found to have instructional styles that were both structured and inclusive. Practiced routines and relatively fixed schedules were the paramount manifestations of their structure. Within their structured tendencies, however, inclusive styles were found present. Supportive postures and flexible responses to students and curricula, respectively, were the identified components of their inclusiveness.

Three subject matter orientations characterized the teachers in this study. These included use of subject matter that was meaningful, attitude expanding, and story related.

Purposes that were commonly found involved facilitating psychologically safe and peer-interactive environments and providing multilevel curricula. Elements of the latter entailed use of heterogeneously structured cooperative groups, related or parallel activities, and whole language instruction.

There were two individual and small-group methods typically employed by the instructors in this inquiry. These involved use of individual behavior management techniques and peer buddies. No common large-group methods were identified.

Three kinds of direct support services were found applicable to the researched educators. Included was instruction in whole language as well as development of integrated students' appropriate behavior and peer support networks. Indirect support service usage was not a common finding.

One identified perception was shared. Succinctly, all had notably positive views relative to their experiences as teachers of integrated classrooms.

Research pertaining to the instructors' concerns is the final area of presentation. There were, however, no common findings in this regard.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

Regular untracked classrooms have been increasingly identified as the placement of choice for special-needs children, including those diagnosed to have severe disabilities (Dawson, 1987; W. Stainback et al., 1989, chap. 2; Wang & Birch, 1984a; Will, 1986). Undergirding this movement has been an increase in research unfavorable to segregated instructional arrangements (Blatt et al., 1977; Gartner & Lipsky, 1987; Madden & Slavin, 1983; Skrtic, 1987). A corresponding increase in research favorable to integrated arrangements has also evidenced (Carlberg & Kavale, 1980; Flynn & Kowalczyk-McPhee, 1989; Leinhardt, 1980; York et al., 1992).

The evaluation process associated with segregated, homogeneous, and special class placements has been repeatedly challenged (Bogdan & Taylor, 1976; Gollnick & Chinn, 1986; Lipsky & Gartner, 1989). Critics have charged that invalid and unreliable tests have been used to create virtually irreversible, stigmatizing, and instructionally unuseful classifications (Lipsky & Gartner; W. Stainback & S. Stainback, 1984; W. Stainback et al., 1989, chap. 2; Wang & Walberg, 1988; Ysseldyke & Algozzine, 1982).

Instructional delivery and outcomes in lower tracked classrooms have been criticized, as well (Finn, 1986;

Goodlad, 1987; Karp, 1987). When compared with upper tracked and heterogeneously grouped classes, the educational quality in lower tracked and homogeneously grouped classrooms has been found inferior, nonfacilitative of lifelong learning, and even growth retarding (Adler, 1982; Dawson, 1987; Finn; Freagon, 1989; Goodlad; Oakes, 1986a, 1986b).

Adapted integrated classrooms, on the other hand, have been found academically and socially advantageous for students with and without disabling conditions (Dawson, 1987; Elias et al., 1983; McDowell, 1986a; Nevin & Thousand, 1986; Oakes, 1986a; W. Stainback et al., 1989, chap. 1). Moreover, regularly placed students identified as low achievers and/or disabled have significantly outperformed their specially placed counterparts on academic outcome measures (Carlberg & Kavale, 1980; Leinhardt, 1980; Madden & Slavin, 1983; Wang & Reynolds, 1985). Integrated settings, especially when structured to support human diversity, have also ameliorated nondisabled and disabled students' self-concepts and attitudes toward learning (Carlberg & Kavale; Dawson; Madden & Slavin; McHale & Simeonsson, 1980; W. Stainback & S. Stainback, 1981; Voeltz, 1980; York et al., 1992).

Best-practice literature targeted four broad areas in which regular classrooms have been modified to optimally support integrated instruction. Content and process

curricular adaptations were recommended in the literature. Adaptations of the physical and affective environment were also indicated.

Paramount among content modifications was instruction in whole language (Smith, 1986). Instruction designed to increase student interdependency and cooperation e.g., problem-solving skills, was also recommended (Sapon-Shevin, 1990; W. Stainback & S. Stainback, 1989).

One process modification area concerned instructional adaptations. These involved use of adapted materials (Hoover, 1990; Redden & Blackhurst, 1978), strategies (Haisley & Gilberts, 1978; Redden & Blackhurst), input-output modalities (Cheney, 1989; Schulz & Turnbull, 1984), reading difficulty levels (Hoover), and assignment length (Lawrence, 1988). Teacher styles characterized by positive and supportive postures (Larrivee, 1986; Smith, 1986; Lawrence) and time efficiency (Cheney; Hoover; Larrivee) were identified as other process modifications. Reportedly advantageous, as well, was the use of rules and procedures to structure classroom activity and organization (Haisley & Gilberts; Lawrence). Routines were recommended for students with organizational problems (Moskowitz, 1988). And the general benefits of modeling, heterogeneous grouping arrangements, and behavior management techniques were advanced by Berres and Knoblock (1987), Blackham and Silberman (1980), Glatthorn (1987), and Hoover. Other

scholars, however, challenged the use of behavior management techniques, i.e., behavior modification. They explained that emphasizing trusting student-teacher relationships and self-management techniques produced more desirable long-term outcomes (Hitzing, 1992; McGee & Menolascino, 1992).

Best-practice indicators relative to the physical environment addressed seating arrangements in and structural arrangements of integrated classrooms. Integrated students' desk placement near teachers and positive peer role models was found supportive of their motivation and approved behavior (Charles, 1985; Little, 1988; Salend, 1983). Organization of classrooms to structure different activities, e.g., individual and group work, was also suggested (Neel et al., 1982).

Modification of the affective environment toward creation of inclusive classroom communities was strongly advocated (Berres & Knoblock, 1987; Biklen, 1992; Fox et al., 1986; W. Stainback & S. Stainback, 1990). In this regard, the promotion of friendships, interdependency, and understanding and acceptance of human diversity was indicated (Redden & Blackhurst, 1978; W. Stainback & S. Stainback; Villa et al., 1992). Peer support networks were critically linked to the development of friendships and interdependency (Biklen; S. Stainback & W. Stainback, 1992; W. Stainback & S. Stainback). Additionally recommended was the use of peer buddies and tutors along with cooperative

group and class-wide activities (Berrigan, 1989; Gartner & Lipsky, 1990; Glatthorn, 1987; Guskey, 1990; Haisley & Gilberts, 1978; D. Johnson & R. Johnson, 1988; Lawrence, 1988; Slavin, 1988; W. Stainback & S. Stainback; Taylor, 1982; Wilcox et al., 1987).

Purpose and Procedures

The purpose this inquiry was to augment this developing knowledge base by examining regular elementary teachers' strategies, support services, perceptions, and concerns relative to their instruction of students with severe disabilities. Access was gained to a public elementary school where qualitative data were collected through participant observation and interviewing of 3 regular elementary teachers, their support service providers, and associates. Field notes were recorded in shorthand, transcribed, and analyzed by constant comparative procedures. Data obtained by participant observation and interviewing were triangulated, and two kinds of corroboration were determined. Correspondence in findings that applied to the individual teachers was viewed as evidence of internal corroboration. Common findings across the teacher group were considered externally corroborated.

Research Results

In the subsequent presentation, each research question is identified, and its results are provided. Brief discussions relating findings to best-practice integration

literature are included. Presented results are limited to those that were common to all 3 teachers. Findings for Questions 1 and 2 concerned their employment of instructional strategies and support services. Results were based on participant observation and interview data that were internally and externally corroborated. Questions 3 and 4 involved the instructors' perceptions and concerns. Reported results for these questions reflect externally corroborated interview data.

Strategies

The first research question concerned the strategies, routines, and rules used by regular elementary teachers relative to their provision of instruction to students with severe disabilities. Four strategy elements--style, subject matter, purpose, and methods--were examined. Because routines and rules lent structure, and all teachers in this study were found to have structured styles, presentation of style includes results pertaining to routines and rules.

Style. The investigated teachers were found to have instructional styles characterized by structure and inclusiveness. Two similar components of structure were identified. These included following relatively fixed schedules and routines.

One routine that was common to the teachers afforded all students with leadership and responsibility opportunities on a rotating basis. Activity associated with this routine

entailed errand running along with material distribution and collection.

Correspondence was also found in the instructors' use of routines that synthesized and organized curricular activity and student movement. A sentence correction routine, for example, commenced with all students copying sentences containing structural errors from the blackboard. One student then provided a blackboard correction while his/her classmates made the same correction at their desks. The student at the blackboard justified the correction made and selected the next correction provider. Employment of these routines was consistent with the best-practice recommendation that endorsed use of procedures to structure movement and organization (Haisley & Gilberts, 1978).

When deviations in routines occurred in one classroom, the integrated student was observed to have behavioral or directional problems. Organizational difficulties that also evidenced in this pupil may have been related to the manifestation of these problems during altered routines. Moskowitz (1988) indicated that routines were beneficial to students with organizational problems. (Note: Corroborative measures did not affirm use of rules by all teachers in this study.)

In addition to their structured orientations, the investigated teachers were found to have inclusive styles that were reflected by supportive postures and flexible

approaches to students and curricula. Supportiveness evidenced, for example, through verbal encouragement and demonstrated interest in students' well-being. Flexibility was observed in casual and collaborative student-teacher interactions and/or individually tailored curricular modifications. One instructor, illustratively, was regularly observed collaborating with students relative to their story writing. Positive, supportive teacher styles and flexible curricular approaches were among the best-practice indicators in the integration literature (Larrivee, 1986; Redden & Blackhurst, 1978; Smith, 1986).

Subject matter. Three orientations to subject matter were employed by the instructors in this study. Included was the use of subject matter that was purposive or meaningful, such as writing get-well messages to a sick peer. Also incorporated was subject matter that enhanced students' understanding and acceptance of human diversity, e.g., reading about Martin Luther King and learning about Braille. An overall importance placed on stories was the third identified subject matter orientation. This evidenced in students' reading, writing, and discussion of stories. These findings were consistent with best-practice recommendations. Smith (1986) emphasized the importance of using purposive and story-related activities. Heightening students' understanding and appreciation of human

differences was advocated by Berres and Knoblock (1987) and Villa et al. (1992).

Purpose. There were three purposes found reflective of the investigated teachers, two of which were environmental in nature. Facilitating psychologically safe environments was one identified purpose. It manifested, illustratively, through nurturing positive self-concepts and classroom climates wherein concerns could be shared. The second purpose involved promoting environments conducive of peer interaction, cooperation, and collaboration. Class projects, for example, were combined with class rewards. Development of classrooms in which students collaborated and felt psychologically safe was advocated in the professional literature relating to integration (Slavin, 1988; Smith, 1986; W. Stainback & S. Stainback, 1990).

Provision of multilevel curricula that were responsive to diverse learner needs was the third identified teacher purpose. Three common elements were, additionally, identified in this regard. These included heterogeneously structured cooperative groups, related or parallel activities, and whole language instruction. Concerning whole language instruction, a wide variety in students' story writing abilities was accepted by the teachers, who worked individually with students in their story development. Meeting varied, individual student needs in regular classes has been repeatedly identified as a major

goal by advocates of integration (Biklen, Ferguson, & Ford, 1989; W. Stainback & S. Stainback, 1984; Wang & Birch, 1984a). The three above-identified elements were consistent with the recommendations of Berres and Knoblock (1987), Hoover (1990), D. Johnson and R. Johnson (1988), Redden and Blackhurst (1978), Smith (1986), and W. Stainback and S. Stainback (1990).

Methods. The final instructional strategy that was researched concerned methodology. The teachers in this inquiry were found to commonly incorporate individual behavior management techniques and peer buddies. Use of these small-group methods was endorsed by Blackham and Silberman (1980) and Hoover (1990). No common large-group methods were identified.

Support Services

The second research question concerned the support services used by regular elementary teachers providing integrated instruction. Direct (in-class) delivery of support services was found applicable to the investigated teachers. Identified areas of support involved instruction in whole language along with development of integrated students' appropriate behavior and peer support networks. The latter was facilitated, in part, by instructing peers regarding their academic interactions with integrated students. Glatthorn (1987), Haisley and Gilberts (1978), and W. Stainback and S. Stainback (1990) underscored the

importance of facilitating peer support networks. (Note: Corroborative measures did not affirm indirect support service delivery for all teachers.)

Perceptions

The third research question involved the perceptions of regular educators relative to their instruction of students with severe disabilities. One common perception was established. All teachers were found to have notably positive views regarding their experiences as instructors in integrated classrooms. Bases for their perceptions were variously expressed. Mrs. Klimesh noted that integration had promoted the positive self-concepts of all students in her classroom. She added that curricular adaptations developed for the integrated student had benefited other students. Mrs. Shell commented on the sense of accomplishment she experienced when the integrated pupil completed difficult tasks. "Integration is worthwhile," she further stated, "and we're going to have to deal with it." Addressing integration more generally, Mrs. Myer remarked, "I think it's wonderful . . . [and] I want others to know how exciting it is."

Reports of regular educators' negative attitudes regarding integration were found in the professional literature (ACLD, 1986; Baker & Zigmond, 1990; Hirshoven & Burton, 1979; Leyser & Abrams, 1982; Mesinger, 1985). Commenting on the relationship between teachers' attitudes

and integration outcomes, Hersh and Walker (1983) wrote, "If a teacher [felt] that a handicapped child [did] not belong in the regular classroom . . . the outcomes [were] not likely to be positive for either teacher or student" (pp. 152-153). S. Stainback and W. Stainback (1988a), similarly, expressed that,

success [was] unlikely unless an understanding [was] gained of the advantages that [could] result from all students participating in the educational mainstream and . . . school personnel support[ed], and [made] a commitment to achieving integration. (p. 17)

If the perceptions shared by the teachers in this inquiry were typical of other educators providing integrated instruction to students with severe disabilities, the prospect of successful outcomes for all students in integrated classrooms appeared hopeful.

Concerns

The fourth research question involved the concerns of regular educators relative to their instruction of students with severe disabilities. No common concerns were identified.

Conclusions

The following conclusions are indicated by the data:

1. The teachers in this study have instructional styles that are characterized by structure and inclusiveness. Practiced routines and use of relatively fixed schedules are the paramount manifestations of their structure. Inclusiveness is present within their structured

orientations and evidences in their supportive postures and flexible responses to students and curricula. This finding indicates that regular elementary teachers providing integrated instruction may better serve their students by assessing for the presence and considering the benefit of structures that afford predictability in their classrooms, such as practiced routines and schedules. Providing general support for students' efforts and positive self-concepts as well as flexible approaches to their use of curricula is also indicated.

2. Three subject matter orientations are reflected in the instructional practices of these teachers. These include use of meaningful, attitude-expanding, and story-related activities. Current practice incorporating these emphases appears important to the development of students' motivation, positive interaction, and academic development.

3. Identified purposes of the investigated teachers include the facilitation of psychologically safe and peer-interactive environments along with the provision of multilevel curricula. Use of heterogeneously structured cooperative groups, related or parallel activities, and whole language instruction are the practices they employ to meet diverse learner needs and abilities. These findings suggest that classroom climate, group activities, and a wide

and flexible range of curricular options and approaches are important in integrated classrooms.

4. Two methods are common to the teachers in this study. Included are use of individual behavior management techniques and peer buddies. These results reinforce the need for teacher flexibility in program planning and delivery as well as the significance of positive peer relationships in classrooms wherein students with disabilities are integrated.

5. The support services used by these regular class teachers are direct in nature and involve the following: instruction in whole language, development of integrated students' appropriate behavior, and facilitation of peer support networks. This indicates that a wide range of support service provision may be applicable to integrated instructional arrangements. It also signifies that development of integrated students' academic and behavioral skills and peer understanding of their needs and goals may be critical areas of support service delivery.

6. One perception is common to the investigated teachers. All have notably positive views regarding their provision of instruction to students with severe disabilities. This suggests that positive teacher attitudes are important to the delivery of integrated instruction. Moreover, because integrated instructional delivery was relatively new to these teachers, the development of

positive teacher attitudes regarding this instruction may be less problematic than indicated in the professional literature.

These conclusions are provided in conjunction with the following statement: The findings in this study are particular to the teachers and school investigated. As previously reported, the principal and a core of teachers in this school are committed to the regular class inclusion of students with special needs, including those diagnosed to have severe disabilities. It seems reasonable to assume that the findings and conclusions reported herein are linked to the overall supportive climate present in this school.

Recommendations

The following recommendations for future research concerning the provision of regular class instruction to students with disabilities are offered:

1. Regular elementary teachers' practices and views relative to their provision of integrated instruction to students with severe disabilities were qualitatively examined in the present inquiry. Broader perspectives of integration could be gained by holistic examination of the activities and understandings of regular middle school and secondary educators concerning their instructional delivery to integrated students with severe disabilities. The identification of common categorical findings could better inform practitioners and scholars of prevailing practices,

successes, difficulties, and potential research areas relative to such integrated instruction. It could, additionally, contribute to the development of more generalizable results and theory regarding the integration of students with severe disabilities. Comparable examination of the regular-class instruction of students with milder disabilities could similarly benefit the public school and educational research community. Finally, a replication of the present study with teachers who were previously but are no longer involved with integrated instruction is recommended.

2. No common teacher concerns were found in this investigation. Identification of the concerns of teachers not experienced in integrated instruction seems warranted. The delineation of corresponding interventions that could alleviate their concerns is also suggested.

3. The teachers in this study were found to have classrooms that were structured by use of routines and relatively fixed schedules. There was indication that the appropriate behavior of one integrated student was associated with the teacher's following of intact routines. A qualitative examination of the presence and role of structure and, in particular, routines in other regular elementary classrooms wherein students with severe disabilities have been integrated is recommended. It is

anticipated that this research could lend insight regarding the instructional environment that best meets their needs.

4. It is believed that school climates that are receptive to integration are linked to successful integration programs. There is need for future qualitative studies to identify underlying social and psychological factors that are facilitative of school receptivity to integrated instruction. The delineation of related administrative practices appears important and is also recommended.

ENDNOTES

¹Wolfensberger (1980a) defined normalization as the "utilization of means which are as culturally normal as possible, in order to establish, enable, or support behaviors, appearances, experiences and interpretations which are as culturally normative as possible" (p. 8). Nirje (1980) added that "the normalization principle means making available to all . . . [disabled] people patterns of life and conditions of everyday living which are as close as possible to the regular circumstances and ways of society" (p. 33).

²Categorical funding weights were used to calculate state funding for identified and served handicapped students. The amount of such funding was determined by multiplying the number of students per category by the product of the applicable weighted index and the average per pupil cost (Area Education Agency 7, 1989; Education of All Handicapped Children Act).

³The concept of least restrictive environment, as advanced in P. L. 94-142, meant that,

to the maximum extent possible, handicapped children, including children in public or private institutions or other care facilities, [were] educated with children who [were] not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular educational environment [occurred] only when the nature or severity of the handicap [was] such that education in regular classes with the

use of supplementary aides and services [could not] be achieved satisfactorily. (Berres & Knoblock, 1987, p. 2)

⁴Of secondary pupils, Oakes (1986a) and Karp (1987) reported that 60% and 65% of the student body, respectively, were placed in the lower ability tracks.

⁵If deemed pertinent, triangulation of findings across multiple settings would have also been done.

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APPENDIX A

RESEARCH ARRANGEMENTS WITH THE SCHOOL

September 25, 1990
2209 Thunder Ridge Boulevard, 3A
Cedar Falls, Iowa 50613

Mr. D. C.
Principal
Ellis Elementary School

Re: Arrangements for Dissertation Research

Dear Mr. D. C.,

Greetings again. This letter is to inform you of arrangements developed between IFSP Julie and myself concerning my dissertation research at Ellis. As per IFSP Julie's and my agreement, the research will focus on Mrs. Klimesh's and Mrs. Myer's morning instructional activities.

Daily scheduling will involve 8:45-9:45 in Mrs. Klimesh's and primarily 10:45-11:45 in Mrs. Myer's class. Research during recess and lunch will also occur. Overall, the research will begin on October 8, 1990 and end on March 1, 1991. IFSP Julie also agreed, however, that if a couple extra weeks are needed in March, that will be acceptable.

Your generous permission for the conducting of this research is much appreciated and will not be forgotten. Hopefully, my sharing of all field notes and the final report will make that generosity worthwhile for you and your staff, as well.

Sincerely,

Beth Wright

cc: IFSP Julie

BLW/mb

APPENDIX B

INFORMED CONSENT FORM

In order to enhance understanding of how to best facilitate the integration of severely disabled students, a study of the integration process is underway at your school. The researcher, Beth Wright, will be speaking with and observing personnel having direct as well as indirect involvement with such integration. Participation will remain voluntary throughout the investigation, and confidentiality will be safeguarded through use of pseudonyms. Additionally, participants can review the researcher's final report, which will be provided the school.

I am fully aware of the nature and extent of my participation in this project as stated above and the possible risks arising from it. I hereby agree to participate in this project. I acknowledge that I have received a copy of this consent statement.

(signature of participant)

(date)

(printed name of participant)

(signature of investigator)

Please Note: Beth Wright is a U.N.I. graduate student in the Department of Curriculum and Instruction. She is conducting this study under the direction of Drs. G. Stefanich and S. Stainback. General questions about this study can be directed to the researcher (277-3998), her department office (273-2167), or her advisors (273-2073, 273-6396). Questions regarding the research methodology can be directed to the U.N.I. Graduate College (273-2748).

APPENDIX C

FIELD NOTES

Descriptive Record for Mrs. Myer's ClassParticipant Observation

8 October 1990 (Monday)

8:30 A.M.

Wearing green slacks and green printed shirt, the researcher introduces herself to Todd's teacher, Mrs. Myer.

Mrs. Myer is a tall, blonde, neatly dressed woman who seems self-assured and outgoing.

Teacher explains that 10:45-11:45 A.M. time slot is typically used for story writing.

She gives the researcher a note concerning Todd's general activity and goals in story writing.

In a second note, she briefly identifies needs of and her preference for the researcher's involvement with other students.

She adds that she will inform the researcher when to start helping in classroom activity.

Finally, the teacher shows the researcher an extra student desk and chair which she says the researcher may elect to use.

Above-referenced note concerning Todd reads as follows: "Todd has been dictating stories to us--then copies them--then illustrates. (I have him read it at the beginning of each writing session.) Goals: 1. Sometimes assist Todd with invented spelling. 2. Share a story once a week. 3. Develop topic lists (with him). 4. Raise his hand for help."

Note concerning other students reads as follows: "When helping others, please encourage invented spelling . . . also check word wall! These students may also need more help--but encourage independence: Am., Rya., Jon. Na. and Sc. do fine, but don't always stay on task."

Teacher introduces the researcher to another university student, Miss D., who will be in classroom for a few days. Researcher leaves.

Approximately 8:45 A.M.

10:40 A.M.

Researcher enters classroom and sits at aforementioned extra desk.

Teacher stands at front of room and reads story to the class. So that pictures are visible to students, she reads with open book facing the class.

Eighteen students sit at individual desks which are clustered into desk groups. They eat snacks and drink milk or juice from cartons while listening.

Although much information concerning the classroom's physical characteristics was recorded midway through first observation, it will be subsequently provided here. Additionally, although most general information concerning the students was accrued later in research process, it will be subsequently provided here.

Each desk group is comprised by three students' desks that face and touch each other. Centrally located in room, these desk groups are organized into loose, somewhat irregular rows. Students' names are taped atop their desks. In front row of desk groups and from left to right, the following students sit: Jer., St., and Jei.; and Todd, Er., and Sc. In second row and from left to right sit Ja., Ry., and Jsh.; Mr., Mi., and Am.; Le., Na., and Rya.; and Jon., Ki., and Ram.

Classroom description will now shift from centrally located desk groups to more perimeter areas. Focus will begin with front of room and move in clockwise direction. On front wall is a long blackboard, bordered with bulletin boards on its left and right. Mrs. Myer's desk is in front of the left one of these bulletin boards. Plastic crates containing colorful folders (and with students' names on covers) and books sit on floor beneath blackboard.

In front of bulletin board to right of blackboard is an adult-sized rocking chair. This area will be called the front-right corner. Mrs. Myer later refers to it as the "reading corner."

Large, draped window with southern exposure is in middle of right wall. Against this wall and to right of window is a protruding, perpendicular bookcase that holds dictionaries and story books. Bookcase is accessed on window or left side. A small, low, and rectangular table, henceforth called table number one, sits in front of window and to left of bookcase.

Back-right corner begins on other side of above-noted bookcase. Facing and somewhat obscured by same are the extra desk and chair earlier identified by Mrs. Myer.

This extra desk will be called extra desk number one.
Audio equipment is on floor to right of extra desk number one.

Behind this extra desk and equipment is the right end of the back wall.
Low sink and counter with cupboards above and below same are found here.

Attached to upper cupboards are individually cut and alphabetically ordered words (word wall).
Two large boxes holding caterpillars and having cellophane windows sit on counter.

Pushed against middle of back wall is another extra desk, which will be called extra desk number two.

At other, left end of back wall begins the back-left corner. Spanning this end of back wall are hooks and shelves for students' outer clothing, back packs, and cold lunches. Above such hooks and shelves is a double bulletin board. Also in this corner, but along left wall, is a windowed door. To its immediate right is a poster captioned with "Child of the Day;" on it is the name of Jei.

A bulletin board consumes most of remaining left wall space. At its left end are individually labeled and attached hot lunch tickets. At its right end is a poster captioned with "Good Second-Grade Manners."
This poster further reads as follows: "Raise your hand to speak. Use inside voices. Keep the room clean. Take care of all school supplies. Share when it will be helpful. Play with others nicely. Listen when others speak. Say nice, kind words. Save candy or gum for treats. If the teacher is busy, please wait your turn. Walk inside the school. If you need help, please ask. Share a smile whenever you can."

In front of above-noted bulletin board is a large round table with a curved bench for sitting. This table will be called table number two. To right of this table and perpendicular to the wall is a second bookcase. Mrs. Myer's desk sits behind this bookcase. This desk faces the back-left corner and, because it is higher than extra desk number one, is not obscured by bookcase. This area will be called the front-left corner.

An alphabetically ordered description of students will now be offered.

Am. is a slender girl with long, straight, blonde hair sometimes falling on worn clothing, typically pants and shirts.

She appears quiet, friendly, often inattentive, and lacking in self-confidence.

Er. is a slender, somewhat tall girl with long, wavy red hair and freckles.

She has a reserved, polished, and feminine appearance. She seems attentive, polite, and reliable.

Ja. is a tall, thin, and pale girl with straight brown hair and freckles.

She appears to be a no-nonsense individual who is attentive, capable, reliable, and somewhat withdrawn.

Jei. is a tall, very thin, and pale girl with an eager smile. She has long, dark, straight hair which often falls on worn-looking dresses.

She appears friendly, talkative, and sometimes inattentive.

Jer. is a slightly plump, tall girl with wavy, dark blonde hair and a soft-spoken, modest, and feminine demeanor. Attractively dressed, she appears attentive, capable, and reliable.

Jon. is a carefully groomed, brown-haired boy of average height and slightly thin build.

He has large, brown, and sometimes vacant-looking eyes.

He appears friendly, talkative, and somewhat inattentive.

Jsh. is a thin, tall boy with straight, black hair and other features associated with his Asian descent.

He appears attentive, detail oriented, capable, and responsive to humor.

His speech is quick in pace, and his nature seems independent and friendly.

Ki. is a girl of average height and build with dark blonde, wavy hair.

Her clothes are stylish and feminine.

She appears attentive, reliable, capable, self-assured, and outgoing.

Le. is a somewhat tall girl of average weight with longish, dark and wavy hair.

She seems happy, energetic, friendly, talkative, and sometimes inattentive and tomboyish.

Mi. is a short, stout, casually dressed boy with a ready grin.

He seems polite, friendly, capable, usually reliable and attentive, and sometimes lacking in self-confidence.

Mr. is a small, slender girl with blonde, wavy hair and a feminine, unassuming appearance. She speaks with a soft voice and seems attentive, polite, reliable, and quietly confident.

Na. is a casually dressed, dark-haired boy with an athletic build. He seems friendly, capable, happy-go-lucky, and usually attentive.

Ram. is a thin, tall boy of Middle Eastern origin. In many ways like Jsh., he seems detail oriented, capable, quick in speech, and independent. Unlike Jsh., however, Ram. seems to be sometimes lost in thought and sometimes a loner.

Ry. is a tidily groomed, thin and tall boy with dark blond hair and a big grin. He seems polite, capable, friendly, and usually attentive and reliable.

Rya. is a casually dressed, wide-eyed boy with average height and a slightly plump appearance. He has a big smile and longish, blond hair that is pastel-dyed on the ends. He seems friendly, somewhat easy going, and sometimes talkative and inattentive.

Sc. is a tall, thin boy with dark blond hair. He appears attentive, reserved but straight-forward, reliable, and friendly.

Todd is a short boy with blond hair, blue eyes, and rosy cheeks. He speaks with a soft, raspy voice and wears casual clothes. Often inattentive, he seems to be happy, friendly, and sometimes affectionate. A more detailed, clinical report is provided at the conclusion of this day's descriptive record.

St. is an energetic, thin girl of average height and feminine nature. Often stylishly dressed, she has dark blonde, wavy hair. She seems happy, outgoing, capable, and usually attentive.

The researcher will now continue to describe classroom activity on her first day as a participant and observer in Mrs. Myer's classroom. As the teacher reads concluding parts of story, students continue to listen. Todd eats an apple while turned sideways in his chair.

Teacher finishes story and asks comprehension question.
Teacher directs students, one desk group at a time, to put their snack materials away and clean up.

Teacher begins handing out colorful writing folders from crate at front of room.

As she hands out folders, the teacher discusses progress with individual students.

She directs one desk group to work with Miss D.

She adds that she will have private conferences with some students while other students should work independently.

IFSP Julie enters room, speaks with Todd, and brings him supplies from extra desk number two.

She talks with Todd in a low voice, points to work atop his desk, and directs him to start working.

She helps another student whose hand was raised and then looks at materials on extra desk number two.

Teacher directs Todd to let someone know when he is done by raising his hand.

She then sits at table number two and has a writing conference with one student.

Pointing to words attached to cupboards above sink, the teacher quietly says something like, "Remember to check the 'word wall' for spelling."

Todd raises his hand.

Teacher praises him for raising his hand and walks to his desk to talk with him.

Teacher brings Jsh. to researcher and asks if she would like to hear Jsh.'s story about three fish.

Researcher says, "Yes."

Jsh. reads his story to the researcher.

He also shows her illustrations he has made to go with his story.

While the teacher has another individual conference at table number two, other students, including Todd, work independently.

Todd stops writing, raises his hand, and turns toward the IFSP, who is still at extra desk number two.

He walks back to the IFSP, speaks with her, and returns to his desk.

Teacher concludes her conference and walks to Todd's desk. She softly reads words on his desk, and Todd softly repeats them.

She then directs him to come to table number two, explaining they need "to get away from a pesky fly."

IFSP sits at extra desk number two and writes in a notebook.

When resettled at table number two, the teacher orally reads Todd's story from the beginning.

Todd repeats words after the teacher says them.

When the story is read, the teacher praises him for a "nice story."

Teacher announces that it is time to clean up so some students can read their completed, published stories to class.

Teacher notes that Child of the Day Jei. is not in room.

She asks Todd and another student to pick up writing folders and put them in crate.

Todd and a peer pick up the folders and put them in the crate, and the teacher thanks them for same.

One student and then another stands at front of room, reads story covered with construction paper, and shows the class illustrations.

Teacher asks (now present) Jei. to excuse desk groups so that students can clean up and ready for lunch.

Jei. looks for students sitting in desk groups quietly, and identifies such desk groups one at a time.

Excused groups line up at sink to wash hands, retrieve either cold lunches or hot lunch tickets, and return to their seats. Jei. scolds Todd for looking in butterfly box after having washed his hands.

11:40 A.M.

Clinical evaluation of Todd

Formal evaluation of Todd occurred in August of 1990, and the areas of assessment included physical, psychological, and educational/academic development.

Findings will be presented in the same order.

Physically, Todd was born in March of 1982 and was, thus, 8 years and 4 months old at the time of his evaluation.

Described as small in stature, Todd was reported to have a small heart murmur with probably normal cardiac status, multiple ear and respiratory infections with normal hearing, and hypothyroidism.

Psychological assessment included measures of cognitive, visual-motor, and language skills as well as measures of socially adaptive behavior.

Todd's cognitive skills were assessed with the Kaufman Developmental Scale.

Age-equivalent scores of 3 years and 6 months and 6 years and 0 months were reported for mental processing and achievement, respectively.

He was described as having Down's Syndrome and functioning in the low-to-mild range of mental retardation.

His visual-motor skills were tested using the Bender-Gestalt Instrument, and an age-equivalent score less than 5 years and 0 months was reported.

Significant delays in coordination were noted.

Language skills were evaluated in the expressive and receptive domains.

The One Word Picture Vocabulary Test assessed his expressive skills, with an age-equivalent score of 3 years and 8 months indicated.

His receptive language skills were measured by the Test of Auditory Comprehension of Language whereupon an age-equivalent score of 3 years and 10 months to 4 years and 0 months was found.

Todd's socially adaptive behavior was assessed with Vineland Adaptive Behavior Scale.

An age-equivalent score of 4 years and 7 months was reported along with the following comments: 1. Interpersonal skills are a relative strength area. 2. Communication and self help scores reflect delayed scores. 3. Distractible, inattentive, impulsive, and oppositional behavioral tendencies are present.

Finally, two educational/academic measures were reported.

Todd's acquisition of science, social studies, and humanities concepts were tested on the Woodcock-Johnson Knowledge Cluster, and a percentile rank of 1 was found.

His letter-word identification, math application, and handwriting skills were assessed by the Woodcock-Johnson Skills Cluster.

A percentile rank of less than 1 was reported.

Readiness to begin first grade was also indicated.

Summarily, Todd was reported to have Down's Syndrome in the low-to-mild range of mental retardation with moderately delayed social and language skills.

With distractible and oppositional behavior tendencies noted, readiness for entrance to first grade was indicated.

9 October 1990 (Tuesday)

10:42 A.M.

Researcher wears denim jumper with red top and sits at extra desk number one.

Miss D. stands at front of class and orally reads a story while students sit in assigned places, have snacks, and listen.

Mrs. Myer sits at table number two and faces Miss D. When Miss D. finishes story, the class applauds.

Miss D. and the teacher exchange places. Teacher asks students, who continue to eat their snacks, to identify important events in story. As these events are identified, the teacher writes them in green marker on a large white paper that is taped to blackboard.

Todd puts his hand inside a plastic bag and waves it in air. Sc. tries to remove bag from Todd's hand. Teacher removes plastic bag and holds it in her hand. Todd blows in paper sack on his desk. Teacher removes sack and holds it, as well.

Teacher continues writing story events.

Todd tries to throw something. Sc. stands to stop Todd from same. Teacher takes Todd by the hand and walks him to back of room. Placing a chair toward back wall, she tells Todd to sit down. She explains that he must sit there because he was disruptive.

Teacher returns to front of room and again discusses important story events. Some students are still finishing their snacks.

IFSP Julie enter room, looks at Todd, and frowns.

Teacher directs three desk groups to clean up from snack time, which she calls "fruit break," and to get out their pencils. She then directs three other desk groups to do same.

Teacher gets crate of writing folders and hands out folders. As she calls students' names and they come to pick up their materials, a brief conversation regarding their progress ensues.

When she gives Todd his folder, she tells him to have a friends' conference.

She then asks Mr. to go into hall and listen while Todd reads his story to her.

Students throughout room open folders and commence individual work.

Some students review earlier writing while others begin new writing.

Miss D. leaves with Am. and Rya.

Researcher tours room.

Teacher sits on floor at back of room and has a conference with one student.

Teacher asks the researcher a question about one student's work.

Todd walks into room with Mr. and IFSP.

Teacher asks Todd how his reading went and if Mr. liked his story.

Todd affirms both with a whisper.

IFSP sits beside Todd and begins development of new story.

Researcher tours room, noting more physical characteristics of classroom.

On bulletin board to left of blackboard is a poster entitled, "Declaration of Classroom Rights."

Below the title are five assertions beginning with "I have a right to . . ."

These five assertions state that students have the right to be treated with kindness, to be themselves and not be ridiculed, to be safe and not subject to physical aggression, to hear and be heard by others, and to learn about and express themselves.

Another poster is captioned with "Writers' Workshop" and attached to wall below blackboard.

Seven steps of story writing in this classroom are vertically sequenced under the title.

Steps read as follows: "1. Get an idea. 2. Write.

3. Read it to yourself and read it to a wall. 4. Read it to a friend (and make changes). 5. Read it to the teacher (we'll work together). 6. Publish. Illustrate. 7. Share it."

Bulletin board on left wall no longer addresses classroom manners.

Instead, it is captioned with "We did a good batch of papers." Student work is posted around same.

Story development continues in classroom.

Todd dictates a story that the IFSP records.

While writing words, she orally identifies letter names.

Another student at Todd's desk group listens to this interchange.

Teacher directs Jon. to take his work to and continue working at table number two.

Miss D. returns to classroom with Am. and Rya.

Teacher announces that it is time to put away writing materials and to hear completed stories.

After folders are picked up and put away, one student stands at front of class, orally reads, and shows illustrations. Then Am. and Rya. orally read story they wrote jointly. Teacher asks class if there are any questions, but there are none.

One desk group at a time, teacher excuses students to prepare for lunch.

11:40 A.M.

10 October 1990 (Wednesday)

10:40 A.M.

Researcher wears navy blue skirt and blouse and sits at extra desk number one.

Mrs. Myer stands at front and center of room.

She tells visitors of Asian descent about normally occurring activities in her classroom.

Visitors sit beside students in various parts of the room.

Miss D. stands in front-left corner.

Students sit at assigned places and have milk or juice cartons, a snack, and paper towels on their desks.

Todd's name is on the "Child of the Day" poster.

While students eat, Mrs. Myer commences to read a story to the class.

Story concerns two boys who differently experience the aging and eventual death of their grandparents.

In it, the grandson who is closer to and more involved with his grandparents views their eccentricities as normal.

The grandson who is less close and involved, however, is less accepting of such eccentricities.

Todd removes his juice carton from a bag he had put it in.

Teacher takes his bag and leaves his juice.

Teacher finishes story and asks students how they felt about it.

Todd plays with his paper towel.

Teacher takes his towel and juice.

Teacher returns to discussion, guiding it toward matters of acceptance of those who may be different.

Todd plays with his chair.

Teacher puts story book down and says, "Who will tell our visitors what we do next?"

A student (not Todd) says, "Writer's workshop."

Teacher adds that students also tell her "where they are at and what they anticipate doing on that given day."

Teacher tells Todd that it is important for him to not play with things on his desk.

She picks up a pencil from his desktop and puts it inside his desk.

Teacher tells the visitors that the students in her class are "nice" to one another and "like to help each other."
A student points out, however, that when they are on competing teams during recess, they sometimes have arguments.

As she hands out individual writing folders, the teacher converses with each student about his/her anticipated writing activity for today.

Teacher notes that it is important for students to differentiate between writing and copying.

Teacher hands out Todd's writing folder.

She then tells him that today he will copy the story about camp that he "wrote" yesterday with IFSP Julie.

Researcher tours room.

Jon. stops her, wanting to tell her something.

She converses with Jon.

Researcher stops beside Todd, who copies his camp story.

The complete story is written in model form on paper which is separate from but formatted identical to Todd's working paper. Formatting includes bold, black lines between which printed words are found.

Between such lines for printing are yellow highlighted, unused or blank lines.

While visitors tour room and engage in social conversations with students, Mrs. Myer sits in rocking chair and has individual writing conferences.

Teacher finishes conferences and tours room.

She stops and speaks to Todd, telling him that, in order to read his camping story to the class, he must first copy all words in his book.

Teacher notes that Todd is the child of the day and tells him to pick up all writing folders.

Todd begins picking up same.

Teacher corrects his carrying method to avoid dropping papers.

Teacher asks another student to help Todd collect the folders.

Teacher asks the class "to quiet down."

She explains to the visitors that some students will now read their published stories.

Mrs. Myer then touches, gently pushes Todd into an upright sitting position.

Student stands at front of class and reads story about butterflies.

When the student finishes reading, the teacher asks some questions about butterflies.

Teacher shows the visitors two boxes on counter.

She explains that each has developing caterpillars.

Teacher directs Todd to "get [his] lunch envelope and go to the door."

Todd goes to door.

He looks around room and calls quietly seated desk groups to line up.

11:40 A.M.

11 October 1990 (Thursday)

10:30 A.M.

Researcher wears yellow slacks and blouse.

She asks Miss D. about her role in Mrs. Myer's class and her involvement with the university.

Miss D. explains she is doing a one week "participation experience" as part of her teacher training.

Todd runs to the researcher, gives her a hug, and returns to his desk.

Students sit in their assigned places and begin having their snacks.

Mrs. Myer holds up, introduces, and begins reading book, Miss Maggie, to the class.

Todd pokes his apple with his pencil.

Sc. tries to take Todd's pencil.

Teacher explains that pencil lead can make a person ill and takes the pencil.

Teacher continues reading.

Todd eats his apple and listens to story.

Story involves an eccentric, unkempt elderly woman who, except for a pet, lives alone and is acquainted with a young boy.

In story, the boy is somewhat afraid of the woman and believes she has a pet snake.

He checks on her welfare, however, by observing smoke rising from her chimney.

On a day when no smoke can be seen from her chimney, the boy becomes concerned, enters the woman's house, and looks for her.

He discovers that the woman is physically all right, but her pet bird (not snake) has died.

He also realizes that, although the woman is different, he likes her.

Upon finishing the story, Mrs. Myer asks questions to check the students' comprehension of and reaction to the story. She concludes by noting that, even though the older woman was unusual, she turned out to be very nice.

IFSP Julie enters room.

Teacher identifies and directs two desk groups at a time to clean up after snacks.

(She identifies each group by naming one representative member, e.g., Ram.'s group.)

When identifying and directing Todd's desk group to clean up, she references his group by his name.

Todd responds appropriately, and the teacher praises him.

Teacher begins handing out writing folders, which today she calls "writing journals."

While doing this, she briefly speaks to each student regarding his/her progress.

When handing out Todd's folder, she asks him what his story is about.

Todd says, "Camp."

Students begin their work.

Researcher tours room.

IFSP goes to Todd's desk and checks his work for correct word copying and spacing.

She then tells him to start copying.

As he forms each letter, she coaches him regarding letter size, emphasizing nonuse of yellow space (between lines of writing).

One of Todd's desk group neighbors stops working and listens to interaction between the IFSP and Todd.

Noise level in room generally increases.

Teacher announces that some students are paying closer attention to their work than others.

Male student (not Todd) asks the researcher to help him think of a new topic for a story.

Researcher and student discuss possibilities, and the student makes a decision.

IFSP continues to sit beside Todd and monitor his copying.

She shows him how to cross out copied lines on master copy and tells him that he should do same thing.

Teacher walks to Todd's desk.

She says that all of Todd's sticks are still in his cup "because he's been doing so great."

IFSP exclaims, "That's great!"

Teacher walks to and looks at bulletin board on back wall.

This bulletin board is captioned with the words, "Growing and Changing."

It has pictures of and parental comments about class members when they were very young.

Teacher looks at part of bulletin board that features Jei. as a child.

Teacher announces that it is time to put away writing materials and ready for lunch.
After folders are collected, Mrs. Myer identifies desk groups to clean up and get cold lunches or hot lunch tickets.

As students line up for lunch, two students/friends put their arms around Todd.
11:40 A.M.

15 October 1990 (Monday)

10:30 A.M.

Having changed clothes between observations to be warmer, the researcher wears navy blue skirt and sweater and sits at extra desk number one.

Students return from recess, enter room, get snacks and drinks, and sit in a different desk group arrangement.
As students start to eat their snacks, Mrs. Myer speaks with them about a new student, May., who will be moving to their city and joining their class.

She comments about a letter the student wrote the class and discusses where the student will live.
It is determined that May. will be neighbors with several of her new classmates.

Teacher shows class the book, Bill and Pete, that she will read during fruit break.

Teacher begins reading the story which involves a boy who struggles to learn how to write his long name, William Everett.

In new arrangement, desk groups are again organized into two somewhat loose and irregular rows.

In front row and from left to right, the following students sit: Ja., Ry., and Todd; St., Ki., and Sc.; Le., Mr., and Rya.

In second row and from left to right, the following students sit: Am., Na., and Ram.; Jsh., Jer., and Jon.; Er., Mi., and Jei.

With heightened enthusiasm, the teacher reads story to class. Students appear to be listening intently except for Todd, who plays with a plastic bag.

One of his desk group neighbors tries to remove his bag. Todd hangs onto bag and plays with it more quietly.
Teacher finishes story and asks a comprehension question.

She then directs class to come to front-right corner, which she calls the "reading corner."
Teacher sits in the rocker and all students, except Todd, go to and sit on floor in reading corner.

Mrs. Myer explains that she wants to discuss the publishing step in the story writing process.

Teacher says that publishing occurs after stories are written in spirals (rough draft), copied, checked for spelling, and the illustrations are completed. Pointing to story books displayed on the chalk tray, she says that the students will use construction paper and stapler to make covers for their stories.

She explains that such covers will make their stories into books.

She then asks the students what they think should go on the covers.

Ry. says the cover should be about the story.

Teacher affirms response and then points to and reads the following from the blackboard: "1. Think about your story. 2. Plan where you want the title and author's name. 3. Use capital letters. 4. Write 'Written and Illustrated by _____'"

Mrs. Myer holds up a book cover and shows that, unlike other words, names and important words are capitalized.

Todd sits at his desk and grabs things from other desks in his desk group.

Teacher tells Todd he cannot take others' property and removes a blue stick from his cup.

Teacher directs students to sign up for conferences and hands out writing folders.

IFSP Julie enters room and sits beside Todd.

Ram. tells the researcher about the story he is writing.

Teacher announces that no more story writing time remains. Writing folders are collected.

Teacher announces that three students will read their published stories to the class.

While Jsh. stands at the front of room and reads his story aloud, Mrs. Myer sits at the back of the room, and all students but Todd sit up and listen.

Todd's upper body lies across his desktop.

Ki. stands at front and begins reading her story aloud.

While doing same, she realizes and acknowledges that she erred in her pagination.

Teacher says that happens to everyone sometime.

She adds that it is time to prepare for lunch and that the rest of the story reading will need to occur after recess.

11:40 A.M.

16 October 1990 (Tuesday)

Researcher attends dissertation concerns at university.

17 October 1990 (Wednesday)

10:45 A.M.

Mrs. Myer asks the researcher to take students (in groups numbering three to four) to library in order to help them create lists.

Teacher explains that each student is to begin a list that identifies all his/her published stories.

She says that each student will place this list in front of all his/her published stories at year's end.

As requested, the researcher takes student groups to library and assists in such list generation until all students in Mrs. Myer's class have made same.

Normal observation time consumed by this activity.

Approximately 11:35 A.M.

18 October 1990 (Thursday)

10:45 A.M.

Researcher wears royal blue slacks and sweater with tennis shoes and sits at extra desk number one.

Mrs. Myer stands at front of class and hands out writing folders.

Simultaneously, student-teacher dialogues address individual students' needs and progress as well as with whom Mrs. Myer will confer today.

When handing Todd his folder, she comments that his new story is about a trip to the hospital.

When handing a female student her folder, Mrs. Myer suggests that the student have a friends' conference with another female student who needs such a conference.

Mrs. Myer names the other student, and the two girls go into the hall.

Teacher leans across Todd's desk and corrects the page on which he is to begin today's writing.

She then announces the sequence of today's conferences.

She additionally suggests that students scheduled for later conferences fill their time by checking their usage of capital letters and periods.

IFSP Julie enters room, quietly speaks with the teacher, places materials on table number two, and then walks to Todd and observes his work.

Teacher stops at Sc.'s desk, speaks with him, refers him to the word wall, and then goes to rocking chair.

Researcher tours room and observes that all students appear to be independently working except for Le., who the teacher reminds to "get going."

Researcher stops to help several students seeking help in their invented (phonetic) spelling and then returns to extra desk number one.

IFSP returns to and works at table number two.
Todd works independently.

In reading corner, a student stands beside Mrs. Myer, who makes spelling corrections and suggests sentence restructuring in student's story.

IFSP walks to Todd where she sits beside and speaks with him. Researcher walks closer to the IFSP and Todd. She observes that the IFSP points back and forth between master copy and Todd's working copy, identifying which letters have been copied and which have not.

Teacher concludes a conference, walks to the IFSP, and discusses use of the spiral notebook and the yellow highlighted lines in Todd's story writing. Concerning the latter, Mrs. Myer explains that he has difficulty following color-defined line spacing.

Teacher announces that writing time is over and students need to put away materials because Jsh. has another story to share.
11:30 A.M.

22 October 1990 (Monday)

10:45 A.M.

Researcher wears tan skirt and red striped blouse and sits at table number two.

Mrs. Myer stands at front of class and leads a discussion about a fictional story.

In story, a student named Richard has difficulty paying attention to his teacher, Mrs. Rooney.

Students sit at their desks in newly arranged desk groups.

Desk groups now include two students per group and are organized into four somewhat loose and irregular rows.

In front row and from left to right, desk groups seat Ja. and Le., Am. and Rya., and Jer. and St.

In second row and from left to right, desk groups seat Na. and Todd, and Jon. and Ry.

In third row and from left to right, desk groups seat Jei. and Mr., and Mi. and Sc.

And in fourth row and from left to right, desk groups seat Jsh. and Ki., and Er. and Ram.

On a large piece of paper attached to blackboard, the teacher writes, "Last night I woke up in the middle of the night." Teacher directs class to read silently and continues by writing, "I realized there was an unusual sound."

She points to and orally reads "realized" and "unusual."
She visually scans students' faces.
Todd rests his head on his desk, his eyes focussing on the window and then the front of the room.
Teacher writes another sentence, her marker softly squeaking, and then visually scans students' faces.
She tells students that she's writing about something that actually happened to her and her husband.
Students silently read emerging story with apparent anticipation, eagerness.
Teacher finishes writing and inquires, "Is anyone having trouble reading this?"
She then suggests, "Let's read it together."

Teacher walks to back of room.
Students and teacher read story aloud in unison.
Teacher comments about how she and her husband felt when they heard the sound.
She explains that day-to-day happenings sometimes make interesting stories.
Todd rests his head on his desk and looks toward area of the window.

Teacher announces that she will first hand out writing folders of students who are ready or nearly ready to publish.
While handing out folders, she adds that she wants to have one published story from each student by the time of parent-teacher conferences.
She asks the researcher to periodically check on Todd's work.
She directs Le. to read her story to the wall, make some corrective changes by herself, and then to read it to a friend ("have a friends' conference").

With folders distributed, Mrs. Myer moves Mi.'s desk and says, "I have been more patient than I need to be with your talking, and we talked about this yesterday."

Students quietly work at their desks.
Researcher tours room.
St. stops researcher and asks how to spell "because."
Researcher engages St. in phonetic spelling and adds phonetically irregular sounds.
Researcher continues touring room.
Todd copies his story about a trip his father made to the hospital.
He makes erasure with an eraser stub.
Researcher gives Todd a pencil-top style eraser.
Researcher looks at bulletin board.

Teacher tours room and stops to talk with Todd.
She comments that he has copied several lines and encourages him to "keep going."

She then directs class to put away writing materials.

Teacher announces that Mi. will read his published story to the class.

Mi. stands at front of class and reads.

Teacher explains to class that Mi.'s story has dialogue in it. Mi. finishes reading, and teacher says that it might not have been a good decision on her part to have Mi. read aloud so soon after stapling.

Teacher asks Jon. to excuse desk groups to go to sink and clean up for lunch.

11:35 A.M.

11:50 A.M.

Mrs. Myer speaks with the researcher in hall as class walks toward cafeteria.

Mrs. Myer says that Todd walks with normal pace when at or near the front of line.

Conversely, she explains that he trails behind the class when at or near end of line.

Approximately 11:52 A.M.

23 October 1990 (Tuesday)

10:35 A.M.

Researcher wears black jump suit.

Mrs. Myer reads story aloud.

Students sit in assigned places, eat snacks, and listen.

Teacher asks, "Who's telling the story?"

One student says, "The cat."

Teacher probes, "How do you know it was the cat?"

Teacher asks if anyone has had an experience similar to the character in the story.

Ki. says, "Richard, because he's an artist."

Er. says that she felt like Richard when she was tempted to steal her brother's candy corn.

Mr. says that she felt like Richard when she was accused of lying but was telling the truth.

Todd drinks his juice and makes guttural and lip-smacking sounds.

Le. says that she felt like Richard when she couldn't decide what to do.

IFSP Julie enters room while teacher hands out writing folders.

Teacher tells IFSP that Jei., who is in the hall, can come into the classroom.

Teacher asks the researcher to assist Jei. in restructuring her published story so that the cover's fold is on the left instead of the right.

Researcher removes staples, and she and Jei. fix the fold.
IFSP gets Todd's story out of his writing folder.
IFSP and the teacher discuss the use of bold black line on Todd's writing paper.
IFSP explains that the bold black line is the baseline.
She further notes that writing space above the baseline is comprised by two parts.
That which is immediately above baseline is used for the lower half of printing.
The space used for the upper half is highlighted in yellow marker.
An additional line is left unused between each yellow space and baseline.

Students throughout room are generally attending to their work.
Teacher goes to corner and begins writing conferences with individual students.

Todd puts the model paper, from which he copies, at upper end of his desk.
He puts his own paper at the lower end.
IFSP sits beside Todd and reads an original copy of a story.
She then uses black marker to neatly print (transfer) the paraphrased story on the model paper.
She makes a dash between words and sentences.
While writing on the model paper, she discusses the shape of each letter, and Todd identifies its name.
In margin beside each baseline, the IFSP draws a star.
When she completes transferring to the model paper, the IFSP shows Todd how to use one hand to hold his own paper and his other hand to write.

Noise level in classroom increases.
Teacher announces that some students are talking more than working.
Am. shows the researcher the story she has written.

Teacher announces that it is time to put writing materials away.
After writing folders are collected, Jei. stands at front of the class and reads her published story.
Most students appear to listen while she reads.
Teacher says that Jei. read like a second grader.
She further explains that Jei. used expression and held her book down so that her voice could be heard.
She adds that Jei. wrote about real things in her life with which she was familiar.
Teacher excuses groups to prepare for lunch.
11:37 A.M.

24 October 1990 (Wednesday)

10:45 A.M.

Researcher wears black slacks with shirt and meets IFSP Julie in hallway.

IFSP gives researcher Todd's writing folder and requests that the researcher increase her helping participation today and tomorrow so that Todd can complete his hospital story.

IFSP also indicates that Area Education Consultant Ms. Dne. will be in Todd's classroom today.

Researcher enters classroom while Mrs. Myer hands out writing folders and speaks with individual students about their story writing progress.

Teacher addresses students who are still completing their first story and explains that she would like to share their incomplete stories in the upcoming parent-teacher conferences. She then seeks and gains their permission to do so. Having settled this matter, Mrs. Myer continues to hand out folders and converses with students about their progress.

Todd coughs with congestion while facing forward. He then lays his head quietly on his desk.

Noise volume at back of room increases, and the teacher asks the "troops in the back" to lower their voices.

Researcher gets Todd's hospital story from his folder. She and Todd read softly and together entire story. With only the last page of the story model uncopied by Todd, they then read all but the last page from Todd's own copy. Subsequently, they read last page from the model copy. Researcher places last page of the model copy and a new piece of paper on Todd's desk. She says and points to first word on the model and directs Todd to copy it on his paper. Todd copies identified first word. Researcher points to space between the first and second word and then says and points to second word. Todd allows for a space and writes the second word. Researcher and Todd continue in same fashion.

Teacher sits on floor in back-right corner and engages in individual student conferences.

Todd's neighbor, Na., works independently on his story writing. Researcher praises Na. for working well and for good printing.

Todd finishes copying his first line. Researcher praises him, draws a star on a yellow piece of scratch paper and directs him to copy the second line.

Todd smiles and begins copying.

Am. comes to the researcher and says she will be done with her story soon.

Researcher says she would like to see it when it is done.

Todd finishes his second line.

Researcher praises him and draws another star on the scratch paper.

Ja. and Le. turn and look at Todd, smile, and return to their work.

Am. comes to the researcher and asks how to spell "Written and Illustrated by."

Researcher writes it on another piece of yellow scratch paper and gives it to Am.

While Todd copies his third line, the researcher reminds him of the height of the letter h and tells him to be more careful when he makes that letter.

Todd completes third and fourth lines, and the researcher adds two more stars to the yellow paper.

Am. comes to the researcher and says she wants construction paper to make a cover.

Researcher and Am. go to drawer where it is kept, and Am. selects a piece.

Todd completes copying his last page.

Researcher praises Todd and writes "Good work" on the piece of yellow scratch paper.

Todd takes the paper, skips to his coat, and puts the paper in its pocket.

Teacher announces that writing time is over and that folders need to be picked up.

She then excuses students by desk groups to wash their hands and get their cold lunches or hot lunch tickets.

Todd fails to follow directions.

Teacher notes that Todd did not follow directions and removes a stick from a plastic box.

Teacher announces that several students had 100% correct spelling earlier today.

One such student was Na.

11:38 A.M.

25 October 1990 (Thursday)

10:40 A.M.

Researcher wears colorful Mexican skirt with turquoise blouse and sits at table number two.

Mrs. Myer stands at front of class and completes an orally read story about bones.
Students applaud.

Teacher directs desk groups, one at a time, to clean up from fruit break.
As their group is called, students take trash to garbage cans, wash their hands, and return.
When the teacher directs Todd's group to clean up, his desk group partners respond appropriately, but he remains at his desk.
Teacher specifically tells Todd to clean up, and he then responds appropriately.
Teacher whispers to the researcher that she will be evaluated by the building principal today.

On blackboard, the date and two assignments are written. The latter reads, "Read chapter nine," and "Write a riddle about a character in your book."
In front of room on tag board are maps of the classrooms associated with the story books, The Beast in Mrs. Rooney's Room, Fish Face, and The Candy Corn Contest.
Each map can be differentiated by the predominant use of one color.
Large pumpkins decorate window.

Teacher announces that the students will now stand up and read the riddle they wrote concerning characters in The Beast in Mrs. Rooney's Room, Fish Face, and The Candy Corn Contest.
Teacher informs the researcher that each student read one of the three stories.

Building principal enters the room and sits at the teacher's desk.
Mrs. Myer announces that an activity will begin wherein the teacher will become the student, and the students will become the teacher.
Teacher directs class to focus on a (poorly written) story on tag board, located at the front of the room.
She says, "What do you think I should do to make my story better?"

Todd faces forward with his head on his desk.

Ram. volunteers to make an improvement.
He goes to the front of the room, looks at story, and says, "It needs to be broken up into sentences with periods."
He adds that she needs to use a capital letter at the start of the story, and she needs to make spaces between words.
Mrs. Myer suggests that students applaud Ram.'s contribution, and they do.

An audiologist enters room and says she wants to check Todd's and Jei.'s hearing.
Todd and Jei. leave.

Mrs. Myer displays another story, which concerns Halloween, at front of room.

She asks Jer. to be the teacher and critique it.

Jer. reads story aloud, whispers something, and then is quiet.
Ry. volunteers to be the teacher and states that she needs "to use commas on the list of items for Halloween."

Mrs. Myer thanks Jer. and Ry. for their corrections and says, "Sometimes it takes two of us, doesn't it?"

All students face the front of room except Na., who looks intermittently between the front and elsewhere.

Mrs. Myer gets out another story to replace the one about Halloween.

She explains that this one has been corrected by the student following a student-teacher conference.

Mrs. Myer asks the class to identify what the teacher would say to this student.

She calls on two students, who say, "Good job!" and "It's time to publish."

Mrs. Myer asks class to identify when "authors' time" usually occurs.

Several students say, "Before lunch."

Teacher puts third story away and asks students if they benefited from role reversal.

There is general affirmation by nodding and saying, "Yes."

Mrs. Myer begins calling out names and, accordingly, handing out writing folders.

As their names are called, students go to the teacher, retrieve their folders, return to their desks, open folders, get out materials, and commence working.

Teacher circulates through room, stopping to speak with individual students.

A general background noise drops as a soft meditative hum emanates from some student at back of room.

Teacher walks to Todd, gives him a piece of yellow paper, and directs him to draw an illustration.

Researcher tours room and interacts with Mr., who has a spelling question.

They sound the word out together.

Researcher sits on floor beside table number two.

Am. staples her published story and then asks the researcher to unstaple it.

Researcher removes staples from story.

Am. and Rya. go into hall to read to each other (have a friends' conference).

Teacher directs the class to put away writing materials and prepare for a movie.

Na., Ry., and Todd (who has returned) move their chairs close together.

Teacher directs them to separate their chairs.

She instead directs students at front to clear that part of room, which they do.

Teacher pulls movie screen down and positions movie projector. She asks Sc. to close the drapes, which he does.

Teacher informally chats with students about a bulletin board display.

Another class enters room and sits on floor in front of room.

11:30 A.M.

29 October 1990 (Monday)

10:45 A.M.

Researcher wears black slacks with blue blouse and sweater and sits on chair in back-right corner.

Teacher wears blue denim dress and hands out writing folders.

Todd wears blue and gray sweat suit and sits in different part of room with different desk group.

IFSP Julie tells researcher that she has directed Todd to copy one full page without raising hand for help.

She additionally notes that she informed Todd that his doing such will be rewarded with a sticker.

Finally, she says that the color of words in the story model paper alternates between blue and green.

IFSP leaves room.

Students' assigned seats and desk groups are changed.

Desk groups loosely form three rows.

One desk group is in the front row, and it includes Jei., Sc., and Rya.

Second row has two desk groups which seat, from left to right, Na., Am., and Le.; and Ja., Jer., and Jon.

Third row has three desk groups with seat, from left to right, Er., Ki., and Todd; Ry., Mr., and Ram., and St., Mi., and Jsh.

Extra desk number two sits to the front and right of the door.

Teacher sits in rocking chair in front-right corner and has a writing conference with a student.

Teacher suggests that student provide more specific information in story.

Am. raises her hand.

Researcher walks toward Am., passing Todd on the way.

Todd reaches out his arms for a hug as researcher passes him.

Researcher tells Todd she will give him a big hug after he copies one page of work.

Am. tells the researcher that she needs help in generating potential topics for a new story.

Three topics are generated, two of which Am. likes and adds to her topic list.

Am. selects one for next story, and the researcher returns to the chair in back of room.

Todd raises hand.

Researcher notes that Todd has completed copying one page. She goes to Todd, gives him a hug, and gets him started on next page of work.

Jsh. asks the researcher for help in making transition from quote to regular text format.

Researcher shows him two ways to do such.

Intercom identifies two students who need to go to library for picture taking.

IFSP Julie enters.

Man, later identified by Mrs. Myer as Todd's father, enters room and goes to Todd.

He tells Todd that he has come to take Todd to the dentist. Todd's father asks the teacher if she received the note from him indicating same.

Teacher says that Todd gave her a note, but it was the same note she sent home with Todd last Friday.

Todd leaves with his father.

IFSP and the researcher discuss work completed by Todd while she (IFSP) was gone.

Researcher seeks clarification from the teacher regarding use of invented spelling with students when words are phonetically irregular, e.g., know.

Teacher says that the researcher can show students irregular spelling if the researcher believes they are already strong in the phonetic spelling.

Teacher directs Am. to come to her for a conference.

Teacher and Am. read together and discuss Am.'s developing story.

Teacher announces that it is time to put away writing materials.

She directs Ram. to pick up writing folders.

Ram. picks up folders and deposits them in plastic crate.

Teacher excuses the students by desk groups (one at a time) to clean up and ready for lunch.

Teacher tells the researcher that the students had difficult spelling words this week.

She explains that their words involved use of ch and tch. She adds that Ki. got all her spelling words correct and earned a sticker.

Acquisition of 10 stickers, she notes, entitles students to receive a prize.

Teacher checks Todd's back pack for a note from home. She finds his snack for fruit break and the note she sent home earlier.

The latter concerns parent-teacher conferences.

Teacher asks Er. and Ki. to later remind her that she needs to talk with Todd about giving the note to his parents.

11:30 A.M.

30 October 1990 (Tuesday)

10:28 A.M.

Today was previously designated as "black and orange day." Such occurred via yesterday's morning announcements on intercom.

Researcher wears black slacks with black and orange blouse and stands near center of classroom.

Mrs. Myer wears black slacks with orange top, and IFSP Julie wears black jumper and orange top.

They stand between the researcher and table number two, conversing about reinforcement systems.

Teri, currently a student in Mrs. Klimesh's second-grade class but last year a student in Mrs. Myer's first-grade class, is on a delayed reinforcement program, they note.

They further note that she earns evening privileges at home, i.e., chocolate pudding, based on daytime behavior at school.

Mrs. Myer says that she wants to start a daily chart indicating "the number of sticks Todd gets in a day."

IFSP and the teacher also discuss "scribble writing," which involves independent scribbling on lined paper.

IFSP leaves.

On each student's desk, there is a small orange gourd.

Window has paper pumpkins on it.

On bulletin board to right of blackboard, the October calendar has a cat face on all days except tomorrow.

Students return from recess, hang up their coats, get their snacks and drinks, and sit in their assigned seats.

Todd wears black slacks with a red striped shirt.

Three of the remaining students wear black and orange.

While the researcher sits on the floor at the back of room, Mrs. Myer stands at front of class and reads a ghost story.

In it, the main character, George, is very shy.

No students talk during and all appear to be listening to the story.

At story's conclusion, the teacher tells the class that, when she was in kindergarten, she was so shy that she hid behind the piano.

Identifying students by their desk groups, the teacher excuses them to clean up after their snacks. She then calls students by name and hands out writing folders, discussing individual student's progress simultaneously. When she calls Todd's name, she asks him if he can remember what story he has been working on. Researcher cannot hear his reply. Mrs. Myer than looks through Todd's folder and tells him he has been doing a good job.

Students begin their writing. Teacher sits on floor in front of room and calls Le. to come and see her for a writing conference. IFSP Julie returns to room and sits beside Todd. She holds up alphabet letter flash cards for his verbal identification.

Am. comes to the researcher, who still sits on floor at back of room. Am. seeks help with the content of her story's development. They discuss particular events that occur at a birthday party. Am. returns to her desk.

Julie finishes flash card activity and directs Todd to continue copying his story, which concerns an ordinary day at school. As he begins copying, Julie verbally guides him in improved letter construction. She focuses on his use of the full line space for tall letters like h. When he finishes a line, she coaches him on allowing a space between his completed and new line of copying.

Teacher walks to Am. She tells Am. that mistakes can be corrected before publishing, but that now she needs to concentrate on writing.

IFSP Julie tells Todd to continue copying and then sits at table number two. Todd listens to conversation between his desk group neighbors, Er. and Ki., and then he continues copying.

Researcher asks Mrs. Myer if desk groups and cooperative groups are the same; she responds that they are different. She explains that cooperative groups usually have two students per group. She adds that the students know who their cooperative partner is and where they work together.

Todd raises his hand.

IFSP whispers, "So, you're done!"

She leaves table number two and sits on Todd's left side.

After checking his copying, she shows him a sheet of stickers and tells him to pick one.

Todd selects a sticker, and Julie puts it on his page of copying.

IFSP and Todd softly read what he has written.

When his paper is raised, the researcher sees a sticker on the other side, as well.

Mrs. Myer walks to Todd's desk and listens.

She says that Todd has not yet read aloud his hospital story.

Researcher tours room.

She stops beside Am., who begins a new story.

Mrs. Myer walks to the researcher and uses her normal speaking voice to say how much better Am. is doing in story writing.

She adds that she (Am.) is learning to write and not worry about spelling until it is time to publish.

Researcher and teacher both say (so that Am. can hear) that they think Am. is really doing better.

Teacher goes to front-right corner and does some paper work.

Researcher sits at table number two.

Am. smiles at the researcher.

IFSP and Todd read together his hospital story.

Mrs. Myer calls the researcher, indicating she would like to speak with her.

Researcher walks to the teacher, who says she is concerned about the length of time Ram. is using to complete his first story.

Teacher says she is concerned that he may become tired of it and lag behind.

They also discuss the possibility of his "missing out on the writing process."

Sc. asks the researcher to read his story about a class field trip.

While she reads Sc.'s story, Todd draws an illustration to go with his newest story.

Teacher announces that it is time to put away writing materials.

She adds that a couple students are ready to read their published stories to the class.

While materials are being put away, Ja. takes her chair to the front of the room and sits on it.

Mrs. Myer, who stands at back of the room, directs Todd to take his published hospital story and a chair to front of room.

She then asks him to stand and say the name of his story.

Todd makes vowel sounds.

Mrs. Myer goes to front of room.

Todd begins reading one word at a time, in a halting manner.

When he cannot read a word, Mrs. Myer prompts him with beginning sound.

Todd completes reading his story, and the other students clap.

Ki. and Ry. tell Todd they like his story.

Sc. says he likes it because of its factual base.

Teacher directs Todd to sit beside Ja. while she reads.

Todd pushes his chair back to his desk.

Teacher sits in empty chair beside Jon.

Ja. reads her story while Er. and Ki. collect and put into an envelope yellow pieces of paper from Todd's desk.

Mrs. Myer asks Ja. if the class can break for lunch and then enthusiastically summarizes the rest of Ja.'s story.

She furthermore directs Ki. to put the envelope with Todd's paper in his second desk (extra desk number two).

Teacher directs students to prepare for lunch by excusing quietly seated desk groups.

11:35 A.M.

31 October 1990 (Wednesday)

10:30 A.M.

Researcher wears black skirt with black and blue printed top.

Mrs. Myer wears a blue slacks outfit and stands at front of room, orally reading a book about a man with the hiccups.

Todd wears blue sweat pants with blue and white striped shirt.

He sits at his desk and has a snack.

Other students sit at their desks and snack, as well.

A box with five sticks in it sits on bookcase in front of Mrs. Myer's desk.

Each stick has a color and word on it.

Another class of students, some wearing Halloween costumes, enters and sits on floor.

Teacher of other class explains that the students in her class made a Halloween book "that they are sharing with different classes" in the school.

These students take turns reading their book to Mrs. Myer's class and then leave.

Mrs. Myer directs desk groups to clean up from their snacks.

When all students but Todd, who washes his hands, return to their seats, she says that she will read the beginning of a Halloween story called The Strange Footprints.

While Todd continues to wash his hands, she explains that each student will write a story ending and draw an accompanying illustration.

Mrs. Myer reads beginning of story.

In it is described an old and run-down house which parents of neighborhood children have declared "off limits."

One snowy day, some of these children notice a trail of small footprints which extend from the sidewalk to the door and then to the back of the house, where they climb the outer wall and disappear by a shuttered window.

While the teacher suggests possible endings, Todd returns to his desk.

Teacher asks students if they would like to hear the beginning again.

Students indicate affirmation, and Mrs. Myer rereads beginning.

She then hands out oversized paper with lines at bottom for writing and open space at top for illustrating.

Finally, Mrs. Myer writes "footprints" on blackboard.

Teacher sits beside Todd, who verbally expresses his ending for story.

She paraphrases and writes his ending.

Todd copies this ending on the oversized paper and then illustrates same.

He then scribble writes below his copied ending.

Teacher directs students to share their story endings and illustrations.

While Mrs. Myer stands behind Todd, students go in turn to front and share, as directed.

When Todd goes to the front, Mrs. Myer goes with him and tells the class that he developed his own ending and knew many letter sounds in words used.

Teacher holds his paper and points to individual words on it while Todd softly reads his ending.

Several classmates clap, and Todd returns to his desk.

He then adds more scribble writing to his paper.

Mrs. Myer stands behind Todd and directs others to read their endings.

Subsequently, she directs the class to put their writing materials away and ready for visitors.

A first-grade class and its teacher enter.

Students in Mrs. Myer's class move to make room for this second, visiting class.

Todd sits on floor by his classmates.

Mrs. Myer sits by Jon.

Visiting students take turns reading a book they jointly developed.

When the book is read, visiting teacher asks students in Mrs. Myer's class to offer their comments.

Ten such students, not including Todd, raise their hands and are called on by Mrs. Myer.
Visiting students leave with their teacher.

Mrs. Myer calls desk groups to clean up and prepare for lunch. When Todd's desk group is called, he runs to and hugs researcher.

Researcher then tells him to get his hot lunch ticket. Todd gets his ticket and the restroom pass (from blackboard) too.

Teacher tells him he does not need pass because he can leave the lunch line to go to the restroom.
She adds that he should put his lunch ticket in his pocket so he does not lose it.
11:40 A.M.

1 November 1990 (Thursday)

10:35 A.M.

Researcher wears a green skirt and shirt.
Mrs. Myer wears a purple and black dress and stands at front of the class reading story, Arthur's Eyes.
Students sit in assigned places and listen to story while they have their fruit break.
Todd is not present.

After finishing story, the teacher reminds students that she will use work in writing folders during upcoming parent-teacher conferences.

Na. talks with a peer.

Teacher stops talking and looks at Na.

Na. quiets.

Teacher calls names on writing folders.

As students walk to pick up same, they have brief conversations with the teacher regarding their progress.

Students return to their desks and leaf through their writing folders.

Two students sharpen their pencils.

Noting that Todd is not in school today, Mrs. Myer directs two female students to go into the hall for a friends' conference. She then tells Ram. that he can work at table number one today, if such would help him.

Mrs. Myer tells the researcher that Todd became ill yesterday afternoon and is home today.

Researcher asks the teacher how extra desk number two is used. Mrs. Myer explains that some of Todd's supplies are kept there so he will not be tempted to play with them.

She adds that, for the same reason, he only uses partial crayon sets on some days.

Finally, she notes that the desk will be used by the new student, May., when she arrives.

Mrs. Myer circulates through room, speaking with students at their assigned desks.
 When she speaks with Ram., who sits at table number two, she discusses the potentially time-saving benefits of using the computer to "copy" his story.
 She explains that she is concerned about the amount of time he is using to (hand) copy his story (which is very long).
 Continuing to circulate, Mrs. Myer stops and admonishes Ry. for sitting and not working after finishing a story.
 She directs him to open his writing folder and consider new work.

Mrs. Myer tells the researcher that she is pleased with the many new stories being generated.

Am. asks the researcher how to spell "bingo."
 Le. responds by singing song about a dog named Bingo.
 Researcher writes and says "ring" and "thing."
 Am. adds "bingo" to her topic list.
 Am. plays with her eraser.
 Jon. draws an illustration for his story.
 Teacher poses new story topics to Sc.
 Teacher asks the researcher to suggest new topics.
 Teacher, researcher, and Sc. discuss new topics.
 Teacher announces that it is time to clean up.
 11:30 A.M.

5-8 November 1990

Parent-teacher conferences and standardized testing occurs.
 No observations made.

12 November 1990 (Monday)

10:44 A.M.
 Researcher wears dark green slacks with red top and jacket and sits on floor at back and center.
 Mrs. Myer wears blue slacks with red and white top and stands at front of room.
 She reads a Thanksgiving story while students sit in new desk group arrangement and snack.
 A visitor sits at table number two.

Six desk groups are dispersed in a circular arrangement in the middle of the room.
 That which is front and center seats Er., Jon., and Na.
 Moving in a clockwise direction, the next desk group (nearest front-right corner) seats St., Mi., and Mr.
 Continuing in a clockwise direction, the next desk group (nearest back-right corner) seats Ry., Ja., and Le.
 Desk group nearest back wall seats Jei., Ram., and Jer.
 Desk group nearest back-left corner seats Am., Sc., and Ki.

And the desk group near the front-left corner seats Todd, Jsh., and Rya.

Bulletin boards on back wall have new displays.
One displays dinosaurs.
The other displays perfectly completed subtraction worksheets atop cut-out pumpkin pies.
It is captioned with the words, "Pumpkin Pie Perfect."

Teacher continues reading story.
Visitor leaves.
Teacher completes story and comments about its main character's imagination.
She says, "Sometimes it's fun to imagine."
Mrs. Myer directs Jon. to go and ask the visitor (who Mrs. Myer names and is later identified as a teacher in the school) "if there was something she wanted to say."
Jon. leaves.

Mrs. Myer calls one desk group at a time to clean up from fruit break.
When Todd's group is called, he cleans up his desk and then runs to and hugs the researcher.
Jon. returns, speaking with Mrs. Myer.

When all students are returned to their seats, Mrs. Myer stands at front of room holding a brown paper bag.
She says that she received same owing to National Education Week, and she begins pulling things from bag.
She pulls a pen, brownie cookie, pad of paper, and an apple.
She also pulls a piece of blue paper.
She explains that, before parent-teacher conferences, students throughout the school were asked to write down their favorite part of school.
She further explains that several students' written responses were selected, typed, printed on blue paper, and distributed during conferences.
The piece of blue paper in her hand, she notes, is an extra copy of same.
With enthusiasm, Mrs. Myer says that written comments from several students in her class were among those selected.
She concludes, "Some people in our class are becoming famous writers."

Teacher comments that Todd's markers need to be returned to his school bag.
Todd's desk group partner, Rya., takes the markers to extra desk number two.

Teacher directs all students who are ready to read their story to a friend to instead, until she identifies their "friend," read to a wall.

She then begins handing out writing folders and, simultaneously, communicating with individual students about their progress.

When giving Todd his folder, she suggests he get out his paper, pencil, and current story.

She notes that his current work concerns eating lunch at school and is in his spiral notebook.

When all students have their writing folders, Mrs. Myer goes to Todd.

She asks him to tell her about eating lunch at school.

She asks, "Do you always eat lunch at school?"

Todd replies, "Yes."

She rewords his reply into sentence form and prints same on a page in his spiral.

Jon. raises his hand and then walks to the researcher.

He tells her that the stapler is empty.

Researcher asks the teacher to identify where the staples are kept.

Upon hearing reply, the researcher gets and gives to Jon. a row of staples.

Jon. loads stapler.

Teacher instructs Todd in how to transfer his dictated story from the spiral to his writing paper.

She tells him to copy each word from the spiral on the writing paper and then cross it out in the spiral.

Teacher tells Todd to begin copying.

11:05 A.M.

Mrs. Myer comes to the researcher.

She tells the researcher that last week Todd began having trouble ordering his numbers from left to right.

She adds that he started to have similar trouble lettering words last Friday.

She explains that she suspects "this problem with sequencing may be a game."

Two female students tell the teacher they need a conference with her.

She tells them to first read to each other in the hall.

She then sits with Jer. at table number two and begins a writing conference.

As Mrs. Myer reads Jer.'s story, she comments that Jer. has moved away from her story's main idea.

Seeing that Todd is looking around room and does not appear focused on his work, the researcher puts her paper work on table number one and walks to area behind him.

She discovers that he has correctly, letter-by-letter, copied his words.

Researcher walks back toward table number one and stops to compliment Jsh. for working hard.

At Jon.'s request, she then reads his story.

Todd raises his hand and makes grunting sound.

Mrs. Myer tells Todd to help his peers by not making sounds.

Todd points to bottom of his page.

Mrs. Myer tells him that he can turn to the next page.

11:28 A.M.

13 November 1990 (Tuesday)

10:50 A.M.

Researcher wears kilt with red sweater and greets Sc. and a classmate, who sit on floor in hallway.

She then enters classroom and finds composition underway.

Mrs. Myer wears brown slacks and sweater.

She sits on floor in front of room and has writing conference with a student.

Todd wears blue slacks with blue and white shirt.

He sits at his desk and illustrates lunch activities at school, using paper with unlined, open space in top half for illustrating and lined space in bottom half for writing.

Other students sit at their desks and work on their stories.

Sc. and a peer return to classroom.

Sc. tells the researcher that he is waiting to have a writing conference with Mrs. Myer.

Ki. tells the researcher that she also is waiting to have a writing conference with Mrs. Myer.

Researcher suggests to Ki. that she continue working on her story until Mrs. Myer is free.

On back of earlier described paper, Todd scribble writes.

Mrs. Myer asks the researcher to help Todd assemble into a book all his chapters about school.

She additionally requests that the researcher help Todd determine a book title, and to write same on the book's cover for him to trace.

Researcher assists Todd in such book assembly as well as title determination and recording.

11:25 A.M.

Mrs. Myer announces that story writing time is over.

Writing folders are collected.

Jsh. goes to front of room to share another story.

He orally reads and shows his illustrations to the class.

Students listen quietly.

When he is finished, his peers make story-related comments to and ask questions of Jsh.

Teacher excuses desk groups to clean up and ready for lunch. She excuses Jsh.'s group first.

Although a member of same, Todd does not leave with peers to wash hands, when his group is excused.

Mrs. Myer reminds Todd to clean up and prepare for lunch.

He rises slowly and follows the direction.

Teacher directs additional desk groups to clean up, allowing a period of time between each direction.

11:34 A.M.

14 November 1990 (Wednesday)

10:45 A.M.

Researcher wears blue denim skirt with shirt and sits at table number two.

Mrs. Myer wears navy blue skirt with top and stands at front of room.

She distributes loose leaf personal dictionaries for students to keep in their writing folders.

Dictionaries have blank lines on each page where students can add words.

Todd wears black sweat pants with red shirt and sits in his assigned seat.

Other students, as well, are casually dressed and seated at their desks.

An adult, later identified as Jon.'s mother, sits between Jon. and Na.

Teacher hands out writing folders.

When giving Todd his folder, she directs him to get out his story and practice reading it.

He gets out his story, holds it close to his face, and says aloud the letter names.

Teacher then tells Todd to not read his story until he has a friends' conference in hall.

Teacher continues handing out writing folders.

Upon receiving these folders, some students pull from their desks spiral notebooks containing rough drafts of stories.

Wearing a blue denim dress, IFSP Julie enters room and sits near Todd and Jsh. in front-right corner.

Mrs. Myer asks the researcher to help Mr. determine her story's title.

She then sits on floor in back-right corner and begins a writing conference with Na.

Researcher discusses possible titles with Mr., who makes a decision regarding same and commences final steps in the publishing process, i.e., the cover.

Bulletin board on left wall has maps of the United States and the immediate urban area.
Words "north, south, east," and "west" clearly mark corresponding areas on both maps.
To the left of maps is a chart with stickers.
Directly below same is the plastic box with Todd's reinforcement sticks.

Am. comes to the researcher, seeking assistance in her story writing.

Researcher reads her story and makes suggestions.

IFSP sits with Todd at table number two, generating with him a new story about Halloween.

Todd tells her how he was dressed for same.

Julie asks him to tell her more about Halloween.

Todd does not reply.

She asks him how he scared people.

Todd shrieks.

She tells him to use words to describe how he scared people.

Todd does not reply.

She asks him to identify the first word of the sentence concerning how he scared people.

Todd says a word, and the IFSP asks him to identify the next word.

Aide Dey. enters room and confers with the IFSP at table number two.

Researcher tours room and responds to spelling question asked by Mr.

Researcher points out the similarity between "scared" and "stared."

Mi. asks the researcher if he can use reference materials in his new story.

IFSP uses black marker to print Todd's Halloween story.

She tells him that during the next story writing class period he can begin copying or, if he has anyone to help him, add to his story.

Teacher walks to the IFSP and Todd.

She then asks Todd if he wants Jsh. to help him read his story about school to the class.

Writing materials are put away.

Mr., Ki., and Todd take their chairs and published stories to the front of the room and, in turn, orally read same.

When Todd reads, Jsh. stands beside and points to each word as it is read by Todd.

11:35 A.M.

15 November 1990 (Thursday)

10:42 A.M.

Researcher wears gray jumper and sweater with pink blouse and sits at table number one.

Mrs. Myer wears black slacks with white sweater and stands at front of room, orally reading a Thanksgiving story.

Todd wears a sweat suit.

Except for two boys in Cub Scout uniforms and one girl in a Brownie uniform, other students are also casually dressed. All students sit in assigned seats and snack while listening to story.

Teacher finishes story and asks if anyone would like to keep it for silent reading.

Na. raises his hand, and the teacher gives him the book.

She then excuses desk groups to clean up.

After placing crate with writing folders on Jon.'s desk, the teacher suggests that Todd take off his sweatshirt.

Rya. gets up and starts to help Todd remove his sweatshirt.

Teacher tells Rya. to "let Todd try to do it himself, first."

Rya. pauses momentarily and then assists Todd.

Teacher hands out writing folders.

Two related displays, each with pictures and written words, are on right wall.

One concerns Thanksgiving and includes words such as "cranberry" and "turkey."

Other display concerns American Indians and includes words such as "chief" and "tribe."

Table number two displays many three dimensional, construction paper animals made by students in this class.

Mrs. Myer gives Todd his writing folder and asks him if he remembers what he did yesterday with Julie.

Todd replies with imperceptibly soft volume.

She gives him paper and suggests that he start copying his new story, pointing out the neatly written printing on the model copy.

Paper given for copying has lines at bottom for writing and open space at top for illustrating.

She tells him to "try to work real hard," but adds that she and the researcher "will stop by to see how [he is] doing."

10:49 A.M.

Students throughout room commence working.

Todd begins copying.

Teacher sits in back-right corner and has a writing conference with Ry., who stands beside her.

She reads his story and notes that Ry.'s father affirmed that the "B.B." in "B.B. gun" is spelled "B.B."

Researcher tours room.

Mi. asks her how to write the symbols for "feet" and "inches," and she shows Mi. same.

Teacher asks Ry. to tell her how he uses a bow and arrow when hunting.

After hearing his explanation, she suggests that he write an additional sentence explaining who goes hunting with him.

Todd continues copying his Halloween story.

His neighbor, Jsh., attends to his own work.

11:08 A.M.

Researcher looks at Todd's work and finds that he has copied his first page with only one mistake.

She tells him that she is impressed.

Mrs. Myer walks to Todd's desk, looks at his work, and praises him enthusiastically.

She tells him he can stop copying and draw a picture of a ghost.

Todd says he does not want to draw a picture.

Researcher says she would like to see how he looked on Halloween and will come back later to see his picture.

11:12 A.M.

Am. copies story she started yesterday.

Researcher tells her she has accomplished a lot of work in one day.

11:14 A.M.

Teacher returns to look at Todd's work and sees a picture that he has drawn on back of his page of writing.

She shows him a peer's work which has the picture above (and on same side as) the writing.

Todd says, "No!"

Teacher asks him if he needs to put his head on his desk.

She whispers to Todd that he needs to draw his ghost on the front, and that she will be right back.

11:19 A.M.

Building principal enters room and speaks with Mrs. Myer.

IFSP Julie enters room, goes to Todd, and then speaks with the researcher.

Researcher summarizes events concerning Todd's drawing.

11:25 A.M.

19 November 1990 (Monday)

10:43 A.M.

Researcher wears red and brown striped skirt with brown blouse.

Mrs. Myer wears black and white checkered slacks with black sweater.

She stands at front of room and orally reads Thanksgiving story.
Students sit in new seating arrangement, eat snacks, and listen.

Students' desks are organized into four centrally located rows that connect to form a rectangular shape.
Front and back rows are parallel to front and back walls, respectively.
Right and left rows are parallel to right and left walls, respectively.
Presentation of students' individual seating assignments will be provided in rows.
It will begin with the student at left end (nearest left wall) of front row and move in clockwise direction.
In the front row are Mi., Am., Ram., and Jei.
In the right row are Sc., Ki., Jon., and Ja.
In the back row are Jsh., St., Na., Jer., Todd, and Mr.
In the left row are Rya., Er., Ry., and Le.
Extra desk number two is now at back of room.

Names of animals are printed on blackboard.
Beside "dinosaur" and in parentheses is its phonetic pronunciation.

Teacher finishes story and discusses possibility of class activity involving making cranberry bread.
She says the class could make extra loaves to give to others in school.
She suggests that students think about who might receive such extra loaves.
Teacher excuses students in back row to clean up from fruit break.
Todd remains in his seat.
Teacher directs Todd to clean up with others in his row.
Todd complies.
Teacher excuses another row, waits, and excuses an additional row to clean up.
Todd walks to the researcher and hugs her.
Teacher excuses last row.

As students return to seats, the teacher hands out writing folders, commenting about individual progress simultaneously.
Researcher tours room and notes that all students but Todd have library books atop their desks.
While folders continue to be handed out, many students chat quietly.
Todd does not chat but rests his head on his desk.

10:55 A.M.
Teacher tells Todd to get his pencil ready.
He goes to extra desk number two and gets a pencil.

Teacher tells class that "it should be quiet in the room."
Teacher then says that all students except Todd have their writing folders.

She adds that she will get Todd started.

She then looks in his writing folder and says she will determine where he is "in copying [his] most recent story." Putting Todd's writing folder on his desk, she orally reads the next sentence to be copied.

Finally, Mrs. Myer directs Mr. to help Todd by marking out already copied words on the model page and by turning pages, as needed.

Researcher sharpens pencils for own use.

Teacher comes to the researcher and says that Todd's back pack and coat have been recently disappearing and reappearing on the school bus.

She adds that she will be discussing same with IFSP Julie.

Mr. looks at work on Todd's desk and points out something.
Todd makes an erasure and looks at model page.

Teacher conferences with Sc. in back-left corner.

Students throughout room work independently and in various stages of story writing-publishing process.

Mrs. Myer asks the researcher to go to office with Am. and to help Am. make an extra copy of her most recently completed story.

Teacher explains that the story concerns Am.'s friendship with a neighbor, who is a member of another class in same school. Teacher further explains that Am. can give the extra copy to her friend.

Am. looks at the researcher and beams.

Researcher and Am. go to office, make the copy, and return to class.

11:27 A.M.

20 November 1990 (Tuesday)

10:42 A.M.

Researcher wears green slacks with green and red top.

She sits at table number one.

Mrs. Myer wears blue skirt with blue and pink striped top. She stands at front of room and orally reads Thanksgiving story.

Students are casually dressed with many, including Todd, wearing sweatshirts.

They sit at their assigned seats, listen, and have snacks.

Several displays are on blackboard.

At right end is a display entitled, "Days of the Week."

The names of the days and their abbreviations are listed chronologically.

Today's date is in center of blackboard.

Below same are three sentences with erasures and corrections.

At left end is a display entitled, "Dinosaurs."

Fifteen factual sentences about dinosaurs are listed below same.

Teacher finishes story in book and asks Ram. to take book to Mrs. Klimesh "so that her class can enjoy it."

Ram. leaves with book.

Teacher excuses students by rows to clean up.

Ram. returns.

Teacher picks up writing folders, calls students to retrieve them, and converses with students about their progress.

10:53 A.M.

Aide Dey. enters room.

She wears blue and red jumper with blue blouse and sits at table number two.

Teacher directs Todd to sit at same table and work with the aide.

Teacher hands Am. her writing folder and tells Am. she will start a new story today.

She further tells Am. that the extra story copy made yesterday can be taken to her friend later today.

More than one-half of students in class have their writing folders and have opened same, reviewing prior and commencing new work.

Mrs. Myer stresses importance of reading to the wall and then to a friend in the writing process.

Teacher completes handing out folders and stops and discusses with Am. the topic for her new story.

She then goes to reading corner and sits in the rocking chair, directing Ki. to come to her for a writing conference.

10:58 A.M.

Jei. skips through room and sits down at her desk.

Er. asks the researcher how to spell "girl."

Researcher asks Er. how she thinks it should be spelled.

Er. writes, "gerl."

Researcher asks Er. to spell "bird."

Er. writes, "bird."

Er. changes her spelling of the former to "girl."

Aide Dey. asks Todd to tell the researcher about his picture, which she says relates to The Wizard of Oz.

Todd shows the researcher his picture of a witch.

Aide Dey. asks the teacher a question about Todd's copying,
and Mrs. Myer and Aide Dey. speak privately.

Researcher tours room.

Aide Dey. tells Todd to add a door to his already illustrated house.

Todd draws a door and adds "102."

He says these numbers are on his family's house.

Aide Dey. sequences and paginates the copied and illustrated pages.

Teacher directs Mi. to come to her, and she tells him something.

She directs Jsh. to stop visiting and get started working.

She then walks to and kneels beside Todd.

Together, she and Todd generate an ending to his Halloween story.

Aide Dey. tells the researcher that Todd had been doing so well with picture details that she had temporarily stopped work on story development.

Mrs. Myer asks the researcher to speak with Jer. about her teddy bear story.

While the researcher speaks with Jer., Aide Dey. puts Todd's writing and illustrating supplies in extra desk number two.

Aide Dey. leaves.

11:25 A.M.

21 November 1990 (Wednesday)

10:40 A.M.

Researcher wears gray slacks with gray and white plaid shirt and sits on floor in back-left corner.

Mrs. Myer wears gray slacks with colorful sweatshirt and stands at front of room.

She orally reads Thanksgiving poem.

All students are casually dressed, sit in assigned places, and have snacks while listening.

Bulletin board on the left wall is entitled, "Whatever Happened to Dinosaurs?"

It displays students' writing and illustrating about dinosaurs.

At right end of blackboard are three ways to write today's date.

Teacher dismisses students by rows to clean up.

She identifies each row by naming one student who sits in it.

Teacher dismisses "Jsh.'s row" (in which Todd sits), but Todd remains in his seat.

Todd gets up, runs to, and hugs the researcher.

Jer. removes Todd's juice carton and paper towel and deposits same in trash can.

After students are resettled in assigned places, the teacher holds up lined paper and asks students what they might do with same.

A student says, "Write on it," and the teacher says, "Yes." She then asks students what they might include in a Thanksgiving story.

Students respond with details.

Teacher says she wants the big ideas.

Students respond with such big ideas from which the teacher takes and writes on blackboard the following: turkey, pilgrims and Indians, thankful for, Mayflower trip to America, family.

Teacher explains that Thanksgiving stories can be real or imagined.

11:52 A.M.

Teacher holds up yellow paper on which there is the outline of a turkey and asks students what they might do with same.

Mr. says, "Make a cover."

Jon. says, "Make a picture."

Teacher explains that it can be used for either purpose.

She adds that the yellow paper will be placed at front of room.

She then asks Ram., Jon., Todd, and Na. to hand out writing paper.

Todd hands out paper to students in his row and returns extra sheets to the teacher, who says, "Good, Todd, and Mr. will give you your pencil when you get back, so you'll be all set."

10:57 A.M.

Teacher tours room and stops to kneel behind Todd.

IFSP Julie enters room.

Teacher asks Todd if he wants to copy or trace letters.

She also asks him if he would like her or Julie to help him.

Todd says, "Teacher."

Mrs. Myer asks the IFSP and the researcher to help other students.

She indicates such help should be in spelling words that students cannot sound out because there will not be time for rewriting.

IFSP Julie and the researcher circulate through room, helping with spelling.

11:10 A.M.

Teacher stands behind Todd.

As Todd tells her his Thanksgiving story, the teacher tells him what to write on a letter-by-letter basis (no copying or tracing).

Todd completes writing and begins illustrating his story.

Teacher tours room, reading and commenting on other pupils' stories.

11:18 A.M.

22 November 1990 (Thursday)

Thanksgiving Day is observed.

26 November 1990 (Monday)

10:40 A.M.

Researcher wears burgundy pant suit and sits on counter at back of room.

Mrs. Myer wears navy blue slacks with red sweater and stands at front of room reading a book about dinosaurs.

Students sit in new desk group arrangement and, except for new student, May., are casually dressed.

They all have snacks and listen while they eat.

Teacher reads with expression, and the students giggle after hearing long and unusual sounding dinosaur names.

Desk groups form four rows.

Second and fourth rows each have only one centrally placed desk group.

First and third rows each have two desk groups.

The latter are set to the right and left of the centrally located desk groups in the second and fourth rows.

From left to right, first row includes Ki., Mi., and Todd; and Ja., Jei., and Sc.

Second row includes Jon., Le., and Mr.

From left to right, third row includes Jer., May., Ry., and Rya.; and Jsh., St., and Ram.

Fourth row includes Am., Er., and Na.

Dinosaur-related words are written on blackboard.

Teacher finishes book and excuses desk groups to clean up.

Aide Dey. enters room.

Teacher introduces the researcher and Aide Dey. to May.

This new student is a neatly and colorfully groomed female of average build who appears perky, alert, and extraverted.

Teacher hands out writing folders.

Am. asks the researcher a question about the number of horns on one particular kind of dinosaur.

Researcher refers Am. to bulletin board display (of dinosaurs) on back wall.

When handing Todd his folder, the teacher discusses his progress with Aide Dey., who then sits with him at table number two.

Teacher gets a new spiral notebook from a cupboard and gives it to May.
She tells May. that her mother will need to purchase her next spiral for writing.
May. and the teacher sit side-by-side at May's desk, which was formerly extra desk number two.

Another classroom teacher enters and speaks with Mrs. Myer. Then, while returning to May., Mrs. Myer tells the researcher that Todd forgot to take home his Thanksgiving story before the holiday.

While Todd illustrates his Halloween story, Aide Dey. points out details that need to be included.

Mrs. Myer sits by May. and describes the story writing process.
Teacher says it begins with generating a topic list from which one is selected for story writing.
Mrs. Myer talks about the use of word wall and invented spelling.
She explains that after several stories are written, one is selected for publishing, and then the teacher corrects same for spelling.
Mrs. Myer then discusses possible story topics relating to May's recent move.

Researcher tours room.
Todd finishes an illustration, and Aide Dey. hands him a new page for copying.
Jer. seeks the researcher's help in spelling name of a nearby city.
Researcher helps Jer. sound out spelling for same.
Researcher reads Rya.'s story about a trip he took with his father.
Mrs. Myer sits on floor with Am., and they discuss Am.'s new story about dinosaurs.
Mi. faces a wall and reads his story aloud with low volume.

11:12 A.M.

With Aide Dey pointing to each letter he copies, Todd completes his third line of copying on new page.

Visitor enters room and tells the researcher she is looking for Am.
Teacher looks at the researcher and silently forms Am.'s name with her mouth.
Researcher nods her head in affirmation.
Teacher goes to visitor and discusses dinosaur story Am. is beginning.

11:15 A.M.

Mrs. Myer asks the researcher to have writing conference with Mi. in the hall.

Researcher reads Mi.'s long, biographical story about baseball players.

She commends him for his use of details and suggests he begin organizing his story into paragraphs.

11:33 A.M.

27 November 1990 (Tuesday)

10:44 A.M.

Researcher wears blue jeans with blue sweater and sits at table number one.

Mrs. Myer wears brown slacks with pink sweater and stands beside the researcher.

Researcher asks the teacher how she would like the researcher to respond to Todd's hugging behavior.

Teacher notes that she discussed same with Aide Dey. recently, as well.

Teacher explains that she and the aide decided to encourage hand shaking over hugging.

She adds that it would be fine to give him a hug after good work, as one might do with any other student.

Teacher hands out writing folders to students.

She then asks the researcher if she would spend additional time with Mi.

Teacher explains that he was quite excited to learn about paragraphs yesterday, and that he wants to further discuss same with the researcher today.

Researcher and Mi. have another writing conference in hall. They sit on floor and discuss organization of information in his autobiographical writing about three legendary baseball players.

Researcher and Mi. return to class.

11:10 A.M.

IFSP Julie enters room and confers with the teacher at table number one.

They discuss Todd's spacing between words in his writing.

Jon. asks the researcher a spelling question.

Researcher and Jon. use dictionary to answer his question.

11:15 A.M.

28 November 1990 (Wednesday)

10:40 A.M.

Researcher wears turquoise jeans and sweater, and she sits at table number one.

Mrs. Myer wears black slacks with multicolored sweater.

She stands at back of room and orally reads book about dinosaurs.

All students, including Todd, wear casual clothing and sit in assigned places with their chairs turned so they face the teacher.

They listen and eat snacks.

Two displays are on blackboard.

One shows the days of week and today's date.

Other display concerns dinosaurs.

Included are two posters with factual information about dinosaurs and dinosaur vocabulary words on construction paper dinosaurs.

Bulletin board to right of blackboard has large, laminated calendar of November with paper turkeys filling all days through today.

Another November calendar is to its right.

Stick-on and cut-out shapes of suns, clouds, and rain drops fill all days through today on this second calendar.

Posted above same are these shapes with their corresponding written words.

One half of bookcase beside table number one has books about dinosaurs.

Multitopic, free reading books are in other half.

At story's conclusion, Mrs. Myer walks to front of room and excuses one desk group at a time to clean up.

When all students are cleaned up and returned to their seats, the teacher begins handing out writing folders.

As students go to retrieve their folders, the teacher discusses individual progress with them.

When handing Todd his folder, Mrs. Myer informs him that Aide Pa. will be working with him today.

She adds that he will practice reading his Halloween story with Aide Pa. so he will be ready to read it to the class later.

She furthermore says that, after he finishes practice reading, "a friend will help [him] start a new story."

Aide Pa. enters, and Todd goes into hall with her.

Teacher continues handing out folders.

When handing Jsh. his folder, she directs him to read his story to Mi., so he will be ready to read it to the class later.

Jsh. and Mi. go to and sit in front-right corner.

Researcher records earlier described, room display information.

10:58 A.M.

Jsh. and Mi. complete practice reading and return to own desks.

11:02 A.M.

Teacher has conference with Jon.
All students in room appear on task.

11:05 A.M.

Researcher walks into and stands in hall.
With Aide Pa. on the right and Todd on the left, they sit on floor as Todd reads his story aloud.
Aide Pa. puts her finger beneath each word to be read by Todd.
When he has difficulty with a word, she prompts him by providing initial sound.

11:07 A.M.

Todd and Aide Pa. finish story and return to classroom.
Researcher returns to classroom.
Aide Pa. walks to and stands beside Todd's desk.
She looks at papers atop same.
Todd follows and sits on floor beside his desk.

Explaining that Todd's friends need to learn how he writes a story, the teacher directs Todd, Sc., Mr., and Aide Pa. to work together in front-right corner.
They go to corner, where they sit on floor in a circle.
Researcher observes from nearby point.
Todd says he wants to write story about his recent trip to Kansas for Thanksgiving.
Aide Pa. writes a sentence corresponding to Todd's statement.
Mr. asks Todd an information-seeking question about his trip.
11:15 A.M.

29 November 1990 (Thursday)

10:45 A.M.

Researcher wears blue denim skirt with red and white top and sits at table number one.
Mrs. Myer wears navy slacks with red, white, and blue sweater and stands at front of room, leading discussion.
About 25% of students in class, not including Todd, wear red, white, and blue.
(Yesterday's early morning, all-school announcements, heard by the researcher in Mrs. Klimesh's class, designated today as "red, white, and blue day.")
Attached to wall behind table number one is a green dot.
Beside it is a piece of paper bearing three students' names.

Teacher leads discussion about writing letters to American military personnel stationed in the Persian Gulf.

She identifies and discusses key words that students might use in letters to service persons.

She shows them special yellow paper to be used in such letters.

Finally, she tells students to get their own writing folders from crate after finishing their letters.

Calling two desk groups at a time, the teacher excuses students to clean up.

As students return to their desks she distributes the special yellow paper.

10:50 A.M.

Researcher looks at all walls and finds differently colored dots beside lists of students' names throughout room.

Aide Dey. enters room wearing green skirt and white blouse. She sits beside Todd on his left side.

On a separate piece of yellow paper, she writes a model letter to a service person.

Todd begins copying model letter onto his yellow paper.

Researcher continues to tour room answering various spelling questions.

She uses linguistics to augment students' invented spelling, e.g., "tell" and "well."

Mrs. Myer sits in the front-right corner and has writing conference with Jsh.

Todd completes copying his letter and colors its border.

Aide Dey. gets his writing folder and locates his new story.

Todd finishes coloring and puts his crayons in container (empty margarine tub).

11:16 A.M.

5 December 1990 (Wednesday)

10:41 A.M.

Researcher wears blue slacks and sweater, and she sits on floor beside table number one.

Mrs. Myer wears black slacks with green sweater and stands at front of room, discussing today's writing activity.

Students are casually dressed in jeans, sweaters, and sweatshirts.

They sit in new desk group arrangement, have snacks, and listen.

Todd, however, sits on the floor in back-left corner and removes his snow pants.

Additional outerwear garments are on floor around him.

With four inward-facing desks per desk group, there are three rows of desk groups.

In front row, there is only one desk group.

In it are Del., a new student, Er., Ry., and Ram.

In second and third rows, there are two desk groups.

In second row and from left to right are Jei., Sc., Ki., and Rya.; and May., St., Todd., and Na.

In third row and from left to right are Am., Jsh., Le., and Mr.; and Jer., Ja., Mi., and Jon.

Mrs. Myer tells the class that today's writing activity will involve, instead of stories, students' dinosaur reports.

She says she has read their reports, as presently developed, and begins suggesting improvements.

She explains that dinosaur names need to be capitalized, and complete sentences need to be used.

Concerning the latter, she says that each sentence needs a subject.

She also writes on blackboard critical words to be used in these reports.

10:49 A.M.

With his outerwear removed and wearing slacks with sweatshirt, Todd sits at his desk.

Mrs. Myer continues addressing dinosaur reports.

She notes that each student has a dinosaur chart or "fact sheet" that can be used in developing his/her report.

Teacher identifies two desk groups, one of which is Todd's, and excuses both to clean up from fruit break.

She then tells Todd that he knows where his hook is and to "clean up the corner and hang up [his] coat."

Todd picks up his coat and other outerwear garments and puts them on his hook.

Teacher continues to excuse students to clean up by calling two desk groups at a time.

A knock comes at the door.

Ki. goes to door, speaks with someone, and returns to her desk.

Teacher begins handing out dinosaur reports.

Ki. goes to door, speaks with someone again, and returns to her desk again.

Todd returns to his desk, drinks his milk, looks at the researcher, and takes his milk carton to waste basket.

Teacher asks Todd if he remembers where IFSP Julie put his dinosaur report.

She directs Todd to look for same in his desk.

Some time passes.

Researcher goes to Todd and looks on his desk.

She finds two sentences about dinosaurs.

She asks Mrs. Myer if Todd is to recopy the two sentences. Mrs. Myer replies that Todd had written a report with the IFSP.

Teacher asks St. if she remembers in which notebook Todd's report is.

St. says, "His blue notebook."

Teacher looks in same and locates report.

She gives Todd a piece of plain, lined paper and tells him to copy his dinosaur report on it.

She asks Todd if he understands.

Todd says, "Yes."

Teacher hands out plain, lined paper to other students.

11:02 A.M.

Researcher tours room.

Each student has a dinosaur chart atop his/her desk with information about one particular kind of dinosaur.

Each chart generically identifies information need areas, e.g., food and enemies.

Students' responses are written beside each information need area.

Researcher speaks with St. about her report.

She shows St. where the word "the" would be better than "his."

Todd has not begun his copying.

Mrs. Myer tells Na. to put away Todd's scissors because he will not need them in his report.

Aide Dey. enters room and speaks with Na.

She says she needs wider ruled paper for Todd.

She locates wider ruled paper and sits to Todd's left.

She guides his work by pointing at and saying the next word and/or letter to be copied.

Ry. and Del. tell the researcher they have finished their dinosaur reports.

She shows Ry. several red ink, teacher corrections not addressed.

Because Del. is a new student, the researcher refrains from making suggestions and instead seeks responses she has to this activity.

This long-haired and somewhat overweight female strikes the researcher as a quiet, unassuming, and perhaps introverted student.

11:24 A.M.

6 December 1990 (Thursday)

10:43 A.M.

Researcher wears blue denim skirt with blue sweater and sits at table number one.

Mrs. Myer wears blue slacks with brown and blue sweater and stands at front of room, handing out writing folders. She calls students by name, who then walk to the teacher, pick up their folders, and discuss their progress. Most students are casually dressed, including Todd, who wears a sweat suit. Jon. and Na. wear Boy Scout uniforms, and St. wears a Brownie uniform. Mrs. Myer tells the researcher that a field trip to a local museum is scheduled for tomorrow.

10:49 A.M.

Noise level in room increases.
 Todd sits at his desk making vocal sounds.
 Mi. comes to the researcher with a question concerning sequential placement of one sentence in his story about famous baseball players.
 Teacher sits at table number two and has writing conference with one student.
 She directs the class to lower noise level.

11:00 A.M.

Aide Dey. arrives and sits to left of Todd.
 Researcher tours room.
 Aide Dey. gets out his Thanksgiving story and places orange paper on other than currently needed line of model copy. Lines of writing in model copy are written alternately in blue and orange marker.
 Aide Dey. says each word aloud as Todd copies same from exposed line of model copy.

Teacher directs Sc. and Mi. to have a friends' conference in hall.
 Am. requests the researcher's help in her story's development. Although dinosaur reports are done, Am.'s story is about dinosaurs.
 Ram. reads his story to the aide.
 Todd continues copying his Thanksgiving story.

Researcher tells the teacher of a trip she took to South Dakota where she found fossilized remains of a dinosaur and gave them to paleontologists.
 Researcher offers to share her experience with the class. Teacher expresses interest in same, and the teacher and researcher determine date upon which the researcher will so share.
 Aide Dey. comes to the teacher and researcher and says that placement of the model copy on an angled surface helps Todd to read same.
 Teacher notes that Todd seems to work best when model copy is written in black marker.
 11:27 A.M.

10 December 1990 (Monday)

10:30 A.M.

Researcher wears tan slacks with printed sweater.
Students are casually dressed, except for Jei., who wears a dress.

They get their snacks and return to their seats, asking the researcher if she will be doing "something special" with them today.

Mrs. Myer wears brown slacks with printed top and sits at table number two.

Researcher stands in front of students and shares pictures and information about her childhood trip to South Dakota.

She concentrates on that part of trip in which she found turquoise, fossilized remains of dinosaurs.

She explains that paleontologists affirmed that such remains were dinosaur knuckles.

Students ask and the researcher answers questions regarding same.

Todd demonstrates some inappropriate behavior.

Researcher sits at table number one.

Teacher stands at front of room and hands out writing folders.
Students begin story writing.

Aide Dey. enters and sits beside Todd, who copies last page of his Thanksgiving story.

Mi. comes to the researcher with question concerning the overall sequencing of information in his biographical story about baseball players.

Researcher and Mi. discuss same, and Mi. decides to first write about Babe Ruth, then about Lou Gehrig, and finally about a batting order arrangement called "Murders' Row."

Teacher tells the researcher that she is concerned about the amount of time Jon. is spending on one story.

She explains that she "placed him [in a desk group] with three other hard workers to help him stay on track."

Researcher tours room and answers students' questions.

Teacher speaks with Todd and Aide Dey. about a party which Todd recently attended.

11:24 A.M.

Teacher directs students to clean up so they can go to another classroom.

While students follow above direction, Mrs. Myer speaks with Todd about the chimney fire that recently happened in his house.

11:30 A.M.

Teacher directs several students to form a line by door and hold up a paper banner.

Banner carries birthday greeting for a first-grade teacher who last year taught many students now in Mrs. Myer's class.

Mrs. Myer then directs the remaining students to continue lining up behind students holding banner.

Todd goes to end of line.

11:32 A.M.

12 December 1990 (Wednesday)

10:53 A.M.

Researcher wears gray slacks with sweater and sits at table number one.

Mrs. Myer wears black and white checkered slacks with black sweater and stands at front of the class, handing out writing folders.

All students, including Todd, are casually dressed.

They sit in assigned places and leave same when the teacher calls their name to pick up their folders.

Na.'s name is on the "Child of the Day" sign.

Two large posters are attached to blackboard.

One is captioned, "Getting Along."

On it are two columns.

Column on left is called, "Words."

Included in it is the following: "Compliments, I'm sorry, Thank-you, You're welcome, Please, That's O.K., Invitations, Are you O.K.?", and "May I?"

Column on right is called, "Actions."

Included in it is the following: "Help hurt friend; Shake hands; Walk together; Letting other go first; Take turns; Games; Surprises; Give, don't take;" and "Shake."

Second poster is called, "Mrs. Rooney's Class."

It also has two columns.

Column on left includes examples of kind actions, and that on right includes examples of unkind actions.

Bulletin board on left wall displays 10 students' dinosaur reports.

Each has a paper ribbon attached on it that reads, "Outstanding Work."

Todd's report is among these.

Crate atop table number two holds food for a community food drive.

Note attached to it describes same.

Le. excitedly opens her mouth, points to a missing tooth, and says to the researcher, "Look, Miss Wright!"

Researcher whispers, "Did the tooth fairy come?"
Le. exclaims, "One dollar!"

IFSP Julie enters wearing blue denim skirt and printed sweater.

Teacher suggests to the IFSP that she help Todd develop a new story about the recent fire in his house.

10:58 A.M.

Teacher has writing conference with Ry. in back of room.
She interrupts same to ask Mr. if she will take time to later have a friends' conference with Er. in hall.

11:04 A.M.

Researcher tours room.

Todd describes fire to the IFSP, who sits to his left side.
IFSP orally paraphrases and writes same with black marker, double spacing between each line.
She says, "Then what happened?"

Teacher concludes conference with Ry. and tells Mi. to come to her for a conference.

She tells Le. to sit at table number two "because it is not the time to just chatter."

Ry. goes to back-left corner, where he sits and orally reads his story to wall.

Researcher talks with Rya., who is stumped about an idea for a new story.

She asks him what he will probably do on Christmas Eve and/or Day and New Year's Eve and/or Day.

Teacher concludes her conference with Mi. and tells Ram. to come to her for a conference.

IFSP and Todd continue to dialogue in development of his new story.

11:15 A.M.

Researcher sits at table number two, behind Todd, IFSP Julie, and St.

Le. sits at table number two, copying her rough draft, which is in a spiral notebook, onto sheets of lined newsprint paper.

11:24 A.M.

Jon. has writing conference with the teacher.

She asks him why he has taken so long to complete his story.
She tells him it is important to pay attention to his own work, instead of other students' work.

She adds that other students will always read their completed stories to the class.

11:25 A.M.

Le. draws an illustration at top of a page of writing.
Mi. asks the researcher about the placement of a part of his story that he and the researcher previously discussed.
She listens and gives her opinion.

IFSP finishes story with Todd.

Todd says that he wants to read his story to the researcher.
Mrs. Myer says he should do so tomorrow.
She explains that it is time to clean up so Jei. can read her published story to the class.

Mrs. Myer tells the class to put away writing materials, and folders are collected.

Mi. gives the researcher a candy cane.

11:33 A.M.

Jei. stands at front of room and reads to the class her published story.
Teacher walks to Jei. and tells her to hold her story lower so her voice will carry and be heard.
Jei. continues reading while holding her book in lower position.

Mrs. Myer sits at table number two and excuses one desk group to clean up for lunch.

Background noise from students' chatter can be heard.

Teacher flicks off lights.

She scolds the students for their noise level, saying also that "some students are forgetting how noisy they can be."
She reminds them that they could lose their recess time and to stop and think about the noise level.
Finally, she tells them it is all right to visit quietly.

Mrs. Myer walks around room and excuses other desk groups to clean up, selecting first those groups not engaged in noise making.

After washing hands and collecting either cold lunches or hot lunch tickets, students return to their desk groups, where they wait to be excused again to form line at door.

Na. stands at door, ready to excuse desk groups to form a line.

After washing his hands and getting his ticket, Todd goes to the door instead of his desk.

Mrs. Myer tells Na. that "it is O.K. since he is standing there quietly."

11:41 A.M.

Na. excuses desk groups to line up, selecting each time the group that sits quietly and faces him.

11:42 A.M.

13 December 1990 (Thursday)

10:30 A.M.

Researcher wears turquoise jeans and sweater and sits at table number one.

Mrs. Myer is not present.

Except for Jon., Na., Ram., and Ry., who wear Cub Scout uniforms, students are casually dressed.

They variously get their snacks or sit at desks with same. Todd wears blue sweat suit and stands in back-left corner, pulling a snack from his back pack.

Mrs. Myer enters room, wearing multicolored sweater and black slacks.

All students sit at desks with their snacks.

Teacher stands at front of room and compliments the class on the way that students worked yesterday.

She tells them they did a "good job working together, cooperating . . . in math."

She adds that, because of this, she put a piece of gum on each of their desks, and that they can chew it until lunch.

Teacher announces that she will read a story about a black snowman while students have their fruit break.

Featured in the story is a black family having financial problems.

Jacob, a member of this family, is unhappy because of the circumstances of his life and many negative references to the color black, e.g., black magic.

Character Jacob is also depicted as having low self-esteem.

10:51 A.M.

While Mrs. Myer continues reading the story, all students but Am. and Le. sit quietly and listen.

Aide Dey. enters.

As the story develops, Character Jacob and his brothers become acquainted and interact with a black snowman who has magical powers.

At the story's conclusion, this snowman saves the life of one member of Jacob's family.

Jacob's appreciation for his own life and happiness with himself is enhanced.

Teacher directs Am. and Ry. or Rya. to call desk groups to clean up from their snack time.

While they call desk groups to clean up, Mrs. Myer puts crate with writing folders on Mi.'s desk.

Bulletin board on back wall displays a cut-from-paper menorah atop red and green background.

10:58 A.M.

Aide Dey. tells the teacher that she will leave room but return shortly.

Teacher says that will be fine because IFSP Julie left some pictures (with explanatory directions) for Todd to work on.

Researcher asks the teacher if she would like the researcher to sometimes read stories during fruit break.

Teacher responds in the affirmative, specifying Tuesdays and Thursdays.

Researcher walks to Todd's desk to see his writers' workshop work for today.

Teacher directs Todd to tell the researcher what he will be doing later today.

Todd whispers in the researcher's ear, but he whispers too softly for the researcher to hear same.

Another student asks the researcher for assistance with pencil sharpener.

While researcher is at pencil sharpener, Mrs. Myer says that she and Todd will soon be having pie at a local cafe.

Teacher asks Todd to explain why they will be having pie.

Todd speaks, but unclearly.

Teacher clarifies that she and Todd will be having pie because of the good work he has been doing in her class.

11:13 A.M.

Aide Dey. returns and speaks with Mrs. Myer.

Aide Dey. sits beside Todd.

Todd draws a picture to accompany page number one of his current story.

While he draws, Aide Dey, indicates details to be included in same.

Jon. asks the researcher a spelling question.

Researcher gets a dictionary and they look up word together.

11:26 A.M.

17 December 1990 (Monday)

10:25 A.M.

Researcher wears blue denim skirt with plaid wool shirt and sits at table number one.

Mrs. Myer wears black slacks with green sweater, stands at front of class, and reads a story in which the main character is named Amelia Bedelia.

Students are casually dressed.

They eat snacks and listen while sitting in new desk group arrangement.

Todd wears blue and black sweat suit and writes or scribbles on his milk carton.

There are two students per desk group and four rows of such groups.

In front row are two desk groups.

Seated there and from left to right are Le. and Rya., and Er. and Na.

In second row are also two desk groups.

Seated there and from left to right are Todd and Ja., and Ry. and May.

In third row are three desk groups.

Seated there and from left to right are Mi. and Jei., Jsh. and Jon., and Del. and Sc.

And in fourth row are also three desk groups.

Seated there and from left to right are St. and Am., Ram. and Jer., and Mr. and Ki.

One of two bulletin boards on back wall features menorahs.

The other has paper Christmas bells.

Each bell has a student's name on it, and all students are thus represented.

Bulletin board on left wall is empty except for lunch and other ongoing, e.g., schedule, information.

And that to right of blackboard has a weather-related chart.

Chart has columns labeled with the words, "sunny, cloudy, rainy," and "snowy."

X marks in each column represent the number of days this month characterized by each weather category.

10:40 A.M.

A boy enters room.

Researcher walks to him and learns that he is conducting a survey in school.

Researcher directs him to sit at table number two until Mrs. Myer finishes reading.

Teacher concludes story.

She tells students that they have a visitor from another class.

She asks him to introduce himself and explain the reason for his visitation.

Visiting student stands, introduces himself, and explains that he is conducting a survey of students' favorite holidays.

He identifies holidays that are included in his survey and asks each class member to select and state their favorite.

As class members respond, he records their answers.

When he seeks Todd's response, Todd shakes his head quickly from side to side and says nothing.

Mrs. Myer repeats holiday choices.

Todd shakes his head and says nothing.

Teacher suggests that visiting student skip Todd and seek other students' responses, which he does.

When visiting student has received and recorded all responses, except for Todd, Mrs. Myer asks the visiting student to tell the class more about his survey.

He responds by saying that information from his survey will be used to make a graph.

Mrs. Myer says that her class made a graph about dinosaurs. Visiting student leaves.

10:55 A.M.

Teacher stands at front of the class, pulls writing folders from the crate, and hands them out.

Mr. receives her folder and studies her current story.

Jon. receives his folder and tells the teacher he is done with his story.

Teacher says he can start a new one.

Todd coughs.

Teacher says, "That does not sound good."

Todd coughs louder.

Mi. receives his folder and looks at his baseball story and baseball cards.

Teacher hands Todd his folder and says, "It looks like you're ready to make a cover."

She directs Todd to go to the researcher.

She directs the researcher to help Todd make a cover and practice reading his story.

Researcher looks at his story with illustrations and notes that it is not rewritten or copied by Todd.

Researcher verifies teacher's awareness that he illustrated but did not rewrite or copy his story.

Teacher affirms such awareness and explains that this was owing to a decision to facilitate more fluidity in overall writing process.

Researcher walks with Todd to drawer beside sink wherein construction paper for story covers is contained.

Researcher directs Todd to select a piece of construction paper.

Todd selects one, and he and the researcher make a cover.

Researcher then takes Todd into hall where they sit on floor, and Todd practice reads his story.

11:30 A.M.

Todd and the researcher return to the classroom.

Researcher informs Mrs. Myer than Todd experienced considerable difficulty in reading his story.

Mrs. Myer says he will use another day to practice read before he reads to the class.

Teacher informs Todd of same and directs him to put his supplies away.

Todd walks to front of the class and pulls a chair that he places beside Mr. (who has a published story to read). Teacher tells Todd that, because his story is so long, he will practice read tomorrow and then read to the class. Teacher directs Todd to put his story away.

11:32 A.M.

Mr. begins reading her story to the class.

11:33 A.M.

18 December 1990 (Tuesday)

10:30 A.M.

Researcher wears gray slacks and sweater.

She stands by table number one.

Mrs. Myer wears navy slacks and red sweater and exits room.

Students are in classroom having an indoor recess.

Na. and Ry. sit on floor beside the researcher and play a game similar to Pick-Up Sticks.

Na. tells Ry. he wants to start a new story.

He then asks Ry. if he (Ry.) has any ideas for same.

Researcher goes to blackboard and writes characters named in story she will later read aloud.

Mrs. Myer returns.

Following her direction, students put games away, get their snacks, and take assigned seats.

10:45 A.M.

Researcher reads A Christmas Ghost to the class.

Todd makes disruptive sounds with his drink box.

Researcher removes drink box from Todd and continues reading.

Todd makes additional disruptive sounds.

Mrs. Myer directs Todd to sit on floor at back of room.

Researcher continues and completes story's reading.

Mrs. Myer asks the researcher to hand out writing folders.

As researcher hands out folders, Aide Dey. enters.

Mrs. Myer speaks with Aide Dey.

Researcher completes folder distribution.

Mrs. Myer speaks with Aide Dey. and the researcher about Todd's difficulty in reading yesterday.

Mrs. Myer and Aide Dey. discuss the apparent benefit of his story copying, in addition to his story dictating and illustrating.

Le. asks the researcher a question about her story, which she will soon be reading to the class.

Researcher responds and then sits at table number one.

Aide Dey. comes to the researcher.
Aide Dey. tells the researcher her additional, speculative explanations for Todd's reading difficulty yesterday. She says that paraphrased sentences used were long and complex and, thus, unnatural to Todd. She adds that he might benefit from illustrating before copying. This, she says, would lend meaning to his copying.

Mrs. Myer sits on floor at the back and center of room. She and a student have a writing conference. Researcher tours room, answering sundry student questions. Mrs. Myer addresses the class, saying that she thinks many students are rushing the publishing process. She underscores importance of their independent rereading and checking. Researcher returns to table number one.

11:28 A.M.
Teacher directs the class to put writing materials away and return to their seats.

11:30 A.M.
Jon. stands at front of room and reads his published story to the class. While Jon. reads, Mrs. Myer comes to the researcher and asks the researcher if she will give a shorthand demonstration to the class on Friday. Researcher agrees to do same. Jon. concludes reading.

11:32 A.M.
Teacher informs the class of her Christmas vacation travel plans. She then excuses desk groups to clean up and prepare for lunch.

11:41 A.M.

19 December 1990 (Wednesday)

10:59 A.M.
Researcher wears blue jeans, shirt, and sweater. She sits at table number one. Mrs. Myer wears gray slacks and sweater. She stands beside and writes a note on her desk. Students return from late recess following holiday assembly. Todd wears snow pants and sweatshirt, and he stands beside his desk. Other students have hung up their outerwear and are casually dressed except for Er. and Am., who wear dresses.

Teacher directs students to join her in front-right corner after finishing their snacks.
New words relating to dinosaurs have been added to word wall.

11:05 A.M.

Mrs. Myer sits in rocking chair in reading corner.
All students sit on floor in designated corner except for Er., Jsh., Jen., and Todd, who continue snacking.
Researcher sits on floor in front of table number one and behind students.
Teacher tells students that she is going to read a book aloud today, and they can read it tomorrow.
She holds up and identifies the book as The Year of the Christmas Tree.
She explains that the story takes place in Appalachia.
She also addresses customs reflected in story and tells students that, when compared with their own customs, there will be differences and similarities.

11:12 A.M.

All students sit on floor in designated corner except for Todd.
Todd gets up, carrying his shoes, and sits beside the researcher.
He leans his head on her left arm.
He taps his hands on his legs.
Researcher reminds him to sit quietly.
Todd continues tapping.
Researcher slides back (toward table number one) and away from Todd.
Teacher tells Todd that he is interrupting and that, if he cannot sit quietly with the group, he will have to return to his desk.
Teacher tells the researcher to take Todd to his desk, if he does not settle down.
Todd continues tapping.
Sc., who sits in front of Todd, turns around and says, "Stop."
Researcher takes Todd to his desk and returns to table number one.
Todd alternately pounds and thumps on his desk with his hands.

11:23 A.M.

Teacher continues to read story aloud.
Students face teacher and listen, sometimes turning to look at Todd.
Todd continues to pound and thump on his desk but does so less frequently and with less volume.

11:29 A.M.

Teacher finishes story, and the students seated on floor clap.
Teacher asks a comprehension question, and May. answers.
Teacher dialogues with May.

Todd's frequency and volume of disruption lessens.
Teacher asks another comprehension question.
Ry. answers.
Teacher tells the students which part of story she liked best.

11:35 A.M.

Teacher announces that it is time to get ready for lunch.
She asks Jei. to excuse students to clean up and ready for lunch.

Jei. stands, looks for quiet students, and excuses them.
When excused, they wash up, get their cold lunches or hot lunch tickets, and return to their seats.
Teacher tells Todd to put his shoes on and to remember to put them on right after the afternoon recess.

11:40 A.M.

Students have been excused from their desk groups and are lined up in front of door.

Researcher comments to Mrs. Myer on Todd's noise during story.
Teacher says it happens more often at end of day.

11:43 A.M.

20 December 1990 (Thursday)

10:13 A.M.

Researcher wears green slacks with green and lavender sweater and sits on floor in right-rear corner.

Mrs. Myer wears red corduroy jumper with red and white shirt and stands at front of the class.

Except for Er., who wears a dress, students are casually dressed.

They sit in regular places and complete an assignment involving crayon illustrations.

Todd wears striped sweatpants with sweatshirt and uses crayons.

Intercom announcement tells everyone that upcoming recess will be held indoors.

Teacher tapes completed illustrations to blackboard.

Teacher excuses students by desk groups to select an indoor recess game or project.

She also reminds them to use restroom during recess time.
She leaves room.

Telling the researcher that they can have play groups with no more than three members, students form groups of three.

Researcher strolls through room as students play.

Todd's group members call his name in anger while he crawls underneath table number two, where they play.

10:28 A.M.

Researcher tells the class to put away their games and prepare for fruit break.

Teacher returns to class.

While students snack, the researcher reads book to class, The Cobweb Christmas.

10:50 A.M.

Mrs. Myer begins handing out writing folders and comments on students' progress.

Aide Dey. enters room.

Third-grade class and its teacher enter room.

Visiting students recite a memorized poem and hold up their illustrations to accompany same.

Mrs. Myer's class applauds at poem's completion.

Visiting students depart.

11:02 A.M.

Mrs. Myer continues to hand out writing folders while Aide Dey. sits by Todd and awaits his folder.

Mrs. Myer hands out Todd's folder, speaking privately to Aide Dey.

Aide Dey. takes Todd to front-right corner.

With Aide Dey. beside him, Todd sits in rocking chair and reads his current story.

Researcher walks to front-right corner and finds that his story has been rewritten.

Shorter sentences with words more characteristic of Todd's speech have replaced longer sentences with more sophisticated words.

Aide Dey. points to words as Todd reads them.

Except for Mi., who conferences with the teacher at table number two, all other students sit at assigned places.

Several students watch and listen to Todd read.

Todd completes oral reading of his story.

Aide Dey. directs him to sit beside her on floor and read it again.

She reminds him to look at pictures when unsure about a word.

Researcher walks to Am., whose hand is raised.

Am. asks the researcher for ideas for her new story.

With Am.'s birthday in January, they decide that her upcoming birthday would be a good topic.

Researcher returns to table number one.

11:16 A.M.

Mrs. Klimesh enters room, requesting to borrow colored paper.

Mrs. Myer asks Mrs. Klimesh about the news story filmed earlier today.

Mrs. Klimesh and Mrs. Myer converse.

Mrs. Klimesh leaves with colored paper.

11:19 A.M.

Researcher moves to stand behind Todd and Aide Dey., who are back in Todd's regular place.

Aide Dey, has written a letter that Todd dictated, and Todd copies same onto a separate piece of paper.

Aide Dey. says that the class will be doing something different tomorrow, and the letter is a "filler activity."

Le. and Rya. ask the researcher to help them decide on new story topics.

Researcher discusses holiday customs practiced in their homes.

11:29 A.M.

Todd orally reads to Aide Dey. the letter he has copied.

Teacher announces that it is time to prepare for lunch.

She adds that Todd will read his story to the class after everyone is ready for lunch.

She looks for and excuses quiet desk groups.

Excused students wash hands, retrieve cold lunches or hot lunch tickets, and return to seats.

11:31 A.M.

21 December 1990 (Friday)

10:45 A.M.

As requested by Mrs. Myer, the researcher provides students with shorthand lesson.

She writes a holiday message on blackboard in shorthand, providing printed word translation below same.

Students copy shorthand message.

Researcher shows each student how to write his/her name in shorthand.

Students copy their shorthand names below shorthand message.

Researcher provides teacher with bag of candy for the class party to occur later.

11:30 A.M.

14 January 1991 (Monday)

9:28 A.M.

Researcher wears black and blue skirt with blouse and sits at table number one.

She is not feeling well today.

Mrs. Myer wears red corduroy jumper with red and white shirt.

She sits in rocking chair in front-right corner with book on her lap.

Behind her and attached to blackboard is a large piece of paper.

At its top are the words, "Nate the Great and the Lost List."

Below same is the word, "Mystery."

Students sit in new desk group arrangement.
 Teacher identifies desk groups that are sitting quietly.
 One-by-one, she calls such desk groups to join her in reading corner.

9:30 A.M.

All students sit in corner with books on their laps.
 Todd sits between Ry. and Na.
 Teacher opens her book to its table of contents and holds it up for the class to see.
 She notes that the page is at front of book, and that it is green.
 She explains that a table of contents identifies the page number where a particular story begins.
 She directs students to use their own table of contents to locate first page of a story called "Nate the Great and the Lost List."
 Na. is first student to find page number.
 Jei. has difficulty and requests help from the researcher, who complies.
 Todd holds his book against his chest.
 Majority of students have opened their books to designated story.

Teacher asks students to identify personality traits of character named Nate the Great.
 Jon. raises hand, is called, and identifies one trait.
 Teacher directs Ram. to move away from Mi. and toward the researcher so that he can concentrate on the story.
 Ram. slides toward the researcher.
 Ki. raises her hand and volunteers another trait.
 Ry. speaks quietly with Todd.
 Teacher directs Ry. to pick up his own book "because that is the best example for Todd and others."
 Ry. picks up his book.
 Teacher directs Ry. and Na. to read out loud with her from the story.
 Teacher, Ry., and Na. read out loud.
 Teacher scans students on floor and says that "some students have lost their place."
 She suggests that students in right place point to same for nearby students needing help.
 Teacher directs all students to read aloud.
 As class reads, the teacher points to correct place in Rya.'s book.
 Na. points to correct place in Todd's book.
 Teacher directs Del. to point to correct place for Am.
 Teacher poses a comprehension question.
 Class resumes oral reading, and Na. sites correct place in his book by following with his finger on page.
 Teacher reaches down and points to correct place in Ry.'s book.

Todd turns his head toward his back.
 Na. taps Todd.
 Todd turns his head forward.
 Na. resumes reading and citing correct place with his finger.
 Teacher asks story content question.
 Story concerns a lost grocery list that is erroneously used as
 pancake recipe.
 Ja. and St. volunteer answers to question.

9:47 A.M.

Todd sits facing the teacher with his book on his lap.

9:50 A.M.

Teacher and class finish oral story reading.
 Teacher directs students to close their books.
 She says, "Use level 10 so that everybody hears."
 She directs students to go back to their desks, get out their
 reading journals, copy the name and author of the just
 completed story, and to summarize the story.
 She adds that, when the above is done, they should return to
 the reading corner.

Students go to their desks.

Teacher walks to Todd and tells him to get out his pencil.
 Todd gets his pencil out, and the teacher repeats the
 directions earlier given.

Teacher shows Todd where he is to write.

Researcher asks the teacher to tell her about the reading
 journals.

Teacher explains they are separate from writing journals and
 involve more responsive than generative activity.

She further tells the researcher that Todd has recently
 expressed interest in participating in the "daily independent
 reading slot."

She explains that this is a voluntary, oral, reading-to-class
 activity for which students can sign up on a calendar.

Todd looks at his open book and writes on his page.

Teacher walks by him and says, "Good job!"

Teacher checks other students' work and repeats overall
 directions.

9:58 A.M.

15 January 1991 (Tuesday)

9:30 A.M.

Researcher wears green slacks and shirt and sits at table
 number two.

She is not feeling well owing to back pain.

Mrs. Myer wears brown slacks and sweater and sits in rocker,
 which is moved and beside her desk.

On blackboard are two sentences awaiting writing corrections. Also displayed there is a large piece of paper. On same and written in red and green marker is the word "Mystery" and a sentence summarizing the "Nate the Great and the Lost List" mystery story. Elsewhere on blackboard is a list of eight mystery project options.

9:33 A.M.

Researcher tours room.

While most students sit on floor in front of the teacher, Am., Jsh., Ja., and Jei. work at their desks.

In their reading journals, these seated pupils write clues necessary to solving aforementioned mystery.

All students on floor have their reading journals open and on their laps.

Except for Todd, all students on floor have a list of clues in their reading journals that the researcher can see.

Am. and Jsh. leave their desks and join group on floor.

Researcher sits at Mi.'s desk.

Teacher asks Ja. how close she is to finishing her list of clues.

Teacher asks the class to identify clues.

Jsh. volunteers one clue.

Using red marker, the teacher writes same in sentence form on large paper (attached to blackboard).

In his reading journal, Todd copies this sentence.

Researcher sits on floor behind Todd.

Teacher discusses sequence in which clues were revealed in story.

Todd shows the researcher his reading journal, flipping from one page to another.

Jei. joins group on floor.

Todd holds his reading journal on his head.

Teacher tells the class that they will read in their reading groups shortly.

She adds that reading group memberships will change soon.

She then directs students to put their reading journals in rack by her desk and begin reading in their groups after she calls the names of their respective groups.

After all students have put away their reading journals and joined their respective reading groups, Mrs. Myer tells the researcher that she wants to establish new reading groups "to get a balance of high-low in each group."

She explains that present groups were determined by the students so that each group has "self-selected members."

Reading group in front-right corner includes Mi. and Jei.

Todd is in another group with May. and Jsh.

Mr. and Er. come to and speak privately with the teacher. Mrs. Myer tells them to pick one or two mystery project options from blackboard.

She then tells the researcher that IFSP Julie gave her some extra activities to use with Todd, but that she prefers to use same only when regular class and group projects do not work. She identifies Mr., Ja., and Jsh. as students she "can always rely on to do the work."

10:05 A.M.

Reading groups are finishing their work and returning to their individual desks.

Mrs. Myer tells these students "to look at [their] book list[s] and think of the mystery that they are going to use." Ki. picks up a pink paper that is entitled, "Books I Have Read."

Teacher holds a blue paper that is entitled, "Mystery Unit." She tells students to pick from that list.

10:07 A.M.

16 January 1991 (Wednesday)

Researcher is not feeling well and conducts no observation.

17 January 1991 (Thursday)

Researcher is not feeling well and conducts no observation.

21 January 1991 (Monday)

10:42 A.M.

Researcher wears tan slacks with green and black sweater and sits on chair in front of window.

Mrs. Myer wears black slacks and a sweatshirt with school insignia.

She stands at front of room and completes oral reading of story.

She tells the researcher that the story concerned a man who was snowbound.

Researcher says that writers often base stories on their own experiences.

Bulletin board on back wall is captioned with "Snow."

On it are posted all students' paragraphs about snow.

Teacher announces that Ki. and St. have a play to perform. She then explains that they wrote it for their "Nate the Great" mystery project.

Ki. and St. go to front-right corner and perform their play.

When done, their peers applaud, and Mrs. Myer praises them.

Mrs. Myer adds that Na. has a project he will share with class in P.M.

Teacher excuses students according to desk group membership, and they clean up from their fruit break. Todd's group is excused, and he runs and gives hug to the researcher.

When students are cleaned up and returned to their seats, Mrs. Myer commences writing folder distribution. She stops folder distribution and tells students that tomorrow's and Wednesday's story writing time will be filled with different activities. She explains that tomorrow she and the researcher will help students generate topic lists for new stories. Wednesday, she further explains, will involve writing letters to military service persons stationed in Persian Gulf.

10:50 A.M.

Mrs. Myer continues to hand out writing folders. Aide Dey. enters and sits by Todd. She asks Todd if he would like to get started on his work right away. Todd looks at Aide Dey. and nods in affirmation. Mrs. Myer tells Aide Dey. that Todd will be starting something new today and adds that he had his hair cut over the week-end. Mrs. Myer suggests that Aide Dey. and Todd work at table number two. Aide Dey. takes Todd to table number two, where they sit.

She leans closely to and converses quietly with him. Mrs. Myer continues handing out folders and makes comments about individual student's progress.

Researcher moves to area of table number two. Todd tells Aide Dey. about his haircut. Aide Dey listens, questions, verbally paraphrases, and writes in his spiral notebook.

10:57 A.M.

Mrs. Myer calls Am.'s name and holds up her folder. Am. walks to the teacher and says she does not have any ideas for a new story. Other students have received their folders and are seated. Some are at their own desks. Others are in different places, e.g., Rya. sits at and writes on the counter at the back of the room. Teacher sits in right-front corner rocker with May. beside her. They are having a writing conference. Am. comes to the researcher and says she needs help in starting a new story. Researcher asks Am. about her family's week-end activities, which Am. says involve their church.

Researcher and Am. discuss different activities relating to same.

Am. says that she will think about writing something regarding her church.

11:06 A.M.

Aide Dey. reads completed haircut story to Todd.

She then directs Todd to read same to her.

When Todd has word decoding difficulty, Aide Dey. says beginning sound.

Todd appears to read it without much difficulty.

Aide Dey. tells him that he "did a great job of reading it on the first time."

Aide Dey. writes printed reproduction of completed haircut story using green marker pen.

Between every two lines of such printed story reproduction is a blank, unused line.

Mrs. Myer completes writing conference with May.

Le. comes to the researcher seeking new story topic.

Researcher and Le. converse about same, and Le. decides to write a story about sledding.

Aide Dey. completes first page of her printed haircut story reproduction.

She gives it to Todd, who begins its copying.

Todd uses pencil to copy each green, printed line on the blank line below same.

Researcher asks Aide Dey. if all of Todd's dictated stories are kept together in the spiral notebook, which is in his writing folder.

Aide Dey. looks in spiral to find many, but not all, dictated stories.

Aide Dey. says to the researcher, "Doesn't Mrs. Myer have a pleasant atmosphere in this room? She's always so sincere and enthusiastic. She tells the class when they do well, and they want to please her."

11:23 A.M.

Mrs. Myer comes to Aide Dey.

She tells Aide Dey. that she perceives Todd to increasingly have genuine social responses and express happiness when he really has done well.

Del. asks the researcher to read her story, which is in the early stages of development.

Researcher reads story and converses with Del. about its content.

Approximately 11:30 A.M.

22 January 1991 (Tuesday)

Approximately 10:45 A.M.

Mrs. Myer reminds the class that today's story writing time will be used to generate story topics.

She explains that the reason for doing such is to help students independently determine-select new story topics, as needed.

She divides students into two groups, assigning one to the researcher and the other to herself.

Mrs. Myer's group goes with her into hall.

Researcher's group collects in reading corner.

While students volunteer possible story ideas, the researcher records same in topical groups.

Todd volunteers by saying, "War."

Mrs. Myer's group returns to classroom with her, and students in both groups return to their regular places.

Mrs. Myer and the researcher write topically organized story ideas on blackboard.

Students record ideas they find appealing on paper designated particularly for same.

Approximately 11:30 A.M.

23 January 1991 (Wednesday)

10:37 A.M.

Researcher wears white slacks and sweater, and she sits at table number one.

Mrs. Myer wears gray slacks and navy blue sweater, and she stands at the front of the class.

She orally reads story about a Saint Bernard dog named Barry.

All students, including Todd, are casually dressed and sitting quietly in assigned places.

They eat snacks.

Teacher tells students that, when done with snacks, they should clean up and join her in reading corner.

Holding same book, Mrs. Myer goes to reading corner and sits in rocker.

"Child of the Day" sign bears Am.'s name.

10:39 A.M.

Nine students, not including Todd, go to corner and sit on floor, facing the teacher.

10:40 A.M.

Mrs. Myer commences reading story about dog.

All but six students sit in corner.

These six, including Todd, remain at their desks.

10:41 A.M.

Mrs. Myer continues reading story about dog.
All but three students sit in corner.
These three, including Todd, remain at their desks.
Using a hushed voice, the teacher directs Ram. to remove something from his pocket and sit down so that others can hear.

10:43 A.M.

Teacher continues reading.
All but two students sit in corner.
These two are Todd and Jer., who sit at their desks.
Todd emits grunting sound.

10:44 A.M.

Teacher continues reading.
Story involves dog residing in monastery.
Jer. joins group in corner.
Todd taps pencil on his desk.
Todd burps twice.
Todd grunts.
Todd taps pencil on his desk.
Todd gets up and takes milk carton and snack sack to trash can.
He goes to blackboard and removes restroom pass.
He walks to desk and puts pass on same.
He walks to door and leaves room.

10:46 A.M.

Teacher continues reading.
Dog in story demonstrates noteworthy loyalty to people.
On right wall is chart entitled, "Birthday Groups."
On it are boxes representing months of year.
Students' names are recorded in boxes.

Teacher continues reading.
Todd returns, closing door with bang.
He walks to his desk, grunts, retrieves pass and returns pass to blackboard.
He releases loud sigh.
He runs to the researcher.
Researcher directs Todd to join group on floor.

Teacher continues reading.
Todd sits at back of group, beside Mi.
Todd slaps his legs repeatedly.

10:52 A.M.

Teacher continues reading.
IFSP Julie enters room and places manila envelopes on table number two.
Todd sits quietly.

10:55 A.M.

Teacher continues reading.
Todd coughs, yawns, and looks around at peers.
Todd grunts and scratches his head.
He looks around at peers.
IFSP takes manila envelopes and leaves room.

Teacher concludes story.
She shares a personal experience with Saint Bernard dog.

Teacher holds up piece of paper relating to next writing activity.
Paper has the name of the school followed by "Happy Gram" at its top.
Below same are lines for writing.
Teacher explains that the paper will be used by students throughout school to send messages to service persons stationed in Persian Gulf.
Teacher directs students to return to their desks and write a happy gram.
She identifies Am. as the child of the day and gives her the papers to distribute.
Teacher explains that the messages will be sent to grown children of school staff and former students at school.
She goes to blackboard and writes the names of such service persons.

11:08 A.M.

Teacher asks students to remember how to spell "dear."
She asks Todd to whom he would like to write.
She points to blackboard and reads the names there written.
Todd identifies one name.
Teacher tells him to begin and that she will return in a minute.
Todd begins writing on his happy gram.
Researcher tours room.
Todd copies multiple names from blackboard.
Teacher tells the researcher that Todd has only recently been able to copy from the board.
She then says that she will leave briefly to get paper cutter.
Students ask the researcher how to spell various words.
Consistent with precedent to provide correct spelling in favor of invented spelling in special projects, the researcher offers correct spelling information.
Teacher returns with paper cutter and sits on floor by left wall using same.

Teacher stands and tells students to put their finished happy grams in a red basket on table number two.
She adds that, when they are done, they are to start a get-well message to Jon.
Teacher and researcher also write get-well messages to Jon.

Researcher tours room and answers additional questions concerning the happy grams and get well cards. Todd colors the front of his card to Jon. Mrs. Myer notes that he has written Jon.'s name on inside. She tells Todd to add his own name so Jon. will know who it is from.

Mrs. Myer shows the researcher a word puzzle on which Todd has been working. She says that each child in the class has been involved in a special project relating to the "Nate the Great" mystery stories, e.g., the play written and acted out by Ki. and St. on 21 January. Mrs. Myer notes that she and Todd each identified two words from the stories and these were used to create a crossword puzzle. She explains that she connected the words to form an 11-square puzzle, and Todd copied same.

Building principal enters.
Several students rush to speak with him.

Teacher begins excusing students by desk group to clean up for lunch.
11:34 A.M.

24 January 1991 (Thursday)

10:30 A.M.
Students sit in assigned seats and eat snacks. Mrs. Myer sits at table number two while the researcher stands at front of room and orally reads a story. During reading, Todd commences to play noisily with his paper towel and juice carton. Researcher removes towel and continues reading. Todd continues noise making with carton. Teacher removes carton while the researcher continues to read. Upon story's completion, the teacher excuses students to clean up by desk groups.

Teacher states that there are many absent students today. She explains that, accordingly, students will today have the choice of continuing regular story writing or teaming up with a buddy to work on a special one-day, writing project.

Aide Dey. enters room and sits at table number two. For students wanting to engage in team project, Mrs. Myer hands out new paper. Everyone but Ram., Na., and Todd take new paper. Aide Dey. moves to sit beside Todd. Researcher moves to stand near Todd and Aide Dey. Aide Dey. places page four of his current story on his desk.

On this page are sentences printed in green marker.
Between each line of green, printed words-sentences is a blank line.

Teacher approaches Aide Dey. and says that Todd worked really hard, had a good day yesterday.

Todd begins copying on a blank line.

Am. comes to the researcher and says her birthday is next Monday.

Teacher shows the researcher cards which accompany Todd's reading book and, therein, the "Nate the Great" mysteries. Each card has a one-sentence synopsis of the page of reading to which it is clipped.

Teacher says that IFSP Julie made each card so Todd and his peers can read from same book.

Mrs. Myer and Aide Dey. both state that the cards work better in one-to-one reading (with either of them or a peer) than in group reading.

Researcher and the teacher discuss the one-day, team writing projects.

Nearly all students are working in teams with apparent enthusiasm and success.

Teacher and the researcher agree that St. and Am. are working particularly well together.

Teacher notes that Ki. and Mr. work well in both team and independent arrangements.

She adds that Mi. and Na. are also usually good workers.

Researcher asks Mrs. Myer about Todd's nonteam status.

Teacher explains that Todd "did not ask to work with anyone," and she wants him to "get back to his hair cut story so he doesn't forget it."

Aide Dey. comes to the teacher and researcher.

She then says that Todd "finished copying his story and did a really good job of reading it."

11:33 A.M.

28 January 1991 (Monday)

10:25 A.M.

Researcher wears green slacks and blouse and enters room before students return from recess.

Jon., however, has returned following illness and is, along with May., inside the room.

Researcher welcomes Jon. back and speaks with both students.

May. explains that she is inside owing to asthma.

Other students return from recess, hang up outerwear, get snacks, and sit in new desk group arrangement.

New arrangement has seven desk groups which form a circle with one desk group in middle of same.

Desk group which is front and center (closest to blackboard) includes Jon. and Jer.

Moving clockwise, next desk group (closest to reading corner) includes Mr., Del., and St.

Continuing in clockwise direction, desk groups include Na., Jei., and Am. (closest to back-right corner); May. and Er. (closest to back); Ja. (closest to door); and Le., Jsh., and Ram. (closest to front-left corner).

Desk group in center includes Todd, Sc., and Ki.

Researcher sits at table number one.

On blackboard are two sentences with erasures and rewrites/corrections.

Such corrections involve changes in grammar as well as use of capital letters and contractions.

10:34 A.M.

Nearly all students are seated and eating their snacks.

Teacher stands at front of class and asks students to raise their hands if they watched yesterday's Superbowl.

She holds up a book about a fictional superbowl with animal players.

While the teacher orally reads the story, students eat their snacks and listen.

Todd eats a sandwich and listens quietly.

10:45 A.M.

Teacher finishes story.

She asks Sc. if he would like to read it during free time.

Hearing an affirmative reply, she gives it to him.

She then tells him to return book when he has finished its reading.

She excuses students to clean up by desk groups.

When Todd's group is excused, he stays in his seat.

Teacher directs him to put a piece of yellow paper in his red spiral, Mickey Mouse folder and then to put folder in his desk.

Teacher looks at the researcher and says that Todd has not been feeling well.

Teacher asks the researcher to watch him.

Teacher directs Todd to take his trash to waste basket "so [he] will be ready to write [his] story."

Leaving paper and folder atop his desk, Todd walks to trash basket, burps, and walks through and closes the door.

He then opens and closes door, staying in hall.

10:50 A.M.

Having directed students to join her in reading corner, Mrs. Myer sits in rocking chair.

Students sit on the floor.
Teacher discusses aspects of the "Nate the Great" mysteries.
Teacher asks students to identify important aspects of the stories.
Er. raises her hand, is called, and says, "Details."

10:52 A.M.

Mrs. Myer reads mystery solving stories that were written by students in Mrs. Klimesh's class last year.

Todd opens door and enters room, carrying a piece of blue paper, which he takes to Mrs. Myer.
Aide Dey. enters and sits at table number two.
Teacher asks Todd if paper was given him by someone in hall.
Todd says, "Yes."
Teacher directs Todd to put it on her desk.
Todd puts it on her desk and returns to group, sitting at back beside Jsh. and Sc.

Teacher orally reads another student's mystery story.
She points out many questions identified and considered in the solving of same.
Aide Dey. leaves class.
Teacher tells students that they will begin writing their own mystery stories today.
She adds that she wants the stories completed by the "middle of the week."
She says that she and the researcher will "edit for spelling" tomorrow.
She directs Am. to tell the researcher what the class will be doing on Friday.
Am. says, "We will have pancakes."
Teacher explains that "Nate the Great was always getting pancakes."

10:58 A.M.

Aide Dey. returns.
Teacher identifies the words with which all students' first sentences will begin.
She asks the researcher to write same on blackboard.
She tells students to go to their desks and begin.
Researcher writes opening words on blackboard.
Teacher directs Aide Dey. to continue working with Todd on his haircut story.
Todd goes into hall with Aide Dey.

Yellow paper and red spiral notebook remain atop Todd's desk.
Teacher asks peer student to remove snack materials from Todd's desk.
She then puts the yellow paper and red spiral away.

Researcher asks Mrs. Myer how Todd normally responds to two-part directions.

Teacher says, "He does pretty well as long as other students are doing the same thing."

11:13 A.M.

Researcher walks into hall.

Aide Dey. and Todd sit together on floor.

Holding his story close to his eyes, Todd reads aloud.

Aide Dey. shows the researcher symbols that she added to help Todd decode difficult words.

Mrs. Myer comes into hall.

Aide Dey. shows symbols to the teacher.

Teacher says that IFSP Julie sometimes adds symbols to Todd's books.

Noting that Todd's story is not yet stapled, Aide Dey. suggests that he not staple the pages until he has read it to the class.

She says she can sit beside Todd and take each page upon his completion of its reading.

Teacher, Todd, Aide Dey., and the researcher return to classroom.

Students in class continue writing their mystery stories.

Mrs. Myer tells all students to put away their work.

While his peers sit quietly in assigned seats, Todd sits in rocking chair and reads his haircut story to the class.

He holds each paper close to his face while reading it, giving each completed page to Aide Dey., who is beside him.

Volume and clarity are lacking in Todd's voice, but his peers continue to listen.

11:33 A.M.

Todd finishes.

His peers applaud.

Mrs. Myer asks the class to identify similar experiences with their own haircuts.

Sc. notes the use of scissors.

Ki. notes the use of sprays.

Le. notes the adjustment of seat height.

Mrs. Myer asks Todd if he would like to make copies of his story for his parents and his barber.

Todd responds in the affirmative.

Mrs. Myer asks Todd to identify who helped him with his illustrations.

Todd says that Aide Dey. and Del. helped him.

11:35 A.M.

30 January 1991 (Wednesday)

10:30 A.M.

Students are dispersed throughout room as they pick up and put away indoor recess games.

Researcher wears burgundy slacks and sweater and, at their request, looks at puzzles completed by Am. and Del.

Mrs. Myer asks Todd if he has a snack in his bag.

Todd says, "No."

Teacher checks Todd's bag and says, "You need to look again."

Todd goes to and looks in his bag, and he pulls out a sandwich.

Other students, as well, collect their snacks.

Bulletin board in front-left corner is captioned with "Africa."

Map of Africa is below same.

Bulletin board on left wall is captioned by the words, "Famous Black Americans."

Below this are large pictures of such Americans.

Bulletin board on back wall is captioned with "Mystery Words." Displayed below are typical mystery words, e.g., secret, clues, solve.

Students sit in assigned seats and, except for Jsh., eat their snacks.

Jsh. does not appear to have a snack.

Mrs. Myer, wearing black slacks and a multicolored sweater, reads a story aloud while circulating throughout the room.

Students, including Todd, listen while eating.

In its beginning, the story involves a boy who perceives he is not loved by his mother and who sulks for three days.

In its later development, it involves admission of error without ego deflation.

10:41 A.M.

Todd looks back and forth between Sc. and Mrs. Myer.

Other students appear to be listening.

Mrs. Myer finishes reading the story.

She asks students how their families would react if they sulked for three days.

May. raises hand, is called, and says, "I think the people in my family would be mad."

Teacher asks Na. if he has disagreements with his brother.

Na. nods in affirmation.

Teacher asks Na. if their disagreements last three or four days.

Na. says, "No!"

Teacher says that people can disagree without being "terrible, rotten, and mean."

She adds, "Sometimes relations are just different without becoming nasty."

10:47 A.M.

Teacher excuses students to clean up by calling desk groups. She then tells Mi. that he can go alone to computer (in library).

She adds that Ram. will go Monday.

She tells Mi., also, that he should reduce his number of printouts.

Teacher commences quiet conversation with one student.

Todd repeatedly burps, looking at Sc. between occurrences.

Todd escalates volume into burp-grunts.

He repeats this sound about every four seconds, looking at Sc. between same.

Mrs. Myer continues in one-to-one conversation.

Teacher announces that students who are still working on their mystery stories should go to crate and get their writing folders first.

Many students go to crate and get their folders.

Teacher says that students may receive help on spelling, grammar, and punctuation, but not with paragraphs.

Am. and Mr. come to the researcher and ask her to check their work.

Researcher checks their work for spelling, grammar, and punctuation.

Ki. comes to researcher for same.

Researcher checks Ki.'s work.

11:10 A.M.

Todd sits in his assigned seat and uses crayolas to illustrate his story.

Mrs. Myer sits at table number two, where she answers students' questions and checks their work.

Researcher tours room, answering students' questions and checking their work.

11:32 A.M.

Teacher tells the researcher that, to her surprise, Todd recently volunteered-requested to be scheduled to read to the class during a regularly scheduled reading time.

Researcher speaks with IFSP Julie in hallway.

Julie says that she put a word clue beside illustrations in Todd's story.

Approximately 11:37 A.M.

31 January 1991 (Thursday)

10:30 A.M.

Mrs. Myer wears blue slacks with red, white, and blue shirt, and a white sweater.
She hands out donuts to seated students, explaining that the treat is given because "all students got correct spelling this month."
Researcher wears red slacks with sweater and stands at front of class, reading a story.
At story's conclusion, teacher excuses students to clean up according to their desk group membership.
Mi.'s name is on the "Child of the Day" sign.
Aide Dey. enters and sits in chair beside Todd.

10:50 A.M.

Teacher announces that, when she is done talking, she wants the blue list of "Nate the Great" and other mystery stories that students have read.
Noting that her leader (Mi.) is on the computer (in the library), Mrs. Myer asks Le. to collect such lists.
Mrs. Myer and Aide Dey. look at word clues on Todd's story pages.
Le. collects story lists.

10:55 A.M.

Researcher sits at table number one.
Teacher hands out writing folders.
While doing such, she tells the researcher that all students have completed their mystery stories and are now working on their regular stories.
Students open folders and begin working.

Teacher asks Rya. to come to and tell her about the next story he will be writing.
Rya. says it will be about hockey.
Teacher asks him to describe what he will include in same.
Rya. begins describing story components.

11:13 A.M.

Aide Dey. comes to the researcher and says that Todd is making scribbles for pictures and not trying very hard.
Teacher comes to Aide Dey. and the researcher.
Teacher and Aide Dey. converse.
Teacher says that other students had some diversion via their mystery stories, and Todd may need a change.
Aide Dey. agrees.
Aide Dey. adds that "maybe he should work harder on one picture than to make many small pictures."
She then says, "He sort of spaces out when he needs directions from the art teacher."
Aide Dey. says that she will talk with IFSP Julie.

Mrs. Myer says, "He is O.K. when he sits at the front."
Teacher adds that "sometimes kids do their best job if their peers stop inappropriate behavior."
Aide Dey. repeats, "Maybe he should do just one picture per story."
Mrs. Myer comments that art work was more of a reward at the start of the year than now.

Teacher goes to Am., and they briefly discuss aspects of Am.'s new story.
Teacher goes to rocking chair.
Jon. stands beside her as they begin a writing conference.

Aide Dey. gets out a reading book.
She sits beside Todd and points in as he reads aloud from book.
Researcher walks near Aide Dey. and Todd.
The page from which Todd reads has numbers represented in numeric (or symbolic) and corresponding word form.
It also has sight words with corresponding pictures.

11:32 A.M.
Teacher announces that it is time to put away writing folders.
Noting that there will be an early, 12:00 dismissal today,
Mrs. Myer hands out papers for students to take home.
Mi. has returned to class and collects writing folders.

Identifying several students, the teacher directs them to take their old library books back and pick up their new library books.
She directs remaining students to have their old library books ready to go.
She tells Todd to sit on his chair.

Earlier identified students leave class.
Mrs. Myer tells other students to join her in reading corner.
She sits in rocker, and students sit on floor.
Todd sits beside Rya. and in front of Ki.
Researcher stands behind bookcase in back-right corner.
Mrs. Myer explains that a circle of friends activity in another class involved learning how to read Braille.
She says that she has Braille materials to share and holds up one page of same.
She identifies material as part of a Jack and Jill magazine and shows students other pages, as well.

Group of students returns from library.
Teacher identifies next group of students to go to library.
She reminds them to be quiet in hall and library.
New group of students leave.

Addressing students seated before her, Mrs. Myer says that students with vision problems read Braille by feeling it. She asks class members how they feel about the magazine. Mi. says that he feels like he is blind. Le. notes that there are no pictures.

Mrs. Myer says that she wonders if Braille makes students (on floor) feel like they are blind and shown a regular book. She explains that it is interesting and useful to know about Braille, and says that it makes "us thankful for our own [regular] books." She adds that blind people are probably very thankful for their Braille books.

11:48 A.M.

Teacher says to Todd, "Go to the library and pick out a couple of new books since you returned all your library books." She then asks Mr. to assist Todd "to make sure he gets back, since he rides a bus." Approximately 11:50 A.M.

4 February 1991 (Monday)

10:26 A.M.

From hallway, the researcher notices that Todd is not outside for recess and sits alone on classroom floor.

He has his coat on and is trying to put on a boot that is buckled and zipped shut.

With only minutes remaining in recess period, the researcher unbuckles and unzips his boot, and Todd puts on same.

He takes the second boot, which the researcher also unbuckles and unzipped, and attempts to put it on.

A sock in its he toe prevents its proper fit.

Researcher removes sock, and Todd puts on second boot.

With his mittens held in but not on his hands, he runs out door and through hall, toward the outside exit.

Approximately 10:28 A.M.

Approximately 10:45 A.M.

Researcher wears lavender slacks with multicolor striped jacket and kneels beside table number one.

Mrs. Myer wears blue skirt with striped shirt and stands at front of classroom.

Todd wears sweat suit and sits at his desk, his head resting upon same.

Other students are unremarkably dressed and sit in assigned places.

Todd's name is on the "Child of the Day" sign.

Teacher tells Mr., Le., and Mi. to meet with her after she hands out writing folders.

Over a rush of whispers, the teacher calls students by name.

Once called, they walk to front, get their folder, and return to their seats.

When she calls Todd's name, he walks to Mrs. Myer.

She gives Todd his folder and says, "And I'll talk with you in a minute, O.K.?"

Todd takes his folder back to his desk and sits down.

Teacher passes out remaining folders.

Mrs. Myer walks to Todd and pulls spiral notebook from his folder.

IFSP Julie enters room, walks to the teacher, tells her that Todd's father will pick him up from school today.

Thus, Todd will not ride bus.

Jsh. enters room, and the teacher tells him to get his folder from crate.

Todd says his grandparents are coming today for a visit.

He adds that they will stay in a hotel.

Teacher and Julie try to determine what Aide Dey. did with Todd on Friday.

They are unsure and decide that he will begin a new story.

Mrs. Myer suggests that his new story concern his grandparents' visitation.

Researcher leaves table number one and tours room.

She answers several students' writing questions.

She notes that Todd is working independently, walks to him, and observes that he has written the first letter of many words.

IFSP Julie is not present in classroom.

Researcher asks Todd to tell her about his writing.

Todd speaks the words that begin with the written first letters.

The words concern and describe aforementioned visit.

With enthusiasm, the researcher rereads what Todd has written.

Mrs. Myer comes to see Todd's work.

She praises him repeatedly and enthusiastically.

She then tells him to write some more.

Todd scribble writes without including first letters.

He tells the teacher and researcher what he is writing, and the researcher records same on his page.

Mrs. Myer goes to and speaks with Jer. about her story.

She then returns to Todd and asks him to tell her what he has written.

He reads his scribble writing for Mrs. Myer, who repeats what he says.

Mrs. Myer directs Todd to continue writing.

Researcher returns to table number one, and Mrs. Myer walks to and speaks with Jsh. about his father's departure for military service.

10:22 A.M.

Teacher and Del. sit at table number two, where Mrs. Myer reads Del.'s story aloud and makes spelling corrections. Teacher directs Del. to recopy her story with correct spelling.

Todd taps his pencil on his desk and looks around room.

Teacher tells the researcher that she would like to build on Todd's today evidenced writing development.

She explains that she would like to have Todd write with a peer.

This peer, she further explains, would "coach him to write the first letter of a word and then add a blank or part or all of the word."

Researcher asks the teacher if a temporary time change for the researcher's observations and interactions could be instituted.

She explains that she would like to compare classroom activity between 10:45-11:45 with that found in another time of day.

Mrs. Myer indicates that the researcher can change to 9:30-10:15.

She says this change can begin on 12 February and can last for 2 weeks.

11:32 A.M.

Teacher directs Todd to pick up writing folders.

Approximately 11:33 A.M.

5 February 1991 (Tuesday)

10:30 A.M.

Researcher stands at front of the class and reads story, I am Your Misfortune.

Students sit in assigned seats and snack.

10:45 A.M.

First-grade class enters room.

Mrs. Myer welcomes visiting students and their teacher.

Researcher goes to and sits beside table number one.

Mrs. Myer directs visiting students to team up with specifically identified students from her own class.

She does this by pointing to and naming her own students.

All students, but Todd, team up in groups of three and sit on floor throughout room.

She then directs her own students to listen to and ask questions about stories written by visiting students.

Visiting students read their stories aloud while Mrs. Myer's students listen and ask story-related questions.

Mrs. Myer goes to Todd and asks, "Do you want to sit on the floor and listen to a story?"

Todd replies, "No."

Mrs. Myers says, "Oh, come on," and lifts him up and puts him on floor with Jsh. and a visiting student.

10:55 A.M.

IFSP Julie enters room and speaks with Mrs. Myer.

Colorful paper mittens are displayed on right wall, behind the researcher.

Story reading by visiting students concludes, and visiting students and their teacher leave.

Mrs. Myer's students return to their assigned seats.

Teacher asks the researcher to complete story begun earlier.

Researcher stands in front and completes oral reading of I am Your Misfortune.

Mrs. Myer excuses students to clean up by desk groups.

When students are seated again, she seeks and listens to their comments about stories read by visiting students.

Teacher pulls writing folders from crate, calls names, and hands out same.

After all folders are distributed, the teacher tells the researcher that she spoke with Todd's father yesterday. She explains that the nature of Todd's get-together with his grandparents was different than described by Todd.

She then gets out a reading book and sits on floor beside Todd.

She opens book to page where key words begin with a, e.g., airplane.

Illustrations accompany key words.

She directs him to say and copy each word.

Todd says each word and copies it letter-by-letter.

When he skips a letter, she tells him, and he recopies.

Teacher returns to word "airplane," directing Todd to say other words that he might use with same.

Todd says, "Airplane, sky, airport, Daddy."

Teacher writes the additional words on open page.

She then asks him if he would like to use these words in a story.

Todd indicates that he would, and he and Mrs. Myer generate sentences using other key words.

Mrs. Myer directs Todd to return to his desk.

She speaks with Na. about a sport story.

Approximately 11:30 A.M.

6 February 1991 (Wednesday)

9:53 A.M.

Researcher enters Mrs. Klimesh's class to observe activities concerning Teri's integration.

Mrs. Shell is the substitute teacher.

Researcher finds two visiting classes of second-grade students with their teachers and Mrs. Shell's class in room. Mrs. Myer's class is one of the visiting classes, but the researcher cannot see Todd. Students' desks are pushed toward walls, and most students sit on floor.

A person, who later identifies herself as a professional storyteller, stands in middle of room. She tells a story of a boy who wished he were, and in a dream became, a dinosaur.

At story's conclusion, students raise hands and are called on to make comments about or ask questions of the storyteller. One student asks the storyteller why she wears a piece of equipment around her neck. Storyteller explains that she wears an amplifier to improve the hearing of one hearing-impaired student in room (student is from other visiting class). Following other comments and questions, both visiting classes leave. Mrs. Myer's class leaves after the other visiting class. Todd trails behind all his peers. Mrs. Myer informs the researcher that Todd sat by Mrs. Shell and paid "pretty good attention." Approximately 10:14 A.M.

10:30 A.M.
Researcher wears peach slacks and sweater and sits at table number one.
Most students are returned from recess, sit in assigned seats, and eat snacks.
Todd takes plastic bag filled with grapes from his back pack, goes to sink, picks up a juice carton and paper towel, and walks to his desk.
Most students are casually dressed.
Mi. is not present.

Mr.'s name is on the "Child of the Day" sign.
Bulletin board on left wall continues to display famous black Americans.
Bulletin board in front-left continues to display a map of Africa.
Pictures of Africa are also included.
Bulletin board on back wall has teeth on it.
The teeth have been colored.
Above the alphabet, which is above the blackboard, are posted the written names for months of year.
Each month has corresponding picture.

Mrs. Myer wears navy blue slacks with a multicolored sweater. She stands at front of room and says, "As soon as you finish with your snack, come over to the rocking chair so we can hear our other folk tale."

She says it was a treat to hear story earlier told by the storyteller.

She says, "Todd, can we open your juice so we can hear the story right away?"

She opens Todd's juice carton.

Mrs. Myer walks to and sits in rocking chair.

Seven students follow and sit on floor, and 10 remain in their seats.

Teacher notes that she wanted to concentrate on folk tales this week.

She then says, "We'll give you 2 more minutes, guys, and then we will have to go ahead and get started."

10:41 A.M.

St. takes a huge bite of her apple.

Todd pulls grapes from plastic bag and eats them.

Teacher says, "We will start now."

She then holds up a book and identifies it as The Banza.

She asks the students for what they are supposed to listen.

Someone says, "The author's message."

Teacher adds that each student will illustrate a preferred part of the story.

Na., St., and Todd remain in their seats.

10:43 A.M.

Teacher begins reading story, which is a folk tale from Haiti.

10:44 A.M.

Na. joins group in corner.

St. washes her hands and joins groups in corner.

10:45 A.M.

Todd sits at his desk, eats grapes, and makes guttural sounds.

Teacher continues to read story.

Todd puts his hand in plastic bag and makes crinkle sounds.

Teacher continues to read story.

Todd lightly pounds desk with his hand.

Teacher continues to read story.

10:52 A.M.

Teacher finishes reading story.

She asks students to identify the author's message.

May. raises hand and says, "To help each other."

Todd waves plastic bag in air and makes crinkle sounds.

Mrs. Myer asks a comprehension question.

Todd taps his hands on his desk.

10:54 A.M.

Teacher asks another comprehension question.

Several students on floor raise their hand.

Teacher calls on one of these students.

Todd pounds his hand on his desk and makes crinkle sounds with his bag.

Teacher discusses the role of feelings in story.

She then tells students that they are to draw a picture of their favorite part of story.

Todd stretches his plastic bag around his juice carton.

Teacher tells students that, when they finish their picture, they can get out their writing folders and continue their story writing.

Todd wraps his paper towel around the bag with the juice carton.

Mrs. Myer calls students' names one at a time.

She then gives them paper, and they return to their desks.

Mrs. Myer goes to Todd and says, "Todd, I think you need to put your stuff away. You never even came over to listen to our story."

She picks up snack materials on his desk and takes them to waste basket.

She returns to Todd, puts paper on his desk, kneels beside him, and inquires, "Could you hear a little about the story?"

Explaining that the story was about a tiger and a goat, she asks, "Do you think you could draw a tiger with some stripes? You do not have to do it exactly right, except your name. Just the picture?"

10:59 A.M.

Teacher stands up.

Todd marks on the page with his pencil.

After picking up some papers, the teacher tours room.

She then returns to Todd, puts his pencil in his desk, and retrieves the book with the just completed story.

She shows Todd tiger illustrations in same and says, "They are yellow and orange with black stripes."

11:01 A.M.

She then asks Todd, "What kind of stripes did they have?"

From the crayons on his desk, Todd picks up the orange one.

Teacher responds, "Weren't they black? You should get out a black crayon."

Teacher sits and does paper work at Mi.'s desk.

11:03 A.M.

Teacher returns to and kneels beside Todd.

She praises him for making stripes.

She picks up a green crayon and suggests that Todd make surrounding plant life.

Researcher tours room.

Time schedule on bulletin board on left wall indicates that IFSP Julie works with Todd 30 minutes each morning and 20 minutes each afternoon (for math).

Teacher and researcher tour room, commenting on students' completed pictures.

Todd has created a detailed picture including a tiger with black stripes and two eyes, a large tree, grass, and flowers.

Teacher tapes pictures to blackboard.

She tells Todd to bring her his picture, if he is done.

She asks him if his name is on it, and Todd writes his name on same.

Todd gives her his picture, which she tapes to blackboard.

Teacher directs him to get out his pencil and put away his crayons.

Teacher sits beside Todd and writes name of the professional storyteller on a piece of paper.

She tells the researcher that, since Todd so much enjoyed the storytellers' dinosaur story, she thinks it "would be good for Todd to write a thank-you."

She then writes name of dinosaur story on the paper.

Todd begins copying.

Researcher speaks with Jei. about her story.

Teacher's family enters room, is introduced, and tours room.

11:35 A.M.

7 February 1991 (Thursday)

10:15 A.M.

As the researcher enters, Mrs. Myer excuses students to go outside for recess by calling names.

After their names are called, students leave their desks, put on outerwear, and exit.

Teacher tells Todd to continue working in his book (an open book is atop his desk) so that she can excuse him later.

Teacher tells the researcher that students will today watch a film during fruit break.

She, accordingly, asks the researcher to save her story book for reading during a subsequent fruit break.

Teacher leaves classroom.

10:22 A.M.

Todd sits at his desk looking at his book.

Ja. and Le., who have their snow suits on, lean over and look at book on Todd's desk.

Le. says, "What's that word?"

Ja. says, "Come on, Le.!"

Eighteen students' illustrations of yesterday's story, The Banza, are taped to blackboard.

10:30 A.M.

Teacher enters classroom and tells the researcher that Todd "did not get started on his work this morning, and that's why he had to stay in during recess."

Le. returns to classroom.

She says, "Todd, have you been reading your words?"

Todd whispers, "No."

Le. says, "You had better . . . read that book."

Todd comes to the researcher with his book.

The book has words which are organized according to their beginning letters.

Researcher and Todd study d words.

Students return to classroom.

10:34 A.M.

Movie screen at front of room is pulled down.

Only some overhead lights are turned on.

Teacher announces that today is Ram.'s birthday.

She holds Ram.'s shoulders and leads class in singing happy birthday song to him.

Ram. describes how he will celebrate his birthday.

10:35 A.M.

Teacher directs the students seated in front of film screen to move, and they do.

She says that the film is an "introduction to Africa."

She asks what an introduction is.

No students respond.

She discusses the introduction of people to one another.

She asks what an introduction to Africa would be about.

No students respond.

She says an introduction will help them to begin to know Africa.

She explains that the film will be longer than their fruit break, but adds that the students can keep their paper towels until film is completed.

Movie begins.

About 85% of students are attending to it.

Todd plays with his snack.

Teacher walks to Todd and removes his snack, and then goes to and sits in back-left corner.

While flicking his lip with his finger, Todd watches movie.

Teacher makes movie-related comment.

Although some students are fidgeting, there is general student attending to movie.

10:50 A.M.

Aide Dey. enters and engages in whispered conversation with Mrs. Myer.

Upon conclusion of such conversation, Aide Dey. nods her head in the affirmative and leaves.

10:52 A.M.

Rya. watches movie with his finger in his mouth.

Mr. listens while playing with her paper towel.

Todd listens to and watches movie.

10:58 A.M.

Movie concludes, and the teacher does mechanical work with projector.

While she does this and at her request, Ram. goes to bulletin board to right of blackboard.

He reads aloud the thermometer there attached, looks at weather conditions outside, and colors in appropriate square on weather chart (to indicate sunny day).

Teacher goes to front of room and discusses letters that students will today write to service persons stationed in Persian Gulf.

She explains that postal personnel have indicated "there is almost too much mail going to the Persian Gulf," and that it is very expensive to send packages to Saudi Arabia.

Ki. raises hand, is called on, and says that half of the class can write to the sons of a school faculty member.

Teacher adds that the class could focus only on these two people, instead of all seven identified in school entryway as having some connection with school.

She holds up pink construction paper.

Todd leans forward, yawns, and stretches.

Teacher asks students if they remember the names of the two sons.

Sc. says two first names.

On left end of blackboard, the teacher writes one of these names.

She then directs students on left side of room to send their valentines to that person, whose name she restates.

On right end of blackboard, the teacher writes the second name.

She then directs students on right side of room to send their valentines to that person, whose name she restates.

Also written on blackboard are "Saudi Arabia" and "Valentine's Day."

Teacher asks Ram. to hand out pink construction paper, and he gives a sheet to all students.

Teacher tells students that they may also include a President's Day message in their letters.

She then asks Todd to wait until she can help him get started.

Teacher goes to Todd.

She asks him if it would "help to use the white paper . . . used yesterday."

She then writes a message on white note paper and says that Aide Dey. will be coming later.

11:10 A.M.

Aide Dey. enters and sits beside Todd.

Researcher moves closer to them.

Added to Todd's pink construction paper are horizontal lines.

Todd copies his message onto the pink paper.

He copies the letter as uncovered and exposed by Aide Dey.'s hand.

Rya. watches as Todd copies.

When Todd completes copying Mrs. Myer's valentine message,

Aide Dey. adds information.

Also on Todd's desk is a note indicating that Todd will be going to Kansas City.

Teacher and the researcher circulate through room and answer spelling questions.

Teacher comments that Todd is playing around.

11:22 A.M.

Teacher tells Todd that he can hand out gum when he finishes his work.

She says it will be rolled inside the letters.

She gives Todd gum and tells him to distribute it.

Aide Dey. and Mrs. Myer comment audibly that Todd "wrote neatly and finished his card."

Todd distributes gum and returns to his desk.

Mrs. Myer tells Todd to hold his letter in a rolled position while she tapes it shut.

She then tells Ram. to pick up the letters.

11:30 A.M.

11 February 1991 (Monday)

10:20 A.M.

Substitute teacher, Mrs. A., is in classroom, and she sits at the teacher's desk.

Her name is written on blackboard.

She asks the researcher about her investigation, prior public school involvements, and her future educational goals.

Er.'s name is on the "Child of the Day" sign.

On word wall are many new words.

Students, one of whom is Sc., begin to return from recess.

Researcher sits at table number two.

10:32 A.M.

Mrs. A. says, "Sc. is the reader today, so Sc. will have to read first."

Students continue to return from recess, remove outerwear, and prepare for fruit break (taking their snacks to their assigned seats).

Researcher greets Ki. and May. by saying, "Hello, Miss Ki.," and "Hello, Miss May."

They greet the researcher in same fashion and giggle.

Todd takes off outerwear at back of room.
Sc. tells Mrs. A. that he needs some time to pick out a book,
and he would rather read following the afternoon recess.
Ry. goes to blackboard and draws a picture.
Students call out guesses.
Mrs. A. marks a line under a on left end of blackboard.
There is a b on right end of blackboard.
Beneath it are three marks.
Mrs. A. whispers in Del.'s ear and then tells her to go to
blackboard and draw.

Todd removes his boots and puts on his shoes.
Researcher goes to Todd, ties his shoes, and returns to table
number two.
Todd gets his juice and paper towel, and sits at his desk.

Mrs. A. says, "If you're on the opposite team, do not say
anything."
She then explains that team members guessing are on same team
as the person drawing.
Mrs. A. picks another student to draw on blackboard.
She then speaks softly into Todd's ear and asks, "Can you do
it?"
Todd shakes his head from side to side.
Mrs. A. says, "You want to drink your juice first?"
Mrs. A. whispers in Am.'s ear, and Am. goes to blackboard.

10:48 A.M.
Am.'s picture is detected, and Mrs. A. adds a mark on winning
team's side.
Mrs. A. returns to Todd and asks if he is ready to take his
turn.
She shows Todd a picture in book.
Todd again shakes his head from side to side.
Mrs. A. says, "You don't want to? O.K."

10:52 A.M.
Substitute teacher asks Er. to pass out writing folders.
She then directs all students to clean up from fruit break.
Er. begins passing out folders.
Mrs. A. speaks with Todd about a week-end with his
grandfather.
She gives him a piece of white paper labeled "Story Ideas" and
sits at her desk.
Todd takes his writing folder to Mrs. A., who says she will
help him later.
Todd returns to his desk and takes out a pen (or pencil?).
Mrs. A. speaks with Jsh.
She then walks to Todd and says, "Let's write a story."
She opens his spiral notebook to a clean page.

Na. presents the researcher with his loosely written story about a wrestler.
 He asks the researcher if he can "start a rough draft now?"
 Researcher reads what he has presented her and says, "Yes."

Mrs. A. asks Todd to tell her about his trip to Kansas City and his visit with his grandparents.
 She paraphrases and writes what he says.
 She writes with red ink on a white page.

Le. tells St. that someone else will be coming to work with Todd.
 Researcher reads Jsh.'s story and helps him determine an ending.

11:08 A.M.

Mrs. A. completes a one paragraph story on Todd's trip.
 She puts another page on Todd's desk for his copying.

11:10 A.M.

12 February 1991 (Tuesday)

9:06 A.M.

Researcher wears gray slacks and sweater and sits on floor in back-left corner.

Mrs. Myer wears gray slacks and navy sweater.

She hold papers and says, "The last one is, 'I use a coat when it's cold.'"

Students are seated at their desks with open books atop same.
 Teacher directs St. to pick up the students' papers, after they check their work.

Two sentences with writing errors are on blackboard.

To left of each is a number in parentheses.

"(5)" is to left of first, and "(2)" is to left of second sentence.

As directed, St. collects papers.

Teacher tells students to get out their notebooks so they can work on their "language sentences."

She then circulates through room and speaks with individual students.

She stops and tells Todd to get out his "Ninja Turtle notebook so we can write the sentence."

She also says she will read the sentences.

She announces that the first sentence has five mistakes and directs the class to "work on the sentences."

She adds that when students are done with their sentences, they can get out their crayons.

Mrs. Myer asks Todd if he can "see the sentences on the blackboard all right?"

Todd nods in affirmation and begins writing on his page.

Jon. raises his hand.
 Teacher walks to and speaks with Jon.
 All students are working.
 Teacher returns to Todd and whispers, "That's good, Todd."

Mrs. Myer comes to the researcher and says that Todd only recently, i.e., the last couple weeks, began copying from blackboard.
 She adds that Todd does not make corrections in his sentences; he only copies.
 She further states that (other) students make their corrections in crayon because of some cheating at start of year.

9:17 A.M.
 Jsh. goes to blackboard and makes five corrections in first sentence.
 Teacher says, "O.K. He did them all. Very good."
 Ry. goes to blackboard and makes two corrections in second sentence.
 He explains why he made each correction.

9:20 A.M.
 Todd quietly plays with his pencil.
 Teacher erases blackboard and directs students to clear their desks.
 She says the class will rearrange desks before reading time.
 She pauses and says, contemplatively, "Let's see . . . to make it easier to pass out valentines. . . ."
 Teacher suggests that Mi. move his desk and then she, instead, moves it beside Mr.
 She tells Todd to move his chair, and he does.
 Teacher continues moving and directing movement of desks and chairs until students' desks form a circle.
 With chairs placed on outside of circle, Mrs. Myer notes that "students at the front will have to turn their chairs around to see the front, from time to time."

In front and center of circle sit Del. and Mi.
 To their right and sitting sequentially and closest to reading corner are Mr., Sc., and Todd.
 Er., Rya., and May. follow, sitting closest to right wall.
 Na. is next, and he is closest to back-right corner.
 Am., Ja., and Ry. follow, sitting closest to back of room.
 Le. is next, and she is closest to back-left corner.
 Jsh., Ki., Ram., and Jer. follow, sitting closest to left wall.
 Finally, Jon. and Jei. are next, sitting closest to front-left corner.
 An open space for walking is between Jei. and Del.

Mrs. Myer says, "Is there anything else we need to do before reading?"

There is no response.

She then asks the students if they had "any particular reaction to the reading from yesterday?"

Le. says she "felt sorry for the black people."

Teacher asks what part of Martin Luther King's life was studied yesterday.

Ry. says, "When he was a child."

Teacher notes that there were some big words in yesterday's reading.

She says these words are important for the story, but adds that she doesn't expect the students to "learn them completely."

Todd listens with his thumb in his mouth.

Teacher announces that "May. and her cooperative group should work in the reading corner."

She then gives Ry. one book, and he, May. and another student sit behind Mrs. Myer in reading corner.

Teacher asks Jer. and her reading group to come forward, but only Jer. approaches the teacher.

Teacher says, "Who else?"

Someone says, "Todd," and a name the researcher cannot hear.

Teacher asks Sc. to "stand up and go with Jer. because that will be a good model for Todd to see."

Jer., Todd, and Sc. sit together elsewhere in reading corner.

Finally, all students sit in groups of three in reading corner.

Each group has one book.

Mrs. Myer holds up card on which "encouraged" is written.

Card is shaped like silhouette of Martin Luther King's head.

She says word on card aloud and then discusses its meaning.

In same fashion, she presents the following words: impression, segregation, and inferior.

After presenting the latter, the teacher says she feels inferior to the researcher in shorthand.

Researcher says she feels inferior to the teacher in oral story reading.

Teacher and the researcher laugh.

9:37 A.M.

Large, differently colored paper circles are attached to walls throughout room.

Each vertically lists three students' names.

That in back-right corner lists Jer., Sc., and Todd.

That in center of back wall lists Mi, St., and Jsh.

That in back-left corner lists Mr., Am., and May.

9:40 A.M.

Teacher says that class will start reading.
 She directs several students to sit flat on their bottoms.
 She tells the students that they "have to be good cooperative learners and must make sure [they] can read the book."
 She then leads the class in unison reading of book.
 Student sitting in center of each group holds book.
 Todd, Sc., and Jer. sit beneath bulletin board in front-right corner.
 Ki. raises her hand and says that "Le. is not paying attention."
 Teacher says she "noticed that too, and Le. will have to pay more attention."

9:47 A.M.

Mrs. Myer asks Jer. to open her book wider because Todd "really is trying to see the pages."
 Oral reading continues.
 Teacher's voice can be heard over the collective voice of students.
 Teacher states that some students are not reading with her.
 She explains that she is reading with them so it will not be so hard.
 She then directs St. and Ram. to "pay closer attention."
 9:52 A.M.

13 February 1991 (Wednesday)

9:00 A.M.

Researcher wears colorful Mexican skirt with green blouse and observes from hallway.
 Mrs. Myer wears black and white checkered slacks with a black sweater.
 Students are casually dressed.
 They all stand to recite the Pledge of Allegiance and sing a patriotic song.

Researcher enters and sits at table number two.
 Teacher asks Am. to come to front of the class, identify today's date, determine today's temperature, and to complete corresponding charts on bulletin board (to right of blackboard).
 While Am. does this, the researcher answers knock at door.
 A student from another class gives the researcher a note for Mrs. Myer.
 Am. returns to her assigned seat.
 Researcher gives note to Mrs. Myer.
 Upon reading same, the teacher gives a book to Am. and asks her to take it to a particular teacher.

Three lines of writing needing corrections are on blackboard.
 To left of each is a number set in parentheses.

Such writing concerns a street address.
 Dental display remains on one back-wall bulletin board.
 On other is a valentine display.
 Am.'s name is on "Child of the Day" sign.
 Valentine-decorated sacks and boxes are in front of most students' desks.
 Colored paper circle attached to center of left wall lists Ry., Er., and Jei.
 That in center of front wall lists Na. and Ram.

Teacher asks Sc. to tell the researcher about puppies born at his house last night, which he does.
 Teacher continues to discuss puppies.
 She notes that puppies are born soon after a pregnant dog's water breaks.
 She recalls that, when she was young, her cat had kittens.
 Er., May., St., Mr., Mi., and Le. volunteer information about pets in their families.
 Ry. asks Sc. a question about his family's puppies.
 After Sc. answers, other students share animal stories-information.

Teacher tells students to "get [their] spelling work out if [they] need to or to pick out something to read."
 The following students get out something to read: Am., Ki., Le., Er., Ja., May., St., Jsh., and Jon.
 Teacher orally reads sentence, "Can you go to the zoo soon?"
 Researcher tours room.
 Students working on spelling are writing whole sentences as stated by Mrs. Myer.
 Researcher loans Mrs. Myer a book that she brought from her home.
 Book has many Martin Luther King quotations.
 While other students write and read, Todd looks in a book containing words and corresponding illustrations.
 Teacher asks him if he has "found anything that [he] might want to write a story about?"
 She then reads another sentence aloud.
 Todd continues looking at book.

9:23 A.M.

Teacher gives Rya. and Todd each a sack to tape to their desks.
 She then tells Todd that he can go to bathroom.
 Todd gets restroom pass from blackboard and leaves room in marching gait.
 Teacher tours room and looks at students' spelling work.
 She reminds Ram. to use an eraser when its needed.
 She reads last sentence for spelling and awaits its writing.
 She then tells Am., "You can go and collect the papers now, if you want to."
 Am. collects all written work and puts it in yellow basket.

Mrs. Myer directs all students to get out their pencils.
Mi. indicates that he wants to sharpen his pencil.
Teacher tells him that "the correct time to sharpen pencils is before school, so others do not have to wait."
She then tells class that, in next activity, writing will be done on envelopes instead of regular paper.
Todd returns, puts pass on blackboard, and sits in his assigned place.
Teacher directs students to write their names on "the inside flap" of their envelopes.
She says to Am., "Do you want to pass out the envelopes?"
Teacher adds that she will hand Todd his envelope.

Pointing to center of Todd's envelope, Mrs. Myer states, "Write those words here with your pencil."
Todd looks at Sc.'s work and sits still.
Teacher tells Todd to "get [his] pencil and get started."
She then directs him to open his desk and look in his blue box.
When he still cannot find a pencil, the researcher looks in Todd's desk but finds no pencil.
Mrs. Myer gives him a pencil and again tells him to get started.
Todd begins writing and immediately recognizes a writing error.
He tries to erase with bare eraser stub on pencil.
Er. leans over and erases Todd's error.
Researcher returns to table number two.

Ki. goes to blackboard and makes several writing corrections on address information written there.
She explains why she made each correction.
Teacher comments on corrections made.
She then goes to blackboard, draws a box around address, and asks where the stamp should be placed.
Teacher marks an x in upper right-hand corner of box and directs students to do the same on their envelopes.
She then asks the researcher to check students' placement of x's on their envelopes and to place stickers on envelopes having x's appropriately marked.
Researcher checks students' envelopes and adheres stickers over appropriately marked x's.

Teacher announces that it is time to "get on with Martin Luther King."
She asks students to identify two people who helped Martin Luther King "become a peaceful person."
Ki. says, "Henry," and the teacher adds, "David Thoreau."
Nobody volunteers another name, and Mrs. Myer says, "Ghandi."
She says she wants students to sit on floor in open area.

She excuses students to leave their desks, one row at a time. She adds that Todd can stay at his desk until he finishes his work.

With Todd remaining at his desk, other students join Mrs. Myer and sit on floor.

Mrs. Myer tells the group that, "because the words are even tough for her sometimes," she will read aloud.

She adds that an assignment will be given after her reading.

Todd plays with something on his desk.

Teacher says, "Todd!"

Todd looks at Mrs. Myer and stops playing.

9:49 A.M.

14 February 1991 (Thursday)

9:00 A.M.

Researcher wears red slacks and sweater with heart pattern. Students and teacher are not present in classroom.

Researcher distributes mint candies, placing same in students' individual, decorated sacks and boxes.

Mrs. Myer enters room and explains that students are in art class.

Approximately 9:10 A.M.

9:40 A.M.

Mrs. Myer stands outside art classroom's door.

Students inside art class stand by chairs.

Mrs. Myer speaks with the art teacher and then leads students back to their regular classroom.

While walking with group (loose line formation), Jon. and Jsh. discuss who will walk in front of Todd.

Todd trails behind group and walks separately.

Two teachers in hall speak to Todd, telling him to hurry.

Todd stops and looks at the researcher.

Researcher tells Todd she will walk with him and does same.

Approximately 9:46 A.M.

18 February 1991 (Monday)

8:58 A.M.

Researcher wears black jeans and sweater with checkered blouse and sits at table number two.

Mrs. Myer wears black slacks and printed top.

She tells the researcher that students will commence today's and tomorrow's activities in school gymnasium, where there will be assemblies.

She explains that today's focus will relate to the arts, and tomorrow's focus will relate to reading.

Todd wears slacks and sweatshirt.

A new seating arrangement for students exists.

In above-noted desk arrangement, students sit in shape of a three-sided, square-cornered U.

The open or top part of this U is nearest and parallel to front of room.

In row forming right side of U and from front to back sit Mi., Del., Mr., Sc., and St.

In row forming left side of U and from front to back sit Jon., Jer., Ram., Ki., Jsh., and Le.

In row forming base of U and from left to right sit Ry., Am., Na., May., and Rya.

A fourth row is formed parallel to the base and half-way between the base and open or top of U.

In this row and from left to right sit Jei., Er., and Todd.

Teacher excuses students to line up at door.

She then leads the group to gym.

Todd is at end of line.

Upon arrival in gym, the teacher seats her students and the researcher in row that spans from left to right wall of gym.

Todd is seated between May. and the researcher.

Mrs. Myer sits with other teachers along right wall of gym.

9:07 A.M.

When gym floor is filled with students, the music teacher announces name of a folk music group to perform.

She also tells students that they should "open up their ears and be good listeners."

As musical group stands before assembly, there is general applause.

Todd does not clap.

At conclusion of each musical number, there is also general applause, but Todd does not applaud with his peers.

9:25 A.M.

Mrs. Klimesh's substitute teacher, Mrs. Shell, brings Teri into gym and seats her in front of Todd.

Mrs. Shell then joins other teachers along right wall.

Like Todd, Teri does not clap at conclusion of musical numbers.

Except for such absent clapping, Todd's and Teri's behavior seems indistinguishable from their peers.

9:45 A.M.

Musical assembly concludes.

Mrs. Myer facilitates the linear formation exit of her students from gym.

Todd trails behind his peers.

He appears to have difficulty picking up his feet.

9:52 A.M.

When back in classroom, students sit in assigned places, the researcher sits at table number two, and Mrs. Myer stands at front of the class.

Below bulletin board on left wall is plastic box with reinforcement sticks.

Beside same is sheet of stickers.

No sticker chart is on bulletin board.

Mrs. Myer orally reads sentence, and all students but Todd write same on their papers.

Teacher walks to Todd and shows him a sentence to copy.

Todd begins copying directly below same.

Rya. gets restroom pass from blackboard and leaves room.

10:00 A.M.

19 February 1991 (Tuesday)

Approximately 9:00 A.M.

Students are in gymnasium.

Classroom is empty.

Researcher records physical observations of classroom.

A break in such activity occurs at approximately 9:10 A.M., however, when Teri arrives at school and the researcher escorts her to gym.

The researcher subsequently returns to Mrs. Myer's classroom and continues recording physical observations.

Seven paper circles with students' names vertically listed on each are attached to walls of room.

Beginning with paper circle in center of front wall, these will be here presented in clockwise order.

Vertically listed names will be here presented in top-to-bottom order.

Circle in center of front wall lists Na. and Ram.

Circle in front-right corner lists Ki., Le., and Rya.

Circle in center of right wall lists Jon., Ja., and Del.

Circle in back-right corner lists Jer., Sc., and Todd.

Circle in center of back wall lists Mi., St., and Jsh.

Circle to immediate right of door lists Mr., May., and Am.

Circle in center of left wall lists Ry., Er., and Jei.

Atop bookcase number one are two books concerning acceptance of persons with disabilities.

These include My Brother Steven by H. L. Sobol and Sister's Silent World by C. Arthur.

Bookcase number two is filled with basal readers and science books.

Description will now focus on bulletin board on left wall.

One item posted to same is a list of student readers.

Such includes sequentially listed dates and students' names.

(Researcher recalls Mrs. Myer's statement that students sign up in advance to be readers.)

January list is as follows (digit represents date in month):
7-Mr., 8-Ry., 9-Er., 11-Mi., 14-Jsh., 15-Le., 16-Ram.,
18-May., 21-Jer., 22-Na., 23-St., 25-Ja., 28-Am., 29-Ki., and
30-Jei.

February list is as follows (digit represents date in month):
1-Na., 4-Ry., 5-Todd, 6-Del., 11-Sc., 12-Mr., 13-Jsh.,
19-Ki., 20-Na., 22-Jer., 25-Sc., 26-Le., and 27-Jon.

March list is as follows (digit represents date in month):
1-Am., 4-May., 5-Er., 6-Jsh., and 8-Mr.

Also on same bulletin board is a schedule of IFSP Julie's involvement in Todd's and Teri's classrooms for week of 18-22 February.

Monday schedule indicates her 9:30-10:45 A.M. involvement in Teri's reading activities and her 1:00-1:30 P.M. involvement in Todd's math activities.

Tuesday schedule indicates her 9:30-10:45 A.M. involvement in Teri's reading activities.

Wednesday schedule indicates her 9:30-10:45 A.M. involvement in Teri's reading activities, 2:30-3:00 P.M. involvement in Todd's circle of friends activities, and her 3:00-3:30 P.M. involvement in Teri's circle of friends activities.

Thursday schedule indicates her 1:00-1:30 P.M. involvement in Todd's math activities.

Finally, the Friday schedule indicates her 9:30-10:45 A.M. involvement in Teri's reading activities, and her 1:00-1:30 P.M. involvement in Teri's math activities.

Aide Dey.'s schedule is also on this bulletin board.

In back-right corner, a computer terminal is placed where extra desk number one was previously.

The desk (not identified with any particular student) faces right wall in same corner.

9:20 A.M.

Todd arrives at school, and the researcher takes him to gym and sits beside him.

Approximately 9:38 A.M.

Mrs. Myer holds Rya.'s hand, and they lead class out of gym and back to classroom.

Teacher tells the researcher that she needs to "get the hot lunch list to the office right away."

Todd follows his peers but lags somewhat behind.

Researcher walks with Todd to classroom.

Upon their return, Rya. takes hot lunch list to office, and Todd takes his assigned seat.

Mrs. Myer orally reads spelling sentences.

Some students write these sentences and others independently read.

9:43 A.M.

Visitors, who appear to be from different countries, enter and sit in different places throughout room.

Teacher orally reads another sentence, and Todd copies directly below a written model sentence.

Mrs. Myer leans toward and whispers something to Todd.

Researcher tours room and asks May. why some students are not writing sentences and are, instead, reading books.

May. tells the researcher that "students who already got the words right do not have to keep doing it for the same week."

Mrs. Myer adds that all students do a review, synthesizing, or new application of spelling work on Fridays.

At Mrs. Myer's suggestion, a visitor goes to front and tells the class about the country from which she comes.

Researcher asks the teacher if she can come in afternoon tomorrow so that she can observe the circle of friends.

Mrs. Myer says, "Yes."

9:50 A.M.

20 February 1991 (Wednesday)

2:15 P.M.

Researcher observes from her car in parking lot outside school.

Second-grade students are hurrying down sidewalk and toward play area at start of recess period.

Todd reaches out his hand to two peers who run past him.

He then reaches out his hand to next two peers.

They also pass him.

Todd hangs his head and walks slowly to play area.

2:18 P.M.

Approximately 2:25 P.M.

Brief conversation with Aide Dey. informs the researcher that Aide Dey. is currently not working with Todd because of newly integrated student at school.

Approximately 2:28 P.M.

3:05 P.M.

Researcher enters at start of circle of friends activity.

Procedure basically same as in Mrs. Klimesh's class (see 20 February 1991), except that Todd is in group number two (initially in classroom).

After both groups of students have been in hall and returned to classroom in uninformed state, IFSP Julie asks group number one how they felt.

Ry. says, "It was so confusing."

Ja. says she felt "weird."

IFSP then asks group number two how they felt.
 Jsh. says, "I figured it out."
 Rya. says, "Frustrated."

IFSP Julie states, "Some people do not even know that there is another way to do something. Everyone has times when they cannot do something."
 IFSP reveals code used with both groups in this class.
 IFSP leaves.

Mrs. Myer helps Todd get on his coat.
 She then excuses other students to get their outerwear by identifying rows of desk groups.
 3:30 P.M.

25 February 1991 (Monday)

Approximately 10:30 A.M.
 Researcher wears patriotic outfit with blue slacks and sweater and with red and white blouse.
 She sits on counter by sink.
 Mrs. Myer says that the class will start a special project today.
 She orally reads story about a pet cricket that dies.

Students sit in new desk arrangement that includes five square-shaped desk groups.
 Each group has four students who sit facing each other.
 Desk group nearest front includes Jsh., Mi., Todd, and Rya.
 Desk group nearest window includes St., Del., Ja., and Sc.
 Desk group nearest back wall includes Mr., Jei., Ry., and May.
 Desk group nearest door includes Ram., Er., Le., and Jer.
 Finally, desk group nearest table number two includes Jon., Am., Na., and Ki.

All students appear to listen to story while having their morning snacks.
 Upon its completion, the teacher asks class to express any thoughts they had about story.
 Ry. says, "It was good."
 Le. says, "Sad."
 Mi. says he has a "sore that's bleeding."
 Teacher looks at same and says she thinks it will be all right.
 She adds that Mi. should let her know if he has more trouble with it.
 According to desk group membership, the teacher excuses students to take trash to basket and wash their hands.

When students are back in assigned seats, she asks all students to come to reading corner.
 Todd sits beside Am. and behind May. and St.

Mrs. Myer tells students that they will start a special project today.
 All students sit on floor in corner, and the researcher sits on chair behind them.
 Mrs. Myer shows students a stamp that makes the imprint, "This book published by."
 She shows students how and encourages students to use it in their published stories.

Mrs. Myer then tells students that they will be doing a report about a famous black American.
 She holds up a fact sheet identical to that used in Mrs. Klimesh's class for this activity.
 Information sought includes name, birth date, job, and contribution of person.
 Teacher discusses questions raised and vocabulary words used on fact sheet.
 Students raise hands and respond to above.
 Teacher reviews some ways in which famous black Americans are renown.
 Mrs. Myer holds up cards that provide factual information about famous black Americans on one side and their area of contribution on the other side, e.g., science.
 She notes that blacks sometimes speak differently.
 She then explains, "It's not that the way they speak is bad, it is just different."
 Todd looks at floor and taps his knee.

11:15 A.M.

Teacher directs students to return to their desks, write down their own name, and, if they know it, the name of the famous black American they would like to honor in their project.
 She says that, after she and the researcher know the latter, they can bring cards with factual information to students needing same.
 Mrs. Myer asks Ki. to assist Todd in getting started.

Researcher asks the teacher if Todd had indicated the name of a famous black American.

Teacher says that "Ki. spoke with him about the assignment, and the person he spoke about was Martin Luther King."
 Teacher and the researcher circulate throughout room, helping students complete their fact sheets.
 Teacher excuses students to ready for lunch by calling desk groups.

11:35 A.M.

26 February 1991 (Tuesday)

10:30 A.M.

Researcher stands at front of room and orally reads story to the class.

Mrs. Myer sits at table number two.
On "Child of Day" sign is Sc.'s name.
Table number one is pushed to wall below window.

10:50 A.M.

Teacher directs all students to join her in reading corner.
All students go to corner, without problem, and sit on floor.
Todd sits between Ry. and Sc. and behind Mr.
Researcher sits behind students.
Teacher holds up dictionary and explains alphabetical ordering of words.
She holds up books of an encyclopedia set and points out organizational similarities between dictionaries and encyclopedias.
Teacher says that "encyclopedias are like big dictionaries with lots of information."
Todd coughs, and Ry. pats him on back.
Teacher informs students that they can use encyclopedia books to help develop their fact sheets.
She adds that "things on the fact sheets do not have to be long."
Finally, she says that, since several students are interested in Harriet Tubman, she will work in hall with these students.
She adds that the researcher can help students in room.

11:02 A.M.

Teacher hands out encyclopedia books to students needing same.
Yellow fact sheets have been put inside encyclopedia books having information on selected famous person, e.g., fact sheet on Martin Luther King is in k.

Mrs. Myer goes into hall and works with students doing their projects on Harriet Tubman.
Researcher stays in classroom and assists students in completing their fact sheets.
Both Jon. and Todd complete fact sheets on Martin Luther King.
After Jon. completes questions on his fact sheet, he helps Todd do same.
11:42 A.M.

27 February 1991 (Wednesday)

10:30 A.M.

As the researcher enters classroom, Le. shows the researcher a doll she received for Christmas.
Students in classroom are seated and commencing their fruit break.
Mrs. Myer discusses with students movie about Ezra Jack Keats seen yesterday.
She then begins oral reading of story about same person.

Bulletin boards on back wall are empty.
 Additional words are on word wall.
 In a covered box beside Todd's desk are assorted papers and books.

Jon. interrupts the teacher to ask if he can have two snacks.
 Mrs. Myer tells him to have one now and save the other for lunch.
 Todd gives Mrs. Myer a piece of paper.
 She thanks him and adds that he really should have given it to her earlier this morning.
 Teacher begins reading again and finishes story without additional interruptions.

10:45 A.M.

IFSP Julie enters.
 Teacher tells the IFSP about movie seen yesterday.
 IFSP pulls chair close to and sits down beside Todd.
 She puts bag on floor.
 Mrs. Myer begins discussion regarding students' famous black American reports.
 She asks the class how such reports might be started.
 Ki. volunteers one way.
 Mrs. Myer offers several other possibilities.
 She then writes on blackboard a possible chronology of information presentation, i.e., name, birth date, job, why famous.
 She adds that students should rewrite information on fact sheets into sentences.
 IFSP tells Todd to put his juice carton and paper towel in garbage.
 Todd walks to stack of towels on sink counter.
 IFSP shakes her finger at Todd and then curls it, indicating he should come to her.
 Mrs. Myer excuses all students to clean up and start their work.

10:53 A.M.

Other things today: (1) I asked IFSP Julie if Todd has had his eyes tested. She said he had but probably holds his head close to pages owing to hypotonic muscle tone. (2) IFSP had prepared text for Todd to copy. His lines of writing were beneath hers such that writing lines alternated between Todd's and IFSP Julie's. (3) Mrs. Myer told me that book, The Drinking Gourd, is about underground railroad (for black persons during Civil War).

28 February 1991 (Thursday)

Approximately 8:50 A.M.

As the researcher enters, Mrs. Myer tells her that students just gave three cheers for last day of February.

Teacher tells Mi. to call desk groups to line up.
Le. assumes sixth and Todd assumes fifth place from end of line.
Researcher takes last place in line.
Teacher leads class down hall toward art class.
Todd walks slowly.
Le. reaches back and holds Todd's hand in her own, to keep pace with group.
Students enter art class and take (apparently) assigned seats.
Todd has an empty seat beside him.
Art Teacher One pulls out extra chair for the researcher to use.
She tells the researcher that Aide Dey. is supposed to be coming.

Art Teacher One shows class how to peel back tape attaching previously completed paintings to boards.
She asks students where tape will go.
Mi. enters class and takes his seat.
Art Teacher One shows class how to apply name tag to prior art project and where to put such project, if dry.

Art Teacher One says that, in new project, students will be using primary colors.
She asks students to raise their hands if they know what primary colors are.
Nearly all students' hands but Todd's are raised.
Art Teacher One points to box filled with paper and says it is to be used in new project.
She then points to and describes three work stations to be used in today's project.
She directs students to come to one particular work station.
All students but Todd leave assigned seats and go to work station.
Art Teacher One shows students how to put paper into base of work station, put yellow paint on sponge ball, drop ball onto paper to create splash design, and to remove paper.
She directs students to next work station.
Todd remains in assigned seat.

9:03 A.M.

Aide Dey. enters.
Art Teacher One shows students how to use second work station, which is same as first but uses red paint.
She then tells Todd to come to work station with Aide Dey.
Aide Dey. encourages Todd to go to work station, but he refuses.
Art Teacher One guides students to third work station and demonstrates use of third primary color.
She tells students that, when they "finish with all three colors, [they] can do some drawing."

9:05 A.M.

Art Teacher One hands out previously completed paintings, which are attached with tape to boards.

When she calls Todd's name, he goes to her, takes his painting, and returns with a smile to Aide Dey.

As students, including Todd, receive their paintings, they begin work immediately by pulling off tape.

Art Teacher One speaks with Aide Dey. about today's directions and gives Aide Dey. a name tag.

She asks Aide Dey. to write Todd's name on it.

Researcher tours room.

Todd finishes activity on his previously completed painting. Except for Todd, students throughout room work independently, talking with one another at same time.

Todd begins new primary color, splash painting with Aide Dey. coaching him through demonstrated steps.

He gets paint on his hands, and Aide Dey. directs him to wash them, which he does.

He then resumes work on splash painting.

Researcher asks Aide Dey. if she always goes to art class with Todd, and the aide says, "Yes."

Researcher asks Aide Dey. if she also goes to P.E. with Todd. Aide Dey. replies, "No, that's something I regret. Now that [the newly integrated student] is here, I don't go with Todd. And that's really cut back on what he does in P.E."

Todd finishes his splash painting and begins coloring at his assigned place.

He rests his head on one arm and smiles, appearing content, while he colors.

Aide Dey. tells the researcher that Todd is coloring a quilt-like design.

She adds, "This is something he often does."

Ram. shows his splash painting to Ry. and says, "Look at this!"

Aide Dey. tells the art teacher that Todd is making a quilt design and that he has done this frequently in past.

Art Teacher One makes brief reply to Aide Dey. and then circulates through room.

Aide Dey. directs Todd to write his name on his (current) paper, but he refuses.

Aide Dey. takes his paper and colors and replies, "Paper goes. Color goes. Can't even write your name on your paper. Second grader."

She again asks him if he will put his name on his paper, and Todd nods in the affirmative.

Aide Dey. gives him back his paper and colors.

Todd writes his name on his paper.

Ry. finishes his splash painting.
 May., Ja., Ram., Na. and Sc. sit at their places and color.
 Art Teacher One says, "It's good to see lots of you finishing up and at your seats coloring."

Art Teacher One tells the researcher that Todd has been previously able to make good copies of animals placed on bulletin board.
 She adds that she has made drawings on Todd's paper, and he copied same elsewhere on his paper.
 Researcher asks Art Teacher One if Todd usually does something similar to other students in her class.
 She responds, "He gets the same materials, but sometimes he uses them differently."
 Researcher asks the teacher how the situation changes if Aide Dey. is not present.
 Art Teacher One says, "His peers, especially Jon., help."

Art Teacher One dismisses class.
 After students have left, she then tells the researcher that she sometimes has concerns "about mainstreaming" because she never knows "what a student will be able to do."
 She adds, "Some people expect the same quality, but that cannot happen."
 9:44 A.M.

4 March 1991 (Monday)

Researcher receives medical attention, and no observations are made.

5 March 1991 (Tuesday)

10:20 A.M.

Researcher enters empty room.
 She looks through Todd's writing folder and also notes new desk group arrangement.
 Ten desk groups, all but one having two students per group, are formed into five rows.
 First row has one desk group seating Am., Del., and Todd.
 Second row has two desk groups.
 Group closest to left wall seats May. and Er., and group closest to right wall seats St. and Jon.
 Third row has three desk groups which seats, from left to right, Ram. and Ki., Mr. and Rya., and Sc. and Le.
 Fourth row has two desk groups, seating Jrd. (new student) and Na. closest to left wall and seating Mi. and Jsh. closest to right wall.
 Fifth row also has two groups, seating Jer. and Ry. closest to left wall and seating Ja. and Jei. closest to right wall.

Approximately 10:30 A.M.

Students return from recess, hang up outerwear, get snacks and sit in assigned places.

Mrs. Myer introduces Jrd. to the researcher.

Teacher and the researcher discuss the researcher's recently broken arm.

While a student holds and turns pages of a Japanese folktale book, the researcher orally reads folktale to class.

Approximately 10:45 A.M.

Upon completion of oral reading, Mrs. Myer excuses students to clean up by calling two desk groups at a time.

As they return, she begins handing out writing folders.

When students are underway in their independent writing,

Mrs. Myer works with Todd individually.

She tells him that he will be illustrating different parts of Jump Frog, Jump story today.

She shows him already written sentences that paraphrase story.

She emphasizes that he will do each illustration in detail.

She holds out her hand and says, "O.K.?"

Todd shakes her hand.

Above first sentence, Todd creates minimally detailed illustration.

Teacher looks at it and opens book.

She shows him illustration that accompanies his paraphrased sentence.

She points out various details and directs Todd to include as many details as he can.

Todd adds many details to his picture.

Mrs. Myer praises him and turns to next page of book.

Am. and Rya. come to the researcher with questions about their work.

Am. has written several sentences about her birthday and says her story is done.

She explains that she now wants to write a story about Del.'s brother's birthday.

Researcher suggests that she write a longer story that includes several people's birthdays.

Mrs. Myer sits in rocking chair in reading corner with a student, and they begin a writing conference.

Sc. tells the teacher he needs a friends' conference, but

Mrs. Myer says she will first have to see how he conducts himself today.

Rya. discusses his current story with the researcher.

His story is about a cheetah.

He tells the researcher that he needs more information about cheetahs.

Researcher tells Rya. that she will go to library with him during A.M. recess tomorrow.

She adds that he should write as much as possible without additional factual information today.

Rya. seems very pleased.

Researcher informs teacher of library plans with Rya. during tomorrow's A.M. recess.

Mrs. Myer says that she would prefer to look for a book about cheetahs after school today.

She adds that, if she cannot find a book, the researcher can take Rya. to library during tomorrow's recess.

Researcher conveys same to Rya.

Todd has completed four detailed drawings.

May. tells the researcher that she wants a friends' conference.

Researcher suggests that May. wait since Sc. may need a friends' conference today, as well.

Mi., Jsh., and Sc. become loud.

Mrs. Myer tells them to "settle down immediately."

Researcher asks Mrs. Myer if there is someone other than Sc. needing a friends' conference.

Teacher asks the researcher to go into hall with May. and Le. and have a friends' conference with them.

Teacher then asks the researcher to model types of questions that students could ask one another.

May., Le., and the researcher go into hall and have conference.

Approximately 11:27 A.M.

Researcher and students return to class.

Students are putting writing materials away and cleaning up for lunch.

Teacher asks Ki. to read her published story to the class.

11:35 A.M.

6 March 1991 (Wednesday)

10:15 A.M.

Researcher enters classroom and finds present a substitute teacher, Mrs. Cs.

Researcher introduces herself to Mrs. Cs., who wears black stretch pants and a printed sweater.

Researcher asks Mrs. Cs. if Mrs. Myer left a book about cheetahs for Rya.

Substitute teacher indicates no such book was left for Rya., and the researcher goes with Rya. to library.

No book concerning cheetahs is found, so Rya. and the researcher locate and xerox encyclopedia information.

They then return to class.

May.'s name is on "Child of the Day" sign.

10:30 A.M.

Several students ask the researcher questions about her arm. Mrs. Cs. says that Jsh. will read to class during fruit break. Jsh. stands at front of the class and orally reads a book while his casually dressed peers listen and snack. During same, Mrs. Cs. quietly asks the researcher if Am. normally has snack in A.M. Researcher indicates that Am. normally does, and Mrs. Cs. gives Am. some grapes. Upon completion of oral reading, Mrs. Cs. excuses all students to clean up simultaneously.

Mrs. Cs. asks May. where writing folders are kept, and May. shows her. Many students surround Mrs. Cs. and tell her what to do next. Mrs. Cs. directs students to take their assigned seats. She then picks up Ki.'s writing folder and asks Ki. what she will be doing in writers' workshop today. Ki. says, "Writing." Mrs. Cs. gives the folder to May., who takes it to Ki. In same fashion, Mrs. Cs. distributes all writing folders.

Researcher speaks with Ki., who says she is unsure of which new story to develop. St. stands beside and speaks with Todd about his work. St. then tells Mrs. Cs. that Todd is scribbling. Mrs. Cs. says it is all right if Todd scribbles if he also draws three people. An open book sits atop Todd's desk.

10:55 A.M.

IFSP Julie enters and sits beside Todd. Researcher speaks with Rya. about the xeroxed encyclopedia information concerning cheetahs. IFSP Julie uses pencil to write title on cover page of Todd's newly published book. Using dark ink, Todd traces over same. IFSP Julie tells Todd she needs to leave; Todd kisses her, and she tells him he does not need to do that. Researcher circulates through room and assists students in their work.

Ram. tells Mrs. Cs. that it is time to prepare for lunch. Mrs. Cs. directs May. to collect writing folders, which she does. When all folders are collected, Mrs. Cs. says that May. will excuse students to clean up.

11:33 A.M.

7 March 1991 (Thursday)

9:40 A.M.

Researcher sees Ry. and Todd walking together in school hall. Ry. displays physically aggressive behavior toward Todd, e.g., pushing Todd against wall.

9:42 A.M.

10:05 A.M.

Researcher speaks with Aide Dey. in faculty lounge and asks her how things went in art today with Todd.

Aide Dey. says she spent a lot of time disciplining Todd regarding his use of glue.

Aide Dey. asks the researcher if she has yet observed Teri in art class, and the researcher explains that arrangements for that are underway.

Aide Dey. notes that A.M. art classes require more adjustments than those in P.M. in order to make them appropriate for children with disabilities.

She says that she suspects such is owing to the more structured and craft-oriented nature of A.M. program.

She explains that P.M. classes have a more classical, expressive nature, and that such allows for greater variation in participation by handicapped students.

Researcher indicates that she would like to speak with Aide Dey. more about her views, and the aide says an interview can be arranged.

10:09 A.M.

10:10 A.M.

Researcher speaks with IFSP Julie regarding above-noted observation of Ry. and Todd.

IFSP tells the researcher that students are encouraged to be friends and to inform their teacher in event of problem.

10:13 A.M.

10:30 A.M.

Students in Mrs. Myer's class begin returning from recess. They hang up outer clothing, get snacks, and some assume assigned places.

Except for Na., Ram., and Sc., who wear Boy Scout uniforms, students are casually dressed.

Mrs. Myer enters, wearing navy slacks with red sweater.

She shows students and the researcher a shirt she received for her participation in a "wellness program."

Several students go to the teacher and complain that the supervising teacher during recess took their ball away.

Teacher says that "there have to be rules for safety."

She directs these students to take their seats.

Jer.'s name is on the "Child of the Day" sign.

While other students snack, Jon. holds book that the researcher orally reads to class.

Approximately 10:50 A.M.

Mrs. Myer brings large map into class which had previously been displayed on wall in hall outside room.

She says that she "would like to do it over for tonight."

She spreads it across floor near back of room.

She tells Jer. to excuse students to clean up while she prepares for new map activity.

When Todd's group is excused by Jer., he takes his bag (containing juice carton) to trash, punching it with his fist simultaneously.

On a large piece of white paper spread across floor near front of room, Mrs. Myer draws large squares corresponding to those on previously done map (squares later become city blocks). When all students are resettled, Mrs. Myer says that street names from old map will have to be transferred to new map. Street names reflect cartoon characters, e.g., Donald Duck Boulevard.

She says that students wanting to rewrite street names should raise their hands.

Among those with raised hands, the teacher calls Ki. and Mi. to first write street names.

Todd sits quietly at his desk.

Jer., Jsh., and Ja. hold old map flat on floor.

Mrs. Myer calls Sc., Mr., Jon., and Rya. to write next set of street names.

While they are doing this, the teacher removes paper buildings and other things attached to old map.

She distributes same and says she will tell students when to adhere them to new map.

She gives Todd a paper bus and tells him to stand by Ry.

Researcher speaks with Jrd., new student.

She asks him when he moved to current location and how he feels about his new home and school.

Jrd. says his move was very recent.

He says he has already received correspondence from and sent correspondence to his old friends.

He strikes the researcher as being unhappy with his relocation.

Researcher removes additional paper buildings from old map. Students take such removed paper buildings to Mrs. Myer, who attaches them to new map.

She then attaches new map to blackboard.

Mrs. Myer directs all students to join her in reading corner.

Todd sits there between Ja. and Am. and behind Jer.

11:24 A.M.

Mrs. Myer writes, "Cartoon Neighborhood," on another paper attached to blackboard.

She asks students why they did this project before.

Ja. says, "Maps."
 Teacher asks, "Why else?"
 She then further writes, "We studied maps, and we wanted to make a map."
 Er. volunteers another reason, and Mrs. Myer also writes that on paper.

Todd pats his hand on his leg.
 Ja. and Am. tell him to stop same.
 Todd continues, hitting his leg harder and increasing noise.
 Am. again tells him to stop, but he continues.
 Mrs. Myer identifies "north" at top of new map.
 She then asks students to identify where "south" will be.
 A male student answers.
 Todd slaps his leg louder and faster.
 Mrs. Myer whispers with agitation, "Todd!"
 He momentarily stops and then resumes again.
 Ram. says that "north in this room is not the same as it is on the map on the wall."

11:37 A.M.

Mrs. Myer begins excusing students to clean up and prepare for lunch.
 Ry. and Todd talk together.
 Ry. jumps up.
 Teacher tells Ry. that he "may not get up because [he has] not cooperated."
 Teacher excuses Jon. and Todd to wash.
 Finally, all students are excused, wash their hands, and take their assigned places.

11:41 A.M.

Teacher says to Jer., "I think they are all set."
 Jer. stands by door and calls students to line up according to their desk group membership.

11:43 A.M.

11 March 1991 (Monday)

8:30 A.M.

Researcher speaks with Art Teacher One to confirm arrangements for second observation.
 Art Teacher One agrees to allow second observation and asks the researcher what are current findings of her study.
 Researcher notes such things as use of cooperative groups and peer buddies and adds that she is also looking at area of support service needs.
 Art Teacher One states that she relies on Aide Dey. to repeat directions and guide Todd through day.
 She explains that her goals for Todd are to get him through class activities "without being a mess" and out door without art supplies on his person.

She adds that her main concern with mainstreaming is making sure that the kids get as much of her time as they need. She finally says that a sixth-grade class in which "there were several BD and LD kids" recently completed a time consuming stitch-work project.

8:50 A.M.

10:30 A.M.

Researcher informs Mrs. Myer that her observations in this class will conclude this week, but that she will again observe in Art Teacher One's class on Thursday 14 March.

Researcher also speaks with Mrs. Myer about an interview date. Mrs. Myer wears a navy blue skirt with a colorful sweater, and all students are casually dressed.

When students are seated and beginning their fruit break, the teacher holds up and begins reading a book about Ireland's Saint Patrick's Day.

All students sit quietly and listen.

10:47 A.M.

Researcher begins coughing, exits room briefly, and returns.

10:49 A.M.

Teacher finishes book and discusses some of its vocabulary words.

She then excuses students to clean up according to their desk group membership.

While this occurs, Mrs. Myer tells the researcher that Todd recently had a birthday party at a pizza restaurant.

She says that his new friends Jon. and Na. attended as did his old friends Jar. (in Mrs. Klimesh's class) and another boy.

With students back in their seats, Mrs. Myer gets crate with writing folders.

She tells the students that spring break is coming and "this would be a good time to finish up stories."

She explains that "otherwise, it's hard to remember what you're writing about."

She adds that they should not rush but, if they "are at the end, try to get it ready to go to the typist."

Mrs. Myer then tells the researcher that some stories are being sent home with Mi. for typing.

She informs students that they will clean up early today to change the desk group arrangements.

Mrs. Myer commences handing out writing folders.

When Am. goes to retrieve her folder, she tells the teacher that Todd kept and is playing with his napkin from fruit break.

Mrs. Myer directs Todd to throw away his napkin.

Am. walks back to the teacher and says that Todd put the restroom pass in his desk.

Teacher asks Todd why he did same.
 She then adds that she thinks Todd needs to say something to Mrs. Myer.
 Todd mouths, "I'm sorry."
 Mrs. Myer asks the researcher to work with Todd and help him develop a story about his birthday party.
 Todd and the researcher go to hall and sit on floor.
 Todd tells her about his party, and the researcher takes notes.

11:32 A.M.

Teacher directs reorganization of students' desks, but frames each change in question form, e.g., "Jon., would you please move here?"

Three somewhat staggered rows of desk groups are created with one desk group in front of these rows.

Rows are parallel to front and back walls.

Desk group in front seats Jer., Rya., and Mi.

First row behind above-noted desk group seats, from left to right, Mr. and Sc., Ja. and Todd, and Ki. and Jrd.

Second row seats, from left to right, Jei. and St., Ry. and Jsh., and Er. and Jon.

Third row seats, from left to right, Am. and Le., May. and Ram., and Del. and Na.

Teacher tells Jrd. that he can come to front and excuse students for lunch.

She tells him to pick groups that are sitting quietly.

11:47 A.M.

12 March 1991 (Tuesday)

10:30 A.M.

Students get snacks and take their seats.

Mrs. Myer asks the researcher to begin her oral reading while the teacher is out of room.

Mrs. Myer exits, and the researcher reads The Crane Wife during fruit break.

While story is read, Todd commences to play with his snack sack.

As the teacher returns, Sc. unsuccessfully tries to remove sack from Todd.

Mrs. Myer takes Todd to back of room where she directs him to sit on floor.

At story's conclusion, the teacher excuses student groups to clean up and then hands out writing folders.

She tells Ki. to work with Todd on his flash cards in hall.

Researcher speaks with Jon. about his story involving a blind child.

In same, a blind child falls into a lake and dies.

Researcher discusses reason for death of child with Jon., who eventually understands that death in this situation would be caused by inability to swim, not blindness.

When Todd and Ki. return, Mrs. Myer works with Todd, and Ki. asks the researcher for help in her story. Using notes developed yesterday, Mrs. Myer orally paraphrases and writes story about Todd's birthday party that he can copy.

Researcher works with Ki. and, at Mrs. Myer's request, with other students on their stories.

Folders are collected.

New student Jrd. reads his story aloud to class.

Story concerns his experiences at previous school.

11:47 A.M.

13 March 1991 (Wednesday)

10:15 A.M.

Researcher records cooperative group arrangements, as indicated by differently colored paper circles attached to walls.

Group in center of front wall includes Mr., Ry., and Sc.

Group in front-right corner includes Am., Le., and Todd.

Group by window includes Ram., Ja., and Jrd.

Group between above-noted group and back-right corner includes Na., Jer., and Rya.

Group in back-left corner includes May., Er., and Del.

Group in center of left wall includes Jsh., Mi., and Jon.

Some rearrangement of perimeter furniture has occurred.

Bookcase perpendicular to each end of window creates a three-sided enclosed area.

Table number one is moved into reading corner, and crate with writing folders is atop same.

Rocking chair is moved slightly left from front-right corner to area beneath weather bulletin board.

Other arrangements are unchanged.

10:30 A.M.

Students begin returning from recess and taking their snacks to their desks.

Teacher presents the researcher with large poster made by students as a good-bye gift.

Researcher answers students' questions concerning her research project and future activities.

Mrs. Myer reads a book aloud while students snack.

During same, Todd raises his hand, and the teacher calls him to speak.

Todd says, "Grandma."

Teacher inquires, "You're going to Kansas to see your grandpa and grandma over spring break?"

Todd replies, "Uh huh."

Mrs. Myer completes oral reading and then puts same book on chalk tray.

She then excuses desk groups of students to clean up, beginning with Mr.s group.

Sc. enters class.

10:55 A.M.

Mrs. Myer hands out writing folders.

Students begin work on stories.

Researcher circulates slowly through room and has parting conversation with each student.

Approximately 11:35 A.M.

14 March 1991 (Thursday)

8:35 A.M.

Researcher speaks with Mrs. Myer in school office and gives her a prewritten note concerning story recently developed by Jon. in writers' workshop.

Researcher explains that she wants Mrs. Myer to be aware of story as it may relate to understandings regarding disability. She adds that she also wrote a note to IFSP Julie regarding same inasmuch as it could serve as a topic for discussion in circle of friends.

Researcher meets Jon. in hallway.

He is excited about furniture rearrangement in his former teacher's classroom.

He explains that the furniture is "all messed up from the leprechauns."

Researcher enters class and sits at table number two.

St. comes to the researcher and says the teacher in aforementioned classroom moves furniture around and blames it on leprechauns.

St. says she and Jon. were both in that classroom last year.

Jon. gives the researcher a farewell card.

Mrs. Myer sits at her desk, and students sit in their assigned seats.

Teacher calls students' names and records their plans for having hot and cold lunches.

Jei.'s name is on "Child of the Day" sign.

8:53 A.M.

Todd arrives.

Teacher announces how many students are absent and how many are eating cold lunches.

She then asks the class how many students will be having hot lunches today.

Ja. says, "Seven."

St. says, "Eight."

Teacher says there are 19 students in class and restates question.

Ry. says, "Nine."

Mrs. Myer says that Ry. is correct and explains why.

Todd hangs up his coat and sits in assigned place by Ja.

Mrs. Myer directs the "middle section to line up."

Todd stands up, waits, and stands behind Ram.

Teacher then directs the front and last sections to line up.

(Here she calls students according to columns instead of rows of desk groups.)

Mrs. Myer leads students to art class.

Upon arrival, she speaks with Art Teacher One about a particular kind of media.

Approximately 9:01 A.M.

When students are resettled in art class, Art Teacher One says that students will finish up old project today.

Aide Dey. sits on Todd's left.

Art Teacher One shows students how to clean glue bottle caps before using glue.

Art Teacher One calls all students to gather around her for demonstration.

She says she is saving space beside her for Todd.

Students collect to see demonstration on center table.

Todd stands with his peers.

Using clown created by Ja., Art Teacher One shows students how to frame picture with glued-on colored construction paper strips.

She asks Todd, "Do you think you can do that?"

Todd says nothing.

Nearby is pile of multimedia clowns, each with color coordinated framing strips attached via paper clip.

Art Teacher One hands out clowns and frame strips.

When Todd has his clown, framing strips, and glue, he begins working to adhere strips.

Aide Dey. holds the strip, and Todd holds the glue.

With other hand, Aide Dey. guides Todd's hand to apply glue to strip.

Art Teacher One goes to back of room and works on unused glue caps.

She then tells the students to bring empty glue bottles to her so she can fill them.

She then calls the class to center of room for another demonstration.

Students gather to observe use of calligraphy pen atop previously completed, primary color splatter paintings. Art Teacher One also demonstrates second framing technique. Supplies for second project are in center of room.

Students return to their places with their splatter paintings and black framing strips. Todd and Aide Dey. begin framing Todd's splatter painting. Aide Dey. tells Todd where to apply glue. Art Teacher One puts her hand over Todd's and tells him not to push so hard. After glue is applied, Aide Dey. adheres black strips.

Jon. sits on Todd's other side. Jon. says his glue does not work as well as Todd's. Art Teacher One speaks with Mi. and Jsh. about their pictures. She advises, "Practice putting a little less glue." She then comments to Jon. about things he might imagine in his splatter painting. Todd adds a calligraphy line design to his splatter painting. Art Teacher One tells the class they might also use markers or regular pens on splatter paintings. She adds suggestion regarding what students can do, i.e., drawing, if they finish early.

Aide Dey. gives Todd several supplies and directs him to put them away on counter. Todd requires her assistance in determining where calligraphy pens go, but he returns other things independently.

Art Teacher One tells the class where white drawing paper is. Todd gets same immediately. He then carries a tray of markers toward his place of work. Aide Dey. tells him to put tray back and take one. She tells the researcher that "he probably thought they were of many different colors." Todd sits down, rests his head on table, and draws with marker.

Another aide, Aide Pa., enters room and uses paper cutter.

Art Teacher One directs students to clean up. All students but Ry., Jon., and Todd stop work and commence cleaning up. Art Teacher One tells Todd to stop drawing and clean up. She then takes his marker and says he can finish his picture later. Art Teacher One tells students to stand up if they are ready to go. Todd sits and rolls up his picture. Art Teacher One tells Todd that she has another class waiting to enter.

Class exits art room and walks back to Mrs. Myer's room. Ki. and Ja. wait by art class door and walk with Todd. Researcher asks Ki. and Ja. if they were instructed to wait for and walk with Todd.

They say they were not and that they "usually just do it."

Upon arrival, Mrs. Myer tells the researcher that Todd usually walks better when he is alone and is slower when someone walks with him.

She says he usually gets to work after returning from art class without any problem.

9:45 A.M.

Students have crayons on desks and make name tags.

Mrs. Myer tells the researcher that name tags will help the student teacher after spring break.

Mrs. Myer compliments Todd on doing a good job of coloring his name.

9:50 A.M.

28 March 1991 (Thursday)

1:45 P.M.

Researcher speaks with Aide Dey. in hallway.

Aide Dey. informs the researcher that she, IFSP Julie, and Aide Pa. "have a unique relationship, where we share the nuts and bolts on a daily basis."

She explains that they had lunch together today, for example, at which time they shared their respective philosophies about integration.

Aide Dey. notes that "we know the social structure is our goal."

Researcher asks the aide how she knows what to do each day.

Aide Dey. replies that, when she first enters a classroom, she has a brief conversation with the teacher, IFSP Julie, or both.

Aide Dey. also provides information subsequent to her interview with the researcher.

She explains that she has worked with students with both learning and behavioral disabilities.

She says, as well, that she attended five colleges, including Wartburg.

She explains that 1980 is the year that she was last enrolled in college.

Approximately 1:55 P.M.

Interviews

1. Mrs. Myer

27 March 1991 (Wednesday)

2:15 P.M.

The researcher interviewed Mrs. Myer in the school library. Mrs. Myer informed the researcher that she had a BA degree in history and geography for the K-6 levels. She added that she had a BA in social studies for the K-8 grade levels. These degrees were received from Central College in Pella, Iowa, where she graduated in 1972. Mrs. Myer noted that she had an additional 12 hours in geography and reading, including whole language.

When asked to describe her prior personal and professional experiences with persons having disabilities, Mrs. Myer said that last year Teri, now in Mrs. Klimesh's second-grade class, was her first-grade student. She added that she had preschool-day care experience with a nonverbal child. Additionally, Mrs. Myer noted that she had a fellow parishioner with seizures.

The researcher then asked Mrs. Myer to address her own instructional activities. She asked Mrs. Myer to describe the instructional strategy or strategies that she used generally. Mrs. Myer responded by saying, "It changes every year a bit. For Todd, I use parallel instruction. Today, the class did two-digit subtraction. Todd's unable to do two digit, so he worked on subtraction and addition facts. I like to have his peers help him. That happens more when IFSP Julie and Aide Dey. do not come for awhile."

The researcher asked Mrs. Myer to describe the prevailing philosophy that guided her instruction. She responded by saying, "It's eclectic. Preschool and kindergarten substitution has led me to a developmental approach."

Subsequently, the researcher asked Mrs. Myer to address the idea of having one curriculum for all students. The interviewee responded by saying, "Yes, I try to have a working curriculum and plans, but everybody does not have to do the same thing. There is room to expand. Whole language is so nice. I have to meet people where they are. You still have to push."

The next question posed by the researcher was, "How do you modify the curriculum? Is it modified for Todd only?" Mrs. Myer responded as follows: "No, for others too. There's a lesser range now than at first. I modify for Am., Del., and Jei. The class I have this year is unusually well skilled.

There's not a lot of variety in the skill level. And they all get along so well. I hardly ever have to worry about discipline."

The researcher asked Mrs. Myer if she would describe her curriculum as a "multilevel curriculum"? The teacher responded in the affirmative. "What makes it work?" asked the researcher. To this, Mrs. Myer replied, "Teachers' attitudes. If you're not going to bend, it's not going to work so well."

"Todd's goals, how do they differ from others'?" asked the researcher. The teacher responded, "To become more independent. I do not really know if he wants the extra adult or student or if he really needs it when he doesn't say, 'I don't get it.' Academically, to help him go as far as he can, but he's not going to miraculously catch up with Ki. by the end of the year. The goal is to keep building and be on the look out for teachable moments, make a change in the schedule. Earlier in the year, we were working on money. Sc. was working with Todd on money. It would not hurt him at all to be helping a little bit. It is a good clue to me if Sc. cannot show someone else a bit. It's not big deal just to memorize them. When it's really clicking, you just keep working on it more."

The interviewer then asked Mrs. Myer to identify the most successful aspects of her class for Todd. She asked her, additionally, "What works best?" Mrs. Myer said that "cooperative groups for reading have worked for the whole year, even when they are in books that he cannot read."

"What are the problem areas, the concerns?" asked the researcher. Mrs. Myer responded by saying that, regarding "Aide Dey., I have mixed feelings. It would be nice to know when someone would be there for sure. A fixed schedule would be helpful. I like the aide to work with other students, as well." Mrs. Myer then addressed the circle of friends in her classroom. "I can't help but wonder what they are thinking when references are made to them. I have no idea. But it helps us to be aware of similarities and how we can include everyone." Mrs. Myer then identified some time-of-day concerns. She said she had some concerns about spelling and daily oral language activities in the morning. She explained by saying, "I try to make something meaningful to him. But having a spelling list is not appropriate. Still, it goes fast enough."

Subsequent discourse concerned any changes and/or recommendations that Mrs. Myer had regarding integration. Concerning class size, Mrs. Myer said, "We must have small classes, not 29 kids. My class now is at 20." Regarding her time, the teacher stated that she needed more time for

planning ahead. She explained, "IFSP Julie and I sometimes meet in passing. Sometimes we meet after the chapter has started." She said that she would like to have more time to plan an adaptation or change.

The topic then shifted to the matter of scheduling. The researcher asked Mrs. Myer, "Would you describe your schedule as fixed or flexible?" The interviewee replied that her schedule was "pretty much fixed." She explained, "I'm more likely to change the afternoon schedule. I've made more changes in second than first grade. . . [the] kids are able to handle them." The researcher then asked Mrs. Myer if she placed emphasis on transitions. The teacher's reply was, "No, especially in the morning, everything flows from one thing to another."

Time constraints necessitated ending the interview and scheduling to meet again later.

2:45 P.M.

1 April 1991 (Monday)

2:15 P.M.

Again, Mrs. Myer met the researcher in the school library. The areas of consideration included content, scheduling, student groupings, discipline, assessment, preparation time, support services, and general views concerning integration.

Content concerns were addressed first. Initially, the researcher asked Mrs. Myer to describe how she allowed for multiple ability levels when working in one content area. The teacher responded by saying, "Teaching kindergarten through second grade has shown me the development of minds. I feel pretty good about recognizing and expecting different levels. I have multiple expectations, like Mi. with paragraphs or Ki. with something else, like the weather unit now in reading and science." Mrs. Myer went on to explain that some units more readily allowed for multiple levels than others. She said that the "humor unit with Morris the Moose [was] lower than Amelia Bedelia." She further explained that the "growing and changing" unit in the fall, in which students brought things from home, worked well from a multilevel perspective. She added that the timelines of students' own lives "could be as detailed or bare as they wanted it to be." She added that students' learning logs or journals (regarding their own understanding of their writing) were also good from a multilevel perspective.

The researcher then asked Mrs. Myer, "How would you describe the nature of the journals?" Mrs. Myer replied that such journals were "not completely open ended." She added, "There are some guiding factors. Last Monday, they wrote about their

favorite weather and why. Or they reflect on a character. Last year, I used the journal more as a day opener every day. I use it less this year. I prefer less frequent use for the second grade."

Finally, the interviewer asked, "Does your content have basic requirements and enrichment work?" "Yes," replied Mrs. Myer. "Whole language needs fewer enrichment options because they're working on their own. In math especially I have options."

Mrs. Myer then addressed some scheduling considerations. The researcher asked Mrs. Myer how the fixed schedule in the morning helped Todd. Mrs. Myer explained that Todd functioned better in the morning and could therefore be held to a tighter or fixed schedule in the morning. The interviewee was then asked how the more flexible afternoon schedule benefited Todd. Mrs. Myer replied, "Discussion type activities are hard for Todd. But, on a couple occasions, he independently raised his hand and volunteered a response."

"Are transitions harder for Todd in the morning or afternoon?" asked the researcher. Todd's teacher said, "He knows how the morning works. The problem with transitions is when the schedule is less clear."

The interview continued with focus on students' grouping arrangements. Mrs. Myer was asked how the peer buddy system worked in her class. She replied, "I assign a buddy. I will give instructions if it involves much writing. Sometimes, he copies from a peer, but even following directions is good. Na., Jsh., Ki., Mr., Del., and Am. are good with Todd."

The researcher then asked the teacher to address cooperative group arrangements. "I use them at least daily," answered the interviewee. "The more academic goals are specified in advance. I would specify social goals in advance if I had more information. But they get along so well." Concerning evaluation in such cooperative groups, Mrs. Myer indicated that the students evaluated themselves, and she also evaluated them. "Sometimes, they will only do one part of the work with their group [and the other part of the work] alone, so I can evaluate working on their own, as well." When the researcher asked Mrs. Myer about considerations in each group's composition, the teacher said, "I have one high, medium, and low [student] in each group." Finally, the interviewer asked Mrs. Myer if she had any problems or concerns about using cooperative group arrangements. To this, the teacher said, "I would like to know more about it."

Discussion shifted to the matter of desk groups. The researcher asked Mrs. Myer why there were such frequent changes in the desk groups. Mrs. Myer replied, "To give them

a change of environment. I put them with partners they can work with. Sometimes, I assign them with partners different than cooperative groups. The composition is high, medium, and low, with emphasis more on work habits than ability." Mrs. Myer went on to identify Na., Ki., and Ram. as top students academically. She said that Mi. was also a top student academically, but she added that he could be careless in math. She identified Del., Todd, and Am. as the students who were most struggling from an academic perspective in her classroom. She added that Jei. sometimes "kind of space[d] out."

The next area of discussion addressed discipline. Mrs. Myer described how she established or set up discipline for Todd. Specifically, she said, "The sticker chart was meaningful for awhile. He did not like going to the office when he did not get sticks. If he had sticks at the end of the day, that was put on the chart. Otherwise, he had to go to the office. If he had two sticks left, he put two stickers on the chart. We had a pie chart. When it was filled, we went to [a local restaurant]." Concerning motivation, Mrs. Myer indicated that verbal praise was effective. She added, "He is embarrassed when reprimanded now, whereas before it did not faze him." She added that she called Todd's mother in the evenings. Finally, the interviewee addressed the matter of rules. She indicated that she emphasized rules in the previous year. She explained, however, that she had not emphasized them this year because of a low discipline problem. The researcher asked Mrs. Myer how the rules were communicated to the students. Mrs. Myer replied, "I put up a chart in the fall. And I give them verbal reminders, when necessary. If there's a problem, we discuss it generically. There are reminders of rules at the start of the year. I discuss them with the whole class."

Subsequently, the researcher asked the teacher how assessment occurred in her class. Mrs. Myer explained, "I assess the behavioral and do Todd's report card. IFSP Julie does the academics. She makes another report concerning the IEP and will assess specifically as per IEP goals." Mrs. Myer added that she referred to Todd's IEP goals "often in terms of daily expectations."

Mrs. Myer next responded to the researcher's interest in the amount of time needed weekly to prepare for Todd's classroom activity. Responsively, the interviewee stated that "it's part of my life. It's hard to say. Math is the thing I do the most. One hour per week, but that might be too much. I also find books at his reading level. I do that by the month. I also plan if I will work with him or a peer will."

Interview focus then shifted to the matter of support services. Concerning the matter of combining regular class

and Todd's IEP goals, Mrs. Myer explained that she had Todd before as a student, and that combining such goals was, accordingly, not a particular problem. The researcher then asked Mrs. Myer if she would identify any need areas or concerns that she had about the delivery of support services. Mrs. Myer replied, "I wish they [Aide Dey. or IFSP Julie] could be there regularly during math time. I wish they could be there for the half hour and be a part of the class. With the new student, they only get him started now. Certain math chapters are harder than others."

The closing focus of the interview concerned Mrs. Myer's general views and/or perceptions regarding integration. Mrs. Myer explained, "I think it's wonderful. If Mrs. Shell and I can do it with Todd and Teri, it seems like we should be able to do it with the L.D. We told the principal, and he said you always have to start with the most severe. I never expected integration to happen to me. I had made a decision to return to teaching over missionary work, alternative mission. I still feel not wholly skilled at sharing it. I want others to know how exciting it is. I wish I could see them when they are grown up. The only thing I wish we could do is that the kids could get to their own schools. They go back to the neighborhoods without their peers, more carryover into their personal life. Mrs. Klimesh and I talked about the same thing."

3:15 P.M.

2. IFSP Julie

28 March 1991 (Tuesday)

2:30 P.M.

IFSP Julie was interviewed by the researcher in an Ellis Elementary School kindergarten classroom. The researcher sought information concerning Julie's overall involvements at Ellis as well as her more specific involvement with Students Todd and Teri. Before beginning the interview, however, the investigator asked Julie to identify the steps or actions necessary to affect release (to the former) of Todd's and Teri's school and evaluation records. Julie explained that a written release form should be developed. She told the researcher that the form should identify what records were sought and explain why they were sought. She further explained that the forms should be sent to the parents of Todd and Teri and that, when signed and returned, the researcher would have access to their confidential records.

Upon request, IFSP Julie described her professional training. She explained that she received a BA degree in art and elementary education from North East Missouri State University in Kirksville, Missouri. A master of arts in special

education with emphases in preschool and severely disabled students was, additionally, earned at the University of Northern Iowa in Cedar Falls, Iowa.

When asked to describe her philosophical alignments, the interviewee said, "Inclusion, whole language, and cooperative learning." She explained that, because integrated students at Ellis had severe disabilities, social goals were given more importance than academic goals. And she stated, "What is really emphasized is the individual goals. But it's a people-oriented program and school. Learning is more important than academic gains. [It need also include] learning to learn."

Subsequent discourse involved her job. IFSP Julie said that she was employed by the local AEA and her title was "[teacher in the] self-contained mental disabilities classroom." She explained, however, that she currently functioned as the integration facilitator at Ellis Elementary School and a local junior high school. Additionally, previous involvement in that capacity occurred only at the junior high school. Supervision of Aides Dey. and Pa. as well as working with the regular classroom teachers was identified as important aspects of her work at Ellis. She described her relationship with those teachers as "real good. They are easy to work with, [and there is] a strong sense of cooperation and collaboration that is encouraged by Mr. D. C. We believe in cooperation [and] working together." (As an aside, Julie told the researcher that she would "rather be the integration facilitator in one building with several disciplines than in more than one building.")

At this point, the interviewer asked IFSP Julie to broadly relate her job duties. The interviewee responded, "I act as a consultant and support person to the teachers. We collaborate on identifying and meeting the goals for the child [as well as] the supports they need to do that. We bring the parents in very heavily. [I also] develop adaptations and make recommendations for adaptive equipment to buy or for finding, ordering, or making. [I also] act as a resource [person and provide] information to the students." Concerning the latter, Julie explained that she facilitated creating and maintaining a circle of friends for each integrated pupil. To this end, she explained, "[I] . . . help them work out ways to work together."

Focus then shifted to curricular matters. The IFSP noted that curriculum problems were addressed in both spontaneous and scheduled monthly meetings with the aides and teachers. Spontaneous meetings often happened in halls, she explained, and, when quick solutions could not be determined, topics of concern were discussed at scheduled, monthly integration

meetings. Although voluntary, Julie stated that there was "pretty high attendance" at the monthly meetings, which she characterized as involving sharing and supporting as well as future planning. She additionally noted that she usually had "some agenda" for the monthly integration meetings.

Curriculum issues subsequently narrowed to the matter of combining integrated students' IEP and regular classroom goals. The IFSP stated that meetings between her and the individual regular educators occurred in the fall (1 month after the start of the school year) and in the spring, at which time such goals were combined.

Concerning her awareness of the need for and her provision of curricular adaptations, IFSP Julie indicated that she relied primarily on the regular educators' communication of such need to her. Her awareness in this regard was augmented, however, by classroom participation. To exemplify, the interviewee said she often provided concrete-manipulative objects and/or visualization techniques to facilitate students' understanding of a concept. She noted, as well, that Mrs. Myer had developed her own reading adaptations for Todd.

Address of Julie's curricular activities then changed to matters of student assessment. She explained that she worked jointly with the regular educators in this regard and that the extent of her involvement depended on how much the teacher took on. "[Sometimes a] teacher will have measured an academic area that I have not seen." Concerning assessment frequency, Julie commented, "Some things are ongoing. Teri's behavior is ongoing. [But] reading is more periodic. [It] depends on the goal."

IFSP Julie stated that her activities also addressed the affective classroom environments. In order to promote peers' awareness, understanding, and acceptance of students with disabilities, she explained that she met once weekly with the students in each classroom wherein there was an integrated student. During these meetings, she worked to facilitate the development and maintenance of a circle of friends for each integrated child. She noted that the purposes of these groups or circles were to increase understanding of the following:

- (1) All people have feelings.
- (2) All people have similarities and differences.
- (3) All people have strengths and weaknesses.
- (4) Different disability types exist that present different challenges and opportunities.

Julie identified two methods with which she had success toward meeting the above-noted purposes. These included simulation exercises and accessibility surveys.

Expansively, the integration facilitator and support person said, "It starts out as information sharing and evolves into a support group. I'm in charge at the start, and eventually the kids take over." She noted, "The classroom teachers interact and respond but are not actively involved." Subsequently, she delineated the nature-orientation of circle of friends activities at differing grade levels. She explained that the kindergarten-level focus aimed at fostering accepting attitudes toward the disabled child and general understandings regarding individuals' differing strengths and weaknesses. First-grade emphases included continued development of accepting attitudes as well as initial understandings of disability types. Circle of friends activities for students in second grade were designed to build understanding of disability types (with five or six meetings per disability type) and to impart knowledge of disabled persons' accomplishments and contributions.

When students reached the third-grade level, IFSP Julie stated that they assumed a more active role in how their circle of friends was structured. She explained that these students determined how their circle was organized and who would be its members. Organizational options were two-fold. They included, first, a leader-follower arrangement with Julie acting as leader and students as followers or, second, a support group arrangement wherein all students were in charge (with assistance, as needed, provided by Julie).

She also detailed how the students in one third-grade class structured their circle of friends. Electing to be organized as an all-class support group, the students formed committees to meet the integrated student's needs during different subject-related activities. Julie explained, for example, that they formed a reading and a writing committee, and that a different committee worked with the integrated student every day. She noted, as well, that sometimes she met with the whole circle and sometimes only with committees. (Regarding this, IFSP Julie informed the researcher that the students in that particular third-grade class perceived the integrated student "as completely included even though [that was] not realistic.")

A related comment indicated that Teri had been in a Brownie troop since first grade. Julie explained that "Liy. wrote Teri's mother a letter to get her in." The IFSP also said she would, similarly, like to see Todd join a Boy Scout troop.

At approximately this point in the interview, IFSP Julie offered general commentary. She described an inverse relationship between support service provision and regular educator ownership of the integrated child. She explained, summarily, that the greater provision of support services to

the regular educator, the lesser the ownership of the integrated child by the regular educator. The IFSP furthermore noted that, except for one teacher with a full-time aide, all integration teachers at Ellis had developed at least partial ownership of their integrated pupils. "Ideally," she stated, "I would like to start out with more aide time and then back off [but] never have a full-time aide."

Discourse concerning unmet need or problem areas commenced. The interviewee expressed her desire to have a more efficient communication system with classroom teachers. A time-related concern was then addressed in greater detail. Succinctly, in addition to physical education and art classes, support services to/for the newly integrated pupil currently required 85-90 minutes daily. IFSP Julie explained that, while that situation would eventually "level off," there was presently and regretfully less support service time availability for others, i.e., Mrs. Myer. She noted that Todd's teacher had requested additional support service assistance in planning and providing his reading instruction.

The researcher subsequently asked Julie to reflect only on and to identify the most important service she provided for Teri. "Working on her cooperative behavior" was the reply. Julie added that developing such cooperative behavior was also the area of her greatest success with Teri, noting that she had used a behavioristic approach with contingent reinforcement.

On the flip side, the IFSP identified current problem areas. These included not meeting goals established in the fall, especially regarding Teri's reading, and not having sufficient time to talk with her teacher, Mrs. Klimesh. Communication with Teri's parents was maintained, Julie explained, through phone calls and written notes. She added that such communication addressed both the successful and problematic areas. Because Todd's mother worked, however, home-school communication regarding his progress was less frequent and usually written, Julie explained. "Communication is extremely important," she commented. "There has to be deliberate planning and support in the process."
Approximately 4:45 PM

3. Aide Dey.

26 March 1991 (Tuesday)

10:30 A.M.

Aide Dey. and the researcher met in the school library for an interview. Dialogue presented below followed presentation and signing of the Informed Consent Form.

Aide Dey. stated that she had 2 years of college education that included emphases in psychology and art. She explained, as well, that she had prior experience with disabled students via her former position as an aide in a local high school, where she worked in a self-contained class for behaviorally disordered students. Noting that her primary role there was recording students' behavior for "discipline points," she said she sought transfer to the elementary school of her current employment. Her 2nd year of such employment would be concluded this spring. She added that she was currently interested in philosophy and offered the following perspective: "Integration requires a process rather than a product approach in which we are answering our own questions as we go along." Aide Dey. furthermore stated, "I believe in integration in all ways, and I think it's constructive."

Initially, the researcher asked the interviewee to generally describe her current job. Aide Dey. began by saying that she worked with four severely handicapped students and that she sought "to facilitate fitting [them] into the regular classroom." Such facilitation was provided in the areas of reading, math, physical education, and art. Throughout these involvements, she said that she kept a journal wherein she recorded students' activities and responses as well as her own concerns, questions, and ideas. This journal was also used to evaluate progress and/or develop individual adaptations, she explained.

The researcher then asked Aide Dey. to describe her activity and involvement with Todd. Aide Dey. responded by saying that, academically, the key was finding out how to help him with his reading progress. She said that she and IFSP Julie were still looking for the key. For example, she said that they were still experimenting with Todd's story writing format. Aide Dey. further explained that, last year, she and the IFSP spoke frequently to make sure their efforts were coordinated or together. She further explained that, presently, she and IFSP Julie did not discuss such coordination as frequently and that 1, 2, or 3 weeks sometimes passed between such discussions. Aide Dey. went on to explain that she viewed Todd's social goals as being more important than his academic goals. She explained that social goals were important to living in a community and having friends. She, furthermore, explained that in his physical education and art classes, she sought to give him confidence and self-esteem. She explained that her goal with Todd was to build his confidence and then back away, so he would be on his own.

Subsequently, the researcher asked Aide Dey. in what area she believed she was most successful with Todd. She responded that, once Todd trusted her, establishing rapport was easy.

She said, as well, that in this regard she had experienced more success with Todd than with Teri (in Mrs. Klimesh's class). She noted that trust was necessary to building his confidence. Aide Dey stated that Todd tended to shut himself out of the art class. She explained that such may be related to the design or structure of that class. (On 7 March 1991, Aide Dey spoke with the researcher in the faculty lounge. At that time, Aide Dey indicated that the morning art classes required more adjustments for students with disabilities than the afternoon art classes required. Aide Dey. speculated that such adjustments were owing to the more craft-like and structured nature of the morning program. She also explained that the more classical and expressive nature of the afternoon art classes allowed for greater participation by handicapped students.) Aide Dey. went on to explain that her daily chat with Mrs. Myer at the outset of her (Aide Dey.s') participation was very helpful. She explained that information concerning Todd's working mode was exchanged at that time. The interviewee went on to note that Mrs. Myer had the "most ownership of Todd and [had] the least amount of support service."

The interviewer asked Aide Dey. if there existed support service needs that were currently unmet. The aide responded by saying that she worked with Todd less now, only one or two times a week. She further explained, "We were meeting his needs before [the newly integrated student] came." She added, "It's arbitrary, inclusion is new. I have no idea if we would be meeting his needs if we were there full-time. It might defeat the purpose of ownership and peer support if we were there full-time. Mrs. Myer has adjusted to less support by having the kids work with him [Todd]." Aide Dey. then further noted that IFSP Julie modeled for Todd's peers so that his peers could be used in a helpful way.

At this time, the researcher asked Aide Dey. if Mrs. Myer had indicated how Todd's needs could be better met. Aide Dey. responded by saying, "One time a couple weeks ago, Mrs. Myer said that she needed more of my time." Aide Dey. explained that she told Mrs. Myer to speak with IFSP Julie concerning same. Aide Dey. also noted that, in the fall, she was present in Todd's classroom approximately three times per week. Then she noted, "Even though we could accelerate on the academics, sometimes we must not in order to focus on the more important social behavior."

The researcher asked the aide to describe her relationship with Teri. The aide explained, "I do not work with Teri because Mrs. Klimesh prefers little interruption in her class. So IFSP Julie has gone in only."

Finally, the researcher questioned Aide Dey. concerning her relationship with IFSP Julie. Aide Dey. noted that IFSP Julie was her immediate supervisor. Concerning planning meetings, Aide Dey. noted that most of their planning occurred on paper. She explained that she would leave assessment or planning information on IFSP Julie's desk. The aide explained that if a special concern existed, they would always have a meeting. She added that, in the previous year, communication also occurred via the reading of Aide Dey.'s journal of students' activity, problems, progress, other.

The researcher asked Aide Dey. if IFSP Julie had identified any unmet needs. The aide responded by saying that IFSP Julie had indicated that she did not have enough time to make adaptive materials. Aide Dey. added that both she and IFSP Julie lacked sufficient time for making materials. She said that they were "spread too thin now."
Approximately 11:00 AM.

4. Mr. D. C.

2 April 1991 (Tuesday)

Approximately 9:00 A.M.

The researcher met with Ellis Elementary School Principal Mr. D. C. in his office for an interview. Mr. D. C. described his educational background to include BA and MA degrees. Expansively, a bachelor's degree in elementary education was attained in 1952 from Iowa State Teachers' College in Cedar Falls, Iowa. (This institution subsequently became the University of Northern Iowa.) A master's degree in educational administration and supervision was attained in 1965 from the same school.

Introductorily, Mr. D. C. was asked, "How did you come to support the integration of severely handicapped students?" The interviewee explained that he had "no special education background" but attended a week-long integration workshop in 1986. He added that he "always had the desire to keep kids in the classroom, including TAG [talented and gifted students]," and that he "realized that all kids should be in the same class." Mildly handicapped and learning disabled students, he further noted, should be provided resource room services in regular classrooms, but "most AEA programs are for the convenience of teachers instead of kids." The principal then noted that all severely handicapped students at Ellis were from other school districts where they had been denied regular class integration. "All kids should be in their own home school," he stated.

"What classroom activities best facilitate the integration of severely handicapped kids," the researcher asked. Mr. D. C.

first responded philosophically by saying, "You have to believe in it for all kids. The system makes teachers make more adjustments for all kids. [We have to] believe in the power of teachers, ourselves, that we can accomplish these things." He then provided a more classroom-specific response and noted that cooperative and purposeful learning activities worked well, but that packaged learning materials, which he called "skill packs," were usually not meaningful and, therefore, not helpful. He further explained, however, that the former did "not have neat and tidy outcomes," like the latter. Mr. D. C. noted that assessment and discipline were important but that teachers' understandings of their own "behavior [would] do more good than discipline. Discipline is inside us."

Atop his desk during the interview was the book, Driving Fear Out of the Workplace. Mr. D. C. noted that he was currently reading the book and that its premise was that fear is diminished by increasing positive self-images and trust.

The interview here ended because of the principal's plan to be in a particular classroom at 9:30. It was scheduled to continue on the next day.
9:30 A.M.

3 April 1991 (Wednesday)

2:00 P.M.

Mr. D. C. and the researcher continued the interview on this day (and again in the principal's office). Books atop Mr. D. C.'s desk included Creating the Child-Centered Classroom and An Administrator's Guide to Whole Language.

The researcher asked Mr. D. C. to describe his currently greatest concerns and challenges regarding the integration of severely handicapped students. He readily replied, "Providing support for the classroom teachers and helping them understand what we are trying to accomplish." He then likened that task (sometimes) to the "Christians facing the lions." The principal continued, "Teachers lose faith in what they are doing because of some problem that comes up." He explained, "Because they are working with a child with 'special needs,' they look at it differently than a regular kid. [They have a] mind-set that is different. I have to keep challenging and encouraging their faith. [It is the] dichotomy of ownership vs. supportive help." At this point, Mr. D. C. noted that Mrs. Myer and Mrs. Klimesh both had ownership of Todd and Teri, respectively. (He, additionally, commented that Teri was a more mature child than Todd.)

Mr. D. C. identified another concern as the general and less desirable tendency at Ellis to be reactive instead of

proactive when addressing students' needs. "Our pattern," he said, "has not been as much anticipating as responding to [such] needs."

"How do you [promote] pro-integration values?" asked the researcher. "When [integration at Ellis] first started," he replied, "I thought that if I spoke, all would listen. I had to recognize that teachers would have concerns that I would have to deal with . . . Mrs. Klimesh and Mrs. Myer were brought into integration easily." Mr. D. C. then noted that, when integration at Ellis began, not all regular educators accepted its premise. There was an integration-related "teachers' meeting," he explained. "Two teachers were objecting and did not show up. [I knew I] would not put severely handicapped kids in their [classrooms] because they would not adapt." Mr. D. C. again pondered the question and said with a smile, "I catch the teachers being good and stroke them like crazy."
Approximately 2:30 P.M.

Descriptive Record for Mrs. Klimesh's and Mrs. Shell's Classes

Participant Observation

8 October 1990 (Monday)

8:45 A.M.

Researcher wears green slacks and green and orange shirt. Students appear to be involved in independent reading, and the researcher counts 19 students present in the classroom.

Mrs. Klimesh enters.

She stands at the front of classroom and directs students to pick up their library books which are located at front of room.

Researcher does not see Teri, the integrated student.

School announcements are made over public address system.

Mrs. Klimesh directs students to rewrite last week's writing on new paper and to copy two sentences from blackboard.

Integrated student Teri arrives with IFSP Julie.

Mrs. Klimesh greets Teri.

Teri hangs up her coat.

Mrs. Klimesh asks Teri if she plans to eat a hot lunch at school today.

Teri replies, "Yes."

Mrs. Klimesh directs students to go to blackboard one-at-a-time and to make corrections on sentences there written.

Teacher says to Teri, "Nice job," and hands Teri a blue card.

Teri smiles, receives and looks at blue card, and puts same in her desk.

Teri works with peer on writing activity.
Students read aloud sentences written and corrected on blackboard.
Mrs. Klimesh directs the class to check and date papers on their desks.
Teri looks at the paper of a nearby peer.
This peer writes the date on Teri's paper.
Mrs. Klimesh says to Teri, "Nice job" and hands Teri a blue card.
Teri takes the card and smiles.

Mrs. Klimesh writes names on blackboard.
While she does this, students are looking at blackboard, reading books, or whispering.

Although much information concerning the classroom's physical characteristics was recorded later, it will be provided here. Additionally, although most general information concerning these students was accrued later in research process, it will be subsequently provided here, as well.

Students sit at individual desks which are clustered into desk groups.
Each desk group is comprised by three students' desks that face and touch each other.
Centrally located in room, these desk groups are organized into loose, somewhat irregular rows.
In front row of desk groups and from left to right, as one faces blackboard, the following students sit: Be., Br., and We.; and Ca., Ka., and As.
In second row and from left to right sit Me., He., and Li.; and An., Liy., and Kr.
In third row and from left to right sit Je., Da., and Se.; Dal., Jar., and Jo.; and Al., Jen., and Teri.

Classroom description will now shift from centrally located desk groups to more perimeter areas.
Focus will begin with front of room and move in clockwise direction.
References to left and right will be in relationship to front wall, when one faces same.
On front wall is a long blackboard, bordered with bulletin boards on its left and right.
Mrs. Klimesh's desk is in front of the right one of these bulletin boards.
Mrs. Klimesh's desk is positioned so that, when she sits in the chair, she faces the class.

On right wall, a long bulletin board extends from almost the front wall to the door.
A round table sits in front of this bulletin board.

It has a rounded bench surrounding it and upon which students can sit.

This table will be subsequently referred to as table number one.

Along right wall and in right-back corner is the doorway.

Along right half of back wall extends another bulletin board. Below same are hooks and shelves for holding outerwear and book bags, etc.

Left portion of back wall contains a counter with shelves below same and a sink on top of same.

Above counter are posted many words which are alphabetically organized.

Mrs. Klimesh refers to these words later as the "word wall."

Back-left corner contains two extra desks, each with partitions for privacy, and a chair.

That which is closer to back wall will be referred to as extra desk number one.

That which is closer to front wall will be referred to as extra desk number two.

File cabinet is also in this corner.

Large window that is draped and has a northern exposure is in middle of left wall.

Large table in shape of hexagon and which has chairs for sitting is in front of window.

This table will be subsequently called table number two.

Attached to wall on right side of window, when facing same, is a problem-solving guide.

Perpendicular to left wall and to right of problem-solving guide, when facing same, are book shelves.

Book shelves and table number two protrude to approximately same place in room; both extend about six feet from left wall.

Front-left corner is a large open space with a rocking chair.

Mrs. Klimesh subsequently calls this corner the reading corner.

An alphabetically ordered description of students will now be offered.

Al. is a slender girl with brown wavy hair and a feminine demeanor.

Although she is a soft-spoken child, she is also an active participant in this class.

For example, on 15 October, she brings a snake to school.

An. is a tall, slender, and noticeably quiet girl.

She seems to take her work seriously and, although she is not a frequent contributor, she appears attentive and quietly involved.

As. is an ever-so-slightly plump girl with long, ash blonde hair.
She seems friendly and happy but not outgoing, and she has a casual style, dressing often in jeans and a sweatshirt.
Although a follower and not a leader, she seems reliable and is always polite.

Be. is a dark-haired boy of average build with a somewhat reserved but friendly disposition.
Also a follower and not a leader, Be. seems a reliable and usually hard working student.

Br. is a large boy with brown hair and an energetic spirit.
Usually well groomed, he is an active participant and leader in this classroom.
He seems open, friendly, and eager.

Ca. is a tall, thin girl with medium brown, straight hair, and long hair.
Although not a talker and appearing to lack in confidence to some degree, she seems very responsible and reliable.

Da. is a tall, thin boy with brown eyes and brown hair.
This well groomed boy appears to be a capable but somewhat disinterested student.
He does not strike the researcher as a happy child.

Dal. is a tidily groomed boy of average build with dark hair.
This somewhat energetic boy appears to be a hard working, reliable, and capable student.
He has a happy and friendly demeanor and appears to make friends easily.

He. is a slim, well groomed, and feminine girl with dark hair and a perky style.
She seems polite, capable, friendly, and attentive in class.

Jar. is a boy with average build, curly brown hair, and freckles.
This often inattentive lad, who seems to waver between sullen and giggly states, is frequently immeshed in school boy pranks.
He strikes the researcher as capable but not committed.

Je. is a thin, dark-haired boy with bronzed skin who recently immigrated from Honduras.
This casually dressed boy strikes the researcher as one who presents a face of happiness but struggles with some unhappiness within.
He appears to refrain from eye contact and to keep most people at a distance.

Often inattentive, he also seems to be something of a prankster.

Jen. is a tall girl of medium build and ash blonde hair. Although somewhat reserved, she seems academically confident and capable. She also strikes the researcher as an unusually responsible and reliable child.

Jo. is a somewhat plumpish boy with brown hair and a ready but cautious smile. This boy, who is not a class leader academically or socially, seems responsible and reliable. The researcher believes that he may crave teacher attention.

Ka. is a tall, thin girl with brown hair. She seems to be a no-nonsense child who is attentive, capable, reliable, and responsible.

Kr. is a well dressed, blonde-haired girl with a friendly, perky, and somewhat outgoing personality. She enjoys the friendship and respect of many peers. She seems attentive and diligent in her studies.

Li. is a feminine girl with dark hair and a slim figure. This polished, well dressed, and energetic girl seems to be responsible, capable, and popular.

Liy. is a blonde-haired, fashionably dressed girl of average build and seemingly endless energy. This clearly confident, extraverted, and well organized child takes her studies seriously and enjoys the respect of her peers. She demonstrates clear affection for Teri.

Me. is a slim, attractive girl with shiny dark hair. This feminine, noticeably kind child seems to be a capable, responsible, and attentive student.

Se. is a tall, thin boy with a light complexion and blond hair. This seemingly withdrawn boy is somewhat inattentive and often slow in completing his work. He strikes the researcher as lacking in self-confidence.

Teri, the integrated student in this class, is a girl of average build with dark hair, dark eyes, and rosy cheeks. She seems physically fit and appears energetic and happy. This well groomed child seemingly interacts easily with her peers.

She seems to enjoy a notably affectionate relationship with several classmates.

A more detailed, clinical report is provided at the conclusion of this day's descriptive record.

We. is a soft-spoken boy.

This sometimes inattentive boy appears lacking in motivation and is often observed to complete assignments late.

Teacher directs students to put their supplies on one side of their desks.

She says that the class will be starting a new unit based on stories by Patricia Riley Gift.

Stories include Candy Corn Contest, Fish Face, and The Beast in Miss Rooney's Room.

Teacher points out maps at front of room that relate to these stories.

She says that names written on blackboard are character names in stories.

Mrs. Klimesh asks a question.

Teri is not attending while the hands of many peers are raised.

Mrs. Klimesh quietly disciplines two peers.

Teri puts blue cards previously received from the teacher in a supply box in her desk.

Mrs. Klimesh pronounces names written on blackboard, and the students recite them after this.

In an apparent disciplining action, Mrs. Klimesh removes paper from two male students in class.

She then tells the class what to do when reading, if they encounter an unknown word.

She tells them, first, to read the next sentence, and then, if necessary, to sound out the word.

Mrs. Klimesh directs Dal. to bring tray of books to front of classroom.

Teacher tapes to blackboard three papers.

Each lists names of students in classroom.

Each identifies books that particular students will be reading.

Mrs. Klimesh directs the class to check the names and to tell her if a particular name (of a particular student) is not on lists.

Teri is quiet but apparently not attending.

Mrs. Klimesh directs Teri to come to front of classroom to get her book.

Most students in classroom have their books and are reading.

Teri gets her book and returns to her desk.

Mrs. Klimesh directs students to put their books on one side of their desks.
She says that she will read to the class the first part of one book about Mrs. Rooney's class.
Mrs. Klimesh reads aloud to the class, visually scanning classroom to ensure students' attending.
Mrs. Klimesh then orally gives the class their assignments.
She directs students to read three chapters from their respective books.
She tells them to then write in their journal what they believe will happen in chapter four.

Mrs. Klimesh begins the playing of low-volume music.
She then calls several students to the front of classroom.
Among these students are Teri and Jo.
When Teri does not go to front of classroom as directed, Mrs. Klimesh goes to Teri and tells Teri that she needs her book.
Teri and Jo. sit with two other peers and Mrs. Klimesh in front-left corner of classroom.
IFSP Julie enters classroom.
Students seated with Mrs. Klimesh in corner are engaged in oral reading with good attending.
IFSP Julie sits by Teri.
Approximately 9:45 A.M.

Clinical evaluation of Teri.

Formal evaluation of Teri occurred in April of 1985, and the areas of assessment included physical and psychological development.
Findings will be presented in same order.

Physically, Teri was born in October of 1982, and was, thus, 2 years and 7 months old (30 months total) at the time of her evaluation.
She was found to have minimal health problems with an absence of ear and a minimal number of respiratory infections.
Her right eye was reported to deviate and be less focused than her left.
There were no ambulation problems indicated.
She was found able to easily move in and out of a sitting position, to stand alone, to walk, and to run.

Psychological assessment included measures of expressive, receptive, and perceptual skills as well as socially adaptive behavior.
In addition to parental reporting and direct observation, Teri's receptive and expressive skills were assessed on the Receptive Expressive Emergent Language Scale and the Bayley Scales of Infant Development.
Her receptive skills were found to be at the 14th-18th and 14th-16th month of development, respectively.

Expressive language was assessed on the former scale and reported at the 16th-18th month of development. Performance on the latter scale indicated perceptual skill development at the 16th-19th month of development. An overall, high-moderate to low-mild range of mental disability in conjunction with Down's Syndrome was reported.

Assessment of Teri's socially adaptive behavior was based on parental reports as well as her performance on the Preschool Attainment Record and the Allpern Boll Developmental Profile. She was found to be a social girl with a tested social functioning level in the 18th month of development.

Summarily, Teri was reported to be an active, social girl in excellent physical health with Down's Syndrome in the high-moderate to low-mild range of mental retardation.

9 October 1990 (Tuesday)

8:45 A.M.

Researcher wears denim jumper with red blouse. Mrs. Klimesh names and praises students who are quietly seated and reading.

Teri is not present.

Bulletin board display features baby pictures of some class members and their parental commentaries about their childhood. Another display is entitled "Healthy Habits" with surrounding pictures depicting health-promoting activities. Another wall display is entitled "Problem-Solving Guide" and lists suggestions for such problem solving.

Mrs. Klimesh requests of the researcher that no observations occur on Wednesday and Thursday.

On blackboard, the words "Good Work" are written.

Mrs. Klimesh comments about students' writing in their journals.

She provides suggestions for improvement as well as praise.

Mrs. Klimesh writes on blackboard and beneath "Good Work" the names of six students.

8:58 A.M.

Mrs. Klimesh directs the students to put their supplies on one side of their desks.

She asks students to raise their hands to indicate which books they are reading.

Specifically, she asks students to raise their hands if they are reading The Beast in Mrs. Rooney's Room.

Mrs. Klimesh points out a list on the blackboard.

This list is comprised by words reflecting characteristics of the fictional class (Mrs. Rooney's class).

Mrs. Klimesh reads aloud each word on this list, and the students repeat same in unison.
After each word is pronounced by students, Mrs. Klimesh asks for an explanation same.
Mrs. Klimesh then asks students to raise their hands if they agree with the explanation or definition provided.

9:03 A.M.

Teri enters classroom and hangs up her coat.
She is not accompanied by IFSP Julie.

To the class, Mrs. Klimesh emphasizes and explains the meaning of "cooperative group activity."

9:05 A.M.

Teri walks to her desk and smiles at peers who sit nearby.
Mrs. Klimesh says a word, and the class repeats it.
Teacher asks the class to raise hands if they know the word's meaning.
Teri sits turned to the side of her desk and stares at the floor.
Teri begins flipping through the pages of a book, appearing to not be attending.

Mrs. Klimesh tells the students that they will be making a banner that reflects the story book.
She explains that the students will need to pick one of the listed characteristics on blackboard and to create a banner representing that same characteristic for their own classroom.

Teri sits with her legs straddling the back of her chair and faces the back of the room.
She looks at an open page of a book.
The opened page has a picture on it.

Students receive paper upon which to make their banners.
Those having already received their paper have, in some cases, already begun their banners.

Mrs. Klimesh calls the names of five students to join her at the round table.
These students join Mrs. Klimesh at that table and discuss predictions.
Mrs. Klimesh wants students to consider making predictions in their own stories of Mrs. Rooney's fictional class.

A peer sitting near Teri pencils something on Teri's paper for her banner.
Teri and peer whisper, as do some other students in classroom.

Mrs. Klimesh directs students seated with her at round table to return to their desks and read their stories.

She calls another student, We., to join her at the round table.

She tells this student to bring his pencil and journal. Peer sitting near to Teri colors banner on Teri's desk while Teri watches same.

Additional students now sit with Mrs. Klimesh at round table. There are six students in all at this table.

Mrs. Klimesh looks around classroom as volume of whispering increases.

While students in the classroom make their banners, they also whisper and look around room.

One student is reading, not coloring banner.

Banner made by Teri and peer has the word "friendly" on it.

Mrs. Klimesh dismisses students at round table to return to their desks.

Mrs. Klimesh speaks to Je., who remains at round table.

Mrs. Klimesh asks a student to come to round table and help Je. by reading first three chapters of book.

Mrs. Klimesh explains to a visiting university student that some second-grade students in her class need extra support.

Mrs. Klimesh further explains that Je. is from Honduras and is just learning the language, cannot read it yet.

IFSP Julie enters classroom and walks around.

She stops at Teri's desk group.

All students are coloring banners at this time, except for Je.

Mrs. Klimesh explains to university student that a candy corn contest is going on in her classroom.

Mrs. Klimesh says that clues are being provided throughout the week which, when used with problem-solving strategies, will reveal the number of candy corn candies in the jar.

Mrs. Klimesh directs the class of students to put their banners aside.

She then directs them to tell the visiting university student the strategy used yesterday to decode unknown words.

Mrs. Klimesh stresses that the most important question to ask when decoding is, "Does this make sense?"

IFSP Julie sits beside Teri.

Mrs. Klimesh orally reads from story entitled, Fish Face.

After reading for a period of time, Mrs. Klimesh interprets for the class what she read aloud.

She then asks the class to raise their hands if they agree with her interpretation.

Mrs. Klimesh says that, when reading, it is important to periodically stop reading and summarize events.

Mrs. Klimesh calls four students to join her at round table. Teri is among students whose names are called. Teri goes to round table along with IFSP Julie and other students.

9:45 A.M.

A group of students wears headphones. Mrs. Klimesh directs these students to listen to tape and to raise their hands if there is a problem. Approximately 9:47 A.M.

15 October 1990 (Monday)

8:40 A.M.

Researcher wears blue denim skirt with black top. Student sitting near Teri, Al., brings garter snake into classroom. Mrs. Klimesh asks Al. and her mother, who is present, about the snake. With classical music playing at low volume, students gather around snake. Researcher comments that snakes make good pets. Parent leaves classroom.

Students sit in desk groups throughout classroom, and a few are doing written work.

Mrs. Klimesh directs several students to copy sentences from blackboard carefully and neatly. Two female students arrive late.

Mrs. Klimesh discusses with the class a particular learning center.

She says that the learning center activities provide students with extra credit. She adds that students need read all books in learning center for that credit.

Mrs. Klimesh directs students in classroom to stand up if they plan to eat hot lunch today.

As students stand up, Mrs. Klimesh calls their names. After their names are called, students sit back down. Mrs. Klimesh notes that Je. will be today's VIP.

Teri is not present in classroom.

Mrs. Klimesh sits at Teri's desk.

Mrs. Klimesh asks for volunteer to go to blackboard and make correction in sentence there written.

Ca. volunteers, goes to the blackboard and makes a change.

Mrs. Klimesh asks Ca. to explain what she did and why she did it.

Ca. provides this information and selects another student volunteer to go to blackboard.

As changes are made on blackboard, some students make corrections on their pages (atop desks).

Teacher circulates through classroom while another student makes blackboard correction.

Mrs. Klimesh corrects the writing of one male student, Se.

9:03 A.M.

Female student having made blackboard correction takes a long time to select next student volunteer.

Mrs. Klimesh explains that the student having already made the correction will need to select the next volunteer more quickly.

Another student makes correction on the blackboard and provides explanation for same.

Mrs. Klimesh directs students to return papers to a place by sink.

Student Jen. states that she does not know where to find something in dinosaur book.

Mrs. Klimesh requests that male peer help Jen. later.

Mrs. Klimesh directs the class to get out their science journals.

Teri enters class and goes to her desk group.

Mrs. Klimesh discusses butterflies contained in paper boxes with transparent windows.

Mrs. Klimesh explains that she is feeding butterflies sugar water.

Mrs. Klimesh directs the students to read something in particular and then to draw a picture about same.

Mrs. Klimesh announces that the time is 9:10 and says that she will give students until 9:30 to complete their reading assignment.

9:10 A.M.

Mrs. Klimesh directs Teri to go to a table with her and look at the butterflies.

Teri puts her nose to a transparent window and watches the butterflies.

Four peers join Teri by the box.

Mrs. Klimesh asks Teri what kind of butterflies are in the box.

Teri replies that she does not know.

Mrs. Klimesh tells Teri that the butterflies are called Painted Ladies and Monarchs.

Teacher explains to male student Se. that he is to write about the butterflies coming out of their chrysalis.

Teri returns to her own desk group and her own desk.

Female student pulls her chair beside Teri's.

With the two girls sitting side-by-side, the peer directs Teri to look at her.
 The two girls begin attending together to a book.
 They frequently raise their eyes and look at each other and smile.

Mrs. Klimesh asks the class if anyone knows what a butterfly does when it comes out of its chrysalis.
 Male student Je. says the butterfly starts to pump its wings.
 Male student Be. puts his writing journal by the researcher.
 Mrs. Klimesh tells Be. that she wants to see him with his journal.
 Mrs. Klimesh begins circulating through the classroom.
 She announces that Painted Lady needs to be capitalized.

A peer puts arm around Teri.
 While this occurs, both focus on a journal.
 Teri leans forward and puts her head on her desk.
 Teri and the peer begin talking.
 9:23 A.M.

16 October 1990 (Tuesday)

Researcher tends to dissertation-related concerns at university.

17 October 1990 (Wednesday)

8:45 A.M.
 Researcher wears black and brown paisley top and brown slacks.
 She is in back-left corner of room near table with caterpillars.
 Researcher speaks with Se. and Je., male students, about the box of caterpillars.
 Researcher asks Se. and Je. what will happen to caterpillars after they change to butterflies, i.e., will the butterflies be released?
 Se. tells the researcher that the butterflies will be released after they lay eggs.
 Researcher asks Se. if some butterflies have already produced eggs and been released.
 Se. tells the researcher that they have.
 Researcher asks Se. if he felt sad when they were released.
 Se. says, "Kind of."

Public announcements are heard over intercom.

Mrs. Klimesh writes two sentences on blackboard.
 One reads, "some people cant hear too well."
 The other reads, "my parents they like to watch football games."
 Students copy sentences from blackboard.

Male students Je., Da., and Se. sit together in a desk group near the researcher and whisper while copying.
Mrs. Klimesh organizes papers atop Teri's desk.

Mrs. Klimesh directs students eating hot lunch at school today to stand.

Mrs. Klimesh calls and writes individual students' names. Students sit after their names are called.

Mrs. Klimesh announces that Me. is VIP for the day.

Mrs. Klimesh gives Me. hot lunch list.

Me. leaves room.

Students, teacher, and the researcher stand and recite Pledge of Allegiance to flag.

Students sing another song of allegiance to flag.

Students begin correcting sentences copied from blackboard.

Mrs. Klimesh announces that free time today will be used to complete unfinished work in science journals.

Teacher explains that she will be looking for details in words used and illustrations provided.

Teacher writes "science journals" on blackboard.

Beneath this, she writes "detailed descriptions" and "detailed illustrations."

Me. returns to classroom.

Individually, students go to blackboard.

Each uses pink chalk to write one correction in one of two sentences there written.

Each then identifies and justifies correction made.

Teri arrives, hangs up her coat, and sits at her desk.

Mrs. Klimesh goes to Teri's desk and rests on her knees.

Teacher asks Teri if she gave her mother a note last night.

Students continue to go to blackboard and make corrections.

Male student Be. adds apostrophe to "cant."

Teacher asks Be. to identify letters omitted with use of apostrophe.

Be. correctly identifies missing letters.

With Be. providing last correction, Mrs. Klimesh directs the students to take their papers, showing all corrections on blackboard to the shelf beside sink.

Students walk to back of room and place papers in a red tray beside sink.

Mrs. Klimesh says that the reason the class has been reading various Marc Brown books about the character, Arthur, is that the books complement their work in science.

Teacher says she wants to take a survey to determine which of these books the students prefer.
Teacher places the books by Marc Brown on chalk holder beneath the blackboard.
Teacher directs the students to stand when she reads the name of their favorite book.
Teacher draws vertical lines on blackboard to create columns corresponding to the books below.

Teacher reads name of each book from right to left.
As she does this, students stand to reflect their favorite book.
Teacher writes names of students in corresponding columns.
A chart is formed accordingly.
Students' names are recorded above book names.

Mrs. Klimesh directs the class to count the number of names above each book.
Mrs. Klimesh notes that Teri did not stand up to express her preference.
Mrs. Klimesh asks Teri to come to the front of room and identify her favorite book.
Teri goes to front of room and points to a book.
Teacher adds Teri's name to the corresponding column.

Teacher directs the class to make a graph based on information from blackboard.
Teacher, additionally, directs students to write three questions that can be answered by using their graphs.
Teacher says she will write three words on blackboard that they may need to write their questions.
Mrs. Klimesh writes "most, least, [and] same amount" on blackboard.

Male student, Br., is talking out of turn.
Teacher asks Br. to come to her.
Br. walks to Mrs. Klimesh who puts her hands gently on Br.'s shoulders and whispers something in his ear.
Br. returns to his chair and puts his head on his desk.

Mrs. Klimesh tours room looking at students' work.
Mrs. Klimesh audibly compliments two students for writing excellent questions about their charts.
Male student Dal. says, "Remember to put a question mark at the end."
Mrs. Klimesh replies, "Excellent suggestion," and asks Dal. to repeat it for the entire class to hear.

Researcher tours room to look closer at students' activity.
Graphs are being generated on yellow sheets of paper that have the titles of all the books and lines separating the titles.

Students have recorded the number of their peers having selected each title.

Mrs. Klimesh asks Teri to come to blackboard.
Mrs. Klimesh and Teri count the number of students preferring each book.
Teri returns to her desk.

Mrs. Klimesh calls on students individually and asks them to orally read their questions.
As., female student, reads, "What was the least liked book?"
Teacher writes the sentence on blackboard.
Another students says her question.
Her sentence, which Mrs. Klimesh writes on blackboard, reads, "What was the most liked book?"
Mrs. Klimesh notes that some students have written questions about books but their assignment was to write questions about their chart.
An., female student, reads, "How many people liked Arthur Baby?"
Mrs. Klimesh writes same on blackboard and notes that it is a good question because it can be answered by her chart.
Br. reads a sentence that the teacher says is unclear.
Br. corrects his sentence, and the teacher then writes it on blackboard.

IFSP Julie enters room.

Mrs. Klimesh directs students to hand in their completed work. Students walk to back of room and place their work in a pile on shelf.

Mrs. Klimesh announces a new assignment.
Mrs. Klimesh directs students to explain why they identified a particular book as their favorite.
She adds that an illustration is also to be provided.
Teacher writes on blackboard, "I recommend _____ because _____."

Mrs. Klimesh directs the class of students to raise their hands if they understand directions.
Mrs. Klimesh announces that the time is now 9:40 A.M., and that students will have until 10:00 to complete the assignment.
She adds that neatness is very important.

IFSP Julie sits beside Teri.
Teri goes to pencil sharpener.

Mrs. Klimesh identifies small group of students that should join her at round table.

IFSP Julie leaves room.

Researcher leaves room.

Researcher asks IFSP Julie what she was doing with Teri.

IFSP Julie indicates that she was trying to get Teri organized and motivated to do the assignment.

She adds that she is going on her way to get stickers to give to Teri if she completes her work.

9:48 A.M.

18 October 1990 (Thursday)

8:50 A.M.

Researcher wears blue slacks and sweater with blue and gray tennis shoes.

Mrs. Klimesh enters classroom and expresses happiness that most students upon her entry were reading or writing.

Mrs. Klimesh says, "Those are super choices."

Mrs. Klimesh describes the schedule for today and tomorrow.

She notes that such has also been written on blackboard.

Her comments about schedule concerns and the corresponding list on blackboard include concerns of all students, i.e., test covering the days of the week occurring tomorrow as well as concerns of specific students.

General announcements are heard over intercom.

Mrs. Klimesh holds up cardboard pumpkins that have poems recorded on their back sides.

Mrs. Klimesh says that students can read them in their spare time.

Mrs. Klimesh reads the poems about Halloween aloud and places them on the blackboard shelf holding chalk.

Mrs. Klimesh says, "If you are eating lunch, please stand." Students stand, and, as Mrs. Klimesh calls their names, they sit.

Mrs. Klimesh says, "Raise your hand if you ride the bus with Teri," but then she corrects herself and says, "I'm sorry. Not Teri but Jen."

Male student, Br., says Jen. did not ride the bus this morning.

Class stands for Pledge of Allegiance.

Class, teacher, and researcher face flag and recite pledge.

A musical pledge follows, sung by the students.

Mrs. Klimesh announces that Ca. is the VIP for today, and she gives Ca. hot lunch list.

Mrs. Klimesh holds up book and asks if anyone wants to read it.

Many students raise and enthusiastically wave their hands.

Mrs. Klimesh gives one to a male student.

She picks up a second book and gives it to another male student.

Mrs. Klimesh directs the class to get out their learning logs.

Mrs. Klimesh announces that Spanish will be taught at 9:45 A.M. today.

Mrs. Klimesh directs students to raise their hands if their learning log is out and they are on the right page.

Mrs. Klimesh announces that male student We. is ready and says, "Super job, We."

Teacher directs the class to put their pencils aside.

Ca. returns, and Mrs. Klimesh tells her that she needs to get out her learning log.

Teacher reminds the class that recently they talked about learning strategies.

She asks students to raise their hands if they remember the strategies discussed.

One student identifies one strategy.

Teacher asks for another.

Je. says that sometimes they should read it again.

Teacher explains that that's a strategy, but there's a more important one.

Mrs. Klimesh says that the most important thing to do is to ask oneself if what's read makes sense.

Teacher says it's important to periodically summarize in one's mind what has been read.

Mrs. Klimesh says that once one has read a complete book, it's time to evaluate same.

She identifies three books that have been completed by the three reading groups.

She says the books are Fish Face, Beast in Mrs. Rooney's Room, and Candy Corn Contest.

Mrs. Klimesh asks students to raise their hands if they were in group that read Fish Face.

Teacher writes on blackboard, "Why did the author name it Fish Face?"

Mrs. Klimesh verbally poses same question for other two books.

Teri enters classroom, and Mrs. Klimesh greets her enthusiastically.

Teri smiles.

Mrs. Klimesh writes on blackboard, "Tell how the book got its title."

Teacher says that 10 minutes will be allowed for students to write how the book they read got its title.

Teacher says that if students are not sure, they should guess.

Teacher writes date on blackboard and announces time of day. She turns on a tape of classical music.

Mrs. Klimesh goes to Teri and says, "Hi."
Mrs. Klimesh stoops low to floor and speaks with Teri.

Mrs. Klimesh announces to the class that it should take them 2 minutes to write sentence on blackboard, and that will give them 8 minutes to write their responses.

Mrs. Klimesh asks Teri what the book she read was about.

Mrs. Klimesh announces to the class that, if they have time, they can draw a picture to go with their written statement.

Teri tells Mrs. Klimesh that Character Richard (in her story) pushes people.

Researcher tries to see name of tape being played.

Researcher walks back to Teri's desk and looks at what is atop her desk.

On Teri's desk is a spiral notebook.

On open page of the notebook is a picture (attached by glue) with several lines of handwriting below same.

The words below read, "At the end of the story, Richard likes Matthew because he helped him."

Mrs. Klimesh goes to another student, We., and writes something on his page.

Teri gets colors and begins coloring her picture.

Mrs. Klimesh tours back of room to see how other students are responding to assignment.

Teacher poses question to the class, "What happens in the book to lead to the title?"

Ka., female student, walks to word wall, looks at it, and returns to her seat.

Mrs. Klimesh asks Je., "Where does the beast come from?"
Teacher tells Je. to continue trying to determine who the beast is.

Teacher says to the class, "Go back and read what you have written. Check to see if you have left out any words."

Mrs. Klimesh stops music and writes on blackboard, "What was the author's message to the reader?"

Mrs. Klimesh directs the three reading groups to get together and talk about the question concerning the title.

Mrs. Klimesh adds that each group should determine who will be the leader, writer, and reporter.

One student asks which group he is in.
Mrs. Klimesh tells the class that any students who do not know what reading group they are in to stay at their desks with their heads down.
9:30 A.M.

22 October 1990 (Monday)

9:00 A.M.
Researcher wears beige skirt, red striped blouse, and red sweater.
Approximately 85% of students are reading silently at their desks.
Teri arrives and hangs up her coat.
Teacher directs Teri to go to office to let them know she is present and will have hot lunch today.
Teacher directs peer to go with Teri to office.

Mrs. Klimesh erases blackboard.
She directs Me. to pass out the "Alexander book" (Alexander and the Terrible, Horrible, No Good, Very Bad Day by J. Viorst).

Teri returns to classroom.

Me. tells Mrs. Klimesh that she does not have enough books for everyone.
Mrs. Klimesh tells the class to stay seated if they have a book.
Books are given to two standing students.

Mrs. Klimesh directs the class to read for 10 minutes.
Mrs. Klimesh writes on blackboard, "Je.-Story."

Teri flips pages of books and looks at other students in classroom.
Mrs. Klimesh directs Teri to bring her book and sit down by the tape player.
Mrs. Klimesh directs We. to take his book and go to tape player, as well.
Mrs. Klimesh adds that he (We.) will be in charge of tape player.
Teri and We. face each other, both wearing headphones.
Mrs. Klimesh goes to male student, Se., and asks him to read to her from book.
Mrs. Klimesh directs Se.'s neighbor, Je., to listen to tape with Teri and We.
She directs Se.'s other neighbor, Da., to read to her from book.
Da. begins reading, and Mrs. Klimesh gives Da. a card to put on his book and help him keep his place.

Da. continues reading.

Teacher directs Da. to join other students at tape player.

Teacher goes to another student and listens while he orally reads from book.

Teacher says to the class, "Last Friday, we silently read about Alexander. Today, I want you to sit and take turns reading out loud with a partner. When you are done reading, go back and sit down at your desk."

Students get up and quickly scatter around room in pairs. A steady flow of soft voices can be heard throughout room.

Teacher walks to pair of female students at round table. Teacher marks on a card, then goes to another pair. Teacher asks one student in pair to orally read. She marks on same card while listening to oral reading. Other student in pair reads, and the teacher marks again on card.

Teacher moves to a male pair, listens, and marks on card. She looks to see how students at tape machine are doing.

Students throughout classroom appear to be attending to their work.

Teacher moves to hear oral reading by another group.

We. points to place in book where Teri should be looking and says, "This is where we are."

Teri removes and replaces on her head her earphones.

Teacher goes to group using tape machine and tells them they can return to their desks and continue reading on their own.

Teacher says to the class, "I like how some students are returning to their desks and getting right to their work." She adds, "That's very responsible."

Male student, Da., replaces all headphones on rack.

Mrs. Klimesh says, "Time is up."

She adds, "Put everything to one side."

Teacher asks one student to write down a list of the students who are good listeners.

Teacher comments on importance of summarizing developments throughout reading process.

She asks students to state what happened to Alexander at particular times of the day.

As students volunteer these developments, the teacher records them in clockwise, circular fashion on blackboard.
At 12:00 position, she writes, "7:00," and, "He had gum in his hair. He slipped on his skate board. He dropped his sweater in the sink."

Teacher asks, "What happened at 7:30?"

IFSP Julie enters classroom and points to pictures in Teri's book that correspond to classroom discussion.

Teacher says to the class, "Raise your hand if you know what happened around 8:00."
As the teacher writes new developments on blackboard, the IFSP continues to turn pages, point to pictures, and speak softly to Teri.

Mrs. Klimesh asks Teri what happened at lunch.
IFSP Julie softly asks Teri what happened at lunch, pointing to various parts of a picture.
Teacher asks Teri what happened in a part of the picture.
IFSP points to picture and tells Teri to answer using a big voice.
Teri says, "He smashed his toe."
IFSP says, "That's very good, Teri. That's excellent."
9:45 A.M.

23 October 1990 (Tuesday)

9:00 A.M.

Researcher wears black jumpsuit.
Students throughout classroom are concentrating on two sentences written on blackboard.
Teri is not in classroom.
Mrs. Klimesh directs all students to finish all corrections shown on blackboard and then hand in their work on back shelf.
Students walk quietly, swiftly to back shelf with papers.

On right side of blackboard is a list of anticipated student accomplishments for the day.
List includes duties for all as well as for some individual students.
Teacher informs class that learning logs will be handed in at end of day.
This information is also included in above-mentioned list.
Teacher informs class that only one student correctly spelled names of the week last week.
She writes same on blackboard and directs all students to study them.

Teri arrives with her mother.
Teacher steps into hall to speak with Teri's mother.
Students in class work independently.

Teacher returns and calls all students to front-left corner.
She praises the class for continuing their work while she spoke with Teri's mother.

Mrs. Klimesh sits on small chair in front-left corner.
Students go to corner and sit on floor facing Mrs. Klimesh.
Teri remains at her desk and writes on paper.
Researcher goes to Teri and gestures that she should get up and join the group.
Teri gets up and joins her peers.
Researcher sits on floor behind students in corner.

Teacher discusses stories written by various class members.
Teacher identifies two good components in some stories.
These are using problems realistic to second-grade students and providing solutions to these problems.

Teacher praises story written by female student, Al., and asks Al. to read her story to the class.
Al. reads her story aloud and shows her illustrations.
Teacher asks for questions and comments about Al.'s story.
Teacher thanks Al.
Teacher asks female student, Li., to read her story to the class.

Researcher notes sign on wall in corner.
Sign provides visual and auditory examples of praising and helping behaviors.
Some visual ("looks like") examples of praising behaviors include the following: smiles, thumbs up.
Some auditory ("sounds like") examples of praising behaviors include the following: awesome, great job.
Some visual examples of helping behaviors include the following: asking questions quietly, nodding in agreement.
Some auditory examples of helping behaviors include the following: Can you help me? Would you like me to help you? I think you need to do it the other way.

Female student reads her story and shows her illustrations.
Afterwards, the teacher asks, "What was the problem?"
Je. says that he likes the pictures in her story.
Teacher says that her pictures are detailed.

We. reads his story with difficulty.
Teacher asks We. to pick a partner to go to hallway with him where he can practice reading his story.
9:35 A.M.

24 October 1990 (Wednesday)

9:17 A.M.

Researcher wears black slacks and shirt with black cat pin.

Students stand up and read from book one-at-a-time.

Mrs. Klimesh directs which student to stand up when.

At particular points in such individual reading, the class reads in unison, "I could tell it was going to be a terrible, horrible, no good, very bad day."

Unison part of reading is also written on blackboard.

Teri has book open but is not on correct page.

She leans on her right hand and looks at front of room.

One student stands and reads too softly.

Teacher asks student to read again more loudly.

Subsequently, teacher directs Ca., female student, to read to the class.

Ca. starts reading while sitting down.

Teacher directs Ca. to stand up and read to the class.

As her neighbors Al. and Jen. turn the pages of their books, Teri turns the page of her book, but she is not on the correct page.

Teri looks at Jen.'s open page.

Jen. and Al. are following oral reading by tracking in their own books.

Teri moves her mouth while a peer reads out loud.

Teacher says, "Say, 'Even in Australia,' Teri."

Teri says, "Even in Australia."

Teachers says, "O.K., very good."

Teri closes her book.

Teacher tells We. to please not color with his crayons in his book.

Teachers says, "O.K., Teri. This is going to be your part.

Say, 'Even in Australia.'"

Teri repeats, "Even in Australia."

Teacher gives Teri a stick and explains that it's for following directions.

Teacher goes to her own desk area and returns to Teri with an envelope.

Teacher puts Teri's stick in the envelope.

Teacher directs female student, Li., to read.

Li. reads.

Class choruses in, "I think I will move to Australia."

Another student (male) begins to read without teacher direction.

Following this, another male student from same desk group begins to read without teacher direction.

Following this, a third male student from same desk group does the same.

Jen., neighbor at Teri's desk group, stands up and reads. Teri is turned to the correct page in the book, but looks at her other neighbor's page and then back at her own. Al., another member of this desk group, looks at Teri and smiles.

While another student reads aloud, Mrs. Klimesh sits by window and follows in her book. Different students from different desk groups stand up, read, and sit down without teacher direction.

Teri's neighbor, Al., stands up and reads. Al. then tells Teri to say, "Even in Australia." Teri says, "Even in Australia." Teacher says, "Good."

Teacher says to the class, "The goal for tomorrow is to read smoothly and without interruption." Teacher directs students to think about what would constitute a perfect day for them. Teacher says, "I have a form for you to use." On blackboard, the teacher writes, "At breakfast

_____."
She explains that their new assignment will involve describing their perfect day.

She adds that, like the story about Alexander's terrible day, there will be a "repeating part that is always the same."

Beneath "At breakfast _____," the teacher writes, "I could tell it was going to be a _____"

_____."
Teacher asks, "Which lines will always be the same?"

Male student provides one possible response for the repeating part.

Teacher explains that the part beginning with "I could tell" will always be the same.

Jen., Teri's neighbor, raises her hand and asks if their new assignment pertains only to this day.

Teacher says, "No. This is for your perfect day."

Another student asks another question over increase in noise from general whispering.

Teacher says, "Our rule is always that one person talks, and the others listen."

Teacher holds up a thesaurus and asks students what words they have looked up before using a thesaurus.

Teacher says, "This is the paper I want you to write your assignment on," and adds that they can use both sides, if needed.

Teacher names two students for handing out paper.

Teacher names other student with whom she wants to speak at the table by the window (table number two).
Approximately 9:45 A.M.

25 October 1990 (Thursday)

8:47 A.M.

Researcher wears colorful Mexican skirt with green and turquoise top.

Researcher notes that female student, An., sits at extra desk number two, and that an empty chair is beside her.

Researcher asks An. if empty chair is for someone else.

An. says, "Yes."

Three students are at table number one (round table on right wall), and Mrs. Klimesh sits at other side of table, facing them.

Group at table number one converses.

Teacher directs one of these students to write about how she would feel if a good friend took her candy corn.

Teacher directs another student to write about how she would feel if a good friend took her favorite game.

The two students with assignments return to their desks.

A third student stays at table number one and writes.

Blackboard is free of writing.

Je. and We. are sitting on floor by tape player.

They wear headphones.

(Later on this day, Mrs. Klimesh informs the researcher that the boys listened at this time to a taped presentation of Alexander and the Terrible, Horrible, No Good, Very Bad Day. She adds that Je. is from Honduras, recently adopted, and is still learning the English language.)

Teacher walks to extra desk number two and sits beside An.

Teri is not in classroom.

Room is very quiet, and the researcher can hear the furnace blower.

Bulletin board number one displays 19 self-portraits made by pen and pencil.

Teri's portrait is not included.

Caption above reads, "We are Unique."

Each self-portrait includes a descriptive paragraph and a boldly written and colored word, i.e., kind, enthusiastic, creative, special, intelligent, smart.

Near center of bulletin board is a class picture.

9:00 A.M.

Students silently read different books at their desks.

Teacher converses with An. at an imperceptible volume.
Researcher peruses the book, Alexander and the Terrible,
Horrible, No Good, Very Bad Day.

Teacher asks Br. to help Je. at tape machine.

9:10 A.M.

Teri enters room and quietly hangs up her coat.

She goes to her desk and stands beside it, looking at things on it.

She sits down and looks to see what Al. and Jer., her desk group partners are doing.

Teri stands up, walks to Liy., and gives Liy. a hug.

Kr. gives Teri a hug from behind.

Teri smiles and returns to her desk.

Liy. goes to Teri's desk, removes library books from it, whispers something in Teri's ear, softly touches Teri's head, and returns to her own desk.

Teri opens one book.

Teacher continues to converse with An. at extra desk number two.

Noise in classroom remains low and the researcher can still hear furnace blower.

Students continue reading independently at their own desks.

Teacher stands up and says to An., "If you need help, let me know."

An. walks to her desk and sits down.

Teacher compliments class for working independently while she conferenced with someone.

Teacher directs An. to pass out the "Alexander" book.

Teacher directs students to reread parts they orally read yesterday.

Teacher goes to get something by word wall and says to researcher, "I was conferencing with a student who was not feeling so good about herself."

Teacher says, "Hi Teri! I didn't even see you come in."

Teacher directs Al. to reread her story to see if it makes sense and then to draw a picture to go with it.

Teacher goes to front of room and directs the class to open books.

She explains that the focus of oral reading today will be speaking loudly, smoothly, and with expression.

Liy. stands to read, and then the classes choruses, "I knew it would be a terrible, horrible, no good, very bad day."
Another student stands to read, and then the class choruses something involving Australia.

Teacher writes "Audrey" and "code ring" on blackboard.

When it is male student Be.'s turn to orally read, Be. doesn't know what page the class is on.
Teacher locates the right place, and Be. reads while sitting down.
Another student then begins reading.

On blackboard, Mrs. Klimesh writes, "Philip Parker" and "Albert Moyo."
She also writes "Ca.-log" and "Be.-log" on blackboard.

Teri looks at her desk group neighbors and is not following in her book.

Teacher stands at front of room with book open, looking back and forth between her book and the present reader.
Another student reads the last part of the book.
Teacher praises the class by saying, "Very good. So much better. Very good expression. Give yourself a hand."
Class applauds.

Teacher writes on blackboard, "Ronald Morgan."
Teacher points to names and words on blackboard and explains that they relate to next book to be read.
She points to each name or word and says it twice.
The class pronounces each name or word in unison.
Teacher writes on blackboard, "Australia," says it twice, and the class recites same.
Teacher says, "Put your books to the side now while I read to you about Ronald Morgan, who is a little like the 'Beast.'" (Mrs. Klimesh refers here to the character in a story currently read by the students who is referred to as a "beast.")
Teacher reads from new story about Ronald Morgan.
The character in this story is ridiculed by his peers for mistakes he has made.

Liy. plays with plastic necklace on desk as she listens.
Generally, the class listens intently.
Teri, however, leans to floor to retrieve book.
She places book on her desk and pats it.
Teri leans over again to retrieve paper on floor, which she places on her desk and pats.
9:35 A.M.

29 October 1990 (Monday)

9:50 A.M.

Researcher wears black and blue slacks outfit.

Teri enters classroom wearing pink corduroy jumper with white and turquoise blouse, and her hair is swept up with a pink and white ribbon.

Mrs. Klimesh wears blue jeans with a black top and white jacket.

She announces that Jen. is the VIP for the day and hands Jen. a paper to take to the cafeteria.

Written on blackboard are two sentences with writing errors. Also written there is the name, "Miss P."

Teacher introduces to the class Miss P., who she says will be a student teacher in their classroom.

Teacher asks Miss P. to tell the class about herself.

Miss P. tells the students that she is a student at a nearby college.

Miss P. says that she is looking forward to being a student teacher in second grade.

Students listen quietly, several smiling, as well.

Teacher requests that Jar. go to blackboard and make first correction in sentences there written.

Teacher also directs the class to look at and speak loudly to their audience when identifying and explaining the reason for their corrections.

Jar. goes to blackboard and makes correction with pink chalk. He explains what he did and why, and then he selects next student to do same.

Teacher kneels beside Teri and writes two sentences on paper (different from sentences on blackboard).

The sentences are separated by several unused lines.

Teacher directs Teri to copy the "phrases."

Teri begins writing below the first example.

Teacher stands behind Teri and observes ongoing student corrections on blackboard.

Teri completes her copying.

Teacher goes to her desk area and returns to Teri with a stick in an envelope, which she places on Teri's desk.

She says, "Good Teri. This is for following directions."

Teacher asks Teri to read what she has written.

Teacher tours room, visually checking sentence corrections on students' desks.

Students continue to individually go to blackboard, make corrections, explain what they did and why, and to select next student for doing same.

Br. explains that there is an error in "Als book," but he adds that he does not know what the error is.

Teacher asks another student, Dal., to go to blackboard and provide correction in "Als book."

Dal. is unable to provide correction.

Teacher says, "That's a hard one," and she provides the correction, explaining what she did and why.

Teacher directs the class to take corrected sentence work to counter by sink.

Class members go to back of room and deliver papers to shelf.

Teacher asks VIP Jen. to pass out the "Alexander book."

Teacher directs the students to practice the page they will read when they receive their book.

Teacher leaves "Miss P." on blackboard but erases the two sentences.

Teacher writes the following on blackboard: Code ring, Audrey, Elliot, Philip Parker, Albert Moyo, Australia.

Teacher announces that oral reading focus will be on expressive reading.

She says that the class is fortunate to have two listeners, who she identifies as Miss P. and Miss Wright (the researcher).

Teacher asks Teri to say, "Australia."

Teri says, "Sstralia."

Teacher says, "Australia."

Teri says, "Stralia."

Teachers says, "Good."

One student stands and begins reading.

Class choruses in with, "I knew it would be a terrible, horrible, no good, very bad day."

Another students reads.

Class choruses.

Teacher kneels on floor and leans against student desk at front and center of room.

Teacher writes notes on paper while students stand and take turns reading.

Teri's desk neighbor, Jen., stands and reads.

Teri flips through various pages of book and locates correct page by looking at and matching with Al.'s book.

Teri turns page again by following Jen.'s page turning.

Class turns toward Teri with a corresponding muffled sound.

Teri says, "Stralia."

Teacher says they will read the "Alexander book" for American Education Week.

Teacher hands a short stack of books to Jen. and tells her to give one book to each desk group.

She tells the students that they will be working in their cooperative groups.

She says that each group member will orally read one page and then give the book to another group member to do the same.

Mrs. Klimesh asks Jar. to repeat directions, which he does.

She writes directions on blackboard as follows, "Each person reads a page. Keep reading until I tell you to stop."

Teacher reads words written on blackboard and informs students that she will be looking for "helping behaviors."

She further clarifies by saying that if one student has trouble, a group member should help them.

Except for Teri, all students go to a specific location in classroom, without hesitation.

Teri looks around room and then goes to the left-rear corner (by sink).

Teri is in a cooperative reading group with Al. and Ca.

All cooperative reading groups are comprised by three, same sex members.

There are seven groups in all.

One is located by tape machine near right wall.

Another is located in right-rear corner (by doorway).

A third group is located at center of back wall (to right of sink when facing front of room).

The fourth group is Teri's in back-left corner.

The fifth group sits beneath window.

The sixth group sits in front-left corner (reading corner).

The seventh group sits below the blackboard in front of room.

Mrs. Klimesh goes to group by right wall and tape player.

She listens and records or writes on a three-by-five inch card.

Teacher tells Je. to use tape recorded story and follow same in his book.

Teacher tells remaining two students that she will get them another book.

Group moves close to teacher's desk.

Researcher goes to cooperative group sitting below blackboard, where she sits on floor and listens.

Girls in this group sit huddled together and silent readers are visually tracking the printed page while listening.

Researcher goes to Teri's group.

Al. sits in center of group with Teri on her left and Ca. on her right.

Al. reads with expression while holding book open for others to see.

After finishing her page of oral reading, Al. says, "Teri, say this."

Al. reads aloud, and Teri restates/rereads same.

Al. says to Teri, "Who is the plant monitor? Do you think it was Morgan?"
Teri says, "Yes."

Researcher goes to group sitting by window.
In this group, female student, Liy., sits in middle.
Liy. holds book, and peer on left leans toward Liy. and looks at book.
Peer on right side looks toward center of room.

Teacher is with group at center of rear or back wall.
Teacher writes notes on card while listening.
Cards have dates written on them.
Researcher cannot see if cards have names of individual students or of the cooperative group as a whole.

IFSP Julie sits with Teri's group.
Teacher walks toward Teri's group but then walks elsewhere.

Teacher flicks ceiling lights off.
In a soft voice, teacher praises class for working hard and helping each other.
Teacher flicks lights on and directs class members to return to desks.

Students return to desks except for Je. at tape machine.
Teacher asks if each desk group has one book to share.
Teacher reminds class that a good reading strategy is to review what has been read.
Teacher informs class that they will now review book just read.
Teachers asks class to tell her what happened in story just read.

Low-volume whispers or murmurs are audible in classroom.
Teacher asks Se. to record the names of good listeners.

Teacher asks We. to go to tape machine and (again) begin listening at same place where he left off before.

Teacher puts large, white, lined piece of paper on blackboard.
Teacher asks class to identify what happened in story.
Answers are volunteered, and the teacher writes them on paper in same order, i.e., 1. He dropped his pencil. 2. His teacher said he was like a snake. 3. His friends started calling him snakey.

IFSP Julie sits to right of Teri.
Teri leans toward the IFSP and looks at what she writes.
IFSP Julie copies sentences from blackboard (on paper attached to same) onto a page on Teri's desk.

Miss P. sits and observes from left side of room.
Approximately 10:30 A.M.

30 October 1990 (Tuesday)

8:47 A.M.

Researcher wears black slacks with black and orange top.
Teacher wears black jumper, white top and a paper orange ornament.

Many students wear black and orange today.
Several female students wear Brownie (club) uniforms.

Intercom relays weather and hot lunch information.

Various students look around room, softly talk, and read.

On blackboard, there is a counting exercise based on the number of legs on two bugs.

Bugs are labeled "Bug 1" and "Bug 2."

Vertical line separates a sketch of and leg total for each bug.

Bug 1 (left) has nine legs and the number nine to its right.

Bug 2 (right) has five legs and the number five to its right.

To the right of Bug 2 and the number five is an equal sign and the number 14.

Teacher directs hot lunch students to stand.

Teacher calls and writes names of those standing.

As their names are called and written, students sit down.

Door to hallway is open.

Teacher announces that He. is the VIP for today.

Teacher gives hot lunch list to He.

Teacher announces that it is time to pledge the flag.

Students, teacher, and the researcher recite the Pledge of Allegiance.

Students and teacher sing a patriotic song.

Teri's neighbor, Jen., reads a book while Teri's other neighbor, Al., faces front of room.

Miss P., dressed in black slacks and an orange sweatshirt, enters room with papers.

She hands papers to Mrs. Klimesh and walks to extra desk number two, where other papers and a book bag are placed.

Al. gets a book from table number two and returns to her desk.

Da. converses with Mrs. Klimesh about his book order.
Mrs. Klimesh tells him that he has not received his order and suggests he check on it at home.

Teacher tells the class that parent conferences will be happening soon.
She adds that she has been putting some of their work in folders.
She says she would also like to put their evaluations of their class and teacher (Mrs. Klimesh) in their folders.
She reminds the class that a teacher evaluation occurred in one of their recently read books about the characters named (Arthur).
She explains that the author of book, Marc Brown, sent their class upon request, a class and teacher evaluation form.
Teacher asks He. to hand out the two page, blue forms.
As the forms are handed out, the teacher describes and comments on information sought on front page.
She holds up front page and shows students where they are to provide information regarding their teacher's name, grade level, their own name, and what they like and dislike about their class.
She directs the class to fill out front page.
She announces that she will walk through room and staple the two pages together.

Researcher asks the teacher if it would be helpful if she (the researcher) stapled the forms.
Teacher says, "Yes."
Researcher tours room and staples forms.

Teacher reads what Je. has written on his form.
Teacher asks Je.'s permission to orally read what he wrote.
Teacher reads aloud some of Je.'s responses.

Teacher praises Jen. for using complete sentences in her responses.
Teacher asks Jen.'s permission to orally read what she wrote.
Teacher reads aloud some of Jen.'s responses, noting that she used complete sentences (again).

Teacher tours room to see what students have written.
She frequently requests and gains permission to read students' responses to the class.
She orally reads responses, praising use of complete sentences and citing examples of students' likes and dislikes.

Teri enters classroom wearing Brownie uniform.
Teacher greets Teri.
Teacher reminds the class to use complete sentences and verbally offers more examples of same.

Teri goes to her desk and removes a supply basket from same. Teacher takes an evaluation form to Teri and asks her what she likes about second grade.

Teri whispers something to the teacher, who writes on the form.

Kneeling beside Teri, the teacher asks, "Do you like to do math?"

Teri says, "Yes."

Teacher asks Teri which activity she prefers.

Teri says, "Math."

Teacher asks Teri, "What do you like to do in math?"

Teri says, "To write numbers."

Teachers asks Teri what is her least favorite activity.

Teri whispers something, but the teacher says her answer should concern school.

Teri says, "I like to work in my math book."

Teacher writes on the evaluation form.

Other students stand nearby Teri and the teacher.

Some students ask what they should do if there is not something they dislike about their class.

Teacher says that Teri is leaving that part blank, and it is O.K. for them to do same.

Teacher goes to table number one and speaks with Jar. about his preferences.

We. walks to table number one and shows the teacher his work.

Mrs. Klimesh says, "Outstanding We., just outstanding."

Other students huddle around the table, as well.

Teacher directs the class to turn to the second page of their form.

She then reads and clarifies the questions there provided.

Miss P. tours room, looking at students' responses on evaluation forms.

Teri works in her math notebook.

She counts items within sets and writes the corresponding numbers.

Written on left side of blackboard is "math; science; Marc Brown; Patricia Reiley; Giff; Arnold Lobel; cooperative groups, 9:05-9:15; spelling; wait."

Approximately 9:30 A.M.

30 October 1990 (Tuesday)

The following information is provided from the descriptive record in Mrs. Myer's class: 1. Today was previously designated at "black and orange" day. 2. Teri is on a

delayed reinforcement system whereby evening privileges at home are based on school performance during day.

12 November 1990 (Monday)

9:14 A.M.

Researcher wears green slacks and red jacket.

Substitute teacher, Mrs. A., wears red, white, and black dress.

Miss P. wears green and red skirt with red top.

Teri wears red and white dress.

Others students wear, variously, jeans, jean skirts, and tops.

Researcher sits at table number one.

On this table is a pile of papers filled with empty squares.

Miss P. walks to table number one and tells the researcher that Mrs. Klimesh is not expected to return to school before Thursday 15 November, owing to surgery.

Teri has a pile of paper squares on her desk.

These are the same as the papers on table number one, except that Teri's are cut and have one written word on each.

Students throughout classroom have open books and writing paper but do not have paper squares on their desks.

Researcher looks at front of Al.'s book to identify same; it is entitled, Now One Foot, Now the Other.

Substitute teacher, Mrs. A., asks students to volunteer sentence corrections identified by their respective desk groups.

She asks Jar. to identify a change identified by his desk group.

Miss P. sits beside Teri with the paper squares now in her hand and with a word visible on the top paper square.

She softly tells Teri to say the word, listens, says, "All right," and then she flips to next paper square.

Miss P. tells Teri to say next word and listens again.

Teri looks at word silently.

Miss P. says the word, listens, says, "All right," and then flips to the next paper square.

Mrs. A. announces that the class will now study cause-effect relationships.

She identifies a hypothetical cause and asks for a hypothetical effect.

Jar. volunteers one effect.

Mrs. A. asks for examples of such relationships in their recently completed book.

She points to a large piece of paper attached to blackboard.

The paper has two columns which are labeled as "Cause" (on the left) and "Effect" (on the right).
 Student says, "Bob had a stroke," and Mrs. A. writes this in the left column.
 Mrs. A. probes further by saying, "What is the effect of this cause?"

Miss P. sits on a chair on Teri's left side and continues to seek Teri's recognition of words on paper squares.
 Teri's neighbors, Jen. and Al., write on their papers while Miss P. works with Teri.
 Jen.'s paper reflects cause-effect statements.

Mrs. A. continues to lead cause-effect discussion.
 Students write on their papers as more examples of causes and effects are recorded by the substitute teacher.
 Classroom is generally quiet, and the researcher can hear furnace blower.
 Bulletin board number one, which is entitled, "We are Unique," displays two students' personal timelines, one by Li. and the other by Dal.
 Bulletin number two as well as bulletin board number three is empty.
 Researcher continues to sit at table number one.

9:28 A.M.

Miss P. and Teri now use typewritten flash cards, each showing one word "in smaller print".

Mrs. A. continues to seek examples of cause-effect scenarios from book, Now One Foot, Now the Other.
 Jen. reads from a different book atop her desk.
 Jen. closes book, leaving no open book atop her desk.
 Al. has above-named book open atop her desk.

Using a low-volume voice, Miss P. asks Teri to phonetically decode a word (based on first letter sound) on flash card.
 While Mrs. A. stands at front of room and Al. writes on her paper, Jen. turns to face Miss P. and Teri.

Classroom door rattles.
 Researcher goes to door.
 Student in hall says that the student council alternate should go with him.
 Researcher tells Miss P. same.
 Kr. gets up and leaves classroom.

Substitute teacher goes to table number one and holds up pile of papers filled with empty squares.
 She directs students to take one piece of paper, to select eight words from their book, and to write the words in the squares.

She adds that the back of each square should have a sentence on it which uses the word on flip side.
 Miss P. clarifies that students should write the eight words first, and then they should cut out the squares and write the sentences.
 Substitute teacher adds that squares should be alphabetized according to the eight words selected.

IFSP Julie enters room.
 Miss P. gives IFSP Julie Teri's flash cards and paper squares.
 IFSP Julie sits on Teri's right side and seeks Teri's phonetic decoding of "bird" on one paper square.
 Teri says, "Bird," and the IFSP directs Teri to generate a sentence using that word.
 IFSP Julie writes sentence created by Teri.
 IFSP asks Jen. where Teri's copy of the book, Now One Foot, Now the Other, is.
 Saying that Teri does not have a copy of the book, Jen. gives the IFSP her own copy.

Directions for class assignment which were given orally (concerning words and sentences on paper squares) are now written sequentially on blackboard in pink chalk.
 A rush of whispering, paper rattling, and paper touching is audible.

Mrs. A. says that the sentences on the back of the paper squares should be related to the book.
 9:40 A.M.

13 November 1990 (Tuesday)

9:20 A.M.

Researcher wears kilt and red sweater.
 Substitute teacher, Mrs. A., wears navy blue slacks and beige shawl.
 Miss P. wears navy blue dress.
 Teri wears red and blue slacks and sweatshirt.

While Teri sits at and Liy. sits on Teri's desk, they look at and converse about a paper on same.
 The paper depicts an outlined drawing of a bear which is color coded.
 Corresponding key indicates that areas marked by one symbol should be brown while those marked by another symbol should be yellow.
 A box of supplies and notebook entitled, "Teri's Reading Words," are also on desk.
 Kr. sits in chair pulled beside Teri.
 Jen. looks at Teri, Liy., and Kr.
 Al., however, looks at large book which lies open on her desk.

Researcher tours room.
Students in Je.'s desk group complete subtraction worksheet that incorporates four colors into a color-coded system.

Miss P. leaves room.

Substitute teacher, Mrs. A., directs the students to stop work and prepare for new assignment which will concern their grandparents.

She asks students to describe fun experiences they have had with same.

Kr. says that, when visiting her grandparents, she likes to ride the tractor.

Li. and Jo. say they like to go fishing and ride on a bulldozer, respectively.

He. volunteers that she likes to go on vacation with her grandparents.

There is a rush of sound in room.

Teri repeatedly opens and closes the lid of her supply box.

Jar. puts his crayons into a box and puts the box in his desk. Other students whisper.

Mrs. A. directs focus to blackboard where directions regarding new story activities are written.

These read as follows: "1. Write about a special experience with a grandparent. 2. Your story needs to have a beginning, middle, and ending. 3. Use periods and capital letters."

Substitute teacher directs students to get out their writing journals.

Miss P. goes to Teri and kneels beside her.

Liy. and Kr. get out their journals and begin their assignment.

IFSP Julie enters room wearing long blue skirt and blue-gray sweater.

She walks to Teri, whispers in her ear, and leaves room.

On blackboard Miss P. writes students' names beside four activities descriptors.

These include the following: timeline, map, tooth, math.

Beside the first activity descriptor (timeline), she writes the following names: Al., Br., He., Jo., Me.

Beside second activity descriptor (map), she writes the following names: As., Br., Jo.

Beside third activity descriptor (tooth), she writes Br., Da., He.

Beside fourth activity descriptor (math), she writes As., Br., He., Jar., Jo., Je., Ka., Me., We.

Researcher asks Miss P. to clarify the purpose of these lists. Miss P. explains that they are activity completion lists.

Researcher sits at table number one.
Atop Teri's desk is a worksheet of words to be copied.
These words involve use of upper-case and lower-case letter m.

Bulletin board number one displays timelines made by Be.,
Jar., Jen., Ka., Kr., Li., and Se.
Beneath directions on blackboard concerning experiences with
grandparents, the words "grandma" and "grandpa" are written in
pink chalk.
Substitute teacher directs students' attention to these words
and adds that they should be added to their dictionaries.

Kr. and Liy. stand beside Teri, who is seated at her own desk.
IFSP Julie enters and sits beside Teri.
IFSP speaks with Kr. and Liy. about Teri's reading-writing
work.
She identifies the letter sounds that Teri should be working
on now.
She then opens a folder labeled (something like) "Pending
Words" and shows Kr. and Liy. the worksheets that Teri uses
for various letter-sound tasks.
IFSP notes that Teri has done a good job of keeping unfinished
work on one side and finished work on other side.
Kr. and Liy. get Teri's writing folder from her desk and notes
the worksheets remaining to be done.
Then they return to their own desks and talk with each other.

9:50 A.M.

IFSP Julie reviews letter sounds of completed worksheets with
Teri, beginning with the letter p.
She reminds Teri that the start of each word corresponds with
the letter sound, e.g., p for pig.
IFSP Julie gets out worksheet for the letter b.
She asks Teri to make the sound.
Teri makes correct sound.
IFSP gets out worksheet for letter m.
Teri cannot make this sound.

Substitute teacher, Mrs. A., asks IFSP Julie what directions
were previously given to Kr. and Liy.
IFSP Julie speaks quietly with the substitute teacher and
then, in a louder voice, she says, "When it's something that
can be easily incorporated, I give it to her peers."
IFSP adds that primary focus is given to math, reading, and
writing, and that the specific objectives are developed
between herself and the teacher.
IFSP also says, "The kids do a nice job of helping Teri."
Approximately 10:00 A.M.

14 November 1990 (Wednesday)

9:13 A.M.

Researcher wears denim skirt with blouse.
Miss P. wears white slacks with blue and white sweater.
Substitute teacher, Mrs. A., wears pink slacks and white blouse.
Teri wears red and black dress.

Students are all seated while Miss P. stands at front of classroom and leads discussion about new story to be read today.

Miss P. identifies its title as Nanna Upstairs and Nanna Downstairs.

Miss P. directs students to go to front-left corner and sit on floor.

All students walk to appropriate corner.

A male observer sits at table number one with a camera.

Researcher sits at table number two.

Miss P. sits on chair in front-left corner.

All students sit on floor in same corner.

Substitute teacher stands by her desk.

Researcher sits on floor, close to students.

Miss P. asks students what signs would indicate that they are listening to the story.

Students volunteer various signs, including the following: looking at teacher, keeping hands to oneself, and using ears. Teri raises her hand to volunteer an answer but is not called on by Miss P.

Substitute teacher continues to stand by her desk.

Miss P. begins reading story, holding up pictures intermittently.

She asks a question to check students' comprehension.

We. enters room, goes to his desk, and joins peers on floor.

Substitute teacher walks to, bends down, and touches shoulder of student who is whispering.

9:20 A.M.

Nearly all students face and appear to be listening to Miss P.

Teri looks at her feet and then at other students on floor.

Teri looks toward back of room.

She sits quietly, smiles, looks at Miss P., and then looks around the room again.

Story content involves a young boy's experiences with his grandmothers.

Both grandmothers die in course of story.

(This story is also described in the descriptive record of Mrs. Myer's class.)

Substitute teacher tapes row of colored pictures to blackboard.

Also on blackboard is list of students' names reflecting their incomplete work in particular areas.
Some names, however, are crossed out.

Miss P. asks another comprehension question.
Several students raise their hands, but Teri is not among them.

Li. is called upon and answers question.

Miss P. asks, "How did the grandmas change in the story?"

Teri raises her hand, is called, and says, "They got flowers."

Miss P. restates question and calls on another student who says, "They got older."

Substitute teacher asks the students to consider the order of seven story events reflected by pictures attached to blackboard.

She asks students to consider which picture represents the first event that occurred in story just read.

One student identifies story event that occurred first, and the substitute teacher asks for a descriptive sentence concerning that event.

Substitute teacher moves the identified picture to a top position on blackboard and writes the corresponding sentence beside it.

Teri turns toward back of room and Miss P.

She then turns toward front of room.

Substitute teacher continues to lead discussion regarding seriation of story events with corresponding sentences (one through four) in same fashion.

Li. identifies fifth event and provides sentence.

Me. identifies sixth event.

Substitute teacher asks Je. to provide its corresponding sentence.

Substitute teacher asks Jen. a final comprehension question and then affirms her correct response by saying, "O.K."

Substitute teacher tells class members that they did a good job of retelling story.

Substitute teacher asks Da. to summarize story.

A female visitor enters classroom and sits on shelf at back of room.

Wearing a denim dress, IFSP Julie enters, places something on table number one, and leaves room.

Male visitor leaves room.

Teri moves manila cards around on her desk.

IFSP returns with folding chair that she places beside Teri.
IFSP sits on chair.

IFSP listens as the substitute teacher gives directions,
explaining that students should write a sentence and draw a
corresponding picture about their favorite part of recently
read and discussed story.

Substitute teacher tells the students that they should use
capital letters and periods appropriately.

IFSP Julie walks to and quietly asks the substitute teacher to
identify book.

IFSP Julie returns to Teri.

Substitute teacher tells the class to use sequenced pictures
on blackboard to determine their favorite part of story.

Teri goes to blackboard and looks at pictures.

IFSP and substitute teacher speak quietly.

Miss P. goes to blackboard, stops beside Teri, and then writes
on blackboard, "Upstairs, downstairs, Nanna (and Tommy)."

IFSP goes to blackboard and removes first picture in sequence.

IFSP Julie asks Miss P. for copy of book because she has not
seen it before.

IFSP and Teri return to Teri's desk area where they read and
study pictures of story.

Miss P. tells the class that important words from story are
written on blackboard.

9:43 A.M.

Al. draws her picture without corresponding sentence at bottom
of her paper.

Jen. has sentence at bottom of her paper completed.

Researcher tours room and notes that majority of students are
drawing before writing.

We. is upset, saying that he doesn't have enough room at
bottom of his page to write his sentence.

Researcher shows We. how his reading book is also divided with
pictures on top and words on bottom of pages.

We. begins his sentence.

IFSP Julie orally reads story while Teri looks at
corresponding pictures.

IFSP asks Teri, "What's happening now?"

IFSP asks, "Is Tommy grown up now?"

IFSP explains that the falling star in story means that
Tommy's grandma may have thrown him a kiss.

IFSP asks Teri what part of book she likes best.

Teri does not reply.

IFSP identifies two parts within story and asks Teri to pick one, the one she prefers.

Teri does not reply.

IFSP describes the identified parts and asks Teri which she prefers.

While IFSP describes one of the parts, Teri says, "Yeah."

IFSP writes (prints) a sentence for the preferred part on page of lined paper.

While writing sentence, the IFSP verbally identifies each letter she writes.

9:50 A.M.

15 November 1990 (Thursday)

9:16 A.M.

Substitute teacher, Mrs. A., leafs through papers atop teacher's desk.

Miss P. gives class directions regarding a dental chart assignment.

Concerning two story assignments and one dental chart assignment ("tooth poster"), Miss P. asks the students having completed all assignments to stand.

Five students stand, one of whom is Jen.

Miss P. gives next assignment to five standing students.

Teri sits at table number one with her hand in a manila envelope.

Miss P. directs all students to listen while she further explains the next assignment.

Miss P. holds up worksheet with drawing of turkey and having subtraction and addition facts.

Miss P. tells students to complete the math facts and color the turkey.

Miss P directs all students to begin their work.

Class members get up from their desks and move around to get supplies.

9:22 A.M.

Teri sits alone at table number one.

While working on worksheet, she shifts her attention back and forth between worksheet and manila envelope (on table).

Her worksheet concerns numeric symbol and word forms of numbers.

Worksheet has symbols in one column and words in other column. Lines connect numeric forms having same meaning, e.g., 1 and one.

Teri makes two erasures on her worksheet.

Substitute teacher goes to teacher's desk after asking Miss P. to get more paper.

Jen. completes math facts aspects of her new assignment and begins coloring turkey.

Turkey on worksheet is divided into parts; included on worksheet is code for coloring different parts, e.g. solutions with number six are red.

9:28 A.M.

Miss P. returns.

Teri takes her worksheet to Miss P.

Miss P. looks at it and says, "Good!"

Teri returns to her desk and removes a new spiral notebook from same.

Researcher asks Teri what the notebook is for, and Teri says, "It's new."

Teri takes spiral and pencil to table number one, pulling an extra chair close to table number one before sitting there.

Miss P. asks students currently working on their tooth poster to raise their hands.

As students raise their hands, she writes their names on blackboard.

Teri raises her hand.

Miss P. asks students working on story, Now One Foot, Now the Other, to raise their hands.

As students raise their hands, Miss P. records their names.

Teri opens spiral and puts pencil on open page.

Miss P. tells the substitute teacher where poster paper is located.

Substitute teacher gets piece of such paper and takes it to Teri.

She tells Teri that she has not earned any sticks yet today.

Empty manila envelope (for sticks) rests atop Teri's desk.

Substitute teacher tells Teri that, in order to get a stick, she (Teri) will have to do a tooth poster.

Substitute teacher sits down beside Teri and begins asking her questions about dental care.

She inquires, "Do you ever use dental floss?"

Teri replies, "Yeah."

Substitute teacher says, "O.K., you can draw that."

Teri draws dental floss on poster paper, and substitute teacher labels it.

9:40 A.M.

19 November 1990 (Monday)

9:13 A.M.

Researcher wears red and brown skirt and top.

Regular teacher, Mrs. Klimesh, is back.

She wears black slacks with green sweater.

She sits in rocker in reading corner and reads funny story about characters named Boris and Morris, homonyms, and double meanings.

Students sit on floor in same corner.

As Mrs. Klimesh reads, many giggle.
Miss P. wears gray slacks with gray and red top.

Teri sits on floor by Liy. and Jen., and she faces Mrs. Klimesh.

Teri has big smile on her face.
Liy. gently touches another peer's curl of hair.

Mrs. Klimesh asks a comprehension question.
Jen. raises her hand and answers it correctly.
Teacher says the story shows importance of understanding different meanings of words.
Teacher tells the students to go get their own copies of book, Glad to Meet You.
Teacher plays low-volume soundtrack of movie, Out of Africa.

Researcher asks the teacher how she is feeling.
Teacher gives positive response.
Teri walks to the researcher, smiles, and returns to her desk group area.

Using alternating colors of blue and white for each sentence and one sentence per line, the teacher writes on blackboard concerning events that transpired in new story about Boris and Morris, e.g., "Boris felt Morris's forehead; Boris gave Morris soup; [and] Boris checked Morris's throat."

With Teri seated beside her, An. softly reads.
She reads to Teri, again, the story about Boris and Morris.
Teri's book is open in front of her.
Teacher takes chair, sits between An. and Liy., and listens.
All other students read individually and silently at their desks.

9:26 A.M.
Teacher returns to blackboard and writes additional story events using same format.
She then talks with and holds papers out to Miss P.

Teacher directs students who finish story early to reread it and then see if they can tell themselves the story.

Teacher stands behind An. and Teri and then picks up manila envelope, puts stick in it, and replaces envelope in front of Teri.
Teacher tells Teri and An. that they are doing a super job and then stands behind them.

9:30 A.M.
IFSP Julie enters room and smiles at Teri, who looks at Julie.
IFSP walks around room.

IFSP talks with the teacher who says that "they will be done in a minute."

Teacher addresses the class, saying that it is time to stop reading and to begin discussing story.

Teacher asks the class to identify words that the story character, Morris, had trouble understanding.

Students raise their hands, are called to answer by the teacher, and identify such words.

Teacher writes these words on blackboard.

As do other students, An. and Liy. raise their hands to volunteer many of these words.

IFSP sits at table number one.

Researcher asks the IFSP how Teri's peer reading helpers are selected.

IFSP tells the researcher that students at the desk group including Kr., An., and Liy. are Teri's reading helpers.

She adds that these girls decide among themselves who will be Teri's helper on given day.

She further adds that this system applies to reading activities which involve a shorter time frame.

For math, a usually longer in duration activity, the IFSP explains that the teacher chooses among a broader set of student helpers.

9:35 A.M.

Teacher stands at front of room leading discussion of activities that characterize good readers.

Student asks Mrs. Klimesh why different colors of chalk are used on chalkboard.

Teacher explains that she uses different colors to facilitate more careful reading of each story event.

Atop listing of story events on blackboard are words, "Write the correct order."

Teacher directs the class to sequence and neatly write story events listed on blackboard.

Teri returns to her own desk, and IFSP Julie sits to her right.

Teacher hands out large pieces of manila paper with open space for illustrating in upper and lines for writing in lower parts of paper.

Teacher directs about eight students to join her and sit in circle in reading corner.

IFSP prints first event that transpired in story on piece of paper.

She writes with a black marker and draws a wavy line in space between each word.

Teri begins copying first sentence as the IFSP scans pages of Teri's story book.

IFSP Julie looks at Teri's copying of first event.

She tells Teri to erase what she copied thus far and begin, instead, at left margin of paper.

9:42 A.M.

20 November 1990 (Tuesday)

9:15 A.M.

Researcher wears green slacks with green and red sweater, and she sits at table number two.

Substitute teacher, whose name is printed below date on right end of blackboard, wears burgundy pant suit and stands in front of teacher's desk.

Miss P. wears black slacks with black, red, and white blouse, and she stands front and center in room.

Teri and An. wear Brownie uniforms.

Other students are dressed casually and sit in assigned seats.

Miss P. directs the class to reread the story about Morris in their cooperative reading groups.

She adds that each group of three students will share one book, and each student will read one of three parts in story.

She identifies three parts as "Morris, Boris, and the story teller" and says that the story teller should sit in middle of cooperative group.

These same parts are written on left end of blackboard under "3 parts."

At far left end of blackboard, a large banner is displayed which reads, "Welcome back Mrs. Klimesh."

Students throughout room get up and go to cooperative group sites.

There is no change in cooperative group members or location assignments.

Al., Ca., and Teri go sit in back-left corner.

They sit closely together with Al. to left and Ca. to right of Teri.

As do all cooperative groups, the girls share one book.

Researcher moves to sit on floor near middle of back wall.

Al. reads her part aloud, pointing and moving her finger in book while reading.

Al. says to Teri, "Okay, you read."

Al. reads Teri's part, and Teri repeats same.

Al. reads, using clear expression in her voice.
Ca. touches Teri.
Al. reads Teri's part, and Teri repeats same.

Three boys in another cooperative group sit on floor in middle of back wall.
They do not sit in line and look at book together.
Instead, they pass book back and forth, as needed to read.

Kr., Jen., and An., in another cooperative group, sit in row and share one book in front-left corner.
Miss P. sits in same corner (reading corner) with copy of story book on her lap.
She listens to girls read and writes on card simultaneously.

Miss P. goes to Teri's cooperative group and directs members to switch parts.
The girls decide among themselves that Ca. will be story teller, Al. will be Boris, and Teri will be Morris.
Teri leans away from Ca.
Both Ca. and Al. point and move their fingers in book as reading continues.
All three girls smile and gently touch each other.
Substitute teacher comes to Teri's group and listens.
Boys in group at center of back wall discuss whose turn it is to read.
Another cooperative group sits in row and leans toward middle student, who holds book.

Substitute teacher and Miss P. stand by door and converse.

9:35 A.M.
IFSP Julie enters room.

Lights are turned off.
Miss P. directs students to put books away and return to their seats.
Teri smiles at the IFSP and goes to her seat.

Miss P. stands at front of classroom and directs students to identify words that Morris had trouble with.
As eight words are volunteered by various students, Miss P. writes them on blackboard.
She then directs students to copy all words and "rewrite them in ABC order."
Miss P. joins the substitute teacher and the IFSP for brief conversation in front-right corner.
IFSP walks to and sits to right of Teri.
Researcher moves to table number one.
Each student has piece of paper divided into eight squares.
Each square has line guide for printing.

9:41 A.M.

Miss P. directs the class to write sentence for each word on back side of each square.

On blackboard, she writes the following directions (using different line for each direction): "1. Write words on your cards. 2. Cut them out. 3. Write a sentence using the word in the sentence and underline the word. 4. Put words in ABC order."

Miss P. asks the class for examples of story-related sentences.

IFSP Julie copies words from blackboard onto "master" paper with eight squares and then folds it so only one word is visible.

She directs Teri to copy word onto her paper (also with eight squares).

Researcher tours room to find about one-half of the students having already copied words and begun cutting their papers.

Al. finishes cutting her paper into eight squares (or "cards") and writes a sentence on back of each square.

Jen., however, Teri's other desk group member, copies her seventh word.

Substitute teacher tours room looking at students' work.

IFSP Julie folds master paper so that word number six is exposed for copying.

Teri copies sixth word.

IFSP refolds master paper to expose word number seven and then orally reads it.

Teri repeats word.

IFSP orally provides sentence in which word is used.

Teri copies word from master onto her own paper.

She corrects an error in letter order.

IFSP says, "Good!"

9:48 A.M.

21 November 1990 (Wednesday)

9:15 A.M.

Researcher wears gray slacks with gray and white shirt and sits at table number one.

Mrs. Klimesh, who is back, wears black jacket with blue jeans and sits in rocking chair in reading corner.

Miss P. wears blue slacks and red top and sits near table number two.

Students are casually dressed except for Teri, who wears a red dress.

Jar. wears a cap.

Students sit on floor in reading corner except for We., who sits at his desk.

Teri sits near center of students on floor.

Noise level in room is low, and the researcher can hear furnace blower.

Researcher moves to sit at As.'s desk.

Teacher asks students for a possible outcome to story just read.

We. rolls clay in his hands.

Teacher asks students how story character named Morris solved his problems with counting and reading.

Student volunteers that Morris used his antlers instead of fingers to count.

Liy. kisses Teri on her cheek.

Teri mouths a kiss to Liy., who bobs to left and right and then kisses Teri again.

Teacher says, "Kr., could someone else read this book? Would you mind?"

Teacher hands book to a student and then says, "He. will be reading this book this morning. There will be words that have more than one meaning."

Students get up and return to their desks.

Researcher moves to sit on floor behind Teri.

Teacher directs students to listen carefully while He. reads so they will know which page they want to illustrate.

He. stands at front of the class and reads.

She holds open her book to reveal pictures after completing each page.

Teacher sits at table number one and looks at paper on top of a pile of papers.

Pile of library books is also on table number one.

Miss P. sits at table number two.

Researcher can hear furnace blower while He. orally reads.

Al., Teri's neighbor, writes something inside her desk.

Jen. looks forward.

Teri makes thumping sound inside her desk.

9:28 A.M.

While He. continues reading, the teacher walks through classroom to table number two and then to front-left or reading corner.

He. finishes reading.

Students applaud.

Teacher asks question about story.

Liy. and Al. raise their hands and are called to answer.

Teacher directs the class to consider more specific parts of story.

Teacher asks what a chocolate mousse is.

She writes "chocolate mousse" on blackboard.

Several students, Teri not included, raise their hands, are called, and offer incorrect responses.
Male student raises hand, is called, and correctly says, "pudding."

Teacher asks what "toasted" meant in story.
He., Li., Ca. raise hands, are called, and offer incorrect responses.
Jen. raises hand and says, "They bumped their glasses together."
Teacher holds up appropriate story picture for "toasted."

Teacher asks students to explain what shoe trees are and writes "shoe trees" on blackboard.
Dal. (alone) raises hand, is called, and offers correct response.

Teacher asks what was meant by word, "prey."
She writes same on blackboard.
Jo. says, "Some animals like to eat other animals."

Teacher explains that words on blackboard are called "homophones."
Teacher asks what "wing" meant in story and writes same on blackboard.
Teri looks down at her lap.
Al. faces the teacher.
Teacher explains how "wing" can relate to remodeling.

Teacher asks what "car pool" meant in story and writes same on blackboard.
Se. raises hand, is called, and says, "car wash."
Teacher says that was a good guess and calls on Da. to answer.

9:38 A.M.
IFSP Julie enters room, places papers on table number one, and leaves room.

Teacher explains why car pools are used.
Teri is slumped in her chair and looking down.
Al. and Jen. sit facing teacher.
Teacher tells the class that they are being "a really good audience."

Teacher gives example of expression, "holding up a bank," and asks what it means.
About 80% of students, Teri not included, raise their hands.
Teacher adds, "It's something illegal, against the law."

Other words continue to be identified, written on blackboard, and explained in same fashion.
Teri continues to slump and face down.

Bulletin board on right wall displays students' timelines. On same, students have described important personal events and provided corresponding years for same.

Teacher tells the class that they can copy or illustrate book when they have free time.

Teacher holds up another book about homophones. She says, "These words sound alike but are what?"

Jar. says, "They are spelled differently and mean different things."

IFSP Julie returns, moves chair next to Teri (on Teri's right side), and sits down.

Teacher discusses homophones from riddle book.

Teacher tells the students that they will make their own riddle books.

Teacher says, "Je., on the reading table [table number one] is vanilla-colored paper."

Teacher writes on blackboard, "What is loud, sad crying of the biggest animal in the ocean?"

Teacher directs students to copy question, write answer to question, and draw picture of whale.

Jen. distributes paper.

IFSP talks to Teri, who is turned toward sink while holding and looking at spiral notebook.

IFSP tells Teri that she should have only have pencil and crayons on her desk.

IFSP turns Teri toward her and says, "What are the directions?"

A minute passes.

IFSP says, "Yes, excellent!"

9:48 A.M.

26 November 1990 (Monday)

Researcher asks if she could observe at a different time, for a while.

Mrs. Klimesh says that such will be fine.

She adds that the researcher should observe between 9:30 and 10:00 A.M.

9:30 A.M.

Researcher wears burgundy pant suit.

Miss P. wears black dress with blue and white sweater and stands at front of classroom.

Mrs. Klimesh wears gray slacks and black blouse, and she converses in hallway with IFSP Julie.

IFSP Julie wears blue skirt and printed sweater.

Teri wears blue slacks with red sweater, and she sits on floor in right-rear corner with Ca. and Al., who both wear jeans and sweatshirts.

Other students are dispersed throughout classroom in cooperative groups.

Cooperative groups have three same sex students per group and read book entitled, Teach Us, Amelia Bedelia.

Miss P. writes sentences on blackboard, using different colored chalk for each sentence.

Miss P. walks to back of room, sits on counter shelf, and listens to We., Se., and Br.

Miss P. scolds We. for speaking out of turn while Se. reads.

Miss P. writes on three-by-five card.

Researcher asks Miss P. about card and is told that it is used to record group information.

While holding book open for Ca. and Teri to follow, Al. reads out loud.

When it is time for Teri to read, Al. reads and Teri repeats what she says.

When Ca. reads, Al. puts her finger underneath words as they are read.

9:40 A.M.

IFSP enters room and stands behind extra desk number two, back-left corner.

IFSP looks over partition dividing the two extra desks and watches Teri's group.

IFSP walks to Teri's group and asks Al. to point to first word of last sentence read.

IFSP asks Teri, "What does that say?"

IFSP says, "It begins with" and then makes the th sound.

Teri says, "The."

IFSP proceeds in same manner to facilitate Teri's reading of additional words in same sentence.

IFSP directs Al. to ensure that Teri looks at words as they are read.

In nearby cooperative group with students We., Se., and Br., We. puts his finger on words as he reads them.

We. stops reading and asks Miss P. to identify word.

9:50 A.M.

Researcher asks the IFSP if there is a prescribed seating arrangement for cooperative groups.

IFSP explains that cards attached to wall where each group sits has a differently colored dot on it.

She further adds that group composition changes about four times per year.

9:51 A.M.

IFSP sits on counter shelf at back of room.

She directs Teri to come to her.

Al. and Ca. continue reading.

Researcher tours room and records current cooperative group composition.

Cooperative group sitting in middle of front wall of room (below blackboard) includes As., He., and Li.

Cooperative group on floor in middle of right wall (below bulletin boards) includes Be., Jar., and Je.

Cooperative group in back-right corner (by door) includes Dal., Da., and Jo.

Cooperative group in middle of back wall includes Br., Se., and We.

Cooperative group in back-left corner (behind extra desks one and two) includes Al., Ca., and Teri.

Cooperative group on floor and in middle of left wall (below window) includes Ka., Liy., and Me.

Cooperative group in front-left corner (reading corner) includes An., Jen., and Kr.

Al. and Ca. read alone now.

Al. no longer follows with her finger beneath words as they read.

Cooperative group including Ka., Liy., and Me. lie on floor beneath table number two.

When one student in this group finishes reading, she passes book to next reader, who alone holds and looks at book.

Other two students in group listen without following in book.

Al. and Ca. (Teri's group) get up and walk to Miss P.

Miss P. directs them to go back to their corner and keep reading until she stops them.

Miss P. switches off ceiling lights.

She tells the class to look at story-related sentences on blackboard and rewrite them in correct sequence.

9:55 A.M.

Teri sits at her assigned desk with the IFSP sitting to her right side.

While Teri looks on, the IFSP points to particular parts of paper on Teri's desk.

In addition to corresponding pictures, paper has upper-and-lower case examples of words beginning with letter b.

IFSP gets out and peruses book, Teach Us, Amelia Bedelia.

While Teri gets and brings back her backpack, IFSP gets spiral notebook.

She also places black marker on desk.

Al. and Jen. copy from blackboard.

On page of spiral notebook, IFSP writes, "Call the roll."
She opens book to place where the teacher calls the roll.
IFSP asks Teri to identify first thing the teacher did in story.

Teri does not answer.

IFSP describes activity of calling or taking roll.

IFSP directs Teri to not play with her pencil.

IFSP points to picture of the teacher calling roll and asks Teri what the teacher is doing.

Teri says something like, "roll."

IFSP points to picture of next sequenced event.

10:02 A.M.

27 November 1990 (Tuesday)

9:33 A.M.

Researcher wears jeans with blue-gray sweater.

She kneels on floor to use table number two.

Mrs. Klimesh wears black skirt with white blouse and leaves room.

Miss P. wears black slacks with suspenders and white blouse and sits in chair on Teri's right side.

Her left hand is on Teri's back.

Teri wears pink sweatsuit and sits with her head on her left arm, which is atop her desk, and faces paper on her desk.

We. speaks with Miss P. and then walks away.

Liy. speaks with Miss P. and returns to her desk.

Students throughout room cut paper squares that have word on one side and sentence using that word on other side.

Researcher moves to center of rear wall and sits on floor.

Teri's neighbors, Al. and Jen., are sorting their paper squares into alphabetical order.

On blackboard, directions in pink chalk read as follows: "1. Copy words down. 2. Cut and explain why you think you do it well."

List on blackboard shows each numbered direction on separate or new line.

Taped to blackboard is piece of paper which is divided into eight squares.

Each square has one word in it.

Words in these squares are "call, roll, plant, bulb, paint, pictures, practice, play."

9:41 A.M.

Teri sits at right side of her desk with her legs straddled around desk legs and writes.

Mrs. Klimesh walks into room and addresses the class. She explains that papers to be passed around room list books read by various students in the class. Each student, she further explains, is to check off all books on list that he or she has read and to add the names of any additional books he or she has read. She notes that each student should keep the list in his or her reading folder. Saying that Be. is the VIP for the day, she hands the papers to Be. and asks him to distribute them.

Teri completes copying eight words from blackboard and begins cutting her paper with these words into squares.

Mrs. Klimesh directs Kr. to use the alphabet list above blackboard to correct her alphabetical ordering of words. Miss P. points to letter in one word of those posted on blackboard. She directs Br. to correct his copying of that particular word. Mrs. Klimesh speaks with As. about need to use fourth letter to alphabetize when first three letters are same.

Researcher walks to blackboard. Each feather on paper turkey there has name, author, and illustrator of particular book written on it. Researcher walks to back of room and sits on floor in right-rear corner.

9:50 A.M.

Teri, Al. and Jen. work independently. Teri completes cutting out her paper squares. Miss P. walks to Teri and asks her to read word on one square. Teri reads, "bulb," and Miss P. asks Teri what the story character did with the bulb. Teri says something and Miss P. says, "Good." Using same procedure, Miss P. reviews other seven words on paper squares with Teri.

9:58 A.M.

Miss P. checks Da.'s sentences and his alphabetical order.

Smiling, Teri looks at her paper squares.

Bulletin boards on right wall are empty, but words, "We Are Unique," are still posted there.

Teri's neighbor, Al., asks Teri if she had fun yesterday.
Teri says, "Yes, I played with my dolls."
Al. returns to her desk work.

Miss P. speaks with another student about a magnet.

Teri turns around and looks at the researcher's writing portfolio.
Teri gets her spiral notebook out of her desk and flips through it's pages, which have numbers, words, and paragraphs on different pages.

Miss P. checks the alphabetical ordering of Br.'s paper squares.
Then she says, "Very good."
10:00 A.M.

28 November 1990 (Wednesday)

9:15 A.M.
Researcher wears turquoise jeans and sweater, and she sits at table number one.
Miss P. wears gray slacks with gray and white sweater, and she stands at front of room leading discussion.
Mrs. Klimesh is not present.
Teri wears blue jeans with pink sweatshirt, and she sits at her desk.
All other students are dressed casually and sit at their desks except for We., who sits atop his desk and rests his feet on his chair.

Bulletin board on right wall, which was empty yesterday, has display of pictures with text which are related to currently studied story about character named Amelia Bedelia.
Second bulletin board on right wall has large animals and buildings made from construction paper.

Teri creeps on floor to Liy.'s desk and places piece of paper on Liy.'s desk.
Teri creeps back to her own desk.

Miss P. gives verbal directions for new assignment.
She tells students to draw picture depicting what they perceive to be the funniest thing Amelia Bedelia did in story.
She adds that students who complete new assignment should then continue their most recently begun learning log assignment.
Liy. seeks and receives clarification of assignment.
On blackboard, there is large piece of paper with two columns, labeled as "Literal Expression" (left) and "Meaning" (right).
Provided in left column are phrases taken from current story.
In right column, there are interpretations for same.

Miss P. begins tape of Christmas music.
She walks to Teri and repeats the directions for new assignment.

9:25 A.M.

Miss P. writes directions for new assignment on blackboard. Underneath same, she writes directions for learning log assignment.

Teri gets spiral notebook from her desk and then tears out page.

Kr. walks to and looks at story book open on Jen.'s desk.
Kr. walks back to and looks at picture she has drawn on her desk.
She walks back and forth between her own and Jen.'s desk several times more, comparing her picture with one in book.

9:29 A.M.

Miss P. walks to Teri and asks Teri to repeat directions given earlier.

Teri says something (inaudible to researcher), and Miss P. restates the directions.

Teri places her box of crayons and manila envelope (for reinforcement sticks) on her desk.

Miss P. walks to the teacher's desk, looks at Teri, and walks back to Teri's desk.

Miss P. whispers something in Teri's ear.

Teri opens lid of her crayon box.

Miss P. walks toward back of room.

9:31 A.M.

Teri turns to her left so her right shoulder faces front of room and she plays with her shoe.

Miss P. collects pile of spiral notebooks at back of room and takes them to the teacher's desk.

She walks to Teri's desk and quietly discusses with Teri why she should do assignment.

Miss P. tells Teri that she needs to follow directions.

Kr. and An. look at Teri.

Jen. and Al. continue their independent work, undistracted.

9:33 A.M.

Miss P. returns to Teri, who has not yet begun assignment.

She speaks to Teri and then walks to her desk again.

Jen. and Al. continue their work independently.

9:37 A.M.

Researcher tours room.

Other than Teri, all students are working on story-related illustrations.

Mrs. Klimesh enters room, wearing blue jeans and red sweater. She walks to bulletin board on right wall and adds pictures to same.

IFSP Julie enters room, wearing blue jean skirt and sweater and sits to right side of Teri.

IFSP asks Teri what she is going to do on her paper.

IFSP directs Teri to begin her illustration by drawing a bread roll.

Teri draws circle.

IFSP directs Teri to draw main character, Amelia Bedelia.

IFSP explains how the character's knee will be bent to allow kneeling.

IFSP asks Teri if the character wore any special clothing.

She and Teri look at picture on cover of book.

9:43 A.M.

Jen. completes her illustration and puts away her coloring supplies.

IFSP holds story book open to particular page while Teri looks back and forth between picture in book and picture on her desk.

Approximately 9:46 A.M.

29 November 1990 (Thursday)

9:25 A.M.

Researcher wears blue jean skirt with red and white top, and she sits on floor with student group in front-left corner.

Miss P. wears colorful jumpsuit and reads new story about character named Amelia Bedelia while she sits in rocking chair in same (reading) corner.

Teri has red and white sweat suit on and sits on floor to left of the researcher.

All other students are dressed casually and sit on floor in front-left corner.

Approximately one-half of students wear red, white, and blue.

Mrs. Klimesh sits at table number one and speaks with two visitors.

Miss P. stands up and directs the students to return to their desks.

While students walk to assigned desks, Miss P. goes to front of room.

She asks the class to provide examples of literal expressions and their meanings from just completed story.

One student volunteers same, and Miss P. adds the literal-interpretive phrases to chart on blackboard.

Researcher moves to center of back wall area and sits on floor.

Mrs. Klimesh walks to Teri's desk and removes spiral notebook from same.

Mrs. Klimesh returns to the visitors and shows them spiral notebook.

The visitors ask if Teri can read everything in notebook. Mrs. Klimesh says, "No, much of it is from dictation, similar to language experience."

Teri flips through pages of another spiral notebook while Miss P. continues to lead discussion about expressions.

Visitors return spiral notebook to Mrs. Klimesh, who returns it to Teri's desk.

9:35 A.M.

Miss P. directs the class to reread the fifth story in cooperative reading groups. She additionally tells the class to focus on the sequence of events.

Miss P. walks to Teri and tells Teri to listen to story again using tape recorder and headphones.

Teri walks to tape recorder.

Miss P. gives Teri headphones and starts tape player.

Other students sits in cooperative group arrangements throughout room.

Students share one copy of new story about Character Amelia Bedelia.

Miss P. gives guides We. to tape recorder, directing him to also listen to taped presentation of story.

Miss P. stands beside and listens to oral reading in cooperative group of Br. and Se. who, because third group member is absent, alternate reading back and forth.

Mrs. Klimesh speaks with visitors who remain beside table number one.

She says that taped versions are used for students not having required reading vocabulary for particular text.

9:43 A.M.

Poster sits against blackboard depicting colors with their corresponding Spanish name or word.

Mrs. Klimesh goes to cooperative group at front and center of room and removes book from group. She tells the group to share one book.

9:45 A.M.

Visitors exit classroom.

Researcher moves to and sits at table number one.

At tape recorder, Teri and We. sit on floor and wear headphones.
Teri faces right wall, and We. faces back wall.
Each has own copy of and looks at own book, but they look at different pages.
We. looks at Teri's book and shows her what page he is using.
Teri turns page to match with We.'s page.

9:47 A.M.

Spanish instructor enters classroom.
He wears blue jeans and blue shirt, and he carries pile of hand-woven items.

Miss P. turns off lights and directs the class to stop reading and return to desks.
She walks to Teri, removes her headphones, and tells Teri and We. that it is time to return to their desks.
Mrs. Klimesh tells the class that she really likes the way three students (who she names) followed Miss P.'s directions exactly.

Spanish teacher walks to left side of classroom and asks students if they know who made paper flowers in pots at main entry of school.
One student says they were made by third graders.
Spanish teacher says he likes them, and he tells the students they might make them when they are in third grade.

Spanish teacher holds up white poncho, blue and pink shirt, a red blanket, and another blanket.
He explains that he brought them from Mexico.

Mrs. Klimesh goes to Teri and directs her focus to the Spanish teacher.

Spanish teacher describes different ways of purchasing products in Mexico.
He describes stores with predetermined prices for everything as well as open market stores with price bartering.

Spanish teacher directs the class to work together in desk groups to identify in Spanish human body parts.
Mrs. Klimesh attaches a poster of a man with arms and legs outstretched on blackboard.
Al. and Jen. face and talk with each other, touching various parts of their faces.
9:56 A.M.

10:35 A.M.

Researcher speaks with one of two classroom visitors (in Mrs. Klimesh's class) in faculty lounge.

She introduces herself and describes her research involvement at Ellis Elementary School.

Visitor explains that she and her colleague are special education teachers from city in same state.

She adds that they are both interested in integration.

10:40 A.M.

11:20 A.M.

Researcher speaks with Mrs. Klimesh in faculty lounge.

Researcher comments on visitors in classroom today.

Referencing same, the researcher says in jest, "The teacher has to be in here somewhere!"

Mrs. Klimesh and the researcher laugh.

Researcher suggests that she and Mrs. Klimesh set aside time to talk before Christmas.

Mrs. Klimesh says that she would like to do that.

11:25 A.M.

3 December 1990 (Monday)

Snow day, no school.

4 December 1990 (Tuesday)

Snow day, no school.

5 December 1990 (Wednesday)

9:11 A.M.

Researcher wears blue slacks, blouse, and sweater, and she sits at table number one.

Miss P. wears blue slacks and printed blouse and stands at front of the class giving directions orally.

Mrs. Klimesh is not in room, and a substitute teacher, wearing a black striped outfit, sits at Mrs. Klimesh's desk.

Teri is not in room.

Two sentences are written in chalk on blackboard.

Erasures with pink chalk corrections appear with otherwise white-chalked sentences.

Students' desks are rearranged.

Desk groups are arranged in three rows running from front to back of classroom.

In new arrangement, table number one still is beside right wall, and table number two and extra desks are still beside left wall or window wall.

Book shelf still divides reading corner from table number two and extra desks.

Teacher's desk position remains same.

Except for one desk group, each group now has two students.

First row of desk groups forms between the teacher's desk and back right corner.

First desk group in this row seats Kr. and Liy., the latter being closer to right wall.

Next desk group in this row, midway between front and back walls, seats Jen. and Ka., the latter being closer to right wall.

Last desk group in this row, closest to back-right corner, seats Al. and Teri, the latter being closer to right wall.

Middle row also has three desk groups.

Desk group closest to front wall seats As. and Ca., the latter being closer to right wall.

Second desk group in this row, midway between front and back walls, seats Li. and An., the latter being closer to right wall.

Third and final desk group in middle row seats Dal., Be., and Se., the later being closest to right wall (this is desk group with three members).

Third row of desk groups, furthest from right wall and closest to left wall, has four rather than three desk groups.

Desk group closest to front wall seats We. and Br., the latter being closer to right wall.

Second desk group seats Me. and He., the latter being closer to right wall.

Third group seats Jo. and Da., the latter being closer to right wall.

Last desk group in this row seats Je. and Jar., the latter being closer to right wall.

9:19 A.M.

Miss P. sits at table number one with three students.

Students seated there have crayon colored and cut-out paper birds.

Miss P. folds piece of white paper into fan shape and slips flattened fan through opening in colored and cut-out bird.

She opens fan to create look of wings.

Miss P. looks at ceiling where completed bird already hangs by string.

Al. looks at completed bird hanging from ceiling.

She gets out crayon and begins coloring her own cut-out bird.

Researcher tours room.

Teri's desk has piece of lined writing paper on it.

There are two sentences written in dark blue marker on paper.

Sentences are shortened and corrected forms of sentences already on blackboard.

Sentences on paper are separated by blank spaces between same.

Researcher compliments Be., Dal., and Se. on their bird coloring.

Be. says his bird coloring was not easy to do.
 An. and another female student read in front-left or reading corner.
 Researcher praises Jo. on his bird coloring.
 She asks him if directions involved coloring both sides of bird the same.
 Jo. shows the researcher both sides of his bird and says, "Yes."
 Researcher sits at table number two.

9:23 A.M.

Teri enters classroom.
 Miss P. flicks lights off and directs the class to go to reading corner to hear Se. read.

Teri stands in back-right corner and removes coat while watching others sitting in reading corner.

Other students sit on floor, except for Se., who sits in small chair in corner.
 Substitute teacher sits on floor behind students.
 Miss P. sits on student desk facing reading corner.
 She quiets the group so that Se. can be heard.
 Se. begins reading in low volume his story.
 Substitute teacher asks Se. to read louder.
 Se. increases his volume in reading.

9:28 A.M.

Teri sits on floor in back-right corner and puts on her shoes.

Jen. looks at the researcher while Se. reads slowly.

Teri leaves room.
 Miss P. leaves room.
 Miss P. returns with Teri, who sits down at her desk.
 Miss P. whispers to Teri and points at reading corner.
 With increased volume, Miss P. says, "If you don't go . . ."
 With decreased volume, Miss P. completes her statement, but Teri remains in her seat.

9:32 A.M.

Se. continues oral reading.

Bulletin on right wall is captioned, "Literal Expression."
 Pictures of story character named Amelia Bedelia and related text segments are displayed.
 Another part of bulletin board displays many crayon drawings of same story character.
 Bulletin board on back wall depicts picture of juggler and bold-print Spanish words.
 These words are "Meet Tomie dePaola."

9:34 A.M.

Teri sits at her desk while others, including Miss P., sit in reading corner.

Se. completes his story.

Miss P. says, "Comments for Se.?"

Two students volunteer complimentary statements.

Miss P. directs the class to return to seats and continue work on paper birds.

She directs any students who are done with birds to read another story about Amelia Bedelia.

All students in reading corner get up and move.

Researcher remains at table number two.

9:36 A.M.

IFSP Julie enters room.

Be. shows IFSP Julie a paper while they stand by door.

Be. returns to his desk.

IFSP walks to and speaks with Miss P.

IFSP walks to Teri and looks at what she is doing.

Researcher walks to back-right corner.

Beneath first prewritten sentence on her paper, Teri copies same.

IFSP leaves room.

Substitute teacher walks behind Teri, looks at her first sentence, and says, "Good."

Substitute teacher asks Teri to read first sentence.

Teri reads in low-volume voice.

9:41 A.M.

Researcher points to Teri's copy of first sentence and asks Teri to read same.

Teri is silent.

Researcher points to teacher's "blue marker" copy of first sentence.

Teri reads sentence, requiring assistance on longer words.

9:44 A.M.

6 December 1990 (Thursday)

9:07 A.M.

Researcher wears denim skirt and blue sweater and sits on floor in front of table number two.

Miss P. wears tan slacks with red and white top and sits in rocking chair in reading corner.

She reads Hispanic Christmas story.

Most students are casually dressed, many in jeans and sweatshirts, and they sit on floor facing Miss P.

Me. and Jar., however, wear a dressy Western suit with fringe and Boy Scout uniform, respectively.

Different substitute teacher, Mrs. Shell, wears army green slacks with beige blouse and sits on floor behind students. Se. and Jen. sit beside her. Liy. and Jr. sit directly in front of Miss P. with Al. behind them.

Teri is not present.

Miss P. holds story book open, showing picture to the class. We. comments on picture.

Miss P. reminds him to first raise his hand when he has something to say.

She then asks story-related comprehension question.

Al. raises hand, is called, and answers question.

Miss P. nods in affirmation.

As. sits behind Al. and gently strokes her hair.

9:14 A.M.

Bulletin board in reading corner displays caption, "Mickey's Magnet" with reports-stories by Al., An., As., Be., Br., Ca., Dal., He., Jar., Jen., Jo., Ka., Kr., Li., Liy., Me., Se., Teri, and We.

9:17 A.M.

Teri enters room, looking at group in reading corner. Substitute teacher walks toward Teri, who puts her backpack on floor.

Teri hangs up her coat and stoops to find something in her backpack.

Substitute teacher holds backpack open for Teri.

She whispers something to Teri.

9:22 A.M.

Substitute teacher returns to group in corner and sits on floor.

Wearing jeans and sweatshirt, Teri sits on floor at back of room, starting to put on her shoes.

She then picks up her shoes and walks to her desk, where she holds up and looks at paper on same.

Teri sits at table number two and puts on her shoes.

9:25 A.M.

Miss P. continues reading story, holding up pictures to see, as appropriate.

Students appear to listen and look.

Teri repeatedly whispers, "Yes," as she puts on right shoe.

9:27 A.M.

Miss P. asks story-related comprehension question.

We. volunteers answer, and Miss P. nods.

Other students offer positive comments, e.g., "I liked the story."

Miss P. directs students to translate English meaning of hispanic expression, "Felic navidad y prospero ano."
Ka. volunteers by saying, "Merry Christmas and Happy New Year."

9:29 A.M.

Teri sits on floor behind Al.

Miss P. holds up piece of paper and directs the class to look at same.

Miss P. says that each student will have piece of paper like hers.

She says that students will fold paper to make hispanic Christmas card to give to another person.

Miss P. shows the class how to fold the paper.

Teri sits quietly and strokes Al.'s hair.

Miss P. hands paper to three students and directs them to walk quietly to their desks and fold their papers.

After these directions are followed, Miss P. says, "Very good. They did exactly as I directed."

She gives piece of paper to another group of three with same directions and responses to their behavior.

She continues in same fashion until all students have been excused, given paper, and until nearly all students are at their desks.

Liy. puts her arm around Teri when they are excused in same group and walk simultaneously to their desks.

When Teri reaches her desk, Kr. stands beside same.

Miss P. walks to Teri and Kr.

Miss P. directs Kr. to either write down what Teri indicates she wants on her card or, if Teri does not state her preference, to provide for Teri a suggestion.

Miss P. directs the class to try to complete their hispanic Christmas cards before the Spanish teacher arrives.

9:37 A.M.

Researcher walks to table number one.

Teri states what she wants to say on her Christmas card.

Kr. records same.

Teri begins copying message on her own Christmas card.

9:40 A.M.

10 December 1990 (Monday)

9:10 A.M.

Researcher wears beige slacks and multicolored sweater and sits at table number one.

Substitute teacher, Mrs. Shell, wears beige dress and sits in rocker in reading corner, leading discussion about Hannuka.

Miss P. is not present.

All students, including Teri, are casually dressed.

Many wear jeans and sweatshirts and sit on floor facing substitute teacher.

Substitute teacher directs students to return to their seats. She then asks question about Hannuka.

As students raise hands and volunteer answers, the substitute teacher writes their answers on blackboard.

9:15 A.M.

Teri sits facing back-left corner while flipping through pages of library book.

All other students, except Se., face the substitute teacher.

9:17 A.M.

Researcher moves to table number two.

Substitute teacher calls for "all eyes to face the front of the room."

Teri continues to face back-left corner and flip pages.

All other students, including Se., face the substitute teacher.

Substitute teacher directs the students to get out their learning logs and write about the similarities and differences between Hannuka and Christmas.

Jar. raises his hand and announces that he will not draw picture.

Substitute teacher replies, "Yes, you will draw some picture about your writing."

She adds that the students who "cannot find their learning log should just get some paper."

9:19 A.M.

Substitute teacher walks to Teri.

Researcher walks to table number one.

Teri gives the substitute teacher her grocery story receipts (for school project).

Substitute teacher tells Teri that receipts can be taken to correct place later today.

She adds that right now Teri needs to write about Christmas and Hannuka so that her work will be "done before the speaker tomorrow."

Se. walks into room from hallway, and the substitute teacher directs him to sit down.

Je. announces that he does not know what to do.

Substitute teacher asks for a student to repeat the directions.

Liy. repeats directions.

On Teri's desk is a piece of paper with two model sentences written in blue marker.

First sentence reads, "Margaret and Bob have no chairs."

Second sentence reads, "Don't you know we leave at 9:45?"

Several blank spaces divide the two model sentences.

Teri begins copying first sentence beneath model.
Substitute teacher walks to Teri and tells her that they will go and put register receipts in right place now.
Researcher volunteers to go with Teri, and the substitute teacher agrees, directing Teri to go with the researcher.
Teri and the researcher leave room and walk to school entry area, where register tapes are being collected in order to receive computer.
Researcher asks Teri if she is getting excited about Christmas.
Teri smiles.
Researcher asks Teri if Santa will be coming to her house.
Teri says, "Yes."
Researcher asks what he will bring.
Teri says she likes berries and baby powder.

9:27 A.M.

Researcher and Teri return to class.
Teri sits at desk and continues copying first sentence.
Substitute teacher walks to Teri and tells her that she's "doing a nice job."
She also tells Teri to "let her know when she's done."

9:32 A.M.

Substitute teacher returns to Teri, looks at her work, and says, "Good, keep going."
All students are seated at desks.
Researcher tours room.
Jar. is struggling to spell "happened."
Researcher tells Jar. that the substitute teacher has written word on blackboard.
Jar. explains that he does not think word on blackboard is the same as he is trying to write.
Researcher orally generates sentence using word.
Jar. says something like, "That's the word I want."
Researcher writes sentence on piece of paper and gives same to Jar.

9:35 A.M.

Teri finishes copying sentences.
Substitute teacher tells her to get out her learning log, adding that she will then tell Teri what to do.
Teri gets out learning log and turns pages in search of blank page.
Substitute teacher stands behind Teri, answering spelling questions posed by students.
Jen. and Ca. ask additional questions.
Researcher walks to them and answers their questions.
Substitute teacher directs Teri to pick up her books on floor.

9:40 A.M.

IFSP Julie enters room.

Substitute teacher goes to blackboard and directs the students to ask all their spelling questions.

As words for spelling are identified, the substitute teacher writes same on blackboard.

IFSP directs Teri to immediately pick up her books.

Substitute teacher speaks with IFSP Julie, explaining that the class "will have a speaker tomorrow that relates to the assignment."

9:44 A.M.

12 December 1990 (Wednesday)

9:14 A.M.

Researcher wears gray slacks and sweater.

She enters classroom, decorated with colorful, paper birds hanging from ceiling.

She learns that Teri has another register tape to deposit.

Substitute teacher, Mrs. Shell, wears green slacks with printed sweater and directs Teri to pick a buddy to accompany her.

Teri wears red slacks with red sweater having appliques and says she wants to go alone.

Researcher volunteers to accompany Teri.

Substitute teacher nods in affirmation, and Teri and the researcher leave together.

While walking in hall, Teri says she does not need any help.

Researcher tells Teri that she (the researcher) needs help sometimes.

Teri smiles.

9:20 A.M.

Researcher and Teri return to classroom.

All other students are divided into two oral reading groups.

Each group reads designated parts in play about story character named Amelia Bedelia.

There are half as many scripts as students, so each script is shared by two students.

One group sits on floor in reading corner.

Other group sits on floor at back of room.

All students are casually dressed.

Substitute teacher directs Teri to copy two sentences already written on paper atop Teri's desk.

Sentences on Teri's desk are identical to those on blackboard.

Teri sits at her desk, and the researcher sits on floor between Teri and group at back of room.

Teri turns around, looks at the researcher, and smiles.

Substitute teacher sits on floor with group in reading corner.

Students in group at back discuss and then begin reading designated parts in their play.

Liy. reads the lead role of Amelia Bedelia.

Jen. reads another part (Mrs. Rogers) that entails much reading.

Liy. and He. (also in group at back of room) go to Teri and tell her to join group.

In slightly raised voice, the substitute teacher tells Liy. and He. that Teri needs to first finish her sentences.

She adds, "Teri's partner knows what to do."

9:25 A.M.

With first three words in first sentence copied, Teri copies the fourth word.

He. tells the researcher that Mrs. Klimesh had surgical problems and is now in Rochester, Minnesota.

Researcher responds to He.'s information.

Researcher asks He. who Teri's partner is.

He. says, "Liy.," adding that Liy. will read Teri's part three words at a time, and Teri will repeat same.

9:30 A.M.

Kr. walks to Teri, looks at her work, and says, "Good, keep going."

Teri begins copying second sentence, having completed first.

Substitute teacher walks to and asks Teri what she is supposed to do when her sentences are copied.

Teri says, "Play."

Substitute teacher replies, "Well, you're supposed to work on a play. You'll be playing the part of Amy."

Researcher walks to other student group in corner.

With two students sharing each script, students take turn reading different parts.

Substitute teacher stands and listens to the students read.

Researcher returns to group at back of room.

9:35 A.M.

Teri takes paper with two copied sentences to Mrs. Shell, who directs Teri to put her papers with others on table number one.

Mrs. Shell smiles and gives Teri a stick.

Teri takes stick, puts her paper on table, and places stick inside her manila envelope.

She then joins group at back of room, sitting between He. and Liy.

He. puts her arm around Teri.

He., Liy., and Teri share script that Liy. holds.

Group at back of room finishes play before group in reading corner.

Substitute teacher tells the group to go back to beginning and read their parts again, which they do.

9:38 A.M.

Different parts are orally read, much reading done by Liy. and Jen.

While resting one arm on Teri's leg, Liy. reads part of Amy several words at a time, and Teri repeats same.

Liy. tells He. to read with Jen., and Al. and puts her arms around Ca.'s shoulders and Teri's head.

The latter is done in way that facilitates Teri's facing of script.

9:50 A.M.

Substitute teacher directs group at back of room to join group in reading corner.

As her group walks to reading corner, Teri stands by and then walks with the researcher.

Mrs. Shell discusses various roles in play.

Teri looks at shorthand in the researcher's notebook.

9:53 A.M.

13 December 1990 (Thursday)

9:10 A.M.

Researcher wears turquoise jeans and sweater, greets a returned Mrs. Klimesh, and sits on floor at back and center of room.

Teacher wears jeans with red sweater and stands beside Teri while conversing with male student, Dal.

Teri wears pink jumpsuit and sits at her desk.

On same is paper with two model sentences.

Sentences are written in blue marker with several blank lines between them.

Except for two male students wearing Cub Scout uniforms, all other students are casually dressed.

Teacher directs the class to go to reading corner.

9:19 A.M.

Researcher begins to walk to corner.

Teri remains in her seat.

Researcher goes to Teri and says the class is sitting in reading corner.

Teri says, "No. I need to finish my sentences."

Teacher walks to Teri and directs her to go to reading corner.

Teri says, "No. I need to finish my sentences."

Teacher says, "No. You were supposed to finish that a long time ago."

Teacher says, "Go to the reading corner so you can get a stick."

Teri goes to corner and sits at the back of group on floor.

She tells the researcher that she has no grocery store receipts today.

9:26 A.M.

Teacher sits in rocking chair and begins discussion about Jewish holidays.

Teacher directs Da. and Se. to go sit at their desks.

They do so, and Da. puts his head on his desk.

Teacher directs Teri to move toward center of group.

Teri moves, sitting beside Kr. and behind Liy.

Teacher asks Teri if she remembers anything about Hannuka.

Teri says, "No."

Teacher asks what pictures in hallway are called.

There is no response.

Teacher says, "It starts with m."

Br. says something sounding to close to "minora."

Li. says, "minora."

Teacher asks, "What does that mean?"

Br. says, "Holy candles."

Teacher directs the class to state facts about Christmas tree traditions.

Bulletin board at back of room displays student drawn pictures of Christmas trees.

Al. says, "They started in Germany."

Br. adds, "They used to have separate, not strings of lights."

Li. announces that she needs to finish her Christmas tree.

Teacher says, "When I am gone from class, you are expected to finish and hand in your work."

Teacher directs the students to offer facts about Christmas trees that they previously wrote down on backs of their Christmas tree pictures.

She then tells Se. to return to group.

She further tells him where to sit and to "sit down flat."

Teacher asks Jar. what he wrote down, but he says he does not remember.

9:35 A.M.

Teacher holds up book, The Crown of Gold.

She says it was written by Tomi dePaola.

Teacher directs the class to sit down flat, put their hands in their laps, think, and enjoy the story.

She then begins reading the book.

9:37 A.M.

Pictures supporting approved classroom behavior are displayed above blackboard and alphabet banner.

One picture depicts a student looking in a messy desk.

Words on picture read, "Sometimes a little neat is needed."

Another picture depicts students sitting in a row and passing a message from one student to the next, the next, etc.

Words on it read, "It only takes one to disturb everyone."

9:44 A.M.

In Christmas story read by the teacher, an aging juggler performs for the satisfaction gained by hearing laughter and applause.

As the character continues to age, he is eventually ridiculed and goes to a monastery.

In monastery, gifts are placed by a statue of Jesus Christ as a child.

Teri sits on floor and looks at the teacher.

Teacher directs the class to think about story and anticipate how it will end.

Several students raise hands, are called, and volunteer their predictions.

Teacher asks We. why the juggler juggles.

We. says, "To make the statue happy."

Teacher continues to read.

In story, the aging juggler juggles more wonderfully than ever before in his life.

The juggler calls out, saying that his juggling is for the baby Jesus.

Then the juggler dies.

9:53 A.M.

Teacher directs the class to think about the author's message.

She asks Da. to present the message.

Da. does not say anything.

Teacher tells Da., "That is not the right answer."

Other students raise their hands.

Teacher tells the class that she waiting for Da.

Da. remains silent.

Teacher asks Da., "What did you get out of the story?"

Da. says, "You can always try your best."

Teacher asks, "Why?"

Da. says, "He was able to do well late in life."

Kr. adds, "That you should never give up."

9:57 A.M.

Researcher gets up, leaving on the teacher's desk a note of welcome and good wishes.

While exiting room, one student says, "Everyone has a special talent."

Teacher says, "I like that. Everyone has a special talent."

Approximately 9:58 A.M.

17 December 1990 (Monday)

9:02 A.M.

Researcher wears denim skirt and plaid wool shirt, and she sits on floor at center of back wall.

Mrs. Klimesh wears black slacks and red sweater and stands at front of room.

Teri wears blue jeans and a Christmas sweater and stands in back-right corner, hanging up her coat.

Other students are dressed casually, mostly in jeans and sweatshirts, and sit at their desks.

Blackboard has last Friday's date written in upper and right corner.

There is a live, long-needled Christmas tree at front of room and to left of blackboard.

Red paper links are strung around tree.

Teacher directs the students who will be eating hot lunches to stand up.

She writes their names on slip of paper and gives same to Da., who she identifies as the VIP for today.

Da. leaves classroom.

Teacher leads the class in the Pledge of Allegiance to the Flag and a subsequent patriotic song.

Teacher informs the class that Da.'s mother will be coming to room to work with students in play.

9:08 A.M.

Teacher gives standard-sized, lined papers to Jo.

She tells Jo. to distribute one to each cooperative group.

Teacher informs the class that they will now begin new assignment.

Teacher writes on blackboard, "Record phrases, words, actions which help students get along."

Teacher directs students who have been reading books at home to record names of books.

Teacher asks who has books at home.

Approximately one-half of the students stand, but not Teri.

Teacher holds up small red book that she says concerns helping students to get along with one another.

Teacher notes two negative examples, i.e., what will not help students get along.

Teacher says that each cooperative group will focus on positive things that will help.

Mrs. Klimesh points out that one student will be designated leader, one will be designated writer, and one will be designated reporter.

This within-group role involvement is also on blackboard.

Teacher says that the students will have about 15 minutes to do assigned work.

Teacher says that the main concern is being attentive and looking at the speaker and thinking about what is being said.

9:14 A.M.

With some exceptions, students get up and are either in their group or on their way to same.

Teri remains in her seat as do three other female students, who sit with their heads on their desks.

9:16 A.M.

Two male students enter classroom.

Teacher says they are present to conduct a survey.

Teacher directs the class to stay in the places where they are and respond to the boys' questions.

She tells Teri, however, to go to her cooperative group.

Teri stays at her desk.

Teacher restates that she (meaning Teri) needs to go to her group, and she takes Teri's hand and walks Teri to her cooperative group.

9:18 A.M.

Teacher and researcher talk about time of previously discussed interview.

Interview is scheduled for today between 1:50-2:15 P.M.

Teacher sits on counter at back of room and speaks with Me., who says she cannot think of any ways to address current assignment.

Teacher says, "Me., you're the nicest person I know. You should be able to think of lots of things."

Teacher goes to her desk where she reads a paper that she later puts in a notebook.

9:23 A.M.

All students are working in their cooperative groups.

Researcher sits on counter at back of room near Teri's group.

Mrs. Klimesh addresses the students, and she tells them to think of things that people have done that made them feel good.

Teacher stops by Br. and We.

She tells Br. to change their statements from what not to do into statements indicating what to do.

She says, "Turn it into positive things. If you're not pushing in line, you're waiting patiently in line."

Al., who is the recorder in Teri's group, has written on her paper, "Beying for. Help people."

9:27 A.M.

Researcher walks to group in which are included Je., Jar., and Be.

In this group, Jar. is recording.

On his paper, he has written, "Play fair. Say nice things to them."

9:29 A.M.

Teacher turns off ceiling lights.

Teacher tells the students that they have done a super job. She tells them to take 30 additional seconds to finish and return to their desks.

Teacher compliments Me. and An. for following directions by going quietly to their seats and sitting down immediately.

Researcher moves to and sits at table number one.

On blackboard, teacher attaches small piece of lined paper.

IFSP Julie enters classroom wearing black dress.

IFSP speaks with Al. and Teri.

Teacher asks Dal., reporter for his group, to stand up and read what he wrote down.

Using green marker, Mrs. Klimesh writes (on paper on blackboard) what Dal. reads.

After writing down same, Mrs. Klimesh explains how Dal.'s comment will help prevent a lot of hurt feelings.

IFSP sits at table number one.

Dal. notes another thing, "Help someone in math if they are having trouble."

Dal. provides a third point decided upon by his cooperative group.

Mrs. Klimesh writes these additional comments down, as well.

Mrs. Klimesh asks other groups' reporters to recite what their group found.

9:35 A.M.

Mrs. Klimesh asks the students who would be a good person to play with.

One student replies, "Someone who's alone."

Teacher adds, "A new kid at school."

IFSP Julie leafs through a black notebook of hand-written notes.

On table number one is an open notebook into which Mrs. Klimesh previously put piece of paper.

Top paper in this notebook is a note from the teacher to students' parents.

9:36 A.M.

While standing by her desk, Mrs. Klimesh asks Teri to report what her group found.

IFSP Julie goes to Teri and tells Teri to stand.

Mrs. Klimesh repeats her direction to Teri.

Mrs. Klimesh goes to Teri and kneels beside her.

She asks Teri to read what is on her paper.

Teri reads from her paper, and Mrs. Klimesh repeats same.
Mrs. Klimesh goes to blackboard to record what Teri read.
She does not include, however, one replication.
9:37 A.M.

18 December 1990 (Tuesday)

9:20 A.M.

Researcher wears gray slacks and sweater, and she sits at table number one.

Mrs. Klimesh wears black slacks with green sweater and stands at front of class.

She directs the students to be quiet and listen to their next assignment.

Teri wears denim jumper with pink shirt.

Other students are dressed in a variety of ways, including casual and very dressy outfits.

Students sit in their assigned seats.

Mrs. Klimesh tells the students that they will be working in their cooperative groups.

She explains that, in such groups, the students will identify characteristics of Jill, a character in a recently completed story.

Mrs. Klimesh notes, as well, that students will provide examples from book that support the characteristics they identify.

Mrs. Klimesh references cards attached to walls throughout room.

Cards list the names of students included in particular cooperative group and are placed where such group sits in classroom.

Cards list three students in vertical order.

Referencing this numerical order, Mrs. Klimesh says that the first student will be the reporter, second student will be the leader, and the third student will be the writer.

This information is also indicated on blackboard.

We. is noisy.

Teacher reminds We. that she discussed his noise making with him yesterday.

Mrs. Klimesh directs We. to leave classroom and stand in hall.
We. leaves quietly, as directed.

Mrs. Klimesh excuses one cooperative group from sitting at their desks to going to their assigned cooperative group placement.

She excuses group by naming one member in group.

She waits until group is in correct place and then compliments group for correct responding, i.e., "They went quietly to their assigned place and sat down facing each other."

Mrs. Klimesh excuses other groups by naming one student in same.

After excusing students in Teri's group to leave desks and go to assigned place, Al. and Ca. sit in their regular group site.

Teri, however, stays at her assigned desk.

Teacher tells Teri that when she excuses Teri to go to her group, Teri needs to do this.

Mrs. Klimesh tells Teri to go to her group.

Teri joins her group, but sits not closely by her partners.

Mrs. Klimesh tells Teri something like, "Very good."

Teacher then speaks in softer voice with Teri.

Researcher moves to counter at back of room.

Teacher tells Teri, while kneeling on the floor beside her, that the only way Teri can get a stick is if she sits facing her group.

Mrs. Klimesh asks Teri if her father spoke to her (Teri) about getting her sticks.

Teri says, "Yes," and she moves.

Mrs. Klimesh walks away from Teri's group and subsequently sits at her own desk.

Br. asks a question of Mrs. Klimesh and returns to his group.

Teri scoots away from her group.

Mrs. Klimesh goes to Teri and tells Teri to sit in the right place again so that she can be part of the group.

At this point, students in Teri's group are standing.

Mrs. Klimesh tells Teri that she needs to also stand up and cooperate like other students.

Mrs. Klimesh expresses disappointment with Teri's behavior. She repeats that Teri will have to follow directions like everyone else.

She says she will have to talk with her (Teri's) dad.

Mrs. Klimesh says she will call Teri's mother unless Teri stands up right now.

9:34 A.M.

Name of book currently being read by students in Mrs.

Klimesh's class is December Secrets.

IFSP enters room.

Teri says she does not want to go to her desk.

(Apparently, Mrs. Klimesh at this point has told Teri to go to her desk.)

Mrs. Klimesh commands, "Stand up young lady, and stand up now." Teri refuses.

In louder, firmer voice, Mrs. Klimesh tells Teri that when she asks her to do something, she expects her to do it now.

Mrs. Klimesh takes Teri to her desk and tells Teri to sit at her desk.

Mrs. Klimesh tells Teri that she will have to call her mother and tell her mother that Teri is not cooperating in class.

Mrs. Klimesh turns off ceiling lights.

She then tells the class that the students have about 5 minutes of work time remaining.

Mrs. Klimesh also says that each group member should provide one characteristic.

Researcher looks at book, December Secrets, which is about fictional classroom in which Mrs. Rooney is the teacher.

Mrs. Klimesh tells IFSP Julie that Teri is currently being timed out at her desk.

IFSP Julie then speaks with Teri's cooperative group partners, Ca. and Al., about their currently assigned work.

Mrs. Klimesh tells the class to return to assigned desks.

Teri still sits at her desk.

IFSP Julie looks at bulletin board on right wall.

Mrs. Klimesh instructs group recorders to identify all their group members on paper used for most recently completed assignment.

9:40 A.M.

IFSP Julie stands at back-center of classroom.

Mrs. Klimesh writes on blackboard beneath two column headings. One column is called, "Characteristics," and the other is called, "Examples."

Al. and Teri both are seated at their desks.

Mrs. Klimesh calls on reporter for Be.'s group to provide one characteristic and one example.

As same is provided orally, the teacher writes same in appropriate columns.

IFSP Julie takes Teri into hallway and closes door.

10:38 A.M.

Researcher follows IFSP Julie and Teri into hallway.

Teri walks beside the IFSP as they move down hallway and toward school office.

IFSP Julie says that Teri was not following directions and that she cannot do that.

IFSP Julie tells Teri that Mrs. Klimesh will have to inform Teri's mother of same.

IFSP Julie and Teri turn and go back to classroom.

IFSP sits with Teri in back-left corner of room, which is site of Teri's cooperative group activity.

10:46 A.M.

Two characteristics of fictional person, Jill, are that she talks too much and always wants her own way. These are written as characteristics on blackboard. Approximately 10:45 A.M.

19 December 1990 (Wednesday)

9:05 A.M.

Researcher wears blue jeans and ivory colored shirt, and she sits at table number one.

Mrs. Klimesh wears black skirt with colorful sweater and stands beside We.

Teri wears jeans and sweatshirt and sits at her desk.

Other students are casually dressed except for Liy. and Li., who wear dresses.

Christmas music plays at low volume.

Students are in assigned seats doing work on pink colored paper.

Mrs. Klimesh asks We., "Do you feel like you will be ready to be in second grade?"

Mrs. Klimesh then walks to Teri, who is still at her desk, and the teacher kneels to speak with Teri.

9:10 A.M.

From her open book, Teri orally reads to the teacher.

Teacher says, "Good! This is exciting. You are reading."

With each page of Teri's reading, Mrs. Klimesh refers to corresponding picture to provide clue to most difficult word.

Researcher tours the classroom.

On blackboard, six words are written in green chalk.

These words are being written by other students on pink paper squares.

Also on blackboard are names of students beside work to be done or activities to occur.

Beside "stories" are the names of Da. and Al.

Beside "conferences" are the names Jo., Je., and Be.

Beside "tape" is the name of Kr.

Beside "book" is the name of Da.

Book, December Secrets, is on top of many students' desks.

Mrs. Klimesh tells the students that when they finish their words they can start working on their maps.

Mrs. Klimesh then tells the class to help one another.

She provides examples of how one student might help another student when she says, "Would you like me to help you? I think you need to do it the other way."

Teacher then reminds students that other helping words are on the "helping sign" on wall in reading corner.

Mrs. Klimesh speaks with Teri.
She tells Teri to trace words on paper squares and then to write a sentence for each.

Teacher calls the name of Br., points to empty desk in classroom, and Br. moves to sit in that empty desk.

9:22 A.M.

Mrs. Klimesh asks Teri to read each word on her paper squares. Words on same are from Teri's book, which is different than December Secrets.

Ca. walks to Mrs. Klimesh and tells Mrs. Klimesh that she needs blank piece of paper.

Teacher gives same to Ca.

Teri continues to read words aloud while Mrs. Klimesh listens. Mrs. Klimesh asks Teri if "this spiral is [her] learning log?" Teri replies, "Yes."

Mrs. Klimesh tells Teri that she will need to put "some more stuff in it."

Teacher tells Al. to get a stick to give to Teri.

With Teri walking behind her, Al. gets stick.

Al. gives Teri stick, and both girls return to their desks, Teri with her stick in hand.

Mrs. Klimesh says to Teri, "Isn't it nice of Al. to help you out?"

A voice on the intercom tells the teacher that she can go to the gymnasium and to use the south door.

Mrs. Klimesh replies, "O.K. Thank-you."

Mrs. Klimesh turns out ceiling lights.

She tells the students that they "will see the older students in the Christmas assembly."

Mrs. Klimesh dismisses students by desk groups.

As they are excused, students form line at door.

Mrs. Klimesh tells We. to please turn off tape and spit out his gum.

Students exit classroom in line.

After all students have left classroom, Mrs. Klimesh turns on ceiling lights.

9:28 A.M.

Words on Teri's paper squares (atop her desk) are as follows: arms, body, puppets, frog, mouse, sign, danced, song.

Words on blackboard are as follows: holidays, celebrate, macaroni, Christmas, surprise, and magazine.

9:29 A.M.

In school gymnasium, students are seated by class groups on floor at front and on bleacher seats at back (with other students standing on risers at front) of gym.

Approximately 9:31 A.M.

20 December 1990 (Thursday)

Researcher provides Mrs. Klimesh with bag of candy for class party to occur later today.

9 January 1991 (Wednesday)

9:00 A.M.

Substitute teacher, Mrs. Shell, is present and wears black skirt with black and red blouse.

She stands at front of room and leads the class in sentence correction activity on blackboard.

Researcher wears green slacks and blouse, and she sits at table number one.

Students sit in new desk group arrangement.

Teri is not in classroom.

Seven desk groups comprise new desk group arrangement. Desk groups form three somewhat irregular rows spanning from left to right walls of classroom.

Two desk groups form row closest to front of room or blackboard.

Moving from left to right, students in these desk groups include Kr., Me., and Teri; and Da., Be., and We.

Three desk groups comprise second row or row approximately midway between front and back walls.

Moving from left to right, students in this row and by desk group include Br., Jo., and Jar.; Li., Ca., and Ka.; and Jen., Liy., and He.

Two desk groups comprise third row or row nearest back wall.

Moving from left to right, students in these desk groups include Dal., Je., and Se.; and Al., As., and An.

Desks in these desk groups face one another so that students also face one another.

Liy. volunteers sentence correction and writes same on blackboard.

Jar. growls, "My big one. My big one."

Substitute teacher says, "Not appropriate."

Jar. repeats, "My big one. My big one."

Peer says, "Not appropriate."

Mrs. Shell directs Al. to write down the names of quiet listeners for her.

Mrs. Shell calls the class to join her in reading corner.

While other students go to reading corner as directed, four boys remain at their desks.

Boys remaining at desk include We., Se., Je., and Jo.

9:03 A.M.

Teri enters room, hangs up her bag, and hangs up her outerwear.

Boys seated at desks look back and forth between blackboard and papers atop their desks.
Researcher goes to reading corner and sits on floor at back of group.
Mrs. Shell reads poetry book about dinosaurs.

9:05 A.M.

Teri removes her shoes from her bag.
Taking her shoes with her, Teri goes to reading corner and sits at back of group.
Teri sits to left side of Liy.
As Teri begins putting on her tennis shoes, Liy. leans toward Teri and then gives Teri a kiss.
Liy. turns and faces teacher again.
Al. writes on paper atop her lap.
Behind Al. sits As., who twists Al.'s long hair into braid.

Mrs. Shell asks the class to identify similarities in poems read.
Jen. volunteers that all poems read rhyme.
Al. volunteers that all poems read are silly.
Teri and Liy. touch and hug each other.

9:09 A.M.

Boys previously seated at desks while other students were in reading corner have joined peers in reading corner, except for We.
Mrs. Shell tells the students that she wants each student to write a poem about dinosaurs.
Mrs. Shell says that all students will get a piece of paper with lines on bottom for writing and open space at top for illustrating.
Mrs. Shell says that students will write poems on bottom and provide illustrations at top.
She adds that all poems do not have to rhyme.
Noting that the class will do another project together later, Mrs. Shell states that the poems and illustrations will be the independent seat work.
Finally, Mrs. Shell says that if students do not get this assignment done, they will have to stay inside for recess.

9:12 A.M.

Several students ask questions of the teacher regarding this assignment.
Mrs. Shell says that after the poem and picture are completed, students can work in their dinosaur coloring books.
Mrs. Shell holds up a dinosaur coloring book page and says, "This is the one you will work on."
She says, "Which one is it?"
Students look at bulletin boards on right wall, and then several students identified the kind of dinosaur shown by Mrs. Shell in the dinosaur coloring book.

Mrs. Shell tells the students that they should write on the page which kind of dinosaur they have colored.
Mrs. Shell asks Se. to tell her what he will do first and what he will do second.

Teacher asks Al. to read list of quiet listeners.
Al. reads list.
As Al. reads names on list, corresponding students stand.
Someone says, "An. is always quiet."
Mrs. Shell says, "Yes, An. is always quiet."

Mrs. Shell excuses two students at a time with the direction that they are to quietly go to their desks and begin their work.
While waiting to be called, Liy. has her left arm around Teri.
After calling approximately half of the class to return to their desks for desk work, Mrs. Shell directs the other half to join her at table number one for reading.
Mrs. Shell sits with students at table number one and listens while they take turns orally reading a book about dinosaurs.
Students in Teri's desk group are not at table number one.

Researcher tours classroom.
Atop Teri's desk are a blank sheet of paper and another paper upon which are copied two sentences from model sentences.
Model sentences are printed in blue ink.

Teri's new desk group partners, Kr. and Me., work on their dinosaurs poems.

9:28 A.M.
Je. has blank sheet of paper on his desk.
With his left hand holding a pencil across blank page, Je. rests his head on his desk.
As., having completed her dinosaur poem, works on her illustration.
We., seated at his desk, has not begun his poem yet.
Researcher shows We. two things that could be used in dinosaur poem.
9:32 A.M.

10 January 1991 (Thursday)

9:22 A.M.
Researcher wears red and black slacks with red sweater and sits behind Teri.
Substitute teacher, Mrs. Shell, sits in reading corner reading dinosaur riddles.
She wears blue slacks and blue printed sweater.
Students, all dressed casually, sit on floor in reading corner.
Teri sits to left of Liy.

Mrs. Shell directs Me. to stand up and read names of quiet listeners.

Me. follows this direction.

As Me. reads the names of students, named students stand.

Me. calls all students' names; thus, all students stand.

Mrs. Shell holds up her fingers and says, "Who is watching?"

Students hold up same number of fingers.

Teacher changes number of fingers held up, and so do students.

Teacher tells seated students that they will write their own dinosaur riddles.

She adds that, when they are done, they should go to a particular page in their dinosaur coloring book.

Mrs. Shell states further that, following their work in dinosaur coloring books, students should engage in silent reading.

Mrs. Shell additionally says that one group of students will be reading with her.

Teacher hands out paper with lines on bottom and open spaces on top parts.

Teri plays with Al.'s hair.

Mrs. Shell begins excusing students to their desks.

When excusing Teri, Mrs. Shell tells Teri three times to stand up and return to her desk.

Bulletin board in reading corner has dinosaur pictures on it. Bulletin boards on right and rear walls also have pictures of dinosaurs.

9:32 A.M.

All students in classroom are returned to their assigned seats.

Mrs. Shell names students who have begun working on their dinosaur riddles.

We. asks if the current assignment also involves drawing a picture above riddle (as similar to previous assignment).

Teacher replies that the students do not have to provide illustrations today, but they can if they want to.

Me., Teri's new desk group partner is beginning work on her riddle.

Teri's other partner, Kr., appears to be thinking.

Teri begins writing on her page.

9:35 A.M.

Mrs. Shell calls names of students in the "Danny the Dinosaur" group to return to reading corner.

On blackboard, three groups of students are listed.

Students in the "Danny the Dinosaur" group include As., Jo., We., Je., Ca., Teri, Jar., and Se.

Students in the "Dinosaur Pam" group include Al., Liy., Li., Ka., Be., Jen., Br., and He.

Students in the "Whatever Happened to the Dinosaurs?" group include Kr., Me., Da., and Dal.

9:36 A.M.

When Mrs. Shell calls names of students in "Danny the Dinosaur" group, she calls each student. In the case of Teri, however, Mrs. Shell calls Teri's name three times. Mrs. Shell then goes to Teri and reaches out her hand to Teri. Teri, however, remains at her desk.

9:37 A.M.

Teri gets up, and Mrs. Shell says, "Very good. Go get a stick and join the group." Teri gets stick, puts it in her envelope, and places envelope beside her when she sits on floor with group in reading corner.

9:42 A.M.

Researcher tours room. She comments to Dal. on his knowledge of one kind of dinosaur. Jen. tells the researcher that Liy. needs to know how to spell "vacation." Researcher sounds out word with Liy. Seated students appear to be concentrating on riddles in creation. Researcher sits at table number one. Kr. finishes her riddle, walks to Mrs. Shell, and whispers something to her. Kr. leaves classroom. Liy. finishes her riddle. She takes same to back shelf and returns to her desk with coloring book.

9:45 A.M.

Researcher moves to shelf at back of room. On shelf are several piles of paper. One pile includes sentence corrections. Another involves riddles. Also present is tray with three shelves. Tray is marked with "things to do." Included in tray are dinosaur coloring books. While coloring, Liy. speaks with He.

9:49 A.M.

Al. goes to blackboard and selects from books there displayed one book for silent reading. Liy. finishes her coloring and returns her coloring book to tray on back shelf.

Researcher moves to sit behind reading group in reading corner.

Students in reading corner are taking turns reading out loud.

We. prereads for Teri.

Mrs. Shell directs all students to read together.

Se., however, does not read aloud.

Mrs. Shell reminds Se. to join in reading, and she tells him current page number of group's reading.

Teri reads with group, but usually trails one word behind group.

Teacher collects books.

Teri asks Mrs. Shell if she can get a stick.

Mrs. Shell says that Teri had a good day and can go get a stick.

Mrs. Shell then praises students seated at desks and those in reading corner for their good work today.

9:55 A.M.

14 January 1991 (Monday)

8:56 A.M.

Researcher wears blue and black skirt with blouse and sweater and sits at table number one.

Substitute teacher, Mrs. Shell, wears blue and white pant suit and stands at front of the class.

She discusses days of importance this week.

Dal. says, "Iraq has to get out of Kuwait."

Mrs. Shell notes, as well, that an important person's birthday occurs this week, and she names Martin Luther King.

Teri is not present in classroom.

Students are casually dressed.

Mrs. Shell asks, "Who will be the first person to make corrections on the blackboard? There are two sentences."

Li. goes to blackboard, makes correction.

Teacher says, "Good job," and she asks her to call on another student.

Liy. picks We., and We. goes to blackboard and makes correction appropriately.

We. calls on An. to go to blackboard next.

Kr. sits at her desk looking back and forth between her paper and blackboard.

Liy. enters classroom.

9:03 A.M.

Bulletin board on right wall displays student report about one kind of dinosaur.

Bulletin board on right wall displays cut-out dinosaurs with words describing corresponding dinosaur characteristics.

Bulletin boards at back of room and in reading corner also have dinosaur displays.

9:05 A.M.

Teri enters classroom and stands at back of room while removing her coat.

With all corrections made on blackboard, Mrs. Shell leads class in orally reading both sentences.

Mrs. Shell then tells the class to finish their sentences and come to reading corner.

She also says she will be handing out papers.

Mrs. Shell picks up container from which she draws chip.

Looking at chip, Mrs. Shell says that We. will be writing down names of quiet listeners.

Mrs. Shell moves to reading corner and sits in rocking chair.

9:07 A.M.

While other students finish their sentence corrections at their desks, Jen., Kr., Ca., and Da. sit in reading corner.

9:09 A.M.

Teacher begins reading book about dinosaurs.

Book concerns what could happen if dinosaurs came back.

Teri sits on floor by door looking at a paper and whispering.

She has a store register receipt on top another paper with words for copying.

She also has two library books.

All students but Je., Se., and Jo. are in reading corner.

These boys take their sentences and put same atop pile on back counter, and they join the group.

9:12 A.M.

Teri has one shoe on and is lacing same.

Everyone but Teri and the researcher are in reading corner.

Mrs. Shell finishes reading book aloud.

Br. makes comment about a museum.

Mrs. Shell shushes Br. and says, "We're talking about dinosaurs."

9:14 A.M.

We. has paper upon which he writes names of quiet listeners.

While whispering, Teri ties one shoelace.

Mrs. Shell asks the students to identify similarities between book just orally read and previously completed book.

She then asks the class if they want to make a book or story about dinosaurs again.

Students agree that they will make books concerning what would happen if dinosaurs came back.

Mrs. Shell tells the students that after they finish their books, they can get their dinosaur coloring books and color the next picture.

Mrs. Shell asks We. to call the names of quiet listeners.

As names are called, named students stand.

Not called are Je. and Jen.

Mrs. Shell hands Br. paper and says, "Let's see what he does."
 Br. takes paper and goes to his desk and begins working.
 While Br. returns to his desk with paper, Mrs. Shell describes his actions to the class.
 Mrs. Shell then hands out papers to other students who go to their desks.

9:19 A.M.

Teri walks to her desk and then shows Mrs. Shell her register receipt.

Teri walks toward the researcher with her receipt.

Researcher confers with Mrs. Shell, and they agree that the researcher will go with Teri to deposit her receipt.

9:25 A.M.

Teri first goes to her desk, however, which has two model sentences to be copied.

Model sentences are written in blue marker.

9:27 A.M.

Kr. and Me. appear to have started their stories.

Researcher tours room.

Students have begun their new dinosaur stories, and some are adding illustrations to accompany same.

9:28 A.M.

15 January 1991 (Tuesday)

8:57 A.M.

Researcher wears green slacks and blouse and sits at table number one.

Mrs. Shell wears green slacks with sweater and stands at front of classroom.

Mrs. Shell says something like, "We are finally going to start our sentences."

Teacher picks up can, shakes it, and pulls from same a chip. She notes that she pulled Teri's name, but that Teri is not present.

She then pulls chip with name of An.

Peer says, "Teri can't hardly do anything."

Mrs. Shell replies that someone will help Teri (when she attends special duties).

An. goes to blackboard and makes correction on same.

Teacher says, "Very good. Pick a boy, please, An."

Arms of students wishing to be called raise, and An. picks one student to go to blackboard.

9:01 A.M.

Students selected to make blackboard corrections alternate between boys and girls.

Jar. calls out something.

Mrs. Shell shushes Jar.
Jar. says, "One."
Teacher says, "Stop."
While Li. makes blackboard correction, teacher tells Dal.,
Je., and Jar. to calm down.
After Li. completes her correction, she selects Br. to make
next correction.
While Br. makes blackboard correction, Me. runs to Mrs. Shell
and says, "Teri's coming."
Teacher replies, "Okay."
Br. completes his correction and selects Jen. to make next
correction on language sentences.
Mrs. Shell directs the class to check their papers to make
sure their sentence corrections are right.
She adds that Teri will be writing names of quiet listeners
today, and someone will help her.

Teri enters classroom, and Li. goes to Teri, and helps Teri
get her papers and other things together.
Teri gives to Li. an envelope with milk money that Li. takes
to Mrs. Shell.
Li. tells Mrs. Shell that she (Li.) should take envelope to
office.

Except for We., Je., Jo., Se., and Da., all students are in
reading corner, Mrs. Shell in rocking corner in same.
Mrs. Shell leads discussion concerning issues in current
crisis in Persian Gulf.
Researcher moves to sit behind students in reading corner.
Li. sits on floor and ties Teri's shoelace.
Teri tells Li. that she wants to tie her own shoe.
Li. tells Teri that she "cannot go slow," and that she "has to
go fast."
Kr., Liy., He., and Me. sit side-by-side along wall below
bulletin board and blackboard in reading corner.
Li. tells Teri to get up and go with her to take envelope to
office.
Teri resists help from Li., concerning her envelope.
Mrs. Shell stops discussion and asks Teri if she knows where
office is located.
Mrs. Shell then tells Teri that Li. is going to accompany her
to office.
Da. and Se. remain in their seats while all others except for
Teri and Li. are in reading corner.

9:14 A.M.

Mrs. Shell tells the class that it is time to now begin their
work on dinosaurs.
Students in reading corner continue to ask questions about and
make statements concerning crisis in Persian Gulf.
Students discuss number of military personnel currently
stationed in Persian Gulf.

9:15 A.M.

Mrs. Shell holds up book.

She says that Jar. and Me. also have copy of book, and that she (Mrs. Shell) borrowed her copy from Mrs. Myer, across hallway.

9:16 A.M.

Mrs. Shell notes that Teri and Li. are returned and will record quiet listeners.

Li. and Teri sit at table number two.

Li. writes letters for Teri to copy on paper.

Teacher tells group that Li. and Teri are writing down quiet listeners and that she hopes everyone's name gets on list.

Teri completes writing first names on list, and Li. begins writing names for Teri, instead.

9:19 A.M.

Teacher begins reading from book about dinosaurs.

As the teacher reads, Me. and Liy. look at Teri.

Teri whispers to them as well as to He. and Jen., and Li. looks at these students and writes names on list.

9:20 A.M.

Book being orally read concerns capabilities of one particular kind of dinosaur.

We. throws up and then catches something with his hands.

Mrs. Shell holds out her hand, and We. gives it to the teacher.

Li. surveys group and checks name on her list.

Mrs. Shell completes reading from book on dinosaurs.

She then tells the class that their stories about dinosaurs need to be finished.

She then changes this statement and indicates that each group of students needs to complete their group story about dinosaurs.

Mrs. Shell adds that, after their group's dinosaur story is completed, each student should write his or her own report about dinosaurs.

Mrs. Shell further explains that dinosaur-related writing in students' individual work can be made up or fictional, but that dinosaur-related writing in group reports should include the name of dinosaur concerned, when such dinosaur lived, and what such dinosaur ate.

9:28 A.M.

Mrs. Shell says, "Quiet listeners."

Li. whispers names to Teri who then says same names aloud.

As names are called, students stand up.

Mrs. Shell begins handing papers to students.
To Jo., Jar., and Se., Mrs. Shell says, "Show me what you are going to do."

Mrs. Shell then directs the students to begin their work.

Researcher asks Mrs. Shell to explain the significance of her pulling chips with students' names from container.
Teacher explains that she pulls names to assign tasks to students in classroom.

In an additional conversation with the researcher, Mrs. Shell indicates that each of the three current reading groups was named after the book was read jointly by that group.

9:33 A.M.

21 January 1991 (Monday)

9:06 A.M.

Researcher wears tan slacks with green and black shirt and sweater, and she sits at table number one.

Substitute teacher, Mrs. Shell wears black skirt with multicolored sweater, and she sits in rocker in reading corner.

Class members are seated on floor in reading corner except for Se., Da., and Teri, who are seated at their desks.

All students, except for Me., are dressed casually.

Me. wears hot pink and black striped dress.

Mrs. Shell tells the class that Martin Luther King's marches for black rights are especially remembered for their peaceful characteristics.

She adds that the class will learn more about Martin Luther King in the afternoon.

Mrs. Shell begins reading factual book about dinosaurs and those who study them.

New bulletin board display about dinosaurs hangs in reading corner.

Atop Teri's desk is a piece of paper, and Teri holds pencil in her right hand.

Researcher moves toward Teri and sits at We.'s desk.

On Teri's paper are two model sentences written in red marker. Teri has completed copying of first and works on completing copying of second sentence.

Model sentences on Teri's paper are different than those on blackboard, where two sentences with erasures and corrections are written.

Also on blackboard are poster about Martin Luther King, Jr. and a letter to the class from Mrs. Klimesh.

In her letter, Mrs. Klimesh writes that she is doing well and thanks the class members for a card they sent her.

Chalk and eraser holder at base of blackboard displays library books about dinosaurs and one book about Martin Luther King, Jr.

9:14 A.M.

Da. has joined other students on floor, but Teri and Se. remain at their desks.

Teri completes copying second sentence.

She stands up and takes paper (with copied sentences) to shelf at back of room.

She quietly joins the group on floor, sitting behind already seated students.

As. is in front of her, and Liy. is beside Teri.

Teri strokes Liy.'s hair.

9:16 A.M.

Teacher holds up last picture in book about dinosaurs.

Liy. whispers something to Teri as Se. joins class on floor.

Teacher tells the class she has finished reading book and then asks comprehension question.

A student raises his or her hand and correctly answers question.

Teacher directs the class to listen carefully as she gives directions for next assignment.

Liy. turns toward Mrs. Shell and listens.

Teri looks at the researcher and smiles.

Teacher provides two-part directions which involve a worksheet and a paragraph.

Worksheet directions include cutting out printed sentences and pasting them below corresponding printed pictures.

Br. asks Mrs. Shell what activity should be attended upon completion of assignment.

Mrs. Shell replies that the students should continue their work in their learning logs that they began on Friday.

Mrs. Shell then expands upon activity to immediately follow. She says that students are to write a three sentence or more paragraph using paper in their learning logs or writing journals.

She adds that the paragraph should include at least two facts about dinosaurs.

Mrs. Shell asks Dal. to read the names of students who were good listeners, which he does.

Teacher informs the students that when their names are called they can stand up, collect their worksheets for their paragraphs, and begin their work.

Dal. calls names of all students.

Researcher moves to table number one, and Mrs. Shell begins to circulate through classroom.

9:26 A.M.

As students begin their new assignment, Mrs. Shell walks to Teri and compliments her for writing her name on her paper. Mrs. Shell then directs We. (three times) to turn around and get busy.

She tells him, as well, that he needs to get his name on his paper.

Mrs. Shell praises Jar. for throwing away scraps created when cutting his worksheet.

Mrs. Shell then praises two other students, one of whom is Jen., for the way that they are working.

9:28 A.M.

As do other students, Teri cuts her worksheet into squares. Teacher directs Teri to keep cutting out parts of her worksheet, which Teri does.

Kr. attends to her own work as does Me. (Teri's desk group partners).

Teacher reads one sentence to Teri.

She then asks Teri, "Which picture looks like that?"

Teri selects correct picture, and Mrs. Shell says, "Good."

Mrs. Shell directs Teri to glue sentence below that picture.

Teacher then moves Teri's focus to next sentence.

9:33 A.M.

Teacher praises Jar. and Ka. for the way they are working.

Teacher reads new sentence to Teri and asks Teri to identify corresponding picture.

Teri does this correctly, and Mrs. Shell says, "O.K. Glue it under that."

9:34 A.M.

22 January 1991 (Tuesday)

9:15 A.M.

Researcher wears white skirt with colorful Mexican sweater and sits in Li.'s chair (behind Teri).

Teri sits at her desk and copies two sentences.

She wears jeans and sweatshirt.

Sentences on blackboard are same as those on Teri's paper today.

Model sentences on Teri's paper are written in orange marker.

All other students sit in reading corner.

Except for Jen., who sits on chair, all students sit on floor.

Li., An., and Ca. wear Brownie uniforms.

Other students are casually dressed.

Seated in rocking chair in reading corner is Mrs. Shell.

She reads aloud a book about dinosaurs.

Mrs. Shell wears brown jumper with plaid shirt.

Mrs. Shell stops reading and asks the students to predict ending of book based on beginning part just completed. Mrs. Shell discusses meaning of word, "prediction." She tells the students that, for their next assignment, they will complete in writing the story (beginning) just read aloud.

Table number two displays variety of plastic and rubber dinosaurs.

Teri has completed copying all but final two words of first sentence to be copied.

9:21 A.M.

Mrs. Shell asks Jen. to call names of quiet listeners. As Jen. calls names, named students stand. All names except for Teri are called. Mrs. Shell tells the students that she is thinking of a "mystery person" and that she will watch to see how that person gets started working today. She excuses students to return to their desks. Researcher moves to table number one. Researcher asks Jen. why she called all students' names except for Teri. Jen. replies that she did not include Teri among quiet listeners because Teri was not in reading corner and was, instead, at her desk.

Mrs. Shell writes about mystery person on blackboard. Mrs. Shell writes that the mystery person is doing well so far. She then tells the class that the mystery person will be first to line up after the VIP for music class today.

9:25 A.M.

Teacher goes to Teri and asks Teri to orally read her first sentence. Br. and Dal. work at extra desks in back-left corner of room. Liy. asks Mrs. Shell if she (Mrs. Shell) will tell Teri how the story ends. Mrs. Shell replies, "No. Teri will make up her own ending."

9:28 A.M.

Researcher moves to table number two. With one of two sentences copied, by Teri, Mrs. Shell speaks with Teri about and starts Teri working on her story ending. Teacher and Teri staple extra piece of paper into Teri's learning log. Teacher says she will write a note to Teri's mother to say that Teri needs a new learning log.

Teacher writes more words on blackboard.
Words on blackboard include the following: female, male, forward, fight, swings, buried, surround, Tyrannosaurus, and Triceratops.

Teacher returns to Teri and tells Teri to finish her sentences first and then to begin her story ending.
Jar. comes to Mrs. Shell and gives her his story ending which reads, "I predict that _____."
Teacher tells Jar. and the class that story endings should be written in story form.

9:31 A.M.

Me. and An. bring their story endings to Mrs. Shell.
Mrs. Shell gives Me. and An. another assignment.
Me. then asks the teacher if the word "male" or "female" means boy.
Mrs. Shell tells Me. that "male is boy."

Teacher walks to blackboard and writes additional words on same.

Researcher walks to Mrs. Shell and asks her if the boys at extra desks are there because they want to be.
Mrs. Shell replies, "Yes, they need the extra room."

Visitor enters classroom and speaks with Mrs. Shell.
Teacher tells the visitor that "when Teri finishes her sentences, she will be writing a prediction for the ending of the book."

Visitor is substitute aide in classroom today.

Mrs. Shell orally identifies and praises the way two students are working currently.
She adds that her "mystery person is working well too."

9:37 A.M.

Substitute aide takes book earlier read by Mrs. Shell and moves a chair beside Teri.
Substitute aide sits beside Teri and pages through book.

Mrs. Shell announces to the class that she will not read the story ending aloud today.
She says that the students will have to think about it for the rest of the day.
Jo. looks at the researcher and says, "Oh no! I'm going to have to get that book!"

Teri completes her sentence copying and takes her paper with same to shelf at back.
Liy. stands at back shelf and looks at how other students finished their stories.

Liy. gives Teri a hug.
Mrs. Shell tells Liy. that Teri has other work to do.

Teri returns to her desk and the substitute aide quietly reads book to Teri.

While doing this, the substitute aide and Teri also look at illustrations in book.

Teri's desk groups partners, Kr. and Me. continue to write their story endings.

Mrs. Shell stands at back of classroom speaking with students there.

9:45 A.M.

23 January 1991 (Wednesday)

8:45 A.M.

Researcher speaks with Mrs. Shell regarding possible change of time for observation to include the 9:45-10:15 time slot.

Mrs. Shell informs the researcher that such change is acceptable.

Researcher leaves message for IFSP Julie indicating change of time for observations.

Approximately 8:55 A.M.

9:45 A.M.

Researcher wears white slacks and sweater, and she sits at table number one.

Mrs. Shell wears blue and black checkered slacks with black sweater, and she tours classroom.

Teri wears jeans with sweatshirt, and she sits at her desk.

IFSP Julie, sitting by Teri, wears dark skirt with red sweater.

While Kr. and Me. look on, IFSP Julie talks with Teri.
As. asks the researcher how to spell a word, and As. and the researcher sound it out together.

Researcher moves to reading corner, where she sits on floor to observe Teri and the IFSP.

IFSP Julie holds clothespins in her hands.

Pins have alphabet letters attached to them.

IFSP Julie also has a laminated card with pictures.

One picture, for example, is of fish.

Teri puts pins beside the picture having same initial sound.

Teri puts her finger on picture of fish and says, "Fish."

IFSP Julie says, "What letter does 'fish' start with?"

Teri replies, f, and IFSP Julie gives Teri pin with same letter on it.

In same fashion, IFSP Julie and Teri work with pins and pictures.

When Teri comes to initial sound of word ("mouse"), that Teri cannot identify, IFSP Julie asks, "What letter does Me. start with?"

Teri replies, m.

Sitting on floor beside the IFSP are large manila envelopes. Envelopes are labeled for use with specific reading activities. Envelope currently opened with its contents in use is labeled, "Beginning Consonants."

9:56 A.M.

As Teri identifies letter sounds in corresponding pictures, Kr. leans over her desk and watches.

When work on beginning sounds is completed, IFSP Julie puts activity materials back in envelope.

IFSP Julie then pulls card and clothespin from another envelope.

New envelope is labeled, "Upper and Lower Case Letters."

Li., He., and Me. sit in reading corner and read dinosaur books.

Kr. continues her work at her desk.

She then stands up and walks to back counter.

Br. works in his dinosaur journal.

Mrs. Shell announces that she likes the way "some people work in their dinosaur journals when done with another assignment."

On blackboard, two sentences are written in yellow chalk. Pink chalk is used to write over erasures.

10:02 A.M.

IFSP Julie gets out a new card having numbers written in word form.

Clothespins to be used with same have digits attached to them, and they are placed on Teri's desk.

Teri identifies word form of number and finds clothespin with corresponding digit.

Teri attaches clothespin with digit to card so that word form and digit of number are connected.

Researcher moves to back-left corner.

Attached to wall in corner are dinosaur facts written by 17 students.

Students' posted work was done by Teri as well as the following students: Kr., Br., Be., Li., Liy., Da., Je., Jen., Me., Ca., Jar., Jo., We., As., Al., and Ka.

Jo. works independently on his story ending.

Kr. writes in her dinosaur journal.

Researcher moves to table number one.
10:06 A.M.

24 January 1991 (Thursday)

9:45 A.M.

Researcher wears burgundy pant suit and sits at table number one. Mrs. Shell wears white shift and brown shirt, and she tours room coaching the students in following an assignment. Teri wears blue sweat suit and sits at her desk looking up toward ceiling.

All other students are casually dressed and sitting in their assigned seats with pencils in hand and beginning an assignment.

Jar., however, wears Cub Scout uniform.

On blackboard, a paragraph about dinosaurs is written. Mrs. Shell tells the researcher that the students made a chart of information about a particular kind of dinosaur. Mrs. Shell adds that the class then translated charted information into sentences (on blackboard). Mrs. Shell further explains that the student can now either copy sentences already written on blackboard or make a new chart of information and develop new sentences about that particular kind of dinosaur. Researcher moves to the reading corner and kneels on floor.

9:52 A.M.

Teri begins to copy sentences from blackboard. Mrs. Shell goes to Teri and looks at her written work. She tells Teri that she is doing good work.

Kr. tells the researcher that the students copying existing sentences from blackboard must also copy the information chart from which sentences were developed.

Mrs. Shell tells the researcher that this plan allows for two levels of work, copying existing work and generating new work. Researcher moves to sit by table number one.

Mrs. Shell asks the class for show of hands of students who are making their own (new) paragraphs.

Approximately eight students raise their hands.

Teacher tells these students to remember to make their charts before their paragraphs.

Me. talks with Teri about her work.

Me. tells Teri to continue copying from blackboard.

Teri is not copying from blackboard but from another, unrelated paper completed by Kr.

Both Kr. and Me. copied their charts and paragraphs from blackboard.

9:58 A.M.

Mrs. Shell announces that the students are working well on a "kind of hard assignment."

She then tells the class that after their chart and paragraph work is complete, students "can read, write, or draw."

Jar. walks into classroom from hall.

Jen. and Kr. go to wooden rack holding papers "in front of extra desks number one and two" and remove paper, taking same to their desks.

Kr. opens a blue box containing an envelope with writing on same.

Atop Teri's desk are four library books and a manila envelope. Teri has completed copying all but last two words of first line of Kr.'s page.

Jar. removes his Boy Scout uniform's scarf.

Mrs. Shell directs Jar. to continue to wear his uniform, or he "may loose it by the end of the day, as happened last time."

Mrs. Shell repeats her direction to the students concerning what they should do upon completion of their current assignment.

Mrs. Shell tells Br. to go with Se. to bathroom.

Mrs. Shell then tells Jar. to give her part of his uniform.

Me. tells Teri that she is "doing good."

10:04 A.M.

Teri works on her second line of copying.

Jar. resists giving Mrs. Shell the parts of his uniform that he removed.

Jar. tells Mrs. Shell that she will have to buy his uniform.

Mrs. Shell holds out her hand to Jar., and he gives a red item to Mrs. Shell.

Jar. twists his uniform's scarf.

Mrs. Shell tells him to "put it away or [he] will loose the whole uniform by the end of the day."

We. is not done with his assignment and expresses frustration.

Researcher goes to We. and shows him that he is about half done with his paragraph.

Mrs. Shell walks by and says, "Good We."

10:07 A.M.

Mrs. Shell directs the students to raise their hands if they are done with their chart or paragraph work.

Br. and Se. enter room, and the teacher thanks Br.

Jar. sits looking forward at blackboard without working.

Mrs. Shell tells the researcher that Br. went with Se. to bathroom because Se. got into trouble earlier in week in bathroom.

She adds that Se. will be accompanied by an escort when he goes to bathroom throughout current week.

10:12 A.M.

Kr. shows Teri journal that Teri has scribbled on.
 Researcher asks Kr. if Teri scribbled on her dinosaur journal.
 Kr. says, "No, but she had one."

10:14 A.M.

Mrs. Shell tells Teri that she likes the way Teri has been working and that Teri can go and get a stick.
 Researcher walks to the teacher's desk.
 On same is paper cup with four sticks in same.
 Two sticks are marked, "Good following."
 Two are marked, "Good listening."

Mrs. Shell announces that the students can get out games for an indoor recess.

Researcher asks Mrs. Shell about wooden sticks.
 Mrs. Shell tells the researcher that Teri can take any stick from the cup when directed, regardless of words on same.
 She adds that Teri looks at such sticks, however, and "always picks her favorite first."

10:17 A.M.

28 January 1991 (Monday)

10:40 A.M.

Researcher wears light green slacks with blouse and tours room as students begin an assignment.
 Mrs. Shell wears white stretch pants and multicolor sweater, and she tours room looking at students' work.
 Teri is not present.
 Other students are casually dressed and are seated in normal, assigned seats.
 Researcher sits at table number one.
 Each student has pink piece of paper depicting three sketched outlines of dinosaurs.
 Students independently write recalled facts (not in sentence form) about a dinosaur of own choice on front side (with dinosaur sketch).
 After independently recalled and written facts are recorded on front side, students write additional facts on back side.
 Such additional facts are obtained by referring to book about dinosaurs.

Teri's desk has piece of white lined paper on same.
 On her paper are written two sentences on regular black ink.
 Several blank lines create space between two sentences.
 Sentences on Teri's paper are identical to two sentences on blackboard.

Jo. walks to Mrs. Shell and says that Se. is making too much noise for him to work.

Mrs. Shell directs Se. to work more quietly.

Se. moves to sit at table number one.

Mrs. Shell reminds the class to "not worry about putting information into sentences, [but to] just get the facts."

10:48 A.M.

Mrs. Shell tells the class that she likes the way the students are working.

She reminds them, however, to "use six-inch voices."

Mrs. Shell walks to Se. and says, "How are you doing, buddy?" Se. has written enough facts to fill up one of three outlined dinosaurs on his pink paper.

Al. scans her paper, making some erasures and corrections.

He. has open dinosaur desk on her desk and adds facts to back side of her pink paper.

Kr. carries dinosaur book to her desk.

Li. selects dinosaur book from chalkboard shelf.

Liy. walks to her desk looking upset.

When Liy. nears table number one, Mrs. Shell picks up and gives to Liy. a new sheet of pink paper with dinosaur sketches.

Mrs. Shell tells Liy. that she "should not take things so hard, like that."

Liy. sits at her desk.

She repeatedly refers to her old pink paper, turns it over, and writes on her new pink paper.

Mrs. Shell tells the researcher that students researching same kind of dinosaurs will get together tomorrow to share facts.

Mrs. Shell adds that she will share facts with any students who are researching a particular kind of dinosaur.

Researcher volunteers to assist.

Mrs. Shell smiles and says, "O.K."

Mrs. Shell sits at table number one.

Several students congregate around her.

We. is also and still at table number one, looking at dinosaur book.

After speaking with students nearby, Mrs. Shell helps We. read by pointing to target word or words and assisting with initial sound or sounds, as minimally needed.

An. sits at her desk, referring to dinosaur book and writing on back of her pink paper.

Researcher asks Liy. why she is copying her dinosaur facts onto new pink page.

Liy. explains that she could not read her writing and wanted to do it over.

Researcher walks to We., now alone, and assists him in reading about the dinosaur called Ankylosaurus.

10:10 A.M.

At his request, the researcher continues to assist We. in his work.

10:15 A.M.

Mrs. Shell directs the class to put their names on their fact sheets and hand in their work.

She says that her secret person was Jo.

She tells the class that all students wearing the color green can line up for recess.

10:16 A.M.

30 January 1991 (Wednesday)

9:47 A.M.

Wearing burgundy slacks and sweater, the researcher walks beside many students seated on floor in hallway and enters classroom, sitting on floor at back and center same.

As she approaches doorway to classroom, Mrs. Shell directs students on floor in hallway to enter classroom and take assigned seats.

Mrs. Shell wears blue jeans with green sweater.

Teri is not present in classroom.

Mrs. Shell goes to blackboard and writes words volunteered by students.

Words on blackboard relate to dinosaurs, e.g., spikes, defend, sharp, weighed.

Mrs. Shell directs students to read their work to a wall to "try to catch mistakes."

Mrs. Shell adds that, after reading to a wall, students should read to a partner.

Students are dispersed throughout classroom working.

He., Br. and Liy. sit at table number one.

Ca. and An. sit at table number two.

Se. leaves classroom.

Mrs. Shell says to the class, "Excuse me. I'm sorry. But we need to be really quiet when we do this."

We. walks to table number one looking upset.

Researcher asks We. what is wrong, and he explains he has a loose tooth.

Mrs. Shell walks to We., as well, and says, "How are we doing, We.?"

Mrs. Shell circulates through room and then announces that, upon finishing and handing in their rough drafts, students can read, write, or draw.

Mrs. Shell adds that students' fact sheets and rough drafts should be turned in together.

Al. staples her fact sheet and rough draft together and puts same on shelf at back of room.

Researcher works with We. on sentence structure in his rough draft.

10:02 A.M.

Researcher assists Je. with spelling in his rough draft.

10:08 A.M.

Me. rereads her rough draft while also checking and referring to facts on her pink fact sheet.

Teri is still not present in classroom.

Kr. has crayons atop her desk and cuts out a picture.

10:12 A.M.

Ca. works on her rough draft, also referring to her fact sheet.

An., whose rough draft is on her desk, reads in dinosaur book.

Researcher asks Kr. and Me. if Teri is ill, and they say, "Yes, she's been sick for several days now."

Mrs. Shell comes to Kr. and Me. to see how they are doing.

She then announces to the class that recess time is very near.

10:14 A.M.

Mrs. Shell directs the students to hand in their work whether it is done or not, so she can make corrections.

Students rush to the teacher's desk for stapler.

Mrs. Shell turns off lights, takes stapler to back shelf, and instructs the students to "one-by-one staple and hand in."

10:15 A.M.

Mrs. Shell excuses students for recess.

Researcher asks Mrs. Shell if the students will be reading their dinosaur reports aloud to the class.

Mrs. Shell replies that the students may orally read their reports on Friday.

Researcher asks Mrs. Shell at what time such reading occurs.

Mrs. Shell indicates that such oral reading would occur between 10:30 and 11:30 in morning.

Researcher asks Mrs. Shell if she could observe at that time, and Mrs. Shell responds in the affirmative.

The researcher also asks Mrs. Shell if Teri's written work almost always involves copying on the same page rather than from a separate or master page.

Again, Mrs. Shell replies in the affirmative.
10:22 A.M.

31 January 1991 (Thursday)

9:45 A.M.

Researcher wears red slacks and sweater, and she sits on floor in reading corner.

Mrs. Shell wears rust-colored slacks with white blouse and circulates through room as she observes work and makes comments.

Teri is present and seated at her desk.

She wears jeans and sweatshirt.

IFSP Julie, who sits to Teri's left, wears jeans with brightly colored sweater.

She looks through dinosaur book and repeats dinosaur facts aloud.

IFSP Julie asks Teri where she (Teri) saw a dinosaur.

Teri replies, "At a museum."

On a pink sheet of paper with three outlined dinosaurs on same, IFSP Julie writes after hearing Teri's reply.

Other students, who are casually dressed, are dispersed throughout classroom.

Some sit at their own desks, some at extra desks, and some at tables number one and two.

Other students converse with Mrs. Shell near the teacher's desk.

Kr. stops to look at IFSP Julie working with Teri.

9:51 A.M.

Researcher asks Mrs. Shell if students who will be orally reading their dinosaur reports have already completed their final drafts of same.

IFSP Julie uses pencil to write/print the name of one kind of dinosaur on one sheet of paper.

Teri copies same onto another sheet of paper.

In this process, IFSP Julie identifies letter to be copied and coaches Teri concerning letter shape in such copying.

IFSP stops writing activity and directs Teri on how to blow her nose into a Kleenex.

She tells Teri to close her mouth and then blow through her nose.

After Teri blows her nose, IFSP Julie directs Teri to pick up her pencil again.

IFSP says, "My."

IFSP Julie says, "How do you spell 'my'?"

IFSP Julie repeats this process with the word "favorite."

Then, while pointing to alphabet letters secured to Teri's desk, IFSP Julie sounds out the words just identified.

10:00 A.M.

Mrs. Shell works with Br. and We. at extra desk number one.

Liy. stands beside the IFSP and touches her back.

IFSP asks Liy. to get her book off chalk holder.

Liy. gets her book and gives it to IFSP Julie, who shows Teri that word "dinosaur" begins with a lower case letter when written in middle of sentence.

Teri writes lower case d, and IFSP Julie says, "Perfect."

Mrs. Shell directs Se. to work harder or to stay inside for recess.

Researcher walks over to Se. and watches more closely.

Researcher gives Se. encouragement, who says he must work fast or lose recess.

Researcher walks back toward Teri.

10:05 A.M.

Teri finishes writing last word in her first sentence.

First sentence reads, "My favorite dinosaur is Stegosaurus"

IFSP replies, "Good," and tells Teri to add a period.

IFSP Julie looks at pink fact sheet and then asks Teri what else she remembers.

Teri provides short response, and IFSP Julie tells Teri to put her response in sentence form.

Teri provides sentence, and IFSP Julie writes same on separate page.

Teri copies second sentence.

10:12 A.M.

Teri completes copying second sentence, and IFSP Julie asks Teri if she wants to add anything about "his body, teeth, or brain?"

IFSP Julie asks, "Do you want to tell me about his brain?"

She further asks, "Was it big or little?"

Teri replies, and her reply is restructured, written, and copied as third sentence.

10:15 A.M.

Mrs. Shell says to the class, "Excellent job, second graders. If you don't have your report done, you can work on it during free time today."

Be. leaps and says, "We have free time today!"

Mrs. Myer enters classroom and discusses recess with Mrs. Shell.

Mrs. Shell then tells the class that they will be going outside for recess.

General commotion and student running occurs.

Three times Mrs. Shell says, "You are too loud."

10:17 A.M.

Although Se. has not completed his report, he goes outside for recess.

Researcher asks IFSP Julie if she gave Teri a reinforcement stick this morning.

IFSP Julie, "No, I don't do those."

10:19 A.M.

4 February 1991 (Monday)

9:45 A.M.

Researcher wears lavender slacks with multicolor jacket and sits in back-left corner.

Mrs. Shell wears blue and black slacks with black sweater and stands beside table number one.

All students are casually dressed including Teri, who wears sweat suit.

IFSP Julie wears blue skirt with red and white sweater and kneels beside Teri.

Students are dispersed throughout room, including Teri, sitting at their desks.

Mrs. Shell says to Teri, "Good job. Why don't you go get a stick?"

She then says to the class, "It has to be based on the story we talked about this morning."

9:48 A.M.

On Kr.'s desk is carefully cut out paper mitten.

On same, Kr. has written, "The Mitten."

Also on same and after "Retold by," Kr. has written her name.

Atop Teri's desk is a manila envelope with one stick.

Also atop her desk is a roughly cut out paper mitten.

On mitten are several printed sentences.

Teri copies these sentences onto lined paper.

IFSP Julie begins new activity.

She puts worksheet on Teri's desk.

Worksheet has many pictures on it.

Pictures are contained in boxes with three pictures per box.

In each box, one of three pictures does not begin with letter b.

IFSP Julie directs Teri to mark an x through pictures not beginning with letter b.

IFSP Julie asks Teri to repeat directions.

Teri incorrectly restates same.

IFSP Julie provides demonstration by doing first three boxes.

IFSP Julie then directs Teri to do the page by herself.

Researcher tours classroom.

Throughout room, students are writing stories on mittens, the latter of which range in size and style.

Mrs. Shell directs Dal. to do his work.
Dal. moves his chair to extra desk number two and then rests his head on same.
Dal. then sits up and taps his pencil.

10:02 A.M.

Teri completes worksheet previously begun.
IFSP Julie gives her new directions, telling Teri to put a b beside every picture beginning with that sound.
IFSP Julie then provides demonstration with first box of pictures.
In doing same, IFSP Julie identifies picture, says corresponding word, and emphasizes initial letter sound.

Teacher tours classroom looking at and conversing with students about their work.
Researcher also tours room.
She stops to read We.'s story and assists him with use of capital letters and periods.

10:10 A.M.

IFSP Julie gets out two additional worksheets.
She asks Teri if she (Teri) would like to write some b words.
One worksheet has a baseball bat and a letter b on it.
Another worksheet has pictures and corresponding words that begin with the b sound.
For example, one drawing is of a bear, and it has "bear" written beside it.
Teri copies "bear" from the latter worksheet onto back of former worksheet.
Teri gets up, goes to back of room, and blows her nose.
IFSP Julie tells Teri to bring back additional tissues to her desk.

10:13 A.M.

To Mrs. Shell, Jo. says, "I finished!"
Mrs. Shell replies, "Good, Jo. You are really working hard."
Mrs. Shell gives Jo. a hug.

Teri completes her writing of "bear" and is asked (by IFSP Julie) what letter it starts with.

Se. calls, "Recess! It's time for recess!"
Mrs. Shell says that all students wearing black can get ready for recess.
Mrs. Shell then stands by door.
There is a rush of sound.
Mrs. Shell flicks off ceiling light.
She shushes the students putting on their coats and says, "Teri is still working."
Teacher excuses other students in similar fashion to prepare for recess.

Bulletin board on right wall depicts two black silhouettes of Presidents Washington and Lincoln.

Also included are brief descriptions of their lives and contributions.

Bulletin board on back wall is captioned with words, "Outstanding Black Americans."

On same are posters of outstanding black Americans.

To its right is another display captioned by, "Outstanding 2nd Graders."

This bulletin board has subheadings that include the following "Scientists and Inventors, Reformers and Readers, [and] Athletes."

10:20 A.M.

Teri puts on her boots as IFSP Julie leaves and says to Teri,

"What's the letter b say?"

Teri makes the sound of a b, and IFSP Julie says, "Good one, Teri."

Researcher assists Teri in putting on her coat when she discovers that her coat has a broken zipper.

Approximately 10:25 A.M.

5 February 1991 (Tuesday)

9:50 A.M.

Researcher wears green slacks with sweater and kneels beside table number two.

Mrs. Shell wears beige skirt with orange sweater and writes on blackboard.

IFSP Julie wears denim skirt and printed sweater, and she sits on Teri's left side.

Students are casually dressed and dispersed throughout classroom engaged in work.

Brownie uniforms are worn by Teri, Liy., and An.

Mrs. Shell looks at students and says, "Second graders, we need to work quietly, please."

Br. asks Mrs. Shell why there is only one George Washington book when there are several Abraham Lincoln books available.

Mrs. Shell replies, "There are two George Washington books."

Atop Teri's desk is reading book which is open to page having words beginning with letter b.

IFSP Julie points to one such word and says it out aloud.

IFSP Julie tells Teri to say, "beach."

IFSP Julie then tells Teri that she needs to hurry.

Teri says, "Beach," and Julie says, "Thank-you."

IFSP Julie continues to say and point to other words on page, and Teri repeats these words.

9:50 A.M.

Researcher tours classroom.

Bulletin on right wall has directions for current assignment. These directions are as follows: 1. Read about Washington or Lincoln. 2. Trace head of Washington or Lincoln on black paper. 3. Cut out head. 4. Glue the head on a piece of paper. 5. Write a story about Washington or Lincoln. 6. Put your story on the bulletin board. 7. Do the president you have not done yet.

Shelf below above directions holds sheets of colored paper. Posted to bulletin board and to right of above directions are black paper cut-outs (silhouettes) and two completed stories.

Jar. cuts a traced silhouette of George Washington.

Liy. has glued a silhouette of Washington to piece of folded paper.

Jen. glues silhouette to piece of paper.

He. has glued a silhouette to paper and begins writing her story.

10:00 A.M.

Researcher leans on shelf at back of room.

Mrs. Shell says to the class, "Nice job, second graders."

Researcher asks Mrs. Shell how arrangements work for Teri so that she can keep up with her work assignments.

Mrs. Shell says that some of Teri's work is required work, and some is a matter of free choice.

She explains that Teri's story about a president is a matter of free choice.

She, furthermore, says that Teri will write such story if other work is already done.

Mitten story (yesterday) was required activity, Mrs. Shell explains.

Mrs. Shell states that Teri does all required work, e.g., Teri completed the mitten story.

Teacher also says that a friend can help Teri with required or free choice activity if the friend's own work is done.

Concerning this, Mrs. Shell says that she usually does not assign students to work with Teri.

Instead, she explains, "The kids ask to help when they are done with their own work."

10:03 A.M.

Mrs. Shell turns off the ceiling lights and tells the class that they are making too much noise.

She adds that the George Washington books should be on the chalk board ledge.

IFSP Julie speaks with Kr., Teri's neighbor.

IFSP Julie tells Kr. that she is to work with Teri on words on flashcards.

She directs Kr. to provide Teri with beginning sounds, if Teri needs such assistance.
IFSP Julie leaves classroom.

10:15 A.M.

Researcher walks into hallway as many second-grade students leave for recess.
School janitor delivers milk and juice to Mrs. Myer's and Mrs. Shell's classrooms.
Sc., Jei., and Na. leave Mrs. Myer's classroom together.
Mr. and May. also leave Mrs. Myer's room, and May. says, "Hi, Miss. Wright."
Their classmates, St. and Ki., walk toward exit door as Todd gets his coat.

From Mrs. Shell's room, Liy., Jen., and Dal. leave for recess.
Mrs. Shell and Teri walk down hallway together.
Mrs. Shell says, "Is this to show IFSP Julie?"
Teri says, "Yes."

In Mrs. Myer's classroom, Todd sits on floor and puts on his snowpants.
10:20 A.M.

6 February 1991 (Wednesday)

9:53 A.M.

Researcher enters classroom to find room full of students, many sitting on floor.
Two visiting classes are present with their teachers as are regular classroom students and Mrs. Shell, substitute teacher for Mrs. Klimesh.

A woman, later identified as a professional story teller, stands in middle of room.
She tells story of young boy who wishes he were and in a dream becomes a dinosaur.
At story's conclusion, students throughout classroom raise hands and are called on to comment or ask questions.
One student asks why the story teller wears a piece of equipment around her neck?
Story teller explains that she wears an amplifier to improve one student's hearing capabilities.
Following other comments and questions, visiting classes leave.
10:15 A.M.

7 February 1991 (Thursday)

9:45 A.M.

Researcher wears Mexican outfit and enters Mrs. Myer's classroom, having found Mrs. Shell's classroom empty.

Students from Mrs. Shell's and Mrs. Myer's classrooms watch video presentation about weather.
Students from Mrs. Myer's class sit at their desks, which have been moved from center of classroom.
Students from Mrs. Shell's classroom sit on floor in middle of room.

9:58 A.M.

Mrs. Shell switches ceiling lights and tells her students to return to their regular classroom.

After students are resettled in their regular classroom, Mrs. Shell asks the class if they preferred the story or weather video.

Students generally indicate preference for story.

Mrs. Shell asks the students if they preferred the book or tape.

Students generally indicate preference for tape, but Mrs.

Shell notes that everyone in classroom did not respond.

Mrs. Shell tells the students to write something they learned about weather in their learning logs.

Mrs. Shell writes on blackboard the following: 1. favorite part of book. 2. something you learned about the weather.

Mrs. Shell wears blue printed dress with high heels.
Students, including Teri, are casually dressed.

While Teri's desk group partners, Kr. and Me., write in spiral notebooks, Teri leafs through pages of a spiral.

Mrs. Shell says to the students, "When you're done, you can read, write, or draw."

Dal., He., and Jen. take their learning logs to shelf at back of room.

10:04 A.M.

Mrs. Shell circulates through classroom looking at work and talking with students about same.

Teri holds her spiral notebook to her chest and talks with Me.
Teri then places her spiral on her lap and writes something on an open page of spiral.

Mrs. Shell comes to Teri and puts piece of paper on Teri's desk.

Piece of paper depicts picture of bird and has blank lines, all of which begin with letter b.

Mrs. Shell tells Teri that her worksheet concerns the b sound.

Mrs. Shell walks away.

Teri prints b repeatedly on top line of worksheet.

Kr. looks at worksheet and says to Teri, "B."

Kr. says, "What sound does 'bird' start with?"

Mrs. Shell returns to Teri and says, "Very good," and then she leaves the classroom.

Teri continues to write letter b on worksheet.

10:12 A.M.

Researcher goes into hallway and sits on chair.

We. enters hall, as well, and appears to be looking for something in pile of materials.

Mrs. Shell walks toward the researcher and We., and she asks We. why he was sent into the hallway.

We. becomes very quiet.

Mrs. Shell whispers something to We., and she and We. walk together into classroom.

10:15 A.M.

Researcher asks Mrs. Shell if parent-teacher conferences begin later today and continue tomorrow, and Mrs. Shell replies, "Yes."

Mrs. Shell begins excusing students for their recess.

Approximately 10:16 A.M.

11 February 1991 (Monday)

9:45 A.M.

Wearing blue slacks with sweater and tennis shoes, the researcher sits at table number two.

Mrs. Shell circulates throughout classroom wherein students sit in desk groups and independently work at writing or coloring.

Mrs. Shell wears blue slacks with sweatshirt and tennis shoes. IFSP Julie kneels beside Teri, who sits at her desk and writes.

Teri wears jumper with a blue shirt.

Vocabulary words from The Drinking Gourd, a story, are written on blackboard.

Teri copies these words, but she copies from Kr.'s vocabulary list, not from blackboard.

Kr. is not at her desk but sits with Jo. at table number one, where they look at a globe.

Mrs. Shell shushes Be. and We., telling them not to talk.

Jar. makes outburst of sound.

Mrs. Shell looks at Jar., who looks back at Mrs. Shell and ceases from making sound.

While Teri continues to copy, IFSP Julie sits on counter at back of room.

Mrs. Shell walks by Teri, looks at her work, and then walks to Jar.

Jar. expresses frustration to Mrs. Shell; he expresses disdain at having to draw a person.

Mrs. Shell replies, "People are hard to draw."

Jo. whispers loudly, "Saudi Arabia."

He. joins Kr. and Jo., who still sit at table number one with globe.

Mrs. Shell says audibly, "Se. is really doing a nice job this morning."

Mrs. Shell then returns to Teri, asking her permission to see her work.

Mrs. Shell looks at Teri's work, verbally noting that Teri has written her name on her paper and has a couple more words to copy.

Mrs. Shell taps Teri on her shoulder and says, "You're doing a nice job."

9:57 A.M.

Noise level in room increases.

Mrs. Shell turns off the ceiling lights and then turns them back on.

Noise level decreases.

Vocabulary words for story book, The Drinking Gourd, are grouped by chapter.

Paper upon which vocabulary words are copied also has "Main Idea" written on it.

Students are drawing pictures of main idea on vocabulary list pages that correspond to a particular chapter.

In addition to making drawings depicting main idea, students write what they believe the main idea to be.

Kr. has completed her work on chapters 1 and 2 of book.

Teri works on and copies vocabulary words for chapter 1.

Mrs. Shell again flicks the lights on and off, but this time she does it twice and says, "That's two lights."

Researcher tours classroom as IFSP Julie returns to Teri.

IFSP Julie identifies letters that Teri needs to copy to complete her copying of vocabulary words for chapter 1.

Researcher notes that students working on chapter 1, in addition to Teri, include Se. and Je.

Students working on chapter two include Jar., Dal., and Al.

To the class, Mrs. Shell says, "Let's read, write, or draw, when you're done. There's also a presidents' word find and a valentine's word find."

Jen. works on a valentine's word find.

We. has written main idea sentence and now draws main idea picture for chapter one.

10:04 A.M.

IFSP Julie sits in reading corner with Teri and several classmates.

Classmates include He., Liy., Ca., An., and Kr.

To each classmate, IFSP Julie gives one card depicting one word.

IFSP Julie tells these classmates that these "are the words that Teri needs to learn."

IFSP Julie then holds up one card with "two" and creates valentine-related sentence using same word.

Kr. holds up "big" and recites sentence using same word.

Mrs. Shell comes to reading corner and observes.

Liy. says something, and then Teri quickly says, "My word is jump."

Teri recites sentence using same word.

In this same fashion, students hold up card with word and recite sentence using same word.

After all students in group have held up, identified, and created sentences using their particular word, students change cards with one another so that each student has new word on card.

Card changing occurs with specific direction from IFSP Julie. IFSP Julie then holds up new card, says new word, and makes a new sentence.

Liy. tells Teri that she (Teri) can distinguish between "two" and "to" because the number form of word, she explains, has a "w" in it.

IFSP Julie tells students in group that, rather than telling Teri what to say, it is better to praise for doing the right thing.

IFSP Julie explains that Teri may resent always being told what to do.

10:10 A.M.

Mrs. Shell speaks with Jar. as other students, As., Br. and Li., sit at table number one and look at globe.

In reading corner, students change cards again, and process of word identification and use in sentences begins anew.

Mrs. Shell kneels beside Da., and she spells word together with him.

Me., seated at her desk, works on a presidents' word find.

Jen. walks through classroom, looks at group in reading corner, and returns to her desk.

Mrs. Shell tells Da. that she thinks he can look at blackboard to spell particular word.

Je. and We. observe bulletin board display in reading corner. Display relates to Africa.

As. has joined group in reading corner.

Mrs. Shell announces that students wearing red can prepare for recess.

IFSP Julie tells group in reading corner to also prepare for recess, and then she leaves classroom.

Researcher asks Kr. how membership in her group was determined.

Kr. says that group on floor was determined by whoever was done with their work and wanted to play.

Students put on outerwear to go outside for recess.

Janitor brings in crate with milk and juice and places same on counter by sink.

Liy. holds Teri's coat while Teri puts on same.

Approximately 10:16 A.M.

12 February 1991 (Tuesday)

9:54 A.M.

Researcher wears gray slacks with sweater and enters classroom having been rearranged.

New desk arrangement forms shape of letter U with open or top part of U at front of classroom "nearest to blackboard."

Students, except for small group on floor in reading corner, sit at desks in new arrangement.

Mrs. Shell wears skirt with multicolored blouse and stands at back of room.

IFSP Julie stands beside and talks with Mrs. Shell and then exits classroom.

Students on floor in reading corner include He., Teri, Liy., and Ca.

Row of students sitting parallel and nearest to right wall include, from front to back, An., Jen., Al., Me., Jo., and We.

Row of students sitting parallel to and nearest to back wall include, from left to right, Dal., Je., Be., Br., Da., As., He., and Ka.

Row of students sitting parallel and nearest to left wall include, from front to back, Jar., Se., Teri, Li., Ca., Liy., and Kr.

9:58 A.M.

Mrs. Shell says to the class, "Thirty seconds are gone."

Classroom is quiet and furnace blower can be heard.

Mrs. Shell says, "That's 2 minutes. You have 1 minute left."

In hushed voice, Mrs. Shell explains, "These are timed tests for fun because they have their work done."

An. gets up and takes her page of math to Mrs. Shell.

10:02 A.M.

Teacher walks to reading corner and looks at group activity there.

Students in reading corner work again on Teri's sight word "flashcards."

Researcher tours room and double checks seating arrangement.

Students have been dismissed for recess.
 Most students are not in classroom presently.
 Liy. sits and ties Teri's coat.
 Liy. calls Teri to put her boots on.
 Liy. puts on her own coat and boots, and Teri leaves with Liy.

10:20 A.M.

Researcher converses with Mrs. Shell about possible interview time.

Mrs. Shell suggests the date of 22 February between 10:45 and 11:15, when the students will have music class.

Researcher and Mrs. Shell agree to meet at that time.

Mrs. Shell informs the researcher that Mrs. Klimesh may return on 25 February.

10:25 A.M.

13 February 1991 (Wednesday)

Approximately 9:45 A.M.

Researcher wears Mexican skirt with green blouse and sits on floor beside table number two.

Mrs. Shell wears white skirt with rust-colored blouse and speaks with We. in hallway.

IFSP Julie sits in reading corner on floor with Teri, Liy., Ca., and Jen., the latter of whom sits in rocking chair reading story silently.

Students seated on floor of reading corner cut out and make flashcards (for Teri); each card has printed word on same.

IFSP Julie wears long skirt and sweater decorated with valentines.

Many students wear red or pink clothing; included are Al., Me., An., Kr., He., Ca., Liy., and Jen.

Br. sits at table number one and looks at globe.

On wall, three cooperative groups are identified by membership and placement in room.

Group at center of front wall includes As., Liy., and He.

Group in back-right corner includes Da., Jo., and Dal.

Group in back-left corner includes Al., An., and Ca.

On the teacher's desk are two red envelopes.

One envelope reads, "Mrs. Klimesh."

The other reads, "Mrs. Shell."

On floor and in front of students' desks are decorated boxes and bags for valentines.

Mrs. Shell tells the students that, when they finish their work, they can read, write, or draw.

Mrs. Shell then moves to sit beside Se.

Upon sitting, she whispers, "Kr.! Read please!"

Mrs. Shell moves toward We. and says that she likes the way that We. is working.

She looks at We. and says, "Good."

As. tells the teacher that she wants to help cut out flashcards.

Mrs. Shell replies, "I think they have enough helpers, but you will have to ask IFSP Julie."

Mrs. Shell turns off one ceiling light and says, "That's one light. We need to keep quiet, please."

Mrs. Shell walks through classroom and stops to look at Jar.'s work.

Jar. has made a booklet to go with The Drinking Gourd, book being read by the students currently.

Mrs. Shell then speaks to some girls in reading corner. She tells the girls not to fight because fighting will not help Teri.

Je. is also in vicinity of reading corner.

He observes activity in reading corner.

IFSP Julie tells Je. to speak nicely to other people.

IFSP Julie says to Je., "You can watch, but you cannot say mean things."

10:07 A.M.

Girls sitting in reading corner with Teri play a learning game with flashcards.

Je. sits on floor in reading corner and silently reads.

IFSP Julie is not on floor with group but stands on other side of bookcase.

Looking over bookcase, IFSP Julie watches group engaged in learning game.

IFSP Julie stops game to coach group in proper flow of game activity.

Liy. scolds Teri loudly and tells Teri that she is not playing the game right.

IFSP Julie reminds Liy. how it feels to be scolded, and she tells Liy. to not lecture Teri.

In doing this, IFSP Julie acknowledges to Liy. that she knows that Liy. and Teri are best friends.

At this juncture, as well, IFSP Julie asks Teri to count the cards.

Kr. asks IFSP Julie how the card game is played.

Je. now sits in rocking chair in reading corner while reading book.

10:13 A.M.

14 February 1991 (Thursday)

9:45 A.M.

Researcher wears red slacks with valentine sweater and kneels beside table number two.

Mrs. Shell wears beige skirt with red top and observes commotion between Jo. and We.

Mrs. Shell directs We. to go into hallway where she will talk with him shortly.

Students, most of whom wear red, pink, or valentine-related outfits, sit in assigned places.
Valentine boxes are attached to front of students' desks.

Mrs. Shell leaves classroom to speak with We. in hallway.
Students are engaged in art project relating to The Drinking Gourd.

After cutting out and pasting stars in appropriate places, students are coloring story-related picture.

Mrs. Shell returns to classroom and tours room.

She comments on students' work.

We. returns to classroom and asks Mrs. Shell if he has to do all of the picture coloring.

9:52 A.M.

Mrs. Shell informs We. that he does need to do all coloring, and We. objects to same.

Researcher speaks with We. and tells him that, if he gets all his work done, he can help her pass out valentine candy later today.

Students in classroom are very quiet, and the researcher can hear furnace blower.

Students continue to color independently.

Researcher asks Liy. if students are coloring more than one picture to accompany The Drinking Gourd.

Liy. replies in affirmative, saying that there are two pictures, and she as well as Teri are both now working on second picture.

Mrs. Shell informs the researcher that the students are doing the final and funniest part of work involved with The Drinking Gourd.

Mrs. Shell adds that each student is completing two pictures.

Researcher informs Mrs. Shell of previous conversation regarding valentine candy that the researcher has brought with her today.

Mrs. Shell announces to the students that all the learning log work is completed and that students can now speak with "six-inch voices."

While Liy. holds glue, Teri cuts out her stars.

Teri takes the glue and applies it to her stars.

Mrs. Shell says that students may no longer speak with "six-inch voices" because there has been too much talking.
Announcement on public address system indicates that upcoming recess will be an indoor recess.

Researcher compliments Teri on completing her picture.
Researcher notes, as well, that Teri's name is not on her picture, and she reminds Teri to write her name on same.
Teri writes her name, takes her picture to Mrs. Shell, and the teacher replies, "Good, hand it in."

Teri puts her picture on shelf at back of room.
Although there are several piles of papers on shelf, Teri puts her picture in correct pile.

10:15 A.M.

Mrs. Shell announces that recess time has come.
Mrs. Shell tells We. to pass out candy.
Researcher gives We. candy and instructs him to put one piece in each valentine box or sack.
We. smiles and then distributes candy.
Approximately 10:17 A.M.

18 February 1991 (Monday)

10:02 A.M.

Wearing black jeans with sweater and checkered shirt, the researcher sits at table number one.
Students sit on floor in reading corner in groups of two.
Mrs. Shell sits in rocker in reading corner while reading aloud from book, Martin Luther King.
While Mrs. Shell reads aloud, each group or pair of students shares and follows oral reading in one book.
Not included in group on floor, however, are We. and Da., who copy corrected sentences from blackboard.
Researcher moves closer to reading corner and observes that, while sitting with group on floor, Teri writes on paper.
Ca., who sits beside Teri along with Liy., points to letters and whispers in Teri's ear.
We. has by now joined group on floor.

Saying, "That is as far as we are going to go today," Mrs. Shell directs the seated students in reading corner to close their books.
A rush of student chattering in reading corner is audible.
Mrs. Shell lowers her voice and speaks in hushed voice about segregation.
As Teri continues to copy, she whispers with Ca. and We.
Mrs. Shell asks Da., who now is seated with group in reading corner, to discuss meaning of self-worth, but Da. does not respond.
Instead, another student answers, and Mrs. Shell clarifies that answer.
Whispering sounds around Teri amplify, and Mrs. Shell states that only Ca. is supposed to be helping Teri.
Mrs. Shell then says, "Teri, we are ready for quiet listeners."
Ca. whispers in Teri's ear, and Teri reads names written on her paper.
As Teri calls these names, students stand up.
Announcement over public address system indicates indoor recess to occur momentarily.

Mrs. Shell directs students to give her their books and return to their desks.

10:15 A.M.

Researcher returns to table number one.

Mrs. Shell tells the students that, if they sit quietly for 30 seconds, it will be recess time.

Teri goes to back of room and takes store register receipt from her backpack.

Teri then takes such receipt to Kr.

10:20 A.M.

19 February 1991 (Tuesday)

9:53 A.M.

Students sit in reading corner on floor facing and asking questions of guest speaker from Costa Rica.

Mrs. Shell stands behind students.

Teri sits beside Liy. and As.

Guest speaker concludes answering of questions, and Mrs. Shell suggests that the students thank her for the information she shared with them.

Students clap.

As guest speaker leaves, Mrs. Shell directs the students to "flip around and face [her]."

She tells the students that they will now learn more about Martin Luther King.

Mrs. Shell also directs Je. to write down names of quiet listeners.

Researcher records names and room placement involved in cooperative groups in this classroom.

Previous record concerning this was incomplete.

Cooperative group members assigned to sit below blackboard include As., Liy., and He.

Cooperative group assigned to front-right corner includes Be., Jar., and Je.

Cooperative group assigned to back-right corner includes Da., Jo., and Dal.

Group assigned to back-left corner includes Al., An., and Ca.

Cooperative group assigned to area beneath left wall window includes Me., Ka., and Li.

Group assigned to reading corner includes Jen., Kr., and Teri.

Mrs. Shell stops reading and asks students a comprehension question.

She asks, "What is passive resistance?"

Jen. answers, and Mrs. Shell summarizes Jen.'s response.

Mrs. Shell emphasizes Martin Luther King's philosophy of making changes peacefully.

Mrs. Shell then informs the students that all students having blonde hair in classroom are to write in their learning logs.

She says they cannot use drinking fountain outside classroom and must, instead, use fountain further down hallway. Mrs. Shell then informs students having dark hair that they will write in their learning logs, as well. Concerning the latter, Mrs. Shell directs students with dark hair to write how they would feel if they could only go to recess after all other students had gone home at end of school day.

10:05 A.M.

Students are resettled in assigned places (desks). Mrs. Shell tells Teri that she needs to work on her sentences, but Teri tells Mrs. Shell that she has done her sentences already. Mrs. Shell directs Teri to give her sentences to her (Mrs. Shell). Noise level in classroom heightens.

Mrs. Shell turns off one ceiling light, and noise level decreases. Mrs. Shell walks to blackboard and writes "segregation" on same. Teri sits at her desk with Li. on her left and Liy. on her right. Li. speaks with Teri, and Teri pulls papers out of her desk, many of which fall to floor. Liy. tells Teri to pick up her papers. Li. waits for Teri to pick up papers, and then she and Teri pull blue spiral notebook (learning log) from desk. Li. returns to her own desk, and Teri begins writing in her learning log. She makes letters that do not form words.

Mrs. Shell tells the students that, when they complete their assignments in their learning logs, they should hand in such work and begin working on their puppets.

10:15 A.M.

Mrs. Shell excuses students for recess through their correct participation in a number game. This game involves Mrs. Shell identifying a number and the students doubling that amount. For example, when Mrs. Shell identifies a number as "three," the students need reply with "six." Approximately 10:17 A.M.

20 February 1991 (Wednesday)

9:45 A.M.

Researcher sits at table number one. Mrs. Shell sits in rocking chair in reading corner and wears navy blue suit.

Except for Dal., who sits at his desk, all students sit on floor in reading corner.

Li., however, sits somewhat apart from group on floor and writes on piece of paper.

To students in reading corner, Mrs. Shell hands out books about Martin Luther King and tells the students that each book will be shared by three students.

Teacher directs students in reading corner to turn to particular page and, as students follow along in their shared books, Mrs. Shell orally reads about Martin Luther King.

On blackboard, two sentences are written in yellow chalk.

Corrections in these sentences are made in pink chalk.

Teri, As., and Me. share one Martin Luther King book.

As Mrs. Shell reads aloud about Martin Luther King, Teri plays with As.'s hair.

Mrs. Shell stops reading and says, "Teri, please don't play with her hair."

Mrs. Shell then directs As. to not let Teri play with her hair.

Researcher moves to sit at table number two.

Mrs. Shell stops reading and directs the students to please shut their books.

She then directs the students to give their books to her.

When books are returned to her, Mrs. Shell asks a comprehension questions.

At this time, however, there is interruption by noise.

Mrs. Shell tells Je. to be quiet.

Jar. looks at Je. and giggles.

Mrs. Shell directs Je. and Jar. to return to their desks, which they do.

Teri gets up and walks to counter at back of room, where she gets a tissue and then returns to group.

Mrs. Shell asks Dal., who still sits at his desk, if he has completed his work on sentences.

Dal. shakes his head in the negative.

Speaking very softly, Mrs. Shell gives a direction to group in reading corner which concerns new writing assignment.

Mrs. Shell asks Li. to stand up and read names of quiet listeners.

Mrs. Shell directs Li. to read "three at a time."

Mrs. Shell directs students in corner to return to their desks after their names are read aloud.

Li. reads three names, and these student return to their desks.

Li. reads three additional names, and these students return to their desks in same fashion.

Li. identifies all but three students as quiet listeners.

Students not identified as quiet listeners include Dal., Jar., and Je.

Mrs. Shell says that she wants to see Jar., Dal., and Je. in hallway.

9:59 A.M.

Dal. returns to classroom and sits in his assigned seat. Je. and Jar., similarly, enter classroom and assume seats. All students in classroom sit quietly and begin their work. Teri independently copies her second sentence from model sentence; model sentence is written directly above where she writes.

Mrs. Shell directs Je. and Jar. to return to hallway until they can collect themselves.

Noise level in classroom remains problematic, and Mrs. Shell turns off and on one ceiling light saying, "One light."

Noise level continues, and Mrs. Shell turns off and on two ceiling lights.

Mrs. Shell says that students are doing too much talking and not enough working.

On table number two are brief biographies of famous black Americans.

Mrs. Shell tells the students to write down key facts about famous black Americans, just like they did with dinosaurs. Some students are using books about such famous Americans to develop their fact sheets.

Mrs. Shell goes to Teri, who works on new project concerning letter c.

On worksheet, Teri writes upper- and lower-case letter c's.

Mrs. Shell looks at Teri's work and tells Teri that she is doing a "nice job."

10:14 A.M.

Students prepare for recess, first putting their learning logs with their written work on counter at back of room.

With most students already left for recess, Liy. tells Teri to hurry up and finish her worksheet so that they can go outside.

Mrs. Shell tells Teri and Liy. to go outside for recess.

Maintenance man brings crate with milk and juice into classroom.

Approximately 10:16 A.M.

2:35 P.M.

Researcher sits at table number one as students return from afternoon recess, hang up their outerwear, and take their assigned seats.

Mrs. Shell says that We. will be reading until start of circle of friends activity.

IFSP Julie enters classroom.
Mrs. Shell pulls chip from mug and then directs Se. to write names of quiet listeners.

IFSP Julie asks Mrs. Shell who today's VIP is, and Mrs. Shell replies, "We."
IFSP asks We. to select helper for distributing papers.
IFSP divides students into two approximately equal groups and asks Mrs. Shell to accompany one group into hallway.
(For readers' clarity, the researcher will call group initially in hallway "group one" and group initially in classroom "group two.")
IFSP gives Mrs. Shell book, Different Alike, and asks Mrs. Shell to read something about mental disabilities to group number one.
Teri is member of group number one.

We. and peer give two papers to every student in group number two.
IFSP tells group two students to locate first sheet and underline every third word on same.
IFSP then demonstrates such on blackboard.
She tells students in classroom that they will be playing a trick on group number one.
Students underline every third word.
IFSP explains that underlined words provide directions, but group number one will not know this.
IFSP directs the researcher to get group number one from hall, which she does.

Group one enters, and IFSP Julie distributes two papers to each student in same group.
IFSP tells all students to read and follow directions on first sheet of paper and that they will be timed in their response.
She additionally cautions, "There can be no questions."
All students begin reading, most in group number two using every third and underlined word.
IFSP waits and then says, "Stop."
She then sends group number two into hallway, accompanied by Mrs. Shell.

With only group number one in classroom now, IFSP Julie directs students in group number one to look at second sheet of paper, underline every third word on same, and then read it backwards.
Teri, who has papers identical to her peers on her desk, rests her head on her desk.

IFSP directs group number two (in hallway) to return to classroom and then tells all students to "do the second page." No mention is made regarding reading backwards.
Students read until IFSP Julie tells them to stop.

After students are told to stop, IFSP Julie asks group number one to reflect on their feelings when reading first page. She then asks Jar., Lij., and Teri to describe their feelings. Teri says, "Fine. Funny words."

Kr. additionally explains that she "did not know that the other group knew."

Kr. also says that she wondered, "What did I have to do this for? Why!"

IFSP Julie asks group number two to describe how they felt. She says that on both pages, the focus was every third, underlined word, "but on page two, you had to read it backwards."

IFSP Julie directs all students to put their pencils down. She then asks all students "to think about how Teri feels when she hears confusing directions."

IFSP further notes that "when I asked Teri how she felt, she said, 'Fine,' because it was the same as always."

3:05 P.M.

21 February 1991 (Thursday)

Approximately 9:30 A.M.

Researcher wears green slacks with striped shirt and sits at table number one.

Mrs. Shell wears green slacks with printed sweater.

On blackboard, she writes words that students have asked her how to spell.

Teri walks to counter at back of room and then returns to her assigned desk.

Mrs. Shell goes to Teri and asks her what she should be working on.

Teri says, "Sentences" and notes that they are on her desk.

On Teri's desk are written three model sentences on paper, two of which are copied.

Researcher assists several students who are developing fact sheets about famous black Americans.

10:00 A.M.

Teri completes copying of third model sentence and goes to reading corner with Kr., Jen., and He.

Together, these girls sit in reading corner using flashcards, upon which are written sight words and numerals.

Researcher wonders if Teri is creating fact sheet, like her peers.

Researcher wonders if Teri was previously instructed to work on flashcards when her sentences were copied.

Researcher asks Mrs. Shell if Teri will be doing a fact sheet.

Mrs. Shell tells the researcher that she (Mrs. Shell) did tell Teri to do a fact sheet.

She adds that Teri will do a fact sheet like she did with the dinosaurs, but it will not be as detailed or good as her fact sheet on dinosaurs because of recent schedule changes, e.g., assemblies.

Researcher sits with We. and helps him write down information about Martin Luther King.

10:00 A.M.

Mrs. Shell tells the students that they have been doing a good job and can now choose to read, write, or draw.

We. finishes about five sentences concerning Martin Luther King and takes them to Mrs. Shell.

10:15 A.M.

Mrs. Shell excuses students for recess by naming students so excused.

Such named students number three and include We.

Mrs. Shell then provides general excusing of all students to go outside for recess.

She then tells Teri specifically to go outside for recess.

Kr. and Liy. help Teri remove her shoes and put on her boots.

Liy. tells Kr. to take Teri's shoes to her desk.

Kr. tells Liy. that Teri does not really need boots because it is warm today.

Kr. leaves for recess.

Liy. assists Teri in putting on her coat.

Mrs. Shell directs Teri to thank Liy. "for being such a good helper."

Teri says nothing.

As Teri and Liy. leave for recess, Mrs. Shell pats Teri on her back.

Approximately 10:19 A.M.

22 February 1991 (Friday)

10:40 A.M.

Researcher enters classroom and sits at table number two.

Mrs. Shell sits on table number one and orally reads story to students, who sit in assigned places and have their fruit break.

Some students move quietly in room while she reads, e.g., to get tissues or wash hands.

Upon finishing reading, Mrs. Shell asks, "How was the character in the story like Martin Luther King?"

Br. volunteers answer that the substitute teacher affirms.

Mrs. Shell announces that it is time to go to music class and excuses students to line up according to color worn today, e.g., all students with yellow on today.

After other students are lined up, Teri remains seated.

Mrs. Shell twice reminds Teri to line up, but Teri remains seated, saying she needs to have her shoes tied. Mrs. Shell walks toward Teri, but the researcher volunteers to tie Teri's shoes. After her shoes are tied, Teri walks to end of line.

Mrs. Shell leads class through hallways and to door at other end of building; Teri keeps her position at end of line and beside the researcher. We.'s line placement is several students ahead of Teri. As students walk through halls, We. keeps his place in line while jumping and skipping in place. Several times, the researcher says, "Please walk, We.," but he continues jumping and skipping in place. He says, "Mrs. Shell always lets me do this." Researcher tells We. to come to end of line and walk with her, which he does. Researcher holds We.'s hand, and they walk behind Teri.

When front of line reaches appropriate doorway, the students stop and hold their places in line. Mrs. Shell tells the students they will have to wait for the other class of music students to leave. She then inquires of the researcher if We. had problem with walking in hall. The researcher nods. Substitute teacher walks to We., kneels in front of him, and speaks with him privately and in low-volume voice. When another class walks through doorway from music class, Mrs. Shell directs her students to go to music.

Researcher and Mrs. Shell walk back to classroom for an interview. Mrs. Shell says that We. always tests rules. Interview with Mrs. Shell is recorded in interview section of field notes.
10:55 A.M.

25 February 1991 (Monday)

9:40 A.M.
Researcher wears patriotic colors and sits at table number one. Mrs. Shell wears blue skirt with printed sweater and circulates throughout room, often stopping to speak with students about their work. IFSP Julie wears denim skirt with red sweater and sits behind Teri, who wears yellow sweat suit and engages in pencil-paper work at her desk. Students are casually dressed and are dispersed throughout classroom, with about one-half seated at their desks.

Researcher speaks with Be., who develops fact sheet about Harriet Tubman.

Mrs. Shell turns off one ceiling light.

Researcher relocates at table number two.

At her desk, Teri copies letter to her mother; model letter is written on separate page.

While Teri copies letter, IFSP Julie reads in book about Martin Luther King.

In normal voice, Mrs. Shell says that she likes the way Se. is working.

She then tells the class that "careers means 'jobs,' what did they do."

Mrs. Shell turns off all ceiling lights and instructs the students to share information more quietly.

Researcher wonders if Teri selected the famous black American about whom she will develop fact sheet.

Teri gets up and pushes her way through Mrs. Shell, Li., and An.

Mrs. Shell directs Teri to say, "Excuse me."

Teri, however, keeps walking.

IFSP Julie directs Teri to go back and say, "Excuse me."

Teri responds as directed.

When returned to Teri's work station, IFSP Julie tells Teri that she will be writing about Martin Luther King (answering researcher's question).

IFSP Julie says his name aloud and directs Teri to repeat same.

IFSP Julie verbally coaches Teri to write his name on paper by stating alphabet letters.

IFSP Julie presents Teri with completed fact sheet about Martin Luther King, and Teri copies same.

Researcher tours classroom.

Jo. shows the researcher his new worksheet.

New worksheet calls for creating black American flag which includes elements of black movement.

Researcher asks Jo. if he has his fact sheet done.

He replies that he has completed his work on the fact sheet and in the learning log.

Researcher returns to table number two.

Teri copies fact sheet from model fact sheet.

IFSP Julie provides assistance by saying each word aloud before Teri copies same and then by pointing to and naming each alphabet letter involved.

Researcher asks Mrs. Shell if observations could be made during writers' workshop activity.

Mrs. Shell tells the researcher that she could observe same at 1:30 P.M. tomorrow.

Mrs. Shell also tells the researcher that she can observe anytime this week between 8:45 and 10:15 A.M.

Researcher works with We., who struggles to respond to one question on his fact sheet.

IFSP Julie and Teri sit in back-left corner and work on story concerning Teri's aunt.

10:10 A.M.

Other: On this day, also, the researcher leaves note for Art Teacher Two expressing the researcher's desire to make observations in Teri's art class.

Note indicates that the researcher will be seeking to make contact with Art Teacher Two in order to inquire about same.

26 February 1991 (Tuesday)

1:06 P.M.

Researcher wears tan slacks with shirt and green jacket, and she sits at table number two.

Mrs. Shell wears blue striped pant suit and circulates papers to students throughout classroom.

Mrs. Shell tells the students that she will say a particular math problem out loud, and students will write down their answers to same.

When Kr. asks if the activity will be timed, Mrs. Shell clarifies that it will not.

Mrs. Shell asks the researcher to help Teri with summations in hall.

Researcher and Teri work together on such summations in hallway.

1:45 P.M.

Researcher and Teri return to classroom.

Researcher asks Kr. the meaning of turning off one, two, or three ceiling lights.

Kr. tells the researcher that, when Mrs. Shell turns off one ceiling light, the students receive their first conduct warning.

Two ceiling lights, she explains, indicate that the students receive their second conduct warning.

Finally, Kr. explains that, when Mrs. Shell turns off three ceiling lights, all students "heads must go down."

While sitting in many different parts of classroom, many students throughout classroom are writing stories about famous black Americans.

Their stories have been previously developed by using reference materials to complete yellow fact sheets.

Mrs. Shell speaks with Teri and directs Teri to write names of her classmates by copying same from their desk tops.

Mrs. Shell then speaks with Da.

As Teri begins to circulate in classroom and write names of her peers, as directed, Je. tells Mrs. Shell that Teri is being too loud.

Mrs. Shell informs Je. that Teri is doing what she is supposed to do.

Teri looks very closely at name on desk as she writes same.

While Mrs. Shell continues speaking with Da., Jar. whispers.

Mrs. Shell speaks to all students in classroom and tells them that they should be finished with their rough drafts by recess.

Teri continues to circulate through room recording each student's name from desk top.

When Teri begins to copy He.'s name from her desk, He. orally names appropriate alphabet letters for Teri, as well.

Mrs. Shell walks to Teri, whispers something in Teri's ear, and Teri replies, "Yeah."

Mrs. Shell then speaks with Se. and We.

Teri begins copying from Al.'s desk, and Al. and An. point to individual letters to assist Teri.

Mrs. Shell says, "Just let Teri do it, girls."

Al. seems very comfortable with Teri's current writing activity, as established by Mrs. Shell.

Mrs. Shell directs Se. to go to table number one and work there.

At this direction, Se. becomes upset.

Mrs. Shell tells Se. that she wants him to work at table number one so that he will not get into trouble.

She, additionally, assures him that he is not in trouble now.

Researcher sits at table number two; Kr. and Ca. sit at this table, as well.

Teri completes her copying of all students' names.

She then sits beside Liy., who looks at Teri's paper.

Teri gets up, takes her just completed list of names, gets another piece of paper, and sits down at table number two between Kr. and the researcher.

Researcher notes that Teri has copied her names using a fluorescent pen.

Researcher asks Teri if she will be copying the names using pencil, and Teri says that she will.

Teri begins copying one row of names.

In doing this, she independently uses cover sheet to limit her focus to one row.

Teri turns to Kr. and tells her friend that "it is snowing."

Kr. says, "Yeah," and smiles at the researcher.

Researcher tours classroom.

She notes that different kinds of student writing are presently occurring; while some students write about famous black Americans, others generate personal stories.

Liy. shows the researcher her story about her two best friends, Teri and Ka.

Researcher notes that there is heavy snowfall outside.

Mrs. Shell informs the researcher that the students made their outside-of-school reading goal and that, because of this, will be rewarded with brownies after recess.

Mrs. Shell walks to Teri.

Mrs. Shell points to names on Teri's page, and Teri reads same.

Teri successfully reads all names in class, but she struggles in those cases where she wrote students' last names, as well.

1:16 P.M.

Mrs. Shell says to the class, "Double eight."

To students who replied by correctly providing the product of eight and two, Mrs. Shell excuses them for afternoon recess.

These students prepare for recess, and Mrs. Shell provides other math fact stimuli for other students.

Approximately 1:18 P.M.

27 February 1991 (Wednesday)

2:55 P.M.

Researcher wears gray slacks with sweatshirt.

She enters classroom to find Mrs. Shell sitting in rocking chair in reading corner and near Be., who sits in student chair in same corner and orally reads story.

Most students sit on floor in reading corner, but some sit in assigned places doing seatwork.

Teri sits in reading corner between Me. and Liy., all of whom sit in front row and closest to student reader.

Mrs. Shell tells Be. that, when IFSP Julie comes into classroom, he will have to stop reading.

Also in reading corner is Li., who writes list of quiet listeners.

3:05 P.M.

IFSP Julie enters classroom, wearing black skirt with brightly colored sweater.

Mrs. Shell directs Be. to stop reading, and all students in reading corner return to assigned places.

IFSP Julie moves rocking chair to front and center of classroom.

Sitting in rocking chair, she holds up book, My Brother Steven is Retarded.

She reads title of book and ask students what it means.

Jo. raises his hand, is called on by IFSP Julie, and replies, "Slow."

Several student offer additional explanations.

We. says that "Teri is not as slow as most."

Mrs. Shell explains, "That's because we are around her all the time."

IFSP Julie adds, "That's probably because of prejudice."

Researcher sits in a chair in back-left corner of classroom.

IFSP Julie begins reading story to class.

Je. bites top of his pencil.

Mrs. Shell directs Je. to stop such biting.

Je., however, continues to bite his pencil top.

Researcher holds out her hand to Je., and he puts his pencil in her hand.

Je., Be., and Br. commence making noticeable sounds.

IFSP Julie tells these boys that, if the do not listen, they will not be able to ask questions.

3:14 P.M.

Mrs. Shell sits at and does paperwork on table number one.

IFSP Julie reads story aloud; it concerns a sister's experiences relative to her brother, who is described as mentally retarded.

IFSP Julie stops reading and holds up a picture for the class to see, and Liy. stands up to better see picture.

Although Je. continues to make sounds on his desk, there is no talking in classroom by students.

Teri sits quietly in her seat.

Also sitting quietly as well as intently are An., Al., Jen., Me., Jo., Ka., He., Br., Kr., Li., Ca., and Liy.

When IFSP Julie finishes oral reading of story, students applaud.

A discussion following oral book reading begins.

We. notes that one Ellis Elementary School kindergarten student with a severe disability "gets mad when he does not get food right away."

Dal. asks to see pictures in book again, and IFSP Julie says that she will leave book in room since she already used it Mrs. Myer's classroom.

Other students with mental disabilities attending Ellis are identified by students in classroom.

IFSP Julie explains that one student who was just described to have a mental disability actually has a physical disability, and IFSP Julie describes that physical disability.

IFSP Julie explains that "he still is learning to read and write, but he does things differently to accommodate his physical disability."

IFSP Julie then tells the students she wishes to discuss the book just read.

Jar. asks, "Which is worse, physical or mental?"

Mrs. Shell says "it is like different hair colors, differences like all the normal differences in this class on how students learn."

IFSP Julie explains how accommodations can be made to compensate for disabilities, e.g., appliances for writing.

IFSP Julie redirects focus to book and says that she has some questions to ask.

She reads again part of book indicating that Steven attended special school for students with mental disabilities.

Jo. says, "I think it's kind of dumb because he won't learn all the things that normal people do."

IFSP Julie says that "they will learn more when around those who can do better than them."

Li. says that "Teri is stronger than many."

Kr. notes that "Teri can do the splits, and others cannot." "With Down's Syndrome," IFSP Julie explains, "you do have lower muscle tone."

She adds that such lower muscle tone makes Teri more flexible, but she adds that it has nothing to do with Teri's mental ability.

3:27 P.M.

IFSP Julie asks the students, "Do you think Teri is stronger than you?"

Some students reply in the affirmative, and others reply in the negative.

Liy. says "she can hold me on the ground for a long time."

To this, the IFSP replies, "If you have a mental disability, you learn things more slowly, so maybe that means she does not understand the things she should do at her age. I don't think she is stronger than any other girl, but she will do things you would not do because you know it is hurtful."

IFSP Julie then asks Teri why she does "not push anymore."

Teri replies, "Recess."

We. says, "Sometimes Teri talks to herself."

IFSP Julie says, "So do I."

IFSP Julie adds that "Teri learns what to do more slowly. She can't learn as fast as you can learn, but she can learn."

3:33 P.M.

5 March 1991 (Tuesday)

9:02 A.M.

Researcher wears green slacks with blouse and sits at desk beside right wall.

Teacher, a returned Mrs. Klimesh, wears white slacks with turquoise sweater and circulates through room, looking at students' papers.

While one student goes to blackboard and makes a correction on sentences written there, other students make same correction on their own papers.

Except for Li., Liy., and An., who wear Brownie uniforms, students are dressed casually. Students sit in new desk and room arrangement.

In new room arrangement, the teacher's desk remains in front-right corner.

File cabinet is placed near to and in front of the teacher's desk.

Two rectangular tables are placed parallel to right wall.

The first, which is shorter and closer to the teacher's desk, has audio equipment atop and one chair beside it.

The second, which is longer and closer to doorway and has been labeled table number two in this record, has nothing atop and three chairs beside it.

Table number one, a round table, sits in back-left corner with books atop and two chairs beside it.

Area in front of window is open.

To its right and sitting perpendicular to left wall are two cabinets.

Cabinets provide wall-like effect for reading corner, which remains in front-left corner of classroom.

Bookcase sits along left wall of reading corner.

Rocking chair sits near center and front of classroom.

Desk group nearest reading corner seats Jar., Jo., and Se. Moving from front to back, students in desk group nearest window include Liy., Li., and Kr.

Desk group nearest back-left corner and table number one seats Je., Dal., and Be.

Desk group nearest front-right corner seats An., Jen., and Al. Moving from front to back, desk group nearest table number one seats Ca. and As.

Desk group nearest back-right wall and doorway seats He. and Ka.

Desk group nearest rocking chair and front and center of room seats Teri and Me.

Moving from front to back, desk group nearest back and center seats Br., Da., and We.

Researcher sits at table number two.

Students finish making corrections on sentences written on blackboard.

Mrs. Klimesh reminds the students to make all corrections on their own papers and then to put their corrected sentences on counter at back of room.

Two students have not completed their sentences corrections, and Mrs. Klimesh tells these two students to finish their sentences at recess.

Mrs. Klimesh directs the students to get out their writing journals.

Mrs. Klimesh points to today's date on blackboard.

Klimesh directs the students to "please put the date on [their] page."
She then directs the students to write "Guide Words" at top of their papers.
Teri goes to counter at back of room to get a Kleenex and returns to her desk.

9:10 A.M.

Classroom is quiet, and the researcher can hear furnace blower.

Mrs. Klimesh asks the students if any of them can remember what guide words are.

Several students raise their hands, and Mrs. Klimesh calls on Li., who replies that "they help you use the dictionary."
Dal. adds that "they tell the user what words are on the page."

Standing beside As., Mrs. Klimesh says, "O.K.," and restates the meaning of such words.

Mrs. Klimesh further explains where on dictionary pages such words are found.

On blackboard, Mrs. Klimesh writes, "weather."

Elsewhere on blackboard, she writes two pairs of words.

One pair includes "together" and "vacation."

Other pair includes "vane" and "wrong."

Mrs. Klimesh directs the students to write "weather."

Mrs. Klimesh firmly says, "Se., you will be doing this right now."

Mrs. Klimesh gives Teri piece of paper and tells her to "copy that right under here."

Pointing out the two sets of paired words on blackboard, Mrs. Klimesh directs the students to write down the correct guide words for "weather."

She adds that the students will need to be able to tell her why they chose the guide words they chose.

She looks at Jar.'s work and notes that he has written only one word.

She tells Jar. that he will need to select a pair of words.

Mrs. Klimesh tours classroom looking at and commenting on different students' work.

Mrs. Klimesh says to the class, "Most of you got the correct answer."

Mrs. Klimesh asks "Kr., what's the correct answer?"

Kr. says her answer out loud.

Mrs. Klimesh then says to the class, "Now you will put the words in alphabetical order and number the three words.

Teri sits happily at her desk and copies onto one page.

For "storm" are written on blackboard two new guide word options.

One option is "river-statue."

Other option is "storm-tiptoe."

Mrs. Klimesh points to and states guide words for "storm."
Mrs. Klimesh says to Jar., "You're behind. Erase storm."
Students in classroom are quiet.

9:20 A.M.

Mrs. Klimesh tours classroom looking at students' work.
She looks at Jen.'s work and asks, "Jen., what is the right answer?"

Jen. indicates the correct choice of "storm-tiptoe," and Mrs. Klimesh restates and clarifies Jen.'s response.

Mrs. Klimesh then says, "Sometimes you luck out, and the word you are looking for is the guide word."

Mrs. Klimesh continues to tour classroom.

She stops beside As. and says, "As., you are behind, and these words are not correct, so you need to change them so they are correct."

Mrs. Klimesh writes correct response on piece of paper and puts same on As.'s desk.

Mrs. Klimesh provides another key word and two sets of guide word options for same.

She then asks, "Teri, are you done with your sentences?"

Teri replies, "Yeah."

Teacher replies, "Then, you need to work on your poem now."

Teacher directs Je. to copy his work correctly and, when he is done, to bring it to her.

In a low and calm voice, Mrs. Klimesh tells We. and Da., "This is inappropriate right now."

Je. brings his work and gives it to Mrs. Klimesh.

Mrs. Klimesh walks to Je.'s desk and points to written work atop same.

To Je., Mrs. Klimesh says, "As soon as you have this written down, come see me."

Mrs. Klimesh then says, "Se., what is the correct answer?"

Se. gives the correct answer, and Mrs. Klimesh says to the class, "Raise your hand if you agree with Se."

On each student's desk is book, Give Me a Clue.

To the class, Mrs. Klimesh says, "In your Give Me a Clue book, turn to page 73."

On paper approximately twice the size of model paper, Teri copies poem.

9:30 A.M.

6 March 1991 (Wednesday)

8:55 A.M.

Researcher wears gray corduroy slacks with striped shirt and sits at table number two (near right wall).

Mrs. Klimesh wears black skirt with printed sweater and tours room observing students' sentence correction activity, both at their desks and at the blackboard.

Students making blackboard corrections on sentence there written provide verbal explanations before returning to their desks.

Mrs. Klimesh repeats or expands upon these explanations after students provide them.

Liy. goes to blackboard and makes correction in capitalization of "Mr" but omits period at end of same.

Mrs. Klimesh asks Liy. what she should put at end of her correction.

Liy. stops, looks at blackboard, and adds period to end.

Liy. returns to her desk, and An. goes to blackboard, makes correction, and provides explanation.

Mrs. Klimesh nods approval but adds that "there is still a correction to be made."

Liy. returns to her desk, and several students volunteer ideas concerning remaining correction.

9:01 A.M.

Teri enters classroom, looks around, and hangs up her coat.

Mrs. Klimesh asks, "How do you indicate ownership?"

Me. volunteers answer and goes to board, where she adds apostrophe in second sentence.

Mrs. Klimesh leads the class in oral and unison reading of both sentences on blackboard twice.

Students take their papers with sentence corrections to back shelf and return to their seats.

Mrs. Klimesh tells the class that she likes the way that most students had all their corrections made, took their papers to back of room, and returned to their desks right away.

Teri sits in her assigned seat.

Pointing to sentences on blackboard, Mrs. Klimesh says to Teri, "See the sentences up here?"

She then directs Teri to copy same.

Mrs. Klimesh tells the students that they will now begin their work in spelling.

She tells the students that, if they are stuck, they should substitute letter from similar word.

Je. gets up and walks to pencil sharpener.

Mrs. Klimesh says that, when she is talking, she does not want students walking around classroom.

Je. returns to his desk.

Mrs. Klimesh says first spelling word and then reads sentence in which same word is included, and students write on papers.

Mrs. Klimesh goes to Teri and points to sentences written on blackboard.

She asks Teri if she can copy from blackboard or needs to have sentences written on another piece of paper.

Teri indicates that she can copy from blackboard.

Mrs. Klimesh redirects her attention to spelling work.

She slowly pronounces, "sounds out" the spelling of one word and asks the class which letters correspond to same. Mrs. Klimesh then tells the class that such pronouncing or "sounding out" is a spelling strategy. Mrs. Klimesh then writes correctly spelled word on blackboard. Teri looks back and forth between blackboard and her paper as she copies her sentences.

9:09 A.M.

While reading sentences with spelling words, Mrs. Klimesh tours classroom observing students' work. When by Teri's desk, Mrs. Klimesh stops and says, "Teri, you got this done." Mrs. Klimesh then goes to blackboard and crosses out first word of first sentence written there. Classroom is quiet, and the researcher can hear the furnace blower. While Teri continues to copy first sentence from blackboard, her desk partner, Me., waits for next spelling sentence to be read aloud by Mrs. Klimesh. Mrs. Klimesh reads next spelling sentence, and Be. turns around and looks at word wall. Mrs. Klimesh goes to blackboard and says to Teri, "You're right here now." She then crosses out three more words of first sentence on blackboard. Along with Teri, two other students are not writing spelling sentences. Li. and Liy., instead of writing spelling sentences, read books. Mrs. Klimesh tours room observing work and, upon seeing Ca.'s paper, repeats one spelling sentence. Mrs. Klimesh then walks to Teri and observes her work. She then returns her focus to spelling and reads last spelling sentence aloud. Mrs. Klimesh continues to tour classroom and, after looking at Me.'s paper, Mrs. Klimesh says, "That's neatly done, but that word is not spelled correctly." Mrs. Klimesh walks to blackboard and crosses out additional words in sentence that Teri currently copies. Mrs. Klimesh returns her focus to spelling and asks the class, "Is there anyone who needs a sentence read again?" Se. raises his hand and says, "This one." Mrs. Klimesh looks at Se.'s paper and rereads last spelling sentence. Mrs. Klimesh goes to counter at back of room and removes students' papers with sentence corrections (previous activity for all students but Teri). Mrs. Klimesh directs students to put away their spelling work, and students (except for Teri) take their spelling work to back shelf.

9:22 A.M.

Mrs. Klimesh directs the students to get out their learning logs.

On blackboard is written, "Question Words."

Below same are written the following words: why, when, which, while, who, whose, what.

Mrs. Klimesh directs the students to write at top of one page in their learning logs, "Question Words."

Mrs. Klimesh directs the students to recite such question words after she says them.

Mrs. Klimesh points to and pronounces each word, and class repeats pronunciation of each word.

Jen. asks the teacher why "how" is not on blackboard.

Mrs. Klimesh replies that today's focus is on "questioning words."

Teacher tours room and picks up pile of papers from previous spelling activity from back shelf; she places this pile of papers elsewhere so that counter is clear.

Mrs. Klimesh continues to tour classroom and speaks with individual students concerning how to improve their work.

She then informs the class that she is going to provide a time during which students can practice use of questioning words in their "little groups," which the researcher presumes are the students' desk groups.

Mrs. Klimesh explains that, in such little groups, one student will become the teacher, and the other two will be students.

Mrs. Klimesh explains that the student playing role of the teacher will identify a questioning word.

Mrs. Klimesh explains that the other students will then write that questioning word.

Mrs. Klimesh further explains that, after one student has played role of the teacher, students will switch roles, and another student will become the teacher and identify a questioning word.

Mrs. Klimesh says, "It's 9:30. I will give you 10 minutes."

9:28 A.M.

Me. asks Mrs. Klimesh a question, and the teacher tells Me. to work with Jen., Al., and An.

Mrs. Klimesh then kneels beside Me.'s desk partner, Teri, and tells Teri that she needs "one letter and then an apostrophe in 'doesn't.'"

Mrs. Klimesh tours classroom and watches and listens as students play their teacher and student roles, as directed. Students playing teaching roles refer to their learning logs to identify words, but students playing student roles do not use their learning logs.

"Questioning words" remains written on blackboard.

Bulletin board on right wall displays students' drawings.
 On bulletin board in reading corner, poems are posted.
 Above such poems are words, "Wind Thief."
 Sitting nearby are books about seasons of year.
 9:31 A.M.

7 March 1991 (Thursday)

8:58 A.M.

Researcher wears tan slacks with pink sweater and sits at table number two, which is lower in height and has smaller chairs than table one.

Mrs. Klimesh, who wears blue jeans with black jacket, assigns Me. as VIP for day and gives Me. lunch list.

Taking lunch list, Me. leaves classroom.

Mrs. Klimesh says, "Li. will you get us started?"

Li. goes to blackboard where she uses colored chalk to make blackboard corrections on one of two sentences written there.

Mrs. Klimesh stands beside Je. and Be.

Upon completion of her sentence correction activity, Li. returns to her desk and says, "Ka."

Ka. goes to blackboard and makes another correction.

Ka. completes her correction, and Mrs. Klimesh asks Ka. to explain what she did.

Mrs. Klimesh then directs Ka. to erase extra t in "hitt."

Me. returns to classroom.

Teacher takes several pieces of paper, staples them together, and puts them on Teri's desk.

9:04 A.M.

Teri enters classroom, and, shortly thereafter, there are two students knocking on door.

Mrs. Klimesh inquires of these students, "Is that for the office?"

Students at door reply, and Mrs. Klimesh gives them some papers and closes door.

Students in classroom continue to make corrections on blackboard and their own papers.

After making blackboard corrections, students describe correction made and, if their response was correct, Mrs. Klimesh nods in the affirmative.

Teacher kneels beside We. briefly.

When all blackboard corrections are made, Mrs. Klimesh directs students to "raise your hand if you have all your changes made."

Mrs. Klimesh asks for a student volunteer to make a hat.

Br. raises his hand and volunteers to make fireman's hat.

Mrs. Klimesh replies, "I really appreciate the way that Br. raised his hand."

Mrs. Klimesh reads list of hats that need to be made.

On blackboard, Mrs. Klimesh writes, "Fireman-Br."

We. gets up, goes to Mrs. Klimesh, and says something to her. Mrs. Klimesh replies, "No, you're just yelling out." We. returns to his desk and raises his hand. Mrs. Klimesh calls on We., and he says he will make a policeman's hat. Students continue to volunteer to make particular kinds of hats, and Mrs. Klimesh records their names and types of hats on blackboard.

9:12 A.M.

Sentences with corrections (previous class activity) remain on blackboard, and Teri looks at and copies these sentences on paper at her desk.

Da. gets up and leaves classroom, presumably to get a drink, and returns again.

Mrs. Klimesh comments upon hats already made and attached to bulletin board in reading corner, which is captioned with "Wind Thief."

Mrs. Klimesh places large pieces of colored paper atop cabinet/bookcase which partitions reading corner. She tells the students that, when they have free time, they can make their hats.

Mrs. Klimesh then tells the students that she wants them to "read a fun story in the Give Me a Clue book."

To the class, Mrs. Klimesh says, "This is the name of the story," and writes the story's name on blackboard.

Mrs. Klimesh adds that she will also write a question on blackboard.

She explains that, in their learning logs, students will respond in writing and draw an illustration regarding question posed.

While Mrs. Klimesh writes on blackboard, many students take their completed sentences corrections and place in pile on counter at back of room.

Mrs. Klimesh identifies principle fictional characters in upcoming story as "Norton" and "Apherton."

Teacher writes these names on blackboard, as well, and directs the class to pronounce these names with her.

Students respond as directed, and Mrs. Klimesh tells the students that all sentence corrections should be handed in at this time.

Teri and Liy. leave classroom together.

Li., Kr., Al., An., Jen., As., and Ca. have their books open and have begun to read assigned story.

Mrs. Klimesh calls Je. and We. to table number one.

Mrs. Klimesh directs the students to write name of story at top of papers so she "will know what [they] are talking about."

Je. and We. sit at table number one with Mrs. Klimesh between them.

Je. orally reads from his Give Me a Clue book.

Mrs. Klimesh directs Je. to read one sentence again using more expression.

Researcher tours classroom.

Je. continues to orally read from his book, and Mrs. Klimesh makes notations on card while listening to him read.

On Mrs. Klimesh's other side, We. sits with his book open in front of him, but he looks, instead, at a display elsewhere.

To the class, Mrs. Klimesh says, "Raise your hand if you have written these two things, the title and the question."

Mrs. Klimesh explains to the students that title should be written first, questions should be written second, and answers to question should follow thereafter.

Liy. and Teri return to classroom.

Mrs. Klimesh tells Liy. to ask Teri to identify her favorite part of story.

Mrs. Klimesh explains that Teri should identify her favorite part so she can write about same.

Mrs. Klimesh adds, "Liy., find her favorite page, so she can copy the drawing."

Teri sits together with Liy. at Teri's desk.

Teri and Liy. leaf through pages of book.

Teri identifies one page, and Liy. holds book open on same page.

Liy. says to Teri, "Find your pencil. I want you to draw this picture."

While Mrs. Klimesh continues individual work with Je. and We. at table number one, He. approaches Mrs. Klimesh.

He. presents to Mrs. Klimesh her written and illustrative response to recent story assignment.

Mrs. Klimesh studies He.'s work and instructs her to make some structural corrections in her writing and tells her, as well, to illustrate her response better.

Mrs. Klimesh then turns to Je. and directs him to get his learning log.

Liy. leaves Teri and returns to her own desk.

Teacher directs We. to get his learning log, as well.

While Je. and We. get their learning logs, Me. approaches Mrs. Klimesh with her work.

Mrs. Klimesh reviews Me.'s work and says, "Excellent."

Mrs. Klimesh directs Me. to also put current date on her paper.

Researcher asks Liy. where she went with Teri.

Liy. says that she and Teri went into hallway to read new story because Mrs. Klimesh directed them to do same.

9:37 A.M.

11 March 1991 (Monday)

8:55 A.M.

Researcher wears rose-colored slacks with shirt and speaks with Mrs. Klimesh, initially, to establish interview time. Researcher then sits at table number two.

Mrs. Klimesh wears ivory-colored dress, and students, who are casually dressed, sit in their assigned seats.

Mrs. Klimesh records names of students having hot lunches today.

Teri is not present in classroom.

On blackboard are written two sentences needing corrections. These sentences read, "I seen them boy break that box," and "miss patrick read the book flippers strange adventure to us." Je. makes correction, explains why he made such correction, and then calls on Liy. to do next correction. Mrs. Klimesh tells We. that he needs to be copying corrections from blackboard.

Mrs. Klimesh moves to stand beside We.

Liy. makes her correction, explains its reason, and selects Br. to make next correction.

Br. makes correction, provides explanation, and selects Li., whose hand is raised, to make next correction.

Li. makes next correction, explains why she made such correction, and calls on We., whose hand is raised to make next correction.

We. makes next correction, explains why he provided such correction, and calls on He., whose hand is raised, to make next correction.

Mrs. Klimesh continues to stand beside We.'s desk.

9:02 A.M.

On Teri's desk, there is small pad of note paper.

Also on her desk is envelope with wooden sticks.

He. provides next blackboard correction.

While He. explains justification for her correction, Teri enters classroom with new haircut.

Liy. gets up, gets facial tissue, greets Teri, and returns to her own desk.

Me. provides blackboard correction.

Me. provides her explanation, and Mrs. Klimesh tells the class to remember to say "loudly and clearly why you did what you did."

Mrs. Klimesh then tells Se. and Jo. to work faster.

Teri removes and hangs up her jacket.

Mrs. Klimesh addresses the students and says, "Every time someone makes a correction, make sure that you have made the very same correction. Raise your hand if your name is on your paper."

Mrs. Klimesh then excuses students according to desk group membership to hand in their sentence corrections at back of room.

She identifies each group to be excused by naming one student in that group.

Mrs. Klimesh then speaks to Se. and Jo. about their participation in sentence correction activity.

She firmly says, "I really feel that if you would copy your sentences immediately when you come in, then you would have your work done. That's your goal, please."

Mrs. Klimesh calls all students to front and center of room. Students sit on floor in front and center of room, and Mrs. Klimesh sits in rocker.

Mrs. Klimesh speaks with Teri, who sits at her desk and not with group on floor.

She tells Teri that her sentences for copying are on her desk, and that she is supposed to copy her sentences.

Mrs. Klimesh asks Teri if her mother is home today and fixed her hair.

Teri does not reply.

Mrs. Klimesh approaches Teri and says that Teri's mom and dad will have to be called.

Mrs. Klimesh begins writing note atop Teri's desk, and Teri pushes Mrs. Klimesh's hand down.

Mrs. Klimesh stands up and picks up all of Teri's wooden sticks, as well.

Teri begins copying her sentences.

Mrs. Klimesh returns and puts one stick back in envelope on Teri's desk.

9:12 A.M.

Mrs. Klimesh returns to group of students on floor and thanks them for "waiting quietly."

Teri puts down her pencil and watches the teacher, who begins sharing with students on floor students' illustration and written responses concerning why animals should not wear clothing (illustrations and written responses were done by students in this class).

Jar. enters classroom, and Mrs. Klimesh asks him if he was "seeing Mr. D. C."

When Jar. replies in the negative, Mrs. Klimesh asks him where he was.

Jar. replies, "Speech."

Jar. joins class on floor.

Mrs. Klimesh returns her focus to group seated on floor with whom she shares illustrations and written responses concerning current assignment.

Mrs. Klimesh stops sharing such illustrations and written responses and directs the students to raise their hands if she has not shared their work.

Jen. raises her hand and gives Mrs. Klimesh her paper.

Mrs. Klimesh then asks if other students have not yet turned in their work for today.

Da., We., As., and one other student indicate that they have not turned their work in for today.

Mrs. Klimesh tells these students to make sure they finish their "response sometime this morning."

Da. and We. return to their desks, but Mrs. Klimesh tells them to join the group and finish their responses when the class is not doing something together.

Mrs. Klimesh reads story aloud.

She stops to seek definition of word, "uneventfully."

Teri completes copying one of two sentences on blackboard.

Jar. and Je. speak with one another.

Mrs. Klimesh asks Jar. if he will be able to sit there or if he needs to move somewhere else.

Jar. says he can sit where he is.

Mrs. Klimesh tells Jar. to move back because she thinks that Je. needs more space, and she is concerned that Je. does not have enough space.

9:20 A.M.

As Teri continues to copy her sentences, Mrs. Klimesh says, "Teri, you are doing a great job of following directions."

Mrs. Klimesh continues reading story, but there is a lot of talking and giggling while she reads.

Story read by Mrs. Klimesh is a spoof on weather, e.g., "a salt and pepper wind" and "a tomato tornado."

Mrs. Klimesh stops to ask questions.

Students volunteer responses by raising their hands, and Mrs. Klimesh calls on them to provide responses.

9:26 A.M.

Teri hands in her copied sentences and returns to and sits at her desk.

Other students remain on floor.

Mrs. Klimesh says to the students, "In your groups, I would like for you to discuss and write down words that you think are unusual, important, or you would like to discuss more."

On blackboard, Mrs. Klimesh defines student roles within such groups.

She writes, "First [student] writer, second [student] leader and noise monitor, [and] third [student] reporter."

Mrs. Klimesh excuses We.'s group and directs students in this group to get one book, one pencil, and paper.

Mrs. Klimesh says that the classes will watch We.'s group because "they will be the model and show us how to do it."

Mrs. Klimesh excuses Jen. and Kr.'s group.
 Teri remains in her seat.
 Mrs. Klimesh tells Teri to go with Jen. and Kr.

On back counter of room are two plastic crates containing books about weather.
 Poster containing vocabulary words and definitions concerning weather is at front of room.
 Poster includes terms such as air temperature, wind velocity, humidity, and precipitation.
 Other weather posters are on left wall of classroom.
 Part of bulletin board on right wall is empty.
 Large paper creatures hang from ceiling.
 9:33 A.M.

12 March 1991 (Tuesday)

9:12 A.M.
 Researcher wears denim skirt with lace blouse and sits at table number two.
 Mrs. Klimesh wears jeans with white shirt and jacket, and she tours room slowly while looking at students' activity and work.
 Students, all of whom are casually dressed, sit with their desk group partners; each group has one newspaper and studies weather section of same.
 Ka., Me., and Teri sit on floor and share one newspaper.

On blackboard is written, "Information from weather section."
 Mrs. Klimesh says to Be., "No, what I want you to write is the type of information."
 Se., Jar., and Jo. discuss some event noticed in newspaper.
 Jar. exclaims, "Ninety-six degrees in Los Angeles!"
 Another member of this group notes, "[It's] 118 degrees in Red Oak."
 Mrs. Klimesh speaks with Liy. and Li.
 Mrs. Klimesh says to Liy., "I see Liy. pulling this way [on her hair] and not cooperating."

Mrs. Klimesh turns off all ceiling lights and says to the class, "Please finish up what you are talking about, and I want everyone sitting down so we can share information."
 Me. and Ka. get up and sit in their chairs.
 Mrs. Klimesh says to the class, "Put up two fingers if you can hear me."
 Mrs. Klimesh verbally identifies students holding up two fingers, among whom are He. and We.
 Mrs. Klimesh says to the class, "Now we are no longer working in small groups but as a large group. Be. would you please put your seat back around your desk?"

Mrs. Klimesh begins weather-related discussion with the class. Mrs. Klimesh asks the students what kind of information they found.

One student replies, "High and low temperatures."

Mrs. Klimesh writes same on blackboard, and then she asks, "How many found that kind of information?"

Students raise their hands, and Mrs. Klimesh asks what other kinds of information were found.

Jen. raises her hand and volunteers, "Time of sunrise and sunset."

Mrs. Klimesh writes same on blackboard, and then she asks, "What does 'Iowa forecast mean?'"

Li. says, "Prediction of weather for tomorrow."

Teacher replies, "Look in your paper and see if you can find the Iowa forecast. If you can, raise your hand."

Be., Li., Liy., Jen., Al., Dal., and As. raise their hands.

Mrs. Klimesh looks at Jar. and asks, "What information did you get from the weather section?"

Jar. responds by saying, "Well . . ."

Teacher repeats question, and Jar. responds that his group looked at "the weather for different places."

Teri turns around in her chair and faces Kr.

Teri plays with back of her chair.

Kr. makes twisting motion with her finger to provide nonverbal "turn around" signal.

Mrs. Klimesh seeks answers to another weather question, but no students volunteer.

Mrs. Klimesh asks, "Kr., what information did you get from the weather section?"

Teri returns to appropriate sitting position as Kr. provides response to the teacher.

Newspaper for Teri's group is on Me.'s desk.

Kr. appears to have blank stare on her face.

9:33 A.M.

On Teri's desk are two sentences that Teri copied yesterday as well as a stack of library books and manila envelope, the latter of which has no sticks inside.

Also on her desk are some cards.

Mrs. Klimesh asks the class question concerning weather map and then tells everyone to look for same in newspaper.

Several students raise their hands to volunteer responses, but nobody from Teri's group volunteers.

Mrs. Klimesh calls on Dal. who replies with "signatures."

Mrs. Klimesh corrects Dal. when she says, "Weather symbols."

Teri turns to face back of room again and has both her feet and hands on floor.

Mrs. Klimesh directs the students to put their fingers on place where there will be "a lot of showers."

Ka. and Me. put their fingers on weather map.

Mrs. Klimesh asks them to show Teri where they are pointing. Teri turns around and puts her head on her desk. Me. tells Mrs. Klimesh that Teri is not cooperating, and Mrs. Klimesh replies, "O.K."
Mrs. Klimesh directs the students to "find the place that has the local forecast."
After this is accomplished, she directs the students to fold up newspapers, put them on table number one, and come to front of room.

9:40 A.M.

Students get up and return newspapers, as directed, and move to front of classroom, where they sit on floor. Teri, however, remains at her desk. Mrs. Klimesh tells the students that she will give them a book to read with partner.

Bulletin board on right wall has paper clouds attached to it upon which are written weather-related words. Mrs. Klimesh points to bulletin board on right wall and says these words out loud. After she says each word, students repeat them.

Mrs. Klimesh stops and tells Jar. to be quiet. She then directs him to come to her, which he does. With Jar. beside her, Mrs. Klimesh seeks students' definitions of words on bulletin board.

Mrs. Klimesh returns focus to reading activity mentioned earlier. She tells the students that they will read the same funny weather book she read to them yesterday. Mrs. Klimesh asks We. to use one extra desk and listen to weather story on tape (rather than with peer). She then tells the class, "I will do it a little differently today. If you can do it in a quiet and orderly manner, you can pick a partner and then come to see me. You will share a book together."

As directed, students select partners with whom to read weather book. Mrs. Klimesh asks Jen. to read weather story to Teri. Liy. and Me., however, sit down with Teri. Mrs. Klimesh tells Liy. and Me. that they will work together today, and Jen. will read to Teri. Mrs. Klimesh tells Jen. to go into hallway to read with Teri. Teri sits on floor beside Liy. and Me. Mrs. Klimesh tells Teri that she will work in hallway today with Jen., but Teri remains on floor. Mrs. Klimesh walks to Teri, sits on floor beside her, and says something quietly in her ear. Teri and Jen. leave classroom to sit in hallway.

9:50 A.M.

Researcher walks into hallway.

Another small group reads aloud in hall area.

Jen. begins reading aloud from her book; rather than sharing one book, both Jen. and Teri have their own books.

While reading aloud, Jen. does not point with her finger to show placement on page.

IFSP Julie walks by Jen. and Teri.

IFSP Julie asks Teri, "Are you listening?"

Teri turns page in her book to match open page of Jen.'s book.

9:55 A.M.

Jen. completes story, and both Jen. and Teri return to classroom.

Woman carrying violin case is at door and speaks to Klimesh.

Mrs. Klimesh and this woman speak enthusiastically about an athletic competition.

9:57 A.M.

13 March 1991 (Wednesday)

8:50 A.M.

Researcher presents box of cookies with note of thanks to Mrs. Klimesh to share with students in her class.

Approximately 8:51 A.M.

8:55 A.M.

Researcher wears red and black wool slacks with sweater and sits at table number two.

Mrs. Klimesh wears black and white slacks with red sweater and sits at table number one.

Students are casually dressed and sit in assigned desk places. They engage in reading or copying web-like design from blackboard.

Teri is not present in classroom.

Mrs. Klimesh directs two students to copy web-like design and, if they have time after that, to engage in free reading.

This morning follows significant snow storm in this area.

Web reflects information processing via cluster analysis.

Drawing has four circles, three of which are connected to one central circle and no other circles.

Each circle is identified by word inside same.

Inside central circle is "clouds."

Words inside three circles connecting to central circle are "cirrus, stratus, [and] cumulus."

Protruding lines extend from three connecting circles.

"Facts" is written beside one set of protruding lines.

Along these protruding lines on circle identified as "cirrus" is written, "They are high in the sky," and, "It doesn't rain."

Additionally, on table number one are provided informational details for each kind of cloud.

8:58 A.M.

Teri's desk is empty except for five sticks inside envelope. Teri arrives and hangs up her coat.

Liy. walks to Teri and says something.

Liy. brings books to Teri's desk and puts them inside desk.

Mrs. Klimesh walks to Teri's desk and removes sticks leaving empty manila envelope on her desk.

9:01 A.M.

Teri smiles broadly as she hangs up her coat.

Wearing sweatpants and sweatshirt, Teri carries her shoes and walks to Mrs. Klimesh.

Teacher tells Teri to put on her shoes and then come see her (Mrs. Klimesh).

Mrs. Klimesh tells the students to say, when she reads their names, if they will be eating hot or cold lunches today.

Mrs. Klimesh calls students' names, and they reply with "hot" or "cold."

Sitting in her assigned seat, Teri puts on her left shoe.

When Mrs. Klimesh calls Teri's name, Teri does not reply.

Mrs. Klimesh asks, "Are you eating hot or cold, Teri?"

Teri says, "Hot."

Teri puts on right shoe and walks to the teacher.

Mrs. Klimesh directs Teri to get her pencil, but Me. brings Teri her pencil, instead, and returns to her (Me.'s) seat.

Teacher gives Teri sentences to copy and directs her to "write real neatly."

Researcher stands in back-right corner.

Teri takes her work and sits at table number one with We. and Da., both of whom draw web-like design from blackboard.

Teri copies sentences from model copy onto separate page.

Mrs. Klimesh walks to table number one and comments,

"Excellent, Teri. That looks great."

And adds, "I expect good spelling since the words are right in front of you."

Mrs. Klimesh directs the class to come to front of room.

Da. remains at table number one, however, and Teri remains at her desk.

With students seated before her on floor, Mrs. Klimesh reads poem which illustrates personification.

Mrs. Klimesh asks the class what it is called when a poem makes a nonhuman phenomenon seem human.

Students on floor chorus, "Personification."

Teri leaves desk and joins group on floor, and Liy. kneels beside Teri and speaks with her.
 Students seated on floor form circular arrangement in front of Mrs. Klimesh, who sits in rocker.
 Some students, as well, sit in interior area of circle.
 Beginning with Mrs. Klimesh's right side (when facing Mrs. Klimesh), students sit in circular arrangement in following order: Je., Kr., Al., An., He., Li., Jen., Me., As., Teri, Liy., Jar., Be., Jo., Se., and Dal.
 Students in interior part of circle include Ca. and We.
 (When Da. later joins group on floor, he sits in interior area of circle.)

Mrs. Klimesh walks to bulletin board on right wall where students' poems are posted.
 Mrs. Klimesh reads these poems aloud.
 She then asks Kr., "What's wrong? You look like you do not understand. Do you understand?"
 Kr. replies in the affirmative, and Mrs. Klimesh says, "Great."
 Da. finishes work at his desk and joins the class on floor.
 Mrs. Klimesh, however, directs Da. to first put his paper away in particular place, which he does.
 Mrs. Klimesh asks the class to identify yesterday's weather components.
 She notes that such components are also on chart on bulletin board.

Knock on door is heard, and man enters classroom with box and Sc. (Sc. is a pupil in Mrs. Myer's class).
 Man carries box with two puppies and, when Mrs. Klimesh directs students on floor to make an aisle for puppies, he takes puppies from box and puts them on floor.
 One puppy defecates on floor.
 While he cleans up floor, Mrs. Klimesh and students interact with puppies, and shortly thereafter visitors leave with puppies in box.
 Mrs. Klimesh asks the students, who are still on floor, "I hear you saw Molly when she was pregnant?"
 Several students comment on their experiences with Molly.

Mrs. Klimesh returns focus to previous discussion concerning poems and personification when she tells the students that she wants each student "to write three descriptive sentences concerning yesterday's weather."
 Mrs. Klimesh directs students to identify words describing yesterday's wind.
 Students raise their hands, are called upon and volunteer such words.
 Mrs. Klimesh writes same on blackboard.
 Liy. holds Teri's hand up and waves it.
 Mrs. Klimesh calls on Teri who replies, "It was snowing hard."

Mrs. Klimesh asks the students to describe yesterday's snow. Again, students raise their hands, are called upon, volunteer such descriptive words, and Mrs. Klimesh writes their responses on blackboard.

Teacher pauses and says that she wants all students to give one answer.

Students continue to raise their hands to volunteer.

One of these is Teri, who independently raises her hand.

Da. gets up and goes to back of room to retrieve socks from boots.

Mrs. Klimesh tells Da. to "use 1 minute and then join the group."

Mrs. Klimesh calls on Teri who replies, "Trees danced."

Enthusiastically, Mrs. Klimesh asks, "The trees danced? That's great! Excellent descriptive words."

We. raises hand and says, when called, "Cold."

"O.K.," the teacher replies, and she asks We. if he can think of other words to describe cold.

Da. rejoins group on floor as Ca. volunteers, "Windy."

"O.K.," the teacher replies again but adds, "How windy was it? I need a descriptive word."

Mrs. Klimesh asks the class to identify "overall words to describe the storm."

Both Teri and Liy. raise their hands, and, while their hands are raised, Liy. whispers in Teri's ear twice.

Other students' hands are up as well, but Mrs. Klimesh calls on Teri, who replies, "Wind."

Mrs. Klimesh says, "O.K.," and asks if anyone walked home yesterday.

We. indicates he walked home and "it was windy."

"How else can you describe it?" the teacher asks We.

He replies, "Hard."

Calling on Je., Mrs. Klimesh asks, "What did you think about the storm?"

Je. says, "Nothing," but Mrs. Klimesh replies, "That is not acceptable. I have to have something. Did you ride the bus home?"

Je. indicates that he rode the bus, and Mrs. Klimesh asks him questions about same, but Je. does not volunteer answers.

Speaking to the whole class, the teacher asks, "Is there anyone else who did not give me something? An., did you give me something?"

An. nods, and Mrs. Klimesh says, "O.K."

Addressing the class, the teacher states, "I want you to go with a partner, the same partners you had yesterday."

She adds, however, that there will be four students in Teri's group; she identifies these students as Jen., Me., Liy., and Teri.

Noting that the students can use any paper they want, Mrs. Klimesh directs the students to "get the book and write down weather phrases."

Students get up, connect with their partners, and begin their new assignment.

Researcher asks Liy. if she previously whispered descriptive words in Teri's ear, and Liy. replies in the affirmative.

Mrs. Klimesh divides Teri's group of four so that Me. and Jen. are partners and Teri and Liy. are partners.

9:37 A.M.

To the class, Mrs. Klimesh repeats, "The weather phrases come from the book."

Jar. and Da. sit under window and work together.

Je. works together with Be. at center of back wall area.

An. and Kr. work in back-left corner.

Li. and We. work in front and center part of room.

Me. and Jen. work beside Mrs. Klimesh's desk.

Al. and Ca. work in front-right corner of room.

As. and He. work at table number one.

Jo. and Da. work in back-right corner.

Researcher also records posted cooperative group information. Cooperative group assigned to front and center of classroom includes As., Li., and He.

Cooperative group assigned to right wall includes Be., Jar., and Je.

Cooperative group assigned to front-right corner includes Da., Jo., and Dal.

Cooperative group assigned to back-left corner includes Al., An., and Ca.

Cooperative group assigned to left wall and below window includes Me., Ka., and Liy.

Cooperative group assigned to front-left corner includes Jen., Kr., and Teri.

Two cooperative group locations do not post students' names.

(Thus, not all students in classroom are included in a cooperative group identification at this time.)

9:43 A.M.

14 March 1991 (Thursday)

12:30 P.M.

Mrs. Klimesh escorts her students to art class.

Mrs. Klimesh leaves, and students assume apparently designated seats in classroom.

Teri sits across from Se. and to left of Liy.

Art Teacher Two wears beige slacks with red sweater and circulates through room discussing three dimensional art.

She holds up a piece of paper and says students will use same to make something three dimensional.

She asks students to identify "things that are three dimensional on a tropical island."

Ka. volunteers, "Sand."

Art Teacher Two writes same on blackboard.

Br. says, "Parrots."

Art Teacher Two writes same on blackboard.

Students continue to volunteer three dimensional things on tropical islands, and Art Teacher Two writes them on blackboard.

Teri's arm is up, indicating her wish to volunteer answer, and her arm is held up and waved by Liy.

Art Teacher Two calls on Teri who says, "Grass."

Art Teacher Two writes same on blackboard, and then says she has been interrupted by Be. several times and asks Be. to stop whispering.

Liy. whispers something in Teri's ear, and Teri raises her hand while Liy. shakes it.

Art Teacher Two calls on Teri who replies, "Talking birds."

While holding up same for students to see, Art Teacher Two rounds and slits corners of green paper to make folded corners.

In doing so, she also applies glue to each corner and holds corners secure while glue dries.

She then creates wooden log by rolling piece of brown paper and applying glue to secure cylinder shape.

In doing this, she also counts to 30 aloud while glue dries.

Art Teacher Two fringes one end of paper log with scissors and folds back fringed end to create palm tree.

Art Teacher Two stops working momentarily and tells We. to be quiet.

She then makes shorter snips at other end of log to create flattened end of log and glues same to green paper, the latter of which she identifies as her island.

While Art Teacher Two provides demonstration, Liy. and Teri observe same.

Teacher creates another island object using black piece of paper from scrap pile.

She then compliments class for good listening.

Be. and Br. talk and fidget.

He. raises hand and says "Se. needs to go to the office."

Art Teacher Two tells Se. to wait so he "will know how to do it after spring break."

Be. and Br. talk about how to make something out of paper.

Br. comments about making a hut looking like palm tree leaves.

1:52 P.M.

Art Teacher Two draws a semi-circle on blackboard.

She uses tissue paper and twists same to make vine.

She shows students how fringed green construction paper can be used to make grass.

Se. leans forward on table.

Teri, whose head is also on table, watches demonstration quietly.

Teacher tells Se. that he has seen demonstration and can now go to office.

Teacher then tells students at Teri's table to come and get their supplies.

Da. gets green paper and immediately begins trimming its corners.

Teacher instructs other groups to collect their supplies, as well.

As Teri collects her supplies, Art Teacher Two says to her, "Oh! You cut your hair. It looks pretty!"

When Teri and Liy. are returned with their supplies, Teri watches as Liy. rolls piece of brown paper into log.

Teri uses tissue paper to create her log.

Art Teacher Two corrects Teri and instructs her to use construction paper for her log, and she gets it for Teri.

Se. returns to classroom and makes his log.

Br. pounds his glue bottle on table.

Teacher tells Br. that he can damage the table as well as cause cap to fly.

She cautions him to "think about what he is doing when opening something."

Liy. tells Teri how to snip one end of log to make palm tree.

Art Teacher Two walks to Teri and says, "Let's open this up."

She then says to Teri, "May I show you?"

Teri responds in the affirmative, and the art teacher does something with Teri's log.

After Art Teacher Two leaves Teri; the researcher notices that Teri's log is standing on her green paper much like the trunk of palm tree.

Researcher asks Teri if her tree is glued to her green island, and Teri replies in the affirmative.

Liy. picks up the log or trunk, revealing that it is not glued to her island.

In presence of apparent noise, Art Teacher Two says, "Best manners, please, best manners."

Liy. suggests to Teri that she, Teri, attach her tree to her island.

Liy. holds tree trunk while Teri puts glue on bottom of same.

Liy. puts more glue on same and sticks trunk atop Teri's paper island.

Art Teacher Two speaks to entire class and directs students to get a pencil and write their names on their islands.

Class atmosphere is noisy, and Art Teacher Two directs Br. and then the entire class to "freeze."

She then repeats above direction and adds that "there are only 2 minutes left."

Liy. tells Teri to write her name on her island, but Teri replies, "No."
Liy. says, "O.K., I will."
Liy. asks, "Shall we make a talking bird?"
To this, Teri replies in the affirmative.
Art Teacher Two again addresses the class when she says, "I'm ready to start accepting the islands."

Art Teacher Two praises girls seated at table nearest blackboard, who have already cleaned up, and says, "You are the neatest, tidiest girls."
Art Teacher Two stands near doorway where she accepts students' projects and places same on counter.
Li., who has worked at same table with Teri and Liy., takes Teri's island, which has one construction paper tree and three tissue paper rolls (possibly vines), and gives it to Art Teacher Two.
To Dal., Art Teacher Two says, "I'm waiting for your island. Please do not take any supplies with you."

Li., Liy., and Teri clean their table.
Art Teacher Two provides cleaning instructions to students, who she addresses by table numbers.
Art Teacher Two directs table number one (Teri's table) to push in their chairs to show they are ready.
Students at another table push in their chairs and stand up beside them.
Art Teacher Two directs We., who looks at magazine of animals, to help his partners clean up their table.
Again, Art Teacher Two directs table number one to stop cleaning their table and push in their chairs.
She directs this table, as well, to throw away their paper towels.
Teri runs around table number one waving her sponge in the air, Liy. chasing her.
Teri stops and sponges off table number one.
Art Teacher Two directs Teri to put her sponge away.
We. tries to take the sponge from Teri, but Art Teacher Two tells him that she expects Teri to put her sponge away by herself.

Mrs. Klimesh, who stands by doorway, indicates her desire to speak with Art Teacher Two.
After speaking with Mrs. Klimesh, Art Teacher Two returns to classroom and tells Teri, "If you do not put the sponge back, your parents will be called."
Teri puts sponge on counter and leaves with her class.

When near Mrs. Klimesh's classroom, Teri is stopped by IFSP Julie, who directs Teri to join Todd (integrated student in Mrs. Myer's class) in math activity.

IFSP Julie, Todd, and Teri sit on floor in hallway and engage in math activity.

IFSP Julie shows Todd and Teri a math addition card upon which is written (in vertical position) "2+1."

IFSP Julie then holds up one blue block and two white blocks. She asks Teri to look at the card and the blocks and tell her (IFSP Julie) which is bigger.

IFSP Julie also responds to the researcher's note concerning Jon.'s (student in Mrs. Myers' class) recent story about child who is blind and drowns.

IFSP Julie comments that Jon.'s family has problem concerning perception of disability ("label and spread").

IFSP Julie indicates that she was glad to receive the information shared so she could use it in a circle of friends activity.

Approximately 1:30 P.M.

28 March 1991 (Thursday)

12:26 P.M.

Researcher wears tan slacks with pink blouse and sweater and observes activities in Mrs. Klimesh's classroom from hallway. Researcher enters classroom and notices that students are dispersed throughout classroom and engaged in varied activities.

Teri is not at her desk and, instead, sits on floor with Kr. Sitting at table number two are An., Br., Da., and Me.

He. sits in rocking chair.

We. enters classroom.

On blackboard is cloud chart identifying types of clouds and their corresponding characteristics.

To its right, weather elements are defined, e.g., air temperature.

Above same are written three sentences having some correspondence to weather and more correspondence to descriptive prose.

These sentences read as follows: "Sometimes it stood resting, catching its breath. From the sea, the storm dug shells. It spread them on the beach."

Atop above quotation, "personification" is written.

12:29 A.M.

Kr., sitting beside Teri on floor, removes cubes from chest which is made of plastic and contains activities for Teri. Chest also contains directions for peers to use when working with Teri.

Cubes removed from chest by Kr. are identical to those used previously (on Monday).

Kr. asks Teri if she wants to work with cubes.

Teri apparently responds in the negative because Kr. and Teri remove other things from plastic chest. Ultimately, they select and return to Teri's desk with a math notebook.

Mrs. Klimesh stands beside table number two and asks students seated there, "Fifteen take away seven is what?"

12:36 P.M.

Mrs. Klimesh announces to the students that it is time to clean off their desks and leave only their library books and weather charts.

Mrs. Klimesh directs Teri to "get a stick and get ready for art."

Teri replies, "No, I need to wash my hands."

Mrs. Klimesh turns off ceiling lights.

Teri washes her hands.

Students, except for Teri, leave classroom to go to art class.

12:38 P.M.

Mrs. Klimesh tells Teri that she (Teri) has 2 minutes to get her stick and go to art class.

Mrs. Klimesh walks to Teri and pulls down paper towels for her.

Mrs. Klimesh directs Teri to dry her hands, and Teri replies, "No."

Mrs. Klimesh repeats her direction, and Teri replies again in the negative.

Mrs. Klimesh asks male visitor in classroom to please leave. She then asks Teri if it will be necessary to call her mother. To this, Teri asks, "How many sticks?"

Teacher replies, "One stick."

Teri throws paper towel on floor and goes to get stick.

Mrs. Klimesh exclaims, "No stick!"

Mrs. Klimesh takes Teri by her hand and walks Teri to art class.

Mrs. Klimesh leaves art class, and researcher enters art classroom.

12:41 P.M.

As Teri enters art room and goes to her seat, Art Teacher Two says to Teri, "Hi."

Teri sits beside Li.; Liy. is absent today.

Art Teacher Two cautions Jar. that he will have to show her that his new seat (in classroom) is good for him.

She then calls students by their names, and they go to her and pick up their paper islands.

When Art Teacher Two calls Teri by her name, Teri walks to the art teacher.

After picking up their islands from the teacher, students collect supplies.

Art Teacher Two tells We. that he is going to move to a new place in classroom today.

She then tells the class that tissue paper is to be used for "flimsy things."

She tells the students, as well, that they can ask her questions while she "roams around."

Teri has returned to her seat with her island, glue, and tissue paper.

Art Teacher Two speaks firmly when she says, "We., I don't buy it! We're going to have to do a new seating chart."

Art Teacher Two directs two rows of students to change places. While this seating rearrangement occurs, classroom is noisy.

Art Teacher Two again speaks firmly when she says, "Zip your lips, Je.!"

Art Teacher Two then apparently addresses the entire class when she says, "Here's the reason why: When I started here at the beginning of the semester, you were very quiet. But the noise level has gotten louder. You need to concentrate and keep your voices in a whisper."

She then identifies students who should be now sitting down. Finally, the teacher praises students who listened carefully to instructions concerning new seating arrangement.

Jen. complains that boys sitting across from her are making a mess.

12:55 P.M.

Students resume art activity, and the art teacher circulates throughout classroom, commenting on students' work.

She then leans over to speak with Teri and directs Teri where to make a cut using her scissors.

Art Teacher Two asks Teri if she wants to draw before cutting, but Teri does not reply.

Teri takes Li.'s tissue paper, but the teacher directs Teri to get her own tissue paper from box in center of room.

Researcher goes with Teri to select tissue paper from box.

Teri removes tissue paper.

Researcher directs Teri to only take a few pieces and put the rest back.

Teri, however, replies in the negative and returns to her seat.

Researcher repeats her direction, and Art Teacher Two tells Li. to return some her own tissue paper.

Art Teacher Two explains to Li. that this will help Teri see that only a small amount of tissue paper is needed.

Li. returns some of her tissue paper and then Teri seems content to return some of her tissue paper, as well.

1:03 P.M.

Be. asks We. to hand him the glue, but We. refuses to do so.

Art Teacher Two stops the class and describes appropriate sharing behavior.

She compares sharing art supplies to the passing of salt at dinner table.

Teri rolls tissue paper around a pencil, removes pencil, and glues edges together.

She already has glued other tissue paper rolls to her island. Art Teacher Two asks Teri if she (the teacher) could cut and shape corners of her island, and Teri replies in the affirmative.

After thus assisting Teri, Art Teacher Two shows Kr. how to cut and fold her corners so that her island is elevated.

To a male student, the teacher says, "I can see I have made a big mistake," and she moves him to another part of classroom where no other students sit.

Art Teacher Two addresses the whole class when she notes that she has "had to spend a lot of time today working on manners." Speaking to group of girls not near Teri, the teacher then exclaims, "Girls, get along!"

1:19 P.M.

Art Teacher Two directs the class to begin cleaning up their tables.

She directs the students to throw away small scraps and return big scraps to box in classroom.

Except for Teri, Jo., Br., and Ca., all students in art room begin cleaning up their tables.

Li. picks up Teri's island, but Teri replies, "No!"

Li. then firmly directs Teri to put her island away.

Teri, however, refuses to do so and repeats, "No."

Throughout classroom, students clean art tables, washing with sponges and water and drying with towels.

Art Teacher Two directs the students to put their sponges back, finish drying the tables, and line up at the door.

Teri dries her table area with piece of white construction paper.

Li. tells Teri that the next time she is in art class, she should "zip" when the teacher says, "Clean up."

Art Teacher Two directs We. and Teri to leave, other students having already left.

After students have left classroom, Art Teacher Two comments that the students' agitation has increased since their regular teacher returned.

Researcher leaves art classroom.

Approximately 1:40 P.M.

Interviews

1. Mrs. Klimesh

17 December 1990 (Monday)

1:50 P.M.

The researcher interviewed Mrs. Klimesh in her classroom during a free period on this day. Upon sitting down, Mrs. Klimesh informed the researcher that, for medical reasons, she (Mrs. Klimesh) would be absent from and a substitute teacher would be present in her classroom from the researcher's first observation day in January and through most of February of the new year; a more personal discussion of same ensued before commencing this interview. Then, to open the interview, the researcher asked Mrs. Klimesh to describe her general impressions concerning Teri's involvement in her second-grade classroom. Mrs. Klimesh responded by saying that she was initially optimistic because of the potential she perceived Teri to have. She added, however, that her more recent views had been less hopeful as Teri had become increasingly uncooperative.

At this point, the researcher asked Mrs. Klimesh to describe the discipline approach she used to address Teri's classroom behavior. Mrs. Klimesh noted that she used sticks in a token-exchange-like program. She explained that, in the beginning, she and IFSP Julie decided to use a (response cost) program whereby Teri started each day with a prescribed number of sticks and relinquished a stick with the evidencing of each behavioral problem. The teacher noted, however, that, upon losing one stick, Teri gave up. This development, she further explained, led the IFSP and her to a more positive discipline approach whereby Teri began each day with no sticks but earned "one stick each time she cooperate[d]." With such sticks exchangeable for rewards at home (token economy), Mrs. Klimesh stated, "Now, she's starting to cooperate."

Concerning support systems for Teri, the instructor stated that there had been and continued to be home-school communication with and support from Teri's mother. Mrs. Klimesh added that, perhaps because Teri lived in the immediate community, she had received stronger peer support than did a non-community-based disabled student who was previously integrated into her classroom.

With focus shifted to curricular concerns, Mrs. Klimesh spoke first about Teri's writing. In particular, she stated that Teri was excited about her language experience work and that "she [would] read her own story tomorrow." Concerning this, the teacher explained, "Teri's mother tapes the stories so

she [Teri] can listen [to them]." Whole language writing also occurred via journal writing, she noted, with writing related to math and science occurring in her learning log.

When asked about her instructional strategies, Mrs. Klimesh identified three. These included using cooperative groups, whole language instruction, and child-oriented (philosophical) approaches. Concerning the former, the interviewee stated that each group had a high-, middle-, and low-functioning student. Group membership in such groups, she explained, changed monthly. Concerning child-oriented approaches, Mrs. Klimesh explained that she preferred a flexible rather than prescribed, basal-like approach, wherein she could address individual strengths and weaknesses.

With time for the interview running out, the researcher asked Mrs. Klimesh to identify rules present in her classroom. The teacher responded by saying that rules in her classroom related to a philosophy of cooperation. She said that "each child [was] viewed as both teacher and student."

Finally, the researcher asked Mrs. Klimesh to describe the support services she received from IFSP Julie. The respondent noted that she and IFSP Julie had limited planning time whereby they often spoke only in the morning. She explained that such limited planning required IFSP Julie, as well as herself, to make quick assessments and be flexible, often applying the "teachable moment." The instructor noted, as well, that IFSP Julie knew content unit objectives for her class in advance.

Mrs. Klimesh's free time here ended, and she and the researcher agreed to meet tomorrow at 2:15 P.M. Approximately 2:15 P.M.

18 December 1990 (Tuesday)

2:15 P.M.

Mrs. Klimesh and the researcher met for a second interview on this day and, as occurred previously, this meeting occurred in Mrs. Klimesh's classroom. The researcher asked Mrs. Klimesh to expand upon her reference yesterday to teachable moments. The teacher explained that such moments enhanced purposeful learning by waiting until a natural need for a particular area of learning developed. She further explained that the incorporation of such moments increased the authenticity of learning activities. The teacher then provided an example of the above. She explained that a good way to have students learn the ie sound was for them to read a book filled with that sound, rather than doing a worksheet. Another way for students to learn same, she explained, was to have students write a friendly letter when there was a need for such. Mrs.

Klimesh stated that there was a scope but not a sequence to her curriculum. She continued by saying that the content areas of her curriculum were flexibly included like the spokes on a wheel rather than the steps on a ladder. In conclusion, Mrs. Klimesh stated that the most important aspect of her integrated classroom was, in fact, using the flexible, teachable moment.

The above comments led the researcher to ask Mrs. Klimesh about her views on class size. Responsively, the interviewee stated that small class size was critical always, but that it became even more important when providing integrated instruction. She indicated that the appropriate class size for a class having an integrated student was 20 to 21 students.

Approximately 2:40 P.M.

25 March 1992 (Monday)

1:55 P.M.

After her students went to their physical education class, Mrs. Klimesh met with the researcher for an interview in her classroom. Initially, the researcher asked Mrs. Klimesh to describe her educational background and previous experiences with persons identified to have severe disabilities. The interviewee stated that she graduated from the University of Northern Iowa in 1976 with a BA in kindergarten through eighth-grade general education. More recently and in 1990, she stated that she graduated from the same institution with a MA in kindergarten through twelfth grade with a specialty in reading. Finally, Mrs. Klimesh noted that she had no prior experience with persons with mild handicaps. She added that she did, however, have one experience with a severely handicapped student in the previous academic year.

The researcher asked Mrs. Klimesh to describe the "daily oral language" activities following the 9:00 hour. (Mrs. Shell provided name of these activities in her 22 February interview with the researcher.) Mrs. Klimesh explained that these activities constituted a 10-minute opening segment of each day that focused on the mechanics of writing, e.g., grammar. She related these activities to the editing process for adults. Teri, she stated, participated in the same daily oral language curriculum as her peers.

At this point, the researcher asked Mrs. Klimesh to identify and describe her instructional strategies. Mrs. Klimesh explained that she used a whole language approach based on the writings of L. M. Calkins, Y. M. and K. S. Goodman, and H. Hansen. "What modifications, if any, in your whole language approach are made for Teri?" was the next question posed to Mrs. Klimesh. "All the curriculum needs to be modified.

[Teri's work] parallels [the regular curriculum] but is more functional." The respondent added that, from a discipline perspective, she used behavior modification with Teri. She described same as compatible with the whole language approach. When asked if she had any existing problems or concerns with the whole language approach in her classroom, Mrs. Klimesh indicated that, because of time constraints, "conferencing with all the children [was] hard." In this regard, she indicated that "having a small class [was] more important than [having] a helper."

At the researcher's request for an example of a teachable moment, Mrs. Klimesh affirmed that the poem activity in the students' weather unit was such an activity. She further explained that the larger goal in that activity was students' development of descriptive phrases for poem writing.

The role of classroom schedules became the next topic of concern. Generally, the interviewee described her approach to scheduling as fixed. She referenced scheduling concerns regarding reading and writing activities. For whole language activity during writers' workshop, the teacher explained that she took time to speak with the class at the beginning of these activities to discuss strategy or use of a particular skill. She added that the students engaged in silent reading during the morning and afternoon. Silent reading in the morning, she explained, was when students read in structured content areas and assigned thematic reading units. Afternoon reading, on the other hand, was when independent reading occurred. She emphasized the importance of both reading and writing in her classroom by indicating that extended periods of time were scheduled for both activities. Additionally, Mrs. Klimesh noted that students had "seat time with choice of activity." The researcher asked Mrs. Klimesh about the role of transitions in her schedule, but Mrs. Klimesh indicated that transitions were generally unnecessary in her classroom. Succinctly, she stated that "the class [was] structured enough that students [knew] what to expect next." She further explained that the "students help[ed] set up the routines and procedures at the beginning of the year, so they had ownership of them." When asked if she had any problems or concerns regarding schedules in her classroom, Mrs. Klimesh replied, "No, I'm real happy. I use a thematic approach. The disciplines are united under themes."

Focus of concern here changed to the levels of curricular activity in Mrs. Klimesh's classroom. The interviewer asked the interviewee to address her use of such a multilevel curriculum. Mrs. Klimesh explained that, particularly in whole language-writers' workshop, there was essentially one curriculum level for every student. She then described how she achieved the multilevel curriculum in those whole

language-writers' workshop activities. Initially, she explained, she read and used the professional literature, noting that she most used the writings of L. M. Calkins. Emphasizing again the importance of thematic units, Mrs. Klimesh identified the following as helpful in the facilitation of a multilevel curriculum: a tape recorder, peer tutors, cooperative learning activities, older students, and parent volunteers. When asked if she had any problems and/or concerns regarding her use of a multilevel curriculum, the interviewee replied, "I'm not able to give Teri all the time she needs [, but I'm] reluctant to have her work on a worksheet." Finally, when asked if she had any recommendations for others using a multilevel curriculum, Mrs. Klimesh stated, "Peer tutoring is what really helps. Dal. became the teacher."

"How do you structure the peer tutor or peer buddy system?" asked the researcher. Mrs. Klimesh responded by saying that the peer buddy was sometimes selected by her and other times by the students. She continued by saying, "I have to ask myself, 'Who do you think would be helpful?' I tell everyone that they will sometime be a teacher and draw on [their] strengths." Mrs. Klimesh additionally stated that IFSP Julie provided directions regarding and modeling for peer buddy activities. Mrs. Klimesh's final statement regarding peer buddy activity concerned the benefits of this system. Specifically, she stated, "Every child should be recognized at some time for their talent. That sometime is a must, and to look and ask for help is not a put down."

Dialogue concerning student grouping continued with focus on Mrs. Klimesh's use of cooperative groups. The researcher began same with a question concerning whether or not academic and social goals were identified in advance of cooperative group activities. Mrs. Klimesh indicated that such goals were identified in advance. She added, "This year, there is less need to focus on the social. The lack of ability grouping has increased the sense of community." Evaluation of cooperative group activity, she explained, occurred through her monitored observation and recording of academic and social information in anecdotal records. And, when there was a problem, she noted, an "Oops Report Form" was completed with emphasis on use of problem-solving skills.

Regarding the development of social/behavioral problems, the researcher asked Mrs. Klimesh to describe her disciplinary practices with Teri. The interviewee noted that individually tailored discipline programs were used with many students, not just Teri. Behavior modification was used with Teri, the teacher stated, with rewards provided at home. This, she added, involved maintaining daily contact with Teri's mother. Additionally, Mrs. Klimesh said she saw no problems or

concerns regarding use of such disciplinary activities, and she added, similarly, that she foresaw no changes and had no recommendations for others, in this regard.

Concerning discipline, the researcher asked Mrs. Klimesh to identify the most important rules in her classroom. "The children made the rules at the beginning of the year. They were posted on the walls at the start. The same thing went home," the teacher replied. She added that notes were also sent to the parents regarding the "goals, expectations, likes, [and] dislikes of each student." "Are the rules flexible, subject to change?" inquired the researcher. The interviewee indicated that rules were not flexible in her classroom, and consequences to broken rules were consistent. The teacher additionally indicated she had no problems or concerns regarding the use of rules in her classroom, and, similarly, she had no recommendations for others regarding same.

Focus shifted to matters of assessment, and the researcher asked Mrs. Klimesh how assessment was coordinated or divided between her and IFSP Julie. Unlike last year, the teacher explained that academic and social/behavioral evaluations were divided, respectively, between IFSP Julie and herself. With little time remaining, the teacher stated that planning and coordination in general occurred early in the morning and upon IFSP Julie's arrival in class. Arrangements to continue this interview were scheduled for 28 March 1991 between 2:15-2:30.

Approximately 2:30 P.M.

28 March 1991 (Thursday)

2:15 P.M.

As they did for previous interviews, the researcher and Mrs. Klimesh met on this day for an interview in the teacher's classroom. The interview began with the researcher's request that the interviewee identify the academically strongest and weakest students (in her classroom) and in what capacity the latter have served as peer tutors or buddies. Mrs. Klimesh stated that the academically strongest students were Dal., Jen., and Liy. She stated that the academically weakest, on the other hand, were We., Je., and Teri. We. had, she then explained, read stories aloud for Teri when "she was not able to read [them]."

Interview focus subsequently concerned assessment. Recapitulating the instructor's earlier statement regarding the division of academic and social behavioral assessment between IFSP Julie and the teacher, respectively, the researcher asked the instructor to compare current and previous assessment arrangements. She answered that last year she did virtually all assessment with supplementary assessment

provided by IFSP Julie. Additionally, Mrs. Klimesh explained that she preferred last year's assessment arrangements because assessment information was more natural and desirable when it was done specific to a classroom. Assessment based on work samples that were kept in a portfolio, the interviewee noted, was the "most beneficial approach . . . for all students and subjects."

When asked to describe IFSP Julie's involvement with her and Teri, Mrs. Klimesh replied, "My support system." She added, "Julie comes in at 9:30-10:15 and sometimes in math. She helps me modify Teri's activities in the classroom, [but] not so much on the spot." When asked to identify IFSP Julie's most important activities, the teacher repeated the above. (Concerning collaborative adaptation development, the interviewee noted that Teri's mother helped by making audio tapes of stories read in the classroom.) She then commented on circle of friends activities that had been facilitated by IFSP Julie. Unlike the present academic year, she noted that, in the previous academic year, such activities were conducted by student volunteers outside of classroom time. Currently, however, she explained, "We do not need circle of friends in the classroom because the [children's] literature addresses individual needs [concerning] minority, cultures, [and] handicaps." Concerning planning and coordinating educational activities with IFSP Julie, the instructor expressed concern regarding the lack of time-related opportunity for same. Succinctly, she stated, "I think this is where things could be refined, but realistically [there is] not enough time." Similarly, she noted that opportunity for same occurred during the Thursday integration meetings where all regular teachers serving handicapped kids met with IFSP Julie and each other to share and discuss events, problems, and solutions. Finally, excepting these Thursday integration meetings, Mrs. Klimesh stated that her planning time, including her collaboration with IFSP Julie, averaged 2 hours per week.

Citing the teacher's 25 March reference to an "Oops Report Form," the researcher asked Mrs. Klimesh to comment on same. The teacher explained that it was a form used throughout Ellis Elementary to address students' difficulties through the problem-solving process. (Mrs. Klimesh subsequently provided the researcher with a copy of this form. On it, students responded to the following questions: What have I been doing? Is it helping me? Why or why not? What will I do next time?)

Finally, the researcher asked Mrs. Klimesh if she had any additional views or concerns that she would like to share. Here, referring to a prior conversation between the researcher and Mrs. Klimesh, the respondent said that her attitude about integration had not changed. (In that 1989 conversation, Mrs.

Klimesh stated that integration had made her against ability grouping because it (integration) made everyone feel good about themselves. She noted that adaptations made for a disabled student had, in the end, benefited both the disabled student and her nondisabled peers.) Mrs. Klimesh addressed issues about appropriate class size by indicating that, when a disabled student was integrated, a classroom should have 18 to 21 students; she explained that 22 students were too many. Finally, the instructor commented on Teri's participation at Ellis while a resident of the immediate city but not the immediate school district. Specifically, she said, "I really feel, for it to be most beneficial, the student should be in a neighborhood school, idealistically, because those are the children they will [also] see in stores and [elsewhere in their neighborhood.]"

2:30 PM

2. Mrs. Shell

22 February 1991 (Friday)

10:45 A.M.

The researcher met with Mrs. Shell on this day for the first interview. Classroom adaptations specific to Teri were first addressed in this interview. In the early morning activity where students copied and made corrections regarding sentences on the blackboard, which she called "daily oral language," Mrs. Shell said that she took several seconds to prewrite Teri's sentences. She noted that math was the subject requiring the greatest amount of change for Teri. "Teri only counts," she explained, "She cannot add double columns and must do single column addition." To help Teri in her math work, the substitute explained that she emphasized manipulative activities. Reading adaptations varied, she noted. When worksheets were used, which she said was rarely the case, Teri did the same worksheets as her peers. Similarly, when the class read from a book aloud, Teri followed along in her own book, participating in the same activity with minimal adaptation. For individual reading activities when IFSP Julie was not present, the substitute teacher explained that those peers having completed their own work helped Teri. She noted that such help frequently involved beginning letter of a word activities, often in a game-like format. Mrs. Shell noted that she had not seen Teri's IEP or her educational and social goals.

One-to-one teacher-student instruction was another area of discussion. Mrs. Shell noted that she used such one-to-one instruction with all students in the classroom and that she spent no more time in such instruction with Teri than with her classmates. She noted, as well, that IFSP Julie previously

used one-to-one instruction with Teri but had more recently begun involving groups of students in Teri's activities.

The researcher asked Mrs. Shell to comment upon how different levels of student output were addressed in her classroom. She explained that there were different levels of student output in all classrooms. "That's teaching," she explained, "[It] must be done people. People are different." She noted that whole language activities were particularly good in this regard because they made it "easier to fit in."

The researcher asked Mrs. Shell to identify student leaders in her classroom. The interviewee noted that Br. and Liy. were clear leaders. She added that Jar. and Je. were competing for Dal.'s attention.

11:10 A.M.

11 March 1991 (Sunday)

12:00 Noon

Mrs. Shell and the researcher met for lunch and an interview at a local restaurant. Information here recorded was obtained during a somewhat diverse lunch conversation as well as during a more focused, subsequent dialogue. It has been topically regrouped. For the purposes of reader clarity, this interview occurred when Mrs. Shell was no longer a substitute teacher in Mrs. Klimesh's classroom.

Mrs. Shell described her preservice training, which was completed in spring 1990 at the University of South Dakota. She explained that she graduated with a BS (math and science) degree in elementary (K-8) education. She stated that she had emphasis areas in language arts and special education, as well, the latter having not been an integration-oriented approach.

When asked about her prior personal experiences with persons with disabilities, Mrs. Shell said she had none. Her student teaching assignment, however, included a male student who was diagnosed to have a learning disability and was mainstreamed into her fifth-grade class for 1 hour of science daily. She added that, in her opinion, he exhibited behavioral problems, as well. Mrs. Shell also noted that no regular class adaptations were made for the above-described pupil.

When asked to describe her initial and subsequent reactions to having Teri in her classroom, Mrs. Shell first and importantly differentiated her shorter term substituting experience in the fall, when she worked with and observed Miss P. (student teacher), from her longer term experience in January and February. She explained that her experience in the fall

convinced her it was Teri's behavioral manifestations and not her academic performance that would be difficult. She noted that, in the fall, Teri's academic development and participation were facilitated by a variety of curriculum adaptations. Teri's behavioral growth, however, was often eclipsed by her stubborn and independent nature, especially characterized by her resistance to cooperating and following directions, she explained. Mrs. Shell added that Teri's parents were very concerned, as well, that Teri might have difficulty accepting Mrs. Shell in a longer term substitute teaching role, and that such difficulty could result in a "digression of her behavior all the way back to the beginning of the year." Thus, Mrs. Shell's initial, January reaction was one of concern over her ability to manage Teri's behavior.

The interviewee noted that Teri's stubborn and independent behaviors were markedly exemplified on the second day of her longer term substitute teaching duties (in January). Further describing same as a power struggle that developed over Teri's following of the class schedule, Mrs. Shell explained that Teri insisted she was not done with her work and, therefore, could not go to physical education at the appointed time. She further noted that, after escorting the rest of the class to the gymnasium, she returned to the class and took all of Teri's thus far earned reinforcement sticks. Seeking to retrieve the sticks, Teri became physically aggressive and lunged at her substitute teacher, the interviewee explained. Reflectively, Mrs. Shell regretted taking all the sticks and, thus, dashing Teri's realistic chances to accrue the necessary five for at-home reinforcement via chocolate pudding.

After the first week of her longer term substituting, the interviewee stated that her concern about managing Teri's behavior diminished. She noted, as well, that by the end of her substituting in the spring semester, she was completely comfortable with Teri's regular class inclusion, and that, should a problem develop, she felt very comfortable seeking advice from Mrs. Myer or IFSP Julie.

Here begins interview content concerning curriculum. Generally, Mrs. Shell stressed that successful integration involved the realization that there were different ways to reach the same goal and the willingness to use a variety of instructional strategies. She explained that, with Teri, she (Mrs. Shell) had to "make accommodation so she [Teri] could reach the goal by some other means."

When asked about the daily oral language program, Mrs. Shell described it as a two-part program. One part, she explained, was the more structured component at the start of school days. For example, Mrs. Shell noted that sentence writing activity was sometimes followed by report writing or story ending. The

more flexible component, she said, was writers' workshop, scheduled later in the morning. The interviewee noted that this program, which was designed by Mrs. Klimesh and used in her class as well as Mrs. Myer's class, allowed Teri to have an individualized program while doing the same thing as her peers. More specifically, she explained, while Teri completed her sentence copying in the morning, her peers began oral reading. Individualization also occurred in writers' workshop when, for example, Teri copied the names of her peers while her peers wrote stories. (Mrs. Shell additionally stated that this name copying was Teri's idea). When asked if she had any recommendations or changes she would make in this daily oral language program, Mrs. Shell indicated that, when grouping arrangements are used, Teri should work in groups of two or three. When larger groups of students were used, she explained, Teri was "shunted to the side."

During silent reading time, Mrs. Shell noted that Teri read independently, somebody read to her, or she finished a prior reading activity with which she was familiar.

Concerning the fixed versus flexible nature of the scheduled activities, the respondent said that the schedule was "very flexible with emphasis on morning activities, as established by Mrs. Klimesh." She explained that, for example, if there was a speaker in the morning, she would "overrun math with writers' workshop." The respondent also delineated the sequence of scheduled activities on a normal day. She identified same as daily oral language sentence writing, daily duties, e.g., hot versus cold lunch, reading, recess, fruit break, writers' workshop, and lunch. Following lunch, the sequence of scheduled activities included silent reading, math, science, recess, student reading by VIP and science or social studies. The researcher asked about the presence of transitions in the normal sequence of activities. Mrs. Shell stated that all students, including Teri, knew the schedule, and it was, therefore, unnecessary for her to announce or prepare students for the next scheduled activity. She added that all students also knew the consequences for failure to comply. She explained that, for Teri, this involved the loss of a stick.

Assessment of Teri was addressed. Mrs. Shell indicated that IFSP Julie was responsible for assessing Teri's academic performance while she assessed Teri's student characteristics. She described the latter as a behavioral checklist in which she indicated that Teri performed very well, satisfactorily, or not very well (needing improvement). The respondent indicated that during Teri's parent-teacher conference, Teri's parents brought Teri to the conference. Mrs. Shell explained that she had concern about talking about Teri in front of her parents. She explained, as well, that she felt similarly

about circle of friends activity. Mrs. Shell told the researcher, however, that IFSP Julie did not think that she (Mrs. Shell) should be concerned about same. The respondent, additionally, stated that, although some material was saved for parent-teacher conferences, most material went home with the students.

The researcher asked Mrs. Shell to comment on use of a multilevel curriculum with multiple input-output modalities. Mrs. Shell indicated that this was not something that she did consciously. Indeed, she explained, it was an internal system for her. She explained that students always had choices, as well.

In addition to the above curricular concerns, the researcher also addressed matters of the classroom environment with Mrs. Shell. Included in these environmental matters were the use of student groups, circle of friends, discipline, and the use or presence of rules and routines. Three types of student groupings were discussed. These included the use of desk groups, cooperative groups, and the peer buddy or peer tutor system. Concerning desk groups, Mrs. Shell indicated that she used the system established by Mrs. Klimesh. She explained that these groups had two or three students in them, and each group had, at least, one high-level student participant. She commented, for example, that Be. was a high level student and was grouped with Da., a "slow starter" and We., a slow worker lacking confidence. She noted, as well, that she changed to an overall "U formation" around Valentine's Day, with paired groups of students inside "the U." The respondent indicated that she personally liked that change of desk groups.

Concerning the use of cooperative groups, Mrs. Shell again stated that she used Mrs. Klimesh's system and designation of student groupings. The respondent explained that use of cooperative groups "helped all kids, but may have helped Teri more." She explained that cooperative groups worked well with some units but not all. For example, she explained that cooperative groups worked well in the dinosaur unit but not the Martin Luther King unit. Both academic and social/interpersonal goals were sought through cooperative group arrangements, she explained. She stated that cooperative groups were particularly beneficial with academic goals because students taught one another. She also stated that, "when there [were] problems, she would discuss the idea that everyone [had] good ideas and [could] contribute." Finally, Mrs. Shell stated that she had preservice training on the use of cooperative groups.

Concerning the use of a peer buddy or peer tutor system when she substituted in Mrs. Klimesh's class, the respondent stated that the system she used was not necessarily Mrs. Klimesh's

system. Instead, she explained that it was "kid structured." She explained that, when there was need for a peer buddy or peer tutor, she asked the students to indicate, by raising their hands, who was done with their work and also wanted to help. Teri then selected a helper from these volunteers.

The respondent explained that, concerning circle of friends activities, she was essentially an observer. She added that, although IFSP Julie made no follow-up request of her (Mrs. Shell), she did discuss such activities with the students. She noted again that she was concerned about "Teri and Todd being made examples" and discussed in front of their peers.

Environmental issues involving discipline were discussed as they related to the entire class and to Teri. Regarding the former, the interviewee stated that she "was very strict during week 1 [January] and laid off once they respected [her]." She identified the listing of quiet listeners as one class-wide disciplinary practice. The respondent explained that this list, which identified quiet listeners during a given activity, was recorded by different students. She explained that each student had an equal opportunity to record quiet listeners, based on a chip-drawing system. In this system, each chip reflected one student's name, and once a chip was drawn it was not returned to the cup until all chips were drawn.

Mrs. Shell also described a ceiling light warning system regarding overall attending to work. Lights were turned on and off one time, two times, or three times. One on-off signal was considered the first warning, two on-off signals were considered the second. On the occasion of three on-off signals, Mrs. Shell explained, students had to put their heads on their desks and, if anyone spoke, the whole class had to do it over. She noted that students kept their heads down "for only 10 seconds." Mrs. Shell again noted, with regard to all-class activities and disciplinary practices, that Teri did not function well in large-group situations.

Disciplines practices regarding Teri only included, the interviewee noted, the use of peer models and peer reminders as well as the provision of reinforcement sticks and removal of privileges, i.e., recess. She explained that she would ask Teri something like, "What are the other kids doing?" or "What is He. doing?" When Teri did not respond quickly to such questions, however, Mrs. Shell said that, rather than pressing the issue, she would "back off, and Teri would start on her own." She added that she would then reinforce Teri's appropriate responding. Mrs. Shell explained that Teri's peers helped by reminding her that she could earn sticks exchangeable for pudding at home. Concerning such stick awarding, the interviewee noted that Teri received no advance

notice on which activity such awarding would be based. She explained, for example, that she did not say, "If you do 'x,' you'll get a stick." Finally, Mrs. Shell stated that she punished Teri via loss of recess, but that this was not perceived by Teri as a punishment. She added that she "never punished in any other sense." Concerning matters of discipline, Mrs. Shell stated that she believed other students should also have had individualized discipline programs.

Another related topic of discussion was classroom rules. Mrs. Shell stated that, for her, such involved "unwritten rules of common courtesy" and identified three examples of same. These included the following: no talking when working, raising hands to comment, and being kind and considerate. She noted, as well, that she did not believe in lists of rules.

Another interview topic concerned classroom routines. By way of general comment, the interviewee explained that she used Mrs. Klimesh's routines but viewed her personal style as more spontaneous than Mrs. Klimesh. Because of this, she explained that she was looser on routines than her non-substitute-status counterpart. As she had with discipline, Mrs. Shell stated that she followed stricter adherence to routines during her 1st week of substitute teaching. After that, she noted that she relied on routines only when "things got out of hand." By way of example, she identified one frequently used routine as the use of the back counter for handing in completed and picking up extra work. She added students' movement by groups as another and cited the example of movement of students by colors worn on a particular day.

Support service usage was another area of inquiry. Mrs. Shell noted that IFSP Julie provided a constant source of support and encouragement. She noted that IFSP Julie made herself available without being pushy. Daily program planning between IFSP Julie and Mrs. Shell occurred both in the morning before commencement of classes and upon IFSP Julie's classroom arrival. Such planning, she explained, was flexible so that priorities of both professionals were supported. In the larger planning issues involving goals and objectives, Mrs. Shell stated that she concentrated more on social and IFSP Julie concentrated on academic goals for Teri. The interviewee noted, however, that separate goals and objectives were not established for Teri. Indeed, Teri's goals and objectives were the same as those of her peers but modified so Teri could reach them. On a more general note, Mrs. Shell described IFSP Julie's support as helpful but not necessary.

In the closing parts of the interview, Mrs. Shell commented on her perceptions regarding her substitute teaching experience in a regular class with an integrated pupil. Overall, she stated that the academic opportunity afforded Teri was higher

than she would have received in a special school and said, "I am very positive about the program." She additionally noted, "It's wonderful in the second grade [, but] it might get harder the older they get."

Mrs. Shell addressed her preparatory activities for Teri. Noting that she spent more time thinking about than actually implementing changes, the respondent said she spent 1 extra hour per week in "the physical aspect of implementing changes." She added, "Not much time . . . it's no time, is it?"

She spoke of the importance of treating the integrated pupil like a regular child and not making a special case of him or her. This required, she explained, not imposing double standards and not being "afraid to be mean." She said, for example, "Why should I [have] put her coat on for her? I know [it was] my duty to help her, but next year she will know how to put her coat on."

From a personal perspective, the interviewee noted that "it was very rewarding for me. . . . Having Teri complete hard projects was more rewarding than with Liy." "My special education training did not help me," Mrs. Shell stated. "Preservice training in various handicaps helps you deal with Teri, but it's mostly the individual and the teacher. . . . The school staff and my own personality helped me."

Mrs. Shell shared her anticipations, as well. "It will be interesting to see what happens when the kids graduate," she stated. "Peers will never stare or be mean or make fun because it has been instilled," and "Teri will never be afraid to ask for help." She additionally commented, "[Teri] will know more basic skills . . . [and] social skills, such as not hitting or stealing." Importantly, the respondent also stated, "Integration is worthwhile, and we're going to have to deal with it."

Finally, Mrs. Shell shared some concerns that she had following her substitute teaching experience in Mrs. Klimesh's classroom. These concerns involved providing increased awareness and exposure activities in teacher training institutions and the potential for lower teacher expectations and special treatment of the integrated pupil. Concerning the former, she explained that "college students should be more aware that this can happen and the extent . . . that there will be severely handicapped students [in regular classrooms]." Furthermore, "preservice training would be better if there were more integration teachers' and parents' involvement, [like] videotaped examples." Mrs. Shell's concern about lowered expectations seemed more directed at herself than others. She expressed concern that she may have

shielded Teri by not expecting enough. She raised the question, "Did I accept it because it was Teri?" She went on to say that "there [was] a modified standard. Teri [was] not in school to be treated like a handicapped child. . . . I [did] not want her to feel like a special student. That's why I did not like her to be singled out in circle of friends." Approximately 3:15 P.M.

Reflective Record for Mrs. Myer's ClassParticipant Observation1. Levels 1-3.

(Levels 1, 2, and 3 reflect open-ended, best-practice, and the above or any other analyses, respectively. They were conducted in the order of presentation, e.g., Level 1 was conducted first.)

8 October 1990 (Monday)

Level 1

As a first impression, I am struck by the personal warmth of Mrs. Myer. This feeling of warmth seems to be extended into the classroom desk group arrangements which appear to support collaboration among the students and the poster on good manners which, in addition to supporting manners, supports positive relationships in the classroom. There also appears to be an orderliness in the organization and routines of this classroom.

Level 2

The physical room arrangements promote positive student interaction. Students sit in desk group arrangements. The literature supports the view that such desk groups foster peer support and friendships. The poster concerning classroom manners tends to promote a positive environment where all students can feel welcome, valued, and supported. In particular, I am struck by the supportive posture of "Listen when others speak. Say nice, kind words. . . . Share a smile whenever you can."

Mrs. Myer promotes Todd's growth toward the earlier-identified goal of raising his hand to speak. She communicates her expectations to Todd clearly by directing him to "let someone know when he is done by raising his hand." When Todd does, shortly thereafter, raise his hand, Mrs. Myer provides specific praise for his behavior and immediately walks to his desk and speaks with him. By doing this, Mrs. Myer uses a preventive approach to discipline by encouraging appropriate behavior via acknowledging same.

Mrs. Myer provides support and feedback to Todd by orally reading his story with him. She uses "the echo approach." This approach is generally used to build fluency and involves the teacher reading aloud and the student echoing or following a second or two later. At the conclusion of the story's reading, Mrs. Myer provides praise to Todd for his work.

Consistent with the whole language approach to reading and writing, students are generating and writing their own stories as well as sharing their completed work with the class.

9 October 1990 (Tuesday)

Level 1

When Todd was disruptive with a plastic bag and then a paper sack, Mrs. Myer had a three-step response to this behavior. First, she removed the distracting objects without comment or fanfare. Second, she ignored his disruptive behavior. Finally, she timed Todd out and provided him with an explanation for same.

The declaration of classroom rights attached to the front-left bulletin board promotes a supportive, safe environment for learning. Another environmental characteristic is noteworthy, as well. The writers' workshop poster provides students with a clear overview of the story writing process.

Level 2

In the presence of Todd's disruptive behavior, Mrs. Myer avoids use of a punitive response through, first, removing distracting objects and, second, ignoring his behavior. Only after these two less punitive responses does she institute a time out.

Mrs. Myer asks Mr. to go into the hall and listen to Todd's oral reading of his story. On 15 and 24 January 1991, Mrs. Myer indicates that Mr. consistently works well in both group and independent arrangements. Her selection of Mr. tends to support a positive friends' conference. One of the characteristics of whole language activity is that students collaborate in the development and refinement of their stories. Another is that learning must be free of risk. By choosing Mr. as Todd's partner today, Mrs. Myer facilitates student collaboration and risk-free sharing. A third characteristic of whole language activities is that the teachers function as collaborators with and not authoritarians over their students. By sitting on the floor, Mrs. Myer demonstrates the body language of a collaborator, not an authoritarian.

The declaration concerning students' rights (on a bulletin board) promotes a positive environment that welcomes, values, and supports all students. Stainback, Stainback, and Jackson, in the book entitled, Curriculum Considerations in Inclusive Classrooms, advocate that posting students' rights helps promote a positive affective classroom environment. Another poster concerning writing-related activities provides a clear

overview of the whole language writing approach. A bulletin board positively supports the academic work of students in this classroom by praising whole or large-group accomplishment.

Student collaboration in story writing is additionally seen in the jointly developed story that Am. and Rya. orally read to the class.

10 October 1990 (Wednesday)

Level 1

Acceptance of human differences is supported by the presence of Asian visitors in the classroom and the content of the story read at the start of my observation. The former promotes acceptance of differences between cultures. The latter promotes acceptance of differences within the same culture and demonstrates that knowing someone makes their excentrisities or differences less important.

In matters of student behavior, two teacher actions seem noteworthy. First, when Todd uses an object to be disruptive, Mrs. Myer removes that object from Todd without comment or fanfare. She additionally expresses her high expectations for cooperative behavior among her students when she tells the visitors that the students in her class are nice to and like to help one another.

Mrs. Myer prepares students differently in the transition from her oral story reading to individual student's story writing. When passing out the writing folders, the teacher seeks information from her students regarding their progress and anticipated work. When handing Todd his folder, however, she tells him what to anticipate.

Todd's designation as child of the day promotes his self-image and opportunity to lead.

Level 2

When Mrs. Myer orally reads the story to the class, she uses children's literature to teach understanding and acceptance.

Even at this early point in the school year, students in this class have a sense of the routines that guide their day. This is evidenced by a student noting that writing is to occur next. Mrs. Myer also indicates that the transition at this juncture is used to individualize writing plans for the day.

Mrs. Myer communicates her positive expectations concerning her students' interactive behavior when she tells the visitors that the students in her class are nice to and like to help one another.

Todd is designated as the child of the day. This designation supports Todd as a valued class member and promotes his positive self-concept through leadership opportunities. Today, the latter involves Todd's collection of writing folders at the close of writers' workshop. When it is time for him to do this, Todd clearly knows the routine that is involved and responds appropriately. The literature concerning integration supports the use of routines as they help students having organizational problems to know what to do.

11 October 1990 (Thursday)

Level 1

Acceptance of human diversity is promoted by the oral story content at the start of my observation period. Again, the importance of human excentrisities is diminished by personal knowledge of someone.

Mrs. Myer promotes Todd's appropriate classroom behaviors in three ways. First, there is evidence of a response cost system using wooden sticks. I do not know what Todd's reinforcement is for keeping all the sticks, nor have I seen sticks removed in the presence of inappropriate behaviors. When Todd pokes his pencil in his apple during fruit break today, Mrs. Myer responds by removing the pencil and providing an explanation. She additionally structures for appropriate responding during a clean-up time by using a peer model and then praising Todd for following the example.

Positive self-image of students is promoted by the bulletin board depicting pictures of and parental comments about students.

Support services provided by IFSP Julie during the story writing activity include directing, monitoring, correcting, and coaching.

Level 2

The oral story read today by Mrs. Myer promotes positive feelings towards interdependency as well as acceptance. Her vehicle for this is the use of children's literature.

During the transition between oral story reading and writing activity, cleaning up the room occurs. Such is organized as a group activity for each desk group. Each group is designated when the teacher names one member of that group. Today, Mrs. Myer references Todd's desk group by using Todd's name, and, by doing this, she promotes his sense of being valued as a group member. In the literature concerning integration, building a classroom environment where all students feel welcomed and valued is deemed important. Additionally, from a teaching-process perspective, providing positive and supportive responses to low-ability students in general is stressed by calling other desk groups before Todd's, she provides multiple peer models for Todd to follow.

Subsequently, Mrs. Myer uses transition time between the fruit break activity and writing activity to individualize instructions for the upcoming writing activity. By performing such individualization during this particular transition time on a regular basis, Mrs. Myer does two things. First, she establishes a routine that facilitates organization and structure, procedurally. Additionally, she uses the transition time effectively so that it is not noninstructional time completely. Thus, she provides a predictable routine, on the one hand, while also using time wisely.

IFSP Julie is present today during writing activity. She and Mrs. Myer provide positive, supportive responses to Todd's writing as well as overall work.

The personalized information on the back-wall bulletin board provides another kind of generally positive and supportive response to all students in the classroom. Thus, all students tend to feel welcome and valued.

15 October 1990 (Monday)

Level 1

When Todd evidences inappropriate behavior, the teacher initially ignores it and subsequently removes one stick (response cost) for taking a peer's property.

A safe learning environment is evidenced today in three ways. The first occurs during oral story reading at the beginning of my observation. Through the story content, acknowledgement of the struggle sometimes required in learning is rendered. Such is underscored when, at the end of the period, Mrs. Myer plays down a pagination error by Ki. in the presence of effort. Finally, a safe learning environment is promoted by the informal, club-like atmosphere wherein students sit on the floor, Mrs. Myer sits in a rocking chair, and they all discuss the publishing process.

Level 2

With students now sitting in different desk groups, opportunities for new friendships as well as other kinds of interaction are provided. Obviously, this supports interdependency.

By orally reading the letter from the new student, May., Mrs. Myer encourages the genuine welcoming of this new student.

Following their recess activities, students have their fruit break and listen to a story. The use of winding down activities after lunch and recess tends to be a preventive approach to discipline and behavioral problems.

In the new desk group arrangement for Todd, one of his partners is Ja. On 15 January 1991, Mrs. Myer indicates that Ja. is a reliable student. She is also a volunteer student reader in January but not in February of 1991. Thus, she provides a nearby positive peer role model as well as helper.

In her oral story reading today, Mrs. Myer demonstrates heightened enthusiasm in her reading. Such indicates that she does like her activity or her subject matter at hand.

There is no apparent transition activity between oral story reading along with fruit break enjoyment and the discussion in the reading corner that follows. Todd does not join the group and sits instead at his desk. He is eventually reprimanded for inappropriate behavior. This occurs in conjunction with the removal of one stick.

18 October 1990 (Thursday)

Level 1

Individualization of daily planning for the story writing activity occurs during the transition when folders are handed out. At this time, Mrs. Myer comments to and dialogues with students about their anticipated activities.

IFSP works with Todd on a one-to-one basis today. Her activity could be described as directing and correcting as she facilitates Todd's story development.

Mrs. Myer expresses some concern for a color-defined format with Todd.

Level 2

Mrs. Myer encourages interaction and interdependency when she structures a friends' conference in the hallway with two

female students. While these two students do go into the hallway as suggested by Mrs. Myer, it is interesting to note that this followed a suggestion and not a direction by Mrs. Myer. One of the characteristics of a whole language approach to reading and writing is that teachers become facilitators and not authoritarians or directors. The above-described verbal interaction and consequence is more consistent with the teacher's role as facilitator or collaborator.

An efficient use of classroom time is facilitated when Mrs. Myer suggests that students waiting for conferences use their time until those conferences by checking their writing for capital letters and periods, etc. Additionally, it would appear that classroom time is valued by the students who seem to get right to work in their story writing. In the case of the one student who does not get right to work, Le., Mrs. Myer reminds Le. to get started.

Mrs. Myer again functions as a facilitator or collaborator instead of a director when, in a writing conference with a student, she suggests improvements in a particular story.

22 October 1990 (Monday)

Level 1

Two observations regarding the use of adaptations with Todd seem noteworthy. In the absence of an adaptation or some kind of supportive assistance during silent reading at the start of the period, Todd disengages from class activity and stares at the window. On the other hand, during story writing, when he is provided a model to copy, Todd attends to his work appropriately. In the presence of such appropriate responding, Mrs. Myer provides Todd first with specific praise and second with encouragement.

When inappropriate behavior by Mi. evidences, Mrs. Myer separates Mi. from his peers.

Mrs. Myer uses the transition between story reading and story writing to prepare Le. individually.

Mrs. Myer comments that Todd keeps up with his peers when he is at the start but not at the end of a line. I will have to look to see if he is frequently assigned to the front of the line.

I must be more careful to use invented spelling with the students in the future.

Level 2

In a new desk group arrangement, Todd is seated with Na. On 24 January 1991, Mrs. Myer indicates that Na. is usually a good worker. He is also a volunteer student reader in both January and February as well as the first student to correctly use a table of contents on 14 January 1991. Thus, she pairs Todd with someone who she believes will be reliable as a peer buddy and work partner.

When Mrs. Myer writes a story on a large piece of paper attached to the blackboard, she bases that story on a personally meaningful experience. Frank Smith discusses the importance of using personally meaningful experiences in the whole language curriculum. By using her own personal experience in the story model, Mrs. Myer encourages her students to also draw from personal experiences.

On 19 October, Le. experiences difficulty in getting started in her writing activity. Today, during the transition before writing activity by the students, Mrs. Myer specifically instructs Le. what to do as she gets started today. She provides these directions in sequential order. There is no subsequent problem that evidences concerning Le.'s commencement of activity.

Mrs. Myer provides verbal support and praise to Todd for having copied several lines of writing.

When Mi. has difficulty in his oral reading of his published story to the class at the end of the period, Mrs. Myer personally assumes some responsibility for his difficulties. Thus, she makes it a psychologically safe environment where students do not need to fear making a mistake. Frank Smith, in his book entitled, Insult to Intelligence, noted that learning must be free of risk.

23 October 1990 (Tuesday)

Level 1

From a behavioral perspective, when Todd displays inappropriate behavior by way of guttural sounds, Mrs. Myer ignores his behavior. When Jei. displays appropriate reading behavior at the end of the class period, Mrs. Myer provides both general and specific praise to her.

By way of adaptations, the format for Todd's story model (from which he copies) is different today than it was on the 10th and 11th of October. On those days the yellow space was used to create a blank line between lines of writing. Today, the yellow space is the upper half of the line for writing.

Support services provided by IFSP Julie include making a story model for Todd to copy and involving Todd in that process. The latter occurs via discussing letter shapes and names with Todd.

Level 2

Mrs. Myer uses a preventive approach to discipline today by publicly acknowledging appropriate or approved behavior by Jei. Earlier, she responds to Todd's inappropriate behavior by ignoring same.

There is definite inconsistency in the routine for Todd's writing format. Literature on integration supports the use of routines with students who may have organizational problems.

Mrs. Myer emphasizes the importance of using personally meaningful experiences in students' stories by her commentary about Jei.'s story.

24 October 1990 (Wednesday)

Level 1

Na. is academically strong in, at least, spelling. Todd and Na. sit together in the same desk group. Na. and a nearby peer are not apparently bothered by Todd's receipt of individualized assistance.

The teacher's handing out of writing folders seems to serve as a transition activity in which student individualization is made possible.

Todd's failure to follow class directions is addressed by Mrs. Myer via the response cost system.

Level 2

Mrs. Myer again uses the transition between fruit break and story writing to provide individualized planning. Clearly this is an ongoing and regular part of this classroom's activity. Using the transitional activity in this way also supports efficient use of classroom time.

Mrs. Myer supports the self-worth of students when she asks them for permission to share their uncompleted stories in the upcoming conferences.

There is a casual, club-like atmosphere in the classroom that evidences as the teacher and students engage in conferences while sitting on the floor together.

Level 3

Na. is revealed as an academically strong student on 8 and 24 October, 14 and 24 January, and 19 February. By placing Na. and Todd together in one desk group, Mrs. Myer structures for heterogeneity in the desk group.

Mrs. Myer demonstrates that her social expectations of Todd are similar to those of his peers by using the response cost when he fails to follow directions.

25 October 1990 (Thursday)

Level 1

When Mrs. Myer initially calls desk groups other than Todd's to clean up after fruit break, she provides Todd with peer models in direction following. When Todd fails to respond appropriately when his desk group is called to clean up, Mrs. Myer provides him with verbal reminder, and this works.

In the content lesson today, Mrs. Myer changes places with her students. This role reversal tends to reduce her perception by the students as an authority figure.

Later in the class, Mrs. Myer makes statements that support collaboration. First, she thanks Jer. and Ry. for their corrective assistance in improving her story. Support for collaboration is further underscored when she says, "Sometimes it takes two of us, doesn't it?"

Level 2

In the whole language approach to reading and writing, the literature stresses the importance of celebrating the story writing and story telling process. Today, there is evidence that the students are indeed celebrating stories when, at the conclusion of the oral story reading, the students applaud.

Mrs. Myer shows that she values the opinions of her students today. This occurs during a role reversal when she asks the students to give her advice. Similarly, she shows Jer. and Ry. that she appreciates their corrections by thanking them. It is, furthermore, clear that the students perceive their teacher to be supportive of their efforts when, Mrs. Myer asks the students what a teacher would say at a particular instance near the end of the story writing process, and the students respond with, "Good job!" Mrs. Myer's suggestion that students applaud Ram.'s contribution is another example of her valuing and supporting of students' efforts.

Am. and Rya. collaborate via a friends' conference in the hall today.

29 October 1990 (Monday)

Level 1

There is a similarity in the reinforcement structure used with Todd and his peers. Todd receives a sticker from IFSP Julie, dependent upon his behavior. Specifically, to gain a sticker, Todd needs to independently copy one page. I wonder if Mrs. Myer and IFSP Julie are coordinating this reinforcement? Mrs. Myer indicates that Todd's peers also receive stickers for their performance. Mrs. Myer indicates that such stickers are dependent upon, at least in this instance, academic excellence in spelling. Furthermore, these stickers are exchangeable for prizes, like a token economy.

The writing format in Todd's story model is different today. Words in the story model are presented in alternating colors.

One of the people in Todd's new desk group is Ki. Mrs. Myer indicates today that Ki. is strong academically in spelling.

I have some concerns regarding my role as a researcher in this classroom. I wonder if Mrs. Myer may be relying upon me too much. Additionally, I am unsure how to respond to Todd's requests for hugs.

Mrs. Myer explains that there is an individualized approach to the use of invented spelling. Specifically, if students are phonetically strong and thus able to learn phonetic irregularities, the instructional provision of same is appropriate.

Level 2

New friendships and new interactions are encouraged via the new desk group arrangement. One of Todd's partners in his desk group is Ki. In addition to being a good speller on 13 February, Mrs. Myer indicates on 24 January 1991 that Ki. is consistently good in both independent and group arrangements. She is also a volunteer student reader in both January and February 1991. It appears that Mrs. Myer has intentionally placed Todd near a positive peer role model and academically strong student.

There is a new format present in Todd's copying activity. This involves the use of alternating colors for the words in his story model. This lack of consistency is of some concern to me.

In other aspects of classroom activity, however, there is a clear evidence of routines being followed. Am. follows the routine of adding two new story topics to her story topic list. Later in the period, Ram. follows the routine involved in picking up and putting away writing folders.

By indicating that there is a individualized approach to the use of invented spelling in her classroom, Mrs. Myer evidences a flexible approach to her curriculum.

Near the end of the classroom today, Mrs. Myer indirectly expresses support for her students by explaining that they had difficult spelling words this week.

She also promotes interdependency when she asks two students to remind her later about talking with Todd concerning notes sent home.

Her conversation with Er. and Ki. is an expression of support for interdependency both as Todd relates with his desk group partners and as Mrs. Myer relates and interacts with those partners as well. Additionally, both of these students have been revealed as leaders in one area or another. Ki. is firmly suggested as a leader by Mrs. Myer on 24 January 1991. Later, on 14 February, Er. is revealed to be a good speller.

Level 3

Mrs. Myer has different academic expectations for Todd than for his peers. While some students, such as Am. and Jsh. generate topic lists and refine/edit their stories, Todd copies from a model.

30 October 1990 (Tuesday)

Level 1

Again there is evidence of two behavioral structures in place to support Todd's appropriate classroom behavior. One is made reference to, and the other is actually observed. Early in the class period, Mrs. Myer refers to the response cost system. She says she wants to develop a chart indicating the number of wooden sticks Todd "gets in a day." (This system removes wooden sticks in the presence of inappropriate behavior.) Later in the class period, IFSP Julie provides Todd with a sticker to reinforce appropriate responding.

Three observations relate to the classroom environment. Mrs. Myer creates an environment in which weaknesses can be revealed safely when she discusses her own experience in kindergarten. She additionally makes it safe for Todd to orally read his story to the class by providing assistance as

needed. This assistance facilitates his successful presentation in front of his peers. Finally, although today was designated as "black and orange day," Todd does not wear black and orange, but neither do most of his peers.

Mrs. Myer reveals her behavioral expectation of Am. by stating such in a manner that is positive and that Am. can hear.

Extra desk number two is used to hold some of Todd's supplies.

Support services by IFSP Julie today are threefold. She presents alphabet flash cards before the story writing activity. She additionally coaches him regarding letter formation and spacing during the story writing process. Finally, she provides him with a sticker reinforcement.

Mrs. Myer again provides individualization during the transition between oral story reading and story writing.

Level 2

Following their morning recess, the students have their snacks and listen to an orally read story. This provides a winding down activity which supports appropriate behavior preventively.

Several routines are present today. One involves the teacher calling students according to their desk group membership to clean up after fruit break. Similarly, Mrs. Myer calls students by desk group membership to clean up before lunch. Another routine occurs between the clean-up period that follows the fruit break and the beginning of story writing activity. In this routine, Mrs. Myer calls students by their names to retrieve their folders and begin their work. As noted before, this time is additionally used by Mrs. Myer to individually interact with students regarding their progress. All of these routines make it unnecessary for Mrs. Myer to repeat the same directions every day. They provide a structure through which students know what behaviors are expected of them. Additionally, Mrs. Myer indicates that the students know their cooperative partner or partners and where they work together in a cooperative group. This routine has not been witnessed by me but is another example of routines which provide a behavioral structure for students. Additionally, they in essence provide multiple peer models for students needing same.

Several characteristics of a whole language approach to reading and writing are present today. One is the emphasis on stories and the celebration of stories. Clearly, with no students talking and all appearing to listen during the oral story reading, there is evidence that the story read is

enjoyed or celebrated. Additionally, there is a casual, club-like atmosphere as Mrs. Myer sits on the floor and conferences with students. Furthermore, there is the natural social interaction of students as they develop their stories. This occurs as Er. and Ki. converse while Todd listens to them. Finally, there is the sharing of published stories at the end of the class period.

Mrs. Myer provides clear and strong support to two students today of lower ability. First, this occurs when Mrs. Myer praises Todd for the work he has been doing. Later, she provides support for Am. Am. is identified as a student needing extra help on 8 October 1990. This praise of Am.'s work occurs in addition to a specific statement by Mrs. Myer of her expectations.

IFSP Julie drills Todd using flashcards. This is done to increase his accuracy in verbally identifying alphabet letters. Flashcard drilling is a method by which accuracy can be strengthened. Furthermore, drilling for overlearning is often recommended for student who have memory problems.

Level 3

Routines eliminate the need to provide and remember different directions.

31 October 1990 (Wednesday)

Level 1

Two things are noted in terms of the behavioral management system in the classroom. First, there is physical evidence of the response cost system via the wooden sticks in the plastic box. Second, and on the other hand, Todd's inappropriate hand washing during a transition activity does not result in Mrs. Myer's use of the response cost system. Instead, she ignores his inappropriate behavior.

In terms of adaptations, Mrs. Myer provides individual assistance to Todd when she listens to, paraphrases, and writes Todd's story ending. Todd copies same.

Mrs. Myer promotes acceptance of differences between Todd and his peers when she openly but positively acknowledges his input in the writing process, i.e., "he developed his own ending and knew many of the sounds of the words."

Level 2

There are multiple examples of the students' celebration of stories today. Often, this is facilitated by Mrs. Myer or

other teachers in the classroom today. Indeed, at different times in the class period, two different classes of students and their teachers enter Mrs. Myer's room to share stories developed by their classes. Additionally, there is enjoyment or celebration of stories when Mrs. Myer's students share their today-developed story endings. Mrs. Myer emphasizes Todd's successes and promotes his self-concept when, after Todd shares his ending, Mrs. Myer says that he developed his own ending and knew many of the letter sounds used. Later, when additional students share their story endings, Mrs. Myer stands behind Todd. (There is no reason to assume that she does so in order to effect proximity control.)

1 November 1990 (Thursday)

Level 1

Mrs. Myer informs the researcher that extra desk number two is used to minimize distractions to Todd.

Level 2

Although social interaction is not discouraged in the story writing process, Mrs. Myer discourages Na. from speaking with a peer during the transition period in which writing folders are distributed and individualized activity plans for the day are discussed.

By using an extra desk to keep Todd's currently unused supplies, Mrs. Myer effectively focuses Todd's attention by positioning him away from distracting elements.

Mrs. Myer indicates that time is valued in her classroom today. She does this by reprimanding Ry. for not working after finishing his story.

Am. again evidences her familiarity with the classroom routine involving the maintenance of her story topic list.

12 November 1990 (Monday)

Level 1

Todd is seated in a desk group with Jsh. and Rya. Mrs. Myer's note to me on the first day's observation indicated that Rya. may need help but should be encouraged in the direction of independence. Jsh., on the other hand, seems to be a class leader in several different perspectives. First, there is the frequency of his story completion and publishing. Additionally, Jsh. seems motivated to improve himself. For example, on 29 October, he requested my assistance in making

the transition from a quote to regular text material. Todd's placement by Jsh. tends to promote Todd's attention to task.

Bulletin board on back wall supports accuracy and excellence.

Individualization for Todd occurs during a transition activity when Mrs. Myer suggests that Todd get out necessary materials and reminds him of his story content. Individualization also occurs during the story writing process. As before, she encourages his participation in the writing process by seeking statements from him, paraphrasing, and writing his responses.

In terms of format, Todd's story model is in his spiral notebook. He writes on one sheet of paper while copying from the spiral.

When Todd makes inappropriate sounds today, Mrs. Myer responds with a direct verbal redress of same. She also provides Todd with the reason to display appropriate behavior. This involves helping his peers.

Mrs. Myer indicates that a recent problem in seriation may be a game.

Level 2

There is evidence of mixed ability and behavioral grouping in the desk group arrangements. Jon. and Na. are in one group with Er. Jon. is identified on 8 October 1990 by Mrs. Myer as a student generally needing help. There is, however, evidence that he is a good speller on 13 February, and he is a volunteer student reader in January but not February of 1991. Na., on the other hand, is described by Mrs. Myer as a usually good worker on 8 October 1990 and 24 January 1991. Na. is the first student to correctly use a table of contents and he is a volunteer student reader once in January and twice in February of 1991. There is also, however, indication that he does not stay on task on 8 October and 1 November 1990. Er. appears to be a student of average ability. There is evidence that she is a good speller on 13 February, and she is a volunteer student reader in January but not February of 1991.

In another group are Ja., Ry., and Le. On 15 February, Mrs. Myer describes Ja. as a student who is always reliable. There is, furthermore, evidence on 13 February 1991 that she is a good speller. She is a volunteer student reader in January but not February of that same year. Ry. has difficulty following oral reading in a book on 14 January, but he accurately provides two out of two sentence corrections on the blackboard on 12 February 1991. He is a volunteer student reader in January but not February of that same year. There is also, for Ry., indication of conduct problems on 1 November

1990 and 7 March 1991. Le. demonstrates conduct and attending problems. These occur on 18 October, 12 and 13 December 1990 as well as 12 February 1991. There is indication also, however, that she is a good speller on 13 February, and she is a volunteer student reader in both January and February of 1991.

Am., Sc., and Ki. are in another desk group. Am. is described by Mrs. Myer on 8 October 1990 as a student generally needing help. On 14 January 1991, she experiences difficulty following oral reading in a book. On the other hand, there is indication that she is a good speller on 13 February 1991, and she is a volunteer student reader in January but not in February of that same year. There is, additionally, for Am., evidence of a conduct problem on 13 December 1990. Sc. is described by Mrs. Myer as a good student with some attending problems on 8 October 1990. On 12 February of 1991, she states that Sc. is a good model for Todd. He is not a volunteer student reader in January, but he becomes same twice in February of 1991. On the other hand, there are two indications of a conduct problem on 5 March 1991. The third member of this desk group, Ki., is described by Mrs. Myer as a consistently good worker in group and independent situations on 24 January 1991. There is, additionally, evidence that she is a strong speller on 13 February, and Ki. is a volunteer student reader in both January and February of 1991.

Finally, Todd is in a desk group with Jsh. and Rya. On 15 January 1991, Mrs. Myer describes Jsh. as a student who is always reliable. There is indication that he is a strong speller on 13 February, and he is a volunteer student reader in both January and February of that same year. Additionally, he accurately provides five out of five sentence corrections on the blackboard on 12 February 1991. There is indication of a conduct problem on 5 March 1991. On the other hand, Rya. was described on 8 October 1990 as a student who generally needs assistance. Furthermore, he experiences difficulty following oral reading in a book on 14 January, and he does not volunteer to be a student reader in either January or February of 1991.

Mrs. Myer indicates that Todd's markers need to be returned to his bag. I presume that this comment is related to minimizing distractions for Todd and, thus, maintaining his attention. Todd's desk group partner, Rya., attends to this.

When Mrs. Myer provides a large-group direction concerning "reading to a wall," she states the direction once and does not review it or check for its understanding. This direction tends to work against interaction.

Mrs. Myer provides a story writing adaptation for Todd today. This involves questioning Todd about eating lunch at school, listening to his response, paraphrasing his response, and writing down same. Todd then copies this. Later, she instructs Todd to cross out copied words from his model. This is relatively consistent with his instruction concerning same from IFSP Julie on 11 October 1990.

Upon completing his work, Todd raises his hand. This is consistent with the goal stated by Mrs. Myer on 8 October 1990. Nevertheless, he accompanies appropriate hand behavior with a grunting sound. Mrs. Myer in effect reprimands Todd for making this sound. She includes a reason with this reprimand. When Mrs. Myer states the reason concerns Todd's provision of help to his peers, she additionally expresses support for these class members. Another note regarding this final classroom scenario may be noteworthy. Clearly, Todd is not a highly verbal child. There is evidence in the literature that students may inappropriately express themselves in the classroom, perhaps because they do not perceive an instruction activity-situation to be appropriate or acceptable. One accompanying recommendation involves helping the student learn a more acceptable manner of communication, e.g. to learn to raise his hand and say, "Done" or "Please help." Another recommendation involves helping the student learn coping strategies.

Level 3

There is no need to camouflage lower level materials in writers' workshop because Todd's materials are like those of his peers. For example, Todd copies his story from a spiral notebook. Best-practice literature supports the camouflaging of lower level materials.

13 November 1990 (Tuesday)

Level 1

Todd's initial failure to follow a teacher direction is successfully addressed by the teacher's provision of a verbal reminder.

Level 2

Four observations concerning this day relate to the whole language approach to reading and writing. First, there is the casual, club-like atmosphere created when the teacher sits on the floor conferencing with a student. Second, there is the personally meaningful story topic about which Todd has written a story and today assembled into a book. Third, Jsh. assumes center stage and reads-shares his book with his peers.

Fourth, and subsequent to that, there is the student interaction that occurs between Jsh. and his peers that is related to his story.

14 November 1990 (Wednesday)

Level 1

During the time when she is handing out writing folders, Mrs. Myer provides Todd with conflicting directions. First, she tells him to read now, and then she reverses that direction.

The sticker chart discussed by Mrs. Myer on 30 October is now on the bulletin board. On 30 October, she indicated the chart would represent the number of wooden sticks left at the end of each day. The box with Todd's wooden sticks is placed directly below the chart.

IFSP Julie encourages Todd's participation in writing by asking questions and writing his responses. When Todd is reluctant to respond, she tells him to say the first word.

Mrs. Myer encourages peer collaboration and assistance by her designation of Jsh. as Todd's reading buddy. Such facilitates Todd's successful story presentation to his peers.

Level 2

The parent of one student, Jon., sits in class today.

The new story topic for Todd involves his prior Halloween experience. Thus, there is personal relevancy to the topic for Todd. IFSP Julie helps Todd to develop his story about Halloween today. When she asks him to describe how he scared people, Todd is unable to express that in words and instead shrieks. In response to his shriek, IFSP Julie first directs him to describe how he scared people by using words. When Todd does not reply, however, IFSP Julie asks him to identify only the first word of the sentence concerning how he scared people. When she does this, IFSP Julie breaks down the task into a smaller amount. This is successful as Todd does say the first word. She, thus, provides Todd with an avenue through which he can experience success.

On 12 November 1990, there is evidence to support the view that Todd sometimes has difficulty with oral expression. His clinical evaluation (8 October 1990) supports the same. Today, there is additional evidence of Todd's difficulty with oral expression.

There are occasions in which Todd either refuses to speak or responds to a direction or other without comment. One occurs

on 10 October 1990 when Todd is directed to perform his child of the day activities. Todd goes to the door to call his peers, but he says nothing in response to Mrs. Myer when she so directs him. On 5 December 1990, Todd says nothing in response to a question from Mrs. Myer concerning the location of a report. It is also possible that he does not know where the report is. On 17 December 1990, Todd does not respond to a visiting student when he is asked a question. On 21 January 1991, Todd nods to indicate he wants to begin work. On 30 January 1991, Todd responds to a direction concerning a snack without comment. On 4 February 1991, Mrs. Myer informs Todd that she will speak with him shortly when she is handing out his writing folder. Todd takes the folder without comment.

There are other instances in which Todd speaks in a whisper or unclear fashion. On 13 December 1990, he whispers his plans for the day concerning an outing with his teacher. On 28 January 1991, he "whisper reads" his story to the class.

There are other instances in which Todd provides a very brief or a one-word response. On 11 October 1990, Todd responds to a question concerning story content by saying, "Camp." On 12 November 1990, Todd is asked a story-related question concerning lunch at school. He says, "Yes." On 21 November 1990, Todd is asked to indicate his preference for receiving help. Todd says, "Teacher." On 28 January 1991, Mrs. Myer asks Todd a question concerning a note he received in the hall. Todd says, "Yes." Additionally on that day, he names two helpers in response to a question about the illustrations in his story. On 30 January 1991, Todd is asked a question about a snack. In response to this, he says, "No."

On the other hand, it is interesting to note that story reading and, in one case letter reading, increases his verbal output. On 12 December 1990, Todd states that he wants to read his story to the researcher. On 17 December 1990, Todd indicates that he wants to read his story to his peers. After being told by his teacher that his story reading to his peers will occur on the next day, Todd takes his chair to the front of the class and prepares to read immediately. On 20 December 1990, Todd reads a letter that he has written to Aide Dey. On 21 December 1990, Todd reads a story to Aide Dey. and then to his peers.

In addition to story reading appearing to increase Todd's verbal fluency, it is interesting to note that IFSP Julie was able to structure for Todd's appropriate verbal responding today.

At the end of the class period, Mrs. Myer asks Todd if he would like assistance in reading his story to the class. By asking Todd this question, Mrs. Myer shows respect for Todd.

Subsequently, Jsh. assists Todd in his oral story reading. He does this by pointing to each word as it needs to be read. It is probably noteworthy that Jsh.'s appointment as peer tutor also structures for Todd's success. On the 12th of November 1990 and the 15th of January 1991, there is evidence that Jsh. is a reliable student and a class leader. Thus, Jsh. could be called an esteemed peer buddy.

15 November 1990 (Thursday)

Level 1

Two of Todd's male classmates are in a Cub Scout troop.

Mrs. Myer encourages Todd's independent sweatshirt removal before the provision of peer assistance.

Following one teacher direction to copy his story model, Todd copies independently.

A behavior problem develops today concerning an illustration accompanying Todd's story. This begins when Todd indicates he does not want to draw. He does, however, eventually make the illustration, but he does so on the wrong side of his paper. In this matter, Mrs. Myer insists that Todd's work be like his peer's, i.e., his drawing be on the front side of his paper.

I overstepped my role today when I told Todd I would come back to see his picture. That was a behavioral intervention.

Level 2

The routines in this classroom tend to provide a rhythm and flow. They lend predictability and structure. These include coming back from recess, retrieving fruit snacks, sitting in assigned seats, listening to oral stories, cleaning up according to desk group membership, retrieving writing folders from Mrs. Myer, and beginning writing activity. Additionally, there is evidence that the students know and are comfortable with this routine. Specifically, at 10:49 A.M., the record indicates that "students throughout room commence working. Todd begins copying."

Twice today, Mrs. Myer expresses support for Todd. This occurs, first, when she tells him to start working but informs him also that she and the researcher will stop by to see him and how he is doing. This suggests that, if he is having a problem, help will be there. Second, Mrs. Myer walks to Todd's desk and praises him enthusiastically after he has copied a full page with only one mistake. In an apparent effort to reinforce his good efforts, Mrs. Myer tells Todd

that he can stop copying and draw a picture to accompany his story. Todd indicates, however, that he does not want to draw a picture. Ultimately, he does draw a picture but puts it on the wrong side. I am wondering again if Todd is lacking the means to communicate what he really wants to communicate. I am wondering again if he needs a vehicle with which to communicate that does not affect a destructive or undesirable outcome.

Vandercook and York, in the book edited by the Stainbacks about support networks, indicated that teachers and facilitators should do things with instead for their students. Although the sweatshirt incident does not involve a teacher or an adult, clearly, Mrs. Myer wishes that Todd's peer not take care of the situation for him, and she wants to promote as much independence as possible.

Level 3

In addition to encouraging independence, Mrs. Myer emphasizes development of Todd's functional skills when she structures for his independent sweatshirt removal.

There is indication that Todd might benefit from instruction designed to improve his oral expression.

19 November 1990 (Monday)

Level 1

Todd is now seated between Jer. and Mr. During the story writing activity today, Mrs. Myer asks Mr. to provide assistance to Todd in two specific ways.

Mrs. Myer discusses an all-class project involving the making of cranberry bread.

When Todd fails to follow a verbal direction to his group, Mrs. Myer successfully elicits appropriate responding by reminding Todd what to do.

During the transition period, Mrs. Myer facilitates Todd's focus on activities to come by stressing materials that will be needed.

Level 2

Desk groups have been replaced by rows. Todd sits between Jer. and Mr. By placing Todd beside Mr., Mrs. Myer places Todd beside a reliable, good worker (see 15 January 1991 and 24 January 1991). Thus, Mr. is an esteemed peer buddy.

Again, social interaction is not encouraged by Mrs. Myer during writing folder distribution. It has been previously noted that, during the time of writing folder distribution, Mrs. Myer individually interacts with students regarding their progress and plans.

Mrs. Myer indicates today that shared responsibility for Todd between Mrs. Myer and IFSP Julie concerns not only academics but also personal matters, i.e. personal property disappearing and reappearing on the school bus.

Mrs. Myer expresses support for the work of another student described to have learning problems, i.e., Am.

Level 3

The all-class bread project promotes the whole-group accomplishment and the sense of belonging for all students.

When Mrs. Myer uses older distribution time to individually interact with her students, she not only provides individualized attention to these students, she also uses classroom time efficiently.

20 November 1990 (Tuesday)

Level 1

Support services provided by Aide Dey. today include eliciting from Todd greater detail in his story-related illustrations and organizing his Halloween story book.

Mrs. Myer returns the focus of Todd's work to story content.

Level 2

The presence of a whole language approach to reading and writing is seen today. Upon completing oral story reading at the start of the class period, Mrs. Myer asks a student to take the book to Mrs. Klimesh "so that her students can enjoy it". A hallmark of whole language classrooms is that writing and stories are celebrated. Mrs. Myer's wording of her request underscores the celebration of stories. Later, she stresses to her students the routine she wishes that they follow in their writing activity. This is the same routine as was posted on the wall on 9 October 1990. Clearly, routines are important in this classroom, and the teacher wants to underscore the importance of routine in the writing activity, in particular.

There is additionally evidence that the students are familiar with the morning routines in their classroom and the

corresponding behavioral expectancies of their teacher. Indeed, while writing folders are being distributed, those students having already received their folders review prior and commence new work without specific direction to do so.

Mrs. Myer's usual interaction style during the distribution of writing folders is to seek information from her students regarding their progress and plans and to suggest subsequent focus. Today with Am., however, Mrs. Myer informs Am. what she will do. Specifically, she tells Am. that she will start a new story. Obviously, this direction provides greater structure for Am.

There is indication that Jei. feels happy and safe in her classroom when she skips into the room at 10:58 A.M. this morning.

Todd's addition of the numbers "102" on his drawing indicates that his story is personally relevant to him.

By placing Todd's writing and illustrating supplies in extra desk number two, Aide Dey. effectively separates Todd from distracting equipment and, thus, supports his appropriate attending in the afternoon.

Level 3

Aide Dey.'s providing of organization to Todd's story book indicates that Todd has organizational problems. Best-practice literature indicates that routines benefit students with organizational problems.

21 November 1990 (Wednesday)

Level 1

Todd fails to follow a verbal direction to his group today.

In a clerical activity, Mrs. Myer gives the same directions to four boys, who she individually names, and Todd follows directions appropriately. In structuring his activity in this way, Mrs. Myer provides several models for Todd to follow.

At Mrs. Myer's request, IFSP Julie helps other students while Mrs. Myer helps Todd.

Level 2

There is no detectable response to Todd's failure to follow the teacher's direction to clean up from fruit break.

Mrs. Myer provides Todd with positive verbal support for his paper distribution as well as for the upcoming writing activity. At the end of the class period, Mrs. Myer provides support to many students throughout the room by reading and commenting on their stories. Again, interaction and discussion is story related, characteristic with whole language instruction.

Mrs. Myer institutes a new writing process for Todd today. In same, she verbally tells him what to write on a letter-by-letter basis. This is provided by Mrs. Myer after Todd informs her of his own Thanksgiving story. There is no visual model today.

26 November 1990 (Monday)

Level 1

In new desk group arrangement, Todd sits with Mi. and Ki.

Mrs. Myer publicly discusses Todd's progress with Aide Dey. and publicly discloses Todd's error to me. She also publicly discusses Am.'s progress with classroom visitor.

Aide Dey. elicits Todd's detailed drawings today. When such is done, she starts him copying a new page and maintains his focus during same by pointing with her finger.

Mrs. Myer orients a new student to the writing process and emphasizes personal relevancy in the story content.

Level 2

A new student is present today, and Mrs. Myer does several things which welcome and support the presence of this new student. For example, she introduces the new student to the researcher as well as to Aide Dey. She additionally sits beside the new student and orients her to the story writing process used in this class. She, furthermore, discusses with the new student the possible topic of moving, which recently occurred in this student's life. Thus, the teacher suggests a personally meaningful story topic.

The importance of personally meaningful stories from both the oral reading and the writing perspectives is, furthermore, stressed today. Specifically, Mrs. Myer reads a story to the students concerning dinosaurs. Students of this age typically are interested in dinosaurs. Additionally, upon reading Rya.'s story about a trip he took with his father, the researcher notes that this student is writing a story of personal relevancy.

Clearly, the whole language approach to reading and writing stresses the importance of using interesting and personally meaningful topics in reading and writing. Another characteristic of this kind of curriculum concerns the affective environment. Mrs. Myer casually sits on the floor today as she conferences with Am. Such tends to symbolize the teacher's role as collaborator with her students.

Todd is in a desk group with Ki. and Mi., who have been described by Mrs. Myer as good and usually good workers, respectively. Thus, Todd is grouped with one clear leader and with another student who is a good worker most of the time. Additionally, Jon. and Le., both of who have been revealed to have learning and behavioral problems (8, 18, and 19 October 1990), are grouped with Mr., who has been identified as very reliable.

The desk that Todd's supplies have been kept in is now May.'s desk.

Mrs. Myer personally discusses Todd's progress with Aide Dey. prior to beginning writing activity today. This suggests that the teacher is structuring with the aide Todd's daily writing plan.

When working with Todd today, Aide Dey. points to each letter on the model as he copies same. By doing this, Aide Dey. reduces distractions which may impact Todd and narrows his focus and attention.

27 November 1990 (Tuesday)

Level 1

When asked about Todd's hugging behavior, Mrs. Myer indicates her preference for hand shaking or for what is normal for any student in a given situation.

IFSP Julie and Mrs. Myer discuss a writing format concept involving Todd's spacing of words.

Level 2

There is evidence today of collaboration between Mrs. Myer and those who provide support services to her. In one case, this involves Mrs. Myer and Aide Dey. discussing and reaching a decision concerning how to respond to Todd's hugging behavior. They decide to respond to same according to what they consider age-appropriate and socially normal behavior. In this case, such age-appropriate and socially normal behavior involves providing a hand shake or, following evidence of good work, providing a hug. Vandercook and York differentiate how

teachers should, in their view, respond to students' social and academic behavior. In the book, Support Networks for Inclusive Schooling, they recommend that teachers should have age-appropriate and socially normal expectations of their integrated pupils. These authors also stress that, unlike such socially normal expectations, teachers' academic expectancies should be individualized and varied. Clearly, there are some differences between Mrs. Myer's academic expectations of Todd and her expectations of his peers. In the matter of social interaction, and with specific reference to the above-noted hugging behavior, it is clear that Mrs. Myer's expectations of Todd are age-appropriate and consistent with the social norm.

Mrs. Myer additionally discusses a writing format concern with IFSP Julie. This is the second evidence of collaboration between the teacher and a support service provider.

28 November 1990 (Wednesday)

Level 1

Instead of reading to a friend his completed story, Todd reads to staff person, Aide Pa. In order to guide his oral reading, Aide Pa. points with her finger the word that Todd reads and, if necessary, verbally prompts.

Mrs. Myer strengthens the peer network by involving same in Todd's story development process.

Level 2

Mrs. Myer's use and the students' awareness of ongoing classroom routines is evident today. The observation period begins as students listen to an orally read story and eat snacks. This is followed by a cleaning up activity, at which time Mrs. Myer calls students to clean up according to desk group membership. This pattern of clean up is a regular, ongoing one. Following students' return to their desks, the teacher engages in the transitional activity of handing out writing folders. This perhaps could be considered a signal of what is to come for students (or in particular Todd) who might not recall the schedule of activities. After writing activity has commenced, two male students engage in a friends' conference. When that conference is completed, these boys evidence their familiarity with that routine by returning to their own desk areas.

Mrs. Myer gives a specific instruction to Jsh. today. Thus, she is providing specific structure for a student who has been previously identified as reliable.

Mrs. Myer encourages Todd's interaction and collaboration with his peers in story-related matters. Through Aide Pa., Mrs. Myer facilitates greater understanding by Todd's peers of the alternative writing strategy Todd uses. This could be beneficial in several ways. First, this could allow Mrs. Myer's greater reliance upon the natural peer network in story writing activity. Second, since student collaboration is natural to the whole language story writing process, Todd's interaction with his peers is natural. Thus, Todd's receipt of peer support in this type of activity would not cause him to be viewed as different from other members of the class.

There is evidence of Todd's input in the topic for his new story. This is consistent with the whole language approach as well as, to some extent, the constructivistic approach to learning. Again, when Todd is addressing matters of story writing, he seems to be more verbally expressive.

Student dialogue is story related in this classroom. Jsh. and Mi. engage in a friends' conference today. Additionally, Mr. asks Todd a question about his trip to Kansas.

Peers involved in Todd's story development group include Sc. and Mr. On 8 October 1990, Mrs. Myer identified Sc. as a student who usually does well. Furthermore, Mr. has been repeatedly identified as a good, strong worker.

There is evidence today at 11:02 A.M. that time is valued in this classroom. This occurs when all students in the room appear to be on task.

When Aide Pa. works individually with Todd today, she increases his focus by pointing to each word as he reads it.

29 November 1990 (Thursday)

Level 1

Colored paper dots on the walls throughout the room list small groups of students.

Story writing activity addresses the relevant topic of the war.

Aide Dey. writes a model letter for Todd to copy and, when he completes such copying, she facilitates the transition to the next writing activity.

Level 2

There is relevancy in writing activity today. This relevancy is two-fold. First, there is the subject matter relevancy,

i.e., the Persian Gulf War. Additionally, there is a purpose to today's writing activity. Specifically, students are writing letters.

There is a change in the teacher's routine during the transition between oral story reading and snacking and subsequent story writing.

There is evidence today that Todd knows his personal routine concerning writing. As soon as Aide Dey. writes the model letter, Todd begins to copy same. The presence of the model copy may serve as a signal of what he is to do next. Of this I'm not sure.

Level 3

Colored dots show student groupings for cooperative learning activities.

5 December 1990 (Wednesday)

Level 1

Peer support via desk group membership has changed. Todd is currently in a desk group with St. and Na. This desk group is in the second of three rows facing the front of the room. Mrs. Myer requests that desk group partner Na. assist Todd by removing a distracting object.

Teacher expectations of Todd are different in the social and academic areas today. In the matter of hanging up outerwear, Mrs. Myer states her expectation that Todd conduct himself in the same way as his peer group. She then awaits his compliance with her stated expectation. Her academic expectations of Todd and his peers, however, are different. Whereas Todd's peers generate improved dinosaur reports, Todd copies a prewritten dinosaur report. (Mrs. Myer notes that this prewritten report was developed with IFSP Julie.) After giving Todd his academic directions, Mrs. Myer asks him if he understands same.

Concerning format, there is a lack of consensus between Mrs. Myer and Aide Dey. regarding the paper to be used by Todd.

Level 2

As has been the case throughout the observation period, each student sits in his or her own academic work area, specifically his or her own desk.

When giving the class verbal directions for today's activity, Mrs. Myer states such directions once. She also provides key

words to be used on the blackboard. She does not check the students' understanding of the directions. Later, however, she gives Todd specific directions for his work. In this instance, she does check for his understanding of the directions. It is interesting to note, as well, that the provision of teacher directions is made in the instance where the routine has shifted. (Normally, this time is used for story writing. Today, it is used for report writing.) Despite her provision of such individualized instruction, however, Todd does not begin his work. Mrs. Myer responds by directing Na., who is in his desk group, to remove his scissors. In doing this, Mrs. Myer structures the physical environment by removing a potentially distracting object.

At the beginning of the class period today, Mrs. Myer reprimands Todd for not hanging up his outwear appropriately. She directs him to correct his situation. Thus, in this situation, her social expectation of Todd is age-appropriate and consistent with that of his peer group.

- Todd correctly follows the cleaning up procedure following fruit break today.

When Mrs. Myer asks St. information concerning the whereabouts of a report of Todd's, she uses and reaffirms the importance of the natural peer network.

6 December 1990 (Thursday)

Level 1

Concerning peer relationships and peer interdependency, two things seem noteworthy. First, Jon. and Na. both wear Boy Scout uniforms today. Second, Mrs. Myer promotes peer collaboration in the classroom when she directs Mi. and Sc. to have a friends' conference in the hall.

When Todd's peers inappropriately increase the general classroom noise level, Todd also makes inappropriate vocal sounds.

A new writing format is used today with Todd. This new format includes the use of alternating colors between lines of writing on the model copy. It also includes the overlaying of an orange sheet of paper on copied parts of the story model. Aide Dey. indicates that an angled surface on which to place the model copy seems to work well. Mrs. Myer indicates that use of only black marker on the model copy helps Todd.

In-class support services by Aide Dey. today include managing the placement of the aforementioned sheet of paper and the

saying of each word as Todd copies it. Aide Dey. also listens to Ram.'s oral reading of his story.

Level 2

Aide Dey.'s use of the orange cover sheet atop Todd's story increases his focus and appropriate attending. Such attending is, additionally, enhanced by her pointing to words as Todd reads them. Mrs. Myer expresses concern regarding the use of alternating colors in Todd's story model copy. In the matter of the writing-copying format used, it seems noteworthy that Mrs. Myer has expressed her preferences regarding formatting previously, but the format used or stressed by IFSP Julie and/or Aide Dey. has not always been consistent with Mrs. Myer's indicated preference.

10 December 1990 (Monday)

Level 1

Mrs. Myer indicates intentionality in desk group membership.

Aide Dey. provides one-to-one assistance to Todd. Mrs. Myer discusses with Aide Dey. a meaningful experience (party) which might be good for a future story.

When not otherwise directed, Todd goes to the end of the line.

Level 2

In addition to discussing with Todd his experience with a recent party, Mrs. Myer discusses with Todd the events surrounding a recent fire in his home. These two conversations serve to provide Mrs. Myer with information concerning what has been important to Todd recently, and what events in his own life he might like to use for future story topics.

Mrs. Myer promotes positive relationships between her students and a former teacher of their's.

Mrs. Myer's intentionality concerning desk group arrangements is related to students' work behavior.

12 December 1990 (Wednesday)

Level 1

Mrs. Myer promotes positive peer interactions and student collaboration by wall posters and friends' conferences, respectively.

Mrs. Myer turns lights off and provides verbal reminder regarding potential loss of recess to establish an orderly classroom. On the other hand, she allows Todd's deviation from behavioral expectations when same presents no problem.

Mrs. Myer reinforces Todd's work quality by including his dinosaur report on a bulletin board display of outstanding work.

Mrs. Myer encourages use of personally meaningful experiences in story writing, e.g., house fire.

Support services provided by IFSP Julie include one-to-one interaction with Todd in development of a new story. She listens, paraphrases, and writes (all black ink) model copy.

Mrs. Myer encourages development of leadership skills via child of the day activities, e.g., Na. excuses students to prepare for lunch.

Level 2

By providing posters which promote positive peer interaction, Mrs. Myer in effect teaches friendship skills. The idea of helping one another and being kind to one another is further promoted by the community food drive now being held in the classroom.

By placing Todd's dinosaur report on the bulletin board with other outstanding work, Mrs. Myer emphasizes individual ability and achievement and reinforces the optimal efforts of each child.

Although student interaction is not discouraged in this whole language classroom, Mrs. Myer does separate Le. when she becomes too talkative, and she assigns Le. to a quieter and less distracting work station.

As does Todd, Le. uses a spiral notebook for rough drafts of stories. With students using the same materials for their classroom activities, there is no need for the camouflaging of Todd's materials in order to enhance his self-esteem.

At the end of the class period today, students become noisier than usual. Mrs. Myer controls this by flicking lights on and off and by reminding students of a potential loss of recess. Following the temporary departure of the usual classroom orderliness, Todd fails to follow the normal classroom routine concerning preparation for lunch. Mrs. Myer allows for this behavioral aberration.

13 December 1990 (Thursday)

Level 1

Mrs. Myer provides primary, edible rewards to whole class for cooperation and to Todd for good work.

Mrs. Myer supports cultural diversity by using literature and a bulletin board.

Support services provided by IFSP Julie include advance provision of special curriculum materials. Support services by Aide Dey. include one-to-one assistance to Todd with a focus on his inclusion of greater detail in his illustrations.

Researcher increases her participation in scheduling her story reading to the class.

Level 2

The special curricular materials provided by IFSP Julie involve pictures accompanied by explanatory directions.

Boys in the Cub Scout group in this classroom include Jon., Na., Ram., and Ry.

By providing a reward to the whole class today for yesterday's whole group accomplishment, especially with regard to cooperating with one another, Mrs. Myer conducts the class in a way that encourages interaction.

Mrs. Myer refers to the whole language approach used in this classroom as "writers' workshop."

Mrs. Myer provides especially positive support to Todd by taking him out for pie.

Mrs. Myer's plan to have pie with Todd later today indicates, as well, that she maintains communication with Todd's family. It additionally indicates that she acknowledges Todd's success to his parents and certainly, as well, to Todd.

17 December 1990 (Monday)

Level 1

Mrs. Myer supports cultural-religious diversity via her use of bulletin board displays.

Mrs. Myer repeats options and directions to Todd regarding another student's survey and his oral reading to the class, respectively.

In order to increase fluidity in the writing process, Mrs. Myer changes format to not include copying.

Todd may be coughing to gain attention.

Weather chart now includes "snowy" as a weather option. This increases the relevancy of the weather chart.

Level 2

In the new desk group arrangement, Todd sits with Ja. On 15 January 1990, Ja. was identified by the teacher as a reliable student. By placing Todd in a desk group with Ja., Mrs. Myer promotes-supports Todd's approved behavior by providing a nearby positive peer role model.

When Todd is inadequately prepared for an oral class reading today, Mrs. Myer makes it psychologically safe for Todd to delay such oral reading by one day. She does this by saying he needs to practice reading because his story is long. Thus, she gives him a psychological cover. This also structures for Todd's success by reducing the chances for a potentially risky situation. The literature concerning whole language instruction, especially as discussed by Frank Smith, indicates that learning must be free of risk. Learning must occur in a psychologically safe environment. Additional literature concerning integration indicates that students need to always be welcomed and valued. Certainly, Mrs. Myer's response to Todd's reading difficulties today indicates that she does provide a psychologically safe and supportive environment to her students.

As students receive their writing folders today, they demonstrate their familiarity with this particular routine. They do this by opening their writing folders, reviewing their prior work, and anticipating what they will do today.

18 December 1990 (Tuesday)

Level 1

Todd demonstrates attention-seeking behavior during oral reading to the class. Mrs. Myer responds to this by timing Todd out in the back of the room.

Mrs. Myer discusses with Aide Dey. the steps to be included in the story writing process for Todd. Specifically, the benefit of copying from a model is discussed.

Aide Dey. indicates that the copying step should follow illustrating. She also notes that Todd would benefit from more natural and simple sentence structure.

Level 2

During their indoor recess today, Na. and Ry. engage in story-related interaction. Social interaction guided toward story-related interaction is often described as a natural characteristics of a whole language curriculum. Interesting, as well, is that these two male students are in Boy Scout together. Since Todd frequently sits with one or both of these boys on the floor during large-group activities, I wonder if he might not benefit from Boy Scout club membership.

In an apparent effort to problem-solve Todd's reading difficulties yesterday, Mrs. Myer and Aide Dey. speak together today. Aide Dey. makes several suggestions to Mrs. Myer. Aide Dey.'s suggestions involve general adaptations of the reading-writing activity. One of these involves simplifying the reading level via shorter and less complex sentences. The other involves a change in sequence such that illustrating precedes copying. Additionally, and on the positive side, by engaging in this discussion, Mrs. Myer and Aide Dey. model a problem-solving approach to Todd's reading problems. On the other hand, a public discussion of one of Todd's weaknesses is rendered.

19 December 1990 (Wednesday)

Level 1

Mrs. Myer uses literature to support understanding and acceptance of cultural diversity.

Todd demonstrates attention-seeking behavior during oral reading to the class. Mrs. Myer tells Todd to stop and informs him of his consequences to come if he does not stop, i.e., an in-class time out. Mrs. Myer asks the researcher to implement the timing out of Todd if he does not stop his inappropriate behavior. After he is timed out, Mrs. Myer ignores his continuing attention-seeking behavior, and its intensity lessens. Mrs. Myer tells the researcher that such inappropriate behavior usually happens in the afternoon.

I am uncomfortable implementing a disciplinary action. The benefit of my increased participation in the class is that I accrue more data. On the other hand, I need to stay as much as possible an observer.

Level 2

I want to look now at the presence of Todd's inappropriate behavior today in the classroom. First, upon returning from recess, Mrs. Myer directs the students to immediately join her in the reading corner after they finish their snacks. The

morning routine is, thus, altered, and there is no transitional structure added in the presence of this change. When Todd does eventually join the group on the floor, he almost immediately engages in inappropriate behavior. The literature concerning physical arrangements to support approved behavior indicates that students should not be crowded into a small area. Indeed, today, such crowding may have contributed to Todd's behavioral problems. Subsequently, Todd is sent to his desk for a time out. The literature on physical arrangements supporting approved behavior also suggests that the classroom should be arranged to support different behaviors under different conditions. For example, each student should have his or her own academic work area. Other parts of the classroom should, by their organization, impart a behavioral message to the students. For example, group work areas should be distinct and separate from free time and time out areas. Today, Todd is timed out at his academic work area. In the past, he has been timed out at the back of the classroom.

Another possible source for today's behavioral problem may be the shortened winding own time during which Todd ate his snack before beginning another activity.

After Todd is timed out at his desk area, Mrs. Myer ignores his continuing disruptive behavior. The frequency and volume of his disruptive behavior then lessens.

In her introduction of the book to be orally read by the teacher today, Mrs. Myer stresses the commonalities that exist between her own students' customs and those of children living in Appalachia.

20 December 1990 (Thursday)

Level 1

Concerning support services, Aide Dey. listens and points to words during Todd's oral reading. She additionally reminds him to use illustrations as clues. She uses "filler activity" that incorporates the regular writing process.

Mrs. Myer orally states all-class behavioral expectations in advance, i.e., restrooming during recess.

Since yesterday, Todd's story has been rewritten using more natural language.

Level 2

During the inside recess today, Todd's social behavior is not similar to that of his age mates and peers. His peers express

displeasure with his behavior. I wonder if he might benefit from instruction in the area of structured play. Should such be implemented, both Todd and his peers would be provided instruction concerning play behavior. In Todd's case, it could include increasing his appropriate play behavior and decreasing his inappropriate play behavior. With reference to his inappropriate play behavior today, the emphasis would be on decreasing play behavior under a table.

Celebration of writing is again evident today. Clearly, prior arrangements between Mrs. Myer and another teacher in the school have been made to facilitate the sharing of a poem.

Mrs. Myer and Aide Dey. speak privately at the commencement of writing activity time. Subsequently, Todd engages in a "high- status activity" when he sits in Mrs. Myer's rocking chair and reads. It would appear that this high-status activity was part of the discussion held by the teacher and aide.

The absence of reading problems today tends to indicate that the use shorter reading-writing passages is beneficial to Todd.

14 January 1991 (Monday)

Level 1

Mrs. Myer maintains order by calling quiet groups first. She also uses the code term of "level 10" to maintain a quiet classroom.

Mrs. Myer encourages students to help one another and thus promotes peer interdependency. She additionally coaches Ry. on how to be a good model.

Mrs. Myer does several things to maximize students' focus and participation. She separates students when their association interferes with their concentration. She also directs Ry. and Na., who sit by Todd, to orally read with her. She checks for all students' participation during reading. She also provides multiple cues for students to find the table of contents.

Mrs. Myer makes an adaptation for Todd when, after providing a multistep oral direction to the class, she repeats the direction for Todd.

Mrs. Myer informs the researcher that reading journals are used for responsive activities. She also says that Todd has recently volunteered for special oral reading time.

After Todd independently sits by Ry. and Na., the latter provides assistance to Todd in two ways. He puts his finger in the book to keep place with oral reading following Mrs. Myer's modeling of same. He taps Todd to redirect his focus. It may also be noteworthy that Na. is the first student to appropriately use the table of contents.

Level 2

Designating one corner the reading corner emphasizes the importance of reading and stories. It also signals students as to the behavioral expectations their teacher has for them when they sit in the corner.

Today, as Todd sits in the reading corner with his peers, he does not distract his peers by use of inappropriate behavior. Today, Mrs. Myer provides a transitional step between students sitting at their individual academic work areas and sitting collectively in the reading corner. Specifically, she waits until desk groups are sitting quietly and then calls upon them one-by-one to join her in the corner. Thus, although the students are sitting clustered together in a small area, an element of structure is provided between the use of the two seating arrangements.

When Ram. is distracted by a peer, Mrs. Myer directs Ram. to separate from that peer.

When commenting that Ry. should pick up his book, Mrs. Myer provides a reason for Ry. to do so. That reason is "that is the best example for Todd and others." When Mrs. Myer provides this explanation, she does not isolate Todd as the only beneficiary of this modeling activity. By not isolating Todd, Mrs. Myer protects his self-concept and promotes a psychologically safe classroom environment. Frank Smith, in his book entitled, Insult to Intelligence, indicated that learning must be free from risk.

The natural peer network in this classroom is evident today. When Todd loses his focus on the reading activity, he is redirected by his peer Na. Mrs. Myer does not ask Na. to act in this way. She has, however, only minutes before requested that students help one another in keeping their place in the oral reading activity. Thus, Mrs. Myer has promoted interdependency and cooperation. Na.'s response to Todd's need to be redirected may be a natural outgrowth of Mrs. Myer's general emphasis on helping one another.

Mrs. Myer provides verbal directions to her students following the oral reading activity today. She provides these directions one time and does not review them or check

students' understanding of them. It is later necessary for Mrs. Myer to repeat the overall directions she initially provided.

15 January 1991 (Tuesday)

Level 1

Apparently, Mrs. Myer directed Todd at an earlier time to wait and copy his mystery clues from the blackboard.

Concerning reading group membership, Mrs. Myer indicates that she wants to balance the groups to get a "high-low mix" in each group. (Intentionality of desk group membership was indicated on 10 December 1990.) This is the first mention of specific reading groups. Large colored paper dots attached to the wall of the room, recorded on 29 November 1990, indicated some kind of student grouping.

IFSP Julie provided Mrs. Myer with special curricular materials for Todd. Mrs. Myer indicates today that she uses such materials only when regular materials do not work. She does not mention adaptation of regular materials.

Mrs. Myer identifies three students to be reliable. These students are Ja., Mr., and Jsh.

Level 2

Todd copies instead of independently generating mystery story clues. This constitutes an alternative strategy wherein a related activity and partial participation are involved.

21 January 1991 (Monday)

Level 1

Recognition of all students' work is provided by Mrs. Myer's inclusion of all students' work on the bulletin board.

She additionally provides recognition and praise to Ki. and St. for their collaborative project.

Mrs. Myer supports the relevancy of student's writing. The above-noted bulletin board work was seasonally relevant. The upcoming writing activity (letters to service persons in the Persian Gulf) is politically relevant. Finally, she encourages personal relevancy in Todd's story writing when she advises Aide Dey. of Todd's most recent haircut.

Other individual interaction between Mrs. Myer and the classroom students concerning today's writing occurs during the transition between fruit break and writers' workshop.

Aide Dey. provides the following support services: 1. She helps Todd to orally develop his story by listening, questioning, paraphrasing, and writing. 2. She helps Todd read his newly generated story by first prereading to and then co-reading with Todd. She helps with his decoding difficulties by providing initial word sounds. 3. She facilitates Todd's copying by printing his story with a blank line provided in between each printed line (model copy not on separate page).

Not all of Todd's stories are included in his spiral.

Level 2

Author Frank Smith wrote that students learn best by example. He wrote, as well, that good teachers show that they like their subjects and their students. Today, after the play that was developed and performed by Ki. and St., Mrs. Myer praises the work and efforts of these two pupils. Her praise is an indication of her support for their work and accomplishments. It also, however, indicates her enjoyment of story telling or story performing. In this way, Mrs. Myer shows by her own example that story reading, story writing, and story or play performing can be fun. Indeed, the celebration of story is fundamental to the whole language curriculum. Today, Mrs. Myer encourages her students, by her own example, to enjoy and celebrate stories.

Todd's story development, today with Aide Dey., involves the use of an alternative strategy. With other students in this classroom, the initial activities in story developments tend to be private to each student or at least free of teacher direction. Indeed, one aspect of the whole language curriculum is that teacher involvement in story writing commences after the teacher knows his or her students. The personal importance of the stories is emphasized by the students' selection of the topic. Teacher involvement occurs after idea generation and after the story is in some stage of development. With Todd, however, the teacher, Aide Dey., or IFSP Julie structure story development by asking particular questions about a particular activity. These questions and the answers that Todd provides to them form the beginnings of the story writing process for Todd.

Aide Dey. provides the model copy today using green ink. This is inconsistent with Mrs. Myer's previously stated preference for the use of black in Todd's model copies. I must presume that there is a lack of communication in this area.

Level 3

Aide Dey. comments on Mrs. Myer's overall enthusiastic and supportive style.

22 January 1991 (Tuesday)

Level 1

Personal relevance and appeal is used for students' story development.

23 January 1991 (Wednesday)

Level 1

Several comments seem noteworthy concerning the presence and absence of inappropriate behavior by Todd and Mrs. Myer's response to same. When Todd demonstrates inappropriate behavior during oral story reading, Mrs. Myer ignores such inappropriate behavior. His peers also ignore his inappropriate behavior. Interestingly, this inappropriate behavior stops in the temporary presence of IFSP Julie. Could the reason for Todd's inappropriate behavior at this time be the relatively unstructured transition from fruit break at students' desks to oral reading in the corner?

Mrs. Myer makes adaptations in her methods for Todd. Whereas others students receive group directions concerning letters to service persons in the Persian Gulf, Mrs. Myer specifically asks Todd to identify the service person to whom he will write. Such facilitates Todd's commencement of letter writing. Secondly, when Todd incorrectly omits his name from a get well card to his peer, Jon., Mrs. Myer tells him to include it and provides a reason for same. Mrs. Myer uses the "principle of partial participation" with Todd in his development of a "Nate the Great" mystery project.

Three class-wide methods will be noted. Mrs. Myer facilitates group cohesiveness and a sense of inclusion for all students by using their birthday dates in a graph. Personal relevancy of writing activities is developed by students' writing of letters to service persons and to Jon. Mrs. Myer models the desired behavior (and maintains interest) by speaking in a hushed voice during an interruption in oral story reading. It has begun with three class-wide methods.

Mrs. Myer provides Am. with leadership opportunity via her designation as the child of the day.

Level 2

Todd's behavior problem that evidences today lasts for approximately twelve minutes. Throughout this time, the teacher ignores the various and multiple audible behavior problems that Todd presents. Perhaps, because of the example provided by their teacher, Todd's peers also ignore his behavior. This behavior problem develops after Mrs. Myer directs students to join her in the reading corner and provides them with a relatively loose structure for doing so, i.e., when they are done with their snacks. Eventually, Todd does join the group in the reading corner. The extent of disruption caused by Todd's behavior, however, diminishes somewhat. Additionally, during the time that IFSP Julie is in the classroom; Todd is notably more attentive. Mrs. Myer's response of ignoring this behavior does not extinguish it. On the other hand, Todd does eventually join the group and the extent of his disruption lessens.

Subsequently, Mrs. Myer provides a once-stated verbal direction concerning sending messages to armed service personnel in the Persian Gulf. She does not review the direction or check for its understanding. There is, additionally, no problem in the students' following of this direction. The exception to this is with regard to Todd.

It is hard not to notice the integrated and natural use of writing in this classroom. Rather than working on worksheets, often which have little relevance to life, students engage in purposeful, meaningful, and diverse forms of writing. Along this line, it seems noteworthy that students today also send a get-well message to their peer, Jon.

One of the duties that Am. performs as the child of the day is paper distribution.

Despite Todd's lengthy classroom distraction, Mrs. Myer focuses on the positive with regard to Todd. Specifically, she informs the researcher that Todd has only recently been able to copy information from the blackboard.

24 January 1991 (Thursday)

Level 1

Mrs. Myer addresses a behavioral problem of Todd's during oral story reading today. She removes from Todd an object with which he is creating a distraction to the class.

Mrs. Myer demonstrates a flexible response on a class-wide basis in the presence of high student absenteeism today. She establishes a one-day team writing program.

Mrs. Myer identifies four students who are particularly good workers. She says that Ki. and Mr. are consistently good workers in both group and independent arrangements. She also says that Mi. and Na. are usually good workers.

Support services are provided today by Aide Dey. and IFSP. Today, Aide Dey. locates and sets up materials for Todd's writing activity. The format involves Todd's copying beneath model lines of writing instead of from a model page to a separate page. IFSP Julie has prepared one-sentence synopses of each page of regular class reading stories.

There is a public discourse concerning Todd's positive performance today. This is provided by Aide Dey.

Level 2

At the beginning of writing activity today, Mrs. Myer makes a positive and supportive statement concerning Todd's work and success yesterday. Immediately after making this comment, Todd begins his work for today.

The cards which are attached to Todd's reading material provide for a simplified reading level and shortened reading passages. Curriculum specialists addressing problems concerning integration have indicated that one of the most important curricular adaptations that can be made is the simplification of the reading level. Additionally, studies concerning metacognition for elementary students support the view that knowledge retention is enhanced when that knowledge is presented in collapsed form.

28 January 1991 (Monday)

Level 1

Again, Mrs. Myer ignores an inappropriate display of behavior by Todd. Such behavior follows directions that Mrs. Myer provides first to the group, i.e., being excused to clean up, and then directions to Todd specifically. First, she instructs Todd to remove things from his desk top. Then, she tells him specifically what to do in order to clean up. Although he does walk to the trash can, which is part of the second direction, Todd follows neither direction fully. He then continues to display inappropriate behavior for approximately 7 minutes (10:48-10:55 A.M.). Mrs. Myer ignores this behavior throughout its approximately 7-minute duration, and Todd then voluntarily joins the group. Most of Todd's problematic behavior today followed a health-related comment by Mrs. Myer.

Todd is seated in a desk group with Ki. and Sc. Mrs. Myer previously noted that Ki. works well in both independent and group activities. Todd's placement with Ki. also facilitates the (high-low mix) that Mrs. Myer previously stated she prefers in the reading groups. Mrs. Myer indicates reliance on peer modeling for Todd's direction following.

Class-wide oral story reading is relevant. Today's story concerns a fictional Super Bowl. The real, televised Super Bowl happened only recently. Mrs. Myer supports the personal relevancy of writing for Todd by offering him, as she previously did Am., an extra story copy to share with the person critically involved in his story, i.e., his barber.

Mrs. Myer alters the schedule for Todd so that he can complete his haircut story instead of writing a mystery story (like his peers).

After Todd orally reads his haircut story to the class, Mrs. Myer promotes positive peer relationships by emphasizing and seeking commonality of life experiences. For example, Le. notes one such common experience to be the adjustment of the seat height. Mrs. Myer also promotes collaboration by seeking Todd's identification of those who helped him with illustrations. In this case, Todd notes that such help came from Aide Dey. and from Del.

Aide Dey. provides support services today in several ways. First, she sits with Todd in the hallway for practice reading. When such practice reading evidences difficulty in word decoding, Aide Dey. draws symbols beside difficult words. There is also an indication today that IFSP Julie provides symbols beside words in Todd's reading book.

Level 2

Today, Mrs. Myer provides and structures for the normal and routine cleaning up activity following fruit break. She uses desk group membership to structure that activity. When Todd does not initially respond with his desk group partners, as his group is called to clean up, Mrs. Myer directs him instead to attend to a clerical matter.

While a fairly lengthy behavior problem continues to manifest with Todd, Mrs. Myer provides specific directions to all students to join her in the reading corner. Because Todd is in the hallway at this point, it is impossible to know if Mrs. Myer's specific directions would result in Todd's going to the reading corner with his peers.

On 23 January 1991, there was a change in the clean-up routine. On that day, students cleaned up after fruit break

and joined their classmates in the reading corner at a time they deemed appropriate. A behavior problem concerning Todd developed at that time. Today, Mrs. Myer returns to a structured clean-up routine following fruit break. However, for Todd, this routine is broken when, after initially failing to respond correctly, Mrs. Myer directs him to attend to a clerical concern. It seems clear to me that the change in routine on both of these days may well be related to the behavior problems Todd displays and experiences.

Am. is a student who has shown some learning problems. Today, Mrs. Myer asks Am. a question that Am. can, most probably, easily answer. Indeed, Am. does answer the question correctly. In doing this, Mrs. Myer structures Am.'s success.

Level 3

On 31 January, Mrs. Myer indicates that Todd works best when he is seated at the front. He is today near the front of the room.

30 January 1991 (Wednesday)

Level 1

Mrs. Myer supports cultural diversity via bulletin boards. She additionally promotes acceptance of and tolerance for human differences via literature and related discussion.

Todd's attention-seeking behavior is ignored by Mrs. Myer.

Mrs. Myer supports Todd's autonomy by giving him verbal directions to remove his snack from his bag. She does not get it for him.

Mrs. Myer repeats her statement of 14 January indicating that Todd has volunteered to read orally to the class in a special reading time slot.

IFSP Julie affirms that she has provided word clues in Todd's story.

Level 2

I am beginning to think that what I have previously called the "transitional" activities between fruit break, clean up, and the commencement of writers' workshop activities have assumed the characteristics of a routine. This transitional activity normally includes Mrs. Myer getting the crate with the writing folders, calling students by name, interacting with students regarding their progress, and handing students their folders.

It, additionally, includes students taking their folders back to their desks and, in many cases, independently reviewing their work and commencing their new work.

Today, the fruit break routine is conducted in normal fashion. That is to say that Mrs. Myer reads orally a story to the class while students sit, listen, and eat a snack. It includes a brief follow-up discussion, as well. During this normal fruit break routine, no behavioral problems evidence with Todd. The cleaning up routine is also normal and on track today. That is to say that Mrs. Myer calls students according to desk group membership; and groups called take their trash items from fruit break to the garbage can, wash their hands, and return to their seats. During the subsequent transitional routine, however, the normal flow of activities is changed. Rather than handing out folders, Mrs. Myer engages in a conversation with a student. It is at this time that Todd's behavioral problems evidence today.

Mrs. Myer recognizes Mi.'s advanced skills in story writing by structuring for and monitoring his use of story writing on the computer. Clearly, the goal of story writing is present for Mi. and other students, but the method used for Mi. is different. It may be reasonable to add, as well, that Mi.'s instructional objective in this regard is not unique to Mi. Mrs. Myer indicates, as well, that Ram. also uses the computer in story writing. Mrs. Myer provides individualized curriculum in which Mi. and Ram. can be optimally challenged.

31 January 1991 (Thursday)

Level 1

Mrs. Myer provides tangible food rewards to the whole class for good work by the whole class.

Behaviorally, Mrs. Myer indicates that Todd works best when seated at the front of the class. I will need to check to see how frequently he is at the front.

Aide Dey. and Mrs. Myer engage in a public discussion of Todd's difficulties in writing today. Mrs. Myer expresses willingness to flexibly change Todd's curriculum if he is bored. She leaves the decision regarding the type of change to Aide Dey. Aide Dey. uses a reading book that has symbol clues beside words. This relates to his writing activity now which also has symbol clues beside words that Todd finds difficult to decode.

Mrs. Myer implies the normal nature of having a circle of friends in a classroom by referencing its use in another classroom. She promotes understanding of sensitivity to

disabilities by sharing a Braille magazine and seeking student's responses to same.

Mrs. Myer assigns Mr. as Todd's peer buddy to accompany him to the library. Previously, Mrs. Myer has indicated that Mr. is a reliable student in both group and independent situations.

Level 2

The provision of rewards based on group accomplishments is supported by the literature on integration. Today, Mrs. Myer provides a group reward for such group accomplishment.

Today, the routines concerning fruit break, clean-up after fruit break, and folder distribution (transitory activity) are normal. There is, also, no evidence of a behavior problem with Todd.

One of the routine activities associated with child of the day status includes picking up papers. When Mi. is not able to perform this duty today, Mrs. Myer assigns Le. to pick up papers. In doing this, Mrs. Myer provides for Le. a leadership opportunity.

While his peers have written a mystery story at this time, Todd has not written a mystery story. Todd's objective is different from his peers while he pursues the general goal of purposeful written expression.

It appears that Aide Dey. makes a particularly salient comment today when she says, "He sort of spaces out when he needs directions from the art teacher." If Todd cannot easily follow verbal directions, the importance of classroom routines heightens.

There is evidence of teamwork between Mrs. Myer, Aide Dey., and IFSP Julie. Today, Aide Dey. indicates that she will speak with IFSP Julie concerning Todd's current situation of "not trying very hard."

Mrs. Myer notes two situations that support Todd's best work. First, as noted in the prior entry, she said that Todd works best when seated at the front of the class. Second, she says that Todd works best when his "peers stop inappropriate behavior." Thus, Mrs. Myer indicates the importance of Todd's placement in the classroom and the use of peer models.

The daily routine changes at approximately 11:32 A.M. Mrs. Myer structures for an early school dismissal and provides verbal directions. At this time, as well, it is necessary for her to instruct Todd to sit in his chair. Again, a change in routine seems to have an impact on Todd's classroom behavior.

Mrs. Myer provides instruction to support acceptance of diversity and interdependency today at the end of the class. She sensitizes students to the experiences of a person with a visual disability. She additionally makes her students more aware of the alternative communication system provided by Braille. Finally, she stresses the commonality of childhood experiences for all by using a Jack and Jill (children's) Braille magazine.

Although other students in Mrs. Myer's class go to the library in groups, Todd goes with one peer.

4 February 1991 (Monday)

Level 1

Mrs. Myer provides Todd with leadership opportunity via his designation as child of the day. Today, this includes picking up writing folders.

There is a lack of certainty between IFSP Julie and Mrs. Myer regarding what Todd worked on previously in story writing activities. In the midst of this uncertainty, they decide that Todd will begin a new story.

Today, Todd exhibits some autonomy in his story development activity. Such involves his writing of the first letters of words followed by scribbles. Mrs. Myer has a very enthusiastic response to this development and encourages Todd to continue writing. Later in the class period she tells the researcher of her intent to use a peer buddy system to build upon Todd's today-evidenced writing progress. I overstepped my role today by expressing my own enthusiasm for same, especially in advance of Mrs. Myer's response, and by recording Todd's words when Mrs. Myer could have responded in her own way. This is the dilemma of participant observation whereby the more involved one gets for the pursuit of data the greater the risk of going native.

Mrs. Myer provides social-emotional support to peer Jsh. in a difficult personal time.

Level 2

Although this does not concern the activities of Mrs. Myer, I wonder if Todd might benefit from some functional instruction in putting on his winter coat, boots, etc. This type of instruction, it seems to me, might be best provided through a sequenced, task-analyzed approach.

I have not witnessed the morning routine involved in fruit break and cleaning up after fruit break, but a normal routine

is present during folder distribution today. There is, additionally, no indication of a behavior problem with Todd today as he begins his writing activity. To the contrary, there is evidence of particularly purposeful writing on Todd's part.

5 February (Tuesday)

Level 1

When Todd refuses to voluntarily participate in a story listening activity with his peers, Mrs. Myer physically lifts and places Todd with a group on the floor. Sc. (of Todd's own class) is in that group.

Despite the procedural gains in yesterday's story development by Todd, Mrs. Myer notes that the facts, as revealed by Todd, were incorrect. She does not establish a peer buddy system today and instead works with Todd on a one-to-one basis in a reading book. She uses a see, say, write approach in this reading-writing activity.

Level 2

The celebration of stories is again evident today. This occurs not only through the normal activities of oral story reading and story writing, but also through a visiting group of students who share their stories with the students in Mrs. Myer's class. Interaction and dialogue related to stories occurs among students and later between Mrs. Myer and her class.

When Mrs. Myer physically places Todd in a story group, she, in effect, expects Todd's social behavior to be consistent with that of his peer group. On 8 October 1990, there is reference to a poster addressing manners appropriate for second-grade students. One of these involves listening when other people speak. By physically placing Todd in a reading group today, Mrs. Myer supports Todd's provision of good second-grade manners. On 9 October 1990, there is reference to a poster addressing students' rights. One of the rights there listed includes the right to be oneself in the classroom. To some extent, Mrs. Myer violates this right when she physically places Todd in the story group.

When Mrs. Myer works on a one-to-one basis with Todd in his story writing activity today, she uses different materials and an alternative strategy. After focusing on his reading and writing of words (where words are accompanied by representative symbols), she uses a free-association-like approach to develop Todd's responses to these words.

6 February 1991 (Wednesday)

Level 1

During the early part of today's observation period, Todd displays inappropriate and attention-seeking behavior. This occurs at what should be for Todd a transition from snack eating to oral story listening, but it eventually consumes, as well, all time involved in the oral story activity. This behavior continues for approximately 11 minutes. Mrs. Myer ignores the inappropriate behavior for the duration of its display. She later removes objects used to create the distraction. Subsequently, she additionally removes a pencil from Todd's desk when it interferes with commencement of a new assignment. Ignoring inappropriate behavior and removing objects used to create distractions appear to be a pattern of response to inappropriate behavior where objects are involved.

Three components seem to be involved with today's assignment involving the drawing of a picture related to a story. These three components involve directing, coaching, and rewarding. Mrs. Myer provides directions to the whole class regarding the assignment before and after oral story reading. She additionally provides a one-to-one story synopsis and oral direction to Todd related to his picture drawing of a tiger. When Todd fails to draw as desired, Mrs. Myer provides a pictorial model and subsequently guides him in correct crayola selection. After Todd makes the black tiger stripes as desired, Mrs. Myer orally praises him. Additionally, as she does with all other students in the class, Mrs. Myer tapes Todd's completed picture to the blackboard.

During a transition at the end of the observation period, Mrs. Myer provides Todd with specific directions regarding materials.

A schedule posted to a bulletin board indicates that IFSP Julie provides support services of 50 minutes duration per day.

Level 2

The celebration of stories continues today as evidenced by the telling of a story by a professional story teller and the subsequent oral story reading by Mrs. Myer. Additionally, students in Mrs. Myer's class are asked to illustrate their favorite part the oral story read by Mrs. Myer.

There are several changes in classroom routines today. Cleaning up after fruit break changes in several ways. Students finish their snacks and clean up at the time that they deem appropriate. Additionally, rather than returning to

their desk group they join the teacher in the reading corner. There is a subsequent change in the writing workshop routine. Rather than receiving writing folders from Mrs. Myer, students receive paper upon which to draw illustrations. They are told to get their own writing folders after completing their pictures. There is also audible and long standing attention-seeking behavior by Todd today. Todd's behaviors are inconsistent with the second-grade manners of listening when others speak (reference to poster on 8 October 1990). Although Mrs. Myer responds by ignoring the behavior, she later expresses disappointment when she says, "You never even came over to listen to our story." She does not, however, criticize Todd or say that she expects him to act like other second-graders.

Mrs. Myer indicates that she does expect Todd to have "exactly right" behavior in writing his name.

7 February 1991 (Thursday)

Level 1

For failing to get started on his work, Mrs. Myer withholds Todd's recess privileges with instructions to instead continue working in his book. She indicates that she will excuse him later but does not do so during the duration of today's observation.

Subsequent inappropriate behavior on Todd's part is exhibited during the watching of a film. At this point, Todd uses an object (a sack) to create a distraction. Mrs. Myer removes the distracting object, and Todd subsequently appears to appropriately attend the movie.

Today's writing activity is relevant as it concerns military action in the Persian Gulf.

At the beginning of the writing activity today, Mrs. Myer provides oral instructions to the class. She tells Todd, however, to wait for her so she can help him to get started individually. Lines are added to Todd's construction paper to aid his copying activity.

Mrs. Myer makes a public statement concerning Todd's inappropriate behavior during writing. Later, Mrs. Myer and Aide Dey. make public statements concerning his good work in writing.

Mrs. Myer informs Todd that he can help after completing writing work. Thus, she provides advance notice of a reinforcement to come contingently.

Level 2

Today is Ram.'s birthday. Ram. is made to feel special and valued by having a song sung in his honor and being given the opportunity to describe how he will celebrate his birthday. It also appears that, perhaps because of his birthday, Ram. is given special duties normally attributed to the child of the day.

There is a change in the routine of fruit break today. In advance of this, Mrs. Myer tells the students how to respond to this change. Although she does remove an object with which Todd is playing (during this change of routine), there are no other indications of behavior problems by Todd in the presence of a change of routine.

Mrs. Myer and Aide Dey. have a private conference to apparently plan to and structure her subsequent classroom involvement today.

There is also modification of the routine activity associated with writers' workshop. In preparing her students for this change, Mrs. Myer provides oral directions to the class. At this time, Todd leans forward and yawns. It would appear that he is tuning out what directions are being offered. Followers of the diagnostic-prescriptive approach to special education indicate that use of routines is important for students who have organizational problems. Additionally, for students who have problems with maintaining attention, especially when directions are being given, it is recommended that the teacher makes sure that the student is listening and then asks him or her to repeat the directions.

Later, when Todd is copying his message, Aide Dey. maintains Todd's focus by covering areas of the model copy not in use.

After commenting that Todd is "playing around," Mrs. Myer informs Todd that he can hand out gum when he finishes his work. Thus, she provides an incentive for him and, after his work is complete, Todd indeed distributes the gum.

On top of Todd's desk is a note concerning a future trip that Todd will take. I wonder if Mrs. Myer left this note for Aide Dey. Clearly, should Todd have additional time today, Todd might share his plans for a trip with Aid. Dey. This could be helpful for a future story for personal relevance.

An adaptation today includes the addition of horizontal lines to construction paper. Obviously, these aide in Todd's printing.

Shortly before 11:22 A.M., Mrs. Myer makes a public statement that Todd is playing around. It is not unusual for Mrs. Myer to make public comments about other students when their behavior is inconsistent with Mrs. Myer's expectations of them. In that regard, I do not see this comment by the teacher to work against the development and maintenance of a positive affective classroom environment.

11 February 1991 (Monday)

Level 2

Following recess, the students return, pick up their snack materials and settle into their assigned places. Even with a change in the oral reading format, there is an overall orderliness in the room. Additionally, the child of the day is afforded leadership opportunities while also maintaining the normal rhythm and flow of the day with respect to paper distribution and collection. This system appears to benefit both the substitute teacher and the student designee. While, on the one hand, the substitute teacher benefits by having a student familiar with routine handle those routines, on the other hand, the student designee is afforded responsibility and leadership opportunities. Additionally, the substitute teacher benefits because the child of the day system that helps him or her is already "built in" and normal.

12 February 1991 (Tuesday)

Level 1

Mrs. Myer uses the principle of partial participation to modify the sentence structure activity. While other students copy sentences from the blackboard and make corrections on same, Todd copies "as is."

Mrs. Myer offers verbal praise to Todd for good work.

Much information concerning seating and grouping is gleaned today. In the new desk arrangement, Todd sits close to the front of the room. On 31 January, Mrs. Myer indicated that he works best at the front of the room. While the former concerns his physical placement in the room, another observation concerns the students sitting beside Todd. In the new desk arrangement Todd sits between Sc. and Er. Later on this day, Mrs. Myer notes that Sc. is a good model for Todd. Use of cooperative groups is evident today. Mrs. Myer uses the term "cooperative group" interchangeably with "reading group." Todd is in a cooperative reading group with Sc. and Jer. On 15 January, Mrs. Myer said she wanted to get a high-low mix in the reading groups. Although all cooperative groups today join Mrs. Myer in the reading corner, colored

paper circles attached to the walls of the room indicate student membership in such cooperative groups. One exception to that is that Ry. is today grouped with May. and another student. The colored paper circle attached to the back-left corner, however, which includes May. does not also include Ry. Each cooperative group shares one book, thus cooperation is encouraged. Mrs. Myer additionally encourages collective involvement today via unison reading. She stresses helping one another in these groups when she directs Jer. to assist Todd by opening the group's book wider.

Support for appreciation and understanding of cultural-racial differences is provided today through the reading content.

Level 2

At this earlier time of the day, content activity includes making corrections in sentences that are written on the blackboard. Mrs. Myer calls this activity "language sentences." Students copy the sentences (on blackboard) onto their own papers. They then make corrections on their papers. These corrections are made in crayon to correct for an earlier problem of cheating. Students then go to the blackboard, make corrections on the blackboard, and provide verbal explanations supporting same. (Numbers set in parentheses and to the left of the sentences on the blackboard indicate the number of corrections needed per sentence.)

Mrs. Myer indicates that Todd has recently learned how to read and copy from the blackboard. Concerning the above-described routine involving language sentences, the adaptation for Todd is that he copies the sentences as they are. In other words, he copies them with errors. I wonder if copying sentences with errors could present a problem later. Todd's copying is an alternative strategy wherein a related activity and partial participation are involved.

In his new desk group, Todd sits with Mr. and Sc. These students have been previously identified as being academically strong. Additionally, later this day, Mrs. Myer describes Sc. as a good model for Todd. Thus, Mrs. Myer groups Todd with two positive peer partners.

Todd is in a cooperative reading group with Jer. and Sc. Jer. is a volunteer student reader in both January and February of 1991. Sc. is a volunteer reader twice in the month of February, but he is not a volunteer student reader in January. Thus, it would appear that Todd is in a cooperative reading group with two strong readers. Concerning the routine involved in cooperative group activity, Todd does not know who his cooperative partners are. Mrs. Myer facilitates interdependency in these cooperative groups when she provides

one book to each group. Thus, each group shares one book. Mrs. Myer instructs the students to be "good cooperative learners," but she does not specify what that entails.

13 February 1991 (Wednesday)

Level 1

As today's child of the day, Am. takes a book elsewhere in the school building. She, additionally, distributes and collects material. She also files completed work in a particular place. Today this involves placement of spelling sentences in a yellow basket. Am. demonstrates familiarity with all these routines.

In the spelling activity today, Mrs. Myer reads and the students write whole sentences. This format for spelling adds meaning to the activity. While the students write their whole sentences, Mrs. Myer circulates throughout the room, checking work. Approximately one-half of the students, however, are not involved in writing the spelling sentences. Nine students engage in independent reading. Todd engages in the related activity of looking in a book (which contains words and corresponding illustrations) in search of a new story idea. Thus, there are three kinds of content activity occurring. One involves the spelling sentences themselves. Another involves the related area of independent reading where students read in independently selected books. Finally, Todd's related activity involves looking in a book where he searches for a personally meaningful story idea while participating in a related activity.

The activity of "language sentences" is modified to support the correct addressing of envelopes. Again, writing becomes purposeful and, thus, consistent with a whole language curriculum. Additionally, the use of envelopes for such writing enhances the purposeful nature of this writing activity. Mrs. Myer uses reinforcement stickers for all students who show the appropriate mark on their envelopes for stamp placement. In this case, Mrs. Myer rewards individual accuracy.

At the beginning of this same activity, Todd reveals an organizational problem when he cannot find a pencil. When he is then loaned a pencil by Mrs. Myer, and the pencil has no eraser, Er. provides erasure assistance to Todd. This is evidence of the natural peer network at work.

When Mrs. Myer redirects Mi. from sharpening a pencil she provides him with a reason for such redirection.

Near the end of the observation period, Mrs. Myer directs the students to join her on the floor. She, additionally, tells Todd to not join the group until he finishes his own work. When the group is on the floor with their teacher and Todd is at his desk, Todd commences to play around. When Mrs. Myer calls his name, Todd stops such playing around.

Level 2

Mrs. Myer provides a form of individualization and reward while also optimally challenging students when she provides free or independent reading opportunities to students having already mastered their spelling. On 19 February, the researcher learns that students having mastered spelling can engage in independent reading.

14 February 1991 (Thursday)

Level 1

Mrs. Myer leads her class from the art room back to the regular classroom today. There is no apparent structuring for Todd's line placement. He walks at the end of the line, and he trails behind his peers.

18 February 1991 (Monday)

Level 1

When going from the classroom to the gymnasium, Mrs. Myer again leads her class today in the hallway. On both the trip to and from the gymnasium, Todd falls to the end of the line. In the return trip, he also trails behind his peers. Mrs. Myer has previously stated that Todd keeps up with the pace when closer to the front of the line.

In Todd's new desk group, Jei. and Er. are his partners. This seems to be a somewhat atypical desk group arrangement since Mrs. Myer has not placed Todd with "class leaders." Jei. experiences difficulty with a table of contents on 14 January 1991. On the following day, she is one of the last students to finish independent work. Jei. is a volunteer student reader in January but not in February. Er. is a volunteer student reader in January but not in February, as well. There is indication on 13 February 1991 that she is a good speller.

19 February 1991 (Tuesday)

Level 1

Cooperative or reading groups are indicated by paper circles attached to walls of classroom. Na. and Ram. are grouped

together in one such cooperative or reading group. Na. is a volunteer student reader once in January and twice in February of 1991. There is an indication of a conduct problem for this student, as well, on 1 November 1990. Ram. is one of two students in this classroom using the library computer. He is also a volunteer student reader in January, but he is not in February. On 7 March 1991, there is evidence that he has advanced understanding of geography for a second-grade student. On 12 February 1991, however, there is indication of a conduct problem.

In another cooperative group, Ki. is grouped with Le. and Rya. On 24 January 1991, Ki. is identified as a consistently good worker in both group and independent situations. She is, additionally, one of the strong spellers on 13 February 1991. Ki. is a volunteer student reader in January and February 1991. Le. is also a strong speller on 13 February 1991. However, Le. is not on task on 18 October as well as 12 and 13 December 1990 and on 12 February 1991. She is a volunteer student reader in both January and February 1991, however. Rya. is identified on 8 October 1990 as a student needing assistance. Additionally, on 14 January 1991, he has trouble following oral reading in a book. He is not a student volunteer reader in either January or February 1991.

In another cooperative reading group are Jon., Ja., and Del. Ja. is described on 15 January 1991 as being a reliable student. She is, additionally, one of the good spellers on 13 February 1991. Ja. is a volunteer student reader in January but not February of that same year. Jon. is identified as a student needing assistance on 8 October 1990. He is also a good speller on 13 February 1991. Jon. is a volunteer student reader in February but not in January of 1991. Del. is a volunteer student reader in February but not January of that same year. The placement of these students in the same cooperative group provides an ability mix within that group.

Again, this tendency is seen in the group which includes Mr., May., and Am. Mr. is identified on 15 January 1991 as a student who is always reliable. On 24 January of the same year, she is identified as a student who is good in both group and independent situations. She is, additionally, a volunteer student reader in both January and February 1991. On the other hand, Am. is identified on 8 October 1990 as a student who needs help. On 13 December 1990 Am. is identified as not listening. Additionally, on 14 January, she has trouble following oral reading in a book. On the other hand, Am. is a good speller on 13 February 1991. She is a volunteer student reader in January but not February of that same year. May., the third member of this cooperative group, appears to be a more average student. On 13 February 1991, she is identified, however, as a strong speller. She is a volunteer student

reader in January but not February of that same year. The placement of these three students in a single cooperative group, thus, provides an ability and behavioral mix in this group.

The provision of independent reading for students having experienced success this week in spelling uses classroom time efficiently. Rather than engaging in off-task or noninstructional activities, successful spellers read self-selected materials. Additionally, an increase in silent reading time is generally recognized as appropriate for the development of improved reading skills.

Level 2

There is evidence of an overall ability mixing in the cooperative groups. Cooperative groups number seven. Todd is in a cooperative group with peers who include Jer. and Sc.

Best-practice literature supports understanding and acceptance of human diversity. Acceptance and appreciation of cultural diversity is promoted today by a visitor's oral presentation.

Support services provided by IFSP Julie are posted. On Monday, Thursday, and Friday, she is scheduled to be in Mrs. Myer's class for 30 minutes during math. On Wednesday, she is scheduled to be in Mrs. Myer's class for 30 minutes for circle of friends.

Todd was scheduled to be a student reader on 5 February. On 14 January, Mrs. Myer indicated such participation to be voluntary.

Todd walks at the end of a line, and he lags behind his peers.

Two things seem noteworthy about the curriculum. While students do their spelling work in class today, Todd does a related activity whereby he copies directly below a model sentence. A flexible approach to spelling, based on individual performance, is indicated.

Classroom literature available for students to read promotes understanding and acceptance of persons with disabilities. Such understanding and acceptance is supported by best-practice literature concerning integration.

Level 3

While his peers write their language sentences upon hearing them orally read by Mrs. Myer, Todd copies prewritten sentences.

20 February 1991 (Wednesday)

Level 1

In an unstructured social situation, Todd appears to experience social rejection by his peers. On the other hand, IFSP Julie promotes understanding and acceptance of persons with disabilities via a simulation exercise in the circle of friends activity. She also promotes interdependency in this activity.

Level 2

Todd's apparent social rejection today makes me again ponder the possible benefits of structured play. One way that IFSP Julie promotes understanding and acceptance today is by stressing the commonality of life experiences. In this case, IFSP Julie states, "Everyone has times when they cannot do something."

25 February 1991 (Monday)

Level 1

Todd sits at the front of the classroom in a desk group with Jsh., Mi., and Rya. Mi. is one of only two pupils who works on the computer in the library. Jsh. is very prolific in story writing. By placing Todd with them, Mrs. Myer achieves the "high-low" mix that she spoke of earlier. That mix was targeted for reading/cooperative groups, however. Later, Mrs. Myer assigns a peer buddy to work with Todd. She selects Ki., who she previously identified as a reliable student in both independent and group situations.

Mrs. Myer promotes acceptance and appreciation for cultural diversity via her curriculum and discussion today.

Todd handles the transition from fruit break to group work in the reading corner without problem.

Level 2

The presence of an academic and behavioral mixing of students in desk group arrangements seems clear. Todd is in a group with Jsh., Mi., and Rya. On 8 October, Rya. is identified as generally needing help. On 14 January, he has difficulty following oral reading in a book. Additionally, Rya. did not volunteer to be a student reader in January or February of 1991. Thus, it seems clear that Rya. has academic and learning problems. On the other hand, Jsh. is described as being always reliable on 15 January 1991. On 12 February 1991, he provides accurate sentence correction in five out of

five opportunities to do so. Additionally, Jsh. is a volunteer student reader in January as well as February, 1991. Mi., another member of this desk group, is described as a generally good worker (24 January 1991). Additionally, Mi. volunteers to be a student reader in January but not in February of 1991. Additionally, this student is one of two who works on the computer in the library. Thus, it appears that this desk group has a mixed or heterogeneous composition.

Similarly, Jon., Am., Na., and Ki. are in another desk group. Jon. is identified as a student needing help on 8 October 1990. Additionally, this student does not volunteer to be a student reader in February, but he does volunteer for January. Am. is also identified as a student needing help on 8 October. On 13 December 1990 she has trouble maintaining her attention on her work. On 14 January, she has trouble following oral reading in a book. Additionally, this student does volunteer to be a student reader in January, but she does not volunteer to read in February. These two students are grouped with two class leaders. Na. is identified on 8 October as working well most of the time. On 24 October, he is revealed as a good speller. On 14 January, Na. is the first student in this class to correctly use a table of contents. On 24 January he is described by Mrs. Myer as being a good worker most of the time. Finally, this student volunteers to read once in January and twice in February 1991. Similarly, Ki. is described by her teacher as a good worker in group as well as independent situations. This student also is a volunteer student reader in both January and February 1991. Finally, on 13 February, Ki. reveals spelling strength. Thus, in this second desk group, there is a heterogenous mixing of students.

The structure provided by classroom routines is evident today. After oral story reading, Mrs. Myer excuses students to clean up according to their desk group membership. When all students have completed that activity, she then directs students to join her in the reading corner. Thus, Todd does not determine when he joins the group, i.e., when he finishes his snack. Additionally, by going to the reading corner with his peers, Todd is provided multiple student models.

In discussing racial differences, Mrs. Myer promotes recognition of these differences in a positive way. Specifically, she says, "It's not that the way they speak is bad, it is just different."

When providing directions to the class after activity in the reading corner is concluded, Mrs. Myer states these directions one time. She provides these directions in sequence, as well. These directions are not reviewed or checked for students' understanding of them.

The routine for departure from the classroom to the hall for lunch is normal today. There is, additionally, no evidence of a behavior problem by Todd.

26 February 1991 (Tuesday)

Level 1

Again, Todd handles the transition from fruit break to group work in the reading corner all right.

It seems noteworthy that, when Jon. finishes his fact sheet, he helps Todd without request. This tends to indicate that a natural peer network is at work.

Level 2

When Mrs. Myer directs all students to join her in the reading corner, all students indeed go there. This provides Todd with multiple student models. There is no evidence of a behavior problem.

Elementary research skills are introduced today with the use of encyclopedias. Best-practice information indicates that it is desirable to introduce simple study skills in the early grades. She briefly explains how the encyclopedias can be used, but she does not provide an example or demonstration of same. Development of this new skill is introduced in the morning part of the day. Best practice tends to indicate that the most weighty or most difficult parts of learning should be introduced in the morning.

27 February 1991 (Wednesday)

Level 1

The writing format continues to involve Todd's copying below a model sentence, not on a separate sheet of paper.

27 February 1991

Level 2

During oral reading today, Todd gives Mrs. Myer a piece of paper. Apparently, this is a note from home. Todd's provision of this paper is another indication of an organizational problem on his part. Perhaps because she recognizes that his presentation of the paper is an indication of his learning problem, Mrs. Myer provides Todd with a supportive response. She also, however, reminds him of the appropriate time to do this, i.e., early morning. Thus, she orients Todd in this regard to the use of the morning

routine. The literature suggests that the use of routines is particularly important for students having organizational problems. Thus, Mrs. Myer's reference to the morning routine seems particularly important.

Following oral story reading today, there is a change in the routine. Typically, cleaning up activities follow story reading. Today, however, Mrs. Myer leads the class in a discussion of a prior activity. Perhaps sensing Todd's awareness of the absence of this routine, IFSP Julie directs Todd to independently take his trash to the garbage can. While, on the one hand, this provides Todd with the routine normally occurring at this point in time, he does not also have the benefit of multiple peer models. For this or perhaps another reason, Todd goes to the sink counter instead of the garbage can. Interestingly, after this, Mrs. Myer excuses all students simultaneously (not in desk groups) to clean up.

The discussion that occurs following oral story reading concerns reports that students will begin writing. In this discussion, Mrs. Myer is clearly a facilitator and not an authoritarian or a director of activity. Indeed, the teacher seeks student input on how such reports might begin. Mrs. Myer then offers several other possibilities, but it is clear that the class and the teacher together plan this activity. In the book, Curriculum Considerations in Inclusive Classrooms, Stainback, Stainback, and Moravec discuss the use of a constructivistic approach to curriculum. They describe this as a curricular approach in which students are active participants in their own learning. Similarly, the teacher is a facilitator rather than an authoritarian. Clearly, there is something of a constructivistic approach today as Mrs. Myer and her students discuss potential approaches to the students' reports. Additionally, Mrs. Myer provides a sequential list of information that could be included, and she writes this on the board.

28 February 1991 (Thursday)

Level 1

When Todd stands at the end of a line today, Le. takes his hand so he will keep pace with the group. Another indication of a natural peer network evidences today. Additionally, Art Teacher One tells the researcher that when Aide Dey. is not present, she relies on Todd's natural peer network.

Art Teacher One gives all-class verbal directions to join her for a demonstration. Todd does not follow these directions and stays in his seat. When Aide Dey. later arrives, and she encourages Todd to join the group, Todd still refuses to do so.

Art Teacher One tells Aide Dey. today's directions for activity. Aide Dey. then verbally coaches and directs Todd through today's activities. When Todd displays inappropriate behavior with regard to writing his name, Aide Dey. removes his art supplies. This results in Todd responding appropriately and Aide Dey. returning the art supplies.

Art Teacher One tells the researcher that Todd receives the same materials as everyone else but sometimes uses them differently.

Level 2

Because Mi. calls his peers to line up and later attends to an errand (perhaps regarding lunches), it appears that Mi. is probably today's child of the day.

Aide Dey. provides integrated delivery of support services to Art Teacher One on a regular basis. This is evident because the art teacher anticipates the aide's arrival, one chair beside Todd remains empty before the aide's arrival, and because Aide Dey. tells the researcher that she is always in art class. Integrated delivery of support services are not provided during physical education classes, however, according to Aide Dey. The aide identifies the lack of support services in the physical education classes at an unmet need area.

The presence of support services to the regular educator and the regular educator's ownership of the integrated student may conflict. On 26 March 1991, in an interview with Aide Dey., the aide told the researcher that Mrs. Myer has the least amount of support services and the most ownership of Todd. Today, the art teacher's input concerning Todd's classroom involvement is directed to Aide Dey. The art teacher gives Aide Dey. today's directions for class. She also directs the aide to put Todd's name on a name tag. Later, she speaks with the aide instead of Todd after the aide comments to the art teacher about a quilt design that Todd makes today. Her communication with the aide instead of with Todd indicates that she may have a lack of ownership regarding Todd's presence in her class. Best-practice literature indicates that teachers should demonstrate that they like their students and that they provide frequent and positive feedback to their students. It also suggests that teachers should be particularly supportive to students having lower abilities. Best-practice literature concerning the development and maintenance of a positive affective environment suggests that students should be included in conversations, and teachers should never talk about students as if to discount their presence. By interacting with the aide instead of with Todd, it seems that the art teacher might have a lack of ownership of Todd. Also occurring today is the art teacher's direction

to the aide regarding Todd's name tag. Specifically, Art Teacher One directs the aide to write Todd's name on a name tag. Finally, Todd is capable of writing his own name. By asking the aide to write it, instead, the art teacher does not maximally challenge Todd, seek his partial participation, or facilitate his sense of being involved in class.

Elsewhere, Aide Dey. indicates that Todd tends to space out in the presence of multiple verbal directions. Such spacing out may result from the lack of a routine as well as from the verbal directions. Today, when Art Teacher One provides verbal directions to the whole class at the beginning of class, Todd does not follow these directions. This again may indicate that routines have an important place for Todd. On the other hand, as a former art instructor in elementary and junior high schools in Illinois, the researcher well understands the constant activity and flow of the art class environment. Nevertheless, the identification of routines that could be generally followed in the art class might be beneficial to Todd. Best-practice literature indicates that routines are beneficial to students having organizational problems.

Today, Aide Dey. expects Todd to write his name on his paper with a quilt-like design. In doing this, Aide Dey. demonstrates her expectation that Todd's behavior is consistent with his abilities. She, in effect, maximally challenges Todd. This is consistent with best-practice literature.

5 March 1991 (Tuesday)

Level 1

Todd is seated today in the front of the room with desk group partners including Am. and Del.

Mrs. Myer changes her behavioral expectation of Todd by providing paraphrased story sentences and seeking his detailed drawings to accompany same. In this process, she provides Todd with a pictorial model. She then orally praises Todd when he makes such detailed drawings.

In her interactions with the class, Mrs. Myer increases her behavioral expectations by calling two groups at a time (instead of one). She also indicates the presence of a behavioral problem with Sc. Finally, she indicates her general reliance upon modeling by asking the researcher to model desired behavior in a friends' conference setting.

I overstepped my role today with Rya.

Level 2

The student grouping arrangement is different today. In her 1 April 1991 interview with the researcher, Mrs. Myer identifies Am. and Del. as good peer buddies for Todd. Thus, Todd is grouped with students who Mrs. Myer regards as good peer buddies. In this seating arrangement, Todd is also seated at the front of the room and away from distractions. Best-practice information indicates that students' placement near to the teacher and with good peer buddies contribute to the development of appropriate classroom behavior and peer friendships, respectively.

By providing the adaptation of paraphrased story information and seeking Todd's illustrations of same, Mrs. Myer changes her behavioral expectations of Todd in story writing time. She may be seeking to provide Todd with something different and, thus, stimulating as well as providing a new challenge. Best-practice literature indicates that regular educators should strive to maximally challenge all students. Additionally, such literature indicates that elementary students remember collapsed information better.

When Mrs. Myer seeks Todd's agreement in goal setting, she taps a constructivistic curriculum orientation. This orientation is advocated by some leaders in the integration movement.

Other activities reflect the recommendations of best-practice literature, as well. These include praising the desired student behavior when evidenced, providing frequent verbal feedback to the student, and reliance upon modeling.

Level 3

Integration literature indicates that involving students in goal setting is a preventive approach to discipline. Thus, when Mrs. Myer involves Todd in goal setting, she employs a constructivistic approach to goal setting which also helps to prevent discipline problems.

6 March 1991 (Wednesday)

Level 1

The substitute teacher, Mrs. Cs., relies on Child of the Day May. for distribution and collection of writing folders, but she asks Ki. for procedural information. This is another indication of trust placed on Ki.

Substitute teacher indicates tolerance for Todd's other-than-assignment activity as long as he also does the assignment.

IFSP Julie provides support services by writing a story title on Todd's book cover so that Todd can trace over same. Although the posted schedule last week did not include support services to be provided on Wednesday morning, IFSP Julie was in the classroom last Wednesday as well as today.

Level 2

The substitute teacher relies upon the child of the day and Ki. to learn of and follow daily routines in Mrs. Myer's class.

IFSP Julie provides direct support services to Todd in his regular classroom on the day of a substitute teacher's presence. Today, Julie provides an adaptation where she writes-provides a story title for Todd to trace. When IFSP Julie discourages Todd's kissing behavior today, she promotes his age-appropriate behavior. Encouraging age-appropriate social behavior is recommended in the best-practice literature by Vandercook and York.

7 March 1991 (Thursday)

Level 1

In an unstructured social situation today, the researcher observed Todd to be apparently bullied by Ry.

Aide Dey. indicates to the researcher that a more classical and expressive approach to art requires fewer adaptations by students with handicaps than does a more craft-like and structured approach.

When beginning a new all-class activity, Mrs. Myer selects Mi. and Ki. to be the first participants (while other students watch).

Mrs. Myer directs Todd to stand beside Ry. during this active activity.

Todd has no problems with the transition from the recreation of the map to the discussion of the map.

Subsequently, during this discussion, Todd displays inappropriate behavior which is ignored by Mrs. Myer. When Todd then increases the intensity of this disruptive behavior, Mrs. Myer calls it to a stop by verbal address of Todd.

Subsequently, Todd is not punished, but Ry. is punished for "not cooperating."

Three interesting things have developed today in regard to Ry. First, he appeared to bully Todd in the hall. Second, he was assigned as a peer buddy by Mrs. Myer. Third, he was punished for not cooperating in class.

As I agreed to do in a prior conversation with IFSP Julie, I informed her today of what I thought were problems that she would want to know about, i.e., Ry.'s apparent bullying of Todd.

Level 2

When Mrs. Myer selects Mi. and Ki. as her initial student participants in the map activity, she selects students who she elsewhere identifies as consistently reliable and generally reliable, respectively. These two students serve as class models. Thus, she selects class leaders as student models.

In the map activity, Mrs. Myer gives Todd a paper school bus to hold and pairs Todd with his peer, Ry. Providing objects that can be manipulated is supported in the best-practice literature as a way to support discipline and appropriate behavior. There is conflicting evidence regarding Ry.'s desirability as a peer buddy and/or role model. Ry. shows academic strength on 12 February in sentence corrections, but he evidences academic difficulty on 14 January in following oral reading activity. He is also a volunteer student reader in both January and February of 1991. On 1 November 1990, Ry. evidences behavioral problems.

Later in the class period, the students are clustered together in the reading corner. At this time, Todd disrupts the class activity by clapping his leg. His peers, Ja. and Am., tell him to stop, but he continues. Mrs. Myer then verbally redresses him. Later, as Mrs. Myer excuses students from the reading corner, Todd and Ry. talk. Mrs. Myer then punishes Ry., but she does not punish Todd for displaying inappropriate behavior. Consistent application of disciplinary measures is recommended in the best-practice literature. Interestingly, another recommendation of this literature is that teachers should avoid crowding students in a small area. This is one recommendation in the area of physical classroom arrangements to support students' discipline.

Level 3

Ry. demonstrates strength in math on 14 March. This academic strength may also explain his selection by Mrs. Myer as a peer

buddy for Todd, even though he is observed by the researcher on several times to have behavior problems.

11 March 1991 (Monday)

Level 1

Todd sits at the front of the room near Ja.

Art Teacher One says that she relies on Aide Dey. to repeat her directions for Todd and to guide him through the day.

Mrs. Myer notes that Jon. and Na. are Todd's in-class friends.

Level 2

The comments made by Art Teacher One to the researcher concerning her reliance upon Aide Dey. indicate that she (Art Teacher One) does not sense her ownership of Todd.

Mrs. Myer indicates to the researcher that Todd is friends with Jon. and Na. The researcher has, additionally, noticed that Jon. and Na. are in a Boy Scout troop. It occurs to the researcher that Todd's inclusion in their Boy Scout group might strengthen that friendship.

Today, Todd demonstrates age-inappropriate social behavior concerning a paper napkin. Mrs. Myer, subsequently, seeks an age-appropriate social response from Todd pertaining to the paper napkin. Literature on best practice indicates that age-appropriate social behavior should be sought from integrated students even when they do not demonstrate age-appropriate academic behavior.

Mrs. Myer facilitates a new desk group arrangement today. In her interview with the researcher, Mrs. Myer indicates that she likes to change the desk group arrangements (to give them a change of environment). In this statement, Mrs. Myer indicates her genuine liking of/caring about her students. Additionally, the use of desk groups encourages interaction, peer support, and friendships. Caring about students, encouraging interaction and friendships are supported in the best-practice literature concerning integration.

When facilitating the new desk group arrangement, Mrs. Myer functions not as an authoritarian but as a friend or leader of the students. This manner is consistent with use of a constructivistic, whole language, and/or process-oriented curriculum, all of which are consistent with best-practice recommendations.

In his new desk group arrangement, Todd sits beside Ja. He is seated near the front of the room, as well. On 15 January 1991, Mrs. Myer identifies Ja. as a reliable student. On 13 February 1991, there is indication that Ja. is a strong speller. She is, additionally, a volunteer student reader in January but not February of that year. Placement of Todd near the teacher and beside a positive peer role model are physical arrangements supporting positive classroom discipline that are recommended in best-practice literature.

Mrs. Myer provides Jrd., a new student, with a leadership opportunity. This opportunity increases the new student's sense of welcome, support, and of being valued. Making students feel welcome, supported, and valued are best-practice indicators.

12 March 1991 (Tuesday)

Level 1

In response to attention-seeking behavior by Todd today, Mrs. Myer times Todd out.

She assigns Ki. to work with Todd on flash cards today.

Todd's new story is personally meaningful (involving his birthday party). Mrs. Myer orally paraphrases his birthday party events in story form and writes same down.

Level 2

Todd misbehaves during the fruit break today. During this break, students have snacks and listen to an orally read story. This kind of activity is a winding down activity after high activity, i.e., recess. Such winding down activities are recommended in the integration literature as a preventive approach to discipline problems. The provision of this winding down activity, however, may be offset by the change in the everyday routine. Although the researcher does orally read to the class during fruit break time, the researcher's oral reading occurs less frequently than does Mrs. Myer's oral reading. The change in routine whereby the researcher reads instead of the teacher may tend to offset the benefit created by the winding down activity. In any event, Mrs. Myer times Todd out at the back of the room for his misbehavior. Timing out of students in the aftermath of unacceptable behavior is viewed as an acceptable reactive approach to discipline problems in the integration literature.

Mrs. Myer assigns Todd to work with Ki. on his flashcards. Ki. is repeatedly identified as a consistent and reliable

worker. Thus, Mrs. Myer assigns Todd to someone who is a class leader academically.

Mrs. Myer provides an adaptation in the writing activity today that is consistent with previous story writing adaptations. Specifically, rather than expecting Todd to write his own story, she orally paraphrases his story and then writes it down for Todd to copy later.

13 March 1991 (Wednesday)

Level 1

Todd is in a different cooperative group now. His partners are Am. and Le.

Level 2

In her 1 April 1991 interview with the researcher, Mrs. Myer indicates that Am. is a good peer buddy with Todd. Le., on the other hand, is frequently observed to be inattentive. She is also, however, a good speller on 14 February and a volunteer student reader in January 1991. Thus, Mrs. Myer places Todd in a cooperative group with one good working partner, behaviorally.

Todd interrupts oral reading during fruit break with a personal statement. Mrs. Myer encourages his input by asking him a clarifying question. The researcher presumes that Mrs. Myer encourages his response in this way owing to the infrequency of Todd's voluntary participation. Integration literature indicates that it is desirable for regular educators to provide supportive responses in general and particularly to students with lower abilities. Additionally, such teachers should, according to this literature, provide supportive responses to behavioral problems indicative of learning problems. Thus, while Mrs. Myer normally expects her students to listen during the oral reading segment of the classroom, she allows for and provides support to Todd for his verbal interruptions. Clearly, another part of the integration literature indicates that rules should be consistently monitored. Mrs. Myer's breaking of convention in this instance seems justified to the researcher owing to the infrequency of Todd's participation and the existence of his multiple learning problems.

14 March 1991 (Thursday)

Level 1

There is evidence today that Ry. is strong in math.

Mrs. Myer calls Todd's group to line up at the door first. Todd does not lag behind his classmates in subsequently arriving at art class.

Art Teacher One specifically calls Todd to join the group for a demonstration, and he joins. She later asks him a question, but he does not answer. Aide Dey. helps by providing Todd with verbal directions. She also helps him physically. With one hand, she holds down a paper strip for gluing. With her other hand, she guides Todd's own hand in glue application.

Todd exhibits difficulty today in stopping his art activity and preparing to leave. Art Teacher One gives Todd a verbal reminder, and this works.

There is evidence again of the natural peer network. Ki. and Ja. wait outside of the art classroom door to walk back with Todd. Later Mrs. Myer indicates that Todd walks more slowly when in the company of others.

In keeping with a prior agreement with IFSP Julie, I did inform her today of Jon.'s story about a blind child who drowns.

Level 2

Mrs. Myer excuses sections of students rather than desk groups today when she calls students to line up at the door for art class. In doing this, she increases her behavioral expectations of her students. Todd responds appropriately in this situation.

Once in the art classroom, Art Teacher One provides multiple, all-class verbal directions with demonstrations. She provides these directions one time without checking for students' understanding. Subsequently, Todd requires continuous and ongoing assistance from Aide Dey. to respond appropriately. In the absence of classroom routine today, Todd needs increased assistance from the aide.

2. Level 4.

(Level 4 reflects broader categorical groupings.)

I. Strategies.

A. Large-group approaches and/or adaptations in style.

1. 9 October. Myer uses style of leader/collaborator, not that of director. Collaborative.
2. 11 October. Myer promotes students' positive self-image and sense of

- inclusion. Facilitative of self-worth.
Inclusive.
3. 15 October. Myer supports the view that learning is hard work. Supportive.
 4. 15 October. Myer facilitates casual, club-like atmosphere via sitting in rocking chair with students around her on floor. Casual.
 5. 15 October. Myer encourages the genuine welcoming and sense of belonging of a new student by reading her letter to the class. Inclusive.
 6. 18 October. Myer uses style of leader/ collaborator, not that of director in matters of friends' conferences and story development. Collaborative.
 7. 25 October. Myer engages in role reversal and reduces students' perception of her as director or authoritarian. Collaborative.
 8. 29 October. Myer provides general, verbal support for the hard work of a spelling lesson. Supportive.
 9. 30 October. Myer promotes a psychologically safe environment by sharing a personal school experience in which she was shy. Facilitative of psychologically safe environment.
 10. 21 November. Myer provides overall support for students' writing. Supportive.
 11. 28 November. There is evidence that time is valued in this classroom. Time efficient.
 12. 18 October. Myer encourages students with extra time to check their work for errors. Time efficient.
 13. 9 October. A poster delineates students' rights. Supportive.
 14. 24 October. Transitional activity involving folder distribution facilitates time efficiency. Time efficient.
 15. 21 January. Recognition of all students' sense of self-worth and importance is provided by Myer's posting of all students' work on bulletin board. Facilitative of self-worth and sense of inclusion-belonging.
 16. 9 October. Whole language publishing process poster conveys message that Mrs. Myer is a collaborator with her pupils. Collaborative.

17. 24 January. Myer changes structure of writing activity in presence of high student absenteeism. Flexible.
18. 21 January. Aide Dey. comments on how notably enthusiastic Mrs. Myer generally is. Enthusiastic.
19. 21 January. Aide Dey. comments that Mrs. Myer generally tells the students when they do well. Supportive.
20. 7 February. Myer recognizes Ram.'s birthday and leads class in singing to Ram. Happy and positive.
21. 13 February. Myer uses time efficiently when she has students with spelling mastery engage in independent reading. Time efficient.

B. Large-group approaches and/or adaptations in subject matter.

1. 8 October. Myer uses whole language approach to reading and writing where students generate, develop, illustrate, publish, and share own stories. Story reading-writing via whole language
2. 11 October. Consistent with whole language approach, Myer emphasizes the celebration of stories. Celebrating of story.
3. 15 October. Myer promotes celebration of stories. Celebrating of story.
4. 22 October. Myer encourages use of personally meaningful experiences for story content. Selecting topic of interest.
5. 30 October. Myer promotes celebration of story via oral story reading. Celebrating of story.
6. 30 October. There is student interaction and sharing that is story related. Interacting based on story.
7. 13 November. Student interaction is story related. Interacting based on story.
8. 15 October. Myer promotes the personal relevancy of reading and writing by sharing with class a letter from a soon-to-arrive new student. Emphasizing topic of interest and relevancy.
9. 20 November. Myer demonstrates celebration of story. Celebrating of story.

10. 21 November. Classroom discussion and interaction is story related. Interacting based on story.
11. 26 November. Myer uses story of high interest for oral story reading. Selecting topic of interest.
12. 29 November. Writing is related to the Persian Gulf War. Emphasizing topic of relevancy.
13. 20 December. The sharing of a poem by a visiting class promotes the celebrating of and the interacting based on story. Celebrating of story and interacting based on story.
14. 14 December. Designation of a special corner for reading emphasizes the celebrating of and the interacting based on story. Celebrating of story and interacting based on story.
15. 21 January. Myer structures for students' subsequent writing to be relevant (relating to war). Selecting topic of relevancy.
16. 21 January. When Myer praises the joint project of Ki. and St., she promotes the celebration of story. Celebrating of story.
17. 9 October. Whole language publishing process poster emphasizes story-related interaction. Interaction emphasized is between students (friends' conferences) and between individual students and Mrs. Myer. Interacting based on story.
18. 23 January. Myer structures for personally relevant and interesting writing by structuring for all students' writing of letters to service persons in war and get-well messages to peer. Selecting topics of interest and relevancy.
19. 28 January. Myer emphasizes relevancy of reading when she orally reads a Super Bowl story to class. Emphasizing topic of relevancy.
20. 5 February. Celebrating of story is apparent twice. Celebrating of story.
21. 7 February. Myer selects topic (Persian Gulf War) of relevancy. Selecting topic of relevancy.
22. 10 October. Myer orally reads story that increases understanding and accepting

- human differences (age). Understanding and accepting others.
23. 11 October. Myer orally reads story that increases understanding and accepting human differences (age). Understanding and accepting others.
 24. 13 December. Myer orally reads story that increases understanding and acceptance of human differences (race). Understanding and accepting others.
 25. 19 December. Myer orally reads story that increases understanding and acceptance of human differences (culture). Understanding and accepting others.
 26. 31 January. Myer engages students in discussion about Braille. She, thus, increases their understanding and acceptance of human differences (disability). Understanding and accepting others.
 27. 12 February. Myer orally reads aloud with students a piece about Martin Luther King. This focus increases students' understanding and acceptance of human differences (race). Understanding and accepting others.
 28. 13 February. Myer uses whole sentences in students' spelling, which emphasizes the meaningful aspect of the activity. Emphasizing meaning.
 29. 13 February. Myer provides envelopes upon which students write addresses. This supports the meaningful aspect of same. Emphasizing meaning.
 30. 25 February. Topic of learning concerns understanding persons of color, especially black Americans. Understanding and accepting others.

C. Large-group approaches and/or adaptations in purpose.

1. 9 October. Myer promotes whole-group accomplishment via bulletin board. Group accomplishment.
2. 10 October. Myer promotes understanding and acceptance of cultural diversity through classroom visitor. Acceptance of cultural diversity.
3. 10 October. Myer promotes understanding and acceptance of human differences

- through children's literature. Acceptance of human diversity.
4. 10 October. Myer states high expectations for students' cooperation. Cooperation.
 5. 11 October. Myer promotes understanding and acceptance of human diversity through children's literature. Acceptance of human diversity.
 6. 25 October. Myer promotes collaboration through her own verbal statements. Collaboration.
 7. 19 November. Myer promotes all-inclusive environment, whole-group accomplishment, and collaboration via the whole class project of making bread. Inclusive environment, group accomplishment, collaboration.
 8. 12 December. Myer promotes positive student interactions through wall posters. Positive peer interaction.
 9. 13 December. Myer promotes whole-group cooperation and work accomplishment via edible rewards for all. Group accomplishment and cooperation.
 10. 13 December. Myer promotes understanding and acceptance of cultural diversity via bulletin board and children's literature. Acceptance of cultural diversity.
 11. 17 December. Myer supports cultural-religions diversity through bulletin board. Acceptance of cultural-religious diversity.
 12. 19 December. Myer uses children's literature and discussion to promote acceptance of cultural diversity. Acceptance of cultural diversity.
 13. 14 January. Myer promotes interdependency in large-group reading activity. Promotes interdependency.
 14. 9 October. Whole language publishing process poster promotes collaboration among students. Collaboration.
 15. 23 January. Myer promotes an inclusive environment by posting a birthday graph with the birthdays of all students included. Inclusive environment.
 16. 28 January. Myer promotes Todd's positive relationships with his peers by emphasizing commonalities of experience. Positive peer interaction.
 17. 28 January. Myer promotes Todd's collaboration with peers by asking him to

- identify (and, thus, honor) those who helped him. Collaboration.
18. 31 January. Myer promotes whole-group accomplishment by providing group reward. Group accomplishment.
 19. 31 January. Myer promotes acceptance and understandings of persons with disabilities. Acceptance of human diversity.
 20. 12 February. Myer promotes group accomplishment by students' unison reading. Group accomplishment.
 21. 12 February. Myer promotes acceptance of (cultural and) racial diversity through children's literature. Acceptance of (cultural and) racial diversity.
 22. 19 February. Presence and involvement of classroom visitors from other countries promotes understanding and acceptance of cultural diversity. Acceptance of cultural diversity.

D. Large-group approaches and/or adaptations in methods.

1. 30 October. Myer provides class-wide individual planning-preparation during folder distribution. Provides individualized planning.
2. 30 October. Myer uses winding down activity following recess which promotes appropriate student behavior. Uses winding down activity.
3. 12 November. Myer provides whole class verbal directions one time without reviewing or checking for understanding. Provides directions.
4. 12 December. Myer reestablishes orderly classroom by turning off lights and reminding students of potential loss of recess. Turns off lights and cautions loss of privileges.
5. 20 December. Myer states expectations in advance of recess, i.e., using bathroom. States behavioral expectations.
6. 14 January. Myer encourages appropriate behavior by calling quietly seated students first. Encourages desired behavior.
7. 14 January. Myer physically separates students to reduce distractions.

Physically separates and reduces distractions.

8. 21 January. Aide Dey. comments that Mrs. Myer generally tells the students when they do well. Praises desired work.
9. 13 February. Myer optimally challenges students and provides a form of "large-group individualization" by having students with mastered spelling engage in independent reading. Optimally challenges.

E. Small-group and/or individual approaches and/or adaptations in style.

1. 11 October. Myer promotes individual responsibility and dignity through child of the day status. Facilitative of responsibility and dignity.
2. 15 October. Myer provides psychologically safe environment for learning by downplaying pagination error by Ki. Facilitative of psychologically safe environment.
3. 22 October. Myer provides psychologically safe environment for learning by downplaying oral reading problem with Mi. Facilitative of psychologically safe environment.
4. 24 October. Myer promotes students' self-worth by asking permission to share incomplete stories. Facilitative of self-worth.
5. 24 October. Myer facilitates casual, club-like atmosphere by sitting on floor for private conference. Casual.
6. 30 October. Myer provides psychologically safe environment in which Todd can orally read without embarrassment. Facilitative of psychologically safe environment.
7. 30 October. Myer provides verbal support and encouragement to a student with learning problems (Am.). Supportive.
8. 13 November. Myer encourages club-like atmosphere by sitting on floor with students during conferences. Casual.
9. 30 October. Myer structures for Todd's successful oral reading by providing initial sound prompts. Facilitative of structure for success.
10. 14 November. Myer supports Todd's dignity and self-determination by asking him if he

- would like reading assistance.
Facilitative of self-worth.
11. 14 November. Myer structures for Todd's successful oral reading by assigning an esteemed peer reading buddy. Facilitative of structure for success.
 12. 15 November. Myer provides support to Todd by telling him he will receive help if he needs it. Supportive and facilitative of psychologically safe environment.
 13. 19 November. Myer provides support and reinforcement for the work of a student with low ability (Am.). Supportive.
 14. 23 October. Myer provides general and specific praise to Jei., a student with learning problems, for her oral reading. Supportive.
 15. 30 October. Myer provides overall verbal support to two students having learning problems. Supportive.
 16. 19 November. Myer shows support for student with learning problems. Supportive.
 17. 22 November. Myer provides positive, verbal support to Todd at the completion of one task and anticipation of another. Supportive.
 18. 26 November. Myer welcomes and supports new student. Supportive.
 19. 26 November. Myer sits on floor and casually interacts with student during writers' workshop and, thus, creates a club-like atmosphere. Casual.
 20. 31 October. Myer encourages efficient use of time. Efficient.
 21. 12 December. Myer promotes Todd's self-worth and structures for his future success by posting his dinosaur report. Facilitative of self-worth and structure for success.
 22. 20 December. Myer apparently structures for Todd to read while sitting in her rocking chair and thus promotes his feelings of dignity and self-worth. Facilitative of dignity and self-worth.
 23. 17 December. Myer demonstrates flexibility by trying a different writing strategy for Todd. Flexible.
 24. 13 December. Myer provides overall support to Todd by taking him out for pie. Supportive.

25. 17 December. Myer provides Todd with a psychologically safe reason to delay his oral reading by one day. Facilitative of psychologically safe environment.
26. 17 December. Myer changes schedule to allow extra reading practice and to structure for success. Facilitative of structure for success.
27. 14 January. Myer indicates that Todd and others can benefit from a peer model and, thus, protects Todd's self-worth and dignity (because not isolated). Facilitative of dignity and self-respect.
28. 28 January. Myer alters Todd's schedule of work. Flexible.
29. 28 January. Myer asks question of low-ability student (Am.) that the student can easily answer. Facilitative of structure for success and supportive.
30. 31 January. Myer is willing to change curriculum if Todd is bored. Flexible.
31. 4 February. Myer has enthusiastic response to Todd's exhibiting of autonomy in his story writing. Enthusiastic.
32. 4 February. Myer provides social-emotional support to Jsh. in difficult time. Supportive.
33. 4 February. Myer responds to Todd's improved written expression. Enthusiastic.

F. Small-group and/or individual approaches and/or adaptations in subject matter.

1. 13 November. Todd uses personally meaningful subject matter for his story. Emphasizing topic of interest.
2. 14 November. Todd's new story is personally relevant. Emphasizing topic of relevancy.
3. 23 October. While his peers' emphases concern story writing and reading, Todd's emphases concern alphabet letter shape and name identification. Using related activity.
4. 15 November. Mrs. Myer emphasizes Todd's development of functional skills by encouraging Todd's independent sweatshirt removal. Using functional curriculum.
5. 26 November. Myer emphasizes personal relevancy of story writing with new student. Emphasizing topic of relevancy.

6. 28 November. Todd develops personally meaningful new story. Emphasizing topic of relevancy.
7. 28 November. Story-related interaction between Jsh. and Mi. as well as Mr. and Todd is observed. Interacting based on story.
8. 28 November. Todd has input in story topic. To some extent, this reflects a constructivistic approach to curriculum. Using constructivistic curriculum.
9. 10 December. Myer encourages meaningful story content for Todd. Emphasizing topic of interest.
10. 12 December. Myer encourages meaningful story content for Todd. Emphasizing topic of interest.
11. 18 December. Na. and Ry. engage in story-related discussion during recess. Interacting based on story.
12. 21 January. Myer encourages Todd's writing about a personal experience. Emphasizing topic of interest.
13. 28 January. Myer emphasizes the personal relevancy of Todd's hair-cut story by offering him a copy to share with his barber. Emphasizing topic of relevance.
14. 6 February. When Myer structures for Todd to write a thank-you to the story teller, she emphasizes the purposeful or meaningful aspect of his writing. Emphasizing meaning.

G. Small-group and/or individual approaches and/or adaptations in purpose.

1. 9 October. Myer promotes student collaboration via friends' conference. Collaboration.
2. 11 October. Myer promotes friendships, team work, and collaboration through desk groups. Friendships and collaboration.
3. 15 October. Myer promotes new friendships, team work, and collaboration through new desk groups. Friendships and collaboration.
4. 18 October. Myer promotes student collaboration through friends' conference. Collaboration.
5. 25 October. Myer promotes student collaboration through friends' conference. Collaboration.

6. 29 October. Myer promotes interdependency when she speaks to Todd's desk group partners concerning Todd's delivery to his parents of notes from school. Interdependency.
7. 12 November. Myer points out Todd's opportunity to help his peers and, thus, encourages interdependency. Interdependency.
8. 12 November. Myer encourages peer network activity by indicating need for marker removal (to minimize distractions) without directing Todd to remove same. Peer network.
9. 29 October. Myer promotes new friendships and collaboration through new desk groups. Friendships and collaboration.
10. 29 October. Myer has different academic expectations for Todd than his peers. Different academic expectations.
11. 28 November. Colored dots show student grouping for cooperative learning activities. Cooperation.
12. 24 October. Myer holds Todd to same social expectation (direction following) as his peers. Same social expectations.
13. 27 November. Myer indicates that she wants to hold Todd to same social expectation (hand shaking) as his peers. Same social expectations.
14. 28 November. Myer involves Todd's peers in his story writing process and, thus, strengthens his peer network and promotes collaboration. Collaboration.
15. 28 November. Friends' conference between Jsh. and Mi. promotes interdependency and collaboration. Interdependency and collaboration.
16. 29 October. Myer seeks interaction and communication with Todd's parents by sending note home with Todd. Home-school communication.
17. 5 December. Myer promotes friendships and collaboration through desk groups. Friendships and collaboration.
18. 5 December. Myer expects age-appropriate social behavior from Todd in hanging up his clothes. Same social expectations.
19. 5 December. Myer expects different academic performance from Todd than from his peers. Different academic expectations.

20. 6 December. Myer promotes peer interdependency and collaboration via friends' conference. Interdependency and collaboration.
21. 12 December. Myer promotes peer interdependency and collaboration via friends' conference. Interdependency and collaboration.
22. 12 December. Myer promotes leadership of peer by child of the day assignment. Leadership.
23. 13 December. Myer reveals for communication with Todd's family (as necessary for trip to local cafeteria). Home-school communication.
24. 24 January. Myer promotes student collaboration (for joint project) and group accomplishment by praising the joint accomplishment of Ki. and St. Collaboration and group accomplishment.
25. 23 January. Myer structures for leadership opportunity of Am. by Am.'s designation of child of the day. Leadership.
26. 30 January. Myer promotes understanding and acceptance of cultural and human diversity through bulletin board, literature, and discussion. Acceptance of human diversity.
27. 30 January. Myer promotes Todd's autonomy in his preparation for fruit break and optimally challenges him in a social behavior. Optimally challenged student and autonomy.
28. 30 January. Myer uses a different method of story writing (on computer) for Mi and Ram. Myer identifies both boys as top students, academically (elsewhere). Myer has different academic expectations for these students and seeks to optimally challenge them. Different academic expectations and optimally challenged students.
29. 30 January. Myer holds Todd to same social expectations as his peers concerning his preparation for fruit break. Same social expectations.
30. 31 January. Myer promotes Le.'s leadership among her peers by assignment to her temporary child of the day status. Leadership.

31. 31 January. Myer indicates the importance of peer role models for Todd. Peer network.
32. 4 February. Myer promotes Todd's leadership skills and sense of responsibility by designating him as the child of the day. Leadership and responsibility.
33. 6 February. Myer says she does not expect the same academic performance of Todd (in name writing) as she does of his peers. Different academic expectations.
34. 12 February. Myer promotes students' cooperation and interdependency by providing each cooperative reading group with one book to share. Cooperation and interdependency.
35. 12 February. Myer encourages helping by way of the natural peer network when she tells Jer. to help Todd by opening her book wider. Peer network.

H. Small-group and/or individual approaches and/or adaptations in methods.

1. 8 October. Myer uses alternative reading strategy of echo reading with Todd. Uses alternative strategy.
2. 9 October. In presence of a behavior problem with Todd, Myer removes distracting objects and ignores inappropriate behavior. Removes object, reduces distraction, and ignores.
3. 9 October. In presence of a behavior problem with Todd, Myer uses punitive response only after less punitive responses are unsuccessful. Uses minimum punishment.
4. 9 October. Myer assigns reliable student as Todd's partner/buddy for friends' conference. Uses peer buddy.
5. 10 October. In presence of a behavior problem with Todd, Myer removes distracting object. Removes object and reduces distraction.
6. 11 October. Myer makes verbal reference to a response cost behavior management system for Todd. Uses response cost.
7. 11 October. In presence of a behavior problem with Todd, Myer removes distracting objects and provides verbal

- explanation for same. Removes object and reduces distraction.
8. 11 October. Myer identifies peer model and praises Todd for following model's example. Peer model.
 9. 15 October. For taking peer's property and not respecting school supplies (good second-grade manners, see Rules), Myer uses response cost with Todd. Uses response cost.
 10. 15 October. Myer provides heterogeneous grouping arrangements in desk groups. Uses heterogeneous grouping.
 11. 15 October. Myer assigns reliable student as Todd's desk group partner/buddy. Uses peer model.
 12. 18 October. In presence of a behavior problem with Le., who fails to independently begin her work, Myer provides a verbal reminder. Provides reminder.
 13. 22 October. While his peers generate and write their own stories, Todd dictates and copies his story. Uses alternative strategy.
 14. 22 October. For appropriate responding by Todd, Myer provides specific praise and encouragement. Uses praise and encouragement.
 15. 22 October. In presence of a behavior problem with Mi., Myer separates Mi. from peer. Physically separates.
 16. 22 October. Myer provides verbal, sequential directions to structure Le.'s writing activity. Provides sequential directions.
 17. 22 October. Myer assigns reliable student as Todd's desk group partner/buddy. Uses peer role model.
 18. 22 October. In presence of a behavior problem with Todd, Myer ignores same. Ignores.
 19. 19 December. In presence of attention-seeking behavior by Todd, Mrs. Myer institutes a time out. Uses time out.
 20. 24 October. Myer provides for heterogeneity within Todd's desk group. Uses heterogeneous grouping.
 21. 25 October. Myer successfully uses verbal reminder with Todd when he fails to follow teacher directions. Provides reminder.

22. 29 October. Myer has differing academic expectations for Todd and his peers in story writing. While his peers generate (Am.) and refine (Jsh.) their stories, Todd copies from a model. Uses alternative strategy with related activity.
23. 29 October. Myer provides heterogeneity in Todd's desk group. Uses heterogenous grouping.
24. 29 October. Myer provides Todd with nearby positive peer model. Uses peer role model.
25. 29 October. Myer uses individualized application of invented spelling to promote students' optimal learning and their being optimally challenged. Individualized curriculum towards individual excellence. Optimally challenges.
26. 30 October. Myer refers to use of response cost system wherein wooden sticks are removed in presence of inappropriate behavior. Uses response cost.
27. 30 October. Myer structures for Todd's successful oral reading to the class by providing initial sound prompts to words he cannot read. Prompts.
28. 30 October. Myer verbally states her behavioral expectations of student (Am.) and progress toward meeting those expectations. States behavioral expectations.
29. 30 October. Myer uses extra desk to hold Todd's supplies. Reduces distractions.
30. 30 October. When distributing other students' writing folders, Myer engages in individualized planning activity. When giving Todd his folder, she asks him to identify his story content. Uses alternative strategy.
31. 31 October. Myer notes that she uses an extra desk for Todd to minimize distractions. Reduces distractions.
32. 1 November. Myer uses mixed ability and behavior groups in desk groups. Uses heterogenous grouping.
33. 8 October. Myer provides environment wherein Rya. is maximally challenged. Optimally challenges.
34. 12 November. Myer uses mixed ability and behavior grouping arrangements throughout

- the desk groups in the classroom. Uses heterogeneous grouping.
35. 12 November. Myer structures to maintain Todd's attention by removing his markers (peer removes markers). Removes distractions.
 36. 12 November. Myer makes general statement indicating need for marker removal but does not tell Todd to remove same. Instead, she relies on the peer network. Uses peer network.
 37. 12 November. Myer motivates Todd to have appropriate behavior by indicating that he can help his peers. Structures for appropriate behavior through interdependency. Uses alternative strategy.
 38. 13 November. Myer successfully provides Todd with a verbal reminder when he fails to follow verbal directions initially. Provides reminder.
 39. 14 November. Myer uses sticker chart to correspond with response cost system. Uses response cost.
 40. 14 November. Myer assigns reliable student as peer buddy to Todd. Uses peer buddy.
 41. 15 November. Myer provides verbal praise for Todd's independent copying of one page with one error. Praises desired work.
 42. 19 November. Myer seats Todd at a desk group with a reliable, positive peer. Uses peer buddy and role model.
 43. 29 October. Myer uses sticker reinforcement for individual performance in spelling. Rewards desired work.
 44. 19 November. Myer successfully provides Todd with verbal reminder when he first failed to follow a verbal direction to his group. Provides reminder.
 45. 19 November. Myer increases Todd's focus on writing activities to come and provides for him an activity transition (during folder distribution) by indicating the materials he will need. Increases focus.
 46. 20 November. Myer increases her expectation of Todd in his story illustrating. Optimally challenges.
 47. 24 October. Myer structures for heterogeneity in Todd's desk group. Uses heterogeneous grouping.

48. 12 November. Myer facilitates Todd's story development by asking questions and then paraphrasing and writing his responses. (Corresponds with IFSP Julie on 11 October.) Alternative strategy and related activities.
49. 21 November. Myer provides several models for Todd to follow in clerical activity. Uses peer role models.
50. 21 November. Myer uses new writing process whereby she orally tells him the letters to write (he does not copy from model). Uses alternative strategy.
51. 26 November. Todd sits in desk group with one academically and behaviorally strong student and with another who is moderately strong in both areas. Another desk group has mixed grouping. Uses heterogeneous grouping.
52. 15 November. Myer seeks to optimally challenge Todd by seeking his independent sweatshirt removal. Optimally challenges.
53. 28 November. Myer uses peer buddies in Todd's story development. Uses peer buddies.
54. 5 December. Minimizes distractions via object removal. Removes object and reduces distraction.
55. 5 December. When normal writing activity routine shifts, Myer gives Todd oral directions and checks his understanding of same. (She does not check the larger student group's understanding of directions at a different time.) Checks understanding.
56. 5 December. Myer structures for the removal from Todd of a distracting object. Removes object and reduces distraction.
57. 5 December. Myer uses peer network to facilitate object removal. Uses peer network and removes object.
58. 10 December. Myer indicates intentionality in desk group assignment based on work behavior. Intentionally structures desk groups.
59. 13 December. Myer acknowledges Todd's overall success by taking him out for pie. Acknowledges success.
60. 17 December. Myer repeats choices and directions for Todd. Repeats choices and directions.

61. 17 December. Myer changes Todd's story writing activities to increase his overall fluidity in the writing process. Uses new strategy.
62. 17 December. Myer promotes Todd's approved behavior by placing him in desk group with positive peer role model. Uses peer role model.
63. 19 December. In the presence of attention-seeking behavior by Todd, Myer institutes an in-class time out (at his work area). Uses time out.
64. 19 December. When Todd's inappropriate behavior continues during the time out, Mrs. Myer ignores same, and its intensity lessens. Ignores.
65. 14 January. Myer repeats multistep direction to Todd. Repeats directions.
66. 14 January. Myer coaches Ry. on how to be a good model. Uses peer role model.
67. 15 January. Myer indicates uses of heterogenous grouping in reading groups. Uses heterogeneous groups.
68. 21 January. Myer praises desired work behavior of Ki. and St. Praises desired work.
69. 23 January. Myer ignores Todd's inappropriate behavior. Ignores.
70. 23 January. Myer repeats directions to Todd. Repeats directions.
71. 24 January. Myer removes distracting object from Todd. Removes object and reduces distraction.
72. 24 January. Myer acknowledges Todd's success on previous day, and this is immediately followed by his onset of work. Acknowledges success.
73. 28 January. Myer ignores inappropriate behavior. Ignores.
74. 28 January. Myer uses heterogenous grouping in Todd's desk group. Uses heterogeneous grouping.
75. 28 January. Myer indicates reliance upon peer modeling for Todd's direction following. Uses peer models.
76. 30 January. Myer ignores Todd's attention-seeking behavior. Ignores.
77. 31 January. Myer assigns reliable peer buddy to Todd. Uses peer buddy.
78. 28 January. Myer uses an alternative strategy-related activity. While Todd's peers pursue purposeful written expression

- by writing mystery stories, Todd does same by continuing his work on his haircut story. Uses alternative strategy-related activity.
79. 31 January. Myer uses same overall writing goal but different objective for Todd. Uses same overall goal but different objective.
 80. 4 February. Myer indicates desire to use peer buddy system to further develop Todd's autonomy in story writing. Uses peer buddies.
 81. 5 February. Myer uses free-association-like approach to develop Todd's responses to words previously studied. Uses new strategy.
 82. 6 February. Myer ignores Todd's inappropriate behavior and removes objects. Ignores and removes objects.
 83. 6 February. Myer repeats directions for Todd. Repeats directions.
 84. 7 February. Myer restricts Todd's recess privileges for his failure to begin his work. Uses loss of privileges.
 85. 7 February. Myer provides activity reward (gum distribution) to Todd upon work completion. Rewards desired work.
 86. 12 February. In the learning activity of language sentences, Mrs. Myer uses an alternative strategy for Todd. Todd's alternative involves a combination of a related activity and partial participation. Alternative strategy and related activity and partial participation.
 87. 12 February. Myer verbally praises Todd for good work. Rewards desired work and praises.
 88. 12 February. Myer seats Todd near front of room. Seats at front.
 89. 5 December. Myer seats Todd near front of room. Seats at front.
 90. 17 December. Myer seats Todd near front of room. Seats at front.
 91. 15 January. While his peers generate clues, Todd copies them from blackboard. Alternative strategy and related activity and partial participation.
 92. 28 January. Myer seats Todd near front of room. Seats at front.
 93. 12 February. Myer uses heterogeneous grouping in Todd's desk group and

- cooperative reading groups. Uses heterogeneous grouping.
94. 12 February. Myer uses positive peer role models for Todd's desk group partners. Uses peer role models.
 95. 6 February. Myer directs Todd to put away crayons and get out pencil. She structures to minimize distractions in his next activity. Reduces distractions.
 96. 7 February. Myer adds lines to guide Todd's writing on unlined paper. Adds lines.
 97. 7 February. Todd copies message written by Myer whereas other students generate their own messages. Uses alternative strategy and related activity and partial participation.
 98. 19 February. Todd copies language sentences while his peers listen to and write orally provided sentences. Uses alternative strategy and related activity and partial participation.
 99. 18 February. Myer calls Todd's name when he inappropriately plays around. Uses minimum punishment necessary and scolds.
 100. 18 February. Myer seats Todd at front of room. Seats at front.
 101. 18 February. Myer uses heterogeneous desk group arrangements for Todd's group. Still, it is less mixed in ability than usually found. Myer indicates elsewhere, however, that conduct is important in the desk groups. The researcher has not observed Er. to have conduct problems. When conduct is factored in, the desk group is definitely mixed. Uses heterogeneous groups.
 102. 18 February. Overall, in the cooperative reading groups, Myer uses mixed ability grouping.
 103. 25 February. Myer uses academic and behavioral mixing in the desk groups throughout the room, including Todd's desk group. Uses heterogeneous grouping.
 104. 13 February. Myer rewards the individual work accuracy of all students with individual stickers. Rewards.
 105. 25 February. Myer promotes understanding and acceptance of racial diversity through literature and discussion. Acceptance of racial diversity.

II. Routines.

- A. 9 October. Whole language publishing (writers' workshop) process poster: 1. Get an idea. 2. Write. 3. Read it to a wall. 4. Read it to a friend (and make changes). 5. Read it to the teacher (we'll work together). 6. Illustrate and publish. 7. Share.
- B. 10 October. Students verbally evidence their familiarity with subject schedule routine (with particular reference to story writing).
Schedule.
- C. 10 October. Myer hands out writing folders in advance of story writing. When giving students their folders, she individually interacts with them concerning their anticipated story writing activity. (She tells Todd what to anticipate.)
Fruit break clean up and material distribution.
- D. 10 October. Child of the day designee collects writing folders at end of session. Material gathering via child of the day.
- E. 11 October. Myer calls students to clean up after fruit break according to desk group membership. Identified students take trash, e.g. apple core and milk carton, to garbage can. Then they wash their hands and return to their desk groups. Clean up by desk group.
- F. 11 October. Myer hands out writing folders in advance of story writing. When giving students their folders, she individually interacts with them concerning their anticipated story writing activity. (She asks Todd to identify the topic of his current story.)
Material distribution and individualization during transition.
- G. 15 October. As students return from recess, they get their fruit snacks, sit in assigned seats while snacking and listening to an oral story, and wind down. Fruit break and oral story.
- H. 18 October. Myer hands out writing folders in advance of story writing. When giving students their folders, she individually interacts with them concerning their anticipated story writing activity. Material distribution and individualization during transition.

- I. 18 October. Myer emphasizes following routine of the publishing process by encouraging students with extra time to again read their stories and check for capital letters, periods, etc. Writers' workshop.
- J. 24 October. Myer hands out writing folders in advance of story writing. When giving student their folders, she individually interacts with them concerning their anticipated activity. Material distribution and individualization during transition.
- K. 12 December. Myer changes routine during cleaning up according to desk group to reestablish control. Todd then fails to follow next routine of lining up by desk group. Break in routine.
- L. 29 October. Students' routine of developing and maintaining story topic lists. Story topic list.
- M. 29 October. Folder collection at end of writing activity involves a student collecting folders and putting them in a crate. Material gathering.
- N. 30 October. Myer calls students according to desk group membership to clean up after fruit break and before lunch. Clean up by desk group.
- O. 30 October. Students' routine of developing and maintaining story topic lists. Story topic lists.
- P. 15 November. Recess return routine involves returning from recess, eating snacks, and sitting in assigned seats with snack. Recess return and snack gathering.
- Q. 15 November. Fruit break routine involves sitting in assigned seat, listening to oral story, eating fruit snack, and sometimes responding to questions about story. Fruit break and oral story.
- R. 15 November. Fruit break clean-up routine involves students being called by desk groups to take trash to garbage can, students washing

hands at sink, and students returning to their seats. Clean up by desk group.

- S. 15 November. Folder distribution routine involves Myer calling students by their names, speaking with students about their stories, and students taking their folders and returning to their seats. Material distribution and individualization during transition.
- T. 19 November. During folder distribution, Myer tells Todd what materials he needs. Material distribution and individualization during transition.
- U. 31 October. Myer discourages student interaction during folder distribution. Material distribution.
- V. 31 October. Myer uses alternative story writing routine (with Todd) of listening and then paraphrasing and writing down what Todd says. Todd copies same. Alternative story writing.
- W. 19 November. Myer discourages student interaction during folder distribution so that this routine successfully and also provides individualization. Material distribution and individualization during transition.
- X. 30 October. Routines between recess and writers' workshop reduce need for providing and remembering directions. Benefits of routines.
- Y. 20 November. Myer emphasizes story writing routine by repeating it. Writers' workshop.
- Z. 20 November. Students demonstrate familiarity with the routine of folder distribution which overlays the writing process. Specifically, the students review before writing. Material distribution.
- A1. 28 November. Oral story reading and fruit break are followed by clean-up activity according to desk group membership. This flows into the next routine of folder distribution and commencement of writers' workshop, wherein another routine, having a friends' conference, is observed. The routines blend one into another. Benefit of routine.

- A2. 29 November. There is evidence that Todd knows his writing routine. The model copy may serve as a signal of what he is to do next. Benefit of routine.
- A3. 5 December. In presence of new writing activity that is unlike writers' workshop routine, Myer gives and checks Todd's understanding of directions. Nevertheless, he does not follow these directions. Change in routine.
- A4. 5 December. Todd follows clean-up routine after fruit break. He also straightens up his outer wear, as directed. Clean up by desk groups.
- A5. 17 December. Students demonstrate familiarity with story writing routine. Writers' workshop and benefit of routine.
- A6. 19 December. When the cleaning up after fruit break routine is changed, Todd displays inappropriate, attention-seeking behavior. Break in routine.
- A7. 19 December. Another changed routine is the shortened winding down time after recess. The combination of two altered routines is followed by Todd's behavioral problems. Break in routine.
- A8. 14 January. Myer moves students by desk groups to reading corner area. Todd does not have inappropriate behavior when in corner. Movement by desk group and benefit of routine.
- A9. 21 January. Myer hands out folders and individualizes students' planning for this day's writing activity simultaneously. Material distribution and individualization during transition.
- A10. 23 January. Myer does not use routine of movement by desk group. Todd later has inappropriate behavior. Break in routine.
- A11. 28 January. Myer changes clean-up routine for Todd, and shortly thereafter he displays inappropriate behavior. Break in routine.

- A12. 30 January. Morning routines are here described in the level 2 entry of the reflective record.
- A13. 30 January. Fruit break and subsequent clean-up routines are normal, and Todd evidences no behavioral problems. Fruit break and cleaning up and benefit of routine.
- A14. 30 January. Material distribution routine is changed, and Todd evidences a behavioral problem. Break in routine.
- A15. 31 January. Aide Dey. notes that Todd "sort of spaces out when he needs directions from the art teacher." This statement tends to bolster the idea that routines are important for Todd. Benefit of routine.
- A16. 31 January. Myer provides verbal directions in presence of a break in routine. She has to direct Todd to sit in his chair, but there are no other behavior problems. Break in routine.
- A17. 6 February. Myer changes clean up routine, material distribution, and writers' workshop routines. These changes are present with Todd's inappropriate behavior. Break in three routines.
- A18. 7 February. Myer provides advance verbal directions in presence of a break in routine. Myer removes distracting object when Todd has a behavioral problem, but there are no other behavioral problems. Break in routine.
- A19. 11 February. Child of the day designee helps to maintain normal rhythm and flow, even in presence of a substitute teacher. In this sense, the routine having a child of the day supports the presence of other routines. Benefits of routines.
- A20. 13 February. Helping and leadership opportunities in this day's child of the day activities include delivering a book elsewhere in the school as well as distributing and collecting materials. Material distributing and gathering via child of the day.
- A21. 21 January. While students designated as child of the day often distribute materials, Mrs.

Myer almost always (if not always) hands out folders by herself. Her own activity in this regard facilitates the daily individualization of planning during this transitional routine. Material distributing.

- A22. 7 February. At Myer's request and on his birthday, Ram. goes to bulletin board and attends to weather charts. He seems to know exactly what to do. Weather charts.
- A23. 7 February. Weather chart routine helpful as time filler while Myer attends to mechanical work with film projector. Benefit of routine.
- A24. 13 February. Am. attends to weather charts. Weather charts.
- A25. 13 February. Am. is listed as the child of the day and completes weather charts along with other duties. Weather chart completion is apparently another part of the routines involved with child of the day activities. Weather charts and child of the day.
- A26. 13 February. Todd goes to restroom with pass. Restroom use routine involves removing a pass from blackboard before leaving classroom and returning same to blackboard upon return to classroom. Restroom.
- A27. 18 February. Rya. follows restroom routine. Restroom routine.
- A28. 25 February. Myer moves students by routine of calling by desk groups, and Todd demonstrates no behavioral disturbances. Clean up by desk group and benefit of routine.
- A29. 25 February. Movement by desk group provides Todd with peer models. Movement by desk group and benefit of routine.

III. Rules.

- A. Rules that are generally known and followed.
 - 1. 8 October. "Good Second-Grade Manners" poster:
 - a. Raise your hand to speak.
 - b. Take care of all school supplies.
 - c. Share when it will be helpful.
 - d. Play with others nicely.
 - e. Listen when others

speak. f. Say nice, kind words. g. Save candy or gum for treats. h. If the teacher is busy, please wait your turn. i. Walk inside the school. j. If you need help, please ask. k. Share a smile whenever you can.

2. 9 October. "Classroom Rights" poster:
 - a. To be treated with kindness.
 - b. To be oneself and not be ridiculed.
 - c. To be safe and not subject to physical aggression.
 - d. To hear and be heard by others.
 - e. To learn about and express yourself.

B. Rules that are individually known and followed.

IV. Support Services.

A. Student assessment.

B. Student monitoring.

C. Program planning.

1. 26 November. There is apparent evidence of daily planning between Aide Dey. and Mrs. Myer at outset of writers' workshop. Daily planning immediately before activity.

D. Program modification.

1. 23 October. IFSP Julie uses color-defined copying format. Writing format.
2. 29 October. IFSP Julie uses new alternating color format for copying. Writing format.

E. Program development.

1. 13 December. IFSP Julie provides special pictures with explanatory directions to Mrs. Myer in advance of class activity. Provides worksheet.
2. 24 January. IFSP Julie provides one-sentence (collapsed) synopses for each page of regular class reading. Provides reading summaries.

F. Program delivery.

1. 11 October. IFSP Julie directs, monitors, corrects, and coaches Todd in his copying. Directs, monitors, corrects, coaches.
2. 11 October. IFSP Julie provides positive, supportive responses to Todd for his copying as well as for overall good work. Verbal reinforcement.
3. 18 October. IFSP Julie directs and coaches Todd in his copying. Directs and coaches.
4. 23 October. IFSP Julie makes story model for Todd to copy. This story model is necessary for the alternative writing strategy used in the classroom. Makes story model. (Since this story model development is an ongoing part of an existing program and not the development of a new program, this entry is included in section F.)
5. 23 October. IFSP Julie discusses letter shapes and names with Todd. Oral discussion.
6. 29 October. IFSP Julie provides sticker reinforcement to Todd. Sticker reinforcement.
7. 30 October. IFSP Julie gives Todd sticker reinforcement. Sticker reinforcement.
8. 30 October. IFSP Julie coaches Todd in letter formation and word spacing. Coaches.
9. 30 October. IFSP Julie verbally drills Todd in alphabet letter identification. Drills.
10. 14 November. IFSP Julie facilitates Todd's story development by asking questions and writing his responses (similar to Myer on 12 November). Asks and writes.
11. 20 November. Aide Dey. seeks greater detail in Todd's organization. This is consistent with Myer on this day. Maximally challenges.
12. 20 November. Aide Dey. assists Todd in his organization of his story book. Provides organizational assistance.
13. 26 November. Aide Dey. reduces visual distractions during copying by pointing. Points.
14. 28 November. Aide Pa. listens to Todd's oral reading, points to words, and, as

- needed, provides auditory prompts.
Listens, points, prompts.
15. 28 November. Aide Pa. facilitates Todd's new story development with a group including Todd and some peers.
Facilitates story development with peers.
 16. 29 November. Aide Dey. writes model letter for Todd to copy. Writes model letter.
 17. 5 December. IFSP Julie develops with Todd a written dinosaur report for him to copy. Writes model paper.
 18. 6 December. Aide Dey. provides cover sheet to increase focus and decrease distraction during copying. Provides cover sheet.
 19. 6 December. Aide Dey. points to and says each word as Todd copies same. Points to and says words.
 20. 6 December. Aide Dey. listens to a peer's oral story reading. Listens to peer's story.
 21. 12 December. IFSP Julie facilitates Todd's new story development by listening, paraphrasing, and writing. Listens, paraphrases, writes.
 22. 20 December. Aide Dey. points to words in and listens to Todd read same words in his story. Points and listens.
 23. 20 December. Aide Dey. writes a letter to be used by Todd as a different but related activity in a subsequent class activity. Makes model copy and uses related activity.
 24. 21 January. Aide Dey. helps Todd write his new story by listening, questioning, paraphrasing, and writing. Listens, paraphrases, and writes.
 25. 21 January. Aide Dey. prereads to and then co-reads with Todd his new story. Prereads and co-reads.
 26. 21 January. Aide Dey. provides Todd with sound prompts, when needed in his oral reading. Prompts.
 27. 28 January. Aide Dey. listens to Todd's story reading and provides symbol cues beside difficult words. Listens and provides visual cues.
 28. 28 January. IFSP Julie provides symbol cues in Todd's reading book. Provides visual cues.

29. 31 January. Aide Dey. uses reading material with symbol clues beside words. Provides visual clues.
30. 7 February. Aide Dey. reduces distractions and maintains Todd's focus by covering parts of the model copy not in use. Covers unused model copy.
31. 19 February. Classroom schedule indicates that IFSP Julie is scheduled to be in Myer's classroom for 30 minutes during math on three days of the week. She is additionally scheduled for 30 minutes to conduct a circle of friends activity. Total equals 90 minutes per week of academic support and 30 minutes per week of interactional support.
32. 20 February. IFSP Julie promotes understanding and acceptance of persons with disabilities as well as interdependency in circle of friends activity.

G. Program evaluation.

H. Resource-equipment procurement.

1. 15 January. IFSP provides special materials to Mrs. Myer.

I. Resource-equipment modification.

J. Counseling.

K. Networking.

L. Teacher Support Person: Communication and Problem Solving.

1. 19 November. Mrs. Myer and IFSP Julie discuss personal problem occurring re: Todd on school bus. Personal problem.
2. 27 November. Myer and Julie discuss writing format. Writing format.
3. 27 November. Myer and Aide Dey. discuss Todd's social behavior. Social behavior.
4. 10 December. Myer informs Aide Dey of meaningful experience for future story. Future story.
5. 18 December. Myer discusses writing process with Aide Dey. and stresses the importance of his copying from a model.

Aide Dey. tells Mrs. Myer that copying should follow illustrating, and that Todd would benefit from simpler sentences.

3. Level 5.
(Level 5 reflects narrower categorical groupings.)

I. Strategies.

A. Large-group approaches and/or adaptations in style.

1. Facilitative of inclusive environment.

a. Positive, supportive, welcoming, open, and/or generous.

1. 9 October. A poster delineates students' rights. Supportive.
2. 11 October. Myer promotes students' positive self-image and sense of welcome through bulletin board display with students' personal histories. Welcoming.
3. 15 October. Myer supports the view that learning is hard work. Supportive.
4. 15 October. Myer orally reads to class with enthusiasm. Positive.
5. 29 October. Myer provides general, verbal support for the hard work of a spelling lesson. Supportive.
6. 30 October. Myer shares a personal experience in which she was shy. Open.
7. 21 November. Myer provides overall support for students' writing. Supportive.
8. 21 January. Aide Dey. comments that Mrs. Myer generally tells the students when they do well. Supportive.
9. 21 January. Myer includes all students' work on bulletin board display. Generous and supportive.
10. 21 January. Aide Dey. comments on how notably enthusiastic Mrs. Myer generally is. Positive.
11. 15 October. Myer orally reads to class with enthusiasm.

b. Casual, collaborative, and/or flexible.

1. 9 October. Whole language publishing process poster conveys message that Mrs. Myer is a collaborator with her pupils. Collaborative.
2. 9 October. Myer uses style of leader/collaborator, not that of director. Collaborative.
3. 15 October. Myer facilitates casual, club-like atmosphere via sitting in rocking chair with students around her on floor. Casual.
4. 18 October. Myer uses style of leader/collaborator, not that of director in matters of friends' conferences and story development. Collaborative.
5. 25 October. Myer engages in role reversal and reduces students' perception of her as director or authoritarian. Collaborative.
6. 24 January. Myer changes overall writing activity in presence of high student absenteeism. Flexible.

2. Time efficient.

- a. 18 October. Myer encourages students with extra time to check their work for errors. Time efficient.
- b. 24 October. Transitional activity involving folder distribution facilitates time efficiency. Time efficient.
- c. 28 November. There is evidence that time is valued in this classroom. Time efficient.
- d. 13 February. Myer uses time efficiently when she has students with spelling mastery engage in independent reading. Time efficient.

3. General/Other.

- a. 15 October. Myer encourages the genuine welcoming and sense of belonging of

as-yet-unarrived new student by
reading her letter to the class.
Facilitative of inclusive environment.

**B. Large-group approaches and/or adaptations in
subject matter.**

**1. Selective in favor of topics or activities
that are meaningful, interesting, and/or
relevant.**

- a. 15 October. Myer promotes the personal relevancy of reading and writing by sharing with class a letter from a soon-to-arrive new student. Selective in favor of topic that is meaningful or relevant.
- b. 22 October. Myer encourages use of personally meaningful experiences for story content. Selective in favor of activity that is meaningful.
- c. 26 November. Myer uses story of high interest for oral story reading. Selective in favor of topic that is interesting.
- d. 29 November. Writing relates to Persian Gulf activity. Selective in favor of activity that is relevant.
- e. 21 January. Myer structures for students' subsequent writing to relate to Persian Gulf War. Selective in favor of activity that is relevant.
- f. 23 January. Myer structures for personally relevant and interesting writing by structuring for all students' writing of letters to military personnel and a peer in poor health. Selective in favor of activities that are meaningful and relevant.
- g. 28 January. Myer orally reads fictional story relating to the Super Bowl. Selective in favor of topic that is relevant.
- h. 7 February. Myer uses Persian Gulf War topic. Selective in favor of activity that is relevant.
- i. 18 February. Myer uses whole sentences in students' spelling, emphasizing the meaningful aspect of

- same. Selective in favor of activity that is meaningful.
- j. 13 February. Myer provides envelopes upon which students write addresses. Selective in favor of activity that is meaningful.
2. Selective in favor of topics and/or activities that increase understanding and acceptance of human diversity.
- a. 10 October. Myer orally reads story that increases understanding and acceptance of human diversity. Selective in favor of topic that increases understanding and acceptance of human diversity.
 - b. 11 October. Myer orally reads story that increases understanding and acceptance of age-related human diversity. Selective in favor of topic that increases understanding and acceptance of human diversity.
 - c. 13 December. Myer orally reads story that increases understanding and acceptance of racial diversity. Selective in favor of topic that increases understanding and acceptance of human diversity.
 - d. 19 December. Myer orally reads story that increases understanding and acceptance of cultural diversity. Selective in favor of topic that increases understanding and acceptance of human diversity.
 - e. 31 January. Myer engages students in discussion about Braille, increasing understanding and acceptance of persons with disabilities. Selective in favor of topic and activity that increases understanding and acceptance of human diversity.
 - f. 12 February. Myer orally reads about Martin Luther King, increasing understanding and acceptance of racial diversity. Selective in favor of topic that increases understanding and acceptance of human diversity.
 - g. 25 February. Topic involves understanding black Americans.

Selective in favor of topic that increases understanding and acceptance of human diversity.

3. Oriented toward story-related celebration and/or interaction.
 - a. 9 October. Whole language publishing process poster emphasizes story-related interaction via friends' and student-teacher conferences. Oriented toward story-related interaction.
 - b. 11 October. Consistent with whole language approach, Myer emphasizes celebration of story. Oriented toward story-related celebration.
 - c. 15 October. Myer promotes celebration of stories. Oriented toward story-related celebration.
 - d. 30 October. There is student interaction and sharing that is story related. Oriented toward story-related interaction.
 - e. 30 October. Myer promotes celebration of story via oral story reading. Oriented toward story-related celebration.
 - f. 13 November. Student interaction is story related. Oriented toward story-related interaction.
 - g. 20 November. Myer demonstrates celebration of story. Oriented toward story-related celebration.
 - h. 21 November. Classroom discussion and interaction are story related. Oriented toward story-related interaction.
 - i. 14 December. Designation of special corner for reading emphasizes celebration of and interaction based on story. Oriented toward story-related celebration and interaction.
 - j. 20 December. Visiting class shares poem. Oriented toward story-related celebration and interaction.
 - k. 21 January. Myer praises joint project of Ki. and St. Oriented toward story-related celebration and interaction.

1. 5 February. Story celebration apparent twice. Oriented toward story-related celebration.

Note: Students frequently share their stories at the end of class periods.

C. Large-group approaches and/or adaptations in purpose.

1. Facilitative of inclusive environment.

- a. Facilitative of psychologically safe environment.

1. 11 October. Myer promotes students' positive self-image and sense of inclusion. Facilitative of psychologically safe environment.
 2. 30 October. Myer promotes psychologically safe environment by sharing a personal school experience in which she was shy. Facilitative of psychologically safe environment.
 3. 21 January. Recognition of all students' sense of self-worth and importance is provided by Myer's posting of all students' work on bulletin board. Facilitative of psychologically safe environment.

- b. Facilitative of positive peer interaction, collaboration, and/or interdependency.

1. 9 October. Myer promotes whole-group accomplishment via bulletin board. Facilitative of collaboration.
 2. 9 October. Whole language publishing process promotes collaboration among students. Facilitative of collaboration.
 3. 10 October. Myer states high expectations for students' cooperation. Facilitative of positive peer interaction.
 4. 25 October. Myer promotes collaboration through her own verbal statements. Facilitative of collaboration.

5. 19 November. Myer promotes inclusive environment, whole-group accomplishment and collaboration via the class project of making bread. Facilitative of collaboration.
6. 12 December. Myer promotes positive student interactions through wall posters. Facilitative of positive peer interaction.
7. 13 December. Myer promotes whole-group cooperation and accomplishment via edible rewards for all. Facilitative of positive peer interaction and collaboration.
8. 14 January. Myer promotes interdependency in large-group reading activity. Facilitative of interdependency.
9. 23 January. Myer promotes inclusive environment by posting a birthday graph with the birthdays of all students included. Facilitative of positive peer interaction.
10. 28 January. Myer promotes Todd's collaboration with peers by asking him to identify (and, thus, honor) those who helped him. Facilitative of positive peer interaction and collaboration.
11. 28 January. Myer promotes Todd's positive relationships with his peers by emphasizing commonalities of experience. Facilitative of positive peer interaction.
12. 31 January. Myer promotes whole-group accomplishment by providing group reward. Facilitative of collaboration.
13. 12 February. Myer promotes group accomplishment by group activity of reading in unison. Facilitative of collaboration.

c. Facilitative of understanding and acceptance of human diversity.

1. 10 October. Myer promotes understanding and acceptance of human differences through children's literature. Facilitative of understanding and acceptance of human diversity.
2. 10 October. Myer promotes understanding and acceptance of cultural diversity through classroom visitor. Facilitative of understanding and acceptance of human diversity.
3. 11 October. Myer promotes understanding and acceptance of human diversity through children's literature. Facilitative of understanding and acceptance of human diversity.
4. 13 December. Myer promotes understanding and acceptance of cultural diversity via bulletin board display and children's literature. Facilitative of understanding and acceptance of human diversity.
5. 17 December. Myer promotes cultural-religious diversity through bulletin board display. Facilitative of understanding and acceptance of human diversity.
6. 19 December. Myer uses children's literature and discussion to promote acceptance of cultural diversity. Facilitative of understanding and acceptance of human diversity.
7. 30 January. Myer promotes understanding and acceptance of cultural and human diversity through bulletin board, literature, and discussion. Facilitative of understanding and acceptance of human diversity.
8. 31 January. Myer promotes acceptance and understanding of persons with disabilities. Facilitative of understanding and acceptance of human diversity.

9. 12 February. Myer promotes acceptance of cultural and racial diversity through children's literature. Facilitative of understanding and acceptance of human diversity.
 10. 19 February. Presence of classroom visitors from other countries promotes understanding and acceptance of cultural diversity. Facilitative of understanding and acceptance of human diversity.
 11. 25 February. Myer promotes understanding and acceptance of racial diversity through literature and discussion. Facilitative of understanding and acceptance of human diversity.
2. Facilitative of multilevel curriculum.
- a. Flexible in input-output modalities.
 1. 22 and 29 October and 12 November. While his peers use written skills to generate and develop stories, Todd uses verbal and written skills, respectively, to dictate and copy his story.
 - b. Incorporative of related activities.
 1. 15 January. While his peers identify mystery story clues (generative) that are then written on blackboard, Todd waits and then copies same (replicative) from blackboard.
 2. 28 January. While his peers write mystery stories (generative), Todd copies (replicative) a story.
 3. 7 February. While his peers write letters (generative), Todd copies (replicative) a letter.
 4. 12 February. While his peers copy and correct language sentences written on blackboard, Todd copies the sentences without making corrections.

5. 19 February. While his peers write orally dictated spelling sentences, Todd copies model sentences on his desk.
 6. 13 February. While his peers write spelling sentences, Todd looks in book for story idea.
- c. Enlisting of peer power.
1. Uses heterogeneous groups.
 - a. 15, 24, and 29 October; 1, 12, and 26 November; 28 January; and 12, 18, and 25 February. Uses heterogeneous desk groups.
 - b. 15 January and 14 and 18 February. Uses heterogeneous cooperative groups.
 2. Uses peer buddies.
 - a. 9 October. Uses peer buddy in friends' conference.
 - b. 28 November. Uses peers in story development process.
- d. Accepting of and responsive to varying academic abilities.
1. 8 October. Myer indicates that Rya., Am., and Jon. may need help but need to be encouraged to work independently. Thus, Myer optimally challenges these students. Accepting of and responsive to varying academic abilities.
 2. 22 October. Myer provides verbal and sequential directions to lend structure to Le.'s writing activity. Accepting of and responsive to varying academic abilities.
 3. 29 October. Myer uses individualized application of invented spelling to promote students' optimal learning and their being optimally challenged. Individualized

- curriculum towards individual excellence. Accepting of and responsive to varying academic abilities.
4. 29 October. Myer has different academic expectations (copying from story model) of Todd than of his peers. Accepting of and responsive to varying academic abilities.
 5. 5 December. When normal writing activity routine shifts, Myer gives Todd oral directions and checks his understanding of same. (She does not check the larger student group's understanding of directions at a different time.) Accepting of and responsive to varying academic abilities.
 6. 5 December. Myer has different academic expectations (receiving directions) of Todd than of his peers. Accepting of and responsive to varying academic abilities.
 7. 17 December. Myer has different academic expectations (receiving directions and choices) of Todd than of his peers. Accepting of and responsive to varying academic abilities.
 8. 14 January. Myer has different academic expectations (receiving directions) of Todd than of his peers. Accepting of and responsive to varying academic abilities.
 9. 30 January. Myer has different academic expectations (story writing on computer) of Mi. and Ram. than of their peers. Accepting of and responsive to varying academic abilities.
 10. 31 January. Myer has different academic

- expectations (story writing on computer) of Mi. than of his peers. Accepting of and responsive to varying academic abilities.
11. 23 January. Myer has different academic expectations (receiving directions) of Todd than of his peers. Accepting of and responsive to varying academic abilities.
 12. 6 February. Myer has different academic expectations (receiving directions) of Todd than of his peers. Accepting of and responsive to varying academic abilities.
 13. 6 February. Myer has different academic expectations (writing name) of Todd than of his peers. Accepting of and responsive to varying academic abilities.
 14. 30 October. Myer provides class-wide individual planning-preparation during folder distribution. Facilitative of multilevel curriculum.
 15. 13 February. Myer structures so that students with spelling mastery engage in independent reading. Facilitative of multilevel curriculum.
 16. 10 October. Myer provides class-wide individual planning-preparation during folder distribution. Facilitative of multilevel curriculum.
- e. Cultivative of optimal social or personal behaviors.
1. 15 October. Myer uses response cost and holds Todd to same age-appropriate social behavior (having good second-grade manners) as his peers.

- Cultivative of optimal social behavior.
2. 15 November. Myer seeks to optimally challenge Todd by seeking his independent sweatshirt removal. Optimally challenges. Cultivative of optimal personal behavior.
 3. 27 November. Myer indicates that she wants Todd to use the same age-appropriate social behaviors as his peers. Cultivative of optimal social behavior.
 4. 5 December. Myer expects age-appropriate social behavior (hanging up coat) as his peers. Cultivative of optimal social behavior.
 5. 12 December. Myer provides responsibility and leadership opportunity for Na. via child of the day designation. Cultivative of optimal personal behavior.
 6. 23 January. Myer provides responsibility and leadership opportunity for Am. via child of the day designation. Cultivative of optimal personal behavior.
 7. 30 January. Myer promotes Todd's autonomy by expecting age-appropriate social behavior (getting own snack) in preparation for fruit break. Cultivative of optimal social behavior.
 8. 31 January. Myer provides responsibility and leadership opportunity for Le. via child of the day designation. Cultivative of optimal personal behavior.
 9. 4 February. Myer provides responsibility and leadership opportunity for Todd via child of the day designation. Cultivative of optimal personal behavior.
 10. 11 March. Myer seeks Todd's age-appropriate behavior concerning use of a paper napkin. Cultivative of optimal personal behavior.

D. Large-group approaches and/or adaptations in methods.

1. Facilitative of appropriate behavior and/or academic attending.

- a. 30 October. Myer proactively structures for appropriate behavior and academic attending via winding down activity following recess. Facilitative of appropriate behavior and academic attending.
- b. 12 December. Myer reactively structures for appropriate classroom behavior by turning off ceiling lights and reminding students of their potential loss of recess privileges. Facilitative of appropriate behavior.
- c. 20 December. Myer proactively structures for appropriate classroom behavior by stating behavioral expectations in advance of activity. Facilitative of appropriate behavior.
- d. 14 January. Myer proactively structures for appropriate classroom behavior by calling quietly seated students first. Facilitative of appropriate behavior.
- e. 14 January. Myer reactively structures for appropriate classroom behavior and academic attending by separating students. Facilitative of appropriate behavior and academic attending.
- f. 21 January. Myer reactively structures for academic attending by praising desired work. Facilitative of academic attending.

2. General/Other.

- a. 12 November. Myer provides whole class verbal directions once without reviewing or checking for understanding.

E. Small-group and/or individual approaches and/or adaptations in style.

1. Facilitative of inclusive environment.

a. Positive, supportive, welcoming, open, and/or generous.

1. Positive, supportive, welcoming, open, and/or generous in general.

- a. 15 October. Myer downplays pagination error by Ki. Generous and supportive.
- b. 22 October. Myer downplays reading problem by Mi. Generous and supportive.
- c. 26 November. Myer welcomes and supports new student. Welcoming and supportive in general.
- d. 4 February. Myer provides emotional support to Jsh. in personally difficult time. Supportive in general.

2. Positive, supportive, welcoming, open, and/or generous to/of/with students with learning problems.

- a. 23 October. Myer provides general and specific praise to Jei. for her oral reading. Positive to and supportive of student with learning problems.
- b. 30 October. Myer provides overall verbal support to two students having learning problems. Supportive of students with learning problems.
- c. 30 October. Myer provides verbal support and encouragement to a student with learning problems (Am.). Positive to and supportive of student with learning problems.
- d. 19 November. Myer provides support and reinforcement for the work of a student with

- lower ability (Am.). Positive to and supportive of student with learning problems.
- e. 19 November. Myer shows support for student with learning problems. Supportive of student with learning problems.
 - f. 13 December. Myer shows generosity and support to Todd by taking him out for pie. Generous to and supportive of student with learning problems.
 - g. 28 January. Myer asks question of low-ability student (Am.) that she can easily answer. Generous to and supportive of student with learning problems.
 - h. 4 February. Myer responds to Todd's improved written expression with enthusiasm. Positive to student with learning problems.
 - i. 4 February. Myer has enthusiastic response to Todd's exhibiting of autonomy in his story writing. Positive to and supportive of students with learning problems.
- b. Casual, collaborative, and/or flexible.
1. 24 October. Myer facilitates casual, club-like atmosphere by sitting on floor during private conference. Casual.
 2. 30 October. When distributing other students' writing folders, Myer engages in individualized and collaborative planning. When giving Todd his folder, she asks him to identify his story's content. Flexible.
 3. 13 November. Myer facilitates casual, club-like atmosphere by sitting on floor with students during private conferences. Casual.

4. 26 November. Myer facilitates casual, club-like atmosphere by sitting on floor and casually interacting with student during private conference. Casual.
5. 17 December. Myer demonstrates flexibility by trying different writing strategy for Todd. Flexible.
6. 28 January. Myer alters Todd's work schedule. Flexible.
7. 31 January. Myer is willing to change curriculum if Todd is bored. Flexible.

2. Time efficient.

- a. 31 October. Myer encourages efficient use of time. Time efficient.

F. Small-group and/or individual approaches and/or adaptations in subject matter.

1. Selective in favor of topics and/or activities that are meaningful, interesting, and/or relevant.

- a. 13 November. Todd uses personally meaningful subject matter for his story. Selective in favor of activity that is meaningful.
- b. 14 November. Todd's new story is personally relevant. Selective in favor of activity that is relevant.
- c. 26 November. Myer emphasizes personal relevancy of story writing with new student. Selective in favor of activity that is relevant.
- d. 28 November. Todd develops personally meaningful new story. Selective in favor of activity that is meaningful.
- e. 10 December. Myer encourages meaningful story content for Todd. Selective in favor of activity that is meaningful.
- f. 12 December. Myer encourages meaningful story content for Todd. Selective in favor of activity that is meaningful.
- g. 21 January. Myer encourages Todd's writing about personal experience.

Selective in favor of activity that is meaningful.

- h. 28 January. Myer emphasizes the personal meaning of Todd's hair cut story by offering him a copy to share with his barber. Selective in favor of activity that is meaningful.
- i. 6 February. When Myer structures for Todd to write a thank-you to the story teller, she emphasizes the purposeful or meaningful aspect of his writing. Selective in favor of activity that is meaningful.

2. Oriented toward story-related celebration and/or interaction.

- a. 28 November. There is story-related interaction between Jsh. and Mi. as well as between Mr. and Todd. Oriented toward story-related interaction.
- b. 18 December. Na. and Ry. engage in story-related discussion during recess. Oriented toward story-related interaction.

3. General/Other.

- a. 23 October. While his peers' emphases concern story writing and reading, Todd's concern alphabet letter shape and identification (related activity).
- b. 15 November. Myer emphasizes Todd's development of functional skills by encouraging his independent sweatshirt removal (functional curriculum).
- c. 28 November. Todd has input in story topic. In a limited way, this reflects use of constructivistic curriculum (constructivistic curriculum).

G. Small-group and/or individual approaches and/or adaptations in purpose.

1. Facilitative of inclusive environment.

a. Facilitative of structure for success.

- 1. 30 October. Myer structures for Todd's successful oral reading by

providing initial sound prompts. Facilitative of structure for success.

2. 14 November. Myer structures for Todd's successful oral reading by assigning esteemed peer reading buddy. Facilitative of structure for success.
3. 17 December. Myer changes schedule to allow extra reading practice for successful oral reading. Facilitative of structure for success.
4. 28 January. Myer asks question of low-ability student that she can easily answer. Facilitative of structure for success.

b. Facilitative of psychologically safe environment.

1. 11 October. Myer promotes self-worth (via structured individual responsibility) through child of the day status. Facilitative of psychologically safe environment.
2. 15 October. Myer downplays pagination error by Ki. Facilitative of psychologically safe environment.
3. 22 October. Myer downplays oral reading problem by Mi. Facilitative of psychologically safe environment.
4. 24 October. Myer promotes self-worth by asking individual students' permission to share their as-yet-uncompleted stories. Facilitative of psychologically safe environment.
5. 30 October. Myer structures so Todd can orally read without embarrassment. Facilitative of psychologically safe environment.
6. 14 November. Myer promotes Todd's self-worth by asking him if he would like reading assistance. Facilitative of psychologically safe environment.
7. 12 December. Myer promotes Todd's self-worth by posting his

- dinosaur report. Facilitative of psychologically safe environment.
8. 17 December. Myer provides psychologically safe reason for Todd to take additional preparation time for oral reading. Facilitative of psychologically safe environment.
 9. 20 December. Myer promotes Todd's self-worth by apparently structuring for his sitting and reading in her rocking chair. Facilitative of psychologically safe environment.
 10. 14 January. Myer protects Todd's self-worth by indicating that he as well as other students can benefit from peer model. Facilitative of psychologically safe environment.

c. Facilitative of positive peer interaction, collaboration, and/or interdependency.

1. 9 October. Myer promotes student collaboration via friends' conference. Facilitative of collaboration.
2. 11 October. Myer promotes friendships, team work, and collaboration through desk groups. Facilitative of positive peer interaction, collaboration, and interdependency.
3. 15 October. Myer promotes new friendships, team work, and collaboration through new desk groups. Facilitative of positive peer interaction, collaboration, and interdependency.
4. 18 October. Myer promotes student collaboration through friends' conference. Facilitative of collaboration.
5. 29 October. Myer promotes new friendships and collaboration through new desk groups. Facilitative of positive peer interaction, collaboration, and interdependency.

6. 25 October. Myer promotes student collaboration through friends' conference. Facilitative of collaboration.
7. 29 October. Myer promotes interdependency when she speaks to Todd's desk group partners concerning Todd's delivery to his parents of notes from school. Facilitative of interdependency.
8. 12 November. Myer encourages peer network activity by indicating need for marker removal (to minimize distractions) without directing Todd to remove same. Facilitative of interdependency.
9. 12 November. Myer points out Todd's opportunity to help his peers, encouraging interdependency. Facilitative of interdependency.
10. 28 November. Colored dots on walls show student groupings in and indicate the use of cooperative learning activities. Facilitative of positive peer interaction, collaboration, and interdependency.
11. 28 November. Myer involves Todd's peers in his story writing, promoting collaboration and interdependency. Facilitative of collaboration and interdependency.
12. 28 November. Friends' conference between Jsh. and Mi. provides collaboration and interdependency. Facilitative of collaboration and interdependency.
13. 5 December. Myer promotes positive peer interaction, collaboration, and interdependency through desk groups. Facilitative of positive peer interaction, collaboration, and interdependency.
14. 6 December. Myer promotes collaboration and interdependency through friends' conference.

- Facilitative of collaboration and interdependency.
15. 12 December. Myer promotes peer interdependency and collaboration via friends' conference. Facilitative of collaboration and interdependency.
 16. 24 January. Myer promotes student collaboration (for joint project) and group accomplishment by praising the joint accomplishment of Ki. and St. Facilitative of collaboration and interdependency.
 17. 31 January. Myer indicates the importance of peer role models for Todd. Facilitative of interdependency.
 18. 12 February. Myer promotes students' cooperation and interdependency by providing each cooperative reading group with one book to share. Facilitative of collaboration and interdependency.
 19. 12 February. Myer encourages helping by way of the natural peer network when she tells Jer. to help Todd by opening her book wider. Facilitative of interdependency.
2. Facilitative of home-school communication.
- a. 29 October. Myer seeks communication with Todd's parents by sending note home with him. Facilitative of home-school communication.
 - b. 13 December. Myer reveals her communication with Todd's family (as necessary for trip to local cafeteria). Facilitative of home-school communication.

H. Small-group and/or individual approaches and/or adaptations in methods.

1. Facilitative of appropriate behavior and/or academic attending.

a. Adaptive to unique learner needs-abilities.

1. Adaptive in writing activities.

- a. 22 October. While his peers use written skills to generate and develop their stories, Todd uses verbal and written skills, respectively, to dictate and copy his (dictated) story. Uses alternative strategy. Adaptive in writing activities.
- b. 29 October. While his peers use written skills to generate and develop their stories, Todd uses verbal and written skills, respectively, to dictate and copy his (dictated) story. Uses alternative strategy. Adaptive in writing activities.
- c. 29 October. Myer uses individualized application of invented spelling to promote students' optimal learning and their being optimally challenged. Individualized curriculum towards individual excellence. Optimally challenges. Adaptive in writing activities.
- d. 30 October. When distributing other students' writing folders, Myer engages in individualized and collaborative planning. When giving Todd his folder, she asks him to identify his story content. Uses alternative strategy. Adaptive in writing activities.

- e. 30 October. Myer verbally states her behavioral expectations of Am. in Am.'s story writing work. States expectations. Adaptive in writing activities.
- f. 12 November. Myer facilitates Todd's story development by asking questions and then paraphrasing and writing his responses. (Corresponds with IFSP Julie on 11 October.) Uses alternative strategy. Adaptive in writing activities.
- g. 20 November. Myer increases her expectation of Todd in his story development through illustrating. Increases expectation. Adaptive in writing activities.
- h. 21 November. Myer uses new writing strategy where she orally tells Todd the letters to write (instead of copying from model). Uses alternative strategy. Adaptive in writing activities.
- i. 17 December. Myer increases Todd's overall writing fluidity by eliminating copying. Eliminates copying. Adaptive in writing activities.
- j. 15 January. While his peers generate mystery clues that are written on blackboard, Todd copies already generated-written clues from blackboard. Uses alternative strategy with partial participation. Adaptive in writing activities.
- k. 28 January. While his peers pursue goal of purposeful written expression by writing mystery stories, Todd pursues same goal by continuing his work on his haircut story. Uses related activity. Adaptive in writing activities.

1. 7 February. While his peers generate written messages to service persons in the Persian Gulf, Todd copies from a model that Mrs. Myer wrote for him (there is no dictation). Uses alternative strategy with partial participation. Adaptive in writing activities.
 - m. 7 February. Myer adds lines to guide Todd's writing on unlined paper. Adds lines. Adaptive in writing activities.
 - n. 12 February. While his peers copy and correct language sentences from blackboard, Todd copies same without making corrections. Uses alternative strategy with partial participation. Adaptive in writing activities.
 - o. 19 February. While his peers listen to and write orally provided sentences, Todd copies from model sentences on his desk. Uses alternative strategy, related activity, and partial participation. Adaptive in writing activities.
2. Adaptive in reading activities.
 - a. 8 October. Myer uses echo reading with Todd. Uses echo reading. Adaptive in reading activities.
 - b. 30 October. Myer structures for Todd's successful oral reading to the class by providing initial sound prompts to words he cannot read. Uses initial sound prompts. Adaptive in reading activities.
 - c. 5 February. Myer uses free-association-like approach to develop Todd's responses to words previously studied.

Uses free association.
Adaptive in reading
activities.

- d. 5 March. Todd uses prewritten paraphrased sentences to make illustrations for story.
Adaptive in reading
activities.

b. Supportive of appropriate behaviors.

1. Repetitious and/or otherwise adaptive in providing directions and/or choices.
 - a. 22 October. Myer provides verbal, sequential directions to structure Le.'s writing activity. provides sequential directions. Adaptive in providing directions.
 - b. 5 December. When normal writing activity routine shifts, Myer gives Todd oral directions and checks his understanding of same. (She does not check the larger student group's understanding of directions at a different time.) Repetitious and otherwise adaptive in providing directions.
 - c. 17 December. Myer repeats choices and directions for Todd. Repeats choices and directions. Repetitious in providing directions and choices.
 - d. 14 January. Myer repeats multistep direction to Todd. Repeats directions. Repetitious in providing directions.
 - e. 23 January. Myer repeats directions to Todd. Repeats directions. Repetitious in providing directions.
 - f. 30 January. Myer provides Todd with individual directions to support his independent preparation for fruit break. Provides

individual directions.
Adaptive in providing directions.

- g. 6 February. Myer repeats directions for Todd. Repeats directions. Repetitious in providing directions.
- h. 6 February. Myer provides directions only to Todd regarding materials. Adaptive in providing directions.

2. Recruitive and/or advocative of peer power.

- a. 9 October. Myer assigns reliable student as Todd's partner/buddy for friends' conference. Uses peer buddy. Recruitive of peer power.
- b. 11 October. Myer identifies peer model and praises Todd for following model's example. Uses peer model. Recruitive of peer power.
- c. 15 October. Myer assigns reliable student as Todd's desk group partner/buddy. Uses peer model.
- d. 22 October. Myer assigns reliable student as Todd's desk group partner/buddy. Uses peer role model. Recruitive of peer power.
- e. 29 October. Myer provides Todd with nearby positive peer model. Uses peer role model. Recruitive of peer power.
- f. 12 November. Myer makes general statement indicating need for marker removal but does not tell Todd to remove same. Instead, she relies on the peer network. Uses peer network. Advocative of peer power.
- g. 12 November. Myer tells Todd that he can help his peer by having appropriate behavior. Advocative of peer power.
- h. 14 November. Myer assigns reliable student as peer buddy

- to Todd. Uses peer buddy.
Recruitive of peer power.
- i. 5 December. Myer uses peer network to effect object removal for Todd. Uses peer network. Recruitive of peer power.
 - j. 17 December. Myer promotes Todd's approved behavior by placing him in desk group with positive peer role model. Uses peer role model. Recruitive of peer power.
 - k. 19 November. Myer seats Todd at a desk group with a reliable, positive peer role model. Uses peer buddy and role model. Recruitive of peer power.
 - l. 21 November. Myer provides several models for Todd to follow in clerical activity. Uses peer role models. Recruitive of peer power.
 - m. 5 December. Myer uses peer network to facilitate object removal. Uses peer network. Recruitive of peer power.
 - n. 28 November. Myer uses peer buddies in Todd's story development. Uses peer buddies. Recruitive of peer power.
 - o. 12 November. Myer uses peer network to remove distraction for Todd. Recruitive of peer power.
 - p. 14 January. Myer coaches Ry. on how to be a good model. Uses peer role model. Recruitive of peer power.
 - q. 28 January. Myer indicates reliance upon peer modeling for Todd's direction following. Uses peer models. Recruitive of peer power.
 - r. 31 January. Myer assigns reliable peer buddy to Todd. Uses peer buddy. Recruitive of peer power.
 - s. 31 January. Myer indicates intentionality in her use of

- peer power. Recruitive and advocative of peer power.
- t. 4 February. Myer indicates desire to use peer buddy system to further develop Todd's autonomy in story writing. "Uses" peer buddies. Recruitive of peer power.
 - u. 12 February. Myer uses positive peer role models for Todd's desk group partners. Uses peer role models. Recruitive of peer power.
3. Facilitative of focus and/or attending.
- a. Proactive through seat assignment at or near front.
 - 1. 5 December. Myer seats Todd near front of room. Seats near front. Proactive through seat assignment at or near front.
 - 2. 17 December. Myer seats Todd near front of room. Seats near front. Proactive through seat assignment at or near front.
 - 3. 28 January. Myer seats Todd near front of room. Seats near front. Proactive through seat assignment at or near front.
 - 4. 31 January. Myer indicates intentionality in Todd's seat assignment near front. Proactive through seat assignment at or near front.
 - 5. 12 February. Myer seats Todd near front of room. Seats near front. Proactive through seat assignment at or near front.
 - 6. 18 February. Myer seats Todd at front of room.

Seats at front. Proactive through seat assignment at or near front.

b. General/Other.

1. 30 October. Myer verbally states her behavioral expectations of student's (Am.'s) progress. States behavioral expectations.
2. 1 November. Extra desk number two is used for Todd's supplies so he will not be distracted by them. Increases focus.
3. 19 November. Myer increases Todd's focus on writing activities to come and provides for him an activity transition (during folder distribution) by indicating the materials he will need. Increases focus.

4. Cultivative of motivation.

- a. 12 November. Myer motivates Todd to have appropriate behavior by indicating that such can help his peers. Cultivative of motivation.
- b. 22 November. Myer provides positive, verbal support to Todd at the completion of one task and anticipation of another.
- c. 24 January. Myer's praising of Todd's previous work leads to his clear motivation to do well on this day. Cultivation of motivation.

5. Responsive with reinforcement.

- a. 22 October. For appropriate responding by Todd, Myer provides specific praise and encouragement. Uses praise

- and encouragement. Responsive with reinforcement.
- b. 29 October. Myer uses sticker reinforcement for individual performance in spelling. Rewards desired work. Responsive with reinforcement.
 - c. 25 November. Myer provides verbal praise for Todd's independent copying of one page with one error. Praises desired work. Responsive with reinforcement.
 - d. 13 December. Myer acknowledges Todd's overall success by taking him out for pie. Acknowledges success. Responsive with reinforcement.
 - e. 21 January. Myer praises desired work behavior of Ki. and St. Praises desired work. Responsive with reinforcement.
 - f. 24 January. Myer acknowledges Todd's success on previous day, and this is immediately followed by his onset of work. Acknowledges success. Responsive with reinforcement.
 - g. 6 February. Myer praises Todd for following partial directions after initially failing to follow directions. Praises. Responsive with reinforcement.
 - h. 7 February. Myer provides activity reward (gum distribution) to Todd upon work completion. Rewards desired work. Responsive with reinforcement.
 - i. 12 February. Myer verbally praises Todd for good work. Rewards desired work and praises. Responsive with reinforcement.
 - j. 13 February. Myer rewards the individual work accuracy of all students with individual stickers. Rewards. Responsive with reinforcement.
 - k. 14 February. Myer rewards students having mastered their

spelling by providing
independent reading time.
Responsive with reinforcement.

6. General/Other.

- a. 5 March. Myer indicates a general reliance on modeling by asking the researcher to model appropriate behavior in a friends' conference.

c. Corrective of inappropriate behavior.

1. Reactive to distraction(s) by affecting object removal and/or bodily-physical separation.
 - a. 9 October. In presence of behavior problem with Todd, Myer removes distracting object. Removes object and reduces distraction. Reactive to distraction by affecting object removal.
 - b. 10 October. In presence of a behavior problem with Todd, Myer removes distracting object. Removes object and reduces distraction. Reactive to distraction by affecting object removal.
 - c. 11 October. In presence of a behavior problem with Todd, Myer removes distracting objects and provides verbal explanation for same. Removes object and reduces distraction. Reactive to distraction by affecting object removal.
 - d. 22 October. In presence of a behavior problem with Mi., Myer separates Mi. from peer. Physically separates. Reactive to distraction by affecting bodily-physical separation.
 - e. 30 October. Myer uses extra desk to hold Todd's supplies. Reduces distractions.

- Reactive to distractions by affecting bodily-physical separation.
- f. 31 October. Myer notes that she uses an extra desk for Todd to minimize distractions. Reduces distractions. Reactive to distractions by affecting bodily-physical separation.
 - g. 12 November. Myer structures to maintain Todd's attention by removing his markers (peer removes markers). Removes distractions. Reactive to distractions by affecting object removal.
 - h. 5 December. Myer structures for the removal from Todd of a distracting object. Removes object and reduces distraction. Reactive to distraction by affecting object removal.
 - i. 5 December. Myer uses peer network to facilitate object removal. Removes object. Reactive to distraction by affecting object removal.
 - j. 24 January. Myer removes distracting object from Todd. Removes object and reduces distraction. Reactive to distraction by affecting object removal.
 - k. 6 February. Myer directs Todd to put away crayons and get out pencil. She structures to minimize distractions in his next activity. Reduces distractions. Reactive to distractions by affecting object removal.
 - l. 6 February. Myer ignores Todd's inappropriate behavior and removes objects. Removes objects. Reactive to distractions by affecting object removal.

Note: Responses in above group (Reactive to distractions . . .) were often found coupled with those in subsequent group (Nonresponsive via ignoring).

2. Instructive via reminder.

- a. 18 October. In presence of a behavior problem with Le., who fails to independently begin her work, Myer provides a verbal reminder. Provides reminder. Instructive via reminder.
- b. 25 October. Myer successfully uses verbal reminder with Todd when he fails to follow teacher directions. Provides reminder. Instructive via reminder.
- c. 13 November. Myer successfully provides Todd with a verbal reminder when he fails to follow verbal directions initially. Provides reminder. Instructive via reminder.
- d. 19 November. Myer successfully provides Todd with verbal reminder when he first failed to follow a verbal direction to his group. Provides reminder. Instructive via reminder.

3. Nonresponsive via ignoring.

- a. 9 October. In presence of a behavior problem with Todd, Myer ignores same. Ignores. Nonresponsive via ignoring.
- b. 22 October. In presence of a behavior problem with Todd, Myer ignores same. Ignores. Nonresponsive via ignoring.
- c. 19 December. When Todd's inappropriate behavior continues during the time out, Mrs. Myer ignores same, and its intensity lessens.

- Ignores. Nonresponsive via ignoring.
- d. 23 January. Myer ignores Todd's inappropriate behavior. Ignores. Nonresponsive via ignoring.
 - e. 28 January. Myer ignores inappropriate behavior. Ignores. Nonresponsive via ignoring.
 - f. 30 January. Myer ignores Todd's attention-seeking behavior. Ignores. Nonresponsive via ignoring.
 - g. 6 February. Myer ignores Todd's inappropriate behavior. Ignores. Nonresponsive via ignoring.

Note: Responses in above group (Nonresponsive via ignoring) were often found coupled with those in previous group (Reactive to distractions . . .).

4. Responsive with punishment.

- a. 9 October. In presence of a behavior problem with Todd, Myer uses punitive response only after less punitive responses are unsuccessful. Uses minimum punishment. Responsive with punishment.
- b. 11 October. Myer makes verbal reference to a response cost behavior management system for Todd. Uses response cost. Responsive with punishment.
- c. 15 October. For taking peer's property and not respecting school supplies (good second-grade manners, see Rules), Myer uses response cost with Todd. Uses response cost. Responsive with punishment.
- d. 24 October. For not following directions/systems for lunch preparation, Myer uses response cost with Todd. Responsive with punishment.

- e. 30 October. Myer refers to use of response cost system wherein wooden sticks are removed in presence of inappropriate behavior. Uses response cost. Responsive with punishments.
 - f. 14 November. Myer uses sticker chart to correspond with response cost system. Uses response cost. Responsive with punishment.
 - g. 19 December. In the presence of attention-seeking behavior by Todd, Myer institutes an in-class time out (at his work area). Uses time out. Responsive with punishment.
 - h. 7 February. Myer restricts Todd's recess privileges for his failure to begin his work. Uses loss of privileges. Responsive with punishment.
 - i. 18 February. Myer calls Todd's name when he inappropriately plays around. Uses minimum punishment necessary and scolds. Responsive with punishment.
 - j. 24 October. For not following directions regarding lunch preparation, Myer uses response cost with Todd. Responsive with punishment.
2. Systematic in use of heterogeneous grouping.
- a. 15 October. Myer provides heterogenous grouping arrangements in desk groups. Uses heterogeneous grouping. Systematic in use of heterogeneous grouping.
 - b. 24 October. Myer provides for heterogeneity within Todd's desk group. Uses heterogenous grouping. Systematic in use of heterogeneous grouping.
 - c. 29 October. Myer provides heterogeneity in Todd's desk group. Uses heterogenous grouping.

- Systematic in use of heterogeneous grouping.
- d. 1 November. Myer uses mixed ability and behavior groups in desk groups. Uses heterogeneous grouping. Systematic in use of heterogeneous grouping.
 - e. 12 November. Myer uses mixed ability and behavior grouping arrangements throughout the desk groups in the classroom. Uses heterogeneous grouping.g Systematic in use of heterogenous grouping.
 - f. 26 November. Todd sits in desk group with one academically and behaviorally strong student and with another who is moderately strong in both areas. Another desk group has mixed grouping. Uses heterogeneous grouping. Systematic in use of heterogeneous grouping.
 - g. 10 December. Myer indicates intentionality in desk group assignment based on work behavior. Intentionally structures desk groups. Systematic in use of heterogenous grouping.
 - h. 15 January. Myer indicates uses of heterogenous grouping in cooperative reading groups. Uses heterogeneous groups. Systematic in use of heterogeneous grouping.
 - i. 28 January. Myer uses heterogeneous grouping in Todd's desk group. Uses heterogeneous grouping. Systematic in use of heterogeneous grouping.
 - j. 12 February. Myer uses heterogeneous grouping in Todd's desk group and cooperative reading groups. Uses heterogeneous grouping. Systematic in use of heterogeneous grouping.
 - k. 18 February. Myer uses heterogeneous desk group arrangements for Todd's group. Still, it is less mixed in ability than usually found. Myer indicates elsewhere, however, that conduct is important in the desk groups. The researcher has not observed Er. to have conduct problems. When conduct is factored in, the desk group is definitely mixed. Uses

heterogeneous groups. Systematic in use of heterogeneous grouping.

1. 18 February. Overall, in the cooperative reading groups, Myer uses mixed ability grouping. Systematic in use of heterogeneous grouping.
- m. 25 February. Myer uses academic and behavioral mixing in the desk groups throughout the room, including Todd's desk group. Uses heterogeneous grouping. Systematic in use of heterogeneous grouping.

II. Routines.

A. Routines identified.

1. Recess return, assigned seating, fruit break, and oral story or poem.

Note: The order of presentation in the above-identified routine/category represents the sequence of activities characterizing the routine. Additionally, the order of presentation in the below-presented, dated entries is as follows: observed activities in order of occurrence; data restrictions, if any; researcher's comments, if any; routine/category-representative activities, if any; and noted deviations from the routine/category, if any.

- a. 8 October. Students sit in assigned places, have snacks, and listen as Myer orally reads a story. Observation period does not extend to include recess return. Assigned seating, fruit break, and oral story.
- b. 9 October. Students sit in assigned seats, have snacks, and listen as Miss D. orally reads a story. Observation period does not include recess return. Assigned seating, fruit break, and oral story. Note: Different reader.
- c. 10 October. Students sit at assigned seats and eat snacks while Myer orally reads a story. Observation period does not extend to include recess return. Assigned seating, fruit break, and oral story. Note: Visitors present.
- d. 11 October. Students sit in assigned places, have snacks, and listen to Myer orally read a story. Recess return is not

- recorded. Assigned seating, fruit break, and oral story.
- e. 15 October. Students return from recess, get their snacks, sit in assigned seats, and eat their snacks while Myer first discusses a new student's arrival and then orally reads a story. This activity provides a winding down period. Recess return, assigned seating, fruit break, and oral story. Note: Oral story is delayed.
 - f. 23 October. Students sit in assigned places and eat snacks while Myer orally reads a story. Observation period does not extend to include recess return. Assigned seating, fruit break, and oral story.
 - g. 25 October. Students sit in assigned places, have snacks, and listen to Myer orally read a story. Observation period does not extend to include recess return. Assigned seating, fruit break, and oral story.
 - h. 30 October. Students return from recess, hang up their coats, get their snacks, assume their assigned seats, and eat their snacks while Myer orally reads a story. Recess return, assigned seating, fruit break, and oral story.
 - i. 31 October. Students sit in assigned places, have snacks, and listen to Myer orally read a story. Recess return is not recorded. Assigned seating, fruit break, and oral story.
 - j. 1 November. Students sit in assigned places, eat snacks, and listen to a story read aloud by Myer. Observation period does not extend to include recess return. Todd is absent. Assigned seating, fruit break, and oral story.
 - k. 12 November. Students sit in assigned places, eat snacks, and listen as Myer orally reads a story. Observation period does not extend to include recess return. Assigned seating, fruit break, and oral story.
 - l. 15 November. Students sit in assigned places, eat snacks, and listen as Myer reads a story aloud. Observation period does not extend to include recess return. Assigned seating, fruit break, and oral story.

- m. 19 November. Students sit in assigned places, eat snacks, and listen to story read aloud by Myer. Observation period does not extend to include recess return. Assigned seating, fruit break, and oral story.
- n. 20 November. Students sit in assigned seats, have snacks, and listen to Myer orally read a story. Observation period does not extend to include recess return. Assigned seating, fruit break, and oral story.
- o. 21 November. Students sit in assigned seats, have snacks, and listen to Myer orally read a poem. Observation period does not extend to include recess return. Assigned seating, fruit break, and oral poem.
- p. 26 November. Students sit in assigned seats, have snacks, and listen to Myer orally read a story. Observation time does not extend to include recess return. Assigned seating, fruit break, and oral story.
- q. 28 November. Students sit in assigned places, eat snacks, and listen as Myer reads a story aloud. Observation period does not extend to include recess return. Assigned seating, fruit break, and oral story.
- r. 10 December. Students sit in assigned seats, have snacks, and listen to the researcher share experience regarding dinosaur fossils. Recess return is not recorded. Assigned seating and fruit break. Note: Different presenter and no oral story.
- s. 13 December. Students sit in assigned places, have snacks, and listen as Myer orally reads story. Recess return is not recorded. Assigned seating, fruit break, and oral story.
- t. 18 December. Students get their snacks following an indoor recess, sit in their assigned places, and eat their snacks while the researcher reads a story aloud. Recess return, assigned seating, fruit break, and oral story. Note: Indoor recess and different reader.
- u. 19 December. Following holiday assembly, students have a late recess return. They hang up their coats, get their snacks, and

- sit in assigned places while eating. Myer directs the students to then join her on floor in reading corner after they finish their snacks. Oral story reading by Myer then occurs in the corner. Recess return, fruit break, and oral story. Note: Late recess return and nonassigned seating.
- v. 23 January. Students sit in assigned places and eat snacks while Myer orally reads a story. Midway through reading same, Myer tells students having completed their snacks to join her in the reading corner. Observation period does not extend to include recess return. Fruit break and oral story. Note: Nonassigned seating.
 - w. 24 January. Students sit in assigned places and have snacks as the researcher orally reads a story. Recess return is not recorded. Assigned seating, fruit break, and oral story. Note: Different reader.
 - x. 28 January. Students return from recess, hang up their coats, get their snacks, take assigned seats, and eat as Myer orally reads story. Recess return, assigned seating, fruit break, and oral story.
 - y. 30 January. Students "return" from indoor recess, get snacks, take assigned seats, eat snacks, and listen as Myer reads a story. A teacher-led discussion follows. Recess return, assigned seating, fruit break, and oral story. Note: Indoor recess return.
 - z. 5 February. Students sit in assigned seats, have snacks, and listen to researcher orally read a story. Story is interrupted by visiting class. Recess return is not recorded. Assigned seating, fruit break, and oral story. Note: Oral story is interrupted. Different reader.
 - a1. 7 February. Students return from recess, hang up coats, get snacks, and assume assigned seats. Myer then tells some students to move their desks to accommodate film projection, and the students watch a film. During film, they have their snacks. Recess return and fruit break. Note: Nonassigned (irregular) seating and no oral story.

- a2. 11 February. Students return from recess, hang up coats, get snacks, assume assigned seats, and have their snacks while participating in blackboard game. Substitute teacher present. Recess return, assigned seating, and fruit break. Note: No oral story.
- a3. 25 February. Students sit in assigned seats, have snacks, and listen as Myer orally reads a story. Recess return is not recorded. Assigned seating, fruit break, and oral story.
- a4. 27 February. Students apparently sit in assigned seats, have snacks, and listen as Myer orally reads a story. Recess return is not recorded. Assigned seating, fruit break, and oral story.
- a5. 5 March. Students return from recess, hang up their coats, get their snacks, assume assigned seats, and have their snacks while the researcher orally reads a story. Recess return, assigned seating, fruit break, and oral story. Note: Different reader.
- a6. 6 March. Students sit in assigned seats, have snacks, and listen as a peer reads oral story. Researcher was elsewhere during recess return. Substitute teacher present. Assigned seating, fruit break, and oral story. Note: Different reader.
- a7. 7 March. Students return from recess, hang up coats, get snacks, assume assigned seats, have snacks, and listen as the researcher orally reads a story. Recess return, assigned seating, fruit break, and oral story. Note: Different reader.
- a8. 11 March. Students apparently sit in assigned seats, have snacks, and listen as Myer orally reads a story. Recess return is not recorded. Assigned seating, fruit break, and oral story.
- a9. 12 March. Students get snacks, assume assigned seats, and listen to the researcher orally read a story. Myer leaves class during oral reading. Recess return is not recorded. Assigned seating, fruit break, and oral story. Note: Myer absent during story. Different reader.
- a10. 13 March. Students return from recess, get snacks, take assigned seats, and listen as Myer orally reads a story.

Recess return, assigned seating, fruit break, and oral story.

2. Story conclusion, clean up by desk groups, assigned seating (after clean up), and folder distribution.

Note: The order of presentation in the above-identified routine/category represents the sequence of activities characterizing the routine. Additionally, the order of presentation in the below-presented, dated entries is as follows: observed activities in order of occurrence; data restrictions, if any; researcher's comments, if any; routine/category-representative activities, if any; and noted deviations from the routine/category, if any.

Note: On 31 October and 19 November, Myer discourages student interaction during folder distribution. Given the individualized planning occurring at folder distribution, her actions indicate the importance she may attach to such planning.

- a. 8 October. Myer concludes story and facilitates follow-up of same (e.g., comprehension question) and then calls students to clean up one desk group at a time. After tossing away trash items and then returning to their assigned seats, students receive their writing folders from Myer. Individualized planning between Myer and students occurs during folder distribution. Story conclusion, clean up by desk groups, assigned seating, and folder distribution.
- b. 9 October. Story conclusion and folder distribution. Clean up by desk groups and assigned seating not recorded. Story conclusion and folder distribution.
- c. 11 October. Story conclusion, clean up by desk groups, assigned seating, and folder distribution. Story conclusion, clean up by groups, assigned seating, and folder distribution.
- d. 15 October. Story conclusion is followed by nonassigned seating in reading corner and folder distribution. Clean up by desk groups is not recorded. Story conclusion and folder distribution. Note: Nonassigned seating.
- e. 18 October. Folder distribution. Observation period does not extend to

- include story conclusion, clean up by desk groups. Assigned seating is not recorded. Folder distribution.
- f. 22 October. Story conclusion, unrelated discussion, assigned seating, and folder distribution. Clean up by desk groups is not recorded. Story conclusion, assigned seating, and folder distribution. Note: Sequence altered by unrelated discussion.
 - g. 23 October. Story conclusion, assigned seating, folder distribution. Clean up by desk groups is not recorded. Story conclusion, assigned seating, and folder distribution.
 - h. 24 October. Folder distribution. Observation period does not extend to include story conclusion and clean up by desk groups. Assigned seating is not recorded. Folder distribution.
 - i. 25 October. Story conclusion, clean up by desk groups, assigned seating, and folder distribution. Story conclusion, clean up by desk groups, assigned seating, and folder distribution.
 - j. 29 October. Folder distribution. Observation period does not extend to include story conclusion, clean up by desk group, and assigned seating. Folder distribution.
 - k. 30 October. Story conclusion, clean up by desk groups, assigned seating, and folder distribution. Story conclusion, clean up by desk groups, assigned seating, and folder distribution.
 - l. 31 October. Clean up by desk groups and assigned seating are followed by Myer's oral reading, and over-sized paper distribution. Story is delayed by visiting class, and there is no story conclusion by Myer. Clean up by desk groups and assigned seating. Note: No story conclusion and folder distribution is replaced by more oral reading and paper distribution.
 - m. 1 November. Story conclusion, assigned seating, and folder distribution. Clean up by desk groups not recorded. Todd is absent. Story conclusion, assigned seating, and folder distribution.
 - n. 12 November. Story conclusion, clean up by desk groups, assigned seating, and then, before folder distribution, Myer

- shares information about parent-teacher conferences. Story conclusion, clean up by desk groups, assigned seating, and folder distribution. Note: Sequence/timing for folder distribution changes.
- o. 14 November. Assigned seating and folder distribution. Observation period does not extend to include story conclusion and clean up by desk groups. Assigned seating and folder distribution.
 - p. 15 November. Story conclusion, clean up by desk groups, assigned seating, and folder distribution. Story conclusion, clean up by desk groups, assigned seating, and folder distribution.
 - q. 19 November. Story conclusion, clean up by desk rows, assigned seating, and folder distribution. Story conclusion, assigned seating, and folder distribution. Note: Clean up by rows instead of groups.
 - r. 20 November. Story conclusion, clean up by desk rows, and folder distribution. Assigned seating not recorded. Story conclusion and folder distribution. Note: Clean up by rows instead of groups.
 - s. 21 November. Clean up by desk rows, assigned seating, and discussion followed by paper distribution. Story conclusion not recorded. Assigned seating. Note: Clean up by rows instead of groups and folder distribution is replaced by discussion and paper distribution.
 - t. 26 November. Story conclusion, clean up by desk rows, and folder distribution. Assigned seating not recorded. Story conclusion, clean up by desk rows, and folder distribution.
 - u. 28 November. Story conclusion, clean up by desk groups, assigned seating, and folder distribution. Story conclusion, clean up by desk groups, assigned seating, and folder distribution.
 - v. 29 November. Clean up by desk groups, assigned seating, and paper distribution. Observation period does not extend to include story conclusion. Clean up by desk groups and assigned seating. Note: Paper distribution replaces folder distribution.
 - w. 5 December. Clean up by desk groups is followed by dinosaur report distribution.

- Story conclusion and assigned seating are not recorded. Clean up by desk groups. Note: Folder distribution is replaced by dinosaur report distribution.
- x. 13 December. Story conclusion and clean up by desk groups. (Assigned seating and folder distribution are not recorded.) Story conclusion and clean up by desk groups.
 - y. 17 December. Story conclusion is followed by visiting student's survey. Later, folders are distributed. (Clean up by desk groups is not recorded.) Story conclusion and folder distribution. Note: Sequence is altered by activities of visiting student.
 - z. 19 December. Story conclusion is followed by preparation for lunch. Story conclusion. Note: No clean up by desk groups, no assigned seating, and no folder distribution.
 - a1. 21 January. Story conclusion is followed by play performance. Students then clean up by desk groups, resume assigned seating, and receive their writing folders from the teacher. Story conclusion, clean up by desk groups, assigned seating, and folder distribution. Note: Student play alters sequence.
 - a2. 23 January. Story conclusion occurs midway through class period at which time students sit in nonassigned seating on floor of reading corner. Students' movement at the reading corner follows their finishing of snacks and independent cleaning up. Paper for next writing activity is distributed after story conclusion. Story conclusion. Note: No clean up by desk groups, no assigned seating, and no folder distribution.
 - a3. 24 January. Story conclusion, clean up by desk groups, and paper or folder distribution. Assigned seating not recorded. For Todd, the routine stays intact. Story conclusion, clean up by desk groups, and folder distribution.
 - a4. 28 January. Story conclusion, clean up by desk groups, nonassigned seating (in reading corner), and discussion of mystery story writing. Folder of paper

- distribution is not recorded. Story conclusion and clean up by desk groups. Note: Nonassigned seating.
- a5. 30 January. Story conclusion, clean up by desk groups, Myer converses privately with a student, and students pick up their own folders. Assigned seating is not recorded. Story conclusion and clean up by desk groups. Note: Delay in material acquisition and no folder distribution.
- a6. 31 January. Story conclusion, clean up by desk groups, and folder distribution. Assigned seating is not recorded. Story conclusion, clean up by desk groups, and folder distribution.
- a7. 4 February. Assigned seating and folder distribution. Observation period does not extend to include story conclusion and clean up by desk groups. Assigned seating and folder distribution.
- a8. 5 February. Story conclusion, clean up by desk groups, assigned seating, and folder distribution. Story conclusion, clean up by desk groups, assigned seating, and folder distribution.
- a9. 6 February. Story conclusion occurs midway through class period, at which time students sit in nonassigned seating on floor of reading corner. Students' movement to the reading corner follows their finishing of snacks and independent cleaning up. Students pick up their writing folders after story conclusion. Story conclusion. Note: No clean up by desk groups, no assigned seating, and no folder distribution.
- a10. 7 February. Because students watch a film, there is no story conclusion. Colored paper (for letter writing) is distributed instead of writing folders. Clean up by desk groups and assigned seating are not recorded. Note: No story conclusion and no folder distribution.
- a11. 11 February. Oral story is replaced by blackboard game, which is followed first by folder distribution and then by clean up. Folder distribution is conducted by Er., child of the day. Clean up occurs for all students simultaneously. Assigned seating is not recorded. Substitute teacher is present. Note: No story conclusion. There is a reversal in the

- sequence of clean up and folder distribution, both of which are also conducted irregularly.
- a12. 25 February. Story conclusion, clean up by desk groups, assigned seating, and discussion in reading corner. Story conclusion, clean up by desk groups, and assigned seating. Note: No folder distribution.
- a13. 27 February. After the story, Myer leads discussion following oral story about new writing project. All students, except for Todd, clean up subsequently. It is implied that folders will not be distributed because students will use "fact sheets." Story conclusion, assigned seating, and folder distribution are not recorded. Note: Discussion replaces clean up. When clean up occurs, it is for all students simultaneously.
- a14. 5 March. Story conclusion, clean up by desk groups, and folder distribution. Assigned seating not recorded. Story conclusion, clean up by desk groups, and folder distribution.
- a15. 6 March. Story conclusion (read by student), clean up by all simultaneously, assigned seating, and folder distribution (by student). Substitute teacher is present. Story conclusion, assigned seating, and folder distribution. Note: No clean up by desk groups. Students conduct story reading-conclusion and folder distribution.
- a16. 7 March. Following oral story, Myer brings large map into classroom and asks student (child of the day) to conduct clean up, which she does by excusing desk groups. After returning to assigned seats, a map activity begins. Story conclusion not recorded. Clean up by desk groups and assigned seating. Note: No folder distribution.
- a17. 11 March. Story conclusion, clean up by desk groups, assigned seating, and folder distribution. Story conclusion, clean up by desk groups, assigned seating, and folder distribution.
- a18. 12 March. Story conclusion, clean up by desk groups, and folder distribution. Assigned seating not recorded. Story

- conclusion, clean up by desk groups, and folder distribution.
- a19. 13 March. Story conclusion, clean up by desk groups, and folder distribution. Assigned seating not recorded. Story conclusion, clean up by desk groups, and folder distribution.

3. Child of the day.

Note: Daily components of this routine vary but involve a designated student in one or more of the following: student movement, material distribution, material collection, and activity leadership.

- a. 8 October. Jei. excuses desk groups to prepare for lunch. Earlier in day, when Jei. was not in the classroom, Todd and a peer acted on her behalf when they collected writing folders and put them in a crate. Student movement and material collection.
- b. 10 October. Todd and a peer collect writing folders. Todd later calls quietly seated desk groups to line up at the door for lunch. Material collection and student movement.
- c. 12 December. Na. excuses desk groups to line up at door for lunch. As Mrs. Myer did only moments earlier, he calls groups that are seated quietly. Student movement.
- d. 23 January. Am. distributes special paper for writing letters. Material distribution.
- e. 31 January. Mi. collects writing folders. Earlier in day, when Mi. was not in the classroom, Le. acted on his behalf by collecting students' reading lists. (On this day, Myer refers to the designated child of the day as the "leader.") Material collection.
- f. 4 February. Todd collects writing folders. Material collection.
- g. 11 February. Er. distributes writing folders. Substitute teacher is in classroom on this day. Material distribution.
- h. 13 February. Am. attends weather chart and later delivers a book to a teacher elsewhere in the school. Activity leadership and material delivery.

- i. 6 March. May. informs the substitute teacher where the writing folders are kept and, at her request, delivers them to students. She later collects the folders and excuses students to line up for lunch. Material distribution, material collection, and student movement.
- j. 7 March. Jer. excuses desk groups to clean up after fruit break when Myer is preoccupied and asks her to do same. Student movement.

4. Movement by desk groups.

Note: Movement by desk groups to clean up after fruit break (as indicated in routine number two) will not be listed here.

- a. 8 October. Myer asks Jei. to excuse students by desk groups to prepare for lunch, i.e., to wash their hands and pick up their cold/sack lunches or hot lunch tickets. Jei. then excuses such groups, picking quietly seated students first. Movement by desk groups.
- b. 9 October. Myer excuses students by desk groups to prepare for lunch. Movement by desk groups.
- c. 10 October. After some structuring by Myer, Todd excuses students by desk groups to line up at the door, selecting quietly seated students first. Movement by desk groups.
- d. 11 October. Myer excuses students by desk groups to prepare and line up for lunch. Movement by desk groups.
- e. 15 October. Myer directs all students collectively to come to the reading corner. Note: No movement by desk groups.
- f. 22 October. Myer asks Jon. to excuse students by desk groups to prepare for lunch. Movement by desk groups.
- g. 23 October. Myer excuses students by desk groups to prepare for lunch. Movement by desk groups.
- h. 30 October. Myer excuses students by desk groups to prepare for lunch, selecting quietly seated groups first. Movement by desk groups.
- i. 31 October. Myer excuses students by desk groups to prepare for lunch. Movement by desk groups.

- j. 13 November. Myer excuses students by desk groups to prepare for lunch. She allows a period of time between excusing each group. Movement by desk groups.
- k. 12 December. Myer excuses students by desk groups to prepare for lunch, selecting quietly seated groups first. Movement by desk groups.
- l. 12 December. Myer directs Na. to excuse students to line up for lunch. Na. does same, selecting quietly seated groups first. Movement by desk groups.
- m. 18 December. Myer excuses students by desk groups to prepare for lunch. Movement by desk groups.
- n. 19 December. Myer directs students to come to the reading corner after finishing their snacks. Note: No movement by desk groups.
- o. 19 December. Myer asks Jei. to excuse students to prepare for lunch. Jei. does same, selecting quietly seated groups first. Movement by desk groups.
- p. 20 December. Myer excuses students by desk groups to select indoor recess games-projects. Movement by desk groups.
- q. 20 December. Myer excuses students by desk groups to prepare for lunch, selecting quietly seated students first. Movement by desk groups.
- r. 14 January. Myer excuses students by desk groups to join her in the reading corner, selecting quietly seated students first. Observation time precedes recess and fruit break. Movement by desk groups.
- s. 23 January. Myer directs students to clean up on their own after finishing their snacks and join her in the reading corner. Note: No movement by desk groups.
- t. 23 January. Myer excuses students by desk groups to prepare for lunch. Movement by desk groups.
- u. 6 February. Myer directs students to come to the reading corner after finishing their snacks. Note: No movement by desk groups.
- v. 13 February. Myer excuses students by rows, directing Todd to stay in his seat and complete his work. Note: No movement by desk groups.

- w. 25 February. After students are in assigned seats, Myer directs all students to come collectively to the reading corner. Note: No movement by desk groups.
- x. 25 February. Myer excuses students by desk groups to prepare for lunch. Movement by desk groups.
- y. 26 February. Myer directs all students to come collectively to the reading corner. Note: No movement by desk groups.
- z. 28 February. Myer directs Mi. to excuse students by desk groups to line up at the door, which he does. Movement by desk groups.
- a1. 7 March. Myer directs Jer. to excuse students by desk groups to line up for lunch. Movement by desk groups.
- a2. 11 March. Myer directs Jrd. to excuse students by desk groups to prepare for lunch, explaining that he should first select quietly seated groups. Movement by desk groups.

5. Story writing.

a. General, class-wide routine.

Note: Daily inclusion of components of this process or routine varies, but the overall routine involves the following activities: folder distribution with individualized planning, idea generation, written development (independent story writing and development), reading practice, friends' conference(s), student-teacher conference(s), story illustration and/or publishing, and story celebration (public reading).

1. 9 October. Wall poster identifies steps in story writing process in this classroom. These steps are as follows: a. Get an idea. b. Write. c. Read it to a wall. d. Read it to a friend (and make changes). e. Read it to the teacher (we'll work together). f. Illustrate and publish. g. Share. Idea generation, written development, reading practice, friends' conference, student-teacher conference, story illustration and/or publishing, story celebration.

2. 10 October. Students reveal their general familiarity with the writing schedule (time of day). Myer stresses the difference between writing and copying. Routines recorded include the following: folder distribution with individualized planning, student-teacher conferences, and story celebration.
3. 15 October. Myer discusses the illustrating and publishing step in the story writing routine. Jsh. and Ki. publicly share their published stories. Story illustration and publishing, and story celebration.
4. 18 October. Myer individually plans daily writing activity while distributing folders, structures a friends' conference, engages in private conference with a student, and facilitates Jsh.'s public sharing of his published story. Folder distribution with individualized planning, written development, friends' conference, student-teacher conference, and story celebration.
5. 22 October. Myer discusses use of day-to-day occurrences in story writing and engages in individualized planning of students' daily writing activities while distributing folders, structuring practice reading and a friends' conference. Students attend their story writing while Myer engages in student-teacher conferencing. Mi. publicly shares his published story. Folder distribution with individualized planning, idea generation, written development, reading practice, friends' conference, student-teacher conference, and story celebration.
6. 23 October. Students engage in story writing while Myer conferences with individual students. Am. has completed her illustrating and publishing. Jei. publicly shares her published story. Written development, student-teacher conferences, story illustrating and publishing, and story celebration.

7. 24 October. Myer individually plans daily writing activity while distributing folders. Students engage in story writing while Myer has private student-teacher conferences. Am. is in the illustrating and publishing stage of her work. Folder distribution with individualized planning, written development, student-teacher conferences, and story illustrating and publishing.
8. 29 October. Am. develops a new story topic while other students continue to develop their stories. Myer engages in conferences. Idea generation, written development, and student-teacher conferences.
9. 30 October. Myer individually plans students' writing activities while distributing folders and then individually conferences with students while other students independently write. Todd practices reading his story and makes an illustration. Todd and Ja. publicly share their published stories. Folder distribution with individualized planning, written development, reading practice, student-teacher conference, story illustration, and story celebration.
10. 12 November. Myer encourages students to use their imagination. Later, she individually plans during folder distribution, directing (also) that students practice reading their stories before having friends' conferences. She additionally informs students that she will identify the partners to be involved in the latter. While students independently write, Myer engages in student conferencing. Myer also facilitates two students' practice reading and friends' conferencing. Jon. is involved in publishing. Individual planning during folder distribution, idea generation, written development, reading practice, friends' conference, student-teacher conference, and story publishing.

11. 15 November. Students independently write and illustrate their stories while Myer engages in student-teacher conferencing. Written development, student-teacher conference, and story illustration.
12. 20 November. Myer individually plans during folder distribution, engaging in idea generation with Am. Students independently write, and, at least, Todd illustrates. Myer stresses the importance of practice reading and friends' conferences. She engages in student-teacher conferencing. Folder distribution with individualized planning, idea generation, written development, reading practice, friends' conferences, and story illustrating.
13. 26 November. Students engage in independent writing and Mi. reads to a wall while Myer describes story writing process to new student, emphasizing the idea generation stage of same. Todd illustrates and Myer later has private conferences. Written development, reading practice, student-teacher conference, and story illustration.
14. 28 November. While student designated as child of the day often distributes some materials, Myer today, as is almost always the case, hands out writing folders. She uses this time to individualize planning for students' story writing. Myer and Jon. have a student-teacher conference. Students demonstrate their familiarity with the story writing routine by their independent attending to their work. Todd and Mi. practice reading their stories. Myer prepares Todd's peers for their future involvement in his adapted story writing process by including them in the initial development of his new story (adapted friends' conference). Folder distribution with individualized planning, written development, reading practice, friends' conference, and student-teacher conference.

15. 12 December. Rya. and Todd work on idea generation. Le. and Mi. develop/write their stories, and Le. illustrates, as well. Ry. practice reads to the wall. Mr. and Er. have a friends' conference. Myer conferences with Ry., Mi., Ram., and Jon. Jei. reads her story to the class. Idea generation, written development, reading practice, friends' conference, student-teacher conferences, story illustrating, and story celebration.
16. 17 December. Myer individually plans with students during folder distribution. Jon. begins a new story. Todd practice reads and publishes. Mr. shares her story with the class. Folder distribution with individualized planning, idea generation, practice reading, story publishing, and story celebration.
17. 18 December. While students independently work, Myer has a private conference. She stresses the importance of practice reading. Jon. reads his story to the class. Written development, reading practice, student-teacher conference, and story celebration.
18. 21 January. Myer individually plans with students while distributing folders. Am., Le., and Todd work on idea generation while others, including Del. and Rya., develop and write their stories. Todd practices reading, as well. Myer has a conference with May. Folder distribution with individualized planning, idea generation, written development, reading practice, and student-teacher conference.
19. 31 January. While Rya. is involved in idea generation, most students are involved in written development of their stories. Myer stresses the importance of illustrating as a potential motivator. She also has a student-teacher conference with Jon. Idea generation, written development, student-teacher conference, and story illustrating.

20. 4 February. Myer individually plans during folder distribution. Students work independently while Myer conferences with Del. Folder distribution with individualized planning, written development, and student-teacher conference.
21. 5 March. While most students work independently on their stories, Myer works with Todd in particular, emphasizing the details of his illustrations. Am. generates a new story. Myer has student-teacher conference and structures a friends' conference for May. and Le. Myer also delays a friends' conference for Sc., citing a behavior problem. Ki. publicly shares her published story. Idea generation, written development, friends' conference, student-teacher conference, story illustrating, and story celebration.

b. Todd.

1. Overall routine.

- a. Description. Todd's overall story writing routine is an adaptation of the model generally used in the classroom. It is characterized by the following steps: 1. Telling or dictating a story. 2. Answering clarifying questions about his story. 3. Listening to a paraphrased version of his story. 4. Seeing his paraphrased version in print (the model). 5. Reading his story from the model. 6. Copying his story from the model onto a separate page. 7. Reading his copied story (practice reading). 8. Illustrating and publishing his (copied) story. 9. Reading and sharing his published story with the class.
- b. Nature and dates of use. Typically, only a couple steps are used on a given day, and steps are often repeated and overlapping. Todd's use of this

overall routine is observed on the 8th, 9th, 10th, 11th, 18th, 22nd, 23rd, 29th, and 30th of October; the 12th, 13th, 14th, 15th, 19th, 20th, 26th, and 28th of November; the 12th, 13th, 17th, and 20th of December; and the 21st, 24th, 28th, 30th, and 31st of January.

2. Deviations and broadened applications.

- a. Deviations within the overall routine involve, more often, changes in the format of the model and, less often, the method by which Todd copies same. For example, on 29 October, the words on the model are written in alternating colors, and on 21 January, he copies below lines of writing on the model instead of on a separate page. Learning and/or behavioral changes or problems are not observed in conjunction with these within-routine deviations, which are recorded on the 18th, 23rd, and 29th of October; the 26th of November; the 5th and 6th of December; the 21st, 23rd, and 24th of January; and the 7th of February.
- b. Deviations from the overall routine are observed twice, 21 November and 4 February, the latter of which occurs in conjunction with a notable learning-behavior change. Specifically, on 4 February, when not provided with direction or a model to copy, Todd independently commences writing.
- c. Broadened applications of the overall routine involve its use in other kinds of writing, e.g., letters or messages and a report. Such are observed on the 31st of October; the 21st and 29th of November; the 5th, 6th, and 10th of December; the 23rd of January; and the 7th of February.

B. Routines analyzed: Benefits.

1. Class-wide routines provide multiple peer models.
2. Routines lend order and structure to students having problems with organization and following directions.
 - a. Todd's organizational problems evidence on 5 December and 13 February.
 - b. Todd's direction-following problems evidence on the 15th and 29th of October; the 19th, 21st and 21st (2X) of November; the 5th, 17th, 17th (2X), and 19th of December; the 23rd, 28th, and 31st of January; and the 6th, 7th, and 11th of February. Note: On 31 January, Aide Dey. says that Todd spaces out when he needs directions.
3. Routines facilitate the internalization and practice of behavioral-directional expectancies, as evidenced by a reduction in behavioral-directional problems.
 - a. Routine 1: Recess return, assigned seating, fruit break, and oral story or poem. When this routine is intact, Todd is observed to not have behavioral-directional problems 89.5% of the time and to have behavioral-directional problems 10.5% of the time. When this routine is broken or altered, Todd is observed to not have behavioral-directional problems 31.3% of the time and to have behavioral-directional problems 68.8% of the time. Broken or altered aspects of this routine observed in conjunction with behavioral-directional problems are as follows:
 1. 9 October. Reader is different. Todd misbehaves.
 2. 10 October. Visitors are present. Todd misbehaves.
 3. 15 October. Story is delayed. Todd misbehaves.
 4. 10 December. Story is replaced and presenter is different. Todd misbehaves.

5. 18 December. Recess return is inside and reader is different. Todd misbehaves.
6. 19 December. Recess return is late. Todd misbehaves.
7. 23 January. Seating is not assigned. Todd misbehaves.
8. 24 January. Reader is different. Todd misbehaves.
9. 5 February. Reader is different and story is interrupted. Todd refuses to participate.
10. 7 February. Story is replaced. Todd misbehaves.
11. 11 February. Reader is different and Myer is not present. Todd misbehaves.

Note: Problems on 23 January may also relate to no movement by desk groups.

- b. Routine 2: Story conclusion, clean up by desk groups, assigned seating, and folder distribution. When this routine is intact, Todd is observed to not have behavioral-directional problems 90.9% of the time and to have behavioral-directional problems 9.09% of the time. When this routine is broken or altered, Todd is observed to not have behavioral-directional problems 22.7% of the time and to have behavioral-directional problems 77.3% of the time. Broken or altered aspects of this routine observed in conjunction with behavioral-directional problems are as follows:

1. 15 October. Seating is not assigned. Todd does not follow directions.
2. 22 October. Sequence is altered. Todd is inattentive.
3. 31 October. No story conclusion by Myer, and folder distribution is replaced by paper distribution. Todd does not return to his seat.
4. 12 November. Folder distribution is delayed. Todd's markers have to be removed.
5. 19 November. Clean up is by rows. Todd does not follow directions.
6. 20 November. Clean up is by rows. Todd does not follow directions.

7. 21 November. Clean up is by rows and folder distribution is replaced. Todd does not follow directions.
8. 5 December. Folder distribution is replaced. Todd does not follow directions.
9. 17 December. Sequence is altered. Todd refuses to participate.
10. 19 December. Clean up is not attended, seating is not assigned, and folder distribution is replaced. Todd does not follow directions and misbehaves.
11. 23 January. Clean up is independent, seating is not assigned, and folder distribution is replaced. Todd does not follow directions and misbehaves.
12. 28 January. Seating is not assigned. Todd does not follow directions and misbehaves.
13. 30 January. Folder distribution is replaced. Todd misbehaves.
14. 6 February. Clean up is independent, seating is not assigned, and folder distribution is replaced. Todd does not follow directions and misbehaves.
15. 7 February. Story conclusion and folder distribution are replaced. Todd misbehaves and is inattentive.
16. 11 February. Story conclusion is replaced and sequence is altered. Todd refuses to participate.
17. 25 February. Folder distribution is replaced. Todd misbehaves.

Note: Problems on 19 December, 23 January, and 6 February may also relate to no movement by desk groups.

- c. Routine 4: Movement by desk groups. When this routine is intact, Todd is observed to not have behavioral-directional problems 85.7% of the time and to have behavioral-directional problems 14.3% of the time. When this routine is broken or altered, Todd is observed to not have behavioral-directional problems 28.6% of the time and to have behavioral-directional problems 71.4% of the time. Broken or altered aspects of this routine observed in conjunction with behavioral-directional problems are as follows:

1. 15 October. Myer directs all students to come collectively to the reading corner. Todd does not follow the direction and misbehaves.
2. 19 December. Myer directs students to individually-independently come to the reading corner after finishing snacks. Todd is slow to follow direction and misbehaves.
3. 23 January. Myer directs students to individually-independently clean up and come to the reading corner after finishing snacks. Todd does not follow directions and misbehaves.
4. 6 February. Myer directs students to individually-independently come to the reading corner after finishing snacks. Todd does not follow direction and misbehaves.
5. 13 February. Myer excuses students by rows, telling Todd to remain seated and complete his work. Todd misbehaves.

III. Rules.

- A. Rules that are generally known and followed (none applied to individuals-small groups).
 1. 8 October. "Good Second-Grade Manners" poster: a. Raise your hand to speak. b. Take care of all school supplies. c. Share when it will be helpful. d. Play with others nicely. e. Listen when others speak. f. Say nice, kind words. g. Save candy or gum for treats. h. If the teacher is busy, please wait your turn. i. Walk inside the school. j. If you need help, please ask. k. Share a smile whenever you can.
 2. 9 October. "Classroom Rights" poster: a. To be treated with kindness. b. To be oneself and not be ridiculed. c. To be safe and not subject to physical aggression. d. To hear and be heard by others. e. To learn about and express yourself.

3. Regrouped manners.

- a. Being positive and/or generous (includes sharing a smile; saying nice, kind words; and sharing).
 1. 30 October. Myer enthusiastically summarizes Ja.'s story to the class. Being positive.
 2. 10 December. Myer and students create and share a birthday banner. Being positive.
 3. 12 December. Myer displays posters on getting along. Being positive.
 4. 12 December. Box in classroom indicates class participation in a community food drive. Being generous.
 5. 13 December. Myer models "nice, kind words." Being positive.
 6. 23 January. Myer and students send get-well message to sick student and greetings to service persons. Being positive and generous.
 7. 28 January. Myer directs Todd to identify or recognize those students who helped him. Being generous.
 8. 7 February. Myer leads class in birthday song to Ram. Being positive and generous.
 9. 12 February. Myer directs students to share books so all students can see. Being generous.
 10. 28 February. Myer leads class in giving three cheers for end of February. Being positive.
 11. 13 March. Myer presents gift poster to researcher on behalf of class. Being generous.
- b. Being considerate of others (includes listening when others speak, playing with others nicely, and walking inside school).
 1. 12 December. Posters on getting along have prominent placement in

- classroom. Being considerate of others.
2. 19 December. Myer directs Todd to not sit with his peers because he interferes with their listening to a Christmas story. Being considerate of others.
 3. 20 December. Myer structures students to form small groups of three or less to play at recess. Being considerate of others.
 4. 14 January. Myer directs students to "use level ten so that everybody hears." Being considerate of others.
 5. 28 January. Myer models listening to others by orally reading other students' mystery stories. Being considerate of others.
 6. 28 January. Myer encourages listening to others by asking Todd's peers to identify similar experiences. Being considerate of others.
 7. 31 January. Myer reminds students to walk in hallway and library. Being considerate of others.
 8. 13 February. Myer directs student to sharpen his pencil before school. Being considerate of others.
 9. 7 March. Myer directs Ry. to remain seated because he was noisy during a class discussion. Being considerate of others.

c. Taking care of school supplies.

1. 9 October. Myer directs Todd to not play with things on his desk. Taking care of school supplies
2. 15 October. Myer uses response cost when Todd takes other students' supplies. Taking care of school supplies.
3. 20 December. Myer excuses students by desk groups to select game for recess. Taking care of school supplies.

4. 11 March. Myer asks Todd to apologize when he puts the restroom pass in his desk. Taking care of school supplies.

4. Regrouped rights.

- a. Being treated with kindness and/or dignity (includes being treated with kindness, being oneself, and not being ridiculed).

1. 10 and 11 October, 19 December, 30 January, and 12 and 25 February. Myer promotes acceptance of human diversity through children's literature. Being treated with kindness and dignity.
2. 15 and 22 October. Myer downplays errors committed by Ki. and Mi. (both of whom are student leaders). Being treated with dignity.
3. 30 October and 7 December. Myer structures so that Todd reads publicly without embarrassment. Being treated with dignity.
4. 13 and 17 December. Myer promotes acceptance of human diversity through bulletin boards. Being treated with kindness and dignity.
5. 21 January. Myer posts all students' work on bulletin board. Being treated with dignity.
6. 30 January. Myer uses children's literature to address error admission with dignity. Being treated with dignity.
7. 31 January. Myer sensitizes students to visual disabilities through Braille magazine. Being treated with kindness and dignity.

- b. Being safe and/or not subject to aggression.

1. 30 January. Myer explains that relationships are sometimes

difficult without becoming nasty.
Being safe.

2. 7 March. Myer indicates that recess rules are needed for safety. Being safe and not subject to physical aggression.

c. Listening to others, expressing oneself, and/or being heard (includes to hear and be heard by others, and learning about and expressing oneself).

1. 8, 9, 10, 15, 18, 22, 23, and 30 October; 13, 14, and 19 November; 12, 17, 18, and 20 December; and 12 March. Students orally read and share their published stories with the class. Listening to others, expressing oneself, and being heard.
2. 9, 18, and 25 October; 28 November; and 6 and 12 December. Students engage in friends' conferences. Listening to others, expressing oneself and/or being heard.
3. 10, 11, and 23 October and 30 January. Myer seeks students' personal responses to oral stories or reading. Expressing oneself.
4. 11, 15, and 29 October and 5 December. Students sit in desk groups which encourage collaboration and interaction. Listening to others, expressing oneself, and being heard.
5. 11 October. Students' life histories, as provided by their parents, are posted on bulletin board. Expressing oneself.
6. 22 October, 29 November, 21 and 23 January, and 7 February. Myer encourages students to use personally meaningful and/or relevant story topics. Expressing oneself.
7. 13, 14, 26, and 28 November; 10, 12 December; and 21 and 28 January. Myer encourages Todd to use personally meaningful and/or

- relevant story topics.
Expressing oneself.
8. 14 January. Myer indicates that students can sign up for oral reading to the class. Expressing oneself and being heard.
 9. 14 January. Myer indicates that reading journals involve responsive writing activities whereas writing journals are more generative. Expressing oneself.
 10. 15 January. Students' reading journals are in use on this day. Expressing oneself.
 11. 21 January. Two students perform play that they collaboratively wrote. Expressing oneself and being heard.
 12. 31 January. Myer asks students to describe their feelings about Braille. Listening to others, expressing oneself, and being heard.
 13. 5 February. Myer encourages her students to respond to stories read by visiting students. Listening to others, expressing oneself, and being heard.
 14. 12 February. Myer asks students if they had any particular reaction to a previous reading exercise. Listening to others, expressing oneself, and being heard.

IV. Support Services.

A. Program planning.

1. Observed planning, communication, and cooperation.
 - a. Sharing progress reports.
 1. 11 October. Myer and IFSP demonstrate mutual understanding of the significance that Todd has all five reinforcement sticks. Sharing progress report.
 2. 18 December. Myer and Aide Dey discuss Todd's reading problems

of yesterday. Providing progress report.

3. 21 January. Myer tells Aide Dey. of Todd's social skill gains. Sharing progress report.
4. 24 January. Myer tells Aide Dey. that Todd worked hard yesterday. Sharing progress report.
5. 24 January. Aide Dey. tells Myer that Todd finished his copying and read well. Sharing progress report.
6. 7 February. Myer and Aide Dey. comment that Todd wrote neatly. Sharing progress report.

b. Making ongoing adjustments.

1. 18 October. Myer and Aide Dey. speak privately at outset of class. Making ongoing adjustments.
2. 18 October. Myer informs Aide Dey. that Todd has difficulty with color-defined writing format. Making ongoing adjustments.
3. 23 October. IFSP and Myer discuss Todd's writing format. Making ongoing adjustments.
4. 30 October. Myer and IFSP discuss scribble writing and reinforcement systems. Making ongoing adjustments.
5. 20 November. Aide Dey. asks Myer question regarding Todd's copying, and then they speak privately. Making ongoing adjustments.
6. 26 November. Aide Dey. and Myer discuss Todd's work at outset of class. Making ongoing adjustments.
7. 27 November. Myer and IFSP discuss Todd's writing format. Making ongoing adjustments.
8. 6 December. Myer informs Aide Dey. that Todd works best when model copy is written in black marker. Making ongoing adjustments.

9. 10 December. Myer provides Aide Dey. with hint for new story. Making ongoing adjustments.
10. 12 December. Myer provides IFSP with hint for new story. Making ongoing adjustments.
11. 13 December. Aide Dey. and Myer speak privately at outset of class. Making ongoing adjustments.
12. 20 December. Aide Dey. and Myer speak privately at outset of class. Making ongoing adjustments.
13. 21 December. Myer provides Aide Dey. with hint for new story. Making ongoing adjustments.
14. 28 January. Myer tells Aide Dey. what to do. Making ongoing adjustments.
15. 31 January. Myer and Aide Dey. look at word clues provided by IFSP. Making ongoing adjustments.
16. 4 February. IFSP delivers message to Myer regarding Todd. Making ongoing adjustments.

c. Being flexible.

1. 15 October. IFSP sits and listens while Myer discusses publishing steps with the class. Being flexible.
2. 21 November. When presented choice, Todd elects to work with Myer, and IFSP works with other students. Being flexible.
3. 31 January. When Todd is not working hard, Myer and Aide Dey. agree to try something different, and Myer leaves determination of diversion to Aide Dey. Being flexible.
4. 7 February. Aide Dey. speaks briefly with Myer and then leaves. She returns later. Being flexible.

d. Other/General.

1. 23 January. IFSP puts envelope on table and leaves.
2. 5 February. IFSP and Myer speak briefly, and IFSP leaves.

2. Unobserved, implied planning, communication, and cooperation.

a. Making ongoing adjustments.

1. 19 November. Myer and IFSP discuss personal problem of Todd's occurring on the bus. Making ongoing adjustments.
2. 27 November. Myer and Aide Dey. make decision regarding Todd's hugging behavior. Making ongoing adjustments.
3. 28 November. Myer tells Todd that Aide Pa. will be helping him with his reading. Upon Aide Pa.'s arrival, she immediately begins same. Making ongoing adjustments.
4. 29 November. Aide Dey. arrives in classroom and knows immediately what to do. Making ongoing adjustments.
5. 6 December. Aide Dey. arrives in classroom and knows immediately what to do. Making ongoing adjustments.
6. 17 December. Decision is made to increase Todd's overall fluidity in the writing process by eliminating copying step. Making ongoing adjustments.
7. 20 December. When Todd has trouble reading without having copied, his story is rewritten using simpler sentences. Making ongoing adjustments.
8. 24 January. Aide Dey. arrives in classroom and knows immediately what to do. Making ongoing adjustments.

B. Program delivery.

1. Story, report, or message developing.
 - a. 9 October. Using story format, IFSP listens, writes model, and orally identifies letters.
 - b. 23 October. Using story format, IFSP writes model.
 - c. 14 November. Using story format, IFSP listens, questions, and writes model.
 - d. 28 November. Using story format, Aide Pa. listens and writes model.
 - e. 29 November. Using message format, Aide Dey. writes model.
 - f. 12 December. Using story format, IFSP listens, questions, discusses, paraphrases, and writes model.
 - g. 20 December. Using message format, Aide Dey. listens and writes model.
 - h. 21 January. Using story format, Aide Dey. listens, questions, discusses, paraphrases, and writes model.
2. Story, report, or message copying-writing and/or illustrating.
 - a. 8 October. Using story format, IFSP directs and intermittently checks copying.
 - b. 11 October. Using story format and with page formatting markers and crossing out demonstration, IFSP directs and intermittently checks and coaches letter formation and page formatting.
 - c. 18 October. Using story format and with page formatting markers, IFSP directs and intermittently checks and corrects letter inclusion.
 - d. 23 October. Using story format and with page formatting markers, IFSP discusses letter formation and demonstrates paper positioning.
 - e. 29 October. Using story format, IFSP directs independent copying.
 - f. 30 October. Using story format, IFSP directs, coaches, and intermittently checks letter formation and page formatting.
 - g. 30 October. IFSP directs illustrating.

- h. 20 November. Using story format, Aide Dey. directs and continuously checks illustrating.
 - i. 26 November. Using story format and with finger pointing, Aide Dey. directs and continuously checks and focuses copying.
 - j. 26 November. Using story format and with focus on details, Aide Dey. directs and continuously checks illustrating.
 - k. 29 November. Using message format, Aide Dey. directs copying.
 - l. 29 November. Using message format, Aide Dey. directs illustrating.
 - m. 5 December. Using report format and with wider ruled paper, finger pointing, and word and letter oral reading, Aide Dey. directs and continuously focuses and checks copying.
 - n. 6 December. Using story format and with paper overlay, alternating word color, and oral word reading, Aide Dey. directs and continuously focuses and checks copying.
 - o. 10 December. Using story format, Aide Dey. directs copying.
 - p. 13 December. Using story format, Aide Dey. directs and continuously checks illustrating.
 - q. 20 December. Using message format, Aide Dey. directs copying.
 - r. 21 January. Using story format, Aide Dey. directs copying.
 - s. 24 January. Using story format, Aide Dey. directs copying.
 - t. 7 February. Using message format and with hand overlay, Aide Dey. directs and continuously focuses and checks copying.
 - u. 6 March. Using story format, IFSP directs tracing.
3. Story, message, or other oral reading.
- a. 9 October. Using story format and in friends' conference, IFSP listens to oral reading (not directly observed).
 - b. 23 October. Using story format, IFSP directs and listens to oral letter identification.

- c. 30 October. Using flash cards, IFSP directs, presents, and listens to oral letter identification.
 - d. 30 October. IFSP co-reads.
 - e. 28 November. Using story format and with finger pointing and initial sound provision, when necessary, Aide Pa. directs, focuses, listens to, and prompts oral reading.
 - f. 20 December. Using story format and with finger pointing and illustration referencing, Aide Dey. directs, focuses, listens to, and prompts oral reading.
 - g. 20 December. Using message format, Aide Dey. directs and listens to oral reading.
 - h. 21 January. Using story format and initial sound provision, when necessary, Aide Dey. orally reads and then directs, listens to, and prompts oral reading.
 - i. 24 January. Using story format, Aide Dey. directs and listens to oral reading (not directly observed).
 - j. 28 January. Using story format and with symbol clue provision, Aide Dey. directs, listens to, and prompts oral reading.
 - k. 31 January. Using special reading book containing picture and symbol clues, Aide Dey. directs and listens to oral reading.
4. Behavior development.
- a. 9 October. IFSP reprimands with frown.
 - b. 11 October. IFSP reinforces with praise.
 - c. 30 October. IFSP reinforces with sticker.
 - d. 21 January. Aide Dey. reinforces with praise.
 - e. 24 January. Aide Dey. reinforces with praise.
 - f. 7 February. Aide Dey. reinforces with praise.
 - g. 27 February. IFSP reprimands with finger shaking.
 - h. 6 March. IFSP corrects with words.

5. Peer understanding and support.

a. Acceptance of human diversity.

1. 8 October. Using academic format (story writing or reading), IFSP helps peer, decreasing her perception as a special educator and increasing understanding that all people have varying needs and abilities.
2. 9 October. Using academic format (story reading), IFSP listens to friends' conference, decreasing her perception as a special educator and increasing understanding that all people have varying needs and abilities.
3. 14 November. Using academic format (story reading), IFSP listens to friends' conference, decreasing her perception as a special educator and increasing understanding that all people have varying needs and abilities.
4. 21 November. Using academic format (story writing), IFSP helps peers, decreasing her perception as a special educator and increasing understanding that all people have varying needs and inabilities.
5. 28 November. Using academic format (story writing development), Aide Pa. facilitates friends' conference, decreasing her perception as a special educator aide and increasing understanding that all people have varying needs and abilities.
6. 5 December. Using academic format (report writing), Aide Dey. interacts with peer, decreasing her perception as a special educator aide and increasing understanding that all people have varying needs and abilities.
7. 6 December. Using academic format (story reading), Aide Dey. listens to peer read, decreasing

her perception as a special educator aide and increasing understanding that all people have varying needs and abilities.

8. 20 February. Using social format (circle of friends), IFSP sensitizes peers to feelings of cognitive confusion and increases understanding that all people have varying needs and abilities.

b. Interaction and collaboration.

1. 28 November. Using academic format (story writing-development), Aide Pa. facilitates peer interaction and collaboration through friends' conference.

6. Organizational assistance-support.

a. Physically organizing materials.

1. 8 October. IFSP brings Todd's supplies from extra desk number two to him.
2. 20 November. Aide Dey. returns Todd's supplies to extra desk number two.
3. 14 March. Aide Dey. provides assistance in Todd's return of art material.

b. Visually, spatially, and/or sequentially organizing tasks.

1. 11 October. IFSP shows Todd how to determine which lines are yet to be copied by crossing out lines already copied.
2. 11 October. IFSP uses color-defined page formatting.
3. 11 October. IFSP uses verbal coaching to support letter formation.
4. 18 October. IFSP shows Todd which letters are yet to be copied by pointing to letters already copied.
5. 18 October. IFSP uses color-defined page formatting.

6. 23 October. IFSP uses verbal coaching to support (future) letter formation.
7. 23 October. IFSP uses color and symbol-defined page formatting.
8. 30 October. IFSP uses verbal coaching to support letter formation and page formatting.
9. 14 November. IFSP breaks down sentence dictating into identifying first and second words of one sentence.
10. 20 November. Aide Dey. sequences and paginates Todd's story.
11. 26 November. Aide Dey. awaits Todd's completion of one page before giving him the next.
12. 26 November. Aide Dey. points to each next letter in words to be copied.
13. 28 November. Aide Pa. points to each next word to be read.
14. 5 December. Aide Dey. points to each next word and letter to be copied.
15. 6 December. Aide Dey. uses orange overlay on unused lines of model.
16. 6 December. Aide Dey. uses color-defined line discrimination on model.
17. 20 December. Aide Dey. points to each next word to be read.
18. 28 January. Aide Dey. hands Todd each next page after he reads current page.
19. 7 February. Aide Dey. uses hand overlay on unused lines of model.
20. 28 February. Aide Dey. guides Todd through sequential steps of splash painting.
21. 6 March. IFSP writes title for Todd to trace.

7. General/Other.

- a. 19 February. Schedule on bulletin board indicates 90 minutes this week of direct academic and 30 minutes this week of direct social-interactional services from IFSP Julie.

C. Program modification.

1. **Writing:** Todd copies-illustrates-traces using or not using written model that is or is not visually modified through formatting or focusing technique on same or separate paper, OR he dictates and/or discusses writing with or without initiating, intermittent, and/or continuous auditory and/or pictorial-symbolic direction.
 - a. 23 October. IFSP Julie uses yellow in upper half of writing space on story model. (This differs from 10-11 October, when yellow was used to identify blank, unused spaces between lines of writing.) Todd copies using model that is visually modified through formatting technique (yellow upper halves) on separate paper with initiating and auditory direction.
 - b. 28 October. IFSP Julie uses dashes between words and sentences on story model. Todd copies using model that is visually modified through focusing technique (dashes between words and sentences) on separate paper with initiating auditory direction.
 - c. 23 October. IFSP Julie uses stars on baselines of story model. (This occurs in conjunction with focusing technique previously indicated for this day.) Todd copies using model that is visually modified through focusing technique (stars on baselines) on separate paper with initiating auditory direction.
 - d. 23 October. IFSP Julie discusses with Todd letter shapes on story model, and Todd identifies corresponding letter names. (This differs from 9 October when IFSP Julie identifies letter names in story model.) Todd discusses (elements of) writing with continuous auditory direction.
 - e. 29 October. IFSP Julie uses alternating colors for words in story model. Todd copies using model that is visually modified through focusing technique (alternating word colors) on

- separate paper with initiating and intermittent auditory direction.
- f. 29 October. At IFSP Julie's direction, Todd copies one full page before raising hand for help. (This occurs in conjunction with focusing technique previously indicated for this day.) Todd copies (full page) using model (that is visually modified through focusing technique) on separate page with initiating auditory direction.
 - g. 14 November. IFSP Julie directs Todd to orally state first word in a particular sentence and then to orally state second word in same sentence. Prerequisite to independent written sentence generation, Todd orally states (dictates) sequential words in particular sentence with continuous auditory direction.
 - h. 20 November. Aide Dey. directs Todd to include details in his illustrations. Todd illustrates (with detail) not using model with continuous auditory direction.
 - i. 26 November. Aide Dey. points to each letter in story model while Todd copies same. Provision of directions is not recorded. Todd copies using model that is visually modified through focusing technique (letter pointing) on separate paper.
 - j. 28 November. Aide Pa. facilitates peer involvement in Todd's story development. (This differs from 9 October and 14 November when peers were involved via listening to developed and copied stories.) Todd dictates and discusses writing (with peers) with initiating and intermittent auditory direction.
 - k. 29 November. Aide Dey. composes letter that Todd copies. Provision of directions is not recorded. Todd copies using model that is not visually modified on separate paper.
 - l. 5 December. Aide Dey. points to and says each letter and word on model that Todd copies. Todd copies using model that is visually modified through focusing technique (letter and

- word pointing and saying) on separate paper with continuous auditory direction.
- m. 6 December. Aide Dey. places orange paper over words not being copied and states exposed words being copied from story model. (This differs from 11 October when already copied lines were crossed out.) Todd copies using model that is visually modified through focusing technique (orange paper) on separate paper with continuous auditory direction.
 - n. 6 December. Aide Dey. uses alternating colors in lines of writing on story model. (This differs from 29 October when alternating colors were used for words.) (This occurs in conjunction with focusing technique previously indicated for this day.) Todd copies using model that is visually modified through focusing technique (alternating line colors) on separate paper with continuous auditory direction.
 - o. 13 December. With pictorial-symbolic initiating direction from IFSP Julie and continuous auditory direction from Aide Dey., Todd illustrates but does not copy his story. (On 18 December, Myer indicates that this change is made to increase Todd's overall fluidity in writing process.) Paper on which Todd illustrates is not recorded. Todd illustrates (but does not copy) not using model with initiating pictorial-symbolic and continuous auditory direction.
 - p. 21 January. Aide Dey. and then Todd fully reads his new story before Todd copies same. Provision of directions is not recorded. Todd copies (after fully reading) using model that is not visually modified.
 - q. 30 January. Under Aide Dey.'s direction, Todd copies below lines of writing on story model. Provision of directions is not recorded. Todd copies using model that is visually modified through formatting technique (copying below) on same paper.

- r. 30 January. Although not present during Todd's writing activity, IFSP Julie adds word clues beside Todd's story-accompanying illustrations before class. Use of model and paper on which he illustrates are not recorded, but the former is likely eclipsed by the provision of word clues. Todd illustrates with initiating pictorial-symbolic direction.
- s. 7 February. Aide Dey. focuses Todd's attention in copying by placing her hand over words not being currently copied on story model. Provision of directions is not recorded. Todd copies using model that is visually modified through focusing technique (hand) on separate paper.
- t. 6 March. IFSP Julie writes and Todd traces over same. Provision of directions is not recorded. Todd traces using model that is not adapted on same paper.

Note: All green ink used on model on 21 January is not included as a visual modification.

2. Reading.

- a. 30 October. IFSP Julie uses alphabet letter flash cards with Todd.
- b. 28 November. Aide Pa. points to each word Todd reads and provides initial sound in event of decoding problems.
- c. 6 December. Aide Dey. says that use of angled surface helps Todd read.
- d. 20 December. Aide Dey. listens as Todd reads sentences that have been simplified.
- e. 20 December. Aide Dey. points to each word Todd reads and refers him to illustration in event of decoding problems.
- f. 24 January. IFSP Julie makes one sentence page summaries to be clipped to book pages.
- g. 28 January. IFSP Julie and Aide Dey. add symbols beside difficult words in Todd's book and copied story.

- h. 31 January. Todd reads book with sight words and corresponding pictures to Aide Dey.

D. Program support (indirect services).

1. 5 December. IFSP writes report model.
2. 13 December. IFSP adds picture clues to guide Todd's illustrating.
3. 20 December. Longer, complex story sentences are replaced by shorter, simpler story sentences.
4. 24 January. IFSP writes and clips to regular class book pages one page content synopses.
5. 30 January. IFSP adds word clues to Todd's illustrations.
6. 27 February. IFSP writes report model.

Reflective Record for Mrs. Klimesh's and Mrs. Shell's ClassesParticipant Observation

Note: Miss P., student teacher working under the direction of Mrs. Klimesh, is infrequently observed in the role of primary teacher. On those occasions, however, when Miss P. is observed in that role, it is assumed that her actions represent those of Mrs. Klimesh.

1. Levels 1-3.

8 October 1990 (Monday)

Large-group subject. Emphasis with regard to word decoding involves a meaning approach; subject matter emphasis is meaning.

Large-group methods. There are two large-group method approaches observed. One is that Mrs. Klimesh provides oral directions that are simple and sequential in form. Another large-group method that supports appropriate attending by students is Mrs. Klimesh's visual scanning of students' faces during oral reading.

Small-group methods. Two small-group methods are noteworthy. Both involve discipline. Succinctly, Mrs. Klimesh delivers discipline in a no fanfare manner (quiet) and corrects inappropriate behavior by removing distracting object.

Support services. There is integrated delivery of support services.

9 October 1990 (Tuesday)

Large-group style. Bulletin board depicting students' family lives promotes an inclusive environment; thus, there is a large-group inclusive style.

Large-group subject. The large-group emphasis in reading is one of meaning or understanding. Mrs. Klimesh stresses word decoding by understanding the context of a word or sentence. The importance of meaning is additionally stressed when Mrs. Klimesh emphasizes the need to summarize what has been read.

Large-group purpose. Mrs. Klimesh facilitates an inclusive environment that is psychologically safe because it is acceptable to need help. She indicates that some students need extra support. Another large-group purpose concern observed involves Mrs. Klimesh's emphasis on problem-solving strategies and their employment in her classroom. In addition to her statements regarding use of such strategies, there is a poster listing problem-solving ideas on the wall.

Large-group methods. Mrs. Klimesh does several things from a large-group methodological perspective that facilitate appropriate student behavior. She provides specific praise by naming students who are quietly seated and reading and praising them for doing same. She, additionally, couples suggestions for improvement with praise in an all-class setting. Moreover, she writes the names of good student workers on the blackboard for all to see. Another large-group method observed several times is Mrs. Klimesh's employment of full class participation by hand raising. She additionally structures students' appropriate responding by sequentially provided directions. These directions follow a sequential presentation of new information. Mrs. Klimesh identifies new vocabulary words, says these words, has the students repeat them, and provides an explanation of them.

Small-group style. On a small-group or individual student level, there is evidence of Mrs. Klimesh's style in the classroom. One student, a peer working with Teri, reflects her view that she is in a friendly classroom by selecting the word "friendly" to use on her representative banner. Another small-group style concern involves Mrs. Klimesh's repeated use of small group, collaborative work.

Small-group methods. Small-group and/or individual approaches and/or adaptations in methods will be now addressed as observed. There are two, as follows: Mrs. Klimesh is adaptive in reading activities by using taped stories for students to hear through headphones, and Mrs. Klimesh is corrective of Teri's inappropriate or nonattending behavior by ignoring same.

15 October 1990 (Monday)

Large-group style. On two occasions, Mrs. Klimesh demonstrates the importance of valuing time in her classroom today.

Large-group subject. She, additionally, emphasizes meaning and purpose in written activities in the larger group setting. Using interesting subject matter with the whole class is evident in Mrs. Klimesh's butterfly activities in conjunction with students' science journals.

Large-group purpose. Another large-group strategy is revealed by Mrs. Klimesh's discussion of learning center options for students seeking extra credit. Such indicates enrichment opportunities and the presence of a multilevel curriculum.

Small-group style. Teri and peer seem to sense that they are in a psychologically safe environment by smiling at each other and casually touching one another.

Small-group methods. There are other small-group arrangements indicative of supporting a pleasant environment. Students sit in clusters of desks or desk groups that facilitate their collaboration and interaction. And indeed, Teri and peer work side-by-side today on a project.

Routines. Several routines appear to be taking shape. Students copy sentences from blackboard in the morning. They make corrections in same on the blackboard as well as on their own papers. A corresponding routine concerns how completed paperwork is returned. Students return such completed work to a place by the sink. Two other routines seem to go together, as well. First, students are standing up to indicate their intention to have hot lunch. Mrs. Klimesh calls their names after having recorded same, and the students sit back down again. There is, additionally, a student designee as the VIP. Mrs. Klimesh announces the VIP designee immediately after completing the hot lunch list.

17 October 1990 (Wednesday)

Large-group style. Concerning style, Mrs. Klimesh reveals her time-efficient manner and class structure when she notes that free time will be used to complete unfinished work in journals.

Large-group subject. Mrs. Klimesh emphasizes the importance of meaningful activity when students, during language sentence activity, identify the correction provided as well as the justification for its provision. Emphasis on meaning is extended when Klimesh overlays two activity areas. Specifically, she overlays survey development and question generation.

Large-group methods. Large-group strategies are observed pertaining to student behavior and/or attending. On several occasions, Klimesh directs the students to stand up as a form of participation. This includes standing up for the hot lunch list and standing up to register a vote. This instructor structures for large-group, desired student responses through verbally provided specific praise. Klimesh also structures for appropriate behaviors throughout the classroom by providing all-class oral directions in conjunction with visual supports and subsequent checks for comprehension.

Small-group style. Several small-group strategies seem noteworthy. Klimesh welcomes Teri upon her entrance to class with positive body language, i.e., she stoops beside Teri.

Small-group methods. There are three small-group methodological concerns observed, as well. When Teri does not respond to all-class verbal class directions (to vote for a favorite book), Klimesh directs Teri to come to front of class. Then, instead of standing to cast her ballot, Teri points to her favorite book. Klimesh is additionally adaptive to Teri's needs in developing her own chart. In this case, Teri counts the number of names in each column with Mrs. Klimesh. Finally, when another student, Br., speaks out of turn, Klimesh disciplines him in a calm manner and without fanfare. She then directs Br. to put his head on his desk. Thus, she administers a kind of punishment or desk timing out. Klimesh helps to promote an inclusive environment by structuring group interaction activities at the round table.

Routines. Routines observed today include the use of language sentences as a starter activity. This routine follows the hot lunch routine with a VIP designee taking hot lunch list to office. Again, students return completed work to shelf by sink.

Support services. Several support service observations seem noteworthy. First, there is integrated delivery of support services by IFSP Julie. These support services are of two kinds, both of which concern program delivery. First, IFSP Julie indicates that she is helping Teri get organized. Second, she indicates that she will be using motivational stickers to structure Teri's appropriate classroom behavior.

18 October 1990 (Thursday)

Large-group style. These include, in particular, Mrs. Klimesh's apparent valuing of classroom time. This is exemplified by her writing of the daily schedule on the blackboard, her structuring of students' spare time with poems or illustrations, and her setting of a time parameter for students' completion of work.

Large-group subject. On this day, as well, Mrs. Klimesh emphasizes the importance of understanding what has been read. This includes understanding an author's message and generally understanding what has been read. The latter, she explains, includes summarizing in one's mind what has been read. There is evidence of her large-group intentionality to provide a multilevel curriculum. This is seen by her provision of poems on cardboard pumpkins to be used by students having completed their work.

Large-group methods. Finally, the teacher structures for large-group participation by hand raising on several occasions today. This strategy allows for her monitoring of students' attending in the large-group setting. She uses this strategy

to learn if students are ready to begin work, if they remember learning strategies previously discussed, and to identify which group each student is in.

Small-group style. Twice today, Mrs. Klimesh demonstrates a supportive and welcoming style to Teri. She does this when Teri enters the classroom, with an enthusiastic greeting to Teri, and by stooping to the floor to speak with Teri on a more personal level. Mrs. Klimesh, additionally, demonstrates a supportive posture or style to We., a student with demonstrated learning problems.

Small-group methods. Mrs. Klimesh structures for small-group peer interaction and collaboration and, in doing so, facilitates an inclusive and interactive environment. Finally, Mrs. Klimesh uses an adaptive technique with Teri so that Teri responds verbally to a previously learned story. Teri's peers, in this regard, respond to that same story in writing. Providing this alternative approach to story responding, Mrs. Klimesh adapts to Teri's unique learning needs and structures Teri's appropriate behavior and attending. The instructor, additionally, corrects the inappropriate behaviors of one student, who receives a time out at his desk (head down).

Routines. During the early part of the observation period, students stand up to indicate their intention to have hot lunch on this day. Their recording on a hot lunch list by the instructor is followed the instructor's assignment of one student as VIP. This VIP takes the hot lunch list to the office. This standing up for hot lunch and the taking of list to office constitutes a morning routine.

23 October 1990 (Tuesday)

Large-group style. Two forms of teacher style are observed. One involves Mrs. Klimesh's valuing of classroom time. This valuing of time is seen in students' getting started on their work right away in the morning. It is also seen in the listed anticipated accomplishments for the day which are recorded on the blackboard. In contrast, there is evidence of a casual or inclusive style. This is seen when Mrs. Klimesh asks the students to join her in the corner where students' stories are discussed.

Large-group purpose. A problem-solving emphasis or purpose is again observed today. This evidences in the above-noted discussion of stories. A wall poster providing visual and auditory examples of praising and helping promotes a class-wide psychologically safe environment for students. To some extent, this poster supports a collaborative, interactive environment.

Large-group methods. Additionally, this poster supports appropriate student behaviors in the classroom on a class-wide basis. For example, when students are involved in giving or receiving help, the poster suggests that students should interact quietly. There is also a more obvious example of Mrs. Klimesh's structuring for class-wide appropriate behavior. This happens when the teacher provides specific praise to the students for their behavior while she spoke with a parent.

Small-group purpose. It is clear that Mrs. Klimesh considers home-school communication important. When Teri's mother arrives with Teri, Mrs. Klimesh immediately leaves the classroom to speak with the parent.

Small-group methods. Another individual or small-group strategy approach observed today involves Mrs. Klimesh's use of a peer buddy for We. There is evidence that We. is struggling in this classroom. Today, in particular, he orally read to the class with difficulty. Mrs. Klimesh's assignment of a peer buddy to this student provides him with support through peer power.

Routines. The routine of handing in paper work by the sink is observed today.

24 October 1990 (Wednesday)

Large-group style. Mrs. Klimesh expresses her expectations regarding oral reading in advance. Her expectations are for the entire class.

Large-group methods. From another large-group method perspective, Mrs. Klimesh facilitates class-wide participation by unison reading.

Small-group methods. There are several small-group methods observed. First, Mrs. Klimesh provides an adaptive approach to Teri's participation in class-wide reading. Teri participates in a partial way by saying-reading a repeating phrase each time she is called upon. Specifically, by reading the same thing every time, the likelihood of Teri committing a public error is reduced. Klimesh supports Teri's appropriate classroom behavior (following directions) with specific praise and a reinforcement stick. Subsequently, when Teri follows directions, Klimesh provides Teri with verbal praise. It, additionally, appears that Klimesh uses peer power in structuring Teri's desk group. Al. and Jen. are Teri's desk group partners. On 23 October, Klimesh asked Al. to read her story aloud to the class because her story contained the correct components. Thus, Klimesh has grouped Teri with a peer who seems to have academic strengths. It is,

additionally, noted that the above-noted adaptive method for Teri's classroom reading structures for Teri's success.

Rules. Klimesh states that a rule in the classroom is that when one person talks, the other people listen.

Routines. Students appear to be familiar with oral reading arrangement used on class-wide basis today. This involves students standing up to orally read one-after-another and within their desk group structure. Thus, it appears that this may be a classroom routine for class-wide oral reading.

25 October 1990 (Thursday)

Large-group style. Again, on this day, Mrs. Klimesh states her expectations of the class in advance. Bulletin board in classroom supports the self-concept of students. Although Teri is not included in this bulletin board display, it is clear that this bulletin board supports the self-concept of students on a class-wide basis.

Large-group methods. Mrs. Klimesh supports the appropriate behavior of her students on a class-wide basis with regard to their oral reading by providing specific praise.

Small-group style. Mrs. Klimesh provides support to a student who apparently suffers from a self-concept problem on this day, at least according to Mrs. Klimesh. In doing this, Mrs. Klimesh reveals a positive style with an individual student. Klimesh is additionally supportive to Teri today. Klimesh expresses a supportive and positive style as Teri enters the classroom. Thus, Mrs. Klimesh provides a supportive and welcoming response to a student with learning problems.

Small-group purpose. From a small-group perspective, Mrs. Klimesh is observed to have facilitated a peer interaction that is story related. (On a related note, it seems that Teri, Liy., and Kr. are friends and comfortable with expressing their friendship in this classroom. This expression indicates that these students feel that they are in a psychologically safe environment.)

Small-group methods. Mrs. Klimesh recruits a peer to work with Teri on her reading and illustrating. Thus, Klimesh uses peer power as a teaching method.

29 October 1990 (Monday)

Large-group style. Klimesh instructs students to use unstructured time to practice their reading.

Large-group purpose. Klimesh emphasizes understanding and meaning in language sentence corrections. Additional activities include Mrs. Klimesh's monitoring of student activity. This is observed as she tours the room checking students' language sentence corrections. It also occurs when she tours the classroom and monitors cooperative group activity. Klimesh encourages helping behaviors by praising students for having demonstrated same.

Large-group methods. Klimesh states her expectations regarding students' oral speech in advance. When giving directions to the class, Mrs. Klimesh states the directions, writes the directions on the board, and verbally checks for students' understanding. She, additionally, makes an announcement after having turned off the ceiling lights. Thus, she uses a physical change in the environment to capture attention and make an announcement. Another large-group method involves providing class-wide reinforcement. Specifically, Mrs. Klimesh provides the class with specific praise after she views cooperative group activity as successful. Finally, Mrs. Klimesh supports appropriate classroom behavior by asking one student to write down the names of other students who are quiet listeners.

Small-group subject. Klimesh emphasizes the meaningful aspect of work by asking Teri to read what she has written.

Small-group purpose. Klimesh facilitates student interaction and interdependency through cooperative group reading. She specifically instructs students to share and help. Teri is in a cooperative group with Al. and Ca. Students in cooperative groups share one book.

Small-group methods. Klimesh adapts language sentence activity for Teri. Instead of copying from blackboard, Teri copies from phrases that are on her desk (on paper). Mrs. Klimesh, additionally, is mindful of providing reinforcement after Teri's appropriate behavior. The first time she provides reinforcement, it is with regard to Teri's following of directions. In this instance, Mrs. Klimesh provides specific verbal praise in conjunction with a reinforcement stick. In the second instance, she verbally praises Teri for more closely approximating correct word pronunciation.

Routines. Language sentence routine occurs today. Another routine is the presence and use of a VIP. Duties corresponding to this designation include handing out books on two different occasions. Another routine involves the students' return of completed paperwork to the shelf by the sink.

Support services. IFSP Julie provides integrated delivery of support services today. Such services are direct, not indirect, and include the preparation of written work for Teri to copy.

30 October 1990 (Tuesday)

Large-group style. On several occasions today, Mrs. Klimesh is courteous to her students when she asks their permission to publicly share more personal writing.

Large-group subject. Mrs. Klimesh makes students' large-group reading activities more meaningful by incorporating a fictional class's evaluation activities into her own class.

Large-group methods. Mrs. Klimesh provides specific praise to Jen. in a large-group setting where other students can hear. She, thus, supports appropriate student behavior by responding with verbal reinforcement. She, additionally, provides reminders regarding the usage of completed sentences in the evaluation forms. These reminders are coupled with the presentation of examples.

Small-group style. Mrs. Klimesh provides support to a student who seems to have lower ability, We. On 18 October, 23 October, 25 October, and 29 October, We. receives a special direction or assistance from Mrs. Klimesh. Thus, Mrs. Klimesh appears to be providing extra support to a student with presumed lower ability.

Small-group purpose. There is evidence on the blackboard that cooperative group activity will be scheduled and included in this morning's activities.

Small-group methods. Mrs. Klimesh uses an adapted written response format for Teri. Succinctly, instead of responding in written form, i.e., copying, Mrs. Klimesh verbally asks Teri questions and writes her replies on the evaluation form. Teri is on a delayed reinforcement system whereby home privileges are based on school performance during the day. A clarifying conversation indicates that these privileges, which consist of Teri's receipt of chocolate pudding at home, are linked with Teri's receipt of reinforcement sticks at school.

Routines. The hot lunch routine is present with the VIP routine today. The VIP takes the hot lunch list to the office. Another routine seems to be in play involving the use of the all-school intercom system and the pledge to the flag.

12 November 1990 (Monday)

Substitute teacher replaces Mrs. Klimesh today.

Small-group purpose. A bulletin board display promotes a positive self-concept for two students.

Support services. Teri receives integrated and direct support services from IFSP Julie. These support services allow Teri to participate in the same lesson as her peers, but Teri does so with one-two-one help. While her peers select words from their reading book to write on paper squares, Teri studies words that were preselected and written for her on paper squares. Like her peers, however, Teri generates her own sentences to accompany these words. IFSP Julie then writes Teri's sentences on the back of her own paper squares.

13 November 1990 (Tuesday)

Substitute teacher replaces Mrs. Klimesh today.

Large-group purpose. Bulletin board now displays personal timelines of many students. These timelines promote the positive self-concept of students involved.

Support services. Support services are identified in three areas today. These include program planning, program development, and program delivery. Program planning is revealed by IFSP Julie's statement to the substitute teacher. Specifically, IFSP Julie says that she develops Teri's instructional objectives with the classroom teacher. Program development is evidenced by the presence of a folder developed for Teri and which contains letter-sound reading-writing materials. Program delivery is observed in two forms. First, IFSP Julie instructs two peers concerning how to work with Teri on her letter-sound work. In doing this, IFSP Julie develops peer tutors or helpers while also promoting positive peer interaction. IFSP Julie, additionally, provides direct instruction to Teri on this day in the area of letter-sound development.

14 November 1990 (Wednesday)

Substitute teacher replaces Mrs. Klimesh today.

Support services. IFSP Julie provides integrated and direct support services today. She orally reads a story to Teri that was previously read to the entire class. While reading, IFSP Julie emphasizes Teri's story comprehension. IFSP Julie, additionally, provides an interpretation of a symbol in the story. When asking Teri to identify her favorite part of the story, a clearly open-ended question, Teri does not reply. At

this point, IFSP Julie changes from an open-ended question format to a forced-choice format. Specifically, she provides Teri with two choices from which she can select one. Given additional information from IFSP Julie, Teri then selects one of the two choices. While this involves a second reading of the story for Teri, the activity in which Teri is engaged is the same as the activity in which her peers are engaged. Teri, however, receives one-to-one structuring and support from IFSP Julie, unlike her peers.

15 November 1990 (Thursday)

Substitute teacher replaces Mrs. Klimesh today.

Other. Teri seems clearly aware of the manila envelope on her desk which holds earned reinforcement sticks. When Teri is reminded that she has not earned any sticks (approximately 9:35 AM), Teri responds to a direction from the substitute teacher regarding her next assignment. This assignment involves the creation of a dental poster. It also seems noteworthy that Teri independently organizes herself. For example, today when her math worksheet is completed, Teri gets her spiral notebook and pencil from her desk and takes these things to table number one. Teri then opens the spiral to an empty page and places her pencil on top of same.

19 November 1990 (Monday)

Large-group style. Klimesh eliminates background noise and adds relaxing element to classroom by playing music. She also reveals her time-efficient nature and emphasis by directing students who finish early to reread their stories.

Large-group subject. There is celebration or enjoyment of story observed today when Mrs. Klimesh orally reads an amusing story to the children. Later, she emphasizes story meaning, understanding, and students' ability to recall detailed and sequenced events.

Large-group purpose. Mrs. Klimesh uses different colors of chalk on blackboard to facilitate students' more careful reading of each, sequenced story event.

Small-group purpose. Mrs. Klimesh monitors story reading involving Teri and An. With Teri beside her today, An. rereads story to Teri. It is this reading that Mrs. Klimesh monitors. In addition to monitoring for quality work and activity, Mrs. Klimesh facilitates positive peer interaction and collaboration when she structures a group activity in the reading corner today.

Small-group methods. An.'s role as peer buddy or peer tutor allows Teri to hear story read a second time. Mrs. Klimesh supports and reinforces with a reinforcement stick and verbal praise rereading activity by Teri and An. It is interesting to note that Mrs. Klimesh provides the verbal praise to both students, not just Teri.

Support services. IFSP Julie implies planning activity between Mrs. Klimesh and herself. She does this by indicating to the researcher clearly and exactly how Teri's reading helpers are selected. IFSP Julie identifies these reading buddies as students sitting at one nearby desk group and including An., Kr., and Liy. IFSP Julie provides direct instructional support to Teri today. She does this by determining and writing the story's sequence for Teri to copy. IFSP Julie formats the model page with blank or unused lines between every used line and wavy lines between each word.

20 November 1990 (Tuesday)

Substitute teacher replaces Mrs. Klimesh today.

Large-group style. A banner hanging in classroom indicates that students feel positive about their instructor. Thus, Mrs. Klimesh's positive behavior is reflected back by her students.

Large-group purpose. Students work in cooperative groups which promote positive peer interaction, cooperation, and collaboration. Each group shares one book.

Large-group methods. Directions that are provided orally are also provided in written form on blackboard. These support students' appropriate behavior. When such directions (verbal and written directions) are provided on a second occasion today, the written directions are in sequenced form. Still another time when directions are provided, ceiling lights are turned off while the directions are given.

Small-group purpose. While students read in their cooperative groups, their activity is monitored and recorded.

Small-group methods. Teri's cooperative group appears to be composed heterogeneously. Teri's partner within this group, Al., demonstrated strong story writing ability on 23 October. This would indicate that Mrs. Klimesh has included in Teri's group a student with apparently high ability.

Support services. IFSP Julie provides integrated support services directly to Teri. The IFSP guides Teri on a step-by-step basis through the directions provided the class. Teri's peers independently copy words from blackboard on paper

squares and generate corresponding sentences for these words. Teri, on the other hand, copies words that IFSP Julie has written on a "master" paper. Before copying these words, however, IFSP Julie says the words and Teri repeats them. IFSP Julie, additionally, creates the sentences in which the words are used. IFSP Julie, additionally, supports Teri's appropriate and independent correction in her copying with verbal praise.

21 November 1990 (Wednesday)

Large-group style. There is a casual, club-like atmosphere as Mrs. Klimesh sits in rocking chair with students surrounding her on the floor. Mrs. Klimesh is, additionally, courteous. This is exemplified when she asks Kr.'s permission to share her book with other students. Particularly later in the class period, there is a crisp pace that seems to characterize the flow of activity. This is particularly evident when Mrs. Klimesh provides directions for new assignment at the end of the observation period.

Large-group subject. There is a celebration or enjoyment of stories today. This is seen by the emphasis on one story at the outset of the observation, by the rereading of the story by a student (to the class), and by Mrs. Klimesh's indication that students will be creating their own riddle books. Additionally, when their peer, He., finishes her oral reading to the class, the students applaud.

Large-group purpose. Many students' timelines are displayed on bulletin board. This promotes feelings of inclusion and importance for the students involved. It, thus, increases their self-concepts.

Large-group methods. While He. reads story aloud to class, Mrs. Klimesh circulates through classroom. This would tend to promote students' paying attention to the story being read.

Small-group style. There is some indication that Se. struggles academically. This is evidenced on 15 October. Today, when Se. makes a public error in response to a question asked by Mrs. Klimesh, Mrs. Klimesh provides support and "cover" for Se. This indicates a positive style that is particularly present for a student with demonstrated learning problems.

Small-group methods. During classroom discussion today, Teri does not pay attention. She creates a mild distraction by thumping her hand. Mrs. Klimesh, however, ignores this response by Teri.

Other. The low noise level in the classroom during the discussion indicates that students are focusing on the discussion.

26 November 1990 (Monday)

Large-group style. Miss P., like her supervising teacher Mrs. Klimesh, encourages efficient time usage by students.

Large-group purpose. Miss P. follows Mrs. Klimesh's lead by using differently colored pieces of chalk for different sentences on blackboard. Previously, Mrs. Klimesh stated that she uses chalk in this way to increase students' attending to detail. This practice, however, additionally facilitates students' accuracy in work, which is herein considered a kind of purpose.

Large-group methods. Differently colored pieces of chalk on blackboard facilitates large-group, appropriate attending or focusing to or on work. To increase students' attending while she gives oral directions, Miss P. switches off the ceiling lights.

Small-group purpose. As Mrs. Klimesh did previously, Miss P. follows her supervising teacher's example (and probably directions) by monitoring cooperative group behavior and by recording same.

Small-group methods. Heterogeneous grouping for cooperative groups is apparent. Specifically, the group comprised by We., Se., and Br. is heterogeneously structured. We. and Se. seem to be academically struggling on the following dates: 15 October, 18 October, 23 October, 25 October, 29 October, and 26 November. On the other hand, on 25 October, Mrs. Klimesh asks Br. to help students working at the tape machine (where adapted reading instruction occurs). This indicates that Mrs. Klimesh believes that Br. is a particularly capable student. Additionally, when Br. and Dal. cannot independently make language sentence corrections on the blackboard, Mrs. Klimesh asks no other students to attempt these corrections and provides for same herself. Another group is comprised by Dal., Da., and Jo. Dal. demonstrates academic strength on 29 October. On this day, when he and Br. can not make a language sentence correction, Mrs. Klimesh immediately provides the correction herself; she does not seek corrections by any other students. On 21 November, Dal. is the only student in the class to know what a shoe tree is. This concerns a vocabulary building exercise relating to homophones. Academic strength by Dal. is, additionally demonstrated on 7 February and 5 March. Da., on the other hand, is frequently observed to have academic and behavioral problems. Examples of this are found on 15 January, 21 January, and 18 February. The third member

of this group, Jo., is believed to be an average student with academic strength indicated on some days and academic problems on other days. The former is exemplified by his activity on 21 November, 11 February, and 25 February. The latter is exemplified by his activity on 9 January and 14 February. Thus, there is a blending of abilities in this cooperative group. Another group is comprised by Be., Jar., and Je. Be. demonstrates academic strength on 12 March but is slow to keep pace during oral reading on 25 October. Thus, he may be an average student. Jar. demonstrates academic strength on 12 November, 21 November, and 21 January. This student also, however, demonstrates behavior problems on 15 January, 11 February, and 20 February. The third member of this group, Je., demonstrates significant learning and behavior problems throughout this inquiry. Examples are found on 29 October, 9 January, 14 January, 11 February, and 6 March. Thus, taken together, there is a blending of abilities and conduct within this cooperative group. Another group is comprised by Li., He., and As. Li. demonstrates academic strength and good conduct on many days of this inquiry. Included are 23 October, 13 December, 23 January, and 5 March. He., as well, demonstrates academic strength and responsible student conduct on 23 January, 7 February, and 11 February. As., on the other hand, is not observed as an academic leader or as academically struggling. She does complete an assignment to write a dinosaur poem quickly on 9 January. Other than that, As. appears to be an average student. Thus, there is a blending of ability with these three girls in this cooperative group. Yet another group is comprised by Al., Ca., and Teri. Al. is observed as an academic leader throughout this inquiry. Examples are found on 22 October, 23 October, 6 December, 9 January, 10 January, 30 January, and 12 March. Ca., like As., appears to be an average student. On 18 February, she is Teri's peer buddy. Other than that, she does not emerge as an academically strong or weak student. Teri, the third member of this group, clearly has academic as well as behavioral difficulties. Putting Al. with Teri combines a high-ability and low-ability student. Ca., having presumed average ability and no behavioral problems, constitutes the middle level of this group. Ka., Liy., and Me. constitute another cooperative group. Me. completes an assignment early on 22 January, demonstrates responsible student behavior by engaging in independent reading upon assignment completion on 23 January, and is told that she is a very nice and kind person by Mrs. Klimesh on 17 December. She elects the easier of two assignment options on 24 January. Thus, Me. seems to be an average or slightly above average student with a kind personality and good study habits. Ka., on the other hand, is not observed as an academic leader or as one who is struggling. Liy. demonstrates academic leadership throughout this inquiry. Examples are found on 10 December, 12 December, 10 January, and 12 March. Thus, these girls constitute

another heterogeneously structured cooperative group. The final cooperative group to be considered includes An., Jen., and Kr. Kr. is observed to be an average to slightly above average student with good work habits and demonstrated student leadership. On 12 November, it is revealed that Kr. is the student council alternate. On 10 January, she finishes her dinosaur riddle assignment early. She demonstrates good study skills on 21 January and completes an assignment early on 24 January. On this latter date, however, she selects the easier of two assignment options. Jen., however, is observed to be a leader academically and in terms of behavior throughout this inquiry. Examples are found on 30 October, 15 November, 21 November, 9 January, 24 January, 7 February, 19 February, and 12 March. An., a noticeably quiet student, is infrequently observed as one with academic strength or academic problems; indeed, she seems to be an average pupil. She does, however, make an accurate language sentence correction on 15 January and finishes assignments early on 22 and 30 January. Again, there appears to be a blending of abilities in this cooperative group.

Support services. Early in this day's observation, IFSP Julie communicates privately with Mrs. Klimesh in the hallway. Subsequently, IFSP Julie watches, monitors Teri's cooperative group activity from a hidden area. IFSP Julie then instructs Al., one of Teri's two cooperative group partners, in helping Teri learn how to read. Specifically, IFSP Julie instructs Al. to make sure that Teri looks at the words being read. Later in the observation and when Teri is no longer with her cooperative group, her partners stop pointing to words being orally read. Thus, the researcher assumes that pointing was provided specifically for Teri's instructional benefit. In an activity following cooperative group work, students sequence story events. IFSP Julie provides direct one-to-one support so that Teri can participate in the same lesson as her classmates. Teri, however, is not able to independently identify the first event in the story. IFSP Julie, responsively, describes the first event and points to same picture in the book. She then asks Teri to identify the event. Teri is able to successfully identify it with this support.

Other. Cards attached to wall throughout the classroom indicate where cooperative groups sit. Additionally, group composition in these cooperative groups changes, accordingly to IFSP Julie, about four times a year.

27 November 1990 (Tuesday)

Large-group subject. Each student is provided a piece of paper to identify the books that he or she has read.

Large-group methods. Directions for current writing activity are on blackboard. Each direction is listed on its own or a new line. In addition to clarifying directions, this also emphasizes the sequence of activities. Additionally, the students are provided directions by following a model on the blackboard that corresponds to the directions.

Small-group methods. Teri uses an adapted writing activity today. Instead of writing sentences to correspond with words on one side of paper squares, Teri verbally tells Miss P. how the words relate to the story in which they were found. Thus, Teri provides verbal instead of written sentences.

Routines. The VIP distributes papers today.

Other. Rather than copying from a model on her desk, Teri copies from the blackboard model today. Her peers also copy from this model.

28 November 1990 (Wednesday)

Large-group style. As the supervisory teacher has done in the past, Miss P. structures students to efficiently use classroom time by instructing them to complete another assignment if they finish the current assignment early. Another element of style, implemented by Miss P. in Mrs. Klimesh's absence, is the use of music while the students work. This music facilitates focus and relaxation while students attend to their work.

Large-group subject. The importance of stories in this classroom is emphasized in three ways on this day. First, a bulletin board display corresponds with the story currently being read by the students. A poster attached to the blackboard differentiates between literal and interpretive meanings in the same, currently read story. Finally, students illustrate this story (their immediate assignment).

Large-group methods. In Mrs. Klimesh's temporary absence from the classroom, Miss P. gives the class verbal directions and writes these same directions on the blackboard. Written directions are provided sequentially.

Small-group methods. Miss P. repeats to Teri the all-class directions that she verbally provided. This supports Teri's appropriate behavior. When Teri fails to follow these directions, Miss P. twice reminds Teri to do same. Nevertheless, Teri does not follow these directions until IFSP Julie arrives. No additional corrective measures by Miss P. are observed when Teri fails to follow directions. Early in the observation period, Teri crawls to the desk of a peer with

a note and crawls back to her own desk. Miss P. does not see or ignores this inappropriate behavior by Teri.

Support services. There is implied planning between IFSP Julie and Mrs. Klimesh today. This evidences when, upon her immediate arrival in the classroom, IFSP Julie knows immediately what Teri's assignment is. IFSP Julie then engages in program delivery by directing Teri in her story illustrating. The emphasis in this illustrating is on detail. IFSP Julie provides Teri with a visual model for her illustrating by using the storybook picture. Teri is somewhat independent in her organization of her classroom materials. This evidences in her independent removal of paper from her spiral in anticipation of her assignment. The researcher notes that, by contrast, Todd (integrated student in Mrs. Myer's class) is less independent in accessing his classroom materials.

29 November 1990 (Thursday)

Large-group style. A casual classroom style is reflected by the situation in which the students read today. Specifically, they sit in the reading corner on the floor near Miss P. and listen to an orally read story. As Mrs. Klimesh is in the classroom and Miss P. works under her direction, it is assumed that this reflects the intentions of the regular teacher.

Large-group subject. The importance of stories in this classroom is emphasized when Miss P. leads the class in a story-related discussion.

Large-group purpose. Miss P. uses a chart to help students better understand literal and interpretive story meanings. The acceptance of and appreciation of cultural diversity is promoted today through a poster depicting colors with Spanish words. Acceptance of and appreciation for cultural diversity is, additionally, promoted by a Spanish teacher in the classroom today.

Large-group methods. Miss P. structures the appropriate behavior of the class by providing verbal directions when the ceiling lights are turned off. This is presumably done to strengthen students' attending to such verbal directions. Mrs. Klimesh facilitates appropriate student behavior on a class-wide basis by specifically praising three students for following the directions provided by Miss P.

Small-group purpose. Miss P. monitors cooperative group activity, presumably to maximize students' benefits from same. Collaboration and interaction are facilitated through cooperative group reading arrangements. Interestingly, however, while students interact in their cooperative groups,

Teri, along with another peer, participates in reading by listening to a taped version through headphones. Thus, for Teri, the cooperative group arrangement does not apply.

Small-group methods. Teri participates in an adapted reading activity when she uses a tape to hear the story that is also reflected in her book. Mrs. Klimesh explains to classroom visitors that such tapes are used for students who do not have the required reading vocabulary for a particular book. When speaking with these visitors, as well, Mrs. Klimesh describes the adapted writing technique that Teri uses. The teacher explains that Teri has an approach that is similar to language experience programs. Specifically, Mrs. Klimesh refers to Teri's dictation of stories. Another small-group method is observed when Teri fails to focus on the Spanish instructor today. Mrs. Klimesh corrects Teri's nonattending behavior via verbal reminder.

5 December 1990 (Wednesday)

Substitute teacher replaces Mrs. Klimesh today.

Large-group style. On two occasions today, there is evidence of the time-efficient style of the regular classroom teacher, Mrs. Klimesh. First, upon having completed her work, An. engages in independent reading in the reading corner. Later, Miss P. directs students having completed one assignment to read another story (which she identifies).

Large-group subject. The fact that a corner of this room has been designated for reading is an indication of the importance of reading in this classroom. Reading is emphasized in other ways today, as well. One bulletin board emphasizes and depicts a character about whom the students currently read. Another part of this bulletin board displays student illustrations of this story character.

Large-group purpose. The acceptance and appreciation of cultural diversity is promoted through a bulletin board display with a juggler and Spanish words. Accurate and high quality work by students is clearly the goal sought by employment of colored chalk in language sentence activity. Mrs. Klimesh has previously stated that she uses different colors of chalk to increase students' focus on discrete learning areas.

Large-group methods. Miss P. provides class-wide directions after having turned off the ceiling lights. This increases students' attention to her directions. Increased focus on blackboard corrections is facilitated through the use of colored chalk in language sentences.

Small-group methods. There is a change in desk group arrangements today. Heterogenous grouping in desk groups is noted. Specifically, Dal., Be., and Se. sit together in one group. On 29 October, Mrs. Klimesh makes the apparent assumption that if Dal. and Br. cannot independently make language sentence corrections, other students probably cannot either. This indicates her belief that Dal. is an academically strong student. Se., on the other hand, is observed to be an academically struggling student. For example, on 6 December, he orally reads to the class at a slow pace. On 15 October, as well, he requires a correction in his written work. Be. is an early locator of newspaper information on 12 March but does not keep his place in oral group reading on 25 October. Thus, there is a mix of ability in this group. In another group, We. is grouped with Br. As noted above, Mrs. Klimesh assumes that when Br. and Dal. cannot correct an error, other students probably cannot either. This indicates that the classroom teacher believes Br. to be an academically strong student. Additionally, on 25 October, Mrs. Klimesh asks Br. to help other students at the tape machine. We., on the other hand, is observed to be academically struggling on several days. Included, for example, are the 18th, 23rd, 25th, and 29th of October. Thus, the desk group combination of We. and Br. provides an academic balance or equilibration. Two other small-group methods are observed. Teri has an adapted writing activity. This is an adaptation of the class-wide language sentence activity, which is part of the early morning routine. Today, Teri copies from a model on her desk (not the blackboard) that has shorter and already corrected sentences. The final small-group strategy observed involves Miss P.'s attempt to correct Teri's inappropriate behavior. Today, Teri does not follow a verbal direction to go to the reading corner upon her arrival at school. Miss P. tries through verbal reminder and discussion to gain Teri's appropriate response, but this is unsuccessful.

Routines. Although not observed, it is clear that the language sentence routine was present today. This assumption is made because of the sentences on the blackboard with pink chalk corrections.

Support services. IFSP Julie arrives following Teri's refusal to follow directions from Miss P. At the time of IFSP Julie's classroom arrival, the direction for Teri to go to the reading corner no longer applies. At this time, IFSP Julie structures Teri's appropriate behavior by verbal direction. This seems to be successful.

6 December 1990 (Thursday)

Substitute teacher, Mrs. Shell, replaces Mrs. Klimesh today.

Large-group subject. The importance of stories in this class is emphasized by students' listening to a story at the outset of this observation period. Celebration of story is, additionally, observed in a bulletin board display. On this bulletin board, many students' stories and reports are posted for public viewing. Teri's is included. Understanding of story meaning is emphasized today.

Large-group purpose. The acceptance and appreciation of cultural diversity is promoted through children's literature.

Large-group methods. Miss P. provides class-wide verbal and sequential directions. These are supplemented with a model. Miss P. supports appropriate student behavior by providing specific praise in a whole class setting. She provides this praise to small groups of students, but it is given in a context to structure large-group responding.

Small-group style. Mrs. Shell demonstrates a welcoming and positive style to Teri upon her arrival at school. She does this by personally greeting Teri at the doorway. Teri seems to sense this warmth and comes easily to the reading group in the corner.

Small-group purpose. Miss P. promotes peer collaboration and support when she instructs Kr. on how to help Teri with her Christmas card.

Small-group methods. Miss P. capitalizes on peer power for Teri's successful creation of a Christmas card. She specifically instructs Kr. on how to help Teri. Specifically, she relays Teri's writing adaptation, i.e., dictating and copying. Thus, through peer power, Teri engages in her adapted writing structure. Another small-group method applies to a different student. Miss P. corrects an inappropriate behavior of We. When he speaks without having raised his hand, Miss P. reminds We. to raise his hand first. Thus, she corrects via reminder.

Rules. Miss P. provides We. with a rule reminder involving raising his hand.

10 December 1990 (Monday)

Substitute teacher, Mrs. Shell replaces Mrs. Klimesh today.

Large-group subject. Topic being discussed by students with substitute teacher increases understanding and acceptance of

cultural diversity. Specifically, discussion addresses Hanukkah. Another large-group subject concern involves personally meaningful writing. In this regard, Mrs. Shell indicates that students are illustrating that which they have already written about. Thus, writing is supplemented with illustrating and is more meaningful.

Large-group purpose. Class discussion facilitates increased understanding and acceptance of cultural diversity.

Large-group methods. Mrs. Shell gains the attention of the entire class with a verbal statement, i.e., "All eyes to face the front of the room."

Small-group style. Mrs. Shell provides encouragement to Teri to facilitate Teri's continued good work. Mrs. Shell shows flexibility by allowing Teri to take her tape register receipt to the front of the school.

Small-group methods. Teri's written activities today reflect an adaptation. Specifically, Teri's language sentences are on her desk. Teri does not copy the sentences from the blackboard but from the model. The sentences on the model do not have errors in them, as do the sentences for the entire class written on the blackboard. Mrs. Shell supports Teri's appropriate behavior by providing verbal praise. This is not specific praise but is of a general nature. It informs Teri that she is "doing a nice job." Additionally, when Mrs. Shell gives Teri verbal directions, these directions are provided in sequential form.

Routines. The language sentence routine used by the class is an adapted routine for Teri.

Support services. IFSP Julie enters classroom and structures Teri's appropriate behavior with a verbal direction corresponding to direction provided by Mrs. Shell.

Other. Teri reveals organizational ability by independently accessing her materials.

12 December 1990 (Wednesday)

Substitute teacher, Mrs. Shell, replaces Mrs. Klimesh today.

Large-group style. Mrs. Shell encourages efficient use of classroom time by instructing group having finished their work to read their work again.

Small-group style. Mrs. Shell shows flexibility by allowing Teri to take her register receipt to the front of the school.

Small-group purpose. Cooperation between students is encouraged through the sharing of scripts as students read their plays.

Small-group methods. Mrs. Shell structures and supports Teri's appropriate behavior by smiling and providing a reinforcement stick upon Teri's work completion. The adapted writing strategy for Teri involving language sentences is present today. Teri copies from model which is on her desk. Sentences on her desk are not shorter than those on blackboard. There is also clear indication of a reading adaptation structured for Teri. Specifically, Liy. is instructed to help Teri in her play participation through a familiar technique for Teri. In this case, Liy. reads three words at a time, and Teri repeats these words, when it is her turn to read in the play. This arrangement indicates that Mrs. Shell recruits peer power.

Routines. Completed papers are today returned to table number one, not the shelf by the sink. The adapted language sentences routine is present today.

Other. Teri's peer, Kr., assumes a helper role when she encourages Teri's continued good work in copying her language sentences. Finally, the researcher notices the closeness and affection that exists between Teri and many of her peers in this classroom. This closeness and affection is exhibited with words, touches, encouragement, and smiles.

13 December 1990 (Thursday)

Large-group style. Mrs. Klimesh lends something of a casual environment to a class discussion by having students seated in the reading corner with her. To some extent, this casual environment is countered by a no-nonsense style.

Large-group subject. Mrs. Klimesh selects a discussion topic that increases students' understanding of cultural diversity. This conversation is seasonally relevant, pertaining to the winter holidays. Additionally, Mrs. Klimesh emphasizes students' understanding of an orally read story. This story is, as well, seasonally relevant. A major message in the story that is orally read concerns appreciating each person for the contribution or gift that he or she can offer. This is a message supporting individual worth and dignity.

Large-group purpose. Klimesh promotes understanding and acceptance of cultural diversity through classroom discussion. She reveals her sense of purpose by stating her expectations of students. These expectations are stated concerning students' behavior and work completion during her absence. She, additionally, states her expectations concerning today's

activity. For example, she tells the students to sit down flat, put their hands in their laps, think, and enjoy the story. Yet another purpose is revealed by the kinds of questions that she asks the students pertaining to the oral story. Mrs. Klimesh asks three kinds of questions requiring different kinds of cognitive skills. Specifically, she asks literal, interpretive, and predictive questions. This questioning facilitates a multilevel curriculum.

Large-group methods. Klimesh supports approved student behavior by displaying pictures on the wall supporting same.

Small-group methods. Klimesh provides Teri with an adapted writing activity. This involves Teri's copying of two model sentences. It is reasonable to assume that these sentences correspond with language sentences attended by all students at an earlier point in the day. Klimesh corrects Teri's inappropriate behavior by providing a reminder and by motivating Teri to earn a reinforcement stick. This is successful. With another small group of students, Klimesh corrects their inappropriate behavior by instituting a desk time out. Finally, Klimesh provides Teri with a clue to help her answer a question. This clue involves the provision of an initial sound.

Routines. The adapted language sentence routine for Teri is apparent today.

17 December 1990 (Monday)

Large-group style. Klimesh emphasizes time efficiency by providing a limit on the time allotment for work completion. Later in the class period, Klimesh reveals a positive or generous style when she compliments all students for their work.

Large-group subject. Mrs. Klimesh selects a topic for students to address that concerns getting along with one another.

Large-group purpose. On a class-wide basis, Mrs. Klimesh sends a communication to the parents of each child.

Large-group methods. Mrs. Klimesh tells students what they are to do in advance of their activity. She gives them verbal directions. At one point, such directions are accompanied by corresponding directions on the blackboard. At another point, she turns off the ceiling lights to provide directions. When a visitor enters the classroom, she tells the students what she expects them to do in light of this change. Thus, she provides her behavioral expectations in advance of behavior. Mrs. Klimesh also supports students' appropriate behavior by

providing specific praise to two students in a setting where all students can hear such specific praise. She leads the class in a discussion of helping behavior.

Small-group style. Mrs. Klimesh is supportive and positive to Teri when asking her to read and report to the class her group's findings concerning helping behaviors.

Small-group purpose. Klimesh uses the cooperative group setting, which facilitates students' interaction and collaboration. Before they engage in cooperative group activity, Mrs. Klimesh encourages students to be respectful of one another. Finally, by assigning three kinds of participation for each cooperative group, Mrs. Klimesh provides for a multilevel curriculum. In this instance, one student is designated as the leader, one as the writer, and one as the reporter.

Small-group methods. When Teri does not follow directions concerning joining her cooperative group, Mrs. Klimesh physically takes Teri to her group. At a later point, Mrs. Klimesh repeats a direction to Teri.

Routines. The hot lunch routine is observed in conjunction with the VIP routine.

18 December 1990 (Tuesday)

Large-group purpose. Mrs. Klimesh facilitates group interaction and collaboration by using cooperative group activities. Additionally, participation within these groups is structured to support a multilevel curriculum. Specifically, in each group, one student is the reporter, leader, and writer.

Large-group methods. Mrs. Klimesh informs students of her expectations of them in advance. These expectations concern their personal conduct as well as their task assignments. Stated expectations or directions concerning the latter, i.e., content directions, are also indicated on the blackboard. During one class announcement, Mrs. Klimesh turns off the ceiling lights. Mrs. Klimesh, additionally, supports students' appropriate behavior by providing specific praise of a small group of students for all students to hear.

Small-group style. Mrs. Klimesh reveals her time-efficient style by giving students a time limit pertaining to their work.

Small-group methods. When Teri fails to follow verbal directions today, Mrs. Klimesh first repeats the directions. When Teri then complies with one part of these directions,

Mrs. Klimesh verbally praises her for same. When Teri refuses to comply completely with directions, Mrs. Klimesh motivates Teri through reinforcement sticks. When this is not successful, Mrs. Klimesh threatens to call Teri's parents. When this is also not successful, Mrs. Klimesh restates her expectations of Teri. When Teri refuses to comply, Mrs. Klimesh physically moves Teri to a desk time out. Another student, We., is corrected for misbehavior by a time out in the hallway.

Support services. IFSP Julie is present in the classroom and takes Teri into the hall to speak with Teri concerning her misconduct. IFSP Julie tells Teri why her behavior was not acceptable, i.e., she did not follow Mrs. Klimesh's directions, and what consequences there will be for this misconduct, i.e., Teri's parents will be notified.

19 December 1990 (Wednesday)

Large-group style. There is a combined style of work accomplishment and relaxation present today. Work accomplishment is seen/observed by the listing of students on the blackboard in conjunction with tasks to which they need to attend. Work accomplishment through efficient use of time is seen when Mrs. Klimesh provides a second assignment for students completing their current assignment early. Christmas music plays softly in the background.

Large-group purpose. Mrs. Klimesh encourages cooperation and collaboration by telling students to help one another and by referring to wall sign listing helping words.

Large-group methods. Mrs. Klimesh makes an announcement and provides directions with the ceiling lights turned off. Additionally, she directs students to move by desk group. The latter may be a routine not yet identified.

Small-group style. Mrs. Klimesh has an enthusiastic response to Teri's oral reading.

Other. Teri reveals organizational skills by knowing which spiral is her learning log.

9 January 1991 (Wednesday)

Substitute teacher, Mrs. Shell, replaces Mrs. Klimesh today.

Large-group style. Both a casual and time-efficient style are present today. Casualness is observed from students sitting on floor in the corner and listening to oral poems. Time efficiency and/or work accomplishment are encouraged when Mrs.

Shell provides an additional assignment for those finishing early.

Large-group subject. Mrs. Shell reads poems that have high interest to second-grade students. Specifically, she reads poems about dinosaurs.

Large-group purpose. Mrs. Shell reveals her plan for a group project later in the day. This indicates her intended facilitation of interaction and collaboration.

Large-group methods. Mrs. Shell supports and promotes appropriate student behavior by having one peer write down the names of quiet listeners and, later, by having this peer read the names of such quiet listeners. She, additionally, supports appropriate behavior by providing verbal directions and then having one student repeat those directions for all to hear. She excuses small groups of students rather than large groups. This reduces the likelihood of a behavior problem.

Small-group purpose. Mrs. Shell structures a moderately sized group of students to engage in oral reading at table number one.

Small-group methods. Students having not completed their language sentences on time are punished by not being able to join the group in the reading corner. This punishment is of a mild variety. Specifically, Mrs. Shell restricts their access to immediate group activity. When they complete their work, they are free to join the group. She responds to inappropriate behavior by Jar. by telling him that his behavior is unacceptable. Finally, Teri has an adapted language sentence writing activity today. Again, she copies model sentences from a page on her desk, not from the blackboard. New desk group arrangements were presumably structured by Mrs. Klimesh in anticipation of her absence for medical reasons. These new desk group arrangements are structured heterogeneously and are considered in this record a small-group strategy. One group is comprised by Teri, Kr., and Me. Teri clearly is a student who is academically and behaviorally struggling in this classroom. Her partner, Kr., is a class leader and shows some academic strength in this investigation. On 12 November, it is revealed that Kr. is the student council alternate. Additionally, on 10 January, she easily completes a dinosaur riddle. She demonstrates good work habits on 21 and 24 January. On the latter date, however, her early completion of an assignment may be related to her choice to do the less difficult of two assignment options. Me., like Kr., elects to do the easier of two assignment options. On the other hand, Me. demonstrates good work habits on 23 January, when, upon completing her

assignment, she engages in independent reading. She also completes an assignment in timely fashion on 22 January. On 7 March, she is the first student to satisfactorily complete an assignment. Finally, on 17 December, Mrs. Klimesh informs Me. that she is a nice and kind person. Therefore, Teri is in a group with two responsible and somewhat academically strong students. Another group is comprised by Da., Be., and We. Da. is not observed to excel academically. Instead, he is observed to be slow in completing his work on 15 and 21 January and on 18 February. He is unable to answer a story comprehension question on 13 December. We. is also observed to have learning problems. These include instructional as well as behavioral problems. For example, on 23 October, he orally reads with difficulty. On 26 November, he needs assistance in word decoding. He uses a taped version of a story on 29 November. And, on 13 December, he incorrectly answers a story comprehension question. He is late in completing his work on 9 January as well as on 11 and 18 February. Additional observations reflecting behavioral and academic problems are observed on other days. For example, on 21 January, We. is directed to begin his work three times. Thus, Da. and We. are observed to have academic and behavioral problems. Be. is not observed to have behavioral problems. He is not observed to be an academic leader. On the other hand, Be. quickly locates newspaper information on 12 March. On 25 October, he does not keep place or keep up in oral reading. Be. is clearly academically stronger than Da. and We., however, and he does not have behavioral problems exacerbating academic problems. Thus, there is some heterogeneous mixing in this group. A third group is comprised by Br., Jo., and Jar. Br. is observed as a class leader academically and behaviorally throughout the time of this investigation. For example, on 25 October, Mrs. Klimesh asks Br. to provide assistance to students listening to oral stories on the tape recorder. On 29 October, when he and one other student leader, Dal., cannot correctly answer a language sentence correction question, Mrs. Klimesh asks no other students to answer the question and provides the answer herself. He correctly alphabetizes words on 27 November and demonstrates knowledge about Hanukkah on 13 December. Additionally, on 24 January, he is asked to accompany another student having demonstrated behavioral problems to the bathroom. He correctly answers a comparison question on 22 February. He is, however, observed to make an academic error on 27 November and to have a behavior problem on 19 December. Mrs. Shell, on 22 February, identifies Br. as a clear leader in this classroom. He is grouped with Jo. and Jar. Jo. is, in the opinion of this researcher, an average to slightly above average student. He is late in completing his work on 9 January and 14 January. On the other hand, Jo. shows vocabulary strength on 21 January and good work habits on 11 February and 25 February. Jar. appears to have academic

potential but to also have behavioral problems. Academic strength is demonstrated on 12 November and 21 November for this student. Behavioral problems, on the other hand, are found on 9 and 15 January as well as on 11 and 20 February. Thus, the placement of these three students in one desk group provides a clear heterogeneous mix of ability and behavior. Another group is comprised by Li., Ca., and Ka. Ka., in the opinion of this observer, is an average student. She is not observed to have academic strength or weakness or behavioral problems during the time of this investigation. Ca., likewise, is probably an average student. Similarly, she is not observed to have academic or leadership strengths or academic or behavioral problems. She is, however, assigned to Teri as a peer buddy on 18 February. Li., on the other hand, demonstrates academic and work habit strength. Mrs. Klimesh asks Li. to read her story to the class on 23 October. She is one of two students publicly praised for their story writing on this day. On 13 December, she shows, along with Br., more knowledge concerning Hanukkah than her peers. Additionally, on 5 March she recalls vocabulary instruction received from Mrs. Klimesh before Mrs. Klimesh's medical leave. On 12 March, she is one of seven students to quickly locate identified newspaper information. On 23 January, she shows good work habits by engaging in independent reading when her assignment is completed. Her placement, therefore, with Ca., and Ka. constitutes a heterogeneous mix. Yet another group includes Jen., Liy., and He. All three of these female students demonstrate academic and leadership strength in this classroom. On 22 February, Mrs. Shell identifies Liy. as a clear leader among her peers. On 10 December, she correctly recalls all-class directions. On 12 December, she assumes a lead role in a play. On 10 January, she is an early completer of a dinosaur riddle. On 28 January, she reveals the high expectations she has for her own academic performance. And on 12 March, Liy. quickly finds newspaper information along with several other peers. Jen. is another academic leader in this classroom. Her strength is reflected by observations on 30 October, 15 November, 21 November, and on 12 December. On the latter date, she assumes one of two lead roles in a class play. She answers a difficult synthesis question on 9 January and completes her work early on 24 January and 7 February. She answers another difficult comprehension and vocabulary question on 19 February and quickly finds identified newspaper information on 12 March. The final member in this group is He. She completes assigned work in timely fashion on 23 January, 7 February, and 11 February. Of the three pupils in this group, she is viewed as the least academically strong. This group is, nevertheless, less heterogeneously mixed than others. Dal. is in another group with Je. and Se. Dal. shows vocabulary strength on 21 November, dinosaur information strength on 10 January, and study skill strength on 5 March. On the latter date, he recalls dictionary-related information

received from Mrs. Klimesh before her medical leave. He does, however, have a behavior problem on 15 January. Clearly, he provides the academic strength needed in his cooperative group with Je. and Se. The latter two students are observed to have learning and behavioral problems throughout the present investigation. For example, We. requires reading support via taped stories on 25 October and 29 October. He is slow to complete his work on 9 January, 14 January, and 11 February. Behavioral problems are observed on 15 January, 20 February, and 6 March. Se. is observed to have academic problems on 5 December, when he reads orally very slowly to the class as well as on 9 January, 14 January, 15 January, 21 January, and 11 February, when he is slow to complete his work. Behavioral problems surface for this student on 24 and 28 January. Clearly, again, this is a heterogeneously grouped desk arrangement. The last desk group includes Al., As., and An. As., in the opinion of this observer is an average student in Mrs. Klimesh's class. She does, however, complete a dinosaur poem quickly on 9 January and finds newspaper information quickly on 12 March. An. completes work early on 5 December and 22 January as well as on 30 January. On 15 January, she provides an accurate language sentence correction. The academic strength in this group, however, is provided by Al. Her leadership in this regard is demonstrated on 23 October, when she is one of two students complimented for her written story. She completes her work early on 10 January and 30 January. On 6 December, she correctly answers a question, and on 12 March, she quickly finds identified newspaper information. Additionally, on 9 January, Al. correctly responds to a difficult synthesis question. Thus, the use of heterogeneous mixing in desk groups is found on this day.

Routines. The students engage in their sentence corrections at the start of the day. For Teri, an adapted language sentence routine exists.

10 January 1991 (Thursday)

Substitute teacher, Mrs. Shell, replaces Mrs. Klimesh today.

Large-group style. Efficient use of classroom time is emphasized when Mrs. Shell provides additional assignments for students completing their work early. This is supported by a tray on the back shelf containing activities in which students may engage after completing their assignments. A casual style is present when students sit on the floor in the reading corner and listen to riddles read aloud by Mrs. Shell. Finally, Mrs. Shell is positive and supportive of the entire class for their overall good work at the completion of an assigned activity.

Large-group subject. The area of study concerns dinosaurs. Dinosaurs are particularly interesting and exciting for young students. Therefore, the subject is interesting to these students. Additionally, there are three reading groups now identified in the classroom. Each has the word dinosaur in it.

Large-group methods. Mrs. Shell maintains students' attention by having one student record the names of quiet listeners. She maintains their focus, as well, by introducing a game where students suddenly need identify how many fingers she is holding up. This she begins by asking, "Who is watching?" She supports students' correct following of directions by providing directions orally and then publicly identifying students following such directions.

Small-group style. When Teri is reluctant to join her reading group, Mrs. Shell presents an open and positive style to Teri. Specifically, she physically goes to Teri and reaches out her hand. This works, and Teri joins her group. Mrs. Shell promotes We.'s self-concept by structuring an opportunity in which he can help another student. We. demonstrates repeated difficulty academically, and in some cases behaviorally. It helps both Teri and We. to structure a peer helper system that academically serves one student and socially serves another well.

Small-group purpose. Mrs. Shell promotes group work, to some extent, by a moderately sized reading group activity. Particularly with Teri and We., there is evidence of structured collaboration. In this situation, We. reads for Teri in advance of her own oral reading.

Small-group methods. After giving oral directions to the class, Mrs. Shell repeats these directions for Teri. In another instance, she essentially repeats directions by calling Teri three times to join a reading group. When she wishes to alter Se.'s behavior of not reading appropriately, Mrs. Shell provides a verbal reminder to Se. Mrs. Shell provides Teri with verbal praise and reinforcement sticks for joining her reading group and participating in same. These reinforcement sticks as well as verbal praise are provided in advance and at the conclusion of such participation.

Routines. The recording of quiet listeners is taking on a routine-like presence. It is, additionally, observed that students are now returning materials to the back shelf, as they did when Mrs. Klimesh was present. Students apparently engage in their routine of language sentences, as evidenced by work completed and placed on the back shelf.

14 January 1991 (Monday)

Substitute teacher, Mrs. Shell, replaces Mrs. Klimesh today.

Large-group style. Mrs. Shell reveals her time-efficient style by engaging in weekly planning with the students and providing a second assignment for students completing one assignment early. She reveals a positive style, as well, by inviting, or almost inviting, students to participate in language sentence corrections. Interestingly, We. is the second student to volunteer to participate in language sentence corrections. The researcher has not observed We. to seek participation in the past. A casual style is observed as students sit in the corner and listen while Mrs. Shell reads to them. She, additionally, reflects an open and flexible style when she allows student participation in the planning of their work. Specifically, this involves the making of another book about dinosaurs. When given an opportunity to engage in such planning, at least on this day, the students indicate they want to create another book.

Large-group subject. Bulletin boards support the current reading theme of dinosaurs. Thus, they capitalize upon students' interest in these giant creatures. The importance of stories is emphasized as Mrs. Shell reads another book to the students about dinosaurs.

Large-group methods. Mrs. Shell maintains students' focus by having one student record the names of quiet listeners. She later uses the strength of an esteemed peer model. Specifically, she gives paper for new work to a reliable and capable student, Br., and entices students to watch him as he returns to his desk. Mrs. Shell maintains large-group focus by employing mystery or suspense. There are two instances of this. The first involves Mrs. Shell's drawing of a name to determine the recorder of quiet listeners. The second involves her handing paper to Br. and enticing other students to watch with her when she says, "Let's see what he does." During language sentence activity at the start of the day, Mrs. Shell verbally praises students' accuracy.

Small-group style. Mrs. Shell is flexible by allowing Teri to take her grocery store receipt to the appropriate place within the school building.

Small-group methods. Teri sits at a desk group with partners who get started on their work right away today. Thus, Teri's desk group partners are positive peer role models. Instead of copying from the blackboard, Teri copies her language sentences from a model paper on her desk.

Routines. The language sentence and quiet listener routines are observed. Returning paper work to the back shelf by the sink is another routine observed today. Teri's adapted language sentence routine is apparent.

15 January 1991 (Tuesday)

Substitute teacher, Mrs. Shell, replaces Mrs. Klimesh today.

Large-group style. A casual style is observed as Mrs. Shell sits in rocking chair with students around her on the floor and in the corner. The teacher, additionally, reveals a time-efficient style. She does this by providing students with two assignments. Thus, after students finish one assignment, they know they are to begin another.

Large-group subject. Topic of story reading and writing activity concerns dinosaurs, an interesting topic for children of this age.

Large-group purpose. The teacher promotes a psychologically safe environment by addressing events in the Persian Gulf and allowing students to share their feelings and anxieties.

Large-group methods. Mrs. Shell maintains focus by using the element of fun or suspense in selecting a student to be the helper. She does this by drawing a name out of a container. She also maintains focus by having Teri and a peer record the names of quiet listeners during oral story reading.

Small-group style. Mrs. Shell reveals flexibility in the content of students' individual dinosaur reports, in contrast to the more structured group dinosaur reports.

Small-group subject. The content of group dinosaur reports is predetermined in contrast to individual dinosaur reports.

Small-group purpose. Mrs. Shell promotes student collaboration through group involvement in dinosaur reports. She, additionally, promotes collaboration between Teri and a peer when she assigns a peer to work with Teri on developing and reading the names of quiet listeners.

Small-group methods. In the presence of inappropriate behaviors by We. and Jar., Mrs. Shell removes a distraction and verbally redirects to correct such misbehavior, respectively. She assigns a peer to work with Teri in a special duty. Mrs. Shell provides additional support regarding directions for next assignment to Jo., Jar., and Se. These students are often slow in completing language sentence activity. By asking these students to tell her what they will do in the next assignment, she not only makes sure they

understand the assignment, but she also presents a positive and supportive posture.

Routines. A larger routine comprised by smaller routines is becoming evident. This includes identifying students having hot lunch on a given day, assigning a VIP and giving that person the hot lunch list, leading students in language sentence corrections on the blackboard as well as on papers, and beginning an oral reading activity in the reading corner. Quiet listeners being recorded during oral reading is another routine observed today. In this particular instance, there is an adaptation so that Teri can be the student involved in attending to this duty. In this adaptation, a peer writes and Teri copies students' names. Later, the peer does all writing. After oral story, the peer whispers each name on the list and Teri repeats same.

21 January 1991 (Monday)

Substitute teacher, Mrs. Shell, replaces Mrs. Klimesh today.

Large-group style. A casual style is revealed by students sitting on the floor in the reading corner with Mrs. Shell, who sits in a rocking chair. A supportive large-group style is indicated by the message in Mrs. Klimesh's letter to the class. In that letter, Mrs. Klimesh notes her receipt of a communication from the students. Br. evidences his awareness of the valuing of time in this classroom when he asks Mrs. Shell to identify additional assignments. Finally, Mrs. Shell creates some anticipation regarding a subsequent learning activity, and, thus, reveals a fun or somewhat exciting style.

Large-group subject. Reading and writing about dinosaurs continues in the classroom. This is a subject of interest to students of this age. This topic is bolstered by bulletin board displays. Mrs. Shell indicates that a subsequent learning activity will address students' enhanced understanding and appreciation of human diversity. The latter relates to a unit on Martin Luther King. Books pertaining to the subjects of dinosaurs and civil rights are on the blackboard chalk tray.

Large-group purpose. The addressing of civil rights and Martin Luther King reveals the underlying purpose of facilitating students' understanding and appreciation of human diversity. Mrs. Shell stresses the importance of work completion by having students complete their language sentence work before joining the entire group in the reading corner. Mrs. Shell promotes an inclusive environment where students feel psychologically safe by helping the class to send a letter to their regular teacher. Doing this can help young students deal with their anxieties.

Large-group methods. Mrs. Shell makes sure that she has students' attention before giving verbal directions. She maintains focus during oral reading by having one student record the names of quiet listeners. She, additionally, rewards quiet listeners by structuring for their early dismissal to begin the next assigned activity. The teacher supports the approved behavior of all students by individually naming students having attended various parts of their current assignment.

Small-group style. Mrs. Shell is positive and supportive to Teri, in particular, for writing her name on her paper. In doing this, she shows support to a student with learning problems. On the other hand, she corrects misbehavior by We. through verbal redirection. Teri's language sentence activity involves a writing adaptation again today. Teri copies from a model on her desk, not from the blackboard. Additionally, Teri's sentences are not identical to those on the blackboard. Concerning Teri's commencement of a new assignment, Mrs. Shell repeats directions to Teri on a step-by-step basis. It is observed that Teri's desk group partners, Me. and Kr., attend their assigned work. Thus, desk group partners assigned to Teri seem reliable and good peer models.

Routines. The language sentence routine is evidenced by sentences remaining on blackboard. And its regular follow-up with oral story reading is observed. For Teri, the language sentence routine is an adapted routine. Paperwork is returned to the back shelf, and quiet listeners are recorded.

22 January 1991 (Tuesday)

Substitute teacher, Mrs. Shell replaces Mrs. Klimesh today.

Large-group style. A casual style is observed as students sit in corner for oral story. A mysterious and fun style is also revealed. Mrs. Shell announces that she will be watching an as-yet-unidentified student who will later receive special privileges. Additionally, she informs students that the ending of a story begun today will not be provided until tomorrow. In two instances, Mrs. Shell conveys the importance of time efficiency in this classroom. The first involves Me. and An., who receive an additional assignment. Later, it concerns Teri, when Liy. stops to speak with Teri during work time.

Large-group subject. There is celebration and interaction based on story at the outset of this day. A room display of miniature dinosaurs supports the current reading topic.

Large-group purpose. Work completion is important in this classroom. This is observed when Teri cannot join her peers

in the reading corner until she finishes her immediate assignment. Similarly, Mrs. Shell monitors for quality in other students' work. She tells Jar. that his story ending should be in story form, and one sentence is not sufficient to meet that criteria.

Large-group methods. Mrs. Shell maintains students' focus by the use of the quiet listener routine. She, additionally, supports students' appropriate behavior by identifying a new phenomena in the class period. This involves Mrs. Shell watching a particular but unidentified student to see how that student performs today. Mrs. Shell also promotes desired student behavior by naming peer models in the whole class setting. In this instance, she orally identifies and praises two particular students.

Small-group style. Mrs. Shell reveals that she is flexible when some boys work at extra desks by their own choice. She is positive by her oral identification of two particular students who are working particularly well.

Small-group subject. Teri's understanding of what she reads is stressed when Mrs. Shell asks Teri to orally read what she has written. Thus, the meaningful aspect of writing is stressed.

Small-group purpose. Mrs. Shell maintains home-school communication with Teri's parents. This is revealed with regard to school supplies.

Small-group methods. Teri uses adapted method for writing that involves copying from a model page rather than from the blackboard.

Routines. All students engage in language sentence routine. All students, except for Teri, follow this up with oral story reading in the reading corner. Teri's language sentence routine is an adaptation for her. The quiet listener routine is in place today, and the use of the VIP is referenced by Mrs. Shell. Additionally, completed paperwork is returned to the back shelf.

Support services. Observed planning between Mrs. Shell and the aide occurs upon entry of the aide into the classroom. The nature of support services provided today is direct. The aide reads the beginning of the book to Teri that Mrs. Shell previously read to the class in the reading corner.

23 January 1991 (Wednesday)

Substitute teacher, Mrs. Shell, replaces Mrs. Klimesh today.

Large-group style. The emphasis placed on efficient use of time is demonstrated today by students' independent engagement in reading and dinosaur journal writing following conclusion of assigned work. Mrs. Shell emphasizes the importance of using time wisely when, upon seeing one student working in his dinosaur journal, she provides specific praise for using extra time in that fashion. Mrs. Shell provides support to the students as a whole by posting their work concerning dinosaur facts.

Small-group methods. Teri's desk group partners are Me. and Kr. Both of these female students use their free time in a responsible way today. Therefore, Teri is in a desk group with peers who set a good example in work habits.

Support services. IFSP Julie provides direct instructional support to Teri. This work concerns reading with emphasis on initial letter sounds. When Teri can not identify a particular initial letter sound, IFSP Julie relates the difficult word sound to something more personal in Teri's life. Today, this involves Teri's desk partner, Me. Additionally, there is implied reading program development by the collection of envelopes that IFSP Julie brings with her today.

24 January 1991 (Thursday)

Substitute teacher, Mrs. Shell, replaces Mrs. Klimesh today.

Large-group style. Mrs. Shell shows positive support to the whole class for working on a hard assignment. She reveals a time-efficient style by providing students with additional, optional assignments, should they finish their current assignment early.

Large-group subject. The students write reports on dinosaurs, an interesting topic for students of this age.

Large-group purpose. A multilevel curriculum is provided today in students' writing activity. This multilevel writing activity has two tiers. One involves copying from the blackboard. The other involves generating writing independently. Concerning the former, students copy charted dinosaur information. If students elect this option, they also copy a paragraph created from the charted information. If they choose to not copy from the blackboard, they can create their own chart of dinosaur information and write their own paragraph (based on their chart).

Large-group methods. There is class-wide participation by raising hands.

Small-group style. Mrs. Shell shows support to two students with lower ability. One of these is Teri.

Small-group methods. Mrs. Shell supports appropriate behavior through verbal praise and tangible reinforcement. For one student, We., Mrs. Shell provides verbal praise. For another student, Teri, she provides verbal praise and a reinforcement stick. She, additionally, supports appropriate behavior by assigning an esteemed peer buddy to accompany one student to the bathroom. The student requiring the escort misbehaved in the bathroom earlier during this week. Thus, Mrs. Shell uses peer power to support appropriate behavior. For another student, Jar., Mrs. Shell affects the removal of a distracting object.

28 January 1991 (Monday)

Substitute teacher, Mrs. Shell, replaces Mrs. Klimesh today.

Large-group style. Mrs. Shell demonstrates general support for all students' work. She, additionally, demonstrates a fun or mysterious style. This mysterious style is revealed by the use of a mystery person.

Large-group subject. Students continue to study and write about dinosaurs, an interesting topic for children.

Large-group purpose. The teacher reveals that students will interact later, sharing their dinosaur information. A multilevel curriculum is observed today. This is provided through an activity involving independent recall of dinosaur facts. Specifically, students recall and write down as many dinosaur facts as they can on one side of a paper. After having done this, they then use reference materials to provide additional facts on the other side.

Large-group methods. Mrs. Shell uses a mystery person today. This promotes all students' appropriate behavior, based on Mrs. Shell's prior statements about using a mystery person.

Small-group style. Mrs. Shell is particularly supportive of three students having problems today. She is supportive of Se., who previously had a behavior problem. She is also supportive of Liy., who is upset over not meeting her own self-expectations. She is supportive of We., who is academically struggling.

Small-group purpose. Mrs. Shell encourages student collaboration as long as the work atmosphere is not hampered by noise.

Small-group methods. When working with We., Mrs. Shell points to words and provides initial sounds, as needed.

30 January 1991 (Wednesday)

Substitute teacher, Mrs. Shell, replaces Mrs. Klimesh today.

Large-group style. Mrs. Shell emphasizes efficient use of classroom time by providing a range of assignments for students completing their work early.

Large-group purpose. Mrs. Shell directs students to practice reading in order to correct errors. Thus, she promotes accurate, high quality work.

Large-group methods. Mrs. Shell promotes students' appropriate behavior by verbal direction to minimize noise in classroom. She later corrects their inappropriate rushing and racing behavior by providing verbal directions with the ceiling lights off.

Small-group style. Mrs. Shell provides special support to We., a student often struggling to keep up academically.

Small-group subject. Student interaction based on writing is observed today.

Small-group purpose. By instructing students to read to a wall and then to a friend, Mrs. Shell promotes students' oral reading skills and collaboration.

Small-group methods. Mrs. Shell informs the researcher that Teri's writing adaptation almost always involves her copying on the same page as the model.

Routines. Completed paperwork is returned to the back shelf.

31 January 1991 (Thursday)

Substitute teacher, Mrs. Shell, replaces Mrs. Klimesh today.

Large-group style. Mrs. Shell demonstrates positive feelings and support for all students concerning the work they have done today.

Large-group subject. Students continue to write about a subject of interest, dinosaurs.

Large-group purpose. Mrs. Shell promotes students' completion of quality work by providing a group reward based on same. Mrs. Shell circulates through classroom to observe and monitor students' performance. By doing this, she monitors for accurate and good quality work.

Large-group methods. Mrs. Shell reinforces group effort with a group reward. At another time, she corrects group misbehavior by verbal statements that such misbehavior is unacceptable.

Small-group style. Mrs. Shell emphasizes time efficiency in her interaction with Se.

Small-group purpose. Mrs. Shell reveals the importance of work completion by informing Se. that he could lose a privilege for not completing his work in timely fashion.

Small-group methods. IFSP Julie reveals that the use of reinforcement sticks is by the classroom teacher, not IFSP Julie. Teri's writing adaptation is somewhat different today. Yesterday, Mrs. Shell informed the researcher that when Teri writes she writes on the same page as the model. Today, however, when working with IFSP Julie, Teri copies from a model onto a separate page.

Support services. IFSP Julie provides direct support services to Teri today. These services are both academic and functional in nature. Her academic support services assist and direct Teri in writing her dinosaur report. IFSP Julie accomplishes this by reading the dinosaur book to Teri and then stopping to repeat a dinosaur fact. IFSP Julie then asks Teri to repeat that dinosaur fact. After Teri says the fact, IFSP Julie directs Teri to state the fact in sentence form. Teri provides the sentence, and IFSP Julie rephrases and writes it down. Teri then copies the written sentence as IFSP Julie names the letters involved and coaches Teri in their formation. After this, IFSP Julie and Teri read together what has been written. IFSP Julie also provides Teri with verbal praise for appropriate responding. Another area of direct support services provided today involves functional instruction. Specifically, IFSP Julie directs Teri in how to blow her nose using a Kleenex.

4 February 1991 (Monday)

Substitute teacher, Mrs. Shell, replaces Mrs. Klimesh today.

Large-group style. Bulletin board display supports the self-concept of students throughout the classroom. Thus, a positive style is revealed.

Large-group subject. Another bulletin board supports the reading content of presidents and famous black Americans. Mrs. Shell emphasizes that today's activity needs to be related to a previously read story. Thus, the subject matter is story related.

Large-group purpose. Mrs. Shell circulates the classroom monitoring students' work and speaking with them about same. This tends to encourage students' work accomplishment and high quality performance. Bulletin boards promote acceptance and understanding of racial diversity as well as students' positive self-concepts.

Large-group methods. When a large group of students misbehave, Mrs. Shell corrects this with a verbal direction, at which time the ceiling lights are turned off.

Small-group subject. While her peers write stories on cut-out paper mittens, Teri engages in a related activity. Specifically, Teri copies sentences on a paper mitten onto a separate, lined page. Then she engages in another related activity, reading.

Small-group purpose. Mrs. Shell promotes the work accomplishment of Jo. and Teri. She encourages the work accomplishment of Jo. by responding positively to him after he completes his work. She promotes the work accomplishment of Teri by reminding her peers to keep the noise down while Teri completes her work.

Small-group methods. Teri's adapted writing activity involves copying onto a separate paper with direction from IFSP Julie. Mrs. Shell supports the appropriate work and behavior of Teri with verbal praise and a reinforcement stick. She promotes the appropriate behavior of Jo. with praise and a hug. She corrects the conduct of Dal. with a verbal direction.

Support services. IFSP Julie provides integrated and direct support services today. Her provision of the support services reveals program development on her part. Her direct services to Teri today concern reading. Specifically, IFSP Julie works with Teri on her initial word sounds. She accomplishes this through interaction based on worksheets that she provides Teri. When providing Teri with directions concerning these worksheets, she gives the directions and asks Teri to repeat same. When Teri cannot repeat same, IFSP Julie provides a demonstration. She, additionally, supports Teri's correct responding with verbal praise.

5 February 1991 (Tuesday)

Substitute teacher, Mrs. Shell, replaces Mrs. Klimesh today.

Large-group style. Mrs. Shell provides overall, positive support to the class when she says, "Nice job, second graders."

Large-group subject. Except for Teri, the students in this classroom today write stories that are seasonally relevant. Specifically, they write a story about George Washington or Abraham Lincoln.

Large-group methods. Students' appropriate responding is guided today by sequenced written directions with nearby materials that create something like a class-wide learning center. All students but Teri are engaged in activities relating to this learning center. This is because, as Mrs. Shell explains to the researcher, some activities for Teri are optional and others are required. The learning center is an optional activity for Teri. Mrs. Shell corrects the inappropriately loud nature of the classroom by turning off the lights and providing a verbal redress.

Small-group style. The nature of a conversation between Mrs. Shell and Teri that the researcher overhears indicates that Mrs. Shell responds to a request by Teri to share her work with IFSP Julie. By doing this, Mrs. Shell demonstrates her support to Teri for her good work. Being positive to and supportive of students with learning problems is stressed in the best-practice literature regarding integration.

Small-group subject. While her peers work on a writing short stories that are seasonally relevant, Teri works in a related area. Specifically, Teri works on letter-sound identification as part of her reading instruction.

Small-group purpose. Mrs. Shell structures for a multilevel curriculum today. She explains to the researcher that Teri keeps up with her work assignments through a system in which some work is designated as required and other work as optional. Mrs. Shell explains to the researcher that, for example, work being done by Teri's peers today is not required work for Teri. Yesterday's work, on the other hand, was required of Teri and was completed. Mrs. Shell goes on to explain that peers volunteer to help Teri complete her assignments, whether required or optional, when their own work is already done. Mrs. Shell does not generally, she explains to the researcher, assign peer tutors. By not assigning peer tutors to Teri, Mrs. Shell may be actually promoting more positive and natural peer interactions.

Support services. IFSP Julie provides integrated and direct support services to Teri relative to initial word sounds. After completing her work with Teri, IFSP Julie instructs Teri's desk partner, Kr., on how to help Teri with her current reading work. It is interesting that this is observed today, since Mrs. Shell told the researcher on this day, as well, that she does not usually assign peer tutors.

Other. Teri wears a Brownie uniform today along with Lij. and An.

6 February 1991 (Wednesday)

Substitute teacher, Mrs. Shell, replaces Mrs. Klimesh today.

Large-group subject. Students in this class as well as from other classes listen to a professional story teller. Thus, there is clear and evident celebration of story today.

7 February 1991 (Thursday)

Substitute teacher, Mrs. Shell, replaces Mrs. Klimesh today.

Large-group style. Mrs. Shell emphasizes efficient classroom time usage by providing follow-up directions for students completing their assignments early.

Large-group purpose. Mrs. Shell circulates through the classroom as she monitors students' work. This is one way of encouraging work accomplishment and high work quality. She provides something of a multilevel curriculum when making an open-ended assignment. This involves students' writing of something they learned about weather today.

Large-group methods. When she and her students are in another classroom, Mrs. Shell makes an announcement that is not correctional in nature with the ceiling lights switched.

Small-group subject. While her peers write in learning logs, Teri is engaged in a related activity. She writes words beginning with the letter b.

Small-group methods. Mrs. Shell provides nonspecific verbal praise to Teri after she begins her assignment.

11 February 1991 (Monday)

Substitute teacher, Mrs. Shell, replaces Mrs. Klimesh today.

Large-group style. By providing students with additional work upon completion of current assignment, Mrs. Shell emphasizes the importance of efficient usage of time. She provides

students with five activity options, if they complete their work early. When she dismisses students according to a color worn today, Mrs. Shell introduces an element of fun and anticipation in the classroom.

Large-group subject. A bulletin board display relating to Africa promotes acceptance and understanding of cultural diversity. Students seated at table number one study the globe and identify a country involved in the current Persian Gulf crisis. These students, therefore, are engaged in a meaningful activity. Students are using the book, The Drinking Gourd, a book identified to concern the underground railroad on 27 February in the Myer descriptive record.

Large-group purpose. Mrs. Shell circulates through the room to monitor students' assignment activity. In doing this, she encourages quality work and work accomplishment. Work accomplishment is, additionally, emphasized by the teacher's flicking on and off of ceiling lights to discourage distracting noise levels.

Large-group methods. Mrs. Shell maintains students' appropriate focus on their work by turning the ceiling lights on and off in response to inappropriate noise levels.

Small-group style. Mrs. Shell is particularly supportive of Teri and Se. today. Because these two students are academically struggling in this classroom, Mrs. Shell provides special support to students with lower ability. Best-practice literature supports the provision of extra support to students with lower abilities.

Small-group methods. Teri's peers use vocabulary words from a particular story to address the main idea in same story. After copying the vocabulary words, they write about the main idea represented by these words and draw a corresponding illustration. Teri's written work is an adaptation of what her peers do. She does part but not all of the work they do. Teri does not write or draw about the main idea but copies the vocabulary words from her desk partner's paper. Mrs. Shell provides verbal praise in response to the work of two students. For Se., this praise is nonspecific. With Teri, however, Mrs. Shell is more specific. When one student, Jar., displays inappropriate verbal behavior, Mrs. Shell responds by staring at Jar. Interestingly, only a short time later, she is very supportive of Jar., acknowledging that a particular task is hard to do, after he complains about same.

Support services. IFSP Julie provides integrated and direct support services. She works with Teri on sight word recognition and understanding. In this regard, she instructs student volunteers in helping Teri learn to identify and

understand the sight words. Specifically, IFSP Julie instructs peers on how to help Teri when she holds up a word on a card, says the word, and uses it in a sentence. In the sentence example that she provides, IFSP is seasonally relevant. In addition to instructing these peers in the academic area of word recognition, IFSP Julie instructs in an affective area. She tells the students that it is better to praise Teri for doing something right than telling her what she should do.

Other. Liy. waits for and helps Teri so that they can leave together for recess.

12 February 1991 (Tuesday)

Substitute teacher, Mrs. Shell, replaces Mrs. Klimesh today.

Large-group style. Mrs. Shell offers excitement and fun through timed tests.

Large-group purpose. Work accomplishment is emphasized by a group reward.

Large-group methods. Mrs. Shell provides a group reward that supports students' appropriate behavior and attending.

Small-group purpose. Mrs. Shell monitors a small group working with Teri on her sight words. Monitoring tends to improve quality and group accomplishment. Thus, Mrs. Shell encourages quality and group accomplishment through her monitoring.

Support services. Mrs. Shell and IFSP Julie are observed communicating, but the communication is not overheard.

Other. Liy. helps Teri to prepare for recess and then leaves with her.

13 February 1991 (Wednesday)

Substitute teacher, Mrs. Shell, replaces Mrs. Klimesh today.

Large-group style. An element of fun is visible in the decorations for a Valentine's Day party. Mrs. Shell underscores the importance of using classroom time wisely when she presents three activity options for students completing their work early.

Large-group methods. In the presence of too much classroom noise, Mrs. Shell turns off the ceiling lights and makes a verbal direction regarding same.

Small-group style. Mrs. Shell is verbally supportive of We., a student struggling academically.

Small-group methods. Mrs. Shell provides specific praise to We. for his work. Mrs. Shell uses heterogeneous grouping arrangements in cooperative groups. Three groups are identified today. One group includes As., Liy., and He. Liy. demonstrates academic strength and good work habits on the 10th and 12th of December as well as the 10th and 28th of January. He. demonstrates academic strength on the 23rd of January as well as on the 7th and 11th of February. As., on the other hand, is not observed as a particularly high- or particularly low-functioning student. She does, however, complete a dinosaur poem assignment quickly on January 9th. Thus, a student who the researcher views as average is grouped with one strong and one moderately strong student. Another group includes Da., Jo., and Dal. Da. is observed as a slow worker on the 15th and 21st of January. Jo. is slow in his work completion on the 9th and 14th of January. On the other hand, Jo. reveals academic strength on the 21st of November and the 11th of February. Dal. consistently demonstrates academic strength. Some of the dates on which such strength is observed are the 29th of October, the 21st of November, the 10th of January, and the 7th of February. Thus, this second cooperative group is heterogeneously mixed, as well. In the third cooperative group identified today are Al., An., and Ca. On many occasions, the researcher observes Al. as an outstanding student in this classroom. These dates include the 23rd of October, the 6th of December, the 9th and 10th of January, and the 30th of January. An. shows academic strength on three days. These include the 15th, 22nd, and 30th of January. Ca., on the other hand, is neither observed as a particularly strong or weak student. Therefore, again, a heterogeneous cooperative group is formed.

Support services. IFSP Julie provides integrated and direct support services. These include teaching Teri's peers how to play an instructional game with Teri. Julie, additionally, instructs students in positive peer interaction and cooperation. Included in the latter, is her correction of Liy. and Je. for inappropriate social behavior. After instructing peers and Teri in game performance, IFSP Julie monitors game performance and activity from a slightly hidden vantage point.

Other. IFSP Julie indicates that Liy. and Teri are best friends.

14 February 1991 (Thursday)

Substitute teacher, Mrs. Shell, replaces Mrs. Klimesh today.

Large-group subject. There is a focus on and celebration of story. This is observed through students' illustrating of a recently completed story.

Large-group purpose. Mrs. Shell tours the room, monitoring students' work. She encourages class-wide accomplishment by rewarding all students' completion of work in learning logs. This reward allows students to interact with low voices.

Small-group methods. Mrs. Shell assigns We. to a time out in hallway following inappropriate conduct.

Routines. Completed paperwork is returned to the back shelf.

Other. Teri reveals organization abilities by putting her completed work in the appropriate place.

18 February 1991 (Monday)

Substitute teacher, Mrs. Shell, replaces Mrs. Klimesh today.

Large-group style. A casual style is seen by students being seated on floor in reading corner along with Mrs. Shell. Mrs. Shell sits in a chair.

Large-group subject. The focus today, Martin Luther King, promotes understanding of human diversity through orally read literature. This subject is seasonally relevant.

Large-group purpose. Mrs. Shell emphasizes work accomplishment by requiring We. and Da. to complete their work before joining the group.

Large-group methods. Mrs. Shell maintains focus by having the names of quietly listening students recorded. She, additionally, maintains focus by speaking to the students in a soft voice.

Small-group style. Mrs. Shell promotes an inclusive environment by making the necessary adaptations so that Teri is included in a regular way as a recorder and reporter of quiet listeners.

Small-group purpose. Teri is the person designated to record and identify quiet listeners today. A peer helps Teri accomplish this. The peer points to alphabet letters and whispers in Teri's ear so that Teri can participate. Teri's participation in this way demonstrates Mrs. Shell's acceptance

of varying levels of ability in this classroom. Thus, she facilitates an inclusive classroom serving multiple levels of ability. When she gives each group or pair of students one book to share, Mrs. Shell promotes students' cooperation and positive interaction.

Small-group methods. Mrs. Shell uses peer power to help Teri accomplish the recording of quiet listeners.

19 February 1991 (Tuesday)

Substitute teacher, Mrs. Shell, replaces Mrs. Klimesh today.

Large-group style. By providing an additional assignment for students completing their work early, Mrs. Shell emphasizes efficient use of classroom time. A fun style is revealed when Mrs. Shell excuses students through their participation in a math game.

Large-group subject. The subject of Martin Luther King is seasonally relevant. This subject also promotes understanding and acceptance of racial diversity.

Large-group purpose. Reading and discussion about Martin Luther King is facilitative of understanding and acceptance of racial diversity. When Mrs. Shell later assigns work and restricts privileges based on hair color, Mrs. Shell enhances understanding of racially based prejudice. She monitors for quality and accuracy by questioning students following Martin Luther King activities and by a game format employing students' correct responses to math questions. When she assigns an open-ended written response question to the class members, Mrs. Shell facilitates and multilevel assignment.

Large-group methods. Mrs. Shell corrects class-wide inappropriate noise by shutting off the ceiling lights.

Small-group purpose. Additional information on cooperative group membership is attained today. The cooperative groups in this class promote positive peer interaction, collaboration, and/or interdependency.

Small-group methods. Students in cooperative groups represent a heterogenous mixing of ability and conduct. Three groups not presented on 12 February are now presented and analyzed. One group includes Me., Ka., and Li. Me. demonstrates good work habits on 22 and 23 January. Good work habits and academic strength evidences by Li. on the 23rd of October, the 13th of December, and the 23rd of January. Ka. is not observed as an exceptional student in terms of greater or lesser ability. Thus, these three students represent a heterogenous mixing. Another cooperative includes Kr., Teri,

and Jen. Leadership and academic skills evidence for Kr. on the 12th of November, the 21st and 24th of January, and the 11th of February. Jen. demonstrates consistent academic and conduct strength. Some of these dates include the 30th of October, the 15th and 21st of November, the 12th of December, the 9th of January, and the 19th of February. Thus, Teri is grouped with academically strong students who are, additionally, good role models. The last cooperative includes Be., Jar., and Je. Although the range of differences in this group seems smaller than in others, there is, nevertheless, a heterogenous mix in this group, as well. Clearly, Je. is a student who is academically struggling in this classroom. Jar. is often reprimanded for reasons of poor conduct. He does, however, demonstrate academic strength on the 12th and 21st of November and the 21st of January. Be. is not observed at either extreme in terms of ability and conduct. He is observed as an average to above-average student. Thus, even in this group, there is a mixing of abilities.

20 February 1991 (Wednesday)

Substitute teacher, Mrs. Shell, replaces Mrs. Klimesh today.

Large-group style. A casual style is observed at the outset. Students sit on floor in reading corner as they listen to Mrs. Shell orally read about Martin Luther King.

Large-group subject. Topic of concern increases students' understanding and appreciation of human diversity. Students write reports about famous black Americans.

Large-group purpose. Mrs. Shell emphasizes the importance of students' understanding of the subject by asking comprehension questions. Mrs. Shell stresses work accomplishment for Dal. Specifically, he needs to complete his work on language sentences before joining the group in the reading corner.

Large-group methods. Mrs. Shell maintains focus by having one student record the names of quiet listeners. She rewards students for having been good listeners in two ways. First, these students stand up when their names are read and, thus, achieve recognition. Additionally, after their names are read, students return immediately to their desks. The latter adds to the element of status and provides some free time, as well. When it becomes necessary to correct the class for being too noisy, Mrs. Shell turns off the ceiling lights and then provides a verbal redress.

Small-group style. Mrs. Shell is supportive of Teri, a student of lower ability in this classroom. Her support is nonspecific. She tells Teri that she is doing a "nice job." Mrs. Shell is flexible with Teri. She expects Dal. to

complete his language sentence work before joining those in the reading corner. Teri, on the other hand, joins the group in the reading corner and completes her language sentence work later.

Small-group subject. While her peers begin reports about famous black Americans, Teri engages in the related activity of writing. Her focus involves use of the letter c.

Small-group purpose. The provision of a related activity for Teri creates a multilevel curriculum. When seated in reading corner, students share books. Such sharing promotes cooperation and collaboration.

Small-group methods. Teri's written work involves an adaptation. Specifically, Teri copies from a model on her desk rather than from the blackboard. Mrs. Shell provides Teri with verbal praise to support her appropriate behavior when she commences work on her next assignment.

Routines. The language sentence routine is present along with the adapted routine for Teri. Quiet listeners are recorded on two occasions. One student, the VIP for today, distributes papers to classmates.

Support services. IFSP Julie provides direct and integrated support services today. She engages Teri's peers in a simulation exercise to increase understanding and support for people with disabilities.

21 February 1991 (Thursday)

Substitute teacher, Mrs. Shell, replaces Mrs. Klimesh today.

Large-group subject. The topic concerns famous black Americans. This topic promotes understanding of human diversity. Additionally, this topic is seasonally relevant and, thus, more meaningful to students.

Large-group purpose. Mrs. Shell encourages group accomplishment by providing a group reward for good work.

Large-group methods. Mrs. Shell provides a group reward of structured free time.

Small-group style. Mrs. Shell encourages efficient use of time with Teri by asking Teri what she should be doing. Mrs. Shell reveals flexibility concerning Teri's completion of a fact sheet. After We. completes five sentences about Martin Luther King, Mrs. Shell identifies him as one of three students to leave for recess early. By doing this, she

provides support to a student who is generally struggling academically in this classroom.

Small-group purpose. Mrs. Shell encourages Teri's work accomplishment.

Small-group methods. Teri's written work, when compared with her peers, is modified. Mrs. Shell explains that Teri will do a fact sheet, but it will be less detailed. By doing this, Mrs. Shell accommodates for Teri's individual ability. Later, Mrs. Shell repeats verbal directions to Teri.

Other. Lij. stays late to help Teri prepare for recess.

22 February 1991 (Friday)

Substitute teacher, Mrs. Shell, replaces Mrs. Klimesh today.

Large-group style. There is a casual atmosphere in the classroom as Mrs. Shell reads an oral story to students during their fruit break. Students are seated in their assigned places but freely move around the classroom, as needed.

Large-group subject. The oral reading of the story constitutes a celebration of story. The subject of the story is related to students' current work on Martin Luther King.

Small-group methods. Mrs. Shell repeats directions to Teri regarding class-wide movement.

Routines. Student movement is directed by Mrs. Shell, who structures such movement according to colors worn by students.

Rules. By saying that We. is often a rule breaker (following his behavior in the school hallway), Mrs. Shell indicates that walking in the hall is, indeed, a general rule.

25 February 1991 (Monday)

Substitute teacher, Mrs. Shell, replaces Mrs. Klimesh today.

Large-group style. Mrs. Shell emphasizes efficient use of classroom time by providing an additional assignment or activity for students completing their work early. This involves creating a flag that includes elements of the black movement in America. Mrs. Shell, additionally, reveals an open and generous style by stopping to speak with many students as she circulates through the classroom to monitor their work. By doing this, she makes herself available and presents a generally positive style.

Large-group subject. Students create fact sheets about famous black Americans. The topic of concern increases students' understanding of cultural diversity. Additionally, the extra flag assignment noted above increases sensitivity to the black movement.

Large-group purpose. Mrs. Shell monitors for quality work and promotes work accomplishment by circulating through the classroom and observing activity. The importance of accomplishing work is further emphasized when Mrs. Shell turns the ceiling lights off in the presence of too much noise, and presumably, off-task behavior. Increased understanding and acceptance of cultural diversity is promoted through the activities occurring today.

Large-group methods. Mrs. Shell turns the ceiling lights on and off to control classroom noise. When she does this for the second time, she verbally tells students what they should be doing, i.e., sharing information quietly.

Small-group style. Mrs. Shell shows a generally positive and supportive style to Se., a student academically struggling in this classroom.

Small-group methods. While her peers generate their own fact sheets, Teri copies her fact sheet from a model. She, additionally, copies a letter to her mother. In both of these cases, she copies from a model that is separate from her own page. IFSP Julie is present during this writing adaptation/activity.

Support services. IFSP Julie provides direct support services to Teri today. She generates a fact sheet for Teri to copy. Then, she guides Teri in her copying of same by pointing to and saying each word and letter. IFSP Julie structures Teri's improved social behavior. She does this following an instance of inappropriate social behavior. After Teri pushes her way through a group of people, IFSP Julie directs Teri to return to these people and say, "Excuse me."

26 February 1991 (Tuesday)

Substitute teacher, Mrs. Shell, replaces Mrs. Klimesh today.

Large-group style. Mrs. Shell stresses efficient use of time by structuring the amount of time students should spend time on their rough drafts. She reveals a positive and supportive style to all students by providing a group reward of brownies for reading accomplishment. Near the end of the observation period, Mrs. Shell is observed to have a fun style to which the students react with anticipation. She excuses students for recess by incorporating a math game.

Large-group subject. Many students today develop stories relating to black history month. In addition to being a seasonally relevant topic, this topic increases students' understanding and appreciation of cultural diversity.

Large-group purpose. Group accomplishment in reading is stressed by Mrs. Shell through her provision of a group reward for same. Students' understanding and appreciation of human diversity is promoted through student work today.

Large-group methods. When giving directions that apply to all students but Teri, Mrs. Shell provides verbal directions one time and does not repeat same. The management system associated with Mrs. Shell's turning on and off of ceiling lights is described by Kr. as a progressive warning system. In this system, the turning off and on of three ceiling lights results in a class-wide desk time out. Mrs. Shell supports approved behavior with a group reward, i.e., brownies.

Small-group style. Mrs. Shell provides extra support to students of lower ability including Se. and Teri.

Small-group subject. While her peers are involved in story writing, Teri engages in a related writing activity. She copies the names of her peers. Earlier in the observation period, Teri engaged in another related activity. While her peers engaged in an oral math activity, Teri worked on math addition problems in the hallway.

Small-group methods. Teri engages in a writing adaptation. This involves copying students' names from their desk tops and then writing or copying these names a second time. Mrs. Shell supports Se.'s appropriate behavior by separating him from a potential distraction.

Routines. There is movement of students by group in correspondence with their correct responses to math problems.

Other. Teri reveals some organizational strength by independently using a cover sheet to guide her copying. Liy. reveals that Teri and Ka. are her best friends.

27 February 1991 (Wednesday)

Substitute teacher, Mrs. Shell, replaces Mrs. Klimesh today.

Large-group style. While awaiting the arrival of IFSP Julie, students attend seat work or listen to Be. orally read in the reading corner. The overall style of this situation is casual.

Support services. IFSP Julie leads the class in a circle of friends activity today. She reads a story about a boy with a mental disability. This story leads to a general discussion with many questions asked by the students. The general direction of the this discussion seems to be increasing students' understanding of mental disabilities, particularly as it relates to Teri. IFSP Julie stresses that, although Teri learns slowly, she does learn.

5 March 1991 (Tuesday)

Mrs. Klimesh is returned and the teacher of this class today.

Large-group purpose. Mrs. Klimesh stresses the importance of students' understanding and rationale for their choices in their instructional activity. Throughout this observation, she tours the classroom and monitors students' written work for accuracy.

Large-group methods. Mrs. Klimesh structures for class-wide participation by hand raising.

Small-group style. Mrs. Klimesh uses a flexible schedule for Teri's completion of language sentences but not for two other students, who lose recess privileges for not completing their language sentence work. A time-efficient style is demonstrated when Mrs. Klimesh provides a second activity for Teri upon the completion of the first.

Small-group subject. While her peers engage in study skills activity involving dictionary use, Teri engages in a related reading activity. Specifically, Teri copies her language sentences and then a poem.

Small-group purpose. Work accomplishment by Teri is encouraged by the provision of a second assignment upon the completion of the first.

Small-group methods. Teri uses an adapted writing format in which she copies directly beneath model sentences on a page. Mrs. Klimesh corrects delayed and inaccurate performance by Jar. and As. with verbal redirection. She, additionally, corrects Se., We., and Da. for apparently inappropriate conduct. This correction is in the form of a verbal redress. New student desk group arrangements are relatively heterogeneous. Jar. is grouped with Jo. and Se. Jo. is observed to have relative academic strength. Such evidences on the 21st of November, the 11th of February, and the 25th of February. Problems are indicated on the 9th and 14th of January. Jar. is observed to have some conduct problems. On the other hand, he shows academic strength on the 12th of November and the 21st of January. Se. demonstrates fairly

consistent academic problems. Some of these are on 5 December, 9 January, and 11 February. Teri is in a desk group with Me. On 17 December, Mrs. Klimesh tells Me. that she is a very nice, kind person. Me. demonstrates academic strength and good work habits on the 22nd and 23rd of January. Thus, Teri is in a desk group with a partner who Mrs. Klimesh probably views as kind and capable. Another group is comprised of Br., Da., and We. Br. demonstrates academic strength and good work habits on 25 October, 27 November, 13 December, 24 January, and 19 and 22 February. Da. is observed to have behavioral and learning problems on 15 and 21 January and 18 February. We. demonstrates academic problems on 23 October, 26 November, 13 December, 9 January, and 11 February. Thus, the combination of Br. with Da. and We. is a heterogenous mix. In another group are Je., Be., and Dal. Dal. demonstrates academic strength consistently. Examples are found on 21 November, 10 January, 7 February, and 5 March. Be., while not a class leader, demonstrates academic strength on 12 March. Je. evidences academic and other difficulties throughout the period of this research project. Examples are found on 29 October, 9 January, 14 January, and 20 February. Again, putting Je. with Be. and Dal. constitutes a heterogeneous mix. Liy. is in another group with Li. and Kr. These female pupils show academic and work habit strength. Of the three, Liy. seems the strongest student. Liy. demonstrates academic strength on 12 December, 10 January, and 30 January. Li. evidences academic strength on 23 October, 13 December, and 5 March. Kr. is most notable for her demonstrated spirit of responsibility. For example, on 12 November, it is learned that she is a student council alternate. Additionally, when her work is completed, she follows directions and commences a new assignment or provides assistance to Teri. An example of this is on February 11th. Thus, all three of these girls are viewed as strong students with Liy.'s greatest strength in leadership and academic areas and Kr.'s greatest strength in responsibility and friendship areas. The range of differences in this group is admittedly smaller than in others thus far considered. He. and Ka. constitute a two-member desk group. Ka. is not observed as a student of notable academic strength or weakness. Instead, she appears to be an average student. He. demonstrates academic strength and good work habits on the 23rd of January and the 7th and 11th of February. Ca. and As. constitute another group and are viewed as average students. Ca., however, is a frequent partner to Teri and assigned on 18 February as a peer tutor. As. is corrected on 5 March for not keeping up with her peers in group work. On the other hand, As. is early in her completion of a dinosaur poem on 9 January. An., Jen., and Al. constitute the final desk group. Jen. is a strong student in this class. Examples are found on 15 November, 21 November, 9 January, and 7 February. Al. is also a strong student with examples found on 23 October, 6

December, 9 January, and 30 January. An. seems most noteworthy for being quiet. In fact, on 9 January, she is described as being always quiet. She does, however, demonstrate academic strength on 15 January and 30 January. Again, the combination in this group does not provide a wide range of difference. Nevertheless, there is a heterogeneous mixing in this group, as well.

Routines. The language sentence correction routine is apparent today. Also apparent is Teri's adapted language sentence routine. Completed papers are returned to the back of the room.

Other. Li., Liy., and An. wear Brownie uniforms today. (On another day, Teri wears a Brownie uniform.)

6 March 1991 (Wednesday)

Large-group style. Mrs. Klimesh emphasizes the efficient use of classroom time today. This occurs when she verbally praises students for keeping up in their group work and returning to their seats quickly. It is also observed when she provides the students with a time limit for a particular activity.

Large-group purpose. In language sentence activity, the meaningful aspect of changes is emphasized by Mrs. Klimesh. The meaningful aspect of spelling is also emphasized when the teacher embeds each spelling word in a sentence. Many times today, Mrs. Klimesh tours the room, monitoring for quality, accurate student work. A multilevel classroom occurs when all students but Teri engage in language sentence corrections and spelling activity while Teri engages in language sentence copying. Additionally, during spelling activity, two students do not participate and instead engage in independent reading. These students, Li. and Liy., may well be reading because they have already mastered their spelling work for this week (this would be consistent with the system in Mrs. Myer's class).

Large-group methods. Mrs. Klimesh supports appropriate student behavior by providing specific verbal praise in response to the actions of most students. Class-wide participation occurs at one point by unison recitation. When Mrs. Klimesh provides verbal directions to the class concerning "questioning words," she writes these words on the blackboard.

Small-group subject. While her peers engage in language sentence corrections and spelling activities, Teri engages in a related activity. Specifically, she copies sentences from the blackboard.

Small-group methods. Mrs. Klimesh corrects a student with a verbal reminder for walking in classroom when she is speaking.

Routines. The language sentence routine is present as is the return of completed work to the back shelf.

Rules. Mrs. Klimesh instructs Je. to not walk in classroom when she is talking.

7 March 1991 (Thursday)

Large-group style. Mrs. Klimesh emphasizes efficient use of classroom time. She does this by directing the students to make their hats during their free time.

Large-group subject. There is celebration of story today. Mrs. Klimesh directs the students to read a "fun story."

Large-group purpose. Mrs. Klimesh stresses purposive reading by directing students to read with consideration of a particular question. She writes this question on the blackboard. The meaningful aspect of written activity is further emphasized during language sentence corrections. As is the routine, after making sentence corrections on the blackboard, students provide the rationale for making such corrections. The teacher lends students' focus to blackboard corrections by use of colored chalk. This increases their careful attending and accurate work. There is, additionally, a multilevel nature to reading activity. This occurs when most students read independently, two students read with the teacher, and Teri reads with a peer. The levels afforded involve degrees of support.

Large-group methods. There is whole class participation by hand raising and unison recitation. Such hand raising provides recognition of students who keep up with group activity. Mrs. Klimesh provides sequenced verbal directions today. Mrs. Klimesh provides specific praise to Br. when he is the first volunteer.

Small-group style. Mrs. Klimesh provides extra support to Je. and We. in their reading activity. By doing this, she gives extra support to students who are academically struggling in this class.

Small-group purpose. When listening to Je. orally read, Mrs. Klimesh directs him to use more expression. In doing this, she increases her expectations and, thus, the reading accomplishment of this student. Similarly, when He. presents her work to Mrs. Klimesh, the teacher finds areas for improvement. Attending to individual quality concerns is another way of furthering a multilevel curriculum. Finally,

Mrs. Klimesh directs Liy. and Teri to read their book together. She, additionally, directs Liy. to assist Teri in the assignment following reading. Her direction for these students who work together promotes their cooperation and collaboration.

Small-group methods. She also individually praises Me. for her work accomplishment today.

Routines. Language sentences are practiced today. A student performs as the VIP today. Students return completed papers to the back shelf. There is, additionally, the adapted language sentence routine for Teri.

11 March 1991 (Monday)

Large-group style. A degree of casualness is observed as students sit clustered on the floor by Mrs. Klimesh, who sits in a rocking chair.

Large-group subject. Mrs. Klimesh orally reads a humorous weather book to the students. This element of humor makes the subject interesting and fun for the second-grade students.

Large-group methods. The meaningful aspect of language sentence corrections is emphasized by students' provision of justifications for their changes. There is large-group participation by hand raising. This occurs on more than one occasion. Mrs. Klimesh promotes appropriate behavior by providing class-wide specific praise. Specifically, she thanks the class for waiting quietly while she spoke with someone at the door.

Small-group style. Mrs. Klimesh emphasizes the importance of efficient use of time in a conversation with Se. and Jo. She encourages these students to copy down their language sentences immediately in the morning, explaining that such would probably enable them to get their work done on time. Near the end of the observation, Mrs. Klimesh provides We. with a leadership opportunity. This leadership opportunity also encourages his appropriate behavior because she indicates that We. (and his cooperative group) will be the model for the class to watch. Since We. is often academically struggling and in conflict with normative behavior, this leadership opportunity seems particularly positive for him.

Small-group purpose. Mrs. Klimesh promotes positive peer interaction and collaboration by structuring activity within the context of cooperative groups. In these groups, she defines different students roles. These roles (writer, leader and noise monitor, and reporter) create a multilevel, cooperative group structure.

Small-group methods. Teri has a writing adaptation today. It is consistent with her adaptation in the past. She is given model sentences to copy. When Teri follows her directions from the teacher, Mrs. Klimesh provides Teri with specific praise. The teacher, additionally, addresses different behaviors that are not acceptable. With We., Mrs. Klimesh uses proximity control. With Jar. and Je., she physically separates the boys so that they can attend to the lesson. With Se., Jo., and three other students, she provides verbal redirection. With Teri, she threatens to call Teri's home, removes her reinforcement sticks, and, after Teri begins following her directions, returns one stick.

Routines. Students move by desk and cooperative group membership. The language sentence routine and Teri's adapted language sentence routine are present.

12 March 1991 (Tuesday)

Large-group subject. Using newspapers and books, the students read about weather, a relevant topic. Focus during newspaper reading is on categories of information, not just information. Bulletin board in classroom supports the topic currently read (weather).

Large-group purpose. Mrs. Klimesh circulates through the classroom monitoring students' work, thus, encouraging their work accomplishment.

Large-group methods. There is class-wide participation by finger raising, hand raising, and finger pointing. Class-wide participation also occurs by unison recitation. Mrs. Klimesh makes an announcement with the ceiling lights turned off. She also makes a transitional statement between two activities.

Small-group style. Except for We. and Teri, Mrs. Klimesh allows structured flexibility in partner selection today. Specifically, as long as they can do it in a quiet and orderly manner, Mrs. Klimesh allows students to pick their reading partners.

Small-group purpose. Students share one newspaper per desk group. Thus, collaboration and cooperation are encouraged. Later in the observation period, students select a partner with whom to read and share one book. Special provisions for Teri and We. are designed to structure for their success. We. uses a taped story and Teri listens to a designated peer-buddy reader. Teri's reader is Jen., a strong student academically. Teri and Jen. do not share a book, as do other students. They each have their own book.

Small-group methods. Mrs. Klimesh maintains Jar.'s and Kr.'s focus by repeating and asking a question, respectively. In the presence of unacceptable student conduct, Mrs. Klimesh responds differently. To Liy., she tells this student that her behavior is not acceptable by saying that she is "not cooperating." With Jar., Mrs. Klimesh uses proximity control. When Teri is observed to inappropriately use her hands, Mrs. Klimesh structures a direction in which all students use their hands in a particular way. This is not successful with Teri. Both We. and Teri have adapted reading structures today. We. listens to a taped story. Teri listens to a story orally read by Jen. Other students read with partners.

13 March 1991 (Wednesday)

Large-group style. Mrs. Klimesh emphasizes efficient use of classroom time by providing an additional assignment for students completing assignments early. There is, additionally, a casualness observed as students sit in a group on the floor engaged in a discussion. When this discussion is interrupted by puppies, Mrs. Klimesh makes a casual and personal comment to the students.

Large-group subject. The topic of writing today is relevant because of a recent storm. On this day, students write about a major storm that occurred overnight.

Large-group purpose. A bulletin board posts students' poetry and, thus, enhances their self-esteem.

Large-group methods. There is class-wide, collective verbal responding.

Small-group purpose. Mrs. Klimesh informs Teri that she expects her work to be accurate. Thus, she promotes accurate, quality work.

Small-group methods. Mrs. Klimesh repeats a question to Teri. She, additionally, states her performance expectations to Teri. And, when Teri follows directions and attends to her work, Mrs. Klimesh provides general verbal praise to Teri. When another student, Je., is either unable or unwilling to contribute to a class discussion, Mrs. Klimesh corrects this response by telling him it is unacceptable. New cooperative groups are posted today. These groups are heterogeneously structured. Be., an average or above-average student is grouped with Jar. and Je., who have conduct and academic problems. Da., Jo., and Dal. comprise another group. Da. is observed to be academically struggling. Jo. is slow to finish assignments on 9 and 14 January but does so in timely fashion on 25 February. Dal. is perceived as an academic leader. Al., An., and Ca. are also cooperative group partners. Al. is

viewed as academically strong, and An. and Ca. are observed as academically average. Me., Ka., and Liy. comprise the third group. Liy. is found to be academically strong, with Me. and Ka. viewed as somewhat academically strong and average, respectively. The last group includes Jen., Kr., and Teri. Jen. and Kr. are viewed as academically strong and somewhat academically strong, respectively.

Routines. Teri engages in the adapted language sentence routine.

28 March 1991 (Thursday)

Small-group methods. When Teri is defiant in following a group direction, Mrs. Klimesh initially provides Teri with a time allowance for her compliance. She then repeats the direction to Teri. When this is unsuccessful, she threatens to call Teri's home and informs Teri how many sticks she will receive for compliance with the direction.

2. Levels 4-5: Mrs. Klimesh.

I. Strategies.

A. Large-group approaches and/or adaptations in style.

1. Facilitative of inclusive environment.

a. Positive, supportive, welcoming, open, and/or generous.

1. 23 October. Provides specific praise to the class.
2. 25 October. Provides specific praise to the class.
3. 29 October. Provides specific praise to the class.
4. 17 December. Provides general praise to the class.
5. 11 March. Provides specific praise to the class.

b. Casual, collaborative, flexible, and/or relaxing.

1. 23 October. Seats students together and on floor of reading corner.
2. 19 November. Plays relaxing music while students read.

3. 21 November. Promotes casual, club-like atmosphere during oral reading; students sit together on floor in reading corner.
4. 28 November. Plays relaxing music while students work.
5. 29 November. Uses casual arrangement in which students sit in reading corner while listening to oral story.
6. 13 December. Seats students together on floor of reading corner.
7. 19 December. Plays music while students work.
8. 11 March. Seats students together on floor and near Mrs. Klimesh, who sits in rocker.
9. 12 March. Directs class to use hands in particular way when Teri uses her hand inappropriately.
10. 13 March. Seats students on floor near teacher.
11. 13 March. Makes more personal statement regarding puppies.
12. 13 March. Uses storm to instruct students in descriptive words.

2. Time efficient.

- a. 15 October. Communicates time limit for activity.
- b. 17 October. Communicates that free time will be used to complete unfinished work.
- c. 18 October. Writes schedule on blackboard, structures use of spare time, and sets time limit for work.
- d. 23 October. Lists this day's anticipated accomplishments on blackboard.
- e. 29 October. Structures students' instructional use of free time.
- f. 19 November. Provides assignment to students who finish early.
- g. 21 November. Uses crisp pace of activity.
- h. 26 November. Directs students who finish early to continue reading.

- i. 27 November. Instructs students to do another assignment if they finish current assignment early.
- j. 13 December. Uses no-nonsense style.
- k. 17 December. Limits time allowance for assignment.
- l. 18 December. Limits time allowance for assignment.
- m. 19 December. Provides additional assignment for students completing work early.
- n. 6 March. Praises students for keeping up in their work and returning to their seats quickly.
- o. 6 March. Limits time allowance for assignment.
- p. 7 March. Directs students to make their hats during free time.
- q. 13 March. Provides additional assignment for students completing work early.

3. General/Other.

- a. 30 October. Is courteous and respectful of students when she seeks permission to share their work.
- b. 21 November. Is courteous and respectful of Kr. (in large-group setting) by asking permission to share her book.

B. Large-group approaches and/or adaptations in subject matter.

- 1. Selective in favor of topics and/or activities that are meaningful, interesting and/or relevant.
 - a. 15 October. Uses interesting topic (butterflies) for science journals.
 - b. 24 October. Selects humorous and entertaining book for class to read.
 - c. 30 October. Uses element of a fictional class's activities (in book read by students) in actual class.
 - d. 19 November. Uses book that is amusing.
 - e. 21 November. Uses story that is amusing.
 - f. 13 December. Uses story that is seasonally relevant.

- g. 11 March. Uses story that is amusing.
 - h. 12 March. Uses relevant topic for reading.
 - i. 13 March. Uses relevant topic for writing.
2. Selective in favor of topics and/or activities that increase understanding or acceptance of human diversity.
- a. 13 November. Selects book that increases understanding and acceptance of cultural diversity.
 - b. 29 November. Structures for visiting instructor of Spanish language and culture.
3. Oriented toward story-related celebration and/or interaction.
- a. 23 October. Leads discussion of students' stories.
 - b. 19 November. Reads amusing story to students.
 - c. 21 November. Reads and discusses amusing story.
 - d. 28 November. Bulletin board supports/corresponds to story currently read by students.
 - e. 29 November. Leads story-related discussion.
 - f. 7 March. Directs students to read a fun story.
4. Incorporative of problem-solving strategies.
- a. 9 October. Employs problem-solving strategies and lists such strategies on poster.
 - b. 23 October. Emphasizes problem-solving story content.
5. General/Other.
- a. 17 December. Uses book concerning getting along with one another.

C. Large-group approaches and/or adaptations in purpose.

1. Facilitative of inclusive environment.

a. Facilitative of psychologically safe environment.

1. 9 October. Promotes positive self-concepts and inclusion via bulletin board.
2. 9 October. Promotes acceptability of needing help.
3. 23 October. Promotes consideration through wall poster.
4. 24 October. Reduces likelihood that Teri will commit public reading error by shortening and simplifying her reading requirement.
5. 25 October. Promotes students' self-concepts through bulletin board display.
6. 25 October. Supports An.'s self-concept through dialogue.
7. 21 November. Promotes students' self-concepts through bulletin board displaying their timelines.
8. 17 December. Reassures Me. that she is a nice and kind person.
9. 13 March. Promotes students' self-concepts through bulletin board displaying their poems.

b. Facilitative of positive peer interaction, collaboration, and/or interdependency.

1. 15 October. Seats students in desk groups that promote interaction, collaboration, and interdependency.
2. 23 October. Promotes kindness and helping through wall poster.
3. 29 October. Praises students having demonstrated helping behaviors.

4. 17 December. Leads students in a discussion of helping behaviors.
 5. 19 December. Directs students to help each other and refers to helping poster on wall.
- c. Facilitative of understanding and acceptance of human diversity.
1. 29 November. Promotes acceptance of and appreciation of cultural diversity through bulletin board and guest speaker.
 2. 13 December. Promotes understanding and acceptance of cultural diversity through discussion.
 3. 18 October. Promotes acceptance of cultural diversity through Spanish teacher.
2. Facilitative of multilevel curriculum.
- a. Enlisting of peer power.
1. Uses heterogenous groups.
 - a. 8 October. Uses heterogeneous grouping in five of seven desk groups.
 - b. 26 November. Uses heterogeneous grouping in cooperative groups.
 - c. 5 December. Uses heterogenous desk groups.
 - d. 9 January. Uses heterogenous desk groups.
 - e. 5 March. Uses heterogenous cooperative groups.
 - f. 28 March. Uses heterogeneous cooperative groups
 - g. 17 December. Assigns three levels of cooperative group work.
 - h. 18 December. Assigns three levels of cooperative group work.

- i. 11 March. Assigns three levels of cooperative group work.
 2. Uses peer buddies.
 - a. 12 March. Assigns peer reading buddy (Jen.) to Teri.
 - b. 23 October. Uses peer reading buddy for We.
 - c. 7 March. Uses peer reading buddy (Liy.) for Teri.
- b. Flexible in input-output modalities.
 1. 9 October. Uses taped story for some students, not Teri.
 2. 17 October. Uses verbal instead of written response from Teri.
 3. 18 October. Uses verbal instead of written response from Teri.
 4. 25 October. Uses taped story for Je. and We.
 5. 30 October. Uses verbal instead of written response from Teri.
 6. 27 November. Uses verbal instead of written response from Teri.
 7. 29 November. Uses dictated instead of written stories (language experience-whole language).
 8. 29 November. Uses taped story for We. and Teri.
 9. 12 March. Uses taped story for We.
- c. Incorporative of related activities.
 1. 29 October. Uses model sentences for Teri to copy on her desk instead of sentences with corrected errors from blackboard.
 2. 13 December. Uses model sentences for Teri to copy on her desk instead of sentences with corrected errors from blackboard.
 3. 5 March. Uses model sentences for Teri to copy on her desk

instead of sentences with corrected errors from blackboard.

4. 6 March. While most of her peers do sentence correcting and spelling and Liy. and Li. do independent reading, uses sentences for copying for Teri.
5. 11 March. Uses model sentences for Teri to copy on her desk instead of sentences with corrected errors on blackboard.

d. General/Other.

1. 24 October. Uses partial reading participation for Teri.
2. 7 March. Directs He. to improve her writing and illustrating when she finishes early.
3. 15 October. Provides learning center for extra credit.
4. 28 November. Emphasizes literal and interpretive aspects of story.
5. 29 November. Emphasizes literal and interpretive aspects of story.
6. 13 December. Asks three kinds of story questions that include literal, interpretive, and predictive.
7. 9 January. Asks synthesis question.

3. Facilitative or emphasizing of understanding, work quality, accomplishment, and/or accuracy.

- a. 8 October. Emphasizes word decoding based on context clues. Understanding.
- b. 9 October. Emphasizes word decoding based on context clues and summarizing. Understanding.
- c. 13 October. Emphasizes reasons for language sentence corrections. Understanding.
- d. 17 October. Emphasizes reasons for language sentence corrections. Understanding.

- e. 18 October. Emphasizes reading comprehension.
- f. 18 October. Writes daily schedule on blackboard.
- g. 23 October. Lists this day's anticipated accomplishments on blackboard.
- h. 29 October. Emphasizes meaningful aspect of language sentence corrections.
- i. 29 October. Checks students' language sentence corrections for accuracy.
- j. 19 November. Emphasizes students' understanding and sequenced recollection of story.
- k. 19 November. Uses differently colored blackboard chalk to increase students' focus on sequenced events in story.
- l. 19 November. Emphasizes detailed understanding of story by directing students to read and retell it.
- m. 26 November. Uses differently colored chalk to increase accuracy.
- n. 13 December. Emphasizes oral story comprehension.
- o. 18 December. Lists on blackboard work to be accomplished by students.
- p. 5 March. Emphasizes understanding in dictionary activity.
- q. 5 March. Emphasizes accuracy.
- r. 6 March. Emphasizes understanding in language sentence corrections.
- s. 6 March. Emphasizes meaning in spelling by embedding spelling words in sentences.
- t. 6 March. Tours room, checking accuracy.
- u. 7 March. Directs students to read to answer a question.
- v. 7 March. Emphasizes understanding in language sentence corrections.
- w. 7 March. Increases accuracy in language sentence corrections with colored chalk.
- x. 11 March. Emphasizes understanding in language sentence corrections.
- y. 12 March. Emphasizes categories of information more than information.

4. Facilitative of home-school communication.
 - a. 17 December. Sends communication to all parents.
- D. Large-group approaches and/or adaptations in methods.
 1. Facilitative of appropriate behavior and/or academic attending.
 - a. Supportive of appropriate behaviors.
 1. Communicative of directions, announcements, choices, and /or expectations.
 - a. 8 October. Provides simple, sequential directions.
 - b. 17 October. Provides oral directions with visual (blackboard) support and checks understanding.
 - c. 23 October. Promotes quiet student interaction through wall poster.
 - d. 24 October. States expectations in advance.
 - e. 25 October. States expectations in advance.
 - f. 29 October. States expectations in advance.
 - g. 29 October. Provides oral and written directions and checks for understanding.
 - h. 29 October. Makes announcement with ceiling lights off.
 - i. 26 November. Gives oral direction with ceiling lights off.
 - j. 27 November. Provides written directions with model on blackboard.
 - k. 28 November. Provides verbal directions and corresponding, sequenced written directions.
 - l. 29 November. Provides verbal directions with ceiling lights off.

- m. 13 December. States her expectations of students in her absence and on this day.
- n. 13 December. Posts pictures supporting appropriate student behavior.
- o. 17 December. Provides oral directions with corresponding information on blackboard.
- p. 17 December. States her behavioral expectations in advance when a visitor enters room.
- q. 18 December. States academic and behavioral expectations in advance. Academic expectations are also on blackboard.
- r. 18 December. Makes announcement with ceiling lights off.
- s. 19 December. Makes announcement with ceiling lights off.
- t. 19 December. Lists on blackboard work expected to be completed by named students.
- u. 6 March. Provides verbal directions with corresponding information on blackboard.
- v. 7 March. Provides verbal directions with corresponding information on blackboard.
- w. 7 March. Provides sequenced verbal directions.
- x. 12 March. Makes announcement with ceiling lights off.

2. Facilitative of focus, participation, and/or attending.

- a. 8 October. Scans faces during oral reading.

- b. 9 October. Uses participation by hand raising and unison recitation.
- c. 17 October. Uses participation by standing up.
- d. 18 October. Uses participation by hand raising.
- e. 24 October. Uses participation by unison reading.
- f. 29 October. Tours room to monitor students' participation in language sentences and cooperative group work.
- g. 29 October. Uses list of quiet listeners.
- h. 21 November. Circulates through classroom while He. orally reads.
- i. 26 November. Increases focus with differently colored chalk.
- j. 5 March. Circulates through room monitoring students' work.
- k. 5 March. Uses participation by hand raising.
- l. 6 March. Uses participation by unison recitation.
- m. 7 March. Uses participation by hand raising and unison recitation.
- n. 11 March. Uses participation by hand raising.
- o. 12 March. Tours room to monitor students' work.
- p. 12 March. Uses participation by finger raising, hand raising, finger pointing, and unison recitation.
- q. 13 March. Uses participation by collective verbal responding.

- r. 18 October. Writes daily schedule on blackboard.
- s. 23 October. Lists this day's anticipated accomplishments on blackboard.
- t. 19 November. Uses differently colored chalk to increase focus on sequenced events.
- u. 6 March. Tours room checking students' work.
- v. 7 March. Emphasizes corrections with different colored chalk.

3. Reinforcing of appropriate responding.

- a. 9 October. Provides specific praise to named students (in large-group setting).
- b. 9 October. Writes names of good student workers on blackboard.
- c. 17 October. Provides specific praise to two students (in large-group setting).
- d. 23 October. Provides specific praise to the class.
- e. 23 October. Provides specific praise to one student (in large-group setting).
- f. 25 October. Provides specific praise to the class.
- g. 29 October. Provides specific praise to the class.
- h. 30 October. Provides specific praise to one student (in large-group setting).
- i. 29 November. Provides specific praise to three students (in large-group setting).

- j. 17 December. Provides specific praise to two students (in large-group setting).
- k. 18 December. Provides specific praise to some students (in large-group setting).
- l. 6 March. Provides specific praise to most students in the class.
- m. 7 March. Provides specific praise to one student (in large-group setting).
- n. 11 March. Provides specific praise to the class.

4. General/Other.

- a. 9 October. Combines suggestions for improvement with praise.

E. Small-group and/or individual approaches and/or adaptations in style.

1. Facilitative of inclusive environment.

- a. Positive, supportive, welcoming, and/or generous.

1. Positive, supportive, welcoming and/or generous in general.

- a. 25 October. Supports self-concept of An. through dialogue.
- b. 17 December. Tells Me. that she is a nice and kind person.

2. Positive, supportive, welcoming and/or generous to/of/with students with learning problems.

- a. 17 October. Uses positive and welcoming approach with Teri.
- b. 18 October. Greets Teri enthusiastically.

- c. 18 October. Provides general praise to We.
 - d. 23 October. Provides support to We. with peer buddy.
 - e. 25 October. Uses positive and welcoming approach with Teri.
 - f. 30 October. Provides instructional support to We.
 - g. 21 November. Provides psychological "cover" for Se. after he makes a public error.
 - h. 17 December. Uses positive and supportive style with Teri when Teri makes report to the class.
 - i. 18 December. Responds to Teri's reading enthusiastically.
 - j. 7 March. Provides reading support to Je. and We.
 - k. 11 March. Provides leadership opportunity to We.
- b. Casual, collaborative, flexible, casual, and/or relaxing.
- 1. 5 March. Uses flexible schedule for completion of language sentences with Teri but not with two peers.
 - 2. 12 March. Allows students other than We. and Teri to select their own reading partner.
2. Time efficient.
- a. 5 March. Provides a second assignment to Teri if she finishes her first assignment early.
 - b. 11 March. Emphasizes efficient use of time with Se. and Jo.
3. General/Other.
- a. 5 March. Assigns Teri a related activity (reading) while her peers do dictionary work.

- b. 6 March. Assigns Teri a related activity (copying sentences) while her peers do language sentence correction and spelling activity.
- F. Small-group and/or individual approaches and/or adaptations in purpose.
 - 1. Facilitative of inclusive environment.
 - a. Facilitative of structure for success.
 - 1. 24 October. Facilitates Teri's successful partial participation in class-wide reading by reducing reading requirement to one word or phrase that is repeated several times.
 - 2. 12 March. Structures for Teri's and Se.'s success by directing them to work with a peer buddy and taped story, respectively.
 - b. Facilitative of psychologically safe environment.
 - 1. 25 October. Speaks with student, An., who is temporarily depressed.
 - 2. 11 March. Provides leadership opportunity to We.
 - 3. 25 October. Provides leadership opportunity to An. on a day when she is unhappy.
 - c. Facilitative of positive peer interaction, collaboration, and/or interdependency.
 - 1. 9 October. Structures collaborative, small-group work.
 - 2. 17 October. Structures interactive, small-group work.
 - 3. 18 October. Structures small, interactive group work.
 - 4. 25 October. Structures peer interaction regarding a story.
 - 5. 29 October. Structures cooperative group reading.

6. 19 November. Structures small reading group for (only) Teri and two peers.
 7. 29 November. Structures cooperative reading groups for students other than Teri and We.
 8. 17 December. Structures cooperative group work.
 9. 18 December. Structures cooperative group work.
 10. 7 March. Directs Liy. and Teri to work together as a team.
 11. 11 March. Structures cooperative group work.
 12. 12 March. Uses one newspaper per desk group.
2. Facilitative of home-school communication.
 - a. 23 October. Converses with Teri's mother in hallway.
 3. Facilitative or emphasizing of understanding, work quality, accomplishment, and/or accuracy.
 - a. 29 October. Asks Teri to read what she has written.
 - b. 19 November. Monitors An.'s oral story reading to Teri.
 - c. 5 March. Assigns additional work to Teri if she completes one assignment early.
 - d. 7 March. Directs Je. to orally read with expression.
 - e. 7 March. Directs He. to improve her writing structure and illustrations.
 - f. 7 March. Reviews Me.'s work and responds, "Excellent."
 - g. 13 March. Promotes accuracy in Teri's work.
- G. Small-group and/or individual approaches and/or adaptations in methods.
1. Facilitative of appropriate behaviors and/or academic attending.
 - a. Adaptive to unique learner needs-abilities.

1. Adaptive in writing activities.

- a. 17 October. Directs Teri to count instead of write the names in each column.
- b. 18 October. Uses verbal instead of written response from Teri.
- c. 29 October. Uses model sentences for Teri to copy on her desk instead of sentences with errors from blackboard.
- d. 30 October. Asks Teri questions on form and writes her responses on same.
- e. 27 November. Uses verbal instead of written sentences to correspond with vocabulary words.
- f. 29 November. Uses Teri's dictated stories in a format similar to language experience.
- g. 13 December. Uses model sentences for Teri to copy on her desk instead of sentences with errors from blackboard.
- h. 5 March. Uses model sentences for Teri to copy on her desk instead of sentences with errors from the blackboard.
- i. 11 March. Uses model sentences for Teri to copy on her desk instead of sentences with errors from blackboard.

2. Adaptive in reading activities.

- a. 9 October. Provides taped stories for some students, not Teri.
- b. 24 October. Structures partial participation for Teri in class-wide oral reading whereby Teri says-reads same word or phrase several times.

- c. 29 November. Provides taped story for Teri and We.
 - d. 12 March. Provides taped story for We.
 - e. 12 March. Assigns peer buddy Jen. to Teri.
3. Adaptive in verbal expression.
- a. 13 December. Provides Teri with initial sound of word.
- b. Supportive of appropriate behaviors.
- 1. Repetitious and/or otherwise adaptive in providing—stating directions, announcements, choices, questions, and/or expectations.
 - a. 28 November. Repeats all-class verbal (and written) directions to Teri.
 - b. 17 December. Repeats a direction to Teri.
 - c. 18 December. Repeats a direction to Teri.
 - d. 18 December. States expectations to Teri.
 - e. 13 March. States expectations to Teri.
 - f. 28 March. Provides Teri with a time allowance for compliance and repeats direction.
 - g. 29 November. Redirects Teri's focus to Spanish instructor with verbal reminder.
 - h. 12 March. Asks Kr. and Jar. questions.
 - 2. Facilitative of focus and/or attending.
 - a. Systematic in monitoring.
 - 1. 26 November. Monitors cooperative group activity.

2. 26 November. Monitors cooperative group activity.
3. Recruitive and/or advocative of peer power.
 - a. 23 October. Assigns peer buddy to We.
 - b. 24 October. Assigns academically strong desk group partner to Teri.
 - c. 19 November. Structures small reading group for (only) Teri and two peers.
 - d. 12 March. Assigns peer reading buddy (Jen.) to Teri.
 - e. 7 March. Structures peer reading buddy (Liy.) for Teri.
4. Cultivative of motivation.
 - a. 13 December. Motivates Teri with the promise of a reinforcement stick.
 - b. 18 December. Motivates Teri with the promise of a reinforcement stick.
5. Responsive with reinforcement.
 - a. 24 October. Provides specific praise and exchangeable reinforcement stick to Teri.
 - b. 29 October. Provides specific praise and exchangeable reinforcement stick to Teri.
 - c. 19 November. Provides exchangeable reinforcement stick to Teri and verbal praise to Teri and her peer helper.
 - d. 18 December. Praises Teri for following part of directions.
 - e. 11 March. Provides specific praise to Teri.

- f. 13 March. Provides general verbal praise to Teri.
- c. Corrective of inappropriate behaviors.
- 1. Reactive to distractions by affecting object removal and/or bodily-physical separation.
 - a. 8 October. Removes distracting object.
 - b. 11 March. Separates Jar. and Je.
 - 2. Nonresponsive via ignoring.
 - a. 9 October. Ignores Teri's inappropriate behavior.
 - b. 21 November. Ignores Teri's inappropriate behavior.
 - 3. Responsive with punishment.
 - a. 18 October. Assigns desk time out to male student.
 - b. 13 December. Assigns desk time out to a group of peers.
 - c. 18 December. Assigns Teri to a desk time out.
 - d. 18 December. Assigns We. to a hallway time out.
 - e. 5 March. Directs two students to finish their language sentences during recess.
 - f. 11 March. Removes Teri's reinforcement sticks.
 - 4. Manipulative with physical transfer or escort.
 - a. 17 December. Escorts Teri to her cooperative group.
 - 5. Communicative with verbal statement-explanation-direction.
 - a. 17 October. Directs Teri to come to front of room to

vote by pointing.

- b. 17 October. Speaks with Br., who then puts his head on his desk.
- c. 5 March. Corrects Jar. and As. for delayed and incorrect academic work.
- d. 5 March. Corrects Se., We., and Da. for inappropriate conduct.
- e. 11 March. Tells three students what to do.
- f. 11 March. Tells Se. and Jo. what to do.
- g. 12 March. Tells Liy. she is not cooperating.
- h. 13 March. Informs Je. that a nonresponse is not acceptable.
- i. 29 November. Corrects Teri's inappropriate behavior with verbal reminder.
- j. 13 December. Corrects Teri's inappropriate behavior with verbal reminder.
- k. 6 March. Reminds Je. to not walk when she speaks.

6. Restrictive with proximity control.

- a. 11 March. Uses proximity control with We.
- b. 12 March. Uses proximity control with Jar.

7. General/Other.

- a. 18 December. Threatens to call Teri's parents.
- b. 13 March. Repeats question to Teri.
- c. 28 March. Threatens to call Teri's parents (and informs Teri how many reinforcement sticks she will get for compliance).
- d. 12 March. Directs the class to use hands in particular way when Teri

inappropriately uses her hand.

2. Systematic in use of heterogenous grouping.
 - a. 8 October. Uses heterogeneous grouping in five of seven desk groups.
 - b. 26 November. Uses heterogeneous arrangements in cooperative groups.
 - c. 5 December. Structures desk groups heterogeneously.
 - d. 9 January. Structures desk groups heterogeneously.
 - e. 5 March. Uses heterogeneous arrangements in cooperative groups.
 - f. 28 March. Uses heterogeneous arrangements in cooperative groups.

II. Routines.

- A. Language sentences as found on 15, 17, and 29 October and 5, 7, and 11 March. (Adapted language sentences as found on 13 December and 5, 7, 11, and 13 March.)
- B. Paperwork return as found on 15, 17, 23, and 29 October and 5 and 7 March.
- C. Hot lunch list as found on 15, 17, 18, and 30 October and 17 December.
- D. VIP as found on 15, 17, 18, 29, and 30 October as well as 27 November, 17 December, and 7 March.
- E. Movement by desk or cooperative groups as found on 18 and 19 December as well as 11 March.

III. Rules.

- A. 24 October. States rule that when one person talks, the others listen.
- B. 6 March. Informs student that she does not want any walking when she is speaking.

IV. Support Services.**A. Program planning.****1. Observed planning, communication, and cooperation.****a. Monitoring.**

1. 26 November. IFSP observes Teri in her cooperative reading group.

b. Making ongoing adjustments.

1. 26 November. IFSP Julie instructs Teri's cooperative reading partner to help Teri by making sure that Teri looks at words being read.

2. Unobserved-implied planning, communication, and cooperation.**a. Making ongoing adjustments.**

1. 28 November. Upon arrival in class, IFSP knows exactly what to do with Teri.

b. General/Other.

1. 19 November. IFSP Julie knows exactly how Teri's reading helpers are selected.

B. Program delivery.**1. Story, report, or message developing.**

- a. 29 October. IFSP Julie makes model for Teri to copy.
- b. 19 November. IFSP Julie determines, and writes sequence of story events for Teri to copy.
- c. 26 November. IFSP Julie helps Teri sequence story events by identifying an event and having Teri point to it in a book. (The researcher presumes the developed written sequence was used as a model to copy.)

2. Story, report, or message copying-writing and/or illustrating.
 - a. 28 November. IFSP directs Teri in providing detailed illustration of story read. She provides model by showing picture in story.
3. Behavior development.
 - a. 17 October. Indicates intended use of reinforcement stickers.
 - b. 18 December. Discusses Teri's refusal to follow directions and says her parents will be called.
4. Organizational assistance-support.
 - a. Physically organizing materials.
 1. 17 October. Helps Teri get organized.

3. Levels 4-5: Mrs. Shell.

Miss P.'s activities are not included since it is assumed that they are more reflective of Mrs. Klimesh than Mrs. Shell.

I. Strategies.

- A. Large-group approaches and/or adaptations in style.
 1. Facilitative of inclusive environment.
 - a. Positive, supportive, welcoming, fun, mysterious, and/or generous.
 1. 10 January. Provides general praise to class for good work.
 2. 14 January. Introduces activity in a positive and inviting style.
 3. 14 January. Uses element of excitement to select recorder of quiet listeners.
 4. 15 January. Uses element of excitement to select recorder of quiet listeners
 5. 21 January. Uses element of excitement to introduce

- subsequent activity.
6. 22 January. Uses element of mystery and fun via mystery person.
 7. 23 January. Posts students' written work on dinosaurs.
 8. 24 January. Is positive to and supportive of the class for working on a hard assignment.
 9. 28 January. Shows general support to class members for their work.
 10. 28 January. Uses element of mystery and fun with mystery person.
 11. 31 January. Shows general support to the class members for their work.
 12. 4 February. Shows general support through bulletin board that identifies students by strength areas.
 13. 5 February. Praises the class with nonspecific praise for good work.
 14. 11 February. Provides element of fun by dismissing students by colors worn.
 15. 12 February. Offers fun for students other than Teri through timed math tests.
 16. 13 February. Provides fun through valentine decorations.
 17. 14 February. Rewards class for their work.
 18. 19 February. Excuses students through participation in math game.
 19. 25 February. Makes herself open and available as she circulates through room.
 20. 26 February. Rewards class for reading achievement with brownies.
 21. 26 February. Excuses students for recess through participation in math game.

- b. Casual, collaborative, flexible, and/or relaxing.
 - 1. 9 January. Uses casual style by sitting with students in reading corner.
 - 2. 10 January. Uses casual style by sitting with students in reading corner.
 - 3. 10 January. Provides assortment of extra activities from which students can choose (flexible).
 - 4. 14 January. Uses casual style by sitting in reading corner with students.
 - 5. 14 January. Allows student input in planning of work.
 - 6. 15 January. Uses casual style by sitting with students in reading corner.
 - 7. 21 January. Uses casual style by sitting in reading corner with students.
 - 8. 22 January. Uses casual style by sitting in reading corner with students.
 - 9. 18 February. Sits with students in reading corner.
 - 10. 20 February. Sits with students in reading corner.

2. Time efficient.

- a. 12 December. Instructs early finishing students to reread.
- b. 9 January. Provides extra assignment for students finishing early.
- c. 10 January. Provides extra work for students finishing early.
- d. 14 January. Discusses schedule for the week and provides second assignment for students finishing early.
- e. 15 January. Provides two assignments to the class.
- f. 23 January. Structures additional work for students who finish early.
- g. 23 January. Praises one student for using time efficiently in large-group setting.
- h. 24 January. Provides additional work for students finishing early.

- i. 30 January. Provides multiple activity options for students completing their work early.
 - j. 7 February. Provides additional work for students finishing early.
 - k. 11 February. Provides multiple activity options for students completing their work early.
 - l. 13 February. Provides multiple activity options for students completing their work early.
 - m. 19 February. Provides additional assignment for students completing work early.
 - n. 19 February. Provides additional assignment for students completing work early.
 - o. 25 February. Provides additional activity for early finishers.
 - p. 26 February. Establishes time limit for work.
- B. Large-group approaches and/or adaptations in subject matter.
1. Selective in favor of topics and/or activities that are meaningful, interesting, and/or relevant.
 - a. 10 December. Uses seasonally relevant topic.
 - b. 10 December. Assigns illustrations to accompany students' own writing.
 - c. 9 January. Reads dinosaur poems.
 - d. 10 January. Reads dinosaur riddles.
 - e. 14 January. Reads dinosaur book.
 - f. 15 January. Uses dinosaur topic for reading and writing.
 - g. 21 January. Uses dinosaur topic for reading and writing.
 - h. 21 January. Uses seasonally relevant topic of Martin Luther King.
 - i. 22 January. Uses bulletin board display that emphasizes students' current reading and writing topic.
 - j. 24 January. Uses interesting topic for students' writing.
 - k. 28 January. Uses interesting topic for students' writing.
 - l. 31 January. Uses interesting topic for students' writing.

- m. 4 February. Uses writing topic that is seasonally relevant (winter).
 - n. 5 February. Uses writing topic that is seasonally relevant (Presidents' Day).
 - o. 18 February. Uses seasonally relevant discussion and literature (Martin Luther King).
 - p. 19 February. Uses seasonally relevant discussion and literature (Martin Luther King).
 - q. 20 February. Uses seasonally relevant book (Martin Luther King).
 - r. 21 February. Uses topic that is seasonally relevant.
 - s. 26 February. Uses writing topic that is seasonally relevant (black history month).
2. Selective in favor of topics and/or activities that increase understanding and acceptance of human diversity.
- a. 10 December. Topic of discussion is Hanukkah.
 - b. 21 January. Topic of subsequent activity is Martin Luther King.
 - c. 11 February. Bulletin board topic increases understanding and acceptance of cultural diversity.
 - d. 18 February. Promotes understanding and acceptance of racial diversity through topic of Martin Luther King.
 - e. 19 February. Promotes understanding and acceptance of racial diversity through topic of Martin Luther King.
 - f. 20 February. Uses book on Martin Luther King.
 - g. 21 February. Uses topic of famous black Americans.
 - h. 25 February. Uses written and artistic activities that increase sensitivity to the Afro-American movement.
 - i. 26 February. Uses writing topic of black history month.
 - j. 11 February. Uses book about the underground railroad.

3. Oriented toward story-related celebration and/or interaction.

- a. 14 January. Reads dinosaur book to students.
- b. 21 January. Reads and offers books about dinosaurs and Martin Luther King.
- c. 22 January. Creates anticipation by announcing that story ending will not be revealed until tomorrow.
- d. 6 February. Sits with students as oral story is told by professional story teller.
- e. 14 February. Directs students to illustrate recently completed book.
- f. 18 February. Leads discussion related to literature.
- g. 20 February. Reads story aloud to the class.
- h. 26 February. Emphasizes importance of reading by providing group reward for reading accomplishment.

C. Large-group approaches and/or adaptations in purpose.

1. Facilitative of inclusive environment.

a. Facilitative of psychologically safe environment.

- 1. 15 January. Leads discussion about unsettling topic, the Persian Gulf military activity. Allows students to voice thoughts, concerns.
- 2. 21 January. Structures for students to send letter to Mrs. Klimesh.
- 3. 23 January. Promotes positive self-concepts by posting students' written work.
- 4. 4 February. Promotes positive self-concepts through bulletin board display.

b. Facilitative of positive peer interaction, collaboration, and/or interdependency.

- 1. 9 January. Uses class project.

2. 31 January. Rewards the class for group work.
3. 12 February. Rewards the class for group accomplishment.
4. 21 February. Rewards the class for group accomplishment.
5. 26 February. Rewards the class for group accomplishment.

c. Facilitative of understanding and acceptance of human diversity.

1. 10 December. Discusses Hanukkah.
2. 21 January. Addresses Martin Luther King.
3. 4 February. Emphasizes contributions of Afro-Americans by bulletin board display.
4. 11 February. Promotes appreciation of cultural diversity through bulletin board.
5. 18 February. Promotes understanding and acceptance of racial diversity through literature and discussion.
6. 19 February. Promotes understanding and acceptance of racial diversity through literature, discussion, and restricted privileges based on hair color.
7. 25 February. Promotes understanding and acceptance of racial diversity through written and art work.
8. 26 February. Increases appreciation of racial diversity through students' written work.

2. Facilitative of multilevel curriculum.

a. Recruitive and/or advocative of peer power.

1. Uses heterogenous groups.
 - a. 13 February. Uses heterogeneous cooperative groups.
 - b. 19 February. Uses

heterogenous cooperative groups.

2. Uses peer buddies.

- a. 12 December. Assigns reading partner to preread for Teri in play. Peer prereads and Teri repeat reads three words at a time.

b. Flexible in requirements.

1. 24 January. Provides assignment in which students select a replicative (less difficult) or generative (more difficult) written activity.
2. 28 January. Provides assignment in which students record as many dinosaur facts as they recall on one side and add more facts using reference materials on the other side.
3. 4 February. Differentiates between required and optional work for Teri.
4. 7 February. Provides relatively open-ended writing assignment.
5. 11 February. Uses a shortened and simplified writing assignment for Teri.
6. 19 February. Provides relatively open-ended writing assignment.
7. 21 February. Reduces requirements for Teri's completion of a fact sheet.

c. Incorporative of related activities.

1. 10 and 12 December; 9, 14, 21, and 22 January; and 11, 20, and 21 February. Uses model sentences for Teri to copy at her desk instead of sentences with corrected errors from blackboard.
2. 4 February. Uses sentence copying for Teri instead of independent story writing.

3. 5 February. Uses practice reading (initial sounds) for Teri instead of independent story reading.
4. 7 February. Uses practice writing (b) for Teri instead of generative writing.
5. 20 February. Uses practice writing (c) for Teri instead of independent report writing.
6. 26 February. Uses written math for Teri instead of oral math.
7. 26 February. Uses name writing for Teri instead of story and report writing.

d. General/Other.

1. 9 January. Asks synthesis question.

3. Facilitative or emphasizing of understanding, work quality, accomplishment, and/or accuracy.

- a. 6 December. Understanding story meaning is emphasized.
- b. 9 January. Requires We., Se., Je., and Jo. to complete their language sentences before joining large group.
- c. 21 January. Requires Se., Da., and Teri to complete their language sentences before joining large group.
- d. 22 January. Uses mystery person who is watched by the teacher.
- e. 22 January. Requires Teri to complete her work before joining large group.
- f. 30 January. Encourages accuracy in reading by directing students to practice reading.
- g. 31 January. Rewards the class members for good quality work.
- h. 31 January. Tours room to monitor quality and accuracy in work.
- i. 4 February. Circulates through room monitoring work.
- j. 7 February. Encourages quality by circulating through room.
- k. 11 February. Tours room monitoring work.

- l. 12 February. Encourages work accomplishment through group reward for same.
- m. 14 February. Rewards group accomplishment.
- n. 18 February. Requires We. and Da. to complete work before joining large group.
- o. 19 February. Emphasizes understanding regarding making changes peacefully (Martin Luther King).
- p. 19 February. Emphasizes accuracy by requiring correct math answers for recess dismissal.
- q. 20 February. Requires Dal. to complete work before joining large group.
- r. 20 February. Uses differently colored chalk in language sentence corrections.
- s. 21 February. Promotes group accomplishment with group reward.
- t. February. Tours room while students work.
- u. 26 February. Rewards reading accomplishment with brownies.
- v. 26 February. Rewards accurate math with early dismissal.

D. Large-group approaches and/or adaptations in methods.

1. Facilitative of appropriate behavior and/or academic attending.
 - a. Supportive of appropriate behaviors.
 1. Communicative of directions, announcements, choices, and/or expectations.
 - a. 9 January. Provides verbal directions and asks one student to repeat same.
 - b. 10 January. Provides verbal directions.
 - c. 21 January. Provides verbal directions.
 - d. 5 February. Provides written, sequenced directions.

- e. 7 February. Makes announcement with ceiling lights off.
- f. 25 February. Redirects students verbally with ceiling lights off.
- g. 26 February. Provides verbal directions.

2. Facilitative of focus, participation, and/or attending.

- a. 10 December. Directs students to face front of room.
- b. 9 January. Uses list of quiet listeners.
- c. 10 January. Uses list of quiet listeners.
- d. 10 January. Introduces game requiring students' focus on the teacher.
- e. 10 January. States directions and identifies students following same.
- f. 10 January. Uses list of quiet listeners.
- g. 14 January. Uses list of quiet listeners.
- h. 14 January. Uses game format to focus on peer model.
- i. 15 January. Uses list of quiet listeners.
- j. 21 January. Directs class to listen for directions.
- k. 21 January. Uses list of quiet listeners.
- l. 22 January. Uses list of quiet listeners.
- m. 22 January. Uses mystery person who is watched.
- n. 24 January. Uses participation by hand raising.
- o. 28 January. Uses mystery person who is watched.
- p. 31 January. Tours room while students work.
- q. 4 February. Tours room while students work.

- r. 7 February. Tours room while students work.
- s. 24 February. Tours room while students work.
- t. 18 February. Uses list of quiet listeners.
- u. 18 February. Speaks in a hushed voice.
- v. 20 February. Delivers assignment in a hushed voice.
- w. 20 February. Uses list of quiet listeners.
- x. 25 February. Tours room while students work.

3. Reinforcing of appropriate responding.

- a. 10 January. Names students following directions.
- b. 14 January. Provides general praise to individual students for appropriate responding in large-group activity.
- c. 21 January. Rewards quiet listeners by early dismissal.
- d. 21 January. Names students following directions.
- e. 22 January. Names students following directions.
- f. 28 January. Provides praise to the class members for their work.
- g. 31 January. Provides praise and reward to the class members for their work.
- h. 12 February. Provides group reward.
- i. 14 February. Provides group reward for work.
- j. 20 February. Rewards quiet listeners by early dismissal.
- k. 21 February. Rewards the class with free time.
- l. 26 February. Rewards the class with brownies.

4. Recruitive and/or advocative of peer power.
 - a. 14 January. Uses Br. as peer model.
 - b. Corrective of inappropriate behaviors.
 1. 30 January. Tells the class to reduce its noise and rushing more than once, relaying this message once with ceiling lights off.
 2. 31 January. Tells the class members that they are making too much noise.
 3. 4 February. Verbally corrects students for commotion at recess time with ceiling lights off.
 4. 5 February. Verbally corrects students for too much noise with ceiling lights off.
 5. 11 February. Flicks ceiling lights off when classroom is too noisy.
 6. 13 February. Flicks off ceiling lights and tells students they are too noisy.
 7. 19 February. Flicks off ceiling lights when noise level is too high.
 8. 20 February. Flicks off ceiling light and verbally redresses students when noise level is too high.
 9. 25 February. Flicks off ceiling lights when noise level is high.
- E. Small-group and/or individual approaches and/or adaptations in style.
1. Facilitative of inclusive environment.
 - a. Positive, supportive, welcoming, and/or generous.
 1. Positive, supportive, welcoming, and/or generous in general.
 - a. 22 January. Is flexible by allowing two students to

- work in preferred places.
- b. 28 January. Shows support to Liy. who feels she is not meeting her self-expectations.
2. Positive, supporting, welcoming, and/or generous to/of/with students with learning problems.
 - a. 6 December. Uses a warm, positive style in greeting Teri.
 - b. 10 December. Encourages Teri to continue working.
 - c. 10 January. Reaches her hand to Teri to encourage Teri to join group.
 - d. 10 January. Provides We. opportunity to help another student.
 - e. 14 January. Is flexible in allowing Teri to deposit store receipt by office.
 - f. 21 January. Compliments Teri for writing her name.
 - g. 24 January. Is supportive of Teri and We. for their work.
 - h. 28 January. Shows support to Se. and We.
 - i. 30 January. Shows support to We.
 - j. 5 February. Honors Teri's request to show her work to IFSP Julie.
 - k. 11 February. Shows extra support to Se., Teri, and Jar.
 - l. 13 February. Shows support to We. through praise.
 - m. 20 February. Shows general support to Teri for her work.
 - n. 20 February. Is flexible regarding Teri's completion of language sentence (but not flexible regarding Dal.'s completion of same).
 - o. 21 February. Is flexible in Teri's writing of a fact sheet by reducing the

detailed requirements for same.

- p. 21 February. Shows support to We. for good work by granting early dismissal.
- q. 25 February. Shows support to Se.
- r. 26 February. Shows support to Se. and Teri.

2. Time efficient.

- a. 22 January. Provides Me. and An. an additional assignment.
- b. 22 January. Discourages Liy.'s social interaction with Teri during work time.
- c. 31 January. Emphasizes efficient use of time with Se.
- d. 21 February. Encourages Teri's efficient use of time by asking her what she should be doing.

F. Small-group and/or individual approaches and/or adaptations in subject matter.

1. Oriented toward writing or story-related celebration and/or interaction.

- a. 30 January. Structures writing-related interaction.

2. Incorporative of related activities.

- a. 4 February. Uses related activity whereby Teri's peers write stories on paper mittens while Teri copies sentences written on a paper mitten.
- b. 5 February. Uses related activity whereby Teri's peers write short stories while Teri practices reading.
- c. 7 February. Uses related activity whereby Teri's peers write in learning logs, and Teri practice writes the letter b.
- d. 20 February. Uses related activity whereby Teri's peers write reports, and Teri practice writes the letter c.
- e. 26 February. Uses related activity whereby Teri's peers engage in oral

math activity, and Teri writes summations.

- f. 26 February. Uses related activity whereby Teri's peers engage in writing reports and stories, and Teri copies and writes the names of her classmates.

3. General/Other.

- a. 15 January. Allows choice in individual dinosaur report content but no choice in group dinosaur report content.

G. Small-group and/or individual approaches and/or adaptations in purpose.

1. Facilitative of inclusive environment.

a. Facilitative of structure for success.

1. 12 December. Provides peer buddy to preread for Teri in group oral reading.
2. 10 January. Structures for We. to preread for Teri.
3. 15 January. Uses peer to help Teri successfully record quiet listeners and to orally identify same in a group setting.
4. 18 February. Uses peer to help Teri successfully record quiet listeners and to orally identify same in a group setting.

b. Facilitative of psychologically safe environment.

1. 10 January. Structures for We. to preread for Teri. This benefits both, but especially We. by providing him an opportunity to help another student.

- c. Facilitative of positive interaction, collaboration, and/or interdependency.
 1. 12 December. Structures students' sharing of scripts of play.
 2. 9 January. Structures oral reading group.
 3. 15 January. Structures group work in dinosaur reports.
 4. 28 January. Encourages collaboration in students' development of dinosaur fact sheets.
 5. 30 January. Encourages students to read to one another.
 6. 18 February. Structures for shared materials.
 7. 20 February. Structures for shared materials.
2. Facilitative of home-school communication.
 - a. 22 January. Maintains home-school communication with regard to Teri's school supplies.
3. Facilitative or emphasizing of understanding, work quality, accomplishment, and/or accuracy.
 - a. 22 January. Emphasizes meaningful aspect of writing by listening to Teri read what she has written.
 - b. 31 January. Emphasizes work accomplishment with Se.
 - c. 4 February. Encourages work accomplishment of Jo. by positively responding to same.
 - d. 4 February. Encourages work accomplishment of Teri by reminding peers to be quiet while she finishes her work.
 - e. 22 January. Tells Jar. that his story ending is not in story form and too short.
 - f. 12 February. Monitors peers working with Teri on sight words.
 - g. 21 February. Encourages Teri's work accomplishment by asking her what she should be doing.

H. Small-group and/or individual approaches and/or adaptations in methods.

1. Facilitative of appropriate behavior and/or academic attending.

a. Adaptive to unique learner needs.

1. Adaptive in writing activities.

- a. 10 December. Uses model sentences for Teri to copy at her desk instead of sentences with corrected errors from blackboard.
- b. 12 December. Uses model sentences for Teri to copy at her desk instead of sentences with corrected errors from blackboard.
- c. 9 January. Uses model sentences for Teri to copy at her desk instead of sentences with corrected errors from blackboard.
- d. 14 January. Uses model sentences for Teri to copy at her desk instead of sentences with corrected errors from blackboard.
- e. 21 January. Uses model sentences for Teri to copy at her desk instead of sentences with corrected errors from blackboard.
- f. 22 January. Uses model sentences for Teri to copy at her desk instead of sentences with corrected errors from blackboard.
- g. 11 February. Structures so that Teri does part but not all of a writing assignment attended by her peers.
- h. 20 February. Uses model sentences for Teri to copy at her desk instead of sentences with corrected errors from blackboard.
- i. 21 February. Uses model sentences for Teri to copy at her desk instead of

sentences with corrections from blackboard.

- j. 21 February. Reduces requirements in Teri's completion of a fact sheet.
- k. 26 February. Uses name recording and copying for Teri instead of story or report writing.

2. Adaptive in reading activities.

- a. 12 December. Uses prereading of three words at a time for Teri to repeat.
- b. 10 January. Uses prereading by We. for Teri.
- c. 15 January. Uses peer prereading for Teri.
- d. 28 January. Points to words and provides initial sounds, as needed for We.
- e. 12 February. Uses flash cards with Teri.
- f. 18 February. Uses peer prereading for Teri.

b. Supportive of appropriate behaviors.

- 1. Repetitious and/or otherwise adaptive in providing-stating directions, announcements, reminders, choices, questions, and/or expectations.
 - a. 10 December. Provides verbal, sequential directions to Teri.
 - b. 10 January. Repeats directions to Teri.
 - c. 10 January. Provides reminder to Se.
 - d. 15 January. Asks Jo., Jar., and Se. to say what they will do in next assignment.
 - e. 21 January. Repeats directions to Teri on step-by-step basis.
 - f. 21 February. Repeats verbal directions to Teri.

2. Facilitative of focus-attending.
 - a. 12 February. Monitors peers working with Teri on her sight words.
3. Recruitive and/or advocative of peer power.
 - a. 12 December. Assigns Liy. as Teri's reading buddy in play.
 - b. 14 January. Relies on desk group partners as peer models for Teri.
 - c. 15 January. Uses peer to help Teri record and read quiet listeners.
 - d. 15 January. Assigns peer to go to office with Teri.
 - e. 21 January. Relies on desk group partners as peer models for Teri.
 - f. 23 January. Relies on desk group partners as peer models for Teri.
 - g. 24 January. Assigns Br. to accompany Se. to bathroom.
 - h. 12 February. Oversees peers helping Teri with her sight words.
 - i. 18 February. Uses peer to help Teri record and read quiet listeners.
4. Cultivative of motivation.
 - a. 10 December. Tells Teri to continue her good work.
5. Responsive with reinforcement.
 - a. 10 December. Provides nonspecific praise to Teri.
 - b. 12 December. Smiles and provides reinforcement stick to Teri.
 - c. 10 January. Provides specific praise and reinforcement stick to Teri.

- d. 21 January. Praises Teri for putting her name on her paper.
- e. 24 January. Praises Teri and We. for their work, and gives Teri a reinforcement stick, as well.
- f. 31 January. The researcher is told by IFSP Julie that the classroom teacher is using the reinforcement sticks (exchangeable for privileges at home), but that she (Julie) does not.
- g. 4 February. Supports the work of Jo. with praise and a hug.
- h. 4 February. Supports the work and behavior of Teri with praise and a reinforcement stick.
- i. 7 February. Provides nonspecific praise to Teri after she begins her work.
- j. 11 February. Provides specific and nonspecific praise to Teri and Se., respectively.
- k. 13 February. Provides specific praise to We. for his work.
- l. 20 February. Praises Teri for beginning her work.

c. Corrective of inappropriate behavior.

- 1. Reactive by affecting object removal and/or bodily-physical separation.
 - a. 15 January. Removes distracting object from We. and Jar.
 - b. 24 January. Removes distracting object from Jar.
 - c. 26 February. Separates Se. from potential distraction.

2. Responsive with punishment.
 - a. 14 February. Assigns We. to a time out in hallway.
 - b. 20 February. Assigns Je. and Jar. to desk time out and later to a hallway time out.

3. Communicative with verbal statement, explanation, and/or direction.
 - a. 9 January. Tells Jar. that his behavior is inappropriate.
 - b. 15 January. Redirects We. and Jar. verbally.
 - c. 21 January. Corrects We. with verbal redirection.
 - d. 4 February. Corrects misconduct of Dal. with verbal direction.
 - e. 20 February. Tells Teri not to play with As.'s hair, and tells As. to not let Teri play with her hair.
 - f. 27 February. Directs Je. to stop biting his pencil tip.

4. General/Other.
 - a. 11 February. Stares at Jar.

2. Systematic in use of heterogenous grouping.

- a. 13 February. Uses heterogeneous arrangements in cooperative groups.
- b. 19 February. Uses heterogeneous arrangements in cooperative groups.

II. Routines.

- A. Language sentences as found on 9, 10, 14, 15, 21, and 22 January and 20 February. (Adapted language sentence as found on 10 and 12 December; 9, 14, 21, and 22 January; and 20 February.)

- B. Paperwork return as found on 10, 14, 21, 22, and 30 January and 14 February.
- C. VIP as found on 15 and 22 January and 20 February.
- D. Movement by small groups on 9 January and 11, 21, and 26 February. Movement on 11 and 26 February is based on colors worn and oral math answers, respectively.
- E. Quiet listeners as found on 10, 14, 15, and 21 January and 20 and 27 February. (Adapted quiet listeners as found on 15 January and 18 February.)

III. Rules.

- A. None found.

IV. Support Services.

A. Program planning.

- 1. Observed planning, communication, and cooperation.

- a. Monitors.

- 1. 13 February. IFSP Julie observes Teri's interaction with her peers in an instructional game.

B. Program delivery.

- 1. Story, report, or message developing.

- a. 31 January. IFSP Julie orally reads to Teri from dinosaur book and stops to repeat fact. After stopping to state a fact, she asks Teri to repeat the fact. Teri says the fact, and IFSP Julie asks her to restate same in sentence form. IFSP Julie then writes a paraphrased sentence. This process creates the model dinosaur report for Teri to copy.
 - b. 25 February. IFSP develops fact sheet for Teri to copy.

2. Story, report, or message copying-writing and/or listening.
 - a. 31 January. IFSP oversees Teri's copying of dinosaur sentences, naming the letters involved and coaching Teri in their formation.
 - b. 25 February. IFSP Julie oversees Teri's copying of a fact sheet and a letter. She guides Teri in her copying by pointing to and saying each letter and word on model that Teri copies.
3. Story, message, or other oral reading.
 - a. 22 January. Aide reads story to Teri that other students already heard.
 - b. 23 January. IFSP structures and listens to Teri read, with emphasis on initial letter sounds.
 - c. 31 January. IFSP listens to Teri read her dinosaur sentences.
 - d. 4 February. IFSP uses worksheets to help instruct Teri in initial sounds.
 - e. 5 February. IFSP uses worksheets to help instruct Teri in initial word sound use.
 - f. 11 February. IFSP works with Teri on her sight word recognition.
4. Behavior development.
 - a. 10 December. IFSP Julie provides verbal direction to Teri that corresponds with verbal direction from Mrs. Shell.
 - b. 31 January. IFSP Julie praises Teri for appropriate behavior in developing, writing, and reading her dinosaur report.
 - c. 4 February. IFSP Julie praises Teri's correct reading.
 - d. 25 February. IFSP Julie corrects Teri's inappropriate pushing by requiring Teri to demonstrate the appropriate behavior.

5. Peer understanding and support.

a. Acceptance and understanding of human diversity.

1. 20 February. IFSP Julie uses simulation exercise in circle of friends activity to increase sensitivity to and understanding of cognitive limitations.
2. 27 February. IFSP reads book to class in circle of friends activity that informs students concerning the nature and consequences of mental retardation.

b. Interaction and collaboration.

1. 5 February. IFSP instructs Teri's desk group partner, Kr., on how to help Teri with her current reading work.
2. 11 February. IFSP instructs peers on helping Teri with sight word recognition.
3. 11 February. IFSP instructs Teri's peers on promoting growth by praising instead of telling.
4. 13 February. IFSP teaches Teri's peers how to play an instructional game with Teri.
5. 13 February. IFSP instructs Teri's peers concerning their social interaction with Teri.

6. General/Other.

- a. 31 January. IFSP instructs Teri in nose blowing.

D. Program support (indirect services).

1. 23 January. There is evidence of program curriculum development by envelopes containing specific kinds of reading activities for Teri, e.g., words beginning with m.
2. 4 February. Worksheets used by IFSP indicate curricular development for reading.