A Report of an Internship in the Reading Center and Clinic Western Michigan University

Lucetta A. Johnson
Western Michigan University

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A REPORT OF AN INTERNISHIP
IN THE
READING CENTER AND CLINIC
WESTERN MICHIGAN UNIVERSITY

by

Lucetta A. Johnson

A Project Report
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Specialist in Education Degree

Western Michigan University
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August 1976
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In writing this Project Report, I have benefited from the encouragement, advice, and constructive criticism of Doctors Dorothy McCuskey, Dorothy J. McGinnis, and Robert M. Brashear. My thanks go to them, as to the many others at Western Michigan University, who have given much needed help. Further, I would have never pursued my studies to this conclusion without the original motivating influence of Professor Homer L. J. Carter, former Director of the Reading Center and Clinic when it was known as the Psycho-Educational Clinic. It is not necessary to say the gratitude in no way divorces me from the sole responsibility for what is written here.

Lucetta A. Johnson
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CHAPTER I
DETAILS OF ASSIGNMENT

The Reading Center and Clinic is located on East Campus on the third floor of the Speech and Hearing Building of Western Michigan University. The Reading Center and Clinic provided a ten weeks experience from June 11—August 17, 1973. The eight weeks coincided with the summer school term at Western but included two weeks preceding it in addition.

The supervision of my activities was directly under Dr. Dorothy McGinnis, Director of the Reading Center and Clinic. In addition I worked with Ms. Betty Hagberg, who was team leader of the Clinical Studies Team, and other clinic personnel.

During the week of June 17—23 I attended the Reading Institute at Western Michigan University, "Teaching Reading As A Thinking Process." During this week I was able to meet and listen to many leaders in the reading field while I was making the "In-House" evaluations for the Reading Center and Clinic.

The Allegan field program in Developmental Reading-Thinking brought me in contact with children, parents, teachers, administrators, optometrists and social workers in my role as reading therapist.
CHAPTER II
RATIONALE FOR SELECTION

In an attempt to be a more effective and affective elementary teacher with an emphasis on diagnostic teaching of reading and thinking, I explored the possibility of a reading clinic internship to achieve a working-learning experience of real value to me in the improvement of my skills in diagnosis and remediation of the disabled reader.

In reviewing a limited amount of literature on the subject of diagnostic classroom teachers, reading therapists, and reading clinicians, I found that there exists an overlapping of interests and skills between these three professionals. In fact, there are times when a regular classroom teacher may be involved in diagnosis at different levels. Carter and McGinnis report four levels of diagnosis: Level one, "Identification of Problem," which can be based on observation alone; Level two, "Classification of Problem," which involves observation, measurement and classification; Level three, "Identification of Reading Needs," which involves test data, school history, observations, and informal reading inventories; Level four, "Determination of Causal Factors," calls for the assistance of specialists in other disciplines.¹

After the observation is made by the classroom teacher that a

reading problem exists tests should be given, just as the reading therapist and the clinician would do, to determine both intellectual capacity and reading ability. In comparing these scores it can be determined if the student is a disabled reader or merely in need of corrective reading instruction.

Students one grade level below expectation should be handled with corrective instruction in the classroom. Students two grade levels below expectation are usually referred to the reading therapist for special help in addition to the developmental reading in the classroom. Students three grade levels below expectation, "students who have not responded to educational procedures or who show deviant behavior"² are usually referred to the clinician for a comprehensive diagnostic examination which investigates the causal factors and determines their probable significance for the student's problem.

As a classroom teacher, with a background in psychology and reading as well as education, it became important to me to do diagnosis on the four levels. An internship at the Reading Center and Clinic became my desire for two years and finally with the help of Dr. Dorothy McCuskey, Dr. George Mallinson and Dr. Dorothy McGinnis the clinical internship was arranged for the summer of 1973.

The experience at the Reading Center and Clinic was to give me diagnosis at Level four. To give in-depth practice in diagnosis at

Level three the Developmental Reading and Thinking Summer Reading Program was set up in Allegan and in the role of reading therapist I was to be able to work with two students just entering third grade and two students just entering seventh grade. Each student would be given therapy on the basis of school histories, test data, informal inventories and observations.

Fortunately for me the timing of the Reading Institute "Teaching Reading as a Thinking Process" was scheduled for the summer of 1973. Dr. Dorothy McGinnis offered me the opportunity to make the "In-House Evaluation" of the Institute as a part of my internship. This was most appropriate as the whole thrust of the subject matter covered was right in line with my needs. It was as if my search of the literature came to life as Dr. Dorothy Kendall Brackenkeyed the Institute with "Instruction That is Helpful, Not Just Hopeful." The Institute made the internship plan complete.

In summation, the internship as set up, was uniquely appropriate for my needs for professional growth in the field of reading and thinking and the diagnosis of the disabled student in these areas.

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CHAPTER III

GOALS

In arranging my internship program, the following skill goals were established by me:

Conceptual Skills

Attempt to discover the team leader's processes in developing tone and overall goals of the Clinical Studies Team.

Participate cooperatively as a member of the Clinical Studies Team without losing autonomy of personal goals and purposes.

Attempt to discover how to integrate the data, separate the important causal factors, and plan proper treatment for disabled readers.

Formulate ways to apply the learnings from the Reading Institute to the developmental teaching of reading and thinking.

Human Skills

Participate in purposeful interviews of students, parents, teachers, and others, in the process of helping the disabled reader.

Participate in therapeutic counseling of students, parents, teachers, and others, in the process of helping the disabled reader.

Increase my ability to observe with a purpose and listen with empathy.

Learn how others deal effectively with the problems of the disabled reader, his home, and his school.

Technical Skills

Learn to administer, score, and interpret the most useful objective measures and informal inventories to meet the diagnostic needs of the disabled reader.
Learn how to write complete clinical study reports to parents and schools summarizing results of in-depth diagnosis and giving recommendations for treatment.

Learn how to write letters to parents and schools about reading therapy sessions giving remedial recommendations.

Practice ongoing diagnosis-therapy-diagnosis procedures with disabled readers in a developmental reading-thinking program.
CHAPTER IV
HOW GOALS WERE ACHIEVED

On the basis of my ten week experience as an intern, it is my belief that most of the goals I set were reached. I was able to act effectively on the Clinical Studies Team, as well as, a clinician-in-training on a case of an older adult disabled reader. I set up and administered a field project for four disabled readers. I made an In-House Evaluation of the Reading Institute for the Reading Clinic.

Team Leader's Guidance of the Clinical Studies Team

The team leader treated all members of team with professional respect and carefully guided our thinking to pragmatic solutions. At the beginning we were a group having varying abilities and knowledge about what we were to do. By carefully giving us part of each case that we were responsible for and part of each case that we were to observe, we were able by the end of the summer to experience fully all aspects of a clinic case for a disabled reader as we were able to handle it.

The most difficult task for the team leader was to help the team move together to the important causal factors and to make appropriate recommendations for disabled reader. It was very interesting to observe that after intense concentration by all, conclusions would be reached at the end of each case that the team members were proud to present to the referring parties. The team leader deserved the praise we all gave her.
Acting as a Member of the Clinical Studies Team

The opportunity to participate as a member of the Clinical Team on a variety of cases of varied ages was a uniquely rewarding experience. The Calendar of Clinical Studies to be found in the Appendix of this Internship Report reveals that the team worked with an elementary child, a teenager, and a pre-college student.

Because each of us were familiar with some of the tests and techniques but not with all of them, we were able to help one another on Tuesdays to become more proficient with those needed before we were expected to use them in a Clinic Case situation. The studied observations and sincere suggestions about our clinical performance during the Clinic Cases, that fellow team members and the team leader made, were very helpful to our professional development.

Our personal teaching experiences and previous clinical courses were used extensively to arrive at common conclusions. Specialists from other fields were used to increase our knowledge when we were lacking. It was truly the situation desired—using the cooperation of many disciplines to help the disabled reader. No one member of the Clinical Team was allowed to dominate the decisions.

Integrating Data, Separating Causal Factors, Planning Remediation

This is the heart of the Clinical Study. Data from many sources must be gathered and integrated.\(^4\) Data are collected from the school

and the home which give the student's developmental and academic history, as well as, social and emotional factors. Additional data are collated from interviews and tests given at the Reading Clinic. Careful observations are made throughout until enough information is accumulated so that an adequate analysis of reading strengths and weaknesses of the disabled reader can be made.

Not every causal factor that is found is relevant. Judgments have to be made so that the team arrives at the primary causal factors. "The individual's disability in reading should be explained in terms of the fewest possible causal factors."^5

Before remediation can be planned the Clinic Team must meet and formulate a statement of the Problem and an Interpretation. For examples of these see the Appendix of this report under A Clinical Studies Case Report.

Remediation is based upon the causal factors stated in the Interpretation but also take into account the conditions stated in the Problem. Usually the Clinic Team tries to make three to five recommendations to the home and five to ten recommendations to the school. Actual methods of instruction are given as well as psychotherapeutic methods.

"Since children with reading disability live in an atmosphere of rejection and disapproval, they often conclude they have no ability or talent, that they are good for nothing, and they rate no

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Because of this, the psychotherapeutic methods must be considered as important as the specific instructional directions.

Specific instructional directions to the school are of vital importance. These directions must be pragmatic and based upon sound teaching principles used by reading specialists. They must also take into account the teacher who is to instruct the disabled reader.

Apply Learnings from the Reading Institute

The Allegan field project in Developmental Reading-Thinking was set up for bright children, eight to twelve years of age who were not working up to their ability. See Appendix of this report under Reading-Thinking Therapy schedule. It seemed appropriate to use some learnings from the reading institute since its theme was "Teaching Reading as a Thinking Process".

Dr. Dorothy Kendall Bracken\(^7\) stated "Reading is based on oral language and listening at every level of reading instruction—they precede reading". This statement applied directly to classes in the Allegan field project. Each lesson had listening skills as one of the aims. All five language skills were stressed: listening, speaking, reading, writing, and thinking.

Dr. Charles Brown\(^8\) stated that "children must learn to really

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\(^6\)Roswell and Natchez, op. cit., p. 66.

\(^7\)Johnson, Lucetta A., op. cit., p. 29.

\(^8\)Johnson, Lucetta A., op. cit., p. 36.
respond empathically to the author in books", and to do this "children must get a real sense of identity at an early age." In the Allegan field project time was given each therapy session to discussions that would help the two students get a real sense of self and then were guided to respond to authors in books based upon their own experiences. One of the best results of small group therapy is the closeness of conversation that can be held between two students and the therapist. Positive self-concepts can develop in this situation which should carry over as more self-confidence in the classroom.

Dr. Robert Oswald\(^9\) said "expect a lot from students but let them know what you expect" and "use the media that best helps that learner at that time." In the small class you can do this more efficiently than in a large class. You can observe each child closely and meet their needs well. What happens at each session leads to the next session so that both the therapist and the students are continuously motivated and intrigued by what is coming next.

Dr. Sara R. Swickard\(^10\) said, "Reading is a matter of meaning--it is self-talk with a book." As we read silently and then orally in the therapy sessions we took the luxury of responding fully to what we read more often than is possible when there are more students involved. The books read took on more depth of meaning to the students and to the therapist alike than they would have had if each of us had


\(^10\)Johnson, Lucetta A., op. cit., p. 45.
read them, silently, alone.

Dr. George G. Mallinson\textsuperscript{11} said, "One problem in reading therapy is when the child doesn't get the experience in total from the parts. Therapy is how you are going to handle the material so the child puts it all together." This is so true. The extra time spent in small group therapy is often when the student's face lights up with understanding of concepts they have been at a loss with before. When they put it all together there is a satisfaction on their part that eliminates the need for artificial motivation techniques.

Dr. Mallinson shared with the group the Serial Effect of Words.

See the word
Say the word
Define the word
React to the word
Infer from the word

Real thinking takes place in the last two items. It is the reacting to and inferring from the word that meaning is achieved. When students find meaning in what they read they become self-motivated to read more.

Participating In and Conducting Purposeful Interviews

The Clinical Team members were given the opportunity to interview in varied situations. For each case we were assigned to a different interview experience from these categories: Preparation Interviews, Information Interviews, and Result Reporting Interviews.

Preparation Interviews are held with students to put them at ease

\textsuperscript{11}Johnson, Lucetta A., op. cit., p. 62.
in the Clinic situation and to preview some of the interesting things they will be doing. Preparation Interviews are held with parents for similar reasons.

Information Interviews are held separately with the student, the parents, and the teacher. These are meant to be explorative, informative, and therapeutic in nature. The Clinic Team prepared purposeful questions for these so that we could complete them in the brief time allotted and still obtain immediate useful information which would aid in the diagnosis of the disabled reader.

The Result Reporting Interview was particularly important. In this interview the Clinical Case Report is presented including statements of: The Problem, Objective Measures and Informal Inventories, Interpretation, Recommendations for the Home, Recommendations for the School. It is the final opportunity for the Clinic Team to examine their conclusions critically with those people most directly involved. During this interview procedures recommended are explained and the ongoing diagnosis-therapy begins.

The Clinic Team experience convinced me that the following statements are true: (1) Interviews are privileged communication situations. (2) Interviews are a means of integrating objective data and test data to arrive at valid causal factors. (3) Interviews should be handled by trained, responsible people. (4) Interviews should be kept objective with the interviewers guarding against preconceived ideas. (5) Interviews should not be too long or allowed to wander far from the immediate goals.
The observation of and the participation in interviews at the Reading Clinic was invaluable background for the other interviewing situations that developed as parts of the internship experience.

First—I was asked by Dr. Dorothy McGinnis to select one of my therapy students who would be willing to participate in the series of Reading Demonstrations and Discussions entitled "Helping the Disabled Reader" she was conducting at Sangren Hall. I was to prepare background information and participate in the demonstration along with the student and his parent. A student was selected for the Reading Demonstration and Discussion entitled "Initial Therapy for the Severely Disabled Reader." A number of interviews were necessary to secure the facts pertinent to his therapy: The Child Guidance Clinic, the optometrist, the student's mother, the student's grandmother, and the student's teacher.

Second—in the Reading-Thinking Therapy Field Project it was necessary to conduct many fact finding interviews with parents, teachers, optometrists and social workers. Parent Report Interviews were used at the end of the summer therapy sessions much like the Parent Report Interviews at the end of the Clinic Case Studies. At the end of the therapy, however, they contained not only a report of tests given but a review of the therapy completed during the six weeks.

Third—I was assigned an older adult college student with the charge of interviewing, testing and counseling him. Interviews were needed with the student, his family, his college professors, and the Veteran's Administration. Consultation interviews were held with
Dr. Dorothy McGinnis and Ms. Betty Hagberg of the Reading Clinic for aid in working out the Interpretation and Recommendations. A Therapeutic Report Interview was held at the end of the case.

Participating In and Conducting Therapeutic Counseling

As a member of the Clinical Studies Team I participated in therapeutic counseling conducted by the Clinical Team Leader. Therapeutic counseling is an integral part of report interviewing but it serves the special purposes of assuring the interviewee of his ability to succeed and explaining the many sources of help available to him.

As the clinician-in-training for the older adult college student mentioned previously in this paper, I conducted therapeutic counseling which emphasized all the positive things that the student was able to do, the problems he needed to deal with, and the expert help that was available to him.

It was necessary for me to conduct therapeutic counseling sessions with students, parents, and educational personnel in connection with the four Reading-Thinking Therapy students. Building up the student's self-confidence, helping the parents assume a positive attitude toward their child's problems and aiding teachers to obtain a more complete understanding of the student's reading problem, were the three main counseling objectives.

Observing With A Purpose and Listening With Empathy

At the Reading Clinic we were given many opportunities to observe with a purpose. The Clinic has the physical setting to encourage
meaningful observations. There are two testing rooms with an observation room between them. This affords many people the opportunity to observe. They are able to improve their competence in observing with a purpose without detracting the participants being viewed. The sound system makes it possible to hear as well as see the testing and interviewing procedures.

What are some of the purposes a clinician might be observing in the study of a disabled reader? We were given certain questions to answer. In the answering of these questions we learned much that could be used to help in remediation. Here are some examples:

How does the student react in a testing situation?
What methods produce the most effective learning?
What conditions or situations cause frustration?
Is the student consistent or erratic in his responses?
Is the student active or passive in the testing situation?
How does the student adjust to new people, new situations?

Acting as an observer with a purpose one must record actual words and behavior in one column and short statements of inferences in the second column. In this way others may read the same anecdotal record but arrive at different inferences. The informal inferences are then checked out through interviews and tests to arrive at supportable inferences.

It is very difficult to observe with a purpose until you have developed some skill in listening with empathy. What is empathy? Empathy is fully described for one hundred and ninety-four pages in the book, Empathy, Its Nature and Uses by Robert L. Katz. For the purposes of this report the following definition has served: "to empathize is to see with the eyes of another, to hear with the ears of
another, and to feel with the heart of another.12

It is important that clinicians be well adjusted personally and skilled in accurately interpreting human behavior if they are to establish an empathic relationship with the disabled reader. A clinician may be able to make good observations, respectable inferences, and valid treatment suggestions with a minimum of empathy. However, to diagnose in-depth and to provide adequate suggestions for treatment of the disabled reader a good empathic relationship must exist between the clinician and the reader.

In addition to establishing an empathic relationship with the disabled reader the clinician must be able to relate in the same way with parents and other persons involved in the disabled reader's life. In the end the clinician must be able to explain to the parents and the teacher the reader's problems so that they may understand and empathize with him. In this way they fit into his remediation and thereby increase his chances of improvement.

Since personal emotions and prejudices of all parties are factors in an empathic relationship the clinician must be cognizant of this. The professional clinician must not let these factors distort his judgment of human behavior nor mar his expertise in diagnosis. The clinician must further help the disabled reader, the parents, and the teacher to know their own emotions and prejudices so they may see where they fit into the problem accurately. The reading clinician

must be a real professional.

Dealing Effectively With the Problems of the Disabled Reader

The most important thing I learned in this area was that the clinician must guard against pet interpretations of the child's maladjustment in reading. Each clinical study must be approached with an open mind and use all available resource people to reach valid conclusions.

If reading clinicians are to deal effectively with the problems of the disabled reader, his home, and his school they must have a deep understanding of all three and be able to anticipate the problems contained therein. To do this the clinician must have a maturity of judgment, skills in human relations, a full knowledge of educational psychology, clinical training, and school experience.

The internship at the Reading Clinic affords the clinician-in-training the opportunity to develop these qualities both through the observation of others and by the actual practice of them under competent supervision.

In recommending treatment for the disabled reader the clinician must remember there is no one answer that solves the whole problem and most students don't show a dramatic turn for the better. Many times the suggested remediation takes so long that the parents and teachers become impatient even if they've begun with the best intentions. The student becomes discouraged because he often remains behind classmates despite his best efforts. Parents, teachers, and students must work together with constantly renewed optimism if the recommendations of the Reading Clinic are to be successful.
Making Use of Objective Measures and Informal Inventories

There were four steps we followed in making use of Objective Measures and Informal Inventories: Selection, Administration, Scoring, and Interpretation. Each step required a number of skills and a professional understanding of what we were doing. Because we were acting as a team we learned a great deal from each other.

Selection—When each new clinical study begins at the Reading Clinic the Team Leader calls a meeting of all those clinicians who will be working on the study. Together they go over the referral, the medical history, the school records, letters from parents, and any other pertinent data available. Together the Clinical Team decides on certain tests to be given to determine the child's reading needs and the causal factors involved. Selections are made from the following categories.

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Administration—for each clinical study, we were given certain tests that we had selected as a team, which we administered. In the Appendix under Clinical Studies Work Schedule you will see how this was divided. We studied the tests carefully. If we had not given
them before we practiced on each other or a third party until we were able to administer them smoothly and well.

Scoring--After administering the tests we were to carefully and accurately score them. Actually administering and scoring tests are very closely related. You must know how to score a test to do an adequate job of administering it. One small mistake in scoring can make a big difference to the interpretation of tests so scoring and re-checking in a quiet place is essential.

Interpretation--the interpretation of the tests is a team effort. Valid interpretations come from the study of the test manual and adequate background and experience on the part of the Clinical Team. Competent supervision by the Clinical Team Leader is essential here. Interpretation of each test must take into account information gained in interviews and other test data.

"Objective tests are of value in investigating and analyzing individual abilities, and performances." The objective tests that I used during this internship are: Peabody Picture Vocabulary Test, Betts Telebinocular, Kaico Audiometer, Detroit Reading Tests, Nelson-Denny Reading Test, Durrell Analysis of Reading Difficulty, Dolch Basic Sight Word Test, Wide Range Achievement Test, Peabody Individual Achievement Test, Morrison-McCall Spelling Scale, Bender-Gestalt Motor Visual Test, Design Blocks from Wechsler-Bellevue Intelligence Scale, California Tests of Personality.

"An informal inventory is a tentative and unconventional means of identifying certain abilities and skills and of suggesting clues as to why they exist." The informal inventories that I used during this internship are: Gary Oral Reading Paragraphs, Sucher-Allred Reading Placement Inventory, Gates Visual-Visual and Visual-Auditory cards, Visual Memory Exercises, Auditory Memory Exercises, Informal Tests of Dominance, Informal Conversation Techniques in the areas of experiential background, Interests-Attitudes, Incomplete Sentences Technique.

Changes in the selection of tests may occur during the Clinical Study. New needs or alternate needs may emerge as a result of early tests or interviews. The Clinic Team meets quickly, assesses their findings, and recommends a change of tests when it is evident a different test would do a better job than the one originally scheduled. This flexibility in test selection is indispensable to good in-depth diagnosis. Efficiency in test selection is critical because time is limited. Professional expertise in testing is essential if the best battery of tests is to be selected for each Clinical Study.

14 Carter and McGinnis, op. cit., p. 129.
Writing Reports of Clinical Studies

"A report summarizing a clinical study of a child is designed to help the referrants as they endeavor to assist him in overcoming his disability in reading and in making a more satisfactory adjustment in the classroom."\(^{15}\)

A report of a clinical study contains these six parts:\(^{16}\)
1. Brief statement of problem centered around the individual.
2. Summary of relevant data resulting from histories, interviews, and observations.
3. Summary of relevant objective data from various sources.

In order to help us write these reports during our internship we were told to write up immediately all tests and interviews assigned to us. This we did on all three clinical studies. Certain parts of the clinical studies report we wrote together as a team: the statement of the problem, the interpretation, and the recommendations for home and school. These parts needed team opinions and the give and take of these sessions contributed to the greater accuracy of the report.

We were each assigned one clinical study in which we organized all the material written by all the members of the team into a typewritten

\(^{15}\)Carter and McGinnis, op. cit., p. 283.

report. This was then corrected and approved by the whole team before the final typing. In the Appendix is a sample of such a report used at the Reading Center and Clinic as a guide to clinicians-in-training. Our finished reports were made a part of the permanent file at the Clinic.

Writing Reading-Thinking Therapy Reports

This kind of report summarizes the results of instruction and therapeutic procedures for a set period of time. A daily record is kept of aims, materials, procedures, observations, and plans for the next session. From these daily records (see Chapter VII in this report) a final report is made to parents. There are six parts to the final report:

Identification of the problem
Statement of the goals
Outline of materials
Description of procedures
Evaluation of progress
Statement of recommendations

It is important to use clear language in these reports and offer practical suggestions. A conference is held orally at the time the report is presented and it is best if both parents as well as the child are present at this conference. Questions can be answered. Remediation techniques can be made clear. Therapeutic procedures

17 Carter and McGinnis, op. cit., p. 287.
can be understood. Materials used can be explained.

The best thing that can happen to a therapist is to do therapy with two children from the same family. In this way it will quickly become evident if reports really fit the individual child or if the therapist is using general statements over and over. An example of this kind of report is found in the Appendix.

Ongoing Diagnosis-Therapy-Diagnosis

There were four students involved in the Allegan Field Project. They were put into a morning class and an afternoon class. The morning class consisted of a boy thirteen and a girl thirteen, who were about to enter seventh grade of the junior high. They are referred to as B-13 and G-13 in Chapter VII, Reading-Thinking Therapy Records. The afternoon class was a boy eight and a girl eight, who were about to enter the third grade of an elementary school. They are referred to as B-8 and G-8 in Chapter VII, Reading-Thinking Therapy Records.

The students had a week of pretesting before therapy started. A full clinical study was made just like the studies at the Reading Center and Clinic including a written report. Aims, materials, and procedures were based on the results of these findings. The lesson from one day led to the lesson following in an ongoing procedure. The therapist listened with a "third ear" and continually checked inferences with objective measures and informal inventories so that the therapy could always fit the student's current needs.

In Chapter VII, Reading-Thinking Therapy Records, may be found
the complete therapy records for a period of six weeks for the Allegan Field Project. A careful reading of this therapy record will reflect how each lesson led to the next and how individual needs were met through materials and methods. Emotional needs were also dealt with but deletions were necessary to protect the privacy of the families involved.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

My experiences in the internship program went beyond my expectations. I was not only able to participate in the three clinical studies originally scheduled but with a clinical study on my own and participation in a reading demonstration.

The internship improved my diagnostic and interpretive skills with disabled readers. The team experience under professional leadership in the Reading Clinic setting was very worthwhile.

It is my recommendation, based upon my experience, that a similar internship would be valuable to all educators who are seriously interested in improving their skills to meet the needs of disabled readers.
CHAPTER VI

IN-HOUSE EVALUATION REPORT

of

READING INSTITUTE
I. "INSTRUCTION THAT IS HELPFUL—NOT JUST HOPEFUL"

Dr. Dorothy Kendall Bracken, Director
Reading Clinic
Southern Methodist University
Dallas, Texas

Dr. Bracken was a fine choice to be the keynote speaker. She
set the right tone for the Reading Institute.

She asked the question, "What really helps people read better?"
(from age 6 to 60)

She suggested we take a long look and not accept everything in
education. Ask yourself, "Is it really going to help the child or am I
教学 it just because it's there?"

She suggested we take a new look; "What we need to do to teach
boys and girls."

1. Simplify the teaching of the reading process.

2. Teach only the really important phonics rules—study the
research to see what rules are really functional. Most
experts say to teach only those rules that hold true 75% of the time.

3. Needed most is a simple procedure for the student to use
when they come to a word they don't know. She spoke of the
SSSD Procedure.

S—Sound, the first sound of the word.

S—Sense, the sense of the sentence. Read it to the end
to obtain the sense* of the sentence.

S—Structure, break up the word into syllables.

*Sense, meaning the conceptual sense of the sentence.
Dictionary, if not successful, ask the teacher.

"Reading is based on oral language and listening at every level of reading instruction—they precede reading."

"What do we want for others?"

1. We are different people as the result of reading, we want the same for other people.

2. Our ultimate aim—is for independent readers—readers who read for meaning.

"What about the use of basal readers?"

Manuals of basal readers are the developmental starting points. One reading expert was asked how she had come to know so much about reading and she admitted she had learned it from the basal reader manuals.

If you want to be creative don't do it with the basal reader—do it in the field of Children's Literature.

Reading instruction should not be either/or but a combination of methods. Dr. Bracken suggested that this was a good combination:

1. Basal readers and manuals.

2. Language-Experience.


"What about ITA as a reading approach?"

She explained that in the first place there are two terms; ita—the English version and I.T.A.—the American version. At the present time results are inconclusive. She quoted Dr. Jenkinson as saying, "The real problem of transfer hasn't been solved."

"It may be that we can't tell about it until the first students
have finished their reading career." "Much progress was made because of the spotlight that was put upon it. For the first time the English parents were in on the school program."

"What about Learning Disabilities Instruction?"

"99.9% of these cases are reading disabilities."

"It is a new bandwagon term."

"The most successful learning disabilities programs are run by reading teachers."

"Learning disabilities, perceptual disabilities--are also reading disabilities."

Recommended reading: "Perception and Reading" by Helen K. Smith of I.R.A. (International Reading Association).

When you have a real perceptual problem--refer them to a perceptual person.

"Can Skimming be Taught in the Early Grades?"

"Yes, Ruth Strang says all reading skills can be taught at each grade level." To mention a few she gave skimming, critical thinking, sequence, comprehension, application, dictionary skills.

"Early elementary children can think critically--have them evaluate the ideas from their book and apply them to their own life."

"By reading to children you slightly structure their reason for listening." "The asking of questions previous to the reading helps them cue in their listening. You have to read what they read to help you evaluate their thinking. You have to read what they read in order to ask the right questions."

Vera Southgate Booth gave this reasoning for the success of ita
in England. "You must remember that the British home is more structured than American homes so the schools have become the opposite; the American home has much freedom—perhaps your schools need to be the opposite."

Dr. Bracken then stated, "Our Reading Clinic Cases (at Southern Methodist University) need structure in their life more than they need instruction."

This supports the contention of many reading teachers that the skills they give to the disabled reader and the sessions they have with them may be the most structured situation the children will find themselves in. There is a security that is given through structure that many children really need.

In my opinion, the whole institute could listen to Dr. Bracken again. I, for one, would go out of my way to hear her if she ever appears on a reading program that I might be attending.
II. "LANGUAGE ARTS IN THE INFORMAL CLASSROOM"

Linda Comer, Open School Advisor, K.V.I.S.D.
Diane Atkins, Instructional Specialist, Woodward
Judy Ball, Classroom Teacher, Scotts Elementary
Judy Fuller, Classroom Teacher, Portage Central Elementary

The presentation, as a whole, was well received by the audience because it was so practical. Heard this comment from two young men teachers in the audience—"I'd just like a chance to talk to them and pick their brains awhile."

LINDA COMER

Gave the introductory remarks portraying the open classroom as a rich environment of learning centers in which children get the right help at the right time for the right reason.

Teachers need to foster a positive attitude toward reading in the children and provide instruction in reading skills. The following help to accomplish these two goals:

1. Sensory learning centers.
2. Learning by doing areas.
4. Participatory Reading.
5. Daily listening activities.
6. Teacher listens to students.
7. Pictures and words everywhere.

DIANE ATKINS

Spoke about her Individualized Reading Program and of some of the misconceptions people hold about it. "Individualized Reading takes 250% more structure and lots more time."

Recommended reading: Reading in the Elementary School by Jeannette Veatch.
Needs for setting up Individualized Reading

1. Good attitudes.
2. Knowledge of skills.
3. Basal readers available in the room.
4. Attitude inventories.
5. Diagnostic and achievement tests.
6. Reading corner.
7. Project cards.
8. Individual notebooks or reading logs.
10. Books of all levels available in the room.

Six Steps to Take in Individualized Reading

1. A thirty minute "Reading Period".
3. Organize the period: some read
   some skills
   some projects
4. Individualized conference with the teacher a must.
5. Organization of groups: instructional
   independent
6. Sharing, follow-ups, evaluation on Friday.

"Individualized Reading is a way of meeting individual needs in
an informal or a formal classroom."

JUDY BALL

"Ways to get children started writing"

1. Set up learning centers: fine motor, copying, perceptual,
large motor, etc.
2. Use open-ended sentences, pictures, paragraphs, stories, words.
3. Perceptual activities; sorting, listening, clozeure.
4. Language-experience books.
5. Write child dictated stories under their mounted pictures.

Finish open-ended stories.

6. Use sequence games and pictures.
7. Journals of children's writing as it progresses.
8. Teach them that writing is "talking on paper." Read it for the paper to talk back.

9. Use day books, key words, diaries, journals.

JUDY FULLER

Judy had many fine examples of children's writing in interesting forms. A very worthwhile exhibit of what children can do.

1. Paper back book--read it to the class. Discuss it. Have there be a take-off from the book. Two suggested were: "If I had a ____," and "Did you ever see ____?"

2. Make shape books like a snake with writing about the snake inside.

3. Make special stationary for the children to write on.

4. Fish bowl--fill a fish bowl with little paper fish with titles for stories written on them.

5. Problem cards--have them pick and solve the problem. Example: "If I were a turtle in the middle of the road."


7. Author's registry--card with the child's own description of theirself, a photo, their likes and dislikes.

8. Key story starters--ideas for writing on slips.

9. Basic shapes books--"As round as a", etc. Have the books in this shape with items drawn inside that are that shape with writing about them.

Recommended reading: Flair, Carlson's Writing Aids Through the Grades, Language Cards in box from Educational Insights.
III. "WAYS OF MOTIVATING READING"

Demonstration Sixth Grade students of Ms. Gladys Scholten. Ms. Scholten teaches in a platoon system of three teachers and has the use of the library during the reading time.

Aim--"Let's make use of what we know to read in these special areas."

Motivating reading by reading

1. Poems
2. Myths
3. Fables
4. Legends
5. Book reviews
6. Silly poems
7. Newspaper headlines for books read
8. News reports: mount newspaper articles, then writes summaries
9. Group discussions about books read
10. Choral reading of poems
11. Tape recordings of performances
12. Prepared oral readings of stories for younger students
13. Sing songs from song sheets: reading activity
14. Collages
15. Booklets

Each of the fifteen activities was demonstrated by the members of the group. Very well done.
IV. "READING, THINKING AND SELF TALK"

Dr. Charles Brown, Chairman
Communication Arts and Sciences

Dr. Brown did a valuable service to the group by adding a different dimension to our thinking about reading. At first I noticed some who did not know Dr. Brown and his communication ideas were having some difficulty in understanding what this had to do with reading. As the morning went on it became clearer and the question and answer period in the afternoon clarified their thinking.

It was good for us as reading teachers to bridge the gap between his world and ours—it was remarkable how he thought through his ideas and came full circle around to many of the same conclusions that kept coming up in different ways throughout the institute.

1. Children must have a good self-concept.

2. They must be able to have listening before reading at all levels.

3. Children must learn to really respond to the author in books. (emphatically)

4. We should help children get a real sense of identity at an earlier age. Some people never achieve this until their thirties and forties.

5. Help children through performing arts to get a positive body image younger.

Recommended readings:

Konologue and Dialogue by Brown and Keller.

Self-Talk by Dr. Van Riper.

Communication in Human Relationships, Brown and Van Riper.

We all engage in self-talk. Self-talk can be positive or
negative in its effect. For example: a child that always engages in
talking badly to himself develops a bad self-concept. Children must
learn positive self-talk techniques.

Dr. Brown truisms:

"Man has to be self-aware to become aware of others."

"Self-esteem is man's biggest problem—through
language we know how others feel about us."

"If a person can talk to himself (self-talk) in a
constructive way he can develop self-esteem, which
is necessary in learning to read or to succeed in
anything."

"If a person engages in talking badly to himself,
he can lose his self-esteem and hamper his ability
to succeed."

"In talking to oneself, you must learn to listen
to what you have said to develop intrapersonal
dialogue."

"Reading is a dialogue between the reader and the
author—you must respond to the author for any-
thing to happen."

"An empathic response to a writer in a book is
the ability to put oneself into the author's
feelings, etc."

"A book is a programmed other person."

"Oral reading may cut down on comprehension if—
there is high emotion in doing it. Children are
more likely to experience less emotion when read-
ing silently."

"Full acceptance of ourself is necessary to
reach our full human potential."
V. "GOALS AND PERFORMANCE OBJECTIVES FOR A PROGRAM IN READING"

Dr. Robert Oswald, Associate Professor
Western Michigan University

Dr. Oswald gave an excellent presentation with transparencies and printed sheets that covered his main points:

Teaching reading as a thinking process
Major categories in the cognitive domain
Three basic questions; six steps toward accountability

His strongest point, however, was his ability to focus our attention on "the political and educational reality that goals and performance objectives are with us and unless we develop our own, the State is going to drop theirs on us." Unless we know and write-up what we feel is really relevant to our classrooms we won't be prepared to give the State feedback when they do get theirs written so that we will end up with goals and objectives that we will be able to function within.

Get busy and create your own objectives and justify them. Be ready to ask for materials, para-professional help, in-service training, etc. to do the job.

Let the kids in on what you want them to learn. Don't let them grow up like the college student in Dr. Oswald's class who said, "This is the first time I knew what I was to learn."

Ways to help the student

1. Organize and systemize minimum goals.
2. Let them in on what they are to learn.
3. Let them see how well they have accomplished it.
4. Don't play guessing games with them when it comes to tests—ask them what you said you were going to.

5. Expect a lot from the students but let them know what you expect.

6. Use the media that best helps that learner at that time.

7. When errors are made--have feedback on them.

Note: a personal observation. Children learn through error if you do this. Correct lessons with them where there has been much misunderstanding. It may well turn out their most remembered lesson.

"The best thing to help the learner is if he as well as the teacher know what is expected and where he is as well as where he is going."

We will need to assess, teach, evaluate. We will need to choose materials and plan time in order to meet educational, behavioral, performance, and instructional objectives.

Dr. Oswald makes a lot of sense. He makes goals and objectives make a lot of sense too.
VI. "PRODUCTION OF DIAGNOSTIC TOOLS"

Workshop

Mr. Joe R. Chapel, Associate Professor
Teacher Education Department
Western Michigan University

Mr. Chapel discussed: Informal Reading Inventories, Reading Skills, Levels of Diagnosis, Readability Formulas, Durrell Analysis of Reading Difficulty, books on Diagnostic and homemade tools.

Mr. Chapel demonstrated the Visual-Visual and the Visual-Auditory cards. These were very revealing to the participants.

Materials were on display that could be made or purchased to help in diagnosis.

Recommended Reading that contain instructions for making homemade diagnostic tools:

Harris and Smith, Reading Instruction Through Diagnosis.

Wilson, Robert, Diagnostic Teaching and Testing.

Gilliland, H., Materials for Remedial Reading and Their Use.

Good materials covered and he was convincing as to their value.
VII. "WHAT SHOULD BE HAPPENING IN JUNIOR HIGH AND SENIOR HIGH SCHOOL?"

Dr. Lester Van Gilder
Counselor Education and Reading Department
Appalachian State University, Boone, North Carolina

(These conclusions were drawn from questions by Dr. Lester Van Gilder, put to a young junior high student, having him state the problems as he sees them.)

Kids needed to be "turned on" to reading. Textbooks need to have some "adventure" in them. The best teachers are able to "ham it up" to put the subjects across. Students in their junior high and senior high years are completely interested in their own personal lives. There needs to be smaller classroom numbers. Teachers need to know the students before they try to teach them. Most teachers and counselors care about students but there are just too many of us. Library skills are needed and then the books need to be in the library so that we can get them. We can't learn if we can't read. Most kids don't have enough verbal skills.

Quotes from Dr. Lester Van Gilder:

"They sit behind their eyes" Homer L. J. Carter.

"Three percent of the students will never care to learn to read."

We need to point out why they need to learn to read. We feel they have a "Right to Read". Some of them feel they have a "Right Not to Read". A teacher must become a catalyst--one who modifies knowledge and puts the students to work meaningfully. "Life changes everyday." This should be so in the classroom. "Things should come alive in the classroom."
Meeting Classroom Needs

1. Diagnose the needs of the class.
2. Teach from multi-level texts.
4. Evaluate what has been learned.

Recommended reading:

*Improving Reading in Every Class* by Thomas and Robinson, abridged edition.

Basic Needs for the K-12 Reading Programs

1. Capture interest of the students.
2. Relate material to experience (mental content).
3. Give them a purpose for their reading (goals).
4. Show them how to read for a purpose (skills).
5. Preteach vocabulary (for biggest gains).
6. Provide reading materials for all reading levels.

One program he referred to was the "Fabulous Friday Program" in which those students getting their work finished for the week were able to request what they wanted to learn and resource people are brought in to teach them just that.

Dr. Lester Van Gilder did an excellent job of telling the group what should be happening in reading at the junior high and senior high levels. He was easy to listen to and able to get across the key feelings that he has about the subject. He mentioned in many different ways that the teacher is the key to learning at this age—both from the motivation and interest angle as well as to provide materials for the needs of all students. He also stressed that teachers and
college professors need to work closely with students to really know their needs.
VIII. "HOW READING BEGINS"

Dr. Sara R. Swickard, Professor
Teacher Education Department
Western Michigan University

"What happens in the early years makes a difference in when the child begins to read in the first three years of school."

"At no time is there a cut-off time when a child cannot learn to read."

Helps for Teachers
1. Teachers must have a good self-concept so that children do not pose a personal threat to the teacher. She must feel worthy, good and have confidence in herself.
2. Teachers should be the instrument of change in the group.
3. Teachers should know why they are doing what they are doing.
4. Teachers should help children feel human and to get along with humans.

Helps for Getting Reading Started
1. Parents should talk to their children and explain things to them.
2. Children will begin to read when they can identify what is going on.
3. Small children need to have many see and do experiences.
4. Classrooms should be of mixed abilities and kinds of children.
5. If classrooms are made up of groups more and more alike we are failing.

How to make up for Verbal Deprivation
1. Look at them and know them.
2. Accept them as they are.

3. Identify the major problem children.
   A. floaters, interrupters
   B. always quiet

4. Help them care about themselves so they can care about the kids in the book.

5. Answer their questions, acknowledge their presence.

6. Use any good reading movement that helps the children to read.

7. Remember that nobody knows how to teach all children by one plan.

"Reading is a matter of meaning." It is "self-talk" with a book. Every child will move into reading with meaning as soon as he is ready and able and wants to read. When they get so they know a lot of things let them read about those things they know about. "Remember the slow reader and the fast reader have something in common—they have to be challenged with their own material."

Children have a listening or understanding level above their reading level. Shoot for this level for their reading. Listen, watch and record what you see the child do. Observations are a teacher's best tool.

Spend some time teaching them how to read. Don't spend all of the reading time testing if they can read. Accommodate the materials to the children's levels. Don't interrupt the reading process by making the child sound out the words he does not know. Tell him the word quickly, note the problem, teach him the skills at another time.
"I have seen some classrooms where there are open school concepts with closed mind teachers."

As per usual Dr. Swickard has brought out key ideas with a freshness that is characteristic of her. The group I was in really enjoyed the mini-class and asked many worthwhile questions which Dr. Swickard readily answered interlaced with examples from her own teaching experiences.
IX. "THE CLASSROOM AS A THINK TANK"

Ms. Betty Lewis,
Instructor, Reading Center and Clinic
Western Michigan University

Mr. Patrick Welch,
Reading Specialist
Loy Norrix High School

What an individual thinks is the basis for:

What he hears
What he says
What he writes
What he reads

Robinson and Smith gave levels of reading instruction

1. Frustration level

Few changes to accommodate to the reading and social levels of the students.

2. Complaint level

Reading skills are lacking for the content areas.

3. Experimental level

Methods and materials used to cope with the problems.

4. Problem solving

Teaching and assignments take into account the differences in reading abilities and social levels.

Two excellent handouts were passed out: "Teaching Reading as a Thinking Process," sub-title: "The Classroom as a Think Tank," and sample lessons adapted right from textbooks used by students. This first handout gave the different forms that different subject areas demand that you use to make meaningful use of study skills. The second handout gave samples of the material from the students textbooks.
A useful and well worked out presentation. It is hoped a new day will dawn in junior high and high schools so that each teacher does become a reading teacher and accommodates the subject area to the abilities of the assorted students that make up the typical classroom.
X. "THE MYSTERY OF TEACHING READING
AT THE JUNIOR HIGH LEVEL"

Dr. Myron L. Coulter
Institutional Services, Professor Education
Western Michigan University

"Reading is important at the junior high level to establish good
lifetime habits and attitudes." Reading instruction takes roughly
one sixth of the grade school time. "They don't have enough reading
skills when they come out of sixth grade to meet the education needs
of the next six to ten advanced learning needs." "Even if they are
the good reading students they will need more to help them keep up
to the new harder level of reading that they are now at."

"Teachers should be prepared to teach reading (and reading
skills) at the junior high school level." "Every subject area becomes
more difficult in the content areas so must reading keep this same
pace." Think of junior high as another chance for the student to
develop lifetime reading habits. "There are particular and unique
reading skills for each content area."

Recommended reading:

Reading in the Content Fields from The International Reading
Association.

There is a technical vocabulary for each content area. Students
need to be given at least a "working vocabulary" in these content
areas. Special problems in speaking and writing need to be helped
for "knowledge is not worth a dime if you can't communicate it."

Teachers must have knowledge of their students and their subject--
knowledge not assumption:

1. Assessment of student needs.
2. Analysis of patterns of errors.
3. Organization of class.
4. Instruction.
5. Assessment repeats.

No substitute for preparation, knowledge, hard work and skill.

Important presentation for it again brings up the reasoning behind the need for reading instruction at the junior high level. At the same time he has laid the foundation for reading at all levels from kindergarten through college for at each level of instruction there are reading needs to be met and they do get progressively harder.

How can teachers ever say again, "They should be able to read when they get out of sixth grade without further instruction."
XI. "TUNING INTO CHILDREN'S LANGUAGE"

Dr. Dorothy Bladt,
Associate Professor
Teacher Education Department
Western Michigan University

Observe, listen and be sensitive to the child at his level. He is smaller physically and different than an adult intellectually so a teacher must develop an empathy with the child at his developmental level.

Success in school has a high co-relation with verbal abilities. Caution: Because the child can verbalize it doesn't necessarily follow that they have the underlying concept.

Caution: The non-verbal child may have the concept but we are unable to recognize it.

We think in a world of words—ideas—thoughts. It is unknown how the very small child thinks. Pictures? Images? Feelings? At twelve months the child begins to understand words of the language.

Recommended reading:

Diagnostic Teaching of Reading by Ruth Strang.

Recommended test:

Illinois Test of Psycho-Linguistic Ability.

The rest of the time was spent in an interchange of problems in the school systems that the teachers and specialists were in. Helpful suggestions were offered by members of the group to other members of the group. Differences in procedures for reading from school system to school system were apparent.
XII. "CONSTRUCTING PRACTICAL DEVICES FOR
TEACHING READING AS A THINKING PROCESS"

A Workshop

Dr. Bruce Lloyd
Professor, Teacher Education Department
Western Michigan University

We all brought the materials as listed on Dr. Lloyd's sheet and then moved to the ERC after he had shown us samples of the following items which we were to construct:

1. Picture-Vocabulary-Story (P-V-S)
2. Phonogram Word Builders (cards)
3. Root and Affix Word Builders
4. Configuration Clue Perceptions
5. Closure Technique Materials

I believe everyone in the class completed the Picture-Vocabulary-Story Folder. It was particularly a nice thing to make as it involved a number of audio-visual techniques and we had good help in constructing it.

It would have been helpful if we could have had diagram sheets of the other teaching devices so that we could remember them better to construct them at home.

It was a recommendation by participants at the end of these reports that an expanded course might be given along these lines and Dr. Lloyd said he would be interested in teaching it. He taught one such course with a 300 course number. A graduate course would be useful for returning teachers and they are the ones who really appreciate the educational and monetary value of such teaching aids.

A useful workshop.
XIII. "FACTORS IN THINKING AND COMPREHENSION SKILLS"

Dr. Jules C. Abrams,
Professor of Psychiatry
The Hahnemann Medical College and Hospital of
Philadelphia, Pennsylvania

Dr. Jules C. Abrams was an excellent speaker and was able to talk about quite technical psychiatric problems in an understandable fashion. The question and answer period was especially helpful to the group.

Perception emerges from meaning which is dependent upon your background of experience. This in turn is colored by your anticipation or by your deprivation. Perception is predestined by the structure or lack of structure in the stimulus.

We tend to perceive what we are looking for so readiness for learning is necessary at all levels and is given by the teacher through motivation.

Perception will vary from person to person due to differences in intelligence, past experiences, quality of the senses, talents possessed, psycho-motor abilities, etc.

Thinking processes reflect the personality. Dr. Abrams gave as an example the different answers it is possible to get from different children from a single question. i.e. "What is the thing to do when you cut your finger?"

He cautioned: One unusual response doesn't become significant unless a pattern of answers is found.

Children suffering from ego insufficiency must be helped to develop a positive identity to improve in reading. They must be given some skills so they can have some control of their achievements. Children
suffering with emotional problems are more likely to have comprehension problems than they are to have decoding problems. Both abstraction and generalization abilities are necessary for the formation of concepts.
XIV. "CLASSROOM DIAGNOSIS OF READING PROBLEMS"

Dr. Dorothy J. McGinnis, Director
Reading Center and Clinic
Western Michigan University

Myths about Diagnosis

1. You must use especially designed tests that are hard to use and hard to understand.
2. Diagnosis can only be done by a highly trained person.
3. You need a long write-up of the diagnosis.

The answer to all three of these myths is no.

The best test is observation by the teacher who listens with a "third ear". The teacher then checks inferences with specific tests. Teachers can and should develop the skills of diagnosis. A diagnosis should be short as it is an ongoing process. Diagnosis—treatment—instruction—diagnosis—treatment, etc.

Questions to ask in Diagnosis

1. Why is _____ a disabled reader?
2. What can be done to help him?
3. What are his educational needs?
4. What is his instructional level?
   (Needed for the selection of materials)
5. How can his needs be met?
   (Methods, adjustments in the classroom)

Levels of Diagnosis

1. Identification of the problem.
2. Classification of the problem.
3. Identification of (symptoms) reading needs.
4. Determination of casual factors.

Use of Informal Reading Inventories

A structured way to make good observations. Have two sets, same levels, different excerpts.

A. Administer Set I silently and check comprehension.

B. Administer Set II orally and check comprehension.

Check comprehension as well as phonic skills.

C. Observe and Record Information.

1. Estimate from performance his four reading levels:

   Independent, Instructional, Frustration, Capacity.

2. Determine his reading potential or listening level.

   This is the highest level at which the student can comprehend what is read to him. This is a measure of his mental content.

3. Record personal characteristics: physical, emotional, interests, attitudes, values.

4. Record environmental factors: desire to read, willingness to put forth effort, is reading important in the home?

Closed Circuit T.V. on use of the Quick I.R.I.

Part One

1. Select any book you want the child to read.

2. Select 20 words from the beginning, the middle and the end of the book.

3. Check how many he knows by a quick flash of the words.
4. Show the words missed giving him time to sound out the words — record his errors to determine his needs.

5. Pronounce the ones left that he can't recognize or analyze and ask for definitions.

6. Formula for the total recognized and analyzed. 99% Independent, 95% Instructional, 75% Frustrational.

Part Two

Have the student read a portion of the book silently and answer prepared questions on it.

Part Three

Have the student read a portion of the book orally and answer prepared questions on it.

Questions should follow this pattern:

1. factual
2. factual
3. why questions calling for support
4. personal experience and judgment questions

Both the presentation by Dr. McGinnis and the T.V. presentation were factual, worthwhile, and relevant. The take home sheets were appreciated by the group. Dr. McGinnis summarized at the end. This would have been helpful in some of the other mini-classes.
XV. "EXHIBITS BY BOOK COMPANIES"

It was a good exhibit from the book companies and the salesmen were most helpful. It would have been useful to have three to five companies there showing reading games and teaching aids. See recommendation No. 5 under General Recommendations at the end.
XVI. "POTPOURRI ON EDUCATION AND THINGS"

Dr. Clara Chiara, Professor
Teacher Education Department
Western Michigan University

An impressive presentation giving an overview of Reading and
Education during the 1950's, 1960's and the predictions for the future.
Left us with the feeling that what we as educators do in the future
is still vital and important and will continue to be so for a long
time.
XVII. "TOURS TO PLACES ABOUT KALAMAZOO"

Tours were arranged for the participants in the Reading Institute. These included: Kalamazoo Public Schools, Kalamazoo Valley Intermediate School District, Nazareth College Reading Center, Portage Public Schools Administration Building and the Western Michigan University Reading Center and Clinic.

I did not participate in any of these tours but felt that by providing the buses it was very easy for people to get to where they were going. The places sounded interesting to me but did not go because of the possibility of getting back after 5:00 and missing my ride to Allegan.
"Stimulation and labels make the difference in concept formation." "Children need other children but most of all they need an adequate adult model." The exchange of questions and ideas between a child and an adult are so important.

The talking-thinking exchange with an adult who answers the what, why, when, where, how, and if questions helps the formation of concepts about the world. "The adequate adult structures the concepts through the dialogue".

Steps in Reading
1. Clarification of concepts through dialogue with the teacher.

"We must teach them words and thinking so that they can read "with meaning".

Dr. D. L. Henderson gave out sheets showing step by step how the adequate adult and the inadequate adults has dialogue with a child. It makes us conscious again of the importance of how we structure the questions in dialogue between teacher and child.

A similar comparison might be interesting in how we structure answers to children's questions that give them the information they seek while leading them on to further inquiry.
XIX. "TEACHING READING AS A THINKING PROCESS"

Dr. George G. Mallinson, Dean
Graduate College
Western Michigan University

Through a demonstration of word cards: color, furniture, Chicago, Dr. Mallinson demonstrated to the group that our responses were merely symptoms of what is going on within us.

He made the point that "we can't give therapy unless we know what's going on inside" a person.

There are visual readers, oral readers (or listeners), and tactile readers (braille). The sensory input on the first two is about 275 words per minute. The sensory input on the braille is 90 words per minute.

One problem in reading therapy is when the child doesn't get the experience in total, from the parts. Therapy is how you are going to handle the material so the child puts it all together.

By way of illustration he told of systems for substitute sight. He told how complicated attempts at substitute sight are. He brought out the remarkable fact that only 1/10,000 part of the external stimuli reaches the brain which fact raises some questions:

What part is filtered out?
What part do we see?
Why is this small part perceived?

There must be a progression in reading from the preoccupation with the words to a meaning from the thoughts behind the words. Inferential reading involves measuring the experience and what we get from it.
The Serial Effect of Words

See the word
Say the word
Define the word
React to the word
Infer from the word

Take a number of words—make them into sense. There is a sense of each word and a sense of the words combined.

The big chance ahead for us is in output and input. The questions are:

"What do we want them to get?"

"How will we measure what they got?"

A brisk, very good presentation with still another facet of the reading-thinking processes. An appropriate closing for this Reading Institute.
XX. GENERAL RECOMMENDATIONS

Lucetta A. Johnson

1. That the workshops be just that. If materials needed can't be furnished, a list like Dr. Lloyd provided should be a must. Sheets showing how to construct and giving the steps in construction should be given to take home.

2. That a course could be added to TEED called Advanced Reading Workshop having a 500 or 600 number for teachers to make the kinds of teaching aids that the classroom teacher coming back for additional hours would find practical. Also useful for the graduate student in reading.

3. That the third Reading Institute continue the policy of having the main speakers from many different disciplines. An Ophthalmologist talking about perceptual problems would be very good. We have a specialist that just moved from Illinois and he did workshops and things of that nature with teachers there. He has been of great help to teachers in the Allegan area already.

4. At a meeting I attended for Perceptual learning problems they handed out a double folder with pockets that held out all the mimeographed sheets. That might be a good item for next time. More mini-classes and demonstrations should be encouraged to pass out take home material.

5. Trade Demonstrations—Many reading teachers would welcome an opportunity to see programs like Distar, etc. demonstrated by the salesmen or teachers. The exhibits would be more meaningful.
if a number of these demonstrations were made during a scheduled
time for viewing.

6. The mini-classes were good and provided a range of choices.
   Groups were small enough for good verbal exchange.

7. The mimeographed schedules telling each person where they were to
   be were very efficiently worked out and limiting the number got
   away from the "hassle" that we often get into at the large Reading
   Conferences in Grand Rapids.

8. The Bibliography for Reading Courses was a very helpful list and
   would be a good thing to include in the basic package of those who
   were not getting credit too.
AIMS (Science)

1. **Classification** - Give them the beginning concept of the classification of living things into the sub-groups of birds, mammals, fish, reptiles, insects.
2. **Dictionary skills** - alphabetic order, use of guide words.
3. **Spelling, Oral Word Recognition** - crossword puzzles using animal words.
4. **Listening** - read to them fourth grade science material about animals.
5. **Tactile** - molding animals of their choice in clay.
6. **Writing and drawing** - in their journal about an animal.
7. **Oral reading** - read to each other and teacher what they have written.

**MATERIALS**

- Ranger Rick Magazine, 12 copies, assorted.
- Clay, clay table
- Journal, plastic notebook, plain looseleaf paper, 5\(\frac{1}{2}\)" by 8\(\frac{1}{2}\)".

**PROCEDURE**

1. From the covers of Ranger Rick name the animal on the cover and put it into a group by its characteristics. Hair-mammal, six legs-insect, feathers-bird, scaley skin-reptiles, fins and gills-fish.
2. Use guide words to look up the five sub-groups in the Beginning Dictionary.
3. Use the animals section of *My Second Dictionary* and have them take turns looking at the animals pictures and trying to classify them.
4. Have them pick a crossword puzzle. Pronounce the animals to them having them repeat the name after. Repeat until they can each pronounce their own card.
5. Have them complete their own crossword puzzle. Show them how to check off the words used and the fact that they are alphabetically arranged in the lists.
6. Have them find their animals in the picture-word list of the Scott Dictionary.
7. Read aloud to them Animals of the Small Pond, 4.5 grade level.
8. As they are molding have an open discussion so they tell about the animal they are molding.
9. Have them draw with felt pens one animal. Have them write sentences about the drawing. Have them read what they have written orally.

OBSERVATIONS AND INFERENCES

B-8 was able to cope quite well with this lesson. The activity moved right along so his attention was held. He did the crossword puzzle on water animals, modeled a snake and an elephant, drew a red cardinal. He enjoyed drawing and reading what he had written aloud.

G-8 was a little restless but finished her crossword puzzle and dictionary work before B-8. She did the crossword puzzle on jungle animals. She modeled a bluebird and a snake. She drew a water moccasin. She mentioned she wanted to do a water snake because she had seen one.

They appear to be adjusting well to each other. They both were very talkative when therapist had them alone. They both have much information to share.

They were able to observe our live female oppossum in her cage and our cat. Both are interested in and kind to animals. We also have a pet bluejay who lights on our shoulders to eat. They have responded well to the three.

NEXT SCIENCE THERAPY SESSION

Snails, land and water. Have real ones on hand. Ranger Rick article. Make snail jars for home capture of land snails.

Lucetta A. Johnson
Reading Therapist
AIDS (Social Science)

1. Discussion - Foster a discussion of problems, feelings and experiences related to tagging after someone older or having someone younger tag after you.
2. Word Recognition - Pronouncing and using polysyllabic and disyllabic words.
3. Oral and Silent Reading - Have children read aloud every other page as the other child reads the same page silently.
5. Discussion - Foster a discussion of safety rules at their homes as related to the safety rule in Tagalong.

MATERIALS


Thirty teacher-made flashcards of the disyllabic and polysyllabic words from this book.

Journals

PROCEDURE

Show students the book cover. Talk about the term tagalong. What does it mean to tagalong after someone bigger? What is it like to have someone smaller tagalong after you? Have you ever had either of these experiences? How did you feel when you were tagging along? How did you feel when someone tagged along after you?

Word Recognition study - Pronounce the thirty cards to them. Have them pronounce them back by using them in a sentence. Each child will use them in a different sentence. Flash the cards for sight recognition. Review steps 1 and 2, flash test again.

Journal entry - Draw a page from the book and write about it. Read page to each other and therapist.

Discussion - "When they first moved in, his mother allowed him to go three houses from home on one side, three houses from home on the other side but no farther."

"That was the day his mother told him he could go all the way

around the block if he would promise not to cross the street."

Make their own restrictions relate to these for Steve.

**Observations and Inferences**

Both discussions went very well. Both students had had the experience of tagging along and both had been tagged after. B-8 spoke of his younger brother and he was able to associate the kindness that Steve's brother showed Steve with what he should do.

G-8 had closer restrictions than B-8 about where she could go but both had the same restriction that Steve had in the book - not to cross the street. They mentioned the number of dead animals in the road as one indication of the danger of the road.

Steve, in the book, had moved to a new neighborhood. The word neighborhood led to further discussion.

B-8 was able to get the flashed words a little better than G-8. The two trials came out 16-14 and 18-12. She lost some confidence and he gained it from the first trial.

It was observed that G-8 would stop as she tried to read harder words and looked up at the teacher for the word. B-8 was told not to supply the word. G-8 was told that she was to "try" the word and if she couldn't get it then therapist would tell her. As we practised she got more and more simply by B-8 and therapist waiting for her to take a second look and try. It was also found that both students could get the majority of the words they did not know by the therapist supplying the first syllable sound.

An inference: the previous practice on the disyllabic and polysyllabic words seem to cut down on their fears of large words - using the first sound and context of the sentence they were able to read all of the thirty words except: enough, unfortunately, until, tearing, scornfully. The twenty-five they got were: father, farther, whenever, tangled, always, because, brother, decided, checkers, able, Tagalong, together, walking, paper, outfield, hammer, neighborhood, promise, little, allowed, blowing, around, houses, mother, later.

They both were able to use all thirty words in good sentences. B-8 went first each time because he seems to have a better fund of general knowledge. G-8 was able to make a good sentence each time and have it different from B-8.

Journal page completed with quite a bit of pride on both their parts.

**Next Social Science Therapy Session**

The Scholastic paperback called "Stevie" by John Steptoe. This
is the story of a young black boy named Stevie whose mother brought in a smaller boy to take care of and the feelings that followed.

Start administering the California Test of Personality to B-8 and G-8 to gain insight into their personality.

Lucetta A. Johnson
Reading Therapist
Reading Center and Clinic
Western Michigan University
Allegan Field Project

Name(s) C-8 and B-8 ___________________________ Date June 29, 1973

AIMS (Children's Literature)

1. Word Recognition - Review of the words from Tagalong.
2. Oral Reading - Read the opposite page read previously in Tagalong.
3. Listening - Read to them The Tale of Peter Rabbit by Beatrix Potter.
4. Thinking - Discussions as we read of key concepts that they can respond to.
5. Writing and drawing perceptual Skills - Do a Journal Page about Peter Rabbit.

Materials

Flashcards made from the book Tagalong, thirty in number.
Journals

Procedure

Word Recognition - Flashing of the thirty words.
   Sound out first syllable on the ones they hesitate on.
   Review those missed - use in sentences.
Oral Reading - Same procedure as used on June 28 (Observations, etc.)

Thinking - As therapist reads they will follow along with a book marker. We will stop and discuss the following quotes:
"You may go into the fields or down the lane, but don't go into Mr. McGregor's garden; your father had an accident there; he was put in a pie by Mrs. McGregor."
"And don't get into mischief."
"But round the end of a cucumber frame, whom should he meet but Mr. McGregor!"
"If he had not unfortunately run into a gooseberry net, and got caught..."
"Mr. McGregor hung up the little jacket and the shoes for a scare-crow to frighten the blackbirds."
B-8 and G-8 were both able to recall the words after going through them twice. They read Tagalong with less hesitation and enjoyed the story line. Noticed detail. B-8 insisted that G-8 read the sign on the tree house and the words on the kite.

Two key concepts came out of the discussion about the first quote - first the directions given that limited where Peter Rabbit could go; second that the father rabbit had died.

They noted the directions were similar to what Steve's mother in Tagalong gave, to what their mother had told them, and the reasons mothers try to give directions to protect their children.

They were not clear at first as to what had really happened to Peter's father. When they thought about it and realized that he was in the pie B-8 volunteered, "he probably jumped in the pie." Later after more discussion they both came to the conclusion Peter's father had been killed in some manner by the hands of Mr. McGregor.

They were not quite able to put the word mischief in a sentence until therapist supplied a sentence first. Then they experienced closure on the word and made several sentences as examples of mischief.

The cucumber frame was not a part of their experience. A large painting was shown to them of a cold frame and its use for starting plants early while it is still cold out was explained. Also how the frames of glass lift out during the warm days to be put back at night.

The gooseberry net led to the discussion of why a net was put on the berries. They mentioned the different animals that might come eat the gooseberries: rabbits, birds, and oppossum. They knew the last two from observing our live oppossum eating apple at the first lesson. Upon questioning they knew about rabbits and birds from personal home experiences.

We discussed the word unfortunately again as it had given them trouble in Tagalong.

The last quote answered the mother rabbit's question of where his clothes had gone. They discussed scarecrows that they had seen and also of the character in the Wizard of Oz, who couldn't scare birds.

B-8 did a page in his Journal of Peter Rabbit sick in bed with his mother giving him medicine. G-8 drew the picture of Peter from the cover. B-8 copied from the book "One table-spoonful to be taken at bed-time." G-8 was finished first. G-8 copied, "They lived with their Mother in a sand-bank, underneath the root of a very big fir-tree."
NEXT CHILDREN'S LITERATURE THERAPY SESSION

Scholastic Books "Henny Penny" by Paul Galdone, a folktale.  
Fairy Tale Crossword Puzzles.

Lucetta A. Johnson  
Reading Therapist
Name(s) G-8 and B-8 __________________ Date July 9, 1973

AIMS (Social Science)

1. Listening and Feeling - a follow-up story to last week's Tagalong with a little deeper problem of feelings.
2. Personality test - to better understand the students.
3. Spelling test - to compare a written spelling test to the oral test given as a part of the Peabody battery.
4. Journal page - to have a measure of their reaction to the story this week.
5. Oral Reading - to gain confidence with an easy, rhyming sort of book.

MATERIALS

G.L. 3.0.
California Test of Personality, Los Angeles: California Test Bureau, 1950. Form AA, Primary Grades K-3.
Morrison-McCall Spelling Test
Journals

PROCEDURES

Stevie will be read to the students by the therapist with feeling and therapist will stop occasionally to probe the feeling they think Robert has, his mother has, and Stevie has. Also how the friends of Robert felt about Stevie.

After the whole book is finished they will be asked to compare how Robert felt about Stevie at the beginning of the book and how he felt at the end. Also what could have each of the mothers done to help the situation for Robert and Stevie.

Personality test will be read aloud by the therapist. They will circle the answer they want. Further questioning will take place later after the test is scored and when the therapist is alone with them. (This will occur later when they each will take a week's vacation during a different week.)

Morrison-McCall Spelling Test will be given in written form to provide a comparison with the oral Peabody, to check for reversals, to check for phonics problems, to check their ability to make their letters properly.
Journal Page will be done as previously. Drawings plus written explanations. The Best Nest will be every other page, beginning sounds to help them full words if they fail to get them.

**OBSERVATIONS AND INFERENCES**

They both understood the problems of a larger child faced with baby sitting with a smaller child and the problems it involved. They sympathized so much with Robert that it was rather hard for them to see the things nice about Stevie at the end of the book until the very end.

Stevie breaking toys and walking on the bedspread brought the biggest reaction. Also when the friends teased Robert.

B-8 drew the cover of the book in his journal and G-8 drew a picture of the author. Each wrote several good sentences.

The first half of the Personality test was given. Should be finished on July 19th session.

On the Morrison-McCall B-8 spelled the following words correctly: is, now, all, and room (for door). He also spelled I, my, and ball but these were not on the test. In numbering to 25 he reversed every number except 2, 5, 6, 10 and 11. At 12 he was corrected but he still reversed all the rest of the numbers. You was spelled u o y and the u was reversed in position as well as in form. I was substituted for eye. In all the attempts to spell there were only about five letters correct.

On the Morrison-McCall G-8 spelled the following words correctly: is, no, must, got, come, cast. She was very close on these: al for all, yuo for you, bore for door, yord for yard, dlow for blow, izee for eye, ther for they, stod for stood, and nave for navy. All other attempts had correct sounds and most of the time she had a beginning, a middle and an ending sound.

B-8 scored then at 1.7 and G-8 at 2.0.

They both printed insted of writing.

They read The Best Nest quite well. We got about two-thirds of it read.

**NEXT THERAPY SESSION**

Observation of Snails. Have land and water snails and magnifying glass for observations.
READING CENTER AND CLINIC  
WESTERN MICHIGAN UNIVERSITY  
ALLEGAN FIELD PROJECT

Name(s) G-8 and B-8 __________________________ Date July 11, 1973

AIMS (Science)

1. Observation and Inquiring - Terrariums and land snails.
2. Observation and Inquiring - Aquariums and water snails.
3. Listening for Information - Given a set of 10 questions that can be answered with yes and no can they come up with 75% correct?
4. Writing and Recall - Can we three write a description of the terrarium habitat and a description of an aquarium habitat?
5. Journal Writing - They shall draw the above habitats and copy the above writing in their Journal.
6. Perceptual Skills - To give them beginning practice in putting color cubes into designs.

MATERIALS

Realia - Land snails in a terrarium, water snails in an aquarium.  
Journals  
Magnifying Glass, large  
Playschool Color Cubes, #302, Chicago: Playskool Manufacturing Co., 24 cubes and 12 design sheets.

PROCEDURE

The students will hold the snails in their hand and watch them come out, feel them slide across the palm of their hands, feel the slime they secrete, and touch their feelers to see them retract. They will also see them climb on the side of a plastic glass and look from the inside in an attempt to see the radula (mouth). They will observe what they do when placed upon lettuce (natural food) as contrasted to being put on an oak leaf (acid).

The whole article from Ranger Rick will now be read to them with stops for discussion, explanation or to answer any questions they might have.

Ten questions will be asked that can be answered with yes or no. They will be corrected together, on the spot to correct any errors, and to give instant evaluation.

Descriptions will be written together about terrariums and
aquariums. Drawings of the same will be put into their journal. Descriptions will be copied in under the drawings.

They will do designs 9-11-12-3-10 and 1 color cubes.

**Observations and Inferences**

The lesson went very well. On the questions B-8 scored 100% and G-8 missed one for 90%. She missed no. 9.

These were the questions asked:

1. The silver trail left by a snail is slime. Yes No
2. Some snails live on land and some live in the water. Yes No
3. You find land snails in the lake. Yes No
4. Will a snail bite you? Yes No
5. The snail goes into his shell when he gets too hot. Yes No
6. As snails grow their shell adds layers and gets larger. Yes No
7. A snail has a shell for protection. Yes No
8. A snail has feelers or tentacles. Yes No
9. Can a snail see? Yes No
10. Can a snail hear? Yes No

These were the paragraphs written by the group:

"Our terrarium has soil, leaves and land snails."
"Our aquarium has water, water snails, guppies, and green plants."

The perceptual cubes were easier for G-8 than for B-8. Both enjoyed them and worked carefully. B-8 went row 1, row 2, row 3, etc. right in order and had some reversals on the cubes that were ½ one color and ½ another. G-8 went row by row but on no. 3 and no. 1 she did the outside edges first which infers the discovery of a more creative way of completing the design.

**Next Therapy Session**

Next Wednesday - Use the same 10 questions and compare scores for evaluation of memory.

This Friday - Literature - *Henny Penny*, Scholastic Book Services. Second reading - try like a play dialogue.
ATMS (Children's Literature)

1. Oral Reading - The enjoyment of reading a good folktale with repetition of key words (names).
2. Listening - The enjoyment of a poem.
3. Creative writing - The chance to write a poem of their own.
4. Art - Use of drawing to formulate the concepts of the poem they have written.

MATERIALS


PROCEDURE

Both students are reading at about beginning second grade. This is a 2.5 selection but it has high interest and much repetition of words. We will go through the selection together and therapist will point out and pronounce all words having more than one syllable as well as the proper names: picking, farmyard, acron, goodness, gracious, falling, along, going, again, Henny Penny, Cocky Locky, Ducky Lucky, Goosey Loosey, Turkey Lurkey, Foxy Loxy, and Mrs. Foxy Loxy.

After preparation they will take turns reading silently to themselves asking any words they do not know, then aloud when they are confident.

The poems from the morning class will be read and discussed. Then the two of them will work with me on filling in this poem pattern.

I remember (one word) I wish for (one word)
I remember (two words) I wish for (two words)
I remember (three words) I wish for (three words)
I remember (four words) I wish for (four words)
I remember (five words) I wish for (five words)
I hate (one word)  
I hate (two words)  
I hate (three words)  
I hate (four words)  
I hate (five words)  

I love (one word)  
I love (two words)  
I love (three words)  
I love (four words)  
I love (five words)  

After this practice together they will each fill out this poem pattern:
I remember (one word)  
I remember (two words)  
I wish for (one word)  
I wish for (two words)  

I love (one word)  
I love (two words)  

OBSERVATIONS AND INFERENCES

The reading of Henny Penny went well. They had more trouble with Cocky Locky and Goosey Loosey than anything. A goose was not a familiar bird to them and cock instead of rooster was a word they were not as familiar with. They enjoyed reading it and had very little trouble.

Poems from the morning were read and they felt they would be able to write something too. They helped make the first pattern with therapist and this is what resulted:

I remember Daddy  
I remember his hair  
I remember he is nice  
I remember he is working hard  
I remember he helps me read books.

I wish for money  
I wish for a toy  
I wish for my birthday soon  
I wish for a ten speed bike  
I wish for a horse of my own.

I hate ghosts  
I hate big ghosts  
I hate big white ghosts  
I hate ghosts with black eyes  
I hate ghosts with purple polka dots.

I love dogs  
I love little dogs  
I love german shepherds  
I love black and white dogs  
I love jumping dogs and swimming dogs.
First they had to decide on the one word it was to be about together. Then they took turns making up the other lines. Sometimes we would get the three words before the two words. Whoever had a certain number of words first had the privilege of completing that line.

They then completed their own shorter versions and selected their favorites to copy into their journals and illustrate them.

Poems by B-8.

I remember Mom
I remember her hair

I remember Daddy
I remember his eyes

I wish for money
I wish for a dollar

I wish for rabbits
I wish for Jack rabbits

I love cats
I love black cats

I love dogs
I love German shepherds

Poems by G-8

I remember Mother
I remember her face

I remember Daddy
I remember his hair

I wish for horses
I wish for brown horses

I wish for babies
I wish for two babies

I love apples
I love red apples

I love elephants
I love gray elephants
## ENTRIES MADE IN THEIR JOURNALS

### G-8

<table>
<thead>
<tr>
<th>Apples</th>
<th>Mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>I love apples</td>
<td>I love Mother</td>
</tr>
<tr>
<td>I love red apples</td>
<td>I love her face</td>
</tr>
</tbody>
</table>

### B-8

<table>
<thead>
<tr>
<th>Elephants</th>
<th>Daddy</th>
</tr>
</thead>
<tbody>
<tr>
<td>I love elephants</td>
<td>I love Daddy</td>
</tr>
<tr>
<td>I love gray elephants</td>
<td>I love his hair</td>
</tr>
</tbody>
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### NEXT THERAPY SESSIONS

G-8 will be gone next week. B-8 will be gone the week after. This time will be used to complete Oral and Silent reading inventories, Personality inventories, and Dolch cards.
Name(s)  G-8 and B-8________________________ Date  July 16, 1973 

AIMS (Social Science)

1. Vocabulary Development - using the theme of travel develop words used in travel into meaningful concept words for them.
2. Word Recognition - using the same words see how many they can recognize through flash as sight words.
3. Silent and Oral Reading - using a travel book let them read silently and orally.
4. Creative Writing - have them do a page in their journal after playing the game "I'm going on a trip" to put their experiences into writing.

MATERIALS

Their Journal

PROCEDURE

Show the picture side of the following Peabody Articulation Cards: police car, volcano, bus, sailboat, garbage truck, bridge, astronaut, lawn mower, canoe, train, helicopter, trailer, bicycle, airplane, compass, north and south, globe, tricycle, driving truck, wagon, wheelbarrow, television, map, motor cycle, mountain, racing car, ship, Volkswagen.

As they identify the pictures have them take turns using them in good sentences.

Go through a second time for quick identification of pictures together.

Show the word side of the cards given above. Pronounce them clearly and have them pronounce them after therapist.

Go through a second time together so that they have a chance to reinforce each other's learning.

Go through a third time using the flash technique and giving the card to the first to say it correctly. Keep the cards they miss
making sure to show them the picture as you pronounce, then the word as you pronounce.

Repeat until all words have been won by the students.

Give them time to read silently in the book before they read aloud, each will do every other page.

Play the game "I'm going on a trip". Each student repeats the following and fills in the blanks:

"I'm going on a trip to _________.
I'm going to ride in/on a _________.
I'm going to see _________."

Later have them record their favorite one in their journal and draw a picture to go with it.

**OBSERVATIONS AND INFERENCES**

Most of the first half hour was spent on the Peabody Articulation Cards.

B-8 is able to make long sentences and sometimes even two about the pictures. G-8 has no trouble making sentences but needs help to make them original sentences about each word instead of "Canoes are nice." and "Airplanes are nice." By the end of the session she was using her imagination better.

B-8 does well from context clues - in word recognition he is often right because he is a good guesser rather than using phonics skills. Therapist is working on the use of the first syllable to clue him in the right direction.

G-8 still tends to look at the teacher for help before she tries the first syllable. She was given practice in doing it on her own. She is able to identify well through phonics when she has the confidence to try.

G-8 got a few more cards than B-8. The last time we did this on the Tagalong flashcards B-8 had beaten. She was very satisfied about this.

The Journal page went very well. B-8 made up a story about going in a racing car and seeing a ship, all of which he drew as well as the background.

G-8 made up a story about a green Volkswagen and seeing lots of white people waiting to cross the street.
NEXT THERAPY SESSION

Science, magnifying glasses, related book.
READING CENTER AND CLINIC
WESTERN MICHIGAN UNIVERSITY
ALLEGAN FIELD PROJECT

Name(s) G-8 and B-8 _______________________ Date July 18, 1973

AIMS (Science)

1. Investigation. Observation - to use the magnifying glass in a series of investigations for the purpose of observing with the hope that they gain some inferences about the magnifying glass's use.
2. Listening - Listening with a purpose to hear the experiments and uses of the magnifying glass.
3. Dominance - dominance tests will be given informally to determine if anything significant can be observed.
4. Silent Reading - A silent reading test will be administered that is timed as a measure of "on their own in the classroom".
5. Perceptual Skills - a timed test on the colored cubes to observe skill, speed and pressures.
6. Science Writing - the recording of knowledge gained during #1, #2.

MATERIALS

One large magnifying glass of glass, four small magnifying glasses of plastic, one glass of water, pencils.


Tests of Dominance for eyes, feet, hands, informal.

Detroit Reading Test, Test I A, New York: World Book Company, 1925.

Playskool Color Cubes #302, Chicago: Playskool Manufacturing Co.

PROCEDURE

During the oral reading of the book The Wonderful Looking-Through Glass, the students will do the following investigations with the four plastic magnifying glasses:

- Pencil behind a glass of water
- Pencil inserted in a glass of water
- A drop of water on saran wrap over printed page
- Comparison of glass, plastic, and water lens
- Lens are also in glasses, cameras and telescopes
- Looking at cloth through glass (magnifying)
- Looking at salt crystals through magnifying glass
- Looking at lines in fingertips magnifying glass
- Looking at newspaper pictures magnifying glass
Looking at clocks, wristwatches magnifying glass
Making a bright spot with sun and magnifying glass

Students will be allowed to take one magnifying glass and the book home for parents to re-read to them and for further investigations.

Test for dominant hand -

Have the students make plus signs for 30 seconds three times with each hand alternating the hands. Determine the median score by tossing out the lowest and the highest score. (This is due to the fact that the average is not considered as accurate a measure as median in this test.)

Multiply the median by two and compare the two scores. In order to have a significant difference it must be more than the two totals added together and divided by ten.

Test for dominant foot -

Give them an informal command that must be done quickly and without forethought. ie. "How high can you kick?" "Kick the eraser across the floor with your foot." "Kick the ball as far as you can."

Test for dominant eye -

Make a small hole in a piece of paper. Have the subject look at something through the hole at arms length and then bring it quickly to their eye. Three objects, three trials. Informal command essential.

Silent Reading Test -

Administer The Detroit Reading Test I: Form A. Allow only eight minutes after going over samples on page 1.

Playskool Color Cubes -

Have them do the six simplest designs and keep a record of how they work and the time used. Cube designs 9-11-3-12-10-1.

OBSERVATIONS AND INFERENCES

All investigations were completed with a great deal of interest. They were allowed to take the paperback home along with the magnifying glass for parental follow-up and further investigations with the glass.

G-8 left eye is dominant, her right foot is dominant, and her right hand is dominant. She has mixed dominance.
B-8 left eye is dominant, his right foot is dominant, and his left hand is dominant. He has mixed dominance.

On the Detroit Reading Test G-8 attempted 12 questions and had five correct. B-8 attempted 16 questions and had five correct. From the scores the therapist infers that this test was an inaccurate measure since they could be purely guess scores. The Detroit Test I: Form B would be a good test for therapist to give in an evaluation follow-up that could be scheduled for next session.

Playskool Color Cubes - G-8 was able to do the color cubes with the following scores:

- #9 1 min. row by row in order
- #11 1\(\frac{1}{2}\) min. row by row in order
- #12 1\(\frac{1}{2}\) min. row by row in order, 2 at a time
- #3 1\(\frac{1}{2}\) min. outside frame, then middle
- #10 1\(\frac{1}{2}\) min. outside frame, then middle
- #1 1 min. outside frame, then middle

G-8 felt very successful at this and verbalized her satisfaction with her performance.

B-8 was able to do the color cubes with the following scores:

- #9 2 min. row by row in order
- #11 2\(\frac{1}{2}\) min. row by row in order*
- #12 1\(\frac{1}{2}\) min. row by row in order
- #3 3 min. outside frame, then middle*
- #10 4 min. row by row in order*
- #1 4\(\frac{1}{2}\) min. row by row in order*

B-8 stuck to his task and seemed to like doing the puzzles but experienced reversal troubles on the puzzles marked with an asterisk. Therapist had to point out his errors before he could correct them.

More puzzle work should be useful for B-8. Both will probably complete some of the harder ones later. At present B-8 will be given another try at these first ones so he can get used to the two color blocks. Errors occurred only on the two-color blocks.

Journal Entry below was accompanied by their own drawings of a magnifying glass with a pencil magnified under it:

"A magnifying glass makes things bigger.
A magnifying glass is thicker in the center.
Water, glass and plastic can be used to make a magnifying lens."

NEXT THERAPY SESSION

First Lesson from SRA Reading Laboratory Ia at level 1.2.

Classifying animals, animal word recognition skills.
AIMS (Science - Children's Literature)

1. Reading Skills - Practice in putting silent reading, oral reading, reading for answers, word recognition practice, and following directions together in one full lesson.
2. Classifying - To answer the question how many animal pictures can the students place into their correct science categories.
3. Word Recognition - How many of the same animal words can they learn to recognize on sight?
4. Spelling Skills - How many animal words can the students place correctly in crossword puzzles?

MATERIALS

SRA Power Builders, Level 1.2 Rose, 1973 SRA Reading Laboratory 1a.
SRA Record Pages, Form 3-7980 for Laboratory 1a.
Smith, James O., Ed. D., Peabody Articulation Cards. Circle Pines, Minnesota: American Guidance Service, Inc. Selection of 50 cards which are animals, pictures on one side; words on the reverse.
Ideal Crossword Puzzles, No. 2565, "Animals".

PROCEDURES

On the SRA Lessons the following steps will be taken:
1. Pick one of the 12 lessons on Rose Level 1.2. (student)
2. Explain and watch students fill out top of the record sheet. (therapist)
3. Read the article silently asking the therapist any unknown words. (student)
4. Read the article orally to therapist. Discuss. (student)
5. Answer the first five questions on the answer sheet showing the therapist where the answer is in the story. (student)
6. Make the five new words and enter them on the record sheet. (student)
7. Use the words made to answer the next five questions. (student)
8. Do the word families on the back cover and offer more examples. (therapist)
9. Pick the correct word for the last five sentences. (student)
10. Therapist will read the correct answers aloud and show students how to score.

This longer procedure is useful to help establish good working habits for when they are able to be on their own.
The following classification cards* will be laid out before the children making sure they can read and understand the simple characteristics of each category. This will be a review time from an earlier science lesson:

Note: Animals are important in both science and literature. Knowledge about them and the ability to recognize animal words is essential to the classroom reading curriculum.

- **Mammal** - fur or hair  
- **Bird** - feathers  
- **Fish** - fins and gills  
- **Reptile** - scaly skin  
- **Insects** - 6 legs  
- **Other** - any that don't fit

Here is a list of the animal words studied for future reference: squirrel, tiger, gorilla, lizard, snail, girl, lion, chick, duck, beaver, fox, whale, deer, goat, kittens, monkey, collie, camel, boy, calf, giraffe, kangaroo, zebra, snake, turkey, woodpecker, pig, lamb, bear, canary, rooster, turtle, grasshopper, bee, skunk, butterfly, elephant, rabbit, cow, cat, frog, worm, owl, fish, goose, alligator, horse, spider, man, and woman.

Later cards with word side up will be flashed at the students after these steps have been completed:
1. Review of the animal pictures 
2. Flash of animal pictures 
3. Careful pronunciation of animal words by therapist 
4. Careful pronunciation of animal words by students 
5. Careful review of any problem words.

Each student will choose a crossword puzzle card from the eight that make up the Animals box #2565.

**OBSERVATIONS AND INFERENCES**

All procedures followed as above. It was noted that they were able to classify much better this time than at the early lesson. Some animal pictures were found to be more difficult. They were: calf, canary, rooster, grasshopper, tiger, lion, lizard, goose, and beaver. Some animal words were found to be more difficult. They were: beaver, lion, snail, lizard, gorilla, tiger, spider, alligator, goose, worm, turtle, rooster, and snake.

The SRA lesson went very well but there was much help on the part of the therapist. It can be judged much better at a later time when they are more on their own.

G-8 did the baby animals card. It was an easier card. B-8 did farm animals. It was a more difficult card. He finished after a minimum of help and encouragement. Much easier this time than the first.

*Cards have animal words on one side and animal pictures on reverse.
Name(s) B-8 (G-8 on vacation) Date July 23, 1973

AIMS (Testing)

1. Silent Reading - Gray's Oral paragraphs read silently to estimate informally the silent reading levels.
2. Oral Reading - McGrath's Oral Reading Paragraphs read orally to estimate informally the Oral reading levels.
3. Listening - McGrath's Oral Reading Paragraphs read orally by the therapist to the student to obtain an estimate of the student's listening capacity.
4. Perceptual Skills - To foster development of perceptual skills in the placing of two color cubes in set designs.
5. Word Recognition - Measure the number of the easier half of the Dolch sight words that he can recognize.

MATERIALS

Gray's Oral Reading Paragraphs, adapted by H. L. J. Carter, on cards.

McGrath's Oral Reading Paragraphs, adapted by Sister Charla Bulko, on cards.

Playskool Colored Cubes #302, Playskool Manufacturing Co., Chicago, Ill.


PROCEDURES

Gray's Oral Paragraphs will be read silently by the student and the questions answered orally to me in order to estimate his silent reading level.

McGrath's Oral Paragraphs will be read orally by the student with questions answered orally to the therapist in order to estimate his oral reading level.

During the oral reading of the McGrath paragraphs the therapist will record such things as lip and head movement, finger pointing, vocalization, repetition, substitution, pauses, punctuation, omissions, inflections, and reading behavior in general.

After the oral reading of the McGrath paragraphs the therapist will read as many levels as necessary to the student to check his listening comprehension. This will be recorded as capacity.
B-8 will be given practice on the colored cubes for designs 9-11-12-10-1-3. These are the same designs he and G-8 did previously. She was faster and showed no reversals. This practice will be to help B-8 overcome some of the difficulties he showed in slower time, reversals, and confidence.

Dolch Cards will be shown in a flash situation awarded those pronounced correctly to B-8. Those he misses, if any, will be shown slowly to him in the context of a sentence. Those pronounced correctly will be given to B-8. Those missed will be recorded. Those not obtained in the flash situation will also be recorded for later review.

**OBSERVATIONS AND INFERENCES**

Since G-8 is on vacation this week, emphasis will be on administering further tests that have become necessary as a result of the first therapy sessions. Also special emphasis will be on helping B-8 with some perceptual needs that have arisen during therapy.

Results obtained from using the Gray's Oral Paragraphs and the McGrath's Oral Paragraphs are shown below:

<table>
<thead>
<tr>
<th>Silent Reading Inventory (Gray)</th>
<th>Oral Reading Inventory (McGrath)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independant 1.0</td>
<td>Independant -1.0</td>
</tr>
<tr>
<td>Instructional 1.5</td>
<td>Instructional 1.0</td>
</tr>
<tr>
<td>Frustrational 2.0</td>
<td>Frustrational 1.0</td>
</tr>
<tr>
<td>Capacity 3.5</td>
<td>Capacity 3.0</td>
</tr>
</tbody>
</table>

On the silent reading B-8 was able to answer the questions with 100% accuracy, at the first grade level. On the second grade level he had a whole story in mind but it did not coincide with the correct answers for 0% 1. on a farm 2. somebody running 3. Can I run with them Q. the someone running. 4. No, you cannot. They are too big. 5. Because he was made. He wanted to go with him. Q. The big boy.

In oral reading B-8 made many substitutions of words which changed the meaning of the paragraphs. He used finger pointing, vocalization, omissions and frequent pauses. He frequently lost his place and saying, "Now where was I?" He put his glasses on and he took his glasses off. He said his eyes couldn't keep his place either way.

Inference: He says he got his glasses last year. Therapist will speak to the mother about advisability of a reexamination.

Inference: From these tests and other oral session the therapist has observed that B-8 gets most of his word clues from context with little attention to beginning sounds. When the therapist gives him the first sound he can nearly always get the rest of the word from context and his mental content.
On the Dolch Popper Words, Set I B-8 got 24 incorrect in a flash situation. B-8 had 88 out of 112 correct missing the following words: make, come, of, like, funny, find, here, are, at, put, bring, came, he, was, brown, saw, soon, carry, what, give, is, ran, did, had. When he was given time and a contextual sentence he had nine incorrect and 15 more correct. The ones missed were: make, like, find, bring, saw, carry, what, give, is.

B-8 had informal practice on these colored cubes: 9-11-3-12-10-1. He was able to work more smoothly this time. He was not timed and was not under pressure to finish against anyone else. In 3-10-1, which have the two colors on the cubes he still reversed some but working carefully he was able to overcome this much better.

He then practiced on #8 which is all two colored cubes but one and #6 which has four of them in the center. Therapist helped him to match his design to the picture so he could see why these four cubes needed to be placed just right.

NEXT THERAPY SESSION

Magnets and various realia to conduct science experiments.

Do some perceptual drawing of shapes, letters, and his family.
Reading Center and Clinic
Western Michigan University
Allugan Field Project

Name(s) B-8 (G-8 on vacation) Date July 25, 1973

Aims (Science)

1. Investigate - A variety of magnets: horseshoe, bar, U, and small magnetic items.
2. Observe - What items a magnet will pick up and what items it will not pick up.
3. Silent and Oral Reading - To find out more about magnets.
4. Experiments - Demonstrate and explain a magnet experiment.
5. Recording - Recording details of the experiments in their Journal.

Materials

Collection of 25 magnets, all sizes and shapes.
Collection of small items found about the house made of iron, steel, tin, plastic, copper, brass, wood, rubber, paper, string, etc.
Brandley, Franklyn M. and Vaughan, Eleanor K., Mickey's Magnet.
Podendorf, Illa, The True Book of Magnets and Electricity.

Journal

Procedures

Magnets and materials of all kinds will be laid out on the table as B-8 arrives. There will be a period of free investigation in which he is allowed to try different things with the magnets and materials. Free discussion will be encouraged.

After a period of about 20 minutes the silent and oral reading of Mickey's Magnet will be completed. As each activity is described in the book student will run through the same experiment.

Therapist will read from Magnets and How to Use Them and from "Magnets and Electricity" as needed. Several easy experiments will be read from the first book to set the tone for B-8 picking his own experiment.

For his demonstration B-8 picked the one about picking up a piece of paper with a magnet - the secret being that a paper clip is under the paper to attract the magnet.
B-8 did a good job demonstrating his experiment. He then recorded the event in his Journal with a picture and a short description.

We also, as a further investigation, to follow up on the magnifying glass work of last Wednesday used some field glasses (with the explanation of the magnifying glasses inside) to look across the river and into the river to spot small objects and determine through their use just what they were.

NEXT THERAPY SESSION

Have noticed a great deal of trouble on the part of B-8 about his glasses and how they hurt his ears and he constantly takes them off and puts them back on. He only needs them for close work when things tend to blurr.

Check this carefully tomorrow during the perceptual exercises.
READING CENTER AND CLINIC  
WESTERN MICHIGAN UNIVERSITY 
ALLEGAN FIELD PROJECT

Name(s)    B-8 (G-8 on vacation) __________________ Date    July 26, 1973  

AIMS (Skills)

1. Reading Skills - Practice in putting silent reading, oral reading, reading for answers, word recognition practice, and following directions together in one lesson.
2. Perceptual Skills - Practice in doing three designs in the color cubes for correction of reversal tendency.
3. Perceptual Skills - The copying of geometric shapes and capital letters for control of pencil, eye focusing.
4. Perceptual and Conceptual Skills - The drawing of his own family as he describes the members.
5. Word Recognition - To determine the number of the harder half of the Dolch sight words that he can recognize.

MATERIALS

SRA Power Builders, Level 1.2 Rose, 1973 SRA Reading Laboratory 1a.
SRA Record Pages, Form 3-7980 for Laboratory 1a.
Playskool Colored Cubes #302, Playskool Manufacturing Co., Chicago, Ill.
Perceptual Sheets, self-prepared for tracing.

PROCEDURES

Follow the detailed procedures given in the July 20 lesson. B-8 will need at least three or more sessions before he can go on his own.

Practice #8 and #6 colored cube designs from last time and add to them #4. All will be difficult as they have the two colored cubes that he has a tendency to reverse.

Prepare practice sheets as follows:

1. Trace and copy a diamond, a circle, a rectangle and an oval.
2. Trace and copy the following sets of capital letter sets - QAQ, TMT, SAS, RIR, NUN, BEE, FOF, DED.
3. Repeat sheet #1 and compare.

Have him draw the members of his family on a plain sheet of paper and talk along with him about the members as he draws them. Notice especially the positioning, the expressions, the detail, the comparative sizes.
Dolch Popper Words Set II will be administered in the same way as Dolch Popper Words Set I on July 23, 1973, which please see.

OBSERVATIONS AND INFERENCES

B-8 completed SRA Power Builder #4 of Rose Level 1.2 with assistance of therapist. He remembered the steps quite well but needed help in the reading and help in keeping his place. He had a score of 20 out of 20 but of course he would with such careful help.

He put his glasses off and on constantly and complained that the words blurred frequently and that when he closed his eyes to clear them he would lose his place when he again opened them. He complained that the glasses hurt his ears. It was observed that he covers his right eye frequently when he is trying to find a correct answer.

Inference: his glasses are not doing the job either because they aren't right or because he is not letting them or both? Speak to father today when arrives to take B-8 home. Tell him details from this lesson and previous ones.

His comment to the questions at the bottom of #4 were:

"I liked this story a lot." "I liked the way I worked today a little."

His comment to therapist:

"I like you better than a regular teacher." Q. "You don't get mad at me when I'm having trouble reading."

Inference: He doesn't feel good about his reading performance. It is not surprising as he has general knowledge above his grade level yet has difficulty reading at first grade level. He is smart enough to know he has reading difficulty.

B-8 comment when he heard therapist and father talking about a reexamination of his eyes—"I wish I didn't have something wrong with me."

Father and therapist pointed out examples of people having problems too—that all people have something—that he is to be commended for his fine effort and attention in class.

Copying of shapes and letters were accomplished with some frustration but his writing was quite good. He was complemented. It is real effort for his hands and eyes to work together.

His Draw-a-Family exercise seemed to bring him pleasure. He drew father first but he was the same size as the younger brother,
and his older sister. His mother was the largest and B-8 was next largest. In reality the sizes go: Father, Mother, sister, B-8, and brother. His dog and cat were larger than Father, brother, and sister.

He made smiles on Father, Mother and B-8. Sad, turned down mouths on brother and sister. Q. Brother always wants something. Sister is always teasing. He was asked to give each one something they liked. He gave Dad a drill. Mother has car keys. B-8 has a tractor, brother has a tractor, sister has her portable radio. The cat Chunky has some string and the dog Duke has a milk bone.

B-8, Mother and Dad look like a happy group. Off to the side and with unhappy looks are brother and sister.

Colored Cubes - B-8 was able to do #8 without difficulty. He did #6 with only three reversals but had to have them pointed out before he corrected them. Actually this was 3 reversals out of a possible 4 but he corrected all three when they were pointed out.

He worked on #4. This really looked difficult to him as he looked at the design rather than the rows. There were so many two colored cubes that he couldn't distinguish the row by row pattern. Therapist helped him make one corner. All four corners were alike and then the center part was a cross of one row. He did this design three times. Each time he experienced some reversals but less and less frustration as the work plan became familiar.

Therapist does not know at this time whether he could do this in a row by row procedure. His glasses don't seem to give him this kind of fine discrimination. It will be tried later if he improves.

Dolch Popper Words II - were much more difficult. He had 29 correct out of 112 cards. He remarked, "Little words are much harder than big words for me." This has been noted on many occasions by the therapist. However it has also been noted that he gets most of his large words from context and use of his sharp mental content. He pays little attention to beginning sounds or vowels.

The words he had correct were: tell, very, new, myself, let, open, then, made, they, eight, small, long, today, before, because, how, work, gave, them, sit, take, sing, together, about, sleep, better, walk, say and hot. All the rest (83) were missed.

NEXT THERAPY SESSION

B-8 will be on vacation for one week. G-8 will be back. She will be doing the science the same and taking informal inventories. Other activities will center around building her confidence in oral reading situations.
RESEARCH CENTER AND CLINIC
WESTERN MICHIGAN UNIVERSITY
ALLEGAN FIELD PROJECT

Name(s) G-8  (B-8 on vacation)       Date  July 30, 1973

AIMS (Testing)

1. Silent Reading - Silent reading of Gray's oral paragraphs to obtain her informal silent reading level.
2. Oral Reading - Oral reading of McGrath's oral paragraphs to obtain her informal oral reading level.
3. Word Recognition - To determine how many of the easier half of the Dolch words G-8 recognizes.
4. Oral reading for mastery - Using a self-selected book she will read silently and orally to gain self-confidence.
5. Listening - Listening capacity from the Gray and the McGrath.

MATERIALS

The Gray Oral Reading Paragraphs, adapted by H. L. J. Carter, on cards.
The McGrath Oral Reading Paragraphs, adapted by Sister Charla Bulko, on cards.
Dr. Seuss Beginner and Bright and Early, selection of 25 different books.

PROCEDURES

See July 23 lesson for procedure, lesson G-8 on the Gray and McGrath Oral Paragraphs for Silent reading level, Oral reading level, Listening Capacity level.

See also the same lesson for procedure on the Dolch Popper Words, Set I.

G-8 will be allowed to select a book to read in class using the hand test determined in the manner explained in the July 30 lesson for B-13 and G-13. This will give her a chance to see if she can self-select a book that isn't too hard for smooth reading. Also that she doesn't select one that is too easy.

This will be a good week to take care of G-8 special problems as B-8 is on vacation. The stress will be for her to practice self selection of her reading material and increase her self-confidence in oral reading while we are alone. She needs to experience success in an oral reading situation. If she finds a book this week she can do especially well therapist will have her read it at home and then to B-8 next week.
OBSERVATIONS AND INFERENCES

Results obtained from using the Gray's Oral Paragraphs and the McGrath's Oral Paragraphs are shown below:

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<td>Frustration</td>
</tr>
<tr>
<td>Capacity</td>
<td>Capacity</td>
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<td>-1.0</td>
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<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>3.5</td>
<td>3.0</td>
</tr>
</tbody>
</table>

On the silent reading G-8 was able to answer only 40% of the comprehension questions, Grade one; 20% of the questions on Grade two. Reading to her orally by the therapist brought a score of 50% on grade level three and 80% on grade level four so she was given an estimated capacity for listening of 3.5.

On the oral reading of the McGrath paragraphs she experienced difficulties: substitutions - make for made, big for be, that for they, her for she, my for why, make for may, of for it, ont for not, snay for say, way for will, ten for tell, me for them, that for at, eating for eat. Omissions - want, some, time. Reading - was word by word with finger pointing and hesitations.

On the basis of this she was given the -1.0 grade level. She did pass comprehension at 85% however. The third grade level was read orally by the therapist and G-8 had 90% comprehension so a level of listening was given to her of 3.0. It is important to note, however, that she was read grade two level and she either did not understand the material or she was not motivated for she scored only 20%. She had a different understanding of the story and even though it made sense it was not what was read. She obtained 40% on the fourth grade level which makes the second grade level all the more a mystery. She got 20% on grade two of the silent but in that case she was doing the reading.

Based on the above results, G-8 is going to have to pick books of high interest on the early first grade level to experience silent or oral reading success.

The Detroit Reading Test I, Form A, gave her a score of 1.7. The results of this test are usually close to frustration level and this goes along significantly with the informal tests above.

Informal tests are used to help pick out standardized tests that are appropriate for individual children. This is an example of how this works.

On the Dolch Popper Words #1, easier half, G-8 got eighty-six.
words correct and missed the following twenty-six words: down, over, yes, on, has, an, carry, what, your, give, me, her, said, did, of, was, brown, am, find, from, fly, that, with, under, away, good.

After pronouncing each word after the therapist and using them in sentences the twenty-six words above were flashed again. She missed the following nine: has, me, your, said, of, with, carry, what, find.

Using the self-selection of interest and the Hand Test G-8 picked the book *Dr. Seuss's ABC Beginner Book*, Random House, Inc. It was difficult in spots but gave her a very worthwhile reading experience and therapist helped on really hard pages to pronounce.

**NEXT THERAPY SESSION**

Science on Wednesday. Journal pages in her book of bird drawings with easy to read sentences underneath.
Name(s)  G-8 and (B-8 on vacation)  Date  August 1, 1973

AIMS (Science)

1. **Word Recognition** - To determine how many of the harder half of the Dolch words G-8 recognizes.
2. **Science drawing and Recording** - To have G-8 pick a bird, make a good science drawing, and compose a few factual sentences about the bird.
3. **Silent Reading** - To find facts for #2 above.
4. **Oral Reading** - To read aloud about the bird studied.
5. **Listening** - To listen to the therapist read aloud about the bird studied.
6. **Word Recognition and Spelling** - Use of crossword puzzle of birds.

MATERIALS

- **Friskey, Margaret, The True Book of Birds We Know**. Chicago: Children's Press, 1954.
- **Ideal Animal Crossword Puzzles, No. 2565C, "Birds"**.

PROCEDURES

Dolch words will be flashed to G-8. From her reading levels on the Gray and McGrath Informals the therapist predicts that she will miss over half of these. Therapist will record the ones she gets correct and give total of right and wrong.

G-8 will be given the opportunity to study two different birds. She will draw and color them first making careful observations of several different pictures of the bird before she draws. Comparison between drawings in books and an actual photograph may be helpful.

Using the reference books above therapist and G-8 will find articles about the bird with G-8 reading aloud what she can read and therapist reading aloud what she can't.
G-8 will choose some sentences she wants to use in her Journal. Therapist will write them in cursive on a paper for her to copy. G-8 and B-8 both have trouble with cursive writing. This will give her a chance to do a cursive science report.

The Ideals Puzzle on Birds should be helpful to G-8 in more than Spelling and Word Recognition. A lot of hand-eye coordination is necessary in transferring the words from the side of the puzzle to the squares. She still reverses some letters. Today the therapist will count reversals on the puzzles.

**OBSERVATIONS AND INFERENCES**

G-8 brought three bird books of her own and arrived very enthused about the study of birds. She had a beautiful photograph, very large, of a Flamingo and chose that for her first bird. Her photograph was used for accuracy of color and two other drawings were used to draw the rest of the body standing in the water. We did not have a pink crayon and she used orange and then red over it to get a nice pink. She thought of this herself.

A more mature attitude than usual was noted in G-8 today. She brought materials, she was organized, she wrote in cursive. She said, "I feel like a third grader today." Therapist replied, "G-8, you act like a third grader today!"

The following sentences were chosen from our reference books by G-8:

"Flamingos eat small animals in shells. They snap up insects. They eat fish that they can reach with their long necks."

Next G-8 picked a cardinal. Same procedure. She picked the following sentences:

"A cardinal can eat weed seeds and nuts and grain. Cardinals don't migrate in the winter."

On the Dolch Popper Words #2 she had 36 correct and missed 76 words. The words she had correct were: eight, they, today, before, because, how, work, think, been, sing, take, sit, them, gave, far, off, must, got, thank, four, just, draw, grow, tell, very, sleep, walk, say, hot, drink, or, live, light, six, show, seven.

She could not get any of these on a quick flash. She needed time to sound them out.

It took G-8 seventeen minutes to do the Bird Crossword Puzzle. She had two reversals. There were sixteen answers to figure out. Therapist showed her a picture of each bird from the Golden Nature book and read about the bird as she put it in the blank.

**NEXT SESSION**

Find a fairy or folktale she can really read aloud.
REVIEW CENTER AND CLINIC
WESTERN MICHIGAN UNIVERSITY
ALLEGAN FIELD PROJECT

Name(s) G-8 (B-8 on vacation) Date August 2, 1973

AIMS (Children's Literature)

1. Listening - To a fairy tale read by therapist at a reading level between independent and capacity reading levels.
2. Oral Reading - Of a simplified version of the same fairy tale on her independent reading level.
3. Drawing and Perception - Drawing in her Journal to recall incident from the story.
4. Recall of Main Ideas - Answer ten questions about the fairy story.
5. Sequence - Dictate from memory the story to the therapist keeping the happenings in the correct order or sequence.
6. Contextual clues - Use of a simple rhyming book for student to read and anticipate the next word.
7. Word Recognition and Spelling - Use of crossword puzzle about fairy tales for application of skill.

MATERIALS

Journal
Ideal Fairy Tale Crossword Puzzles #257. "The Three Bears".

PROCEDURE

The fairy tale of Jack and the Beanstalk will be read to G-8 to build up her mental content so that when she reads the simpler version she can fill in lacking details in her mind.

The Magic Beans has only 45 words in its vocabulary. It tells the same story but does not use the following words: beanstalk, castle, palace, hen, gold coins, giant, lyre, ax, axes, dog. These words the reader gets from picture clues. These words are necessary to answer questions at the back of the book but are not necessary to read the book.

The questions at the back of the book were written by the therapist. The pictures giving picture clues have been labeled by the therapist to aid in answering the questions.
After the therapist reads to G-8 - G-8 will read the easier book to the therapist.

Next G-8 will draw a picture from the story in her Journal. She will also answer the ten questions from the book The Magic Beans in her Journal.

Therapist will have G-8 tell the story in sequence as the therapist writes it down. Later it will be typed to be in her Journal.

Rhyming book will be read to see how many words G-8 can anticipate and read. She does not have much self-confidence in word attack - this should give her a successful experience.

Crossword puzzle will be used for an application of word recognition, spelling and for hand and eye coordination.

**OBSERVATIONS AND INFERENCES**

The reading of The Magic Beans was a happy experience. G-8 remarked, "Did you hear me? I really read that book myself."

G-8 must have lots of books at the 1.5 grade level and get this really wonderful feeling of reading without hesitation and with very little help. It will do a lot for her self-confidence.

Did You Ever See? Was also a good experience in reading for G-8. There are thirteen questions in the book with a rhyming answer for each one. She was able to get nine of them.

G-8 answered all ten questions correctly. She needed to look for the answers for spelling but she knew them all except lyre which is unusual.

Here is her dictated story:

The Magic Beans

Once Jack found some magic beans. He planted them and they grew into a big beanstalk. Jack climbed up the beanstalk and took a red hen, golden coins, and a golden lyre which played music.

The giant ran after Jack. Jack climbed down the beanstalk. He and his mother chopped down the beanstalk with axes and the giant fell so hard he made a hole in the ground and only his boots stuck out.

Jack played music on the golden lyre for his mother.

**NEXT THERAPY SESSION**

Both students will be back. Recordings for listening on Monday.
Name(s) G-8 and B-8 ______________________ Date August 6, 1973 _______

AIMS (Children's Literature)

1. Listening - Record of Fairy Story.
2. Recalling - Writing sentence to recall the main ideas of the story.
3. Art and Perception - Draw a picture from the story.
4. Word Recognition - Do fairy tale crossword puzzles.

MATERIALS

Paperback - Grimm, Jacob and Wilhelm, Little Red Riding Hood.
GL 2.5 Walt Disney Music Co., 1973.
Journal
Ideal Fairy Tale Crossword Puzzles #257. "The Emperor's New Clothes" and "Red Riding Hood".

PROCEDURE

We will listen carefully to the record story and then discuss the story. They will then draw a picture from the story in their Journal and write some sentences about it.

They will complete the crossword puzzles, pronouncing all the words to the therapist. Speed and accuracy will be stressed today as well as their work habits - are they using letter clues? Are they using space clues? Are they using word clues?

The balance of time will be spent reading the two easier paperbacks.

The reading of Little Red Riding Hood will be handled with a cloze technique in which they will supply the next word whenever the therapist hesitates. This will serve the purpose of having them use contextual clues and left to right progression across the page. We will discuss these words before reading to build up mental content: grandmother, red velvet, hood, wicked, gobble, sunlight, nightcap, snore, hunter.
OBSERVATIONS AND INFERENCES

Both students were able to listen well and remember today. They did good pages in their Journals. G-8 did Red Riding Hood and B-8 did The Emperor's New Clothes. They also did the crossword puzzles to match.

The cloze technique worked well with the book of Little Red Riding Hood. It was too hard for them to read themselves, but they did like the story and the pictures and the chance to read the words left out by the therapist. Sometimes they had to be reminded to look at the word because they would supply a good word based on context that was not the one in the book. It had the side effect of showing them the equal importance of phonics and contextual clues.

NEXT THERAPY SESSION

Science hike, Journals, food, and golden books.
READING CENTER AND CLINIC
WESTERN MICHIGAN UNIVERSITY
ALLEGAN FIELD PROJECT

Name(s) G-8 and B-8 __________________________ Date August 8, 1973

AIMS (Science)

1. Science Fieldtrip - To build up mental content and powers of
observation.
2. Art and Perception - Drawings of things seen on fieldtrip.
3. Writing - Writing about things seen.
4. Listening - Therapist will read in golden books about things seen.
5. Reading - An easy science book.
6. Social - Eating a lunch together.

MATERIALS

Journals
and Moths", "Insects", "Rocks and Minerals".
Selsam, M. E., Questions and Answers About Ants. New York:
Busch, P. S., Once There Was A Tree. New York: Scholastic Books,
1971. G.L. 4.0
Parker, B. M., Summer Is Here. Evanston, Ill.: Row, Peterson
& Company, 1956. G.L. 2.0

PROCEDURES

Take a hike through the field and through the woods. Back to
classroom in about an hour for refreshments. Make drawings in their
Journals on the hike. Read to them from golden books as needed when
we get back. Have them read orally Summer Is Here. Precede reading
with the picture-word vocabulary at the front and back of the book.

OBSERVATIONS AND INFERENCES

A good session. Aims accomplished. They enjoyed the hike, got
tired, enjoyed the food, read happily and listened to relevant
material read to them. We took pictures of each with "Chuck" the
cat and "Elma Jean" the opossum. The bluejay "Chirp" came down and
ate out of their hands but we didn't get a picture.

The science book "Summer Is Here" was a little hard but it was
so close to their experience they were able to use context quite
well and the pictures to read the harder words. We had actually seen
many of the things they read about.
Name(s) B-13 ____________________________ Date June 25, 1973

AIMS (Social Science)

1. Motivation - Go over test results with B-13 and his mother so they will know his strengths and weaknesses and so that we can plan for his summer goals.
2. Selection - Have B-13 pick out a book suitable for the book report that he must complete for teacher.
3. Oral and Silent Reading - Read the book orally and silently to check suitability.
4. Dictionary Skills - Use of dictionary for difficult words, use guide and entry words.

MATERIALS


PROCEDURE

Without informing them of B-13 actual 108 I.Q. on the PPVT, do make the statement that B-13 is not dumb but actually a bright boy with some achievement handicaps. (The mother says she knows he thinks he is dumb because he has had trouble with school work.)

His actual grade placement in September will be 7.0. In mathematics he has scored 7.9 and in reading recognition 8.4. His reading comprehension is 5.0 and spelling 4.6. On the general information section he scored a high 10.1. Explain the significance of these scores. Go over goals below:

Goal One - to increase comprehension skills.
Goal Two - to increase spelling skills.
Goal Three - to foster the growth of self-confidence.
Goal Four - attempt to find out how to deal with his "perceptual problem" by checking with specialists to find out just what the nature of his problem is.
Goal Five - to complete the work of the sixth grade still listed as incomplete by teacher of sixth grade.

Goal Six - work on these specific skills areas: Dictionary, parts of a book, reference books, writing reports, finding main ideas, recall of important facts, memorizing.

OBSERVATIONS AND INFERENCES

Explained to B-13 that he spells as well as a student six months in the fourth grade. He said, "I know I'm a lousy speller."

Explained to B-13 that he could recognize words as well as a student 4 months in the eighth grade but that he comprehended what he read as well as a fifth grader. We will therefore start comprehension work at fourth and fifth grade levels working toward the grade level above these. We will work on giving meaning to the words he can pronounce but does not have the underlying concept of.

We discussed the fact that he had scored one month in the tenth grade in general information. This means, therapist explained, that he has had a good experiential background of information. This asset, we can use to help overcome his comprehension and spelling mainly through a running journal of events. He will sketch something, daily if possible, that he has seen or done and write at least five sentences about it. He will use the dictionary and references book as needed.

Explained to B-13 that although he had little difficulty passing the Mathematics Achievement test at the 7.9 level, therapist has been told by his teacher and his mother that he does not do well in math at school.

Hypothesis: B-13 understands basic math concepts above his grade level but has been unwilling or unable to put forth the necessary effort in daily classroom work.

Upon the selection of the book The Wizard of Menlo Park, grade level 5.0, B-13 read a selection silently and comprehended very well. He read orally, had no difficulty with pronunciation and comprehended very well.

Spent time using the dictionary to look up the meanings of experiment, invention, phonograph, chemicals, carbons, electricity. Showed him how to use the guide words. He had a good understanding of these words even without the dictionary so knew this was going to be a satisfactory book for the book report.

After he had read awhile he complained about his eyes blurring but that he didn't need glasses. Upon questioning he said they often did this in school after reading for some time.
Inference - check again with Mother. She had made the statement she was going to have his eyes checked very soon. She felt he had a problem. The boy shows symptoms of a problem but does not admit to a problem.

NEXT SOCIAL SCIENCE THERAPY SESSION

Science and Social Science will be combined this week as he needs to complete this book report.

Remind B-13 that his T.V. report is due. Gave him a list of questions to answer about the program. His relative didn't let him watch the assigned program last week as he wished to watch another.
Name(s) B-13 ____________________________ Date June 27, 1973

AIMS (Science and Social Science)

1. Goals - Go over the goals set up during lesson one, for clarification.
2. Observation - To begin activities to encourage him to observe Science and nature all around him.
3. Silent Reading and Oral Dictation - Using Menlo Park to gain skill in finding main ideas and recall of facts from material read.
4. Word Recognition and Vocabulary Study - Give him Dictionary and word study skills to aid in these as related to the reading of Menlo Park.
5. Writing Skills - Diagnostic observation of his writing problem as he begins to copy to dictated book report.

MATERIALS

Realia - live oppossum, family pet cat, birds and animals of the yard.

Golden Nature Guides, fifteen different titles in the set.


PROCEDURE

Goals were repeated and he seems agreed on them and understands what we will be doing.

The live animals will be observed, discussed, and any questions arising will be checked out in the Golden Nature Series.

Three to ten important concept words have been picked from each chapter. These we will prediscuss before the reading of each chapter and he will look up in the dictionary any he does not know.

<table>
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<th>Introduction</th>
<th>Tom's First Experiment</th>
<th>No More School</th>
</tr>
</thead>
<tbody>
<tr>
<td>invention</td>
<td>experiment</td>
<td>river boat</td>
</tr>
<tr>
<td>phonograph</td>
<td>invention</td>
<td>schoolmaster</td>
</tr>
<tr>
<td>motion pictures</td>
<td>failure</td>
<td>carbons</td>
</tr>
<tr>
<td>electric light</td>
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<td>chemicals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>electricity</td>
</tr>
</tbody>
</table>
OBSERVATIONS AND INFERENCES

All went very well with the goals, the science observations and discussions, and the word study. He had a very good grasp of the concepts listed above. Very few had to be looked up.

The dictation too went very well. At the beginning of each chapter we discussed the concept words, he read the chapter, then dictated the main ideas to me.

The real problem came into focus when it was time to copy the dictation. After the half hour session B-13 complained that his arm hurt. He admitted that he strains when he writes. He stated that when he was small he used either hand for writing. He wrote left
handed first, then tried right handed, then left handed again after an injury to his right hand.

Observation of the written paper produced during this half hour is as follows:
1. You can read what he writes. (It had been reported that you could not.)
2. He becomes very impatient and crosses out what he doesn't like with excessive marking out. (He was told to erase instead.)
3. He doesn't always capitalize even though he is copying from the dictated material. (i.e. edison, he, he. The he being at the beginning of sentences.)
4. He doesn't keep either margin even.
5. He leaves out letters even though he is copying directly from his dictation. (i.e. Tomas (Thomas) dum (dumb), quetions (questions), molases (molasses).
6. He misspells even though copying. i.e. candey (candy), owen (own), right (write).

NEXT THERAPY SESSION

Have him dictate the rest of the book in same procedure as listed herein.

Have him complete Ideals crossword puzzles on Edison, The Telephone and the Telegraph.
AIMS (Social Science)

1. Follow-Up on Journal assignment about Science Observations: follow-up on T.V. report for teacher from June 25 reminder. Both to answer the question, "Can B-13 follow through on an assignment?"

2. Word Study and Recognition - Application of these skills to his book on Edison.

3. Silent Reading and Recall - Application of these skills to his book on Edison.

4. Spelling and use of Concept Words - Application of key concept words to the solving of two crossword puzzles.

5. Listening and Critical Judgment - Reading of material about Edison on sixth grade level for the purpose of finding out additional information and to see if there is any differences in information. Comparison of information from different sources in Social Science.

MATERIALS

Journal

PROCEDURE

On the follow-ups do just that. Compliment any completion. Be helpful and encouraging if there is failure and question as to "why" not completed. He needs to feel responsible for completion of projects.

Word Study, Word Recognition, Silent Reading and Recall will follow the same procedures as outlined in the June 27 lesson.

The Crossword puzzles offer an opportunity to pronounce aloud, use words, and spell words that are a part of or closely related to this book report. These key concept words are: batteries, camera, electricity, film, incandescent lamp, laboratory, phonograph, radio,
scientist, send, telegrapher, typewriter, Bell, busy, book, call, code, key, line, local, long distance, Marconi, message, night letter, number, operator, ring, telegraph, telephone, wire.

Bell and Marconi should be discussed and looked up as enrichment.

Read to him an article from the Book of Knowledge called "A Modern Wizard", in which there are facts about Edison's early life. Have him look for additional facts about Edison that were not covered in his book and to see if there are any discrepancies between the sources. Discuss the value of reading several sources in the study of Social Sciences.

OBSERVATIONS AND INFERENCES

Follow-Up on Journal Entry. B-13 completed his journal entry on the dead baby rabbit he had brought in to class. During our science observation and search for facts we had identified the small animal as a rabbit due to several key factors of appearance: split upper lip, fur covered, back legs longer than front legs, and the shape and size of the tail. All of these facts he had recalled and written under his sketch of the rabbit. He also had other facts that we had found in Mammals, a Golden Nature Guide Book.

He was complimented on the completion of this assignment.

Follow-Up on T.V. Show Report. B-13 says he has one written but wants to do two more episodes. He was told one was enough and to bring it in.

The Book Report and related activities was completed.

The Crossword puzzles were completed and pronounced using 5 minutes for the one on Edison and 7 minutes for the one on The Telephone and Telegraph. He had very good recall of the words and their meanings.

The article from the Book of Knowledge proved to be very useful in measuring B-13 ability to search out new facts and to note discrepancies between sources. He was able to list 10 new facts, orally, that he had not found in his book on Edison. He was able to note the great difference in the two sources in their account of how Edison became deaf.

We discussed the use of difference sources in the study of Social Science and he was encouraged to find another source about Edison that would be reliable in which to check the stories of Edison's deafness. (Follow-up on this later.)

We also discussed the replica of the Menlo Park Laboratory at Dearborn which we both had visited.
Inference - He gains information so well through reading and listening. His big problems center around getting this down on paper.

Follow-up - More information from Dr. ____ , Optometrist. More information from the Child Guidance Clinic in Kalamazoo. Attempt to answer these questions: Does his perceptual problems have any visual basis? What are the nature of the perceptual problems that the Clinic found?

NEXT THERAPY SESSION

Type his complete book report and let him attempt to copy it. See if this helps him overcome the copying problems of June 27. Try to schedule this after his eye examination in case he gets glasses.
Name(s) G-13 and B-13 ill Date July 9, 1973

AIMS (Social Science)

1. Interview - To get to know G-13 better.
2. California Test of Personality - To guide interview and to have an objective measure of adjustment.
3. Creative Writing - Do a page in her journal about pets at home. Investigate feelings about pets.

MATERIALS

California Test of Personality, Form AA, grades 4-8. Los Angeles, California Test Bureau, 1950.
Journal

PROCEDURE

During the administration of the California Test of Personality, the therapist will question further on any places that there seems to be conflict.

The test will be read by the therapist to the student in order for there to be a careful consideration of each question and the chance to question as stated above.

As G-13 does her page in the journal about pets there will be an informal discussion of pets at her home.

OBSERVATIONS AND INFERENCES.

There were six paragraphs which are privileged information and cannot be printed here.

We reviewed the nice things she will be doing this summer: swimming, band, library book club, day camp, and summer school.

"I never have been this busy before in my life and it really is fun," she admitted.

She did a page in her journal about her pet dog. She also did a page about the mother cat and her three kittens.
NEXT THERAPY SESSION

Follow-up whenever it comes right with remarks about her other activities and positive statements about parents without moralizing.

FURTHER NOTES

(One paragraph privileged information.)

B-13 still ill from having oral surgery with the removal of nine teeth last week. His mother said he had been real brave about the surgery but had been miserable since coming home. He will probably be back on Wednesday.
NAME(s) G-13 and B-13 ___________________ Date July 11, 1973

AIMS (Science)

1. Observation and Inquiring - About land and water snails.
2. Observation and Inquiring - About terrariums and aquariums.
3. Reading for Information - To learn about terrariums and aquariums.
4. Listening for Information - To listen for the answers of cue snail questions.
5. Writing Skills - To write in their journals what they recall about terrariums and land snails; aquariums and water snails.
6. Perceptual Skills - To observe how they put color cube designs together and the speed in which they can work.

MATERIALS

- Realia - Land snails, terrarium, water snails, aquarium, magnifying glass.
- Journals

PROCEDURE

The snails, the terrarium, the aquarium will be on display. The land snails will be taken out and observed as they climb on a smooth plastic glass, as they eat lettuce, as they pull in their feelers upon touching.

The students will take turns reading the introduction of the paperback, Terrariums and Aquariums, to learn the purpose of them - the key concept here will be the idea of creating a habitat for an animal. Habitats named are: swamp or bay habitat, desert habitat, woodland habitat, fresh water temperate habitat, fresh water tropical habitat, and marine habitat.

Discuss: a habitat is more than a home. A habitat includes the whole environment necessary to sustain the life of a certain species.

Listening - read the article about snails from Ranger Rick.
Each student will have different questions but of similar nature about the snail that follow the material that Therapist will read. Each will read their first question aloud and Therapist will read until they hear the answer. They then read their second question, etc. until all questions are answered. They will put written answers on a prepared sheet as we go.

WRITING SKILLS (plus recall and conceptualizing through drawings). They will then take out their journals. Do one page on land snails and terrariums. Do one page on water snails and aquariums. They are to draw pictures and write sentences.

PERCEPTUAL SKILLS - We will attempt the easiest six of the twelve color cubes. Next session they will be timed. This will be just a practice session in which Therapist observes how they put their designs together and they gain familiarity with the cubes.

OBSERVATIONS AND INFERENCES

G-13 was very talkative at first because this is their first session together. They had seen each other at band practice. After our first informal discussion G-13 could not settle down although B-13 was ready to study.

After starting three times to explain our procedure in the study of snails and each time being interrupted by G-13, Therapist remarked, "You are interrupting me G-13." She replied, "That's all right if I do." "No, it isn't," Therapist replied, "I do not like to be interrupted." She smiled and said, "All right, then, I won't." The lesson proceeded smoothly.

The procedure was followed closely and went along well. Both were deeply interested in the snail and G-13 remarked she has never thought about a snail being so interesting before.

Using the material they gathered this week we will have a follow-up test next week to see if this manner of study really helps them remember as well as to gather information.

The blocks proved to be fun for them. B-13 was faster on putting the designs together, often putting two or three together and lifting a unit into the box while G-13 was not slow but was very deliberate about putting in row 1, then row 2, etc. They did designs 9, 11, 3, 4, 8, 1. We will do the same ones next time timing them as well as observing them.

NEXT THERAPY SESSION

Next Wednesday - review about snails and have a test.
This Friday - Check their journals for new home entries. Check with B-13 for the TV report.

This Friday - Paperbacks of John Henry. Attempt a poem on Remembering based on a poem written by Walt Whitman.
READING CENTER AND CLINIC
WESTERN MICHIGAN UNIVERSITY
ALLEGAN FIELD PROJECT

Name(s) G-13 and B-13 ______________________ Date July 13, 1973 

AIMS (Children's Literature)

1. Oral Reading - To enjoy reading a legend aloud together.
2. Listening - To enjoy hearing a good legend.
3. Critical thinking - To see similarities and differences in another version of a legend they read.
4. Language Arts - By listening to the pattern of writing in a poem they will learn to feel the pattern.
5. Creative Writing - Following a similar pattern to the poem read, they will attempt a single concept poem of the same nature.

MATERIALS


PROCEDURE

To set the tone Therapist will read "The Winter of the Blue Snow" from Paul Bunyan, Swings His Axe. This contains a great deal of exaggeration and we will discuss this aspect of the reading.

They will read to me John Henry each doing two pages in turn. We will stop to discuss only if it is real important so they can get the real enjoyment of the story.

Therapist will read to them "John Henry, Mighty Railroader" by Louis Wolfe from Myths and Legends. This will be read carefully and at times with feeling so we can do some critical thinking about what is being said. This version gives more detail than their version and will fill in gaps of information.

Therapist will read to them "New Hampshire Again" from Wind Song by Carl Sandburg. Each line of this poem starts out with I remember followed by longer and longer sentences.
They will attempt to write a similar poem starting with "I remember" plus one word, plus two words, plus three words, etc. It will be about anything they wish to write about.

**OBSERVATIONS AND INFERENCEs**

They enjoyed the reading of "The Winter of the Blue Snow". We discussed the American Legends in general and how they emphasized strength and boldness, resourcefulness, devotion to a cause, patience and determination. Since this was the new world great tasks had to be carried out like: clearing the forests, sailing the seas, clearing the wilderness, and building railroads through the west. Legends in America then became tall tales and exaggerations told around the campfire and in the frontier bars.

They read John Henry taking turns. It caught their interest right away and they enjoyed the excitement of the contest.

When the other version was read they were able to gain insight into where the contest was held and noted their was a difference in what they were to drill and how John Henry died. There was also more detail about the people involved in the story.

It was brought out in the discussion that different versions of legends exist and that this is due to the oral nature of their first tellings. When different people wrote down the legends they recorded the version that they had heard.

After the reading from Wind Song they were given a writing pattern to fill in:

- I remember (one word)
- I remember (two words)
- I remember (three words)
- I remember (four words) as a sample
- I remember (five words)
- I remember (six words)
- I remember (seven words)
- I remember (eight words)

The resulting poems varied a little from the sample but they evolved from the writing of the students and what seemed best to finish their own creation. Their poems follow this sheet.

**NEXT THERAPY SESSION**

B-13 will not be here. He is going on a vacation with his Grandparents. He was told to make some journal pages on his trip.
(See if he does - following through is still his hardest problem.)

This will give G-13 a chance to do a book report and reference
lesson like the ones that B-13 completed the week before she started.
She picked out *Daniel Boone*, by Katherine E. Wilkie, Scholastic Book
Services, G.L. 3.5. She is deeply interested in him and is also
reading a book about him at home.

**SWIMMING**

by G-13

I remember swimming
I remember friends swimming
I remember the swimming hole
I remember swimming the hard way

I remember how to teach someone to swim
I remember going swimming at West Side Pool
I remember trying to dive down in the water
I remember diving down in the water looking for rocks

I remember swimming the hard way
I remember the swimming hole
I remember friends swimming
I remember swimming

**LUCKY**

by B-13

I remember Lucky
I remember a dog
I remember a crippled dog
I remember a crippled but happy dog
I remember a deer that crippled my dog
I remember a dog once again playing in the sun.

I remember Lucky
I remember a beagle
I remember a real thoroughbred
I remember a dog that recovered swiftly
I remember a dog that was hurt terribly
I remember a dog once again barking in the sun.

I remember Lucky
I remember a deer
I remember a deer's horns
I remember a deer's horns aren't dull
I remember a dog that was very smart
I remember a deer that didn't come back ever again.
READING CENTER AND CLINIC
WESTERN MICHIGAN UNIVERSITY
ALLEGAN FIELD PROJECT

Name(s) G-13 and (B-13 on vacation) Date July 16, 1973

AIMS (Social Science)

1. Silent Reading - Of a good social studies book.
2. Word Study - Of the key concept words in each chapter for full meaning of the story.
3. Reading for Main Ideas - Reading of each chapter and telling to therapist the main ideas of the chapter.
4. Reference Skills - Use of various reference books to do the above. Also the use of the table of contents, index.
5. Oral Reading - By the student to therapist of material related to the book.
6. Listening - By the student to Therapist of material related to the book.

MATERIALS


PROCEDURE

The titles of the chapters will be listed on a sheet and under each chapter heading will be key words and locations given in the chapter. Before G-13 reads each chapter she will discuss these key concept words with therapist. The words she does not know enough about will be looked up in the dictionary, the gazetteer or the atlas according to the nature of the word.

"Strangers in the Wilderness" will be read first as it is a story of the earlier days of Daniel Boone and lays a foundation for the first chapters.

After G-13 completes chapter one she will read aloud from The
Indians...new, which is good background for that chapter and later chapters on Indians.

As we start the word study she will be given these clues as to which references to use:
1. a regular word - use the dictionary.
2. a geographic location that you wish to know some more about - use the Gazetteer.
3. a geographic location you wish to know where it is located - use the Atlas.

We will plan to complete the first three chapters on the first therapy session.

Key Concepts work sheet for the first three chapters:
Daniel's Indian Friend - settlement, pasture, village, hoeing, bow and arrow, bow strings, Pennsylvania.
Moving On - journey, covered wagon, Yadkin Valley, North Carolina.
A Knock at the Door - England, France, trapped, wagoner, wilderness, explore, Kentucky.

Observations and Inferences

G-13 had a better than average knowledge of the words. We spent some time after Chapter One on the book The Indians Knew. She said in the middle of the book, "Am I going to read this whole book?" The therapist affirmed that she would be reading all the pages on the left which were about Indians. She replied, "Good, I like this."

Pennsylvania was located in the Atlas. She needed practice in finding locations by crossing the letter and a number. This book gives lots of opportunity for this and the places are so essential to the story that the using of maps has a purpose.

A good discussion was held about the early traveling by covered wagon. Yadkin Valley, North Carolina was located with help in the Atlas.

On Chapter three G-13 was able to find England, France, and Kentucky without much difficulty. She was shown the small inset maps that gave the location of England and France in relation to Europe. Pennsylvania, North Carolina and Kentucky were again located on a larger map of the United States to tie the three chapters in together.

Practice was given in getting the essential facts out of these chapters and letting her dictate it to the therapist so that the therapist could ask for important detail in sentences that were too vague.

G-13 ended with three good paragraphs, said she was going to
read a book about Boone at home, and promised to do a page about him in her journal.

NEXT THERAPY SESSION

Continue on this book report and related readings.
Name(s)  G-13 and (B-13 on vacation)  Date  July 18, 1973

AIMS (Social Science)

1. Silent Reading for a Purpose - For student to finish reading Daniel Boone.
2. Word Study - Student with the therapist researching the key concept words in each chapter.
3. Reading for Main Ideas for Recall - After the completion of each chapter the student will dictate the main ideas to therapist.
4. Reference Skills - Use by the student of reference books and the parts of a book to achieve the above aims.
5. Oral Reading - By the student to therapist of any parts of chapters where the therapist feels the students thinking is hazy.
6. Listening - By the student to the therapist of a poem that summarizes the life of Daniel Boone for pleasurable recall of the material she* has just worked hard to assimilate.

MATERIALS


PROCEDURE

See lesson for July 16 for details. The last six chapters will be finished this session.

Key Concepts words for these chapters are:
On to Kentucky - brother-in-law, meadows, Cumberland Gap, pine needles, mink, otter, beaver, powder horn, gunpowder, skeleton.
Attacked by the Indians - roamed, adventure, household goods, farm tools, pack horses, surveyors, hunting grounds.

*she - student
The Wilderness Road - Indian Tribes, Sycamore Shoals, Tennessee, Cherokees, trading goods, trinkets, Wilderness Road, Indian trails, Buffalo paths.

The Rescue - Fort Boonesborough, canoe, daylight, crept, slaves, tomahawk.

The Fort is Saved - Salt springs, Shawnee Indians, American Revolution, British, salt licks, Chief Blackfish, capture, adoption, pretended, bravery, defend, flaming torches.

Daniel Boone's Reward - Indian raids, treaty, guide, settlers, flatboats, government, grants, claims, "elbow room", Mississippi River, Spain, Missouri, Spaniards, debts, United States Congress, reward, exploring.

OBSERVATIONS AND INFERENCES

All the reference books were used as needed. Sometimes G-13 could not see the value of looking up the words but once she found they could locate the material she read with great interest. She did not feel real confident in using the books at first but gathered confidence with each success.

As G-13 was dictating to the therapist it was sometimes necessary to ask questions for clarification. She would answer to the questions and when unable she went back to the source. i.e. "Three girls were captured by the Indians". "Who were they?" "Well one was called Jemima." "Why is she important in the story?" "?" After reading, "Oh, yes, she was Boone's daughter."

She really liked this book and has read a book at home on Boone as well. She has also finished writing a page in her journal about Boone with a sketch. She has really learned to stick to a task on this book report.

As a culmination the therapist read the poem about Daniel Boone. It was full of the events she had been reading and studying about. At the end of each verse comes the phrase "elbow room". It was a very satisfying experience for the student and the therapist.

NEXT THERAPY SESSIONS

B-13 will return next time. We will try to do the dominance tests, a silent reading test, and the block puzzles - this time recording the time and procedures.
Name(s)  G-13 and B-13  Date  July 20, 1973

AIMS (Testing)

1. Silent Reading - A silent reading test will be administered that is timed as a measure of "on their own in the Classroom" reading.

2. Dominance - Informal dominance tests will be given to determine if anything significant can be observed.

3. Perceptual Skills - A timed test on the colored cubes to observe skill, speed, procedures, and pressures.

4. Spelling and Writing Skills - The Morrison-McCall will be administered for the purpose of analyzing spelling, writing and phonics skills.

5. Writing Skills - The students will complete any Journal pages that are unfinished.

MATERIALS

Detroit Reading Test III: Form A, New York: World Book Co., N.D.
Informal Dominance Tests.
Playskool Color Design Cubes #302, Chicago: Playskool Manufacturing Co.
Morrison-McCall Spelling Test and Guide
Journals

PROCEDURES, OBSERVATIONS, INFERENCES

The Detroit Reading Test III: Form A was administered. The students were allowed six minutes. B-13 attempted 12 and had nine correct for a score of 5.0. G-13 attempted eight and had six correct for a score of 4.0. Test III has 24 test paragraphs and is designed for grades four, five, and six.

Inference: In a classroom situation both would be adversely affected by the fact that they do not perform the reading task as quickly as is desired for grades four, five and six and they are both going into grade seven. Both achieved 75% accuracy for the ones attempted.

Dominance Tests: G-13 was found to be left eyed, right footed and right handed. B-13 was found to be left eyed, right handed and right footed.

In the making of +++ signs B-13 had a median score of 28 with
his right hand and 16 with his left hand. Going through the formula
given by Homer Carter, Western Michigan University, we find this to be
significantly different for handedness.

In the making of + + + signs G-13 had a median score of 22 with
her right hand and 20 with her left hand. Going through the formula
given by Homer Carter, Western Michigan University, we find that this
difference is not significant for handedness even though the quality
of the + + + is better for the right.

Colored Design Cubes: B-13 was able to do the color cubes with
the following scores:

- # 9 1 min. Corners by units, then center
- #10 1 min. Outside edge, then center
- # 3 1 min. Outside edge, then center
- # 4 1½ min. Four corners by units, then center + pattern
- # 1 1⅔ min. Corners by units, then center
- #11 1 min. Outside edge, then center

G-13 was able to do the color cubes with the following scores:

- # 9 1½ min. Outside edge, then center
- #11 1 min. Row by row, in order
- # 3 1½ min. Outside edge, then center
- # 4 2½ min.* Row by row in order
- # 1 1½ min. Outside edge, then center
- # 8 2 min.* Row by row in order
- #10 1 min. Row by row in order

B-13 had a better sense of design in the placement of blocks. He
never went row by row but alternated between corner units then center,
outside edge then center.

G-13 was able to use outside edge then center on the easier
designs but on the others she went row by row in order.

Morrison-McCall Spelling: B-13 had 26 words out of 50 correct
for a score of 4.9. He was very close on a great many of the ones he
missed. i.e. now (know), dash (dase), stood (studi), aboard (abord),
district (distreect), navy (navey), period (periode), connection
(connectitoin), wear (ware), secure (secure), difference (differnce),
various (verios), expense (expence), testimony (testamoney) etc.

Inference: A better knowledge of the use of the correct vowel
would help B-13 because he hears sounds pretty well. Also the use of
the VAKT technique would help him get the real feel of the word as he
has a tendency (which is also noted in his regular writing papers)

*Frustration experienced by G-13 because of B-13 speed. Order
rearranged to eliminate the competition factor. She was still very con-
cerned.
of adding letters, especially "e" where it is not needed. He also leaves out important letters especially when only one is heard.

G-13 had 23 words out of 50 correct for a score of 4.3. She was not so close in her misspelled words. i.e. begun (begone), offer auffer), district (desterect), beautiful (beauteful), period (pearred), wear (waer), machine (machian), secure (sacur), total (toatele), different (differnt), official (offishl), etc.

Inference: G-13 has attempted to sound out the words she does not know with some success. She could benefit from some phonics review. With the unsettled home life she has experienced the last few years she may not have assimilated as much as she could have. VAKT would also be of help to her because 2.7 grade levels behind the 7.0 she is placed at.

Testing completed the students relaxed with their journals, catching up on pages partially completed.

NEXT THERAPY SESSION

Begin SRA Social Studies Selections from the American Album Kit, Level I, Grade level 3.0 to 3.9.

Administer Informal Reading Inventories.
Name(s) G-13 and B-13 _____________________ Date July 23, 1973

AIMS (Social Science)

1. Writing - Copy poems to learn placement on the writing page, spacing, accuracy of words.
2. Silent Reading - Gray's Oral paragraphs read silently to determine informal silent reading level.
3. Oral Reading - McGrath's Oral Reading Paragraphs to determine informal oral reading level.
4. SRA Dimensions - to gain experience in reading social studies material for fact and inference.
5. Completion Time - Completion of past assignments by each student to catch up on anything left over from previous lessons.

MATERIALS

Poem "Swimming" by G-13, student
TV Report by B-13, student
Poem "Lucky" by B-13, student
Gray's Oral Reading Paragraphs, adapted by H. L. J. Carter, on cards.
McGrath's Oral Reading Paragraphs, adapted by Sister Charla Bulko, on cards.
Ideals Crossword Puzzle #2568, Famous People Series, Davey Crockett.

PROCEDURES

Both have written a poem at a previous session. They will copy on to regular school notebook paper to learn placement on the page, spacing, accuracy of words.

B-13 will copy the TV report for Teacher that he has now completed in the extra half hour period that he will be staying this week and next for the express purpose of copying the materials he dictates to therapist for Teacher.

Gray's Oral Paragraphs will be read silently and the questions answered orally to therapist in order to determine their silent reading levels.
The SRA Dimensions Series #1 are from the American Album Kit and
contain 50 articles at the 3.0-3.9 grade level. They cover many
exciting historic moments of interest to students 4.0 through 9.0.
They will be allowed free choice from the 50 lessons. They will use
reference books to look up words they do not understand, they will
read the article silently, they will read it orally to the therapist,
we will discuss the article together, and they will then complete and
correct the ten factual questions. Therapist will ask inferential
questions of the two students in a combination session after they
both have completed the factual sessions.

OBSERVATIONS AND INFERENCE

It was necessary for G-13 to copy her poem over twice as she did
not keep her spacing and margins correct the first time. She mis­
spelled West as wast and left the "r" off remember in three instances.
She will be asked to find her errors next session.

B-13 started his poem three times before he finally completed it.
He finally ended up with a neat job of copying but he had gotten four
lines confused in the copying and had miscopied the spelling of nine
words, left out or added incorrectly four apostrophes, failed to
capitalize Lucky twice and lost the internal spacing of two lines,
two lines, two lines, verse space, etc. He will need to recopy it
next time.

Gray's Oral Paragraphs used for measure of Informal Silent
Reading gave therapist the following results. McGrath's Oral Para-
graphs read orally gave the second column results:

<table>
<thead>
<tr>
<th>Silent Reading Inventory</th>
<th>Oral Reading Inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td>G-13</td>
<td></td>
</tr>
<tr>
<td>Independent</td>
<td>4.0</td>
</tr>
<tr>
<td>Instructional</td>
<td>5.0</td>
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<tr>
<td>Frustration</td>
<td>5.5</td>
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<tr>
<td>Capacity</td>
<td>5.5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Oral Reading Inventory</th>
<th>G-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent</td>
<td>3.0</td>
</tr>
<tr>
<td>Instructional</td>
<td>4.0</td>
</tr>
<tr>
<td>Frustration</td>
<td>5.0</td>
</tr>
<tr>
<td>Capacity</td>
<td>5.5</td>
</tr>
</tbody>
</table>

Note: On the oral test G-13 passed A at 75%, B at 60%, C at 80%,
and D at 100%. She was reprimanded at the C level - "had she done it
carefully?" - then at D passed easily. Motivational problem?

<table>
<thead>
<tr>
<th>Oral Reading Inventory</th>
<th>B-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent</td>
<td>5.0</td>
</tr>
<tr>
<td>Instructional</td>
<td>6.0</td>
</tr>
<tr>
<td>Frustration</td>
<td>7.5</td>
</tr>
<tr>
<td>Capacity</td>
<td>10.5</td>
</tr>
</tbody>
</table>

B-13 chose "Bear in a Pit", Level I, Selection 28 by Edith McCall
which was adapted from Hunters Blaze the Trails. She was able to read
it well orally. She was able to answer eight out of ten of the questions correctly for a score of 80%. It was a selection about Davey Crockett and very exciting. She later did the Ideals puzzle about Davey Crockett.

B-13 chose "Last Stand", Level I, Selection 5 by Roy Bongartz which was adapted from Argosy Magazine. He was able to read it well orally. It was an Indian's version of Custer's Last Stand. It too, was exciting but depressing too. B-13 had nine out of ten correct. This gave him a score of 90%.

The inferential discussion followed. Each tried to answer these questions orally in turn:
1. In the article "Last Stand", if you had been the Indian armed only with a pony whip would you have attacked the arm soldiers or ran away?
2. In the article "Bear in a Pit", what would you have done when the injured bear fell into the crack and the dogs jumped in after him?

This led to lively discussion and both gave very heroic answers.

Completion of assignments from other times was the puzzle for G-13, the TV report for B-13.

NEXT THERAPY SESSION

Magnets, magnet books, science experiments.

Corrections on poems.
ATMS (Science)

1. Investigate - A variety of magnets: large horseshoe, small horseshoe, bar, U, and small magnetic items.
2. Observe - What items will a magnet pick up and what items won't it pick up.
3. Silent Reading - To find answers to questions about magnets.
4. Oral Reading - To learn more about magnets.
5. Experiments - To organize experiments into materials and procedures and then to demonstrate what happens to group.
6. Listening - To therapist read some related, advanced material.
7. Recording - The recording of one or more experiments giving details like #5 plus a drawing.

MATERIALS

Collection of magnets

Collection of iron, steel, tin, plastic, copper, brass, wood, rubber, paper, string, etc.

Sundry for Experiments glasses of water, needles, thread, compass, paperclips, coins.


PROCEDURES

Give the students time to try out the different kinds of magnets in different situations. Ask and answer questions by referring to the books above, which also have out for reference.

After a period of about 20 minutes have the two students take turns reading aloud Magnets and How to Use Them. Try out the experiments throughout the book.

When reading comes to the later part of the book read aloud to the students from Children's Press certain details about the electromagnets that are needed to fill in the other paperback.
Bring up certain questions and search for answers with the students. When they ask questions help them use books properly to find answers.

Therapist will help them organize their experiments. Students will be given time to demonstrate one or more experiments as time permits. Each experiment demonstrated will be written up in the student's journal listing the materials and procedures and accompanied by a sketch.

**OBSERVATIONS AND INFERENCES**

Both students were very interested and participated very well.

G-13 completed the experiments of picking up items in a glass of water and noting what items would and would not pick up.

B-13 completed the experiment of magnetizing a needle and then making a compass on paper to test if the needle pointed north and south.

The article read to them by the therapist about Michael Faraday and his invention the galvanometer led to quite a lively discussion about how this machine and how one reacts when attached to it.

**NEXT THERAPY SESSION**

Writing - both will start copying their book reports.

B-13 will complete his TV report. He is on his 5th rewrite.

Literature selection for study and enjoyment.
Name(s) G-13 and B-13 ______________________ Date July 26, 1973

AIMS (Children's Literature)

1. Writing - The purpose is to explore the pure mechanics of writing a suitable book report paper for a class.
2. Dictionary Skills - In preparation for the reading of the literature selection; key concept words will be located in the dictionary and meanings found.
3. Oral Reading - Of the literature selection.
4. Critical Thought - From pictures and wordings in the literature inferential questions will be answered.
5. Discussion - "What does bull fighting do to the Matador's life and personality?"

MATERIALS


PROCEDURE

For thirty minutes the students will attempt to space, indent and write neatly on their book reports. They both have difficulties so if not completed this time - they will work on them again next week.

The following words will be given to them one at a time a contest will be held to see who can find the words first. When the word is found the meanings will be read aloud and the correct meaning to fit a story about bull fighting will be chosen.
cape, Matador, humidoros, Picadores, Banderilleros, banderillas, lances, Picadores, butt, pasture, bull, Madrid, Spain, fierce, Ferdinand, cork tree, favorite, gallery.

After a thorough understanding of the vocabulary the book will be read aloud taking turns with a purpose of enjoying the story and the appreciation of the artwork therein. Therapist will stop on certain relevant pages to discuss and clarify certain drawings for the students to deepen their understanding.
OBSERVATIONS AND INFERENCES

The writing session brought frustration to both students and pointed up certain problems for them. Therapist took this opportunity to speak frankly to them about their individual problems that have been interfering with their success in school.

G-13 didn't feel that her writing was up to par. She was assured that the therapist only wanted it neat and readable and spaced correctly on the page.

(Three paragraphs of privileged information was deleted here.)

B-13 big problem is that he cannot copy anything without changing what he has written. Part of this seems to be perceptual and part of it seems to be the necessity on his part to write things differently each time.

When he wished to change the wording in the book report and leave out big sections the therapist explained that this time his charge was to copy his creation exactly as he had written it. It has been corrected and he has been told it is very good. This will be a challenge to see if he can follow it as it is just once.

He has a tendency to wad up and throw away papers or so change them in the rewrite that they make no sense. This was discussed with him and explained that it is very difficult in Junior High to receive a mark in a class if no papers are turned in.

Discussions about bull fighting were very fruitful. Personal experiences they related about Spain and bull fighting that they had learned from others were interesting. They were surprised how much knowledge we had between us by pooling our knowledge.

The Matador's life was compared to that of first flight racing car drivers. How the strain may lead to drink, women, drugs, suicide, etc.

NEXT THERAPY SESSION

Another rewrite needed on the TV report. It came close to being right this time. B-13 waiting for glasses.
Name(s)  G-13 and B-13 ________________________ Date  July 30, 1973

AIMS (Social Science)

1. Directed Writing - To give them an opportunity to copy their book reports on notebook paper suitable for handing in.
2. Oral Reading - To each other of the book report they have made.
3. Discussion - To give each a chance to discuss the character of the man they wrote about and to talk about the man the other wrote about.
4. Directed Writing - Give them time to finish copying the book reports, make corrections, etc.
5. Self-Selection - Have them chose a social science book for next Monday keeping in mind interest and reading level.
6. Creative Writing - (For B-13 only) to give B-13 the opportunity to start dictating his fiction mystery story.

MATERIALS

Their book reports, typed by therapist
Notebook paper, pens

PROCEDURES

The directed writing is very important for both students. G-13 has the problem of keeping her mind on her writing and being very stiff in her writing. Most of her letters lean to the left on the line so that she almost fights herself across the line. She gets all her words in but may mispell in copying or get her paragraphs out of order which ruin the sequence of a biography.

B-13 has the problems of leaving out words, scratching out mistakes, misspelling words even though he is copying, leaving of word endings, writing in the middle of the page and all over the page instead of observing an even margin with indenting for new paragraphs. He consistently complains after writing for 5-10 minutes that his arm "really hurts" and rubs it.

Oral reading and oral discussion will help make the material their own. They should know the material rather well now as they worked so methodically to do the book report in the first place.

Two methods of self-selection will be taught to the students.
The Hand Test and the Reading Level Test. With the hand test you read one page in the front, one page in the center, and one page at the end of the book. If you don't know five words or more on each page the book offers too much background study of words to be desirable. Five words or less is satisfactory. The Reading level test is to know your independent and instructional reading levels and read in that area. If the books are not marked a librarian can give help on this.

B-13 will be staying an extra half hour to work on the still unfinished requirements for Teacher for his sixth grade work.

OBSERVATIONS AND INFERENCES

The book reports were worked on but they were still not finished.

B-13 still does not have his glasses. Some mistake was made when the frames were measured.

It is hoped that when B-13 gets his glasses his eyes will cooperate better with his hands so that he can copy from one paper to another.


B-13 got half of his story dictated. He really enjoyed this. The words and ideas came in a steady stream. Very little changes as he went - the story was easy flowing.

NEXT THERAPY SESSION

Science. We'll cover some of the fine points of Bird Watching.
Name(s) G-13 and B-13 _______________ Date August 1, 1973

AIMS (Science)

1. Directed Writing - Continue on book report copying until mastery is accomplished. Has to be good enough to hand in.
2. Silent Reading for a Purpose - To gain general information about a bird, or bird subject.
3. Silent Reading for a Purpose - To find specific facts about the same bird, or bird subject.
5. Journal Page - Science drawing plus notes to recall the article read.
6. Listening - To therapist read and discuss three articles related to bird watching.

MATERIALS

Book reports, Note paper, pens
Ranger Rick's Nature Magazine, 20 copies that have full length articles on birds, bird watching, and bird science.
Journals

PROCEDURE

Both students will be given an opportunity to look through the Ranger Rick's Nature Magazines and select an article of interest to them. They will read the article through with the purpose of obtaining general information and enjoyment.

They will read the article the second time picking out what they consider to be the ten most important facts in the article.

They will report orally on what they have learned.

They will do a Journal page on both sides using their ten facts plus drawings that are accurate in detail to the article and the facts.

Therapist will read and discuss from Ranger Rick the following
subjects about bird watching:

Locations and habitats -
- Fields, meadows, brushy places, Cities and Towns, Deserts,
- Deciduous Woodlands, Evergreen Woodlands, Ocean, Fresh-
- Water Marshes, Fresh Ponds, Lakes, Salt-Water Marshes,
- Bays, Sand Dunes, Thickets, Beaches, Mud Flats

Identification of Birds by shape and size -
1. Wing - Pointed or rounded?
2. Tail tip shape - Notched, forked, square, rounded, pointed?
3. Tail length - long, medium or short?
4. Crest - does it have one?
5. Legs - long or short?
6. Body - chunky or slender?
7. Body - the size as compared to a sparrow, a robin, a pigeon or a crow?

Identification of Birds by field marks -
1. eyes and crown, colors?
2. flash patterns in the tail?
3. bars or plain patterns in the wing?
4. Colors in the rump patches?
5. colors in the breast area?

Identification by how it acts and flies -
1. How does it act on tree trunks?
2. How does it perch?
3. How does it act on the ground?
4. How does it act in flight?
5. What is it's behavior on or in water?
6. Does it wade?

This material is based on three articles with an abundance of graphics from the March 1973, April 1973 and May/June 1973 Ranger Rick's Nature Magazines. These articles were by Roger Tory Peterson author of three paperbacks: How to Know the Birds, A Field Guide to Birds East and A Field Guide to Birds West.

OBSERVATIONS AND INFERENCES

B-13 picked the article entitled "The Golden Eagle" from the January 1972 Ranger Rick's Nature Magazine. He was able to get ten facts down on paper and give a good oral talk. He got his glasses today. He did not complain about writing for the first time all summer. He did two excellent drawings of eagles in his Journal and copied his facts between the drawings.

G-13 picked the article "First Bird-Aid" from the April 1972 issue of the Ranger Rick's Nature Magazine. At one of our previous sessions a rose breasted grosbeak had hit the window of our porch classroom. It lay on the ground stunned. G-13 had become very emotional and cried out - "Oh, look on his neck - he's bleeding."
The therapist explained that it was the natural coloring of the bird. We kept him in a cage during class and watched him. At the end of the time he was able to fly off the riverbank into the sky. She asked many questions about doctoring birds. This article was an excellent one for her. She found her facts, made an oral report, made her drawings and copied her facts into her Journal.

NEXT THERAPY SESSION

Individualized lesson in literature.
Reading Center and Clinic
Western Michigan University
 Allegan Field Project

Name(s)       G-13 and B-13                      Date       August 2, 1973

ATMS (Children's Literature)

1. Recalling Literary Detail - G-13, see procedures below. B-13
   finish copying book report.
2. Sequence and Main Ideas - G-13, see procedures below. B-13
   finish answering questions on California Personality.
3. Dramatic Presentation - G-13, see procedures below.
4. Sequence and Main Ideas - B-13, see procedures below.
5. Dictation - B-13, finish dictation of fiction story to therapist.

Materials

Fry, Rosalind, (Illus.), A Ghost, a Witch and a Goblin. New York:
Arkhurst, Joyce C. (Retold), The Adventures of Spider. New York:
Scholastic Book Service, 1971. G.L. 5.5
California Test of Personality, Elementary Form AA, Grades 4-8.

Procedure

G-13 will read "The Ghost Catcher" in A Ghost, a Witch and a
Goblin by Rosalind Fry. She will do the following to catch the
literary quality of the story:
1. Read the story through, silently.
2. Draw a picture in her Journal from the story.
3. Write the story briefly in the Journal with the picture.

G-13 will read "Baba Yaga, A Russian Witch Story" in A Ghost,
A Witch and A Goblin by Rosalind Fry. She will do the following in
order to get the sequence and main ideas of the story:
1. Read the story through, silently.
2. List in sequence the ten main incidents of the story.

G-13 will read "The Goblin and the Tailor" in A Ghost, A Witch
and A Goblin, by Rosalind Fry. She will prepare to do a dramatic
presentation:
1. Read the story through, silently.
2. Find the highly dramatic parts.
3. Tell the story to the class with gestures.
B-13 has almost finished copying his book report. He will finish it.

B-13 will finish the California Test of Personality. Therapist will read the last of it orally if needed.

B-13 will read "How Spider Got a Thin Waist" in The Adventures of Spider by Joyce C. Arkhurst. He will do the following in order to get the sequence and main ideas of the story:
1. Read the story through, silently.
2. Tell the story to the class giving the main ideas in sequence.

B-13 will finish dictating the rest of his mystery story after G-13 leaves. Therapist will type it later and he will copy it for Teacher's requirements.

OBSERVATIONS AND INFERENCES

This is the second day of lessons that B-13 has had his glasses. He worked hard and well and had a real day of accomplishment. G-13 was acting very silly and he just ignored it. He was intent on what he was doing and most anxious to dictate the rest of his story. He is really enjoying the process of making it up.

G-13 finally settled down and accomplished her first two objectives with a minimum of complaint. She got the third part read but didn't have time to tell it. She liked the book.

Looking over G-13 Science paper from the other day it was observed that she reversed i and r in the words bird and first-aid. She also has a problem like this with the word girl.

NEXT THERAPY SESSION

G-13 and B-13 will hear records about "How to Study and Why" by Bernice McCullar and narrated by Jerry Vandeventer. There are ten lessons and they will hear three lessons each session next week.
READING CENTER AND CLINIC
WESTERN MICHIGAN UNIVERSITY
ALLEGAN FIELD PROJECT

Name(s)  G-13 and B-13  

Date  August 6, 1973  

AIMS (Social Science)

1. Listening - Listening to a record that tells how to listen better.
2. Silent, Oral and Directed Reading in the content area of social studies.
3. Speaking - Listening to a record of how to speak better.
4. Silent, Oral and Directed Reading - In the content area of social studies.
5. Study Skills - Listen to record on how to take good notes.
6. Discussion - Of what they remember about taking notes.
7. Dictionary Work - Looking up words from the record on speaking.

MATERIALS


PROCEDURE

There will be three listening segments with Social Studies in between. They will listen carefully to the record without talking and without outside things cutting in on their concentration. This may prove a bit difficult for them.

We will discuss the listening sections at the completion of each. We will discuss the ones about taking notes very completely as next time they will be taking notes from the record sessions.

Social Studies booklets will be read silently, then orally, and then answers written to the questions.

These words will be looked up after the record on Speaking: elite, obese, ostracize, nostalgia, and omnipotent. Speed will be
stressed as well as pronunciation and the proper meaning that makes sense.

OBSERVATIONS AND INFERENCES

G-13 really enjoyed the listening sessions. Eagerly went to the easy chair and got ready. B-13 went easily the first time. The second time he sat at the table and didn't listen well so he was told to sit on the sofa – which he then did and listened well.

They listened carefully to the taking notes record. We went over the main points so that they will be able to take notes next time. They both seemed interested in doing this.

B-13 read "The Dear Departed" and "Lincoln's Soldiers". When he took the comprehension tests he got 100% on both. He read well orally on the first one – rushed on the second and had to be told to slow down and read clearly.

G-13 read very well orally. She read "The Tomboy Princess" and "I Am A Man". She also got 100% on both tests. This is an improvement over 80% the first lesson.

B-13 thought he knew the meaning of the words but when he looked them up he found that he did not. G-13 found her words more quickly than he did and had them all written down before time was up.

B-13 finished dictating his fiction story.

NEXT THERAPY SESSION

More records of their choice. B-13 will finish Teacher's requirements by writing a poem. G-13 will try writing a cinquain poem.
READING CENTER AND CLINIC  
WESTERN MICHIGAN UNIVERSITY  
ALLEGAN FIELD PROJECT

Name(s) __G-13 and B-13________________________ Date __August 8, 1973__

AIMS (Children's Literature)

1. Writing - Listen to record on how to write better.
2. Creative Writing - B-13 a poem and G-13 cinquain.
3. Reading - Listen to record on how to read better.
4. Directed Writing - Copy the poems over in a style ready to hand in.
5. Psychology - Listen to record on how to become more self-confident.
6. Directed Writing - B-13 to copy over his fiction story in his extra half hour.

MATERIALS


PROCEDURE

Listening carefully today like on Monday but this time they are to try to take notes on the first part about "How to Write Clearly."

Directions for cinquain:
- First line - one word, subject or title
- Second line - two words, describing subject
- Third line - three words, showing action
- Fourth line - four words, to complete line 3
- Fifth line - one word, also describes title.

G-13 will do a cinquain. B-13 may also or go on his own.

B-13 needs to complete his fiction story today.

OBSERVATIONS AND INFERENCES

B-13 came in higher than a kite. He had sprained the tendons in his hand and could not do his writing. Spoke frankly to him and he settled down. G-13 did a very nice job of control. B-13 dictated a
very good poem. G-13 wrote several - one was about our pet bird Chirp. Instead of Part 7 of the record we listened to Part 9 - "How to Handle Grownups". This really interested them and answered a need in their life. Good psychology session with Part 9 and Part 10. Discussion good for ending.
BIBLIOGRAPHY


CALENDAR OF CLINICAL STUDIES
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, July 5, 1973</td>
<td>Reading Clinic - Conference with Dr. Dorothy McGinnis and Mrs. Betty Hagberg in regard to scheduling and duties in the Clinic.</td>
</tr>
<tr>
<td>Tuesday, July 10, 1973</td>
<td>Sangren - Observation of Reading Demonstration - &quot;A Team Approach to the Study of the Disabled Reader.&quot;</td>
</tr>
<tr>
<td>Tuesday, July 17, 1973</td>
<td>Reading Clinic - Preparation for Clinic Case of an elementary child.</td>
</tr>
<tr>
<td>Friday, July 20, 1973</td>
<td>Reading Clinic - Participation in Clinic Case of an elementary child.</td>
</tr>
<tr>
<td>Tuesday, July 24, 1973</td>
<td>Reading Clinic - Preparation for Clinic Case of a teenager.</td>
</tr>
<tr>
<td>Friday, July 27, 1973</td>
<td>Reading Clinic - Participation in Clinic Case of a teenager.</td>
</tr>
<tr>
<td>Tuesday, July 31, 1973</td>
<td>Reading Clinic - Preparation for two clinic cases: pre-college student and a therapy student from the Allegan classes.</td>
</tr>
<tr>
<td>Friday, August 3, 1973</td>
<td>Reading Clinic - Participation in Clinic Case of therapy student.</td>
</tr>
<tr>
<td>Tuesday, August 7, 1973</td>
<td>Sangren - Participation in Demonstration &quot;Initial Therapy for the Severely Disabled Reader&quot;.</td>
</tr>
<tr>
<td>Friday, August 10, 1973</td>
<td>Reading Clinic - Participation in Clinic Case of pre-college student.</td>
</tr>
<tr>
<td>Tuesday, August 14, 1973</td>
<td>Sangren - Observation of Reading Demonstration &quot;Teaching Students How to Read a Textbook.&quot;</td>
</tr>
<tr>
<td>Wednesday, August 15, 1973</td>
<td>Reading Clinic - Testing, interviewing, counseling disabled reader, an older college student. Four additional appointments were used to complete the clinical study.</td>
</tr>
</tbody>
</table>
REPORT OF CONFERENCE

AT

READING CENTER AND CLINIC

July 5, 1973
Meeting was held Thursday July 5, 1973. The meeting was held at the Reading Center and Clinic with Dr. Dorothy McGinnis, Ms. Betty Hagberg, and myself. Purposes of the meeting were:

1. Delivery of the "In-House" Evaluations of the Reading-Thinking Institute.
2. Set up schedule for the Clinical Studies and related Planning Conferences.
3. Check out tests and materials to take to Allegan to study for Clinical Studies.
4. Go over my objectives and procedures for the Allegan Field Project in Developmental Reading-Thinking.
5. Check out any needed materials to carry out the Field Project.
6. Go over my copy of Proposal for Specialist Project for Course 720 for clarification of concepts and approval.

The above purposes were accomplished at the meeting. In addition to these purposes set forth by myself, Dr. Dorothy McGinnis set up three additional meetings. I am to observe her first and last demonstrations at Sangren Hall in the series entitled "Helping the Disabled Reader".

In addition, on August 3, I am to bring one of my Field Project therapy students for testing and interviewing at the Reading Center and Clinic. I'm to be prepared to take part in a reading demonstration for graduate reading teachers along with Dr. McGinnis, a staff Clinician, the student, and the student's mother.
### CLINICAL STUDY SCHEDULE

<table>
<thead>
<tr>
<th>Time</th>
<th>Dillon</th>
<th>Hagberg</th>
<th>Johnson</th>
<th>Schwartz</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Prepare</td>
<td>Prepare</td>
<td>Prepare</td>
<td>Explain Background to Observers</td>
</tr>
<tr>
<td>9:10</td>
<td>Parents</td>
<td>Boy</td>
<td>Boy</td>
<td></td>
</tr>
<tr>
<td>9:10</td>
<td>Interview</td>
<td>Mental Content</td>
<td>Interview</td>
<td>Same</td>
</tr>
<tr>
<td>9:30</td>
<td>Parents</td>
<td>Gates Assoc.</td>
<td>Parents</td>
<td></td>
</tr>
<tr>
<td>9:45</td>
<td>Share Interview</td>
<td>Be with Observers</td>
<td>PPVT</td>
<td>Observe PPVT</td>
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<tr>
<td>9:45</td>
<td>Silent Rg.</td>
<td>Same</td>
<td>Score PPVT</td>
<td>With Observers</td>
</tr>
<tr>
<td>10:15</td>
<td>Oral Rg.</td>
<td>Same</td>
<td>Share with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inventories</td>
<td></td>
<td>Observers</td>
<td></td>
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<tr>
<td>10:15</td>
<td>Score and Share</td>
<td>Same</td>
<td>WRAT Math. and Spelling</td>
<td></td>
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<tr>
<td>10:45</td>
<td>with Observers</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>11:15</td>
<td>Observers</td>
<td>Same</td>
<td>Detroit Stand. Rdg. DAFT</td>
<td>Score and</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Share with Observers</td>
</tr>
<tr>
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<td>Same</td>
<td>Audiometer</td>
<td>Score and Share</td>
<td>Observers</td>
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<tr>
<td>11:30</td>
<td></td>
<td></td>
<td>with Observers</td>
<td></td>
</tr>
<tr>
<td>11:30</td>
<td>Staff Conference</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1:00</td>
<td>Box Lunch</td>
<td></td>
<td></td>
<td>Preparation of Clinical Studies Report for afternoon.</td>
</tr>
<tr>
<td>3:00</td>
<td>Completion of Clinical Study.</td>
<td></td>
<td></td>
<td>Final typing of completed report.</td>
</tr>
</tbody>
</table>

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CLINICAL STUDIES REPORT
March 6, 2001

Mr. and Mrs. Jack Benimble
123 Quick Street
Candlestick, Michigan

Dear Mr. and Mrs. Benimble:

We are summarizing the results of our examination of your son, John, who visited the Reading Center and Clinic on Thursday, February 15, 2001. Contributions to this report have been made by Mr. Joe Church, Mrs. Betty Clark, Mrs. Kathy Chef, Mrs. May Sneak, and Mrs. Phyllis Alexander.

PROBLEM

The purpose of this examination was to determine why John has had difficulty making satisfactory academic progress in school. He is thirteen years and nine months old and a student six months in the eighth grade in the Candlestick Public Schools. John entered kindergarten at five years and four months of age and has not repeated a grade even though his school work has not been considered satisfactory. John's academic progress apparently has been hindered by his inability to develop adequate reading skills. According to his teachers, John is not a behavior problem, but lacks confidence when dealing with his peers. John is the third in a family of seven children. The parents say that he gets along well with his brothers and sisters. John's father reports that the son is now working with him in the family's auto parts business. Mr. Benimble is concerned that John's reading difficulty will hinder him from eventually achieving success in future employment. The family physician found no physical abnormalities but did state that "visual acuity is markedly decreased even with glasses." Previous testing by the school psychologist indicated that John displayed signs of a perceptual disorder.

Interviews

Data resulting from interviews are on file in the Reading Center and Clinic and will be made available only to authorized persons.

Objective Measures and Informal Inventories

The first and fifth sections of the Peabody Individual Achievement Test (PIAT) were administered to John. The results of the math section indicate John's performance in the area of arithmetic is equivalent to that of an individual seven months in the sixth grade (6.7). It was observed that he had great difficulty doing basic multiplication and division problems. On the fifth part of the PIAT, the General
Information section, John did as well as an individual six months in the fifth grade. John responded well to praise and worked hard for the examiner. The results of this test indicate that John's store of information about the world in general is limited. Experiences which would increase this knowledge would be beneficial to him.

The Detroit Reading Test I, Form A, was administered. John attempted eighteen items and successfully completed fourteen of them. The results indicate that he reads as well as an individual four months in the second grade (2.4). He appeared to have difficulty answering inferential questions.

John's performance on the Morrison-McCall Spelling Scale was equivalent to that of an individual five months in the second grade (2.5). He made one reversal. No word attack skills were apparent. John either knew the word or he did not. If he did not know the word given him by the examiner, he made no effort to apply phonetic or other skills in an attempt to spell the word.

Tests of dominance indicate that John is a dextral; that is, he is right handed and right eyed.

John's performance on the Gates Association Cards suggest that he is capable of learning. On the visual-visual cards he had accuracy percentages of 70, 90, and 100 on trials one, two and three, respectively. On the visual-auditory cards, he scored 80, 90, and 100 on the three trials.

John was given an informal reading inventory. The following levels were established based on his oral and silent reading:

<table>
<thead>
<tr>
<th>Level</th>
<th>Oral</th>
<th>Silent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Instructional</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Frustration</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Listening Capacity</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

In the opinion of the examiner, John worked diligently on the paragraphs and exhibited a positive attitude toward reading. He read very slowly, word-by-word. John did not make use of contextual clues in attempting to identify new words he encountered when reading.

John's responses to the California Test of Personality and the Draw-A-Family Inventory suggest that his relationships with his family are satisfactory. John seems to view himself as inadequate and a failure. His school relationships are not satisfactory and he has a tendency to withdraw from the group into his own inner world.
The Bender-Gestalt Motor Visual Test was administered to John. Evidence of tension was present. The results of the test indicate eye-hand coordination problems. There is also evidence of perceptual difficulties. Three of the figures were reversed as they were drawn and the paper rotated as the eighth figure was drawn.

The Keystone Telebinocular Test was administered to John when he was wearing his glasses and when he was not. Test results indicate that an examination by an ophthalmologist is necessary.

**INTERPRETATION**

John Benimble is a boy of average intelligence who is experiencing difficulty making satisfactory academic progress primarily because of a perceptual disorder which interferes with symbolic learnings. A self-concept of inadequacy and failure inhibits John's willingness to put forth effort to achieve.

**RECOMMENDATIONS FOR THE HOME**

1. We recommend that John's eyes be examined as soon as possible by an ophthalmologist. The parents may wish to talk with Mr. Tom Fireup concerning whom to consult.

2. We suggest that father and mother create an atmosphere that will encourage John to read. John should see his parents reading magazines, books, and newspapers if possible.

3. John's parents should spend a few minutes each day talking to John about his day at school. They should encourage John to ask questions he may have about activities going on around the home or in the surrounding community.

4. If John is working with his Dad in the family business, father should show John how to locate auto parts in the automobile parts manual. We feel that it would help John if father and son would make an auto parts "catalogue" together using 3 x 5 index cards. These cards can be kept in a box and would enable John to find auto parts easily, particularly if a photograph or a drawing of the part is on the card along with the name of the item.

5. In our opinion, John's parents should be proud of the good, stable home environment they have created for John. Their love and affection for their son have been a very positive contribution in making him feel that he is a real member of this family.
RECOMMENDATIONS FOR THE SCHOOL

1. We feel that John should continue to work with the reading specialist.

2. A daily log should be kept by the reading specialist. The log would include work assigned, work completed, skills presented, and the degree of skill mastery exhibited by John. It is also recommended that the log be used as an ongoing diagnostic tool. John should see this daily record and be aware of his progress. The log can also serve as a record of his progress to be shared with John's family.

3. We suggest that repetition be used in the presentation of sight words and related skills. By this we mean that a short, daily review of words taught and materials used in previous sessions should preface each work period.

4. John should be aided in building his reading and spelling vocabulary through the use of VAKT. Materials of interest to John and at his reading level should be selected. The Checkered Flag Series by Henry A. Barman and Robert J. Whitehead, Field Educational Publications, Inc., is recommended for John because of his interest in cars. Words unknown to him should be taught utilizing the steps in VAKT. The steps are:
   a. Look at the word, its beginning and its ending.
   b. Say it aloud.
   c. Spell it aloud.
   d. Trace the word with index finger.
   e. Write it.
   f. Compare with word studied.
   g. Repeat process until mastery is acquired.

Words taught by this procedure should always be used in context. The word can be printed or typed by John on a card and then be used by John in a sentence of his own making.

5. John should be taught touch typing. He can use the typewriter to type language experience stories, his vocabulary words, and the sentences in which he uses the vocabulary words.

6. Cursive writing should also be encouraged. This may be achieved by using the following methods:
   a. Language experience approach in which John is to dictate the story to his reading teacher. The teacher would write the story in large, legible hand.

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John is to copy the story in cursive and read it back to the teacher. John's stories should be kept in a folder and reviewed frequently.

b. John should choose a word to learn each day, use VAKT with the word, use it in a sentence, and copy it in another sentence using cursive writing.

7. There must be cooperation and communication among John's teachers. Work should be assigned at John's instructional level and these assignments should be tailored to meet his needs and abilities. John is to complete assigned work. The reading specialist should consult with John's teachers and determine with them appropriate school assignments.

8. The physical education teacher should be informed of John's perceptual disorder and the problems it may present in a sports setting.

We feel confident that the home and the school will work together in an effort to help John improve in the area of reading.

Sincerely,

Mother Goose
Director

DJM/dr

cc: Mr. Tom Fireup
    Principal
    Candlestick Middle School
    Candlestick, Michigan
Summer Enrichment Classes in Developmental Reading and Thinking as applied to the areas of Social Science, Science, and Children's Literature. Classes will be small and last six weeks. Must be bright children, 8-12 years of age, who want intellectual challenge, but not necessarily working up to their ability.

**Emphasis:** Five Language Skills Areas: **Listening, Speaking, Reading, Writing, and Thinking.** Thinking is the culmination of the other four language skills. Much of our thinking is "talking to ourselves." Thinking is basic to the other four language skills. This is an opportunity for your child to verbalize his thinking under guided direction.

**Dates:** June 25-29, July 9-13, July 16-20, July 23-27, July 30-Aug. 3, Aug. 6-10.

**Hours and Days:** Ages 10-12 Monday 9-10:30, Wednesday 9-11, Friday 9-10:30. Ages 8-10 Monday 2-3:30, Wednesday 2-4:00, Friday 2-3:30.

**Testing:** Pre-tests will be given in Verbal Intelligence, General Intelligence, Oral Reading, Silent Reading, Spelling. A Profile will be presented at the end of the six weeks along with 3-5 academic recommendations.

**Social Science:** Mondays will be spent using Taba Cognitive and Affective Strategies in the area of Social Science. Students will be given practice in picking out key concepts, making and applying generalizations, discussing feelings, problems, and values.

**Science:** Wednesdays, the two hour period, will allow time for observing, classifying, interpreting, predicting, inquiring, measuring—through realia and books, through directed question and answer techniques.

**Children's Literature:** Self-Selection and Reading of good books, answering factual and inferential questions, applying the books to life situations, learning to think about what the book has to say, learning to read for enjoyment.

**Reading Skills:** The application of reading skills will be there but are so much a part of the developmental reading and thinking that the students find them useful tools rather than boring drill.
Identification of Problem

Joe is a bright fifteen-year-old boy who was referred upon the request of his parents for therapy in reading. He is entering the tenth grade in the fall and has average grades or better in his classes. He reports that he is a slow and laborious reader who has trouble remembering what he reads in his social studies textbook. Joe was reading as well as an individual six months in the seventh grade when he began his work in the reading laboratory three months ago.

Goals

In working with Joe we have shown him how to add words to his vocabulary, how to read for main ideas, and how to identify supporting detail.

Materials

We have encouraged Joe to use his own textbook, the dictionary, and other social studies texts of lesser difficulty. Several films showing vocabulary development, use of the dictionary, and how to develop reading maturity were utilized.

Procedures

We have shown Joe how to spot main ideas in a chapter by use of introduction, summary, major headings, and by sequence of paragraphs. He has been taught how to use the dictionary in order to discover a variety of information. How and why questions were used to show him the importance of reading for detailed information. He has been shown how to build up a reading and spelling vocabulary by preparing a card file of unfamiliar words encountered in chapter reading. Each word and its definition have been typed on one side of a card and it has been used in a sentence on the other side.

Evaluation of Progress

Joe has made progress in the realization of all the goals he has set for himself to achieve. His grade score, however, on an equivalent form of the reading test administered at the beginning of the summer term was that of an individual entering the eighth grade. Joe is now able to identify main ideas in a chapter, read for supporting detail, and add words used in his text to his reading and spelling vocabularies. He is proud of his attainment — and so are we.

Recommendations

Our staff has enjoyed working with Joe; we recommend that he be left "on his own" for a six-month period with no further aid in reading. In our opinion he has acquired the essential basic skills and
is now ready to apply them in the content areas. Joe must discover this for himself. At the end of this period we suggest that he return to the laboratory for a conference. May we wish Joe the best of good luck.\textsuperscript{18}

\textsuperscript{18}Carter and McGinnis, op. cit., p. 287-288.
Internship Proposal

Submitted by

Lucetta A. Johnson
June 26, 1973


**Experiential Institution**

The Reading Center and Clinic of Western Michigan University will provide a ten weeks experience from June 11—August 17, 1973. The eight weeks will coincide with the summer school term at Western but will also include two weeks preceding it.

**Supervision**

The supervision of my activities will be directly under Dr. Dorothy McGinnis, Director of the Reading Center and Clinic. In addition she has assigned me to work with Ms. Betty Hagberg and other clinic personnel as necessary in order to gain the experiences which are stated in my skills goals.

**Time Factor**

I propose to spend all day July 20, July 27, and August 3 and half days on July 17, July 24, July 31 at the Reading Center and Clinic as a member of a Clinical Team for the Diagnostic Studies of three students who are disabled in reading for a total of thirty hours.

I propose to spend the weeks of June 11—June 15, June 25—June 29, July 9—July 13, July 16—July 20, July 23—July 27, July 30—August 3, August 6—August 10, and August 13—August 17, administering a field program of Developmental Reading and Thinking in the Allegan area for a total of at least one hundred and sixty hours.

I propose to spend the week of June 17—June 23 participating in the Reading Institute "Teaching Reading as A Thinking Process;" and the
week of July 2—July 6, writing summaries, evaluations, and recommendations for a total of at least eighty-five hours.

Rationale for Selection of the Experience

I seek the following skills in my internship program:

Conceptual Skills (Cognitive)

Attempt to discover the team leader's processes in developing tone and overall goals of the Clinical Studies Team.

Participate cooperatively as a member of the Clinical Studies Team without losing autonomy of personal goals and purposes.

Attempt to discover how to integrate the data, separate the important causal factors, and plan proper treatment for disabled readers.

Formulate ways to apply the learnings from the Reading Institute to the developmental teaching of reading and thinking.

Human Skills (Affective)

Participate in purposeful interviews of students, parents, teachers, and others, in the process of helping the disabled reader.

Participate in therapeutic counseling of students, parents, teachers, and others, in the process of helping the disabled reader.

Increase my ability to observe with a purpose and listen with empathy.

Learn how others deal effectively with the problems of the disabled reader, his home, and his school.

Technical Skills (Psycho-Motor)

Learn to select, administer, score, and interpret the most useful objective measures and informal inventories to meet the diagnostic needs of the disabled reader.

Learn how to write complete Clinical Study Reports to parents and schools summarizing results of in-depth diagnosis and giving recommendations for treatment.

Learn how to write letters to parents and schools about reading therapy sessions giving remedial recommendations.

Practice ongoing diagnosis-therapy-diagnosis procedures with disabled readers in a developmental reading-thinking program.
Activity and Project Involvement

I will act as a member of a Clinical Team at the Reading Center and Clinic to diagnose and recommend therapy for three different students with reading problems.

I will set-up and administer a developmental Reading-Thinking program that will provide diagnosis, therapy remediation recommendations to four children with reading problems in the Allegan area.

I will act on the part of the Reading Center and Clinic as an "In-House Evaluator" and submit brief summaries and evaluations of the Second Reading Institute, as well as recommendations for the Third Reading Institute.